Child Protection Manual
by the Associations of Working Children and Youth (AWCY)

Collective Work
Child protection manual by the AWCY

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The printing and distribution of this document are supported by Save the Children, with the support of official development aid from the Ministry of Foreign Affairs of Sweden
Child Protection Manual
by the Associations of Working Children and Youth (AWCY)

Let’s all stand up for children’s protection!

Sedjro Agbe Rodrigue, WCY Benin
DEDICATION

Celebrating the twentieth anniversary of the existences of the African Movement of Working Children and Youth, we dedicate this publication to all our late friends particularly, WCY from all countries who died from natural death, from illnesses, or sometimes from extreme violence.

This dedication is also to all our mothers, fathers and missing accompanying persons, who have always been supporting us, in order to better protect ourselves, as well as all the other children who are living in our communities.

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ISSN 0850 - 1620
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ACKNOWLEDGEMENT

To those who supported the realization of this Manual, 126th Jeuda publication
- Save the children and the Ministry of Foreign Affairs of Sweden

To supporting structures which are supporting the Associations of Working Children and Youth
- AEMO Ouagadougou, Burkina Faso
- Caritas Dé veloppement Niger, Bureau Diocé sain de Niamey, Niger
- Centre le colombier, Antananarivo Atsimondrano, Madagascar
- Chao de Papel-varela (Campo Fonç ado) omene tamente no REJE Bissau, Guiné e Bissau
- Communauté Abel, Grand Bassam, Cô te d'Ivoire
- Coordination des Projets Urbains de Caritas Mauritanie, Nouakchott, Mauritania
- CVD ou Assembly Man, Ghana
- Djigui Guiné e Conakry, Guiné e
- Enda Jeunesse Action Gué diawaye, Dakar, Séné gal
- Enda Mali, Bamako, Mali
- Entraide Maternelle Infantile du Cameroun (EMICAM), Yaoundé Cameroun
- Essau Community Nursery School, Banjul, Gambie
- GRAMID, R. D. Congo
- Multi-Purpose Community Development Project (MCDP), Addis Abé ba Ethiopie
- OPDE, Kamenge Kigobe, Burundi
- Programme Diocé sain d'Encadrement des Enfants de la Rue - Peder, R. D. Congo
- Projet Abadacogora et Intwari, Bureau Social urbain - Caritas Diocé saine, Kigali Rwanda
- Save the Children Norway, Harare, Zimbabwe
- The Kenya Youth Foundation (KYF), Nairobi, Kenya
- Wao Afrique, Lomé , Togo

And to the regional partners of the "Protection Group"
- BIT, Enda, OIM, Plan international, Save the Children, Service Social International SSI, Terre des Hommes, UNICEF, WVI
AFRICA’S MAP OF THE AMWCY

Members or Members-to-Be of the Association of Working Children and Youth
FOREWORD

Starting from an action to develop an action, such is the goal of any capitalization experiences. The one which was the basis of this manual is an attempt to highlight the strategy and the mechanisms by which working children and youth (WCY) provide child community protection at the grassroots level. The conceptual basis of their actions is that working children and youth cannot be protected without their full participation. Nowadays, such a statement could be called a truism. Indeed, the issue of minors and youths' participation in the dynamics of their protection against the various practices that endanger their development has become a common issue which is tackled through the programs of many agencies in Sub-Saharan Africa.

However, taken that speeches on children's and youths' participation are not always followed by coherent practices. It even appears, in some cases, that participation is just mentioned, rather than experienced. This situation is not something that happen at random! The motivation, organization and implementation of participatory processes are parts of complex mechanisms that are not always properly mastered by protection's actors.

There are many associations, NGOs and other agencies working in the field of child protection which find it difficult to achieve conclusive participatory protection experiences. This challenge has mobilized many Associations of the African Movement of Working Children and Youth (AMWCY) which, through various towns, have undertaken some activities to protect children at community level. The various experiences which have taken place within this framework have led to the protection of many children through different and various mechanisms.

The social phenomena against which community-based protection activities are intended for and which are conducted by children and youth, are very heterogeneous and deeply rooted in often multi-secular social structures. The fight against forced marriage,
the protection of young Koranic pupils and, more generally, children on the moove; the protection of children in difficult situations, the fight against the recruitment of children in armed conflicts, etc, are as many tangible successful protection activities which are undertaken by various working children and youth's associations.

The protection experiences which are conducted by the various associations of the Movement, need to be shared for reasons which relate to both the quality of the results and the level of children's and youths' participation in carrying out the process. Beyond the analysis of experiences, it is primarily important to share the package of tactics and strategies that resulted in a conscious and effective protection of these children who live in difficult situations, and which was conducted by their peers. To reproduce these different experiences in other social environments will require them to be systematized into knowledge that can be shared.

Therefore, this document is intended to be a systematized catalogue of community-based protection activities which have been really experienced by the Movement across different towns. The mechanisms have been described in relation to the nature of the activity. Thus, activities which are intended to promote the rights to protection are part of an approach which is different from those of prevention, which themselves, are different from supporting activities. But whatever the target, the various approaches in this manual are meant to be pedagogical. Their adoption by other protective organizations could create a more protective environment for children and youth who are living in lasting or temporary vulnerable situations.

Abou-Bakari IMOROU
Professor, researcher at the University of Abomey Calavi (Benin)
I- INTRODUCTION

The African Movement of Working Children and Youth (AMWCY)

The AMWCY was founded in 1994 in Côte d’Ivoire by children and youth from 4 countries. It has kept growing since then and is now operational in 27 African countries. At the end of 2014, the Movement features 831,652 members and well-wishers, including 270,955 active members, gathered into 3,915 Grassroots Groups grouped into 362 associations. The majority of the members (73%) are children (under 18) and 57% of the members are girls.

AMWCY is present in the following 27 countries: Benin, Burkina Faso, Burundi, Cameroon, Central Africa, Côte d’Ivoire, Ethiopia, Ghana, Guinea Bissau, Guinea Conakry, Kenya, Liberia, Madagascar, Mali, Mauritania, Niger, Nigeria, Democratic Republic of Congo, Rwanda, Senegal, Sierra Leone, Chad, Tanzania, The Gambia, Togo, Uganda and Zimbabwe.

The AMWCY is a large Movement made up of children and youth who did not have the opportunity of going to school or who dropped out too early for various reasons (poverty, overcrowding, etc.). These children and youth had to choose to work in order to help their families to loosen their grip and take care of themselves. They are willing to study, to work for a better future and to contribute to the development of their countries.

Workers (girls): as waitresses in backstreet restaurants, housemaids, apprentices: sewing, carpentry, welding, mechanics; self-employed workers: porters, shoe shiners, hawkers; farmers and others: gardeners, cattle breeders, fishermen, unemployed girls who lend a hand in domestic chores; as well as schoolchildren who combine both their studies and work.

Implementation of rights of Working Children and Youth (WCY)

The WCYs who are organized into Grassroots Groups, conduct activities to improve their own situation, as well as of their members’ and other children who are not members, as a token of solidarity and as part of the implementation of their 12 priority rights (and aspirations).
They have the right: to be taught a trade, to remain in the village (no "exodus"), to learn how to read and write, to health care, to work in a safe environment, to light and limited work, to rest when sick, to be respected, to be listened to, to leisure, to play, to self-expression and set up organizations, to equitable legal aid (in case of trouble).

This twelve-point platform was defined by the AMWCY founding members in 1994. Twenty years later, it still remains the common reference across the organizations and associations of various countries. Several studies and documents have claimed that WCYs have turned into their reality, the very essence of children's rights which they made their own.

But rights are not meant to be merely proclaimed, they need to be built, something the WCYs do every day to keep moving on and enable other children and youth to do the same: by making sure that classrooms can be used for evening classes in schools, or getting access to health centers facilities, or by being on the alert regarding mobile children, by increasing activities and leisure and, thus, reducing working hours; by showing solidarity and remaining friends.

Thus, in 2014: 450,867 children were able to study or become literate with the help of the AMWCY; 466,811 work fewer hours or less harder than before, 408,585 are in better health; 622,214 feel protected against violence and abuse, and 556,672 have more leisure activities than before. These data are the result of the AMWCY's regular monitoring (MEMSTAT and MICRI surveys, October 2014).

In 2018, the AMWCY's aim is to protect 1,000,000 children

The AMWCY and the Millennium Development Goals

The Movement contributes to the achievement of the Millennium Development Goals:

1) To eliminate poverty by developing Income Generating Activities, as an alternative to exploitation.
2) Through its performances in terms of education and literacy classes.
3) By promoting girls and women (majority of their members) within the AMWCY. The Movement also contributes to the implementation of objectives 6, 7 and 8.
The voice of AMWCY during International Debates

The AMWCY has an observer status with the African Committee of Experts on the Rights and Welfare of the Child of the African Union (ACERWC). It is also in contact with ECOWAS.

It is a member of the Inter Agency Group on "Children on the Move" at international level, alongside with important NGOs: Enda, Oak Foundation, Plan International, Save the Children, SSI, Terre des Hommes and World Vision, or the United Nations' agencies: ILO, IOM, UNHCR and UNICEF.

It takes part in the main debates related to children and their rights, at the United Nations, in particular with the Commission on Children’s Rights.
The Associations of Working Children and Youth (AWCY) have always defended their rights and protected their friends, children and youth. They enlist children and youth's Grassroots Groups involved in various trades, or those who live in the same areas in the towns or villages. These Associations meet as a National Coordination in the same country in order to defend children's rights. As children's organizations, they develop their self-organizational skills, through concrete actions and accumulate experiences in child protection.  

The mutual protection was at the very root of the AMWCY in 1994. The idea behind was that, by getting together, children and youth who make up the AMWCY could solve problems, build together what they could not get individually: with more security in their lives and activities, training activities, apprenticeships, self-fulfillment, is the main reason for its creation.

In 1995, during a meeting of animators, we received a phone call from the young housemaids in Dakar, telling us why, at that moment, they were at a Police Station standing up for one of them, who was falsely accused of stealing by her employer. Right there was the "alternative end" of the play "Sanayo" they had created and performed in the preceding years.

This play was about the harassment and abuse of a young housemaid in the house where she was working; then also, at the Police Station where, she was accused of stealing by her employer who did not want to pay her and wanted to get rid of her: the young housemaid found herself in the street, with nothing, oppressed by powerful people who had exploited and embarrassed her.

One year later, while we were asking them over the phone what we could do to help, and if they needed our help, the girls said "no, everything's fine; the Superintendant has told the employer to hand in evidence, or pay her what she owed her". Indeed, the world had really changed!

---

1 See Appendix 1 P.86 "WCYs' documented experiences in 9 countries"
2 Jeuda 100 (F) - "Sanayo", a play by "young housemaids" from HLM Montagne
The same young housemaids living in a neighborhood where they were organized were no longer going to be subjected to violence, because everybody knew that they were organized, so nobody would dare do them any harm, for the perpetrator would pay for it at the hands of hundreds of young peoples.

This idea was brilliantly highlighted in 1998 in a medium-length film by the Tunisian film-maker Taieb Louhichi, in "La force des Petits (Young but Powerful)".

For the WCY, the organization represents a collective response to their innumerable problems. It is their number 1 measuring instrument to ensure their protection, as well as other children.

Strategy Systematization

Their participation in the United Nations General Assembly Special Session on Children, as well as their collaboration with the RWOGAT, then "the Regional Mobility Group", which has finally become "the Regional Child Protection Group" made up of the United Nations major agencies and INGOs, compelled the WCYs to sharpen their analysis and strategies.

A first study was conducted in 2007, "Mobile children: from victims to actors" in 5 countries in West Africa, on the causes and consequences of departure of children on the move. This study which involved nearly 600 WCYs in the collection and analysis of data, marked a major step toward the systematization of a strategy regarding children involved in early migration, which was developed since AMWCY was created.

In December 2011, in a contribution to the regional discussion on protection systems, which was facilitated by UNICEF, the AMWCY produced and published a document: "Protection of mobile children by organized children and youth" which outlines twenty WCY experiences in nine African countries (Benin, Burkina Faso, Cameroon, Cô te d'Ivoire, Guinea Conakry, Mali, Niger, Senegal and Togo).

3622.214 feel protected against violence and abuse by the AMWCY (MEMS-TAT and MICRI surveys, October 2014).

4Jeuda 119 (F-E) : "From victims to actors". http://www.maejt.org/page%20anglais/pdfs/jeuda119_2english.pdf
In 2013, the AMWCY capitalized child protection experiences in order to share the AWCY’s daily activities. Some collected experiences were selected and analyzed to better understand the strengths and weaknesses of the Movement regarding child protection. Twenty experiences in 4 countries (Côte d’Ivoire, Mali, Niger and Senegal (see table below) were described to better understand the steps, and impacts of protection, and also to make the actors be known.

This present publication facilitates the sharing, the reflection within the AWCY, and strengthens child protection initiatives by the AMWCY, from one area to another, within the same country or beyond borders. Here, the WCYs go beyond the experiences they shared within the framework of their capitalization. They focus on the objectives of activities which have been achieved, the description of the steps, and especially on the procedures used to protect children.

The AWCY have training requirements which facilitate the development of their potential, and to reinforce the effectiveness of the action to protect a larger number of children and youth in their localities. Like "The AMWCY Training Manual: Pedagogic record sheet of WCY"\(^6\), this training manual is made up of several modules to strengthen the AWCY on various training themes.

It has been developed to be used during training sessions, but also as a tool to support and strengthen the systematization of the WCYs' approach in child protection. It facilitates the sharing of experiences with other actors dealing with child protection. It is complementary to the systems developed by different stakeholders dealing with child protection.

1- Capitalizing experiences on child protection

In 2013, WCYs were involved in the collection and analysis of data based on their own experiences in self-protection and in protecting friends who are not members of the AMWCY. The capitalization of these experiences helped document the ability and the skills of AMWCY’s practices regarding the protection of children in towns and villages.

WCYs' Documented experiences

<table>
<thead>
<tr>
<th>Countries</th>
<th>Towns</th>
<th>Experiences selected for capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cô te d’Ivoire</td>
<td>Abidjan</td>
<td>&quot;The fight against forced marriage&quot;</td>
</tr>
<tr>
<td></td>
<td>Adiaké</td>
<td>&quot;Identification of non-registered children and steps taken for registration&quot;</td>
</tr>
<tr>
<td></td>
<td>Grand-Bassam</td>
<td>&quot;Identification of children displaced to Grand Bassam due to the post-election crisis, and support they received from the WCY&quot;</td>
</tr>
<tr>
<td></td>
<td>Korhogo</td>
<td>&quot;Official mobilization and involvement of administrative authorities in the protection of Koranic school pupils&quot;</td>
</tr>
<tr>
<td></td>
<td>Toumodi</td>
<td>&quot;Child demobilization and the fight against their integration into the FRCI (army) during the post-election crisis&quot;</td>
</tr>
<tr>
<td>Mali</td>
<td>Bamako</td>
<td>&quot;Training for child protectors by other children&quot;</td>
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<tr>
<td></td>
<td>Gao</td>
<td>&quot;Child protection during the political-military crisis&quot;</td>
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<tr>
<td></td>
<td>Kita</td>
<td>&quot;Family reintegration of social dislocated children from disrupted families (ERFS)&quot;</td>
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<tr>
<td></td>
<td>Mopti</td>
<td>Mediation for children deprived of liberty and social dislocated children from disrupted families (ERFS)</td>
</tr>
<tr>
<td></td>
<td>Sikasso</td>
<td>&quot;Support mechanisms for mobile children and children at risk&quot;</td>
</tr>
<tr>
<td>Region</td>
<td>City</td>
<td>Initiative Description</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Niger</td>
<td>Dosso</td>
<td>&quot;Fight against drop-outs and child migration&quot;</td>
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<tr>
<td></td>
<td>Gaya</td>
<td>&quot;Fight against early marriage&quot;.</td>
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<td></td>
<td>Makalondi</td>
<td>&quot;Right to stay in the village&quot;</td>
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<td></td>
<td>Maradi</td>
<td>&quot;Identification and vocational training for idle children&quot;</td>
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<tr>
<td></td>
<td>Zinder</td>
<td>&quot;Identification and vocational training for young girls&quot;</td>
</tr>
<tr>
<td>Sénégal</td>
<td>Dakar</td>
<td>&quot;Support for young Koranic school pupils through sponsorship, by WCYs in Dakar&quot;</td>
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<tr>
<td></td>
<td>Kaolack</td>
<td>&quot;Experience regarding children's enrolment and retention in schools&quot;</td>
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<tr>
<td></td>
<td>Saint-Louis</td>
<td>&quot;Fight against children's early involvement in maritime fishing in Saint-Louis (Protecting children against the Sakhtar tide)&quot;</td>
</tr>
<tr>
<td></td>
<td>Thiès</td>
<td>&quot;Experience of supporting non-registered children by protecting elders &quot;</td>
</tr>
<tr>
<td></td>
<td>Ziguinchor</td>
<td>&quot;Protecting children against the influence of military encampments in Ziguinchor's peripheral districts&quot;</td>
</tr>
</tbody>
</table>
During the 9th meeting of AMWCY which was held in Ouagadougou, in October 2013, with the technical support from a regional consultant, Save the Children and Enda, the WCYs from 27 AMWCY member countries, assess their protection experiences to produce the patterns of their protection approaches in various situations.

One of the key recommendations was to implement a dynamic of systematization of the AWCY's protection approaches to increase the potential for the success of the actions of the Movement.

2- A regional workshop for the production of the manual

Based on the report on capitalization, the reflection process continued on how to share information and lessons learned from the WCY protection approach. The production of a manual based on the steps related to the WCY protection activities led to the organization of the Lomé workshop, in Togo, from May 12 to 23, 2014, which was a key step in elaborating it. This manual is an educational tool that allows organizations which want to develop the same experiences in their communities, in order to have a base for discussions at hand.

From participatory perspective, the WCYs started from their experiences based on their 12 rights⁷, to classify activities based on children's organizations which benefit from their protective activities.

Three important pillars of child protection have been identified and described by the WCYs: prevention, accompanying and promotion of child rights. The stages, the time for sharing activities, materials used and results achieved are grouped together as methodological worksheets.

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⁷AMWCY’s 12 Rights: Right to be taught a trade, Right to remain in the village (no “migration”), Right to learn how to read and write, Right to health care, Right to work in a safe environment, Right to light and limited work, Right to rest when sick, Right to be respected, Right to be listened to, Right to leisure, Right to play, Right to self-expression and set up organizations, Right to equitable legal aid (in case of trouble).
What will this manual help you understand?

This manual will help us to better understand the meaning of protection, as well as the 3P4

- **Protection**: its importance; who is protected by the WCYs, and what are the activities which are being carried out? Objectives, questions to be asked and to ask oneself; participants' answers and summary of a lesson to be learned, are defined.

- **Putting into practice the 3 pillars** of child protection by the WCYs. Each pillar is divided into 4 steps under the 3P4 protection approach.

**The 3P4**

- **Prevention**
  - Monitoring/Alert, Information/Sensitization/Education,
  - Setting up Grassroots Groups,
  - Training for Grassroots Group Members.
  - Monitoring and Alert

- **Accompanying**
  - Location/Identification,
  - Diagnosing (analysis) of the situation,
  - Research for solutions,
  - Monitoring and alert mechanisms

- **Promoting children’s rights**
  - Information/sensitization,
  - Community-based mobilization,
  - Political activities,
  - Monitoring and alert

All these activities are organized in a worksheet with detail steps of their implementation. From the children’s experiences who are concerned, these worksheets can also be used as options by protection organizations.

This approach is part of the WCY’s protection initiatives which are being carried out through national systems. The WCYs play their role regarding the protection programs drawn up by national authorities and partners. Their activities provide a broad and comprehensive coverage of all children, living in rural or urban areas.
Child protection manual by the AWCY

How to use it?

This manual is the model which has been drawn by WCY as part of their child protection approach. We use it to strengthen the protection activities of Grassroots Groups, AWCYs and National Coordinations. It enables us to have a better idea about what we are doing, in order to improve it.

Facilitating a workshop with this manual has to go through a participatory process. A collective reflection on experiences of participants on child protection has to be organized. At each stage, participants are invited by the workshop facilitator to talk about their experiences.

With the help of the manual, the participants were able to have a clear understanding of what is being done daily in the groups. Consequently, activities are compared with the contents of this manual to deepen the reflection processes and prioritize issues on which workshop’s participants need to be strengthened.

The workshop facilitator starts from the content of this manual to prepare, with the participants, a small time-table according to the number of days which are planned for the training session.

This manual is a workshop facilitation guide. It is a tool which allows a Grassroots Group, an AWCY and a National Coordination, to broaden their reflection and set up their own child protection approach. It urges them to define and organize protection activities based on problems that children are facing within their communities.

To whom is it intended for?

This manual is produced for the WCY who are developing their approach, on a daily basis. It is a tool for the WCY who are used to facilitate workshops and support reflection of Grassroots Groups through their protection activities.

A WCY who has a good understanding of the protection approach, can use it to facilitate a training workshop for his/her friends, because it is a document that allows transfer of knowledge and skills. One must have personally experienced child protection in order to share it with others afterwards.
Regional Summary Workshop: Opening Ceremony

Now? Let’s introduce ourselves, giving our surnames and family names; town and country.

Next, we’ll share the experiences of each organization.

In our association, we have committees to take care of mobile children.

The Director of the DGPE

Oh! Yes, these groups are parts our AWCY, too.

Of course!

After the introductions and clarifications, I declare this workshop open.

O. W. Jean
II- WCY’S PROTECTION APPROACH AND CORE CONCEPTS IN THE MANUAL

1- Defining child protection and its importance for the AMWCY

Introduction
We start from the WCY protection experiences. We bring them to identify children who benefit from Grassroots Groups and AWCY’s activities to finally come to a common definition of protection.

Implementation
- **Objective:** to help the WCY have a clear understanding of child protection objectives and goals
- **Contents:** the notion of child protection
- **Teaching materials:** flip chart, drawings, Jeuda 123 brochure on "Protection of mobile children by organized children and youth".

Plenary sessions
Sharing of child protection experiences.

Group Work
Starting from our experiences, we will specify activities which are being conducted, children who are touched or reached by these activities, and we will propose a definition of child protection.

<table>
<thead>
<tr>
<th>Activities conducted</th>
<th>Children affected by these activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We sensitize (this activity is called sensitization)</td>
<td>- Working children</td>
</tr>
<tr>
<td>- We identify (this activity is called identification)</td>
<td>- Children deprived of freedom</td>
</tr>
<tr>
<td>- We organize training sessions (this activity is called training)</td>
<td>- Children subjected to violence and sexual abuses</td>
</tr>
</tbody>
</table>

- Young Koranic school pupils
- Disabled children
The WCY assure the protection of their members and peers. The exchanges show WCY and facilitators that other children living in difficult situations are also enjoying those protection activities.

The facilitator of the training workshop summarizes and sums up exchanges by defining what protection is.

Protection is the activity which is conducted by the WCYs to prevent and support all children who are victims of violence, exploitation and all forms of abuse. Protection ensures the well-being of children and creates a protective environment for all children. Child protection is the WCYs', parents' (families), employers', the community's and the Government's responsibility.

During a plenary session, the facilitator will ask the following question: what do you aim at when protecting children? Why do you find it important to protect children?

The goal of child protection (which is in line with the AMWCY’s vision) is detailed by the WCY and the facilitator.

The purpose of child protection is to provide him/her with a well-being and help him/her live life to the full. Child protection creates an environment which is conducive to his development at all levels (physical, moral, intellectual and spiritual).

The AMWCY’s Vision: “all African children, should be born and grow up in good conditions, and enjoy fully their rights to lead a fulfilling life, while helping their communities to develop harmoniously, in peace and in a healthy environment”.

The AMWCY’s Mission
- To inform and to train children on their rights and undertake activities to achieve them. - To fight against our own poverty and that of our communities. - To help develop children’s participation, as well as solidarity and brotherhood between them and between all African populations.
Advice for WCY and facilitator

We have in mind the fact that somewhere, right now, a child is facing a difficult situation, that a child needs our help.

With the AMWCY’s vision, we will no longer tolerate such situations without acting or reacting.
2- Organizing protection activities

Introduction
Les actions de protection des AEJT s’organisent, du début à la fin, selon la situation spécifique à chaque groupe d’enfants.

Implementation
- **Objective**: to define stages of protection
- **Contents**: to regroup all child protection activities
- **Teaching materials**: padex paper, drawings, Jeuda 123 brochure on "Protection of mobile children by organized children and youth".

During plenary session, the facilitator asks the following question: based on your protection activities and those who benefit from them, how and in what situations are these activities conducted? Let us organize and regroup protection activities per steps, and specify what we do first, what comes next and what we do at the very end.

Answers:
- When there are some risks for children and to prevent problems
- When there is a problem and to provide accompanying for the children who are concerned
- When there is discrimination and violation of children’s rights

The facilitator sums up the presentation by showing that:

- **Prevention** means avoiding the danger to occur. It aims at conducting activities which keep children away from violence, abuse and exploitation, and give children the ability to protect themselves against violence, abuse and exploitation

- **Accompanying** is a set of activities that provide answers to the problems of a child whose rights have been violated: violence, abuse, exploitation, harmful cultural practices, etc.

- **Promoting children's rights** shows that children's rights are human rights which mainly focus on the child. Promoting children's rights takes into account his/her specificities and the problems the child faces.
3- Prevention

Issues covered by the theme
The participants present situations in which the AWCY is implementing activities against the risks and dangers children are subjected and identify their prevention activities. They then regroupe them into various steps of preventing risks children are faced with.

Implementation
- Objective: to provide prevention against the violation of children's rights
- Content: prevention objectives and activities
- Teaching tools and materials: flip chart, drawings, Jeuda 123 brochure on "Protection of mobile children by organized children and youth".

Group work
We are members of AWCY Grassroots Group and we are aware of the fact that child issues can still occur any time. Let's exchange on how we would proceed, step by step, in order to prevent such a situation.

The facilitator sums up exchanges by showing participants that activities linked to prevention are carried out in 4 steps:
- Information/Sensitization/Education.
- Setting up Grassroots Groups
- Training of Grassroots Groups members
- Monitoring and Alert
Group works
Participants reflect about what they do to:
- Inform, sensitize, educate.
- Set up Grassroots Groups
- Train Grassroots Groups members
- Monitor their activities and give an alert in case of a new recidivism

The facilitator sums up by showing activities to be conducted under each step.

Information / Sensitization / Education
These are activities which are conducted by the AWCY to sensitize children, communities and families about children issues, and also to invite them to carry out their duties in order to change the situation. The violation of a child's rights is an alert that tells us that other children might face the same situation. We take action to prevent other children from being subjected to the same situation again. The activities are:
- Thematic Debates.
- Radio programs
- Forum
- Rally

Setting up Grassroots Groups
The setting up of Grassroots Groups is a prevention strategy for the AWCYs. Grassroots Groups are also relay for the AWCY within the framework of their sensitization activities. Grassroots Groups are also alert mechanisms for the WCY's self-protection in their immediate environment. We have two specific cases and the approach is specific to each case:
- An already existing children's groups gets in touch with the AWCY
- The AWCY decides to set up a Grassroots Group with some children

Training of Grassroots Groups members
The Grassroots Group trains the WCY as actors of their own protection and of other children as well. It is also about building up Grassroots Groups members' capacities to remove the threat of poverty and vulnerability. The activities are:
- Capacity-building for the members
- Vocational training (Training leading to qualifications)
- Training/Professional training
- Monitoring and Alert

We make sure that what is done is what has been planned and that the problems of the child are solved in a durable manner. Grassroots Group meetings provide the framework for sharing and analyzing activities which have been planned for children and youth living in difficult situations.
Child protection manual by the AWCY

Prevention

- Setting up a New Grassroots Group according to the initiative of children facing the same problems
- Capacity-building for members
- Qualification trainings
- Grassroots Groups Meetings
- Selection/designation of a WCY in charge of monitoring
- Developing monitoring worksheets
- Monitoring and Alert

Setting up a Grassroots Group

- Setting up a Grassroots Group according to the initiative of children facing the same problems
- Qualification trainings
- Training/Vocational Training

Members' Training

- Capacity-building for members
- Qualification trainings
- Training/Vocational Training

Information/Sensitization/Education

- Thematic Debate
- Radio Programs
- Rally
- Forum

Setting-up a New Grassroots Group

- Setting up a Grassroots Group according to the AWCY's initiative
- Qualification trainings
- Training/Vocational Training

Monitoring and Alert

- Selection/designation of a WCY in charge of monitoring
- Developing monitoring worksheets
- Monitoring and Alert
4- Accompanying

Issues covered by the theme
We ask participants to present situations in which the AWCY solves children’s problems. They identify actions for children who have problems. They regroup them to show steps related to the solving of children’s problems.

Implementation
- **Objective:** to define activities related to accompanying
- **Content:** the pillars/activities or accompanying
- **Teaching materials and tools:** flip charts, drawings, Jeuda 123 brochure on "Protection of mobile children by organized children and youth".

Group work
We are members of the AWCY’s Grassroots Group; there a child who has some problems; what do we do? What is our attitude? Let us share on how to proceed, step by step.

The facilitator sums up exchanges by showing participants that activities related to accompanying process are carried out in 4 steps:
- Location/identification
- Diagnosis of the situation
- Research for solutions
- Monitoring and alert mechanisms

Group work
The WCY and the facilitator think about: what the WCY do to find out and identify a child who has problems; to understand his/her situation; to find a solution to his/her problems along with his/her own full participation, and carry out together the monitoring to launch the alert that helps prevent, in time, the recurrence of the child’s problems.
The facilitator sums up exchanges by showing activities that should be conducted at each step.

- **Mirage / identification**
  We bring out the initiatives and activities that help locate, identify, or get in touch with children who have got some problems. These activities are:
  - Visits/outings /Trips/Campaign trails.
  - Surveys/Door-to-Door Activities
  - Listening Centers
  - Installing suggestion boxes
  - Sponsorship : "I am your eye", "I am your mouth"
  - Telephone Number (poster /telephone, contact people/ committees).

- **Diagnosis of the situation**
  The diagnosis of the situation is the second step. Once a child who is living in difficult situations is identified, the WCY conduct activities in order to understand the problems which prevent him/her from enjoying his/her rights. This approach is intended to listen to the child. We want to understand the nature of his/her problem so that, together, we may look for a durable solution that will effectively improve his/her situation. Those activities are as follows:
  - Listening Activities.
  - Participatory Research Action

- **Research for solutions**
  Under this third step, we have to find, with the child, a lasting solution to his/her problem. This solution is suitable to his/her situation; it realistic and achievable in his/her environment. Those activities are as follows:
  - Definition activities.
  - Planning
  - Implementation of activities

- **Monitoring and alert mechanisms**
  We check to see if what is done is in fact what has been planned, and if that takes care of the problems of the child on a long term basis. Grassroots Group meetings represent a framework for sharing and analyzing activities which have been planned for children and youth living in difficult situations.

  NB: the monitoring mechanism is specific to the AWCY and the Grassroots Group is the monitoring framework for children who live in difficult situations.
Meetings of the Grassroots Group become a monitoring mechanism if they are organized on a regular basis, and if they take place whenever the WCY express such a wish. A point regarding monitoring is always on the list of their agenda of the meetings. Choosing someone who will be in charge of the monitoring enhances this mechanism. It ensures that this point is dealt with during the Grassroots Group meetings. With his/her friends, they collect the monitoring worksheets and ensure corrective measures, which have been agreed upon after the analysis of the information on each child.

The monitoring mechanism is also an alert mechanism for children who are living in difficult situations to keep a check, each time, on what is wrong, on what does not work regarding the implementation of the solutions to problems which have been identified.

9The alert is the signal that triggers identification activities. The alert comes also from mechanisms which have been put in place for the identification of children who are living in difficult situations.
ACCOMPANING

DIAGNOSING THE SITUATION

LISTENING

Participatory Action Research (PAR)

MIRAGE / IDENTIFICATION

Installing suggestion boxes

Setting up listening points

Fields visits

Witness
I am your eye, I am your mouth

Telephone as an alert system

MONITORING MECHANISM

Selection/designation of a WCY in charge of monitoring

Developing monitoring worksheets

Grassroots Groups Meetings

RESEARCH FOR SOLUTIONS

Defining activities

Planning activities

Implementing activities

Planning activities

Developing monitoring worksheets

Grassroots Groups Meetings

Child protection manual by the AWCY
5- Promoting children's rights

Problems covered by this theme
The participants present situations in which the AWCY promotes children's rights. They identify the activities that can help promote children rights. They regroup them into the different steps of child rights promotion.

Implementation
- **Objective**: to promote child's rights and to improve the protective environment for all children.
- **Content**: objectives of child’s rights promotion, the people who are concerned, steps and activities
- **Training materials and tools**: flip charts, drawings, Jeuda 123 brochure on "Protection of mobile children by organized children and youth".

Group works
Participants share the activities that enable child's rights to be known and respected.

The facilitator sums up exchanges by showing participants that the activities which are linked to the promotion of children’s rights are carried out according to 4 steps:
- Information/Sensitization
- Community-Based Mobilization
- Political Actions
- Monitoring and Alert

Group works
Participants reflect on what they do to:
- Inform and sensitize
- Community based mobilization
- Implement political actions
- Monitoring and alert
The facilitator sums up the presentation by showing activities to be carried out at each step

- **Information / Sensitization**
  The AWCY sensitize the community on children’s rights. The promotion of these rights contributes to the reduction of violence and abuse in the community. These activities are the same as those mentioned in relation to prevention.

- **Community-Based Mobilization**
  Community-based mobilization calls on the community to take full responsibility for its duties towards children. The actions affect everyone, in particular people who are concerned by the development of the child. Those activities are as follows:
  - Setting up child protection committees
  - Training community-based actors
  - Exhibitions, posters

- **Political actions**
  Political actions help to sensitize political authorities in order to remind them to take actions or measures to promote children’s rights. The AWCYs and Grassroots Groups call on political, administrative and traditional authorities to react on the situation of children’s rights. Those activities are as follows:
  - Meetings and paying courtesy visits to authorities
  - Conference/debate on children’s rights
  - A special day of appeal on child’s rights issues

- **Monitoring and Alert**
  We check to see if what is done is in fact what has been planned, and to see if has solved the problems of the child on a long term basis. Grassroots Group meetings are the framework for the sharing and analysis of the activities which have been planned for children and youth living in difficult situations.
Promoting children's rights

INFORMATION / SENSITIZATION
- Thematic Debate
- Radio Programs
- Forum
- Rally

COMMUNITY-BASED MOBILIZATION
- Setting up child protection Committees
- Training Community-Based Actors
- Exhibitions / Posters

POLITICAL ACTIONS
- Meetings and paying courtesy visits to authorities
- Conferences / debates
- Special appeal day to meet Officials

MONITORING AND ALERT
- Selection/designation of a WCY in charge of monitoring
- Developing monitoring worksheets
- Grassroots Groups Meetings

INFORMATION / SENSITIZATION
- Setting up child protection Committees
- Training Community-Based Actors
- Exhibitions / Posters

COMMUNITY-BASED MOBILIZATION
- Meetings and paying courtesy visits to authorities
- Conferences / debates
- Special appeal day to meet Officials

POLITICAL ACTIONS
- Selection/designation of a WCY in charge of monitoring
- Developing monitoring worksheets
- Grassroots Groups Meetings

MONITORING AND ALERT
III- **Pedagogic worksheets on protection activities**

The pedagogic worksheets describe how each activity is carried out, and how the WCY go about carrying out their activities. The facilitator organizes the role played by the WCY in protection activities. With the help of participants, they define the objectives, the actors and steps of the various activities. The WCY rectify the mistakes connected to their approaches and find out other activities to well protect children.

1- **Pré vention**

- Thematic Debates
# Child protection manual by the AWCY

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>It is a communication outreach method between two or several people. It is a group facilitation technique, a planned interview and facilitated by an elder WCY, to pass on a clear message.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective (Why?)</strong></td>
<td>To equip group members to enable them to analyze their problems and to find solutions that will be of most use to them.</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>Direct exchanges between Grassroots Group members to raise awareness and bring a change in behaviour.</td>
</tr>
<tr>
<td><strong>With whom?</strong></td>
<td>The WCYs, children in difficult situations, parents and communities.</td>
</tr>
<tr>
<td><strong>How? (Process)</strong></td>
<td>Thematic debate consists of several stages</td>
</tr>
<tr>
<td></td>
<td><strong>Objective and theme:</strong> The objective and theme are chosen by the Grassroots Group and they are based on problems children are facing. Negotiation is initiated between members to:</td>
</tr>
<tr>
<td></td>
<td>- define the objectives and the theme which lead to the expected changes on child protection</td>
</tr>
<tr>
<td></td>
<td>- identify the participants who are concerned by the theme of the discussion.</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion procedure:</strong> to describe the way the discussion takes place by taking into account participants, the theme and the expectations for change.</td>
</tr>
<tr>
<td></td>
<td><strong>Tools and materials:</strong> to develop and choose the materials to be used during the discussion to convey the message.</td>
</tr>
<tr>
<td></td>
<td><strong>Selection of a facilitator:</strong> to choose the facilitator according to his/her capacities and his/her experience in discussion facilitation.</td>
</tr>
<tr>
<td></td>
<td><strong>Division of tasks and preparing the venue:</strong> before, during and after the discussion, tasks are allocated between Grassroots Group members. The venue must be well arranged.</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation:</strong> the discussion takes place according to the steps chosen by the Grassroots Group.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation and recommendations:</strong> to check if the discussion has led to the results that were expected. From the analysis of these results, we define what should be done to correct or improve the WCY’s approach.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Preparation worksheet for the discussion, facilitation and evaluation worksheets</td>
</tr>
<tr>
<td><strong>Additional comments</strong></td>
<td>A thematic discussion is used to communicate to the public in order to achieve a behavioral change. Mastery of the theme leads to the appropriate messages which help raise participants’ awareness.</td>
</tr>
</tbody>
</table>
Child protection manual by the AWCY

Radio Emission

No problem you are welcome
We want to have a radio program

We are WCYS and we fight for our plight
Yes child protection is very important

We must make sure that all African children are in good condition
This is right
# Radio program

## Description

The WCY go to radio stations to convey their messages on children's rights and protection. We have interactive radio programs which enable listeners to take part in them, and also news programs.

## Objective (Why?)

To exchange with listeners on a clear theme or problem related to child protection.

## Aim

Radio programs help to reach a large number of people.

## With whom?

The WCYs, children in difficult situations, parents and communities.

## How? (Process)

### Selection and preparation of facilitators for the radio program:

- The WCY who are selected to facilitate the radio program should have a good understanding of the topic as well as good communication skills.
- The WCY are equipped to facilitate a radio program and to understand the environment and management of a radio program.

### Selection of a radio station: a listeners' audience should be the indicator as well as its frequency in communicating about children's rights.

### Negotiating broadcast times: it has to be planned with the journalist who is in charge of the radio program. We select a peak listening time, live from the radio station.

### Choosing a topic: the Grassroots Group chooses a theme by taking into account situations where children's rights are violated.

### Languages used to convey the messages: to choose languages which can help reach the populations we have targeted. The messages are translated into the languages which have been chosen.

### To prepare an advertisement: to produce a message which shows the aim of the radio program to the public.

### To share roles between the journalist and the WCY facilitators: a good preparation between the journalist and the WCY facilitators can lead to a successful radio program. The actors of the radio program must agree on the main issues beforehand.

## Materials

Radio program preparation worksheet

## Additional comments

During the radio program which has been organised by the grassroots groups along with the WCY, we talk about our activities on child protection. The radio program is a means to contact children and communities in order to prevent and inform on child's rights violations. To facilitate the radio program, we negotiate partnerships with the radio stations which are interested in child's rights.
Welcome with us in the studio. Our guests are WCYs. They are going to talk about their Movement. Hello, WCYs!

Hello! Indeed, we are WCYs from...
<table>
<thead>
<tr>
<th><strong>Forum</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>It sensitizes a large and diverse group of people. It makes it possible to exchange and interact with people to solve problems relating to children's rights violation.</td>
</tr>
<tr>
<td><strong>Objective (Why?)</strong></td>
<td>To make it possible for the populations to discuss, analyze children’s problems and to find appropriate solutions to the well-being of children.</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>This is a means of dialogue with and between community members.</td>
</tr>
<tr>
<td><strong>With whom?</strong></td>
<td>The WCYs, children in difficult situations, parents and communities.</td>
</tr>
<tr>
<td><strong>How? (Process)</strong></td>
<td>The forum consists of several steps:</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Choosing a theme:</strong> a theme is selected by the Grassroots Groups, taking into account situations related to the violation of children’s rights.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Choosing participants:</strong> to choose participants who will facilitate the theme of the forum.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Objectives:</strong> they are Connected to what participants expect about changes related to child protection.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Proceedings:</strong> describe how the forum is organized by taking into account participants, the theme and changes which are expected.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Tools and materials:</strong> elaborate up and choose materials to convey the messages. To be careful and pay attention to information materials/tools, for the public is more important.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Choosing the facilitator:</strong> to choose the facilitator, according to his/her skills and experience in facilitating forums.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Division of tasks and preparation of the venue:</strong> before, during and after the forum, tasks are divided between Grassroots Groups or the AWCY members. The venue must be well arranged.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Implementation:</strong> the forum takes place according to the steps which have been identified by the Grassroots Group.</td>
</tr>
<tr>
<td></td>
<td>■ <strong>Evaluation and Recommendations:</strong> to see if the forum has led to the results that were expected. From the analysis of these results, we need to define what should be done to correct or improve the WCY approach.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Facilitation worksheet, evaluation worksheet</td>
</tr>
<tr>
<td><strong>Additional comments</strong></td>
<td>During the forum, you need to adopt an approach that helps people to identify the problem and seek for solutions together.</td>
</tr>
</tbody>
</table>
Child protection manual by the AWCY

Long live the African Movement of Working Children and Youth!

Zero violence.

The whole African continent should know the 12 rights.

AMWCY
## Child protection manual by the AWCY

### Rally

**Description**
It is a communication and sensitization method which deals with several communities at a time. It takes place over several days and uses several ways to convey the message. The rally is used to exchange and interact with different populations to solve problems which affect children.

**Objective (Why?)**
To enable the communities which are faced with children’s rights violations to mobilize in order to find solutions for the well being of children.

**Aim**
The rally affects a large and diverse population

**With whom?**
The WCY, children living in difficult situations, parents and communities.

**How? (Process)**

- **Choosing the activity of the rally:** the choice is made during a Grassroots Group’s meeting which allows the WCY to have a common understanding of the objectives of the rally.

- **Itinerary:** define the starting point, the itinerary, the sites to cross, the places to pause and pass on messages and the point of arrival. Give reasons for choosing each step and to define the message to be conveyed.

- **Necessary equipment:** to list the necessary equipment for the rally (vehicles, sound system, means of dissemination of messages, etc.)

- **Number of days, participants and messages:** according to the itinerary, pause spots, and activities, we decide how many days the rally will require, the participants and messages.

- **Division of tasks:** everyone knows what role he/she has to play.

- **Implementation:** the rally is conducted according to the steps which have been identified by the Grassroots Group.

- **Evaluation and recommendations:** when the rally is over, check whether the expected results are achieved. And once these results have been analyzed, we need to define what should be done to correct or improve the WCY’s approach.

**Materials**
Facilitation worksheet

**Additional comments**
The preparation of the rally requires teamwork because it is multi-tasked. The division of tasks between Grassroots Groups and the AWCY members contributes to the success of the rally.
We, AWCY Lome. Children have rights. Help us fulfill them!

It’s good to be a member of an association like this.
CREATING A GRASSROOTS GROUP

Grassroots Group Meeting

Good evening, the meeting is open.

What activity shall we organize?

Let's organize a wrestling tournament.

Wrestling Tournament

PRIP PRIP

Let me pull him down.

I've defeated him.

Youth Sensitization

We want to have a Grassroots Group here. What do you think?

I think it's a good idea.

This will enable us to know our rights.

Parents Sensitization

We talked to your children to set up a Grassroots Group. They agreed. What about you?

That's an excellent idea.

Very good.

SOULEYMANE SAGNA WCY KOLDA
## A new Grassroots Group initiated by children

### Description
A Grassroots Group is important in the WCYs' intervention strategy. It is the AWCY's relay to conduct sensitization activities. These are proximity alert mechanisms for the WCYs' self-protection and the protection of all other children. The creation of a Grassroots Group is initiated by children who share the same job, live in the same neighborhood or have the same meeting place.

### Objective (Why?)
To strengthen the WCY's proximity alert mechanism.

### Aim
Proximity with children.

### With whom?
The WCY, children living in difficult situations, parents and communities.

### How? (Process)
The setting up of a new Grassroots Group which is initiated by children follows the following approach:

- **Children who have the same concerns get together:** belonging to the same neighbourhood, the same village or sharing the same workplace, the children talk about their problems and develop solidarity ties. Then, a Grassroots Group is set up.
- **Children's group meeting:** It is organized in the neighborhood or workplace, its frequency being defined by the children and by taking into account their availability.
- **Contents of the meetings:** the children talk about the difficulties they face and seek solutions to their problems. They also try to know if other groups of children are going through the same process, and how to contact them.
- **Contacts with other groups of children:** by "From mouth to ears", during a sensitization session or through telephone contact, the Grassroots Group links up with other groups of children. Together, they define their relationship. Then, an AWCY is set up.
- **Operation and organization:** together, children define how they organize themselves (who is responsible for what and how much money they should contribute in order to keep the group going) and where they should look for support to better protect themselves.
- **Contacting the AMWCY:** through their activities, these groups of children get in touch with one AWCY or other AWCYs that are part of the Movement, which will inform them about the membership procedures to join the AMWCY.
- **Evaluation meeting of Grassroots Groups' activities:** children evaluate their progress, activities and objectives align with the AMWCY’s 12 rights.

### Materials
Facilitation worksheet, evaluation worksheet

### Additional comments
The Grassroots Group which has been set up is supported by the AWCY.
For the neighborhood’s deprived children, why not see how to help them?

WCY

Why not with IGA’s income?

WCY

Let’s create a new IGA, then!
### A new Grassroots Group initiated by the AWCY

**Description**
The Grassroots Groups of an area are integrated into an Association of Working Children and Youth (AWCY). All Grassroots Groups members unite to protect their rights. The AWCY can set up other Grassroots Groups if members express such a need, and provided other groups of children have the same desire.

**Objective** *(Why?)*
To strengthen the AWCYs’ proximity alert mechanism.

**Aim**
Cohesion of children’s activities

**With whom?**
The WCYS, children living in difficult situations, parents, communities.

**How?** *(Process)*
The creation of a new Grassroots Group which is initiated by the AWCY follows the following approach:

- **Debriefing session during the AWCY’s meeting:** the WCYS organize visits and comment on children’s problems, and share information with their friends.

- **AWCY’s meetings:** when children get together, they strengthen one another. They share and analyze the results of their observation. They decide to support a group of children to better organize themselves in order to better defend their rights through creation of a Grassroots Group. They help them grouping in an environment that allows them to be together.

- **Planning activities to materialize the 12 rights:** based on the difficulties faced by children, a link is made with their rights. The 12 rights of the AMWCY are presented and the group defines its training programs to build its members' capacities. The group is invited to become a member of the AWCY.

**Materials**
Observation worksheet, facilitation worksheet, evaluation worksheet.

**Additional Comments**
The Grassroots Group which has been set up is supported by the AWCY.
Child protection manual by the AWCY

We’ve got CFA 35,200 to help 43 children.

We can buy school supplies for them.

AWCY

Let me tell the others.

I’ve just got a piece of information.

Capacity-Building for WCY
## Capacity-Building for the Members

| Description | To equip the WCY for them to become agents of their own protection. This activity is organized within the Grassroots Group and the AWCY, during which elders pass on their knowledge to younger ones, as well as sharing their experiences. |
| Objective (Why?) | To build Grassroots Groups and WCY members’ capacities in the WCY approaches. |
| Aim | WCYs’ visibility through actions. |
| With whom? | The WCYs, resource persons (facilitators) |
| How? (Process) | Building the capacities of a Grassroots Group or an AWCY members is conducted as follows: |
| | **Problems faced by members**: the problems are related to the lacks or the weaken capacities of the members to act or to intervene in order to ensure child protection. |
| | **Objectives and results**: what are our expectations after this training? Objectives and expected results should enable the WCYs to defend effectively their rights. |
| | **Conducting the capacity-building session**: implementing the training session, based on what are expected and planned. |
| Materials | Capacity BUILDING technical data sheet |
| Additional comments | The capacity-building initiatives are decided by the AWCY and the Grassroots Group. |
Our friends are not learning any trade!

Let’s invite workshops bosses to our next meeting
<table>
<thead>
<tr>
<th><strong>Vocational Training</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Objective (Why?)</strong></td>
</tr>
<tr>
<td><strong>Aim</strong></td>
</tr>
<tr>
<td><strong>With whom?</strong></td>
</tr>
<tr>
<td><strong>How? (Process)</strong></td>
</tr>
<tr>
<td><strong>Training opportunities:</strong></td>
</tr>
<tr>
<td><strong>Searching for and negotiating with trainers:</strong></td>
</tr>
<tr>
<td><strong>Objectives and expected results:</strong></td>
</tr>
<tr>
<td><strong>Implementation of the training program:</strong></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td><strong>Additional comments</strong></td>
</tr>
</tbody>
</table>
WCYs and VOCATIONAL TRAINING

OUR FRIENDS ARE NOT LEARNING ANY TRADE!

I HAVE COME HERE TO HELP TWO OF YOUR MEMBERS LEARN HOW TO SEW.

LET’S INVITE WORKSHOP OWNERS TO JOIN US AT OUR NEXT MEETING.

HOLD IT THIS WAY!

... THIS CERTIFICATE IS INTENDED TO WHOM IT MAY CONCERN.

WELL DONE!

AYENU Edoh K. AWCYTOO
## Training/Professional Training

### Description
Grassroots Groups and the AWCY are in charge of facilitating a vocational training program for members who need it. The AWCY and the Grassroots Groups do not provide the training session, they rather prepare and facilitate the AWCY’s enrollment to a vocational training program.

### Objective (Why?)
To build the WCY’s capacities through a vocational training.

### Aim
Members get a trade at the end of the training process.

### With whom?
The WCYs, parents, workshop bosses, craftsmen workshops, communities.

### How? (Process)

| Need for training: | to check how helpful the training will be to the WCY to solve his/her problems and what motivates the child to choose such a trade and not another one. To check if the WCY has the skills and capacities to learn the trade he/she has chosen. |
| Support/help for the child to confirm his choice: | visits to training workshops to help the child understand the training he/she going through and (let him/her) confirm his/her choice. |
| Negotiating the training: | the negotiation on the program and duration of the training is carried out with the parents, the child, craftsmen workshops and workshop bosses. |
| Monitoring and evaluation: | monitoring can be held monthly, quarterly or bi-annually. A time should also be planned for evaluation. |

### Materials
Listening worksheet, arrow game, monitoring worksheet.

### Additional comments
It is a Grassroots Group and the AWCY activity. Resorting to partners to find the resources for training is required.
MOBILE CHILDREN’S PROTECTION

You should stay in touch

Yes, we will. Mostly because of the fact that the AWCY in Bamako is out there for all children and youth.

Have a safe journey!

Opening of a new literacy centre in the G.B.

Oh, yes! I understand...

LITERACY CENTRE

She is very smart, this girl!

ISAACK TRAORE WCY MALI
2- Accompanying

Quick! You're going to the market, next.

Yes, Mom!

Say No to children's slavery

Adjo, wash the clothes and fill up the tank.

Yes, Mom!

Thanks to AWCY, I've got some free time.

I'm exhausted. My boss is killing me!
### Field Visits

<table>
<thead>
<tr>
<th>Description</th>
<th>Field visits are conducted by the AWCY as a team within the framework of the activities of the Grassroots Group, in order to identify the children who need protection. The WCYs travel to places where children live or work, in order to apprehend their problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective (Why?)</td>
<td>To meet children who live in difficult situations</td>
</tr>
<tr>
<td>Aim</td>
<td>To better understand children's situations.</td>
</tr>
<tr>
<td>With whom?</td>
<td>The WCYs, children living in difficult situations.</td>
</tr>
<tr>
<td>How? (Process)</td>
<td>WCYs' Trips and visits are organized as follows:</td>
</tr>
<tr>
<td></td>
<td>Setting up and training members of the visiting team: a team of representatives chosen from the Grassroots Group and the AWCY prepare and conduct the visit. Members of the visiting team are trained and equipped with facilitation, observation and listening techniques.</td>
</tr>
</tbody>
</table>
| | Preparing and organizing the field visit:  
- to inform children about the date and time of the visit.  
- to let them know that the visit has been authorized by local authorities.  
- visit of the team to the selected area  
- facilitation session on the AWCY to talk about its activities, children's rights, etc.  
- comments and information on the children's working and living conditions. |
| | Children identification:  
- Children are mistreated or abused (wounds over the body, anguish, withdrawal, etc.)  
- Children work under painful conditions,  
- Children who want to talk to the WCY during the facilitation go through an individual listening |
| | At the end of the visit, children who have been listened to are registered in the Grassroots Group and AWCY’s notebook. |
| Materials | Identification worksheet, facilitation worksheet. |
| Additional comments | Observing the areas is important and is carried out during sensitization and facilitation activities. This mechanism is adapted to the Grassroots Group and to the AWCY’s activities. |
Child protection manual by the AWCY

WCY listener center

In the village

The law is against such a ceremony

Ok! I understand

From now on, no more FGM. They are dangerous.

Community and parents are listening to children
## Listening Centers

### Description
Listening centers have been set up for the WCY to detect, welcome, listen to and guide children who live in difficult situations. The listening center is a contact spot which is set up in markets, bus stations, neighborhoods, entertainment places and public squares.

### Objective (Why?)
To serve as a meeting place which children can access easily

### Aim
Make the identification and reception process closer to the children

### With whom?
The WCY, children living in difficult situations

### How? (Process)
Setting up a listening center follows these steps:

- **Choosing the venue:** where the Grassroots Group is located, and wherever violence against children is taking place.

- **Information on the community:** the WCY inform authorities, employers and the community on the location of the listening center, often through a poster, or a single notice indicating their activity.

- **Setting up a listening center:**
  - cardboard poster, activity of the children's group, telephone number, etc.
  - children's get-together and meeting place
  - facilitation and sensitization venue.

- **Management of the listening center**
  - listening centers are facilitated by the WCY
  - there is a register to note down information on children who come to the listening center.
  - a telephone system allows the WCY to pass on information and make appointments for meetings and financial contributions.

### Materials
Posters, flyers, Jeuda Brochure N° 87: training course on listening.

### Additional comments
The listening center is useful in dealing with children's protection. It provides appropriate reception for the listening of children.
### Listening Activities

**Description**
It is a communication and dialogue activity during which the child expresses his/her own concerns. This dialogue helps get a clear picture of the child’s situation and enables him/her to solve his/her problems. The person who listens to the child is called the "listener" and the child is called the "listened to".

**Objective (Why?)**
To enable the child to express himself/herself freely on his/her problems in order to solve them.

**Aim**
To facilitate the identification mechanism for children living in difficult situations. It is a proximity mechanism.

**With whom?**
The WCY, children living in difficult situations.

**How? (Process)**

<table>
<thead>
<tr>
<th>The listening process is as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Welcoming and building confidence:</strong> to meet the child, greet him/her, take him/her to the listening center to talk about his/her situation. The listener introduces himself/herself and asks the child to do the same. The atmosphere enables the child to express himself/herself and aims at supporting him/her to face his/her problems. The child feels at ease and expresses himself/herself freely.</td>
</tr>
<tr>
<td>- <strong>Values and attitudes:</strong></td>
</tr>
<tr>
<td>- to be friendly, smiling and welcome the child with kind words and good manners.</td>
</tr>
<tr>
<td>- to sit alongside the child (if a chair is given to the child, the listener should also sit on a chair)</td>
</tr>
<tr>
<td>- to keep a reasonable distance between the listener and the person who is being listened to in order to better communicate</td>
</tr>
<tr>
<td>- to be patient with the child</td>
</tr>
<tr>
<td>- <strong>The interview:</strong> to talk with the child, to ask him/her questions about his/her situations.</td>
</tr>
<tr>
<td>- <strong>Values and attitudes:</strong></td>
</tr>
<tr>
<td>- to ask the child open questions (do not ask Yes/No questions)</td>
</tr>
<tr>
<td>- to pay attention to the child while he/she is talking and to be focused on him/her to show him/her that we are listening to him/her assiduously. To make some gestures (nodding, for instance) to show him/her that we are following him/her</td>
</tr>
<tr>
<td>- to reformulate what the person who is being listened to says, to show him/her that we understand him/her.</td>
</tr>
<tr>
<td>- to support the child all along the listening session</td>
</tr>
<tr>
<td>- <strong>To be avoided:</strong></td>
</tr>
<tr>
<td>- do not judge the child or the facts he/she is talking about and do not adopt an attitude that shows that he/she is being evaluated.</td>
</tr>
<tr>
<td>- do not propose any solution to the child.</td>
</tr>
</tbody>
</table>
To reach an agreement with the child:
- to sum up the situation: to put together all the relevant information to ensure that the child has been well understood
- to explain to the child that the structure is ready to support him/her, but that his/her involvement is necessary
- to share commitments: to ensure to the child that all necessary actions will be implemented to support him/her, and ask him/her to make some efforts to finish his/her intervention.
- To seal an agreement.

Materials
Jeuda n°87 : training course on listening.

Additional Comments
Listening is a phase to find about the situation of a child who is living in difficult situations. Reaching an agreement to go deeper leads to the second phase which is called Participatory Research Action (PRA).
## Participatory Research Action (PRA)

### Description
It is a careful way of looking for the causes of a child’s problems. This process is conducted by the WCY, step by step, to get to a lasting solution for the child.

### Objective (Why?)
PRA helps find the key problem of the child, to analyze it and to seek, with him/her, for an effective solution.

### Aim
We are sure to find an efficient and lasting solution.

### With whom?
The WCYs, children who are living in difficult situations

### How? (Process)

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>If an agreement is sealed with the child to help him/her overcome his/her problems, we recall the prerequisites of the listening process, at the beginning of the PRA. If the agreement is not sealed with the child at the end of the listening process, we negotiate with the child.</td>
</tr>
<tr>
<td>Negotiation to get an agreement</td>
<td>To get the child's total acceptance of the participatory process. The child has to understand that PRA is of a great advantage.</td>
</tr>
<tr>
<td>The problem of the child</td>
<td>To recall all the problems which have been identified during the listening process. The choice of the key problem is made by asking: how does the problem occur? How does the child live or feel his/her problem? The problem is asked differently to know all its main lines. Then the child will be able to find the key problem.</td>
</tr>
<tr>
<td>Analysis of the problem with the child</td>
<td>It helps find the causes of the problem of the child and identify the major cause among all causes.</td>
</tr>
<tr>
<td>Searching for causes</td>
<td>Why did the problem occur? The search is followed by a series of other questions to identify all the causes.</td>
</tr>
</tbody>
</table>

*Note: to turn each cause which is a real situation, into a single idea (to turn each cause into an idea).*

| Searching for the main cause | We have to find with the child the cause that influences a greater number of causes, to solve efficiently the problem of the child. |

### Materials
- Book: "Enfants en recherche et en action" (children through Participatory Research-Action); arrow game

### Additional Comments
This activity is organized by the Grassroots Group along with the AWCY.
Hello! Why are you crying?

Look, he’s wounded. Let’s take him to the medical center.
## Searching for Solutions

<table>
<thead>
<tr>
<th>Description</th>
<th>A number of activities are conducted in order to reach a solution which is adapted and appropriate to the child's problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective (Why?)</td>
<td>To solve the problem which is the cause of the child's difficulties by fulfilling his/her basic rights?</td>
</tr>
<tr>
<td>Aim</td>
<td>To find a lasting solution to the child's problem.</td>
</tr>
<tr>
<td>With whom?</td>
<td>The WCY, children who are living in difficult situations</td>
</tr>
<tr>
<td>How? (Process)</td>
<td>Searching for a solution follows several steps:</td>
</tr>
<tr>
<td></td>
<td>- To define the activities to be conducted:</td>
</tr>
<tr>
<td></td>
<td>- to lead the child to identify activities which are linked to his problems</td>
</tr>
<tr>
<td></td>
<td>- to define activities that can be achieved.</td>
</tr>
<tr>
<td></td>
<td>- Planning: the WCY try to find solutions to their problems and plan activities to be implemented.</td>
</tr>
<tr>
<td></td>
<td>- Implementation of planned activities: to conduct the activities which have been planned by the WCY.</td>
</tr>
<tr>
<td>Materials</td>
<td>Action plan for the search for solutions.</td>
</tr>
<tr>
<td>Additional comments</td>
<td>In this search for solutions, we are often faced with activities that the WCY cannot conduct on their own. For a better search for solutions, we share with partners and the supporting organization, all the information which have been collected in order to find the best solution which will enable us to carry on with the job.</td>
</tr>
</tbody>
</table>
Sponsoring Quranic Pupils

SET SETAT Clean-Up Operation

WCY’s clean up Quranic School

Meeting

Very good

We want to sponsor Quranic pupils

Sponsoring Quranic Pupils

Moussa, your lunch

Follow-Up

Let’s have a talk with Quranic pupils

Talibé = a young child who attends a Koranic school
Daara = a koranic school
### Sponsorship: "I am your eye", "I am your mouth"

#### Description
Organizing solidarity activities between the WCY and their other friends. In each Grassroots Group, one WCY is the "watchman" of the other. The WCY have the same attitude with other children who are living under difficult conditions. They are all aware of what is going around them; and they know when things go wrong.

#### Objective (Why?)
To promote mutual help among the WCY and to report problems to the Grassroots Group without delay.

#### Aim
To strengthen the spirit of solidarity and mutual support.

#### With whom?
The WCY, children living in difficult situations.

#### How? (Process)
The system "I am your eye"/"I am your mouth" is organized as follows:

- **Lasting relationships between WCY:** WCY in the same area or close by should know each other and get in touch with each other. Those who work in the same areas are put together.
  
  The system "I am your eye", "I am your mouth" is adapted to the WCY who share the same workplace, in the same houses, or who are mobile children etc.
  
  Each WCY is concerned with his "friend" and other children to know the problems they are facing.

- **Exchanges between WCY:** during meetings, members of the Grassroots Group share information on the results related to their comments on their "WCY friends" and on other children in order to analyze problems which have been identified and fulfill their rights.

- **Visits to my "friend":** they help to "go deeper" to better understand the situation of my "friend".

- **Sponsorship management**
  - the Grassroots Groups, the AWCY and the National Coordination delegates organize sharing meetings to check whether the sponsorship has registered any results.
  - debriefing sessions regarding facts which have been observed will help equip a child (WCY or not) so that he/she can start finding solutions to his/her problems.

#### Materials
Identification sheet

#### Additional information
The "I am your eye"/"I am your mouth" system is adapted to Grassroots Groups in order to strengthen child protection.
Each WCY takes care of his/her "friend", as well as other children.

Two children living in difficult conditions exchange ideas.

I know one group... They have problems like us...

Do join our group.

I'm going to share a meal with him.
<table>
<thead>
<tr>
<th><strong>Child protection manual by the AWCY</strong></th>
</tr>
</thead>
</table>

**A Telephone as an Alert System**

| **Description** | They are telephone numbers at the children's and populations' disposal, to report violations of children's rights. There are FLOT numbers (cheap) or green numbers (free calls) which must be used cautiously. |
|---|

| **Objective (Why?)** | To inform quickly on cases of violation of children's rights |
|---|

| **Aim** | To reach a large audience, to promote discretion and to quickly tackle a situation |
|---|

| **With whom?** | Members of the community, the WCY and other children living in difficult situations. |
|---|

| **How? (Process)** | The telephone line is used once people are aware of its existence; the WCY, the populations and all those who are concerned with children's problems: |
|---|

- **Violations of children's rights:** the WCY share the messages on children's abuses through SMS or telephone calls. As part of their activities, they share the telephone numbers to be called in case of a problem. |

- **Information on the telephone line:**
  - during radio programs on child protection, the information on the line (for cheap calls) and the WCYs' contact numbers are given to the audience.
  - the AMWCY's newsletter, "WCY face the Challenge" include WCY' and AWCY' different numbers. |

- **Answering phone calls:**
  - the WCYs answer distress calls of a child living in difficult situations or of another person who wants to express his/her views on violence and abuses against children. |

- **The way the telephone line is managed**
  - when an urgent call is received, an evaluation meeting is organized in order to arrange an interview with the child who is facing a problem.
  - meetings are organized on a regular basis to deal with and discuss about urgent calls. |

| **Materials** | Notices |
|---|

| **Additional information** | Children's and people's calls help set up contact with the child. Advocacy activities with officials and telephone companies make it possible to get free calls. This mechanism is adapted to the Grassroots Groups' and the AWCYs activities. |
Exchange of contacts with a friend or a Grassroots Group before mobility moving
Child protection manual by the AWCY

Suggestion Box

I think I write my problems, this group will be able to help me prevent this again.

But the thing is, I cannot write but I think Sylvia will help me if I tell her.

Please you can drop your problems here.

NAME: LAMPTEN MILL SULU Peter
COUNTRY: GHANA.
### Suggestion Boxes

<table>
<thead>
<tr>
<th>Description</th>
<th>These boxes are set up or fixed in a secure place where children and the populations can report violations of children’s rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective (Why?)</td>
<td>To facilitate reports on the violation of children’s rights and the identification of victims.</td>
</tr>
<tr>
<td>Aim</td>
<td>To get children identification mechanism and community members closer.</td>
</tr>
<tr>
<td>With whom?</td>
<td>The WCY, other children living in difficult situations, and populations</td>
</tr>
<tr>
<td>How? (Process)</td>
<td>Setting up or installing reporting boxes follows these steps:</td>
</tr>
<tr>
<td></td>
<td><strong>Observing in order to know</strong> the locations in our localities where the reporting box can be placed to facilitate the reporting of children’s rights violations.</td>
</tr>
<tr>
<td></td>
<td><strong>Sharing with the populations</strong> : the AWCY share the installation of reporting boxes, the results of their observations and proposals with the populations.</td>
</tr>
<tr>
<td></td>
<td><strong>Choosing a place</strong>: places where children’s rights are genuinely violated</td>
</tr>
<tr>
<td></td>
<td><strong>Manufacturing</strong>:</td>
</tr>
<tr>
<td></td>
<td>- to choose a WCY carpenter who can make this box.</td>
</tr>
<tr>
<td></td>
<td>- to buy the necessary equipment</td>
</tr>
<tr>
<td></td>
<td>- to make a box with wood or metal, depending on possibilities</td>
</tr>
<tr>
<td></td>
<td>- to stick the AWCY’s logo and a phone number on this box</td>
</tr>
<tr>
<td></td>
<td><strong>Installation</strong>:</td>
</tr>
<tr>
<td></td>
<td>- to install or fix the reporting box in the selected place</td>
</tr>
<tr>
<td></td>
<td>- to organize a facilitation session around the reporting box to make it known.</td>
</tr>
<tr>
<td></td>
<td><strong>Management of the reporting box</strong>:</td>
</tr>
<tr>
<td></td>
<td>Some WCY volunteers are in charge of regularly collecting messages from reporting boxes.</td>
</tr>
<tr>
<td>Materials</td>
<td>A wood carpenter, a metal carpenter</td>
</tr>
<tr>
<td>Additional information</td>
<td>This box protects the person who gives the information or who does the signaling. Being discreet when handling messages is important.</td>
</tr>
</tbody>
</table>
Meeting to monitor planning activities.

Good morning, the meeting is

AWCY
For you! Children and Youth

Many children live in difficult situations: they are ill, work hard.....have nothing to eat

We should get together and fulfill our rights
## Monitoring

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>A set of activities to see whether the planned activities to solve the child's problem, is taking place. The child monitoring framework is the Grassroots Group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>To ensure the effective implementation of activities which have been planned and their compliance with the objectives To make sure you are on the right track to get the expected change in the child's situation.</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>The efficiency of the implemented solution</td>
</tr>
<tr>
<td><strong>With whom?</strong></td>
<td>The WCY, other children living in difficult situations</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td><strong>Monitoring goes through several steps:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grassroots Group meeting:</strong></td>
</tr>
<tr>
<td></td>
<td>- during the Grassroots Group's meeting, each WCY talks about the activities he/she conducted</td>
</tr>
<tr>
<td></td>
<td>- for the Grassroots Group's meeting to become a monitoring mechanism, the WCY define and comply with the time-table which has been agreed upon (every week, every two other weeks, every month, etc.)</td>
</tr>
<tr>
<td></td>
<td>- WCY note down in the agenda of the Grassroots Group's meeting, a statement related to the monitoring of children and their rights.</td>
</tr>
<tr>
<td></td>
<td><strong>Monitoring tools:</strong></td>
</tr>
<tr>
<td></td>
<td>Monitoring sheets facilitate information collection, and identify statements that are on the sheet; help capitalize the Grassroots Group's activities in relation to children, and report to the AWCY and the National Coordination The WCYs must record their monitoring activities on cassettes or on their mobile phones</td>
</tr>
<tr>
<td></td>
<td><strong>Monitoring Head within the Grassroots Group</strong> puts the statement on the agenda and collects monitoring worksheets related to children living in difficult situations.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Monitoring worksheet, mobile phones, tapes</td>
</tr>
<tr>
<td><strong>Additional comments</strong></td>
<td>The monitoring phase is important. Whenever we find out that the solution does not work, through the PRA, we proceed by analyzing the situation in order to provide a solution. We ensure that the corrective activities which have been adopted during the meetings are evaluated. Monitoring is an important alert mechanism in the AWCY protection mechanism.</td>
</tr>
</tbody>
</table>
Meeting between WCY and the Prefet to solve the problem

Sir, 3,102 children do not have a birth certificate, according to the survey my Association has conducted in the town and villages.

Ok, Ok, I am going to order that we help all children have a birth certificate.

Now, children can go to school

Thanks to AWCY we have our birth certificates, we go to school and we are happy.

WCYS undertake activities so that the right to go to school through a birth certificate becomes reality

School supplies distribution to children

Hello, come and supply the school with all birth certificates.

We want to go to school but we do not have any birth certificate.

Today is a special day. All children who do not have a birth certificate should come with a parent or relative.

Thank you Sir.
3- Promoting Children's Rights

Activities related to the "promotion of children's rights" are mostly dealt with at the "Prevention" level. These activities are the same; in fact, they overlap. The focus here is on "panel discussion" and on the "calling on the authorities" special day.
Panel Discussion with Authorities

Description
A panel discussion is a sensitization and advocacy activity during which the WCY present a situation and discuss with the authorities the specific problems of children, and the measures to be taken in order to improve their rights.

Objective (Why?)
To raise people’s awareness and to create a protective environment for children.

Aim
To involve authorities (policy-makers).

With whom?
The WCY, authorities, parents and communities

How? (Process)
Organizing a panel discussion requires the following steps:

- **Analysis of the alert**: when the alert system does not comply with children’s rights, the Grassroots Group or the AWCY holds a meeting in order to analyze the problems and decides to organize a panel discussion to sensitize the authorities.

- **Preparing the panel discussion**: this preparation takes place during the Grassroots Group or the AWCY meetings in order to:
  - choose the theme or sub-themes
  - define the objectives and results which are expected
  - identify the relevant authorities
  - formulate messages
  - draw up the panel discussion schedule.

- **Planning the panel discussion**
  - Choosing a moderator, according to his/her experience, his/her ability to facilitate and his/her knowledge of the theme. Exchanging with him/her on the objectives and results which are expected during the conference.
  - Choosing the venue, date and time
  - making announcements across the town, the village
  - Identification, purchase or rental of the equipment if resources allow to do so (sound system, T-shirts, flyers, posters, banners, etc.)

- **Implementation**: Once the implementation of the panel discussion is planned; it will help prepare activities to be conducted before and after. It takes place as follows:
  - presentation of the situation by the WCY
  - discussion between officials and the WCY
  - recommendations: what we are going to do to change the situation?

Materials
Posters, flyers, banners, sound system, reporting equipment.

Additional comments
This activity is organized by the Grassroots Group along with the AWCY.
## Interrogations day with the authorities

| **Description** | On this special day, by calling on the authorities, the WCY express their concerns regarding the defense of children's rights. They challenge authorities in relation to their responsibilities and measures they have to take, in order to improve children's situation. |
| **Objective (Why?)** | To raise greater awareness among authorities regarding the protection of children in their communities. |
| **Aim** | To involve authorities (policy-makers). |
| **With whom?** | The WCY, authorities, parents and communities. |
| **How? (Process)** | The organization of this special day requires a good preparation and a step-by-step implementation: |

- **Analysis of the alert:** when the WCY are informed about the violations of children's rights, they meet and arrange for a day to call on authorities.

- **Preparation:**
  - choosing the theme or sub-themes
  - definition of objectives and results which are expected
  - identification of the relevant authorities
  - formulation of messages
  - drawing up a program for that special day
  - informing the authorities about the day and on the theme which has been chosen.
  - choosing the venue, date and time
  - announcements across the community
  - buying or renting equipment if resources allow to do so (sound system, T-shirts, flyers, posters, banners, etc.)

- **Facilitation:** the facilitator is chosen, according to his/her experience, his/her ability to facilitation and his/her knowledge of the theme. Exchanging with him/her on the objectives and the results which are expected from this day.

- **Implementation:**
  - Presentation of the WCY’s situation.
  - the WCYs challenge authorities.
  - Recommendations: what we are going to do to change the situation?

- **Monitoring and evaluation:** To monitor the implementation of this day and its recommendations. To check whether the operation changed or improved the children's situation.

| **Materials** | Posters, flyers, banners, sound system, reporting equipment. |
| **Additional comments** | This activity is organized by the Grassroots Group along with the AWCY. |
### Monitoring and Alert

**Description**
Monitoring is the activity or organization that allows us to check whether the activities we have planned to protect children have been well conducted. It allows us to check what we have or have not achieved. An alert is the activity we carry out in order to attract people's attention on an issue which is important to them.

**Objective (Why?)**
Collecting information on activities which are conducted in favor of child protection and attracting people's and authorities' attention on cases of violation of children's rights.

**Aim**
To make decisions afterwards.

**With whom?**
The WCY, authorities, parents, communities

**How? (Process)**

- **Putting in place a monitoring mechanism:** it is about setting up an organization (regular meetings, a watchdog committee) during the activities planning, in order to achieve goals, and also to make sure everything goes as planned.

- **Organization of information meetings:** which agendas will include: child protection or the monitoring of children who have been already identified, or activities to be organized

- **Questions to ask oneself:** what have we done regarding the activities that have been planned as a solution to the child's problem? Has the achievement been planned before? Is the child satisfied with the process?

- **Decisions:** according to feedback from Step 3, we have to decide whether we carry on with the planning or we change some of the activities.

- **Alert:** we have to decide which issue should attract people's and authorities' attention and also decide how to do it, and those who should benefit from it.

**Materials**
Posters, flyers, banners, sound system, reporting equipment. Development of specific messages.

**Additional comments**
This activity has to be conducted by a Grassroots Group along with the Association.
## Evaluation

### Description
Evaluation is the activity that allows us to check whether the child protection activities we conducted are successful.

### Objective (Why?)
To assess results produced through child protection activities.

### Aim
Evaluation is a means that allows us to draw lessons for the future.

### With whom?
The WCY, authorities, parents, communities

### How? (Process)
To organize the evaluation process requires the following steps:

- **Planning the evaluation process:** when we are about to conduct our activities, we have to indicate the results and the changes we are expecting in the end. We should also point out indicators which will show that our goals have been achieved.

- **Preparing the evaluation process:** at the end of the results, we expect signs which show that these results have been achieved,
  - We have to decide who will go through this evaluation
  - We have to elaborate the approach and design the tools which are to be used, in order to collect the information about:
    - the number of people who benefited from our activities (statistics)
    - changes/impacts (questionnaire, interview, discussion groups)
  - We have to elaborate a timetable for the evaluation and name the people who will be in charge of it.

- **Implementing the evaluation:** as we cannot reach everyone, through sophisticated tools, we choose a group of children who are representatives of all the children who are concerned by the evaluation, in order to collect information on how many children were involved, the kinds of activities which were carried out and the results which were achieved.

- **Analyzing collected information:** We have to compare figures and information that we collected, in order to check whether they match with the ones we had when we started the activities.

- **Report and recommendations:** they should reflect, through writing and sharing what thoroughly happened during the evaluation. Decision: after analyzing the information, we should be able to formulate activity proposals or recommendations.

### Materials
Statistic table, questionnaires, interview process, facilitation worksheets for group exchanges

### Additional comments
This activity should take place at the end of the action and could be conducted by a Grassroots Group along with the Association
IV- APPENDICES

1- WCYs’ EXPERIENCES IN 9 COUNTRIES

■ Bé nin

"In Missé ré té, we talked with the authorities about mobile children’s protection. They invited us to the public square and gave us chickens to give to our Grassroots Groups. After sharing the chickens, the WCYs said they would protect them in the same way as they protect children in the community. In order to protect the chickens well, once they have chicks, the WCYs will not let them wander around. Every day, they will give them food, clean up cages in which they are with their chicks. Efforts to protect chicken and their chicks are made regarding mobile children, or children who have stayed in Missé ré té. Committees monitor children, advise and guide them. In all the cities in Benin, we have set up monitoring committees which carry out protection activities for mobile children. All member cities have favorite telephone numbers which are called "corporate". It is the Coordination itself which gave each city its corporate telephone number. With the telephone operator, Mobile Telecom Network (MTN), the WCYs have created a network which they pay monthly. These numbers are used to guide children who go from one city to another".

■ Burkina faso

"Our listening activity allows us to direct children towards a place where we are sure that their rights will be respected. Children often leave Ouagadougou to go to Mali. Before the departure of a child member or non-member, but who knows the Association, the WCYs in Burkina Faso provide information to the WCYs in Mopti, (Mali) as well as some advice in case of problems. When he/she reaches his/her destination, the child goes to the Police Station which collaborates with the AWCY in Mopti. The Police get in touch with the WCYs, and the child is given a help at once, so that he can start his initial project. In case of a problem, the child gets a help to get back to Ouagadougou. As far as we are concerned, our collaboration with the WCYs in other countries is important to protect mobile children and youth".
Cameroon

"We went past a cocoa tree along the road to SAA and we met a child. We called him and found out where he came from and where he was heading to. He explained his problem: he fled home because he was abused by his uncle. We took him to a WCY, and contacted his uncle and negotiated his return. We went to see the uncle of the child; he told us that he abused the child because he, himself, had no child, and it was up to this child to take care of all the chores in the house. The uncle said that if he had a woman in the house, the child would have a reduced workload. We told him that we had picked up the child on the road and were told he had been abused. We talked to him about our Movement, what we do for children who live in difficult situations. The uncle was reassured and told us that he agreed with us".

Côte d'Ivoire

"A girl from N'guessankro was listened to by the WCYs in Bouaké during a sensitization session on mobility in her own community. She told us that she had been to Burkina Faso, in Ouagadougou, and had worked as a waitress in a restaurant. No one knew that she had left her home. She had a child whose father did not recognize. She used to collect firewood to sell, but that was not enough because she could not take care of her child all by herself. Her sister took the child from her; but the child got sick, and then died. Once we finished listening to her story, she told us that she wanted to learn a trade. We took her to the training center and she decided, on her own, to take up sewing courses. She was offered a tool kit by the AWCY as a sign of encouragement. She is now working in a safe environment, and she gets along nicely with her sister".

"In the commune of Port-Bouet, the WCYs were struck by recurrent cases of forced marriages. This urged the WCYs to collect information on forced marriage cases in the commune. According to the results of this survey, nearly 20 cases of forced marriage are registered each year. The majority 80% of cases of forced marriage are carried out by people from neighboring countries (Burkina Faso, Mali and Guinea). 16 years old is the average age of girls who are forced into marriage. Faced with the consequences of this custom, the WCYs decided to take action against it. They engaged in sensitization activities and created watchdog committees in the neighborhoods to denounce early marriage celebrations".
Guinea Conakry

"One Monday evening, I noticed a girl about 14 years old, walking barefoot and crying. It was one of many girls who sell coconuts across the city. I asked her why she was in such a situation. She told me that she had lost all her coconuts during a brawl. Then, the man who supplies her with coconuts took away her pair of shoes and told her that she would get them back only if she repaid the lost coconuts. I talked to her about our Association and the support we bring to children to fulfill their rights. After meeting her boss who changed his mind, she took up a hairdressing training program with her other friends. Through advocacy/discussions activities in the villages of Beindou and Bardou, the WCYs facilitate dialogue and debate between parents, authorities, traditional leaders and children. Consultation facilities have been set up in these villages. Meetings are held regularly to talk about child migration and how to prevent the phenomenon."

Mali

"We use our radio programs for public awareness. During these programs, we air messages on the protection of mobile children and youth. In order to solve the problems children are faced with, we work with the most popular radio station in the area to get our messages across, at least twice a day.

The auntie of a housemaid we met has told us that she listens to our programs and messages which really help her understand what the Association does. This housemaid who takes part in our activities, also tells her what we do."

"In Gao, the issue of protection (child safety) is conducted through advocacy activities, especially with policy-makers, for the fulfillment of children's rights. The political and military crisis in Gao led to a chaotic situation. During the occupation, children were enrolled into military groups. The AWCY in Gao has developed protection activities to reduce the consequences of the militarization of the city on the children. Activities were conducted with vulnerable young children, WCYs, parents (fathers, mothers,...), employers and local authorities: organization of socio-educational events, identification of child soldiers; guidance provided to identified children towards supporting organizations; children apprenticeship training process; searching for technical and financial partners; mediation for vulnerable children, and monitoring of activities.\"
THE PEACE FLAME IN MALI
Niger

"The WCYs Niger membership card is very important when it comes to children's mobility. This membership card is recognized by the authorities and the Police as part of a network that protects children. Each year, the National Coordination gives 50 cards to each village AWCY which uses it as a source of Income Generating Activity. These cards are sold to new members and the money contributes to the fund of the Association. From Tillabery to Zinder, if you have an AWCY Niger membership card, traveling gets easier, even if you do not have a National Identity card. The AWCY Niger membership card allows you to go from one city to another without much hassle. If a youth wants to have a National Identity Card (ID) in Dosso, where there is an agreement with the police Superintendent, and if he/she has his/her AWCY Niger membership card, he/she only has to go to the Police Station, to leave there his/her membership card and to pay the required money for getting an ID. If he/she does not have the AWCY Niger membership card, he/she will be compelled to give his/her birth certificate. For mobile children who are not members of our AWCY, as they cannot have a National Identity Card, we advise parents to entrust them to the touts on the buses which park at stations. To entrust them to drivers is a risky thing to do because they might forget. But if the child is entrusted to the touts, through a small sum of money, he/she will get to his final destination".

Senegal

"In the Keur Mbaye Fall Grassroots Group, in the Mbao Commune, the WCYs wanted to prove their solidarity as a result of citizen debates. They suggested setting up a piggy bank where money would be kept, whenever education/training activities are conducted. In relation to their area relating to education/training. The money is intended to buy cleaning products for the Koranic school pupils which have been identified in the area. There are two Koranic schools (daaras) in Grand Mbao. Tens of children (aged from 7 to 12) coming from rural areas live and are educated in there, in precarious conditions. The WCY debates helped identify a system of sponsorship for Koranic school pupils by the WCYs, which was set up during a day dedicated to Koranic school pupils, as part of a "Mbao Commune Children's Week ", co-organized by the WCYs along with the Municipality of the Commune. Each WCY and supervisor brought a gift: cloths, soap or bleach. The girls organized collection sessions in their neighborhood and market to clean up and give support to both Koranic schools located in the area: sweeping, laundry of Koranic school pupils, and reforestation with the support of a local football school, representatives of sports and cultural associations, and municipality".
"In the course of the survey we conducted on mobile children's and youth's itineraries in West Africa, we found out that Vogan, a town near Lomé, is one of the areas where mobility is very high. Girls and adults leave the village to go to Lomé where they work as porters in the big market of Lomé. They are exposed to risks, such as diseases and hard work. In collaboration with Terre des Hommes, the AWCY in Togo set up a monitoring and listening committee for these porters working in the general market, and another one in the town of Vogan. These monitoring and listening committees are made up of WCYs and local authorities who are responsible for the monitoring of these workers who come from Vogan, in order to listen to them and give them advice on crucial questions such as: "should I leave? How should I leave? with whom should I leave? In case it's possible, where should I go before leaving the locality for Lomé."

All these experiments are published in the Jeuda brochure N° 123 titled "protection of mobile children by organized children and youth", 24 pages. Available on:
http://www.maejt.org/page%20anglais/pdfs/jeuda123bestexperienceprotectionversionanglaise.pdf
BIRTH CERTIFICATE

1. I WANT TO GO TO SCHOOL BUT... I DO NOT HAVE A BIRTH CERTIFICATE.

ME TOO, I FEEL LIKE GOING TO SCHOOL.

2. I THINK WE MUST GO AND SEE YOUR PARENTS.

3. THANKS FOR HAVING LISTENED TO US.

YOU ARE RIGHT, CHILDREN.

THANKS TO WCY, I AM NOW GOING TO SCHOOL.

BADIBA ADARA WCY
2- Glossary

- **3P4**: 3 pillars and 4 stages
- **Accompagnement**: is a set of activities which provides answers to the problems of a child who is deprived of his/her rights.
- **AMWCY**: African Movement of Working Children and Youth
- **AWCY**: Association of Working Children and Youth
- **Child who is deprived of freedom**: a child who is in prison or in a Police Station
- **Civil registration**: a child is registered in his village or town as soon as he/she is born
- **Disabled child**: a child who has a physical, intellectual or moral deficiency
- **Displaced child**: Children who left home because of wars, natural disasters or diseases
- **Forced marriage**: The girl is married without her knowledge or consent and often from birth or at a young age
- **Grassroots Group**: a group of children, who live in the same area, or in the same village, do the same job, or belong to the same workplace
- **Idle child**: a child who is not involved in any income generating activity and is not attending any vocational training either
- **IGA**: Income Generating Activities
- **Military encampment**: Barracks where soldiers are stationed in neighborhoods or villages
- **Prevention**: means avoiding endangering children's lives. It aims at giving children capacities which will help them protect themselves against violence, abuse and exploitation
- **Promotion of children's rights**: the fact of considering children's rights as human rights, specifically for the child
- **Protection**: it is the action taken by the WCYs in order to prevent and support all children who are victims of violence, abuse, exploitation and all forms of abuse.
- **Quranic school (Daara)**: a place where children learn the Holy Quran
- **Quranic school pupil**: a child who attends a Koranic school
- **Sanayo**: Sanayo: A play showcasing the ordeals of "young housemaids" in HLM Montagne (Dakar).
- **SCDF**: Social dislocated Children from Disrupted Families
- **WCY**: Working Children and Youth
3- Bibliography


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Publications, films and artoons available by clicking on the AMWCY website: http://www.maejt.org
Child protection manual by the AWCY

Tounga
it can happen to you

Cartoons
1
and
...

TOUNGA 2
LISTEN!
it concerns you

... 2
produced by the WCY
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Mutual protection was at the very root of the AMWCY in 1994. The idea was that, by getting together children and youth who make up the AMWCY could solve problems, build together what they could not get individually. More security in their lives and activities, training, self-fulfillment, are the main reasons behind.

When, in 1995, during a meeting of facilitators, we received a phone call from the young housemaids in Dakar, telling us why, at that moment, they were at a Police Station standing up for one of them, who was falsely accused of theft by her employer. Right there was the "alternative end" of the play "Sanayo" they had created and performed in the preceding year.

This play was about the harassment and abuse of a young housemaid in the house where she was working; then, at the Police Station where, also, she was accused of theft by her employer who did not want to pay her and wanted to get rid of her: the young housemaid found herself in the street, with nothing, oppressed by powerful people who had exploited and humiliated her.

One year later, while we were asking them over the phone what we could do to help, and if they needed our help, the girls said "no, everything's fine; the Superintendant has told the employer to hand in evidence, or pay her what she owed her". Indeed, the world had really changed!

The same young housemaids living in a neighborhood where they were organized were no longer going to be subjected to violence, because everybody knew that they were organized, so nobody would dare do them any harm, for the culprit would pay for it at the hands of hundreds of young girls.

This idea was brilliantly highlighted in 1998 in a medium-length film by the Tunisian film-maker Taieb Louhichi, in "La force des Petits (Young but Powerful) ".

For the WCYs, the organization represents a collective response to their innumerable problems. It is their number 1 measuring instrument to ensure their protection, as well as other children.