

# A CULTURE OF ADVOCACY

*Advocacy Attitude Planting Program*

The **Advocacy Attitude Training Program** is designed to plant the seeds of advocacy and to nurture young people in Salesian institutions into responsible citizens by instilling in them an attitude of advocacy. The program consists of nine interactive training sessions that focus on nurturing in the young an advocacy culture. A dedicated team is currently developing these sessions into a comprehensive manual for training purposes. **There would be three versions of the manual: Senior School Youth, Youth under technical skill training and University Youth. Based on the intellectual capacity of the participants, the trainer could choose the appropriate version. There would also be a resource section that the trainers can use. The training manual will be available on its website. One could go to the website and download the contents through his or her email.**

Below are the titles and brief descriptions of the nine sessions. Do not consider them final. They are suggestions to say that the sessions are interactive and attractive:

## **Session 1: Human Rights Education**

- Introductory activity on Human Rights
- Input on the concept and importance of human rights.
- Students form groups of five to create posters on human rights.
- Organize a poster exhibition.

## **Session 2: Understanding Democracy**

- Explore the meaning and significance of democracy.
- Groups of five students write a 100-word reflection on the role of democracy in governance and social life.
- Compile the writings into an attractive booklet for the institution's reading room.

## **Session 3: Climate Action**

- Raise awareness about climate change and its effects.
- Each group drafts "Ten Commandments" to protect the local environment.
- Groups design posters to display their commandments.
- Record and share short reels of students reciting their commandments on social media.

## **Session 4: UN Sustainable Development Goals (SDGs)**

- Introduce students to the UN SDGs.
- Explain the global 2030 Agenda and its commitments.
- Groups of five propose two local actions that contribute to the SDGs.
- Students present their ideas at a school assembly.

## **Session 5: Voluntary National Review (VNR)**

- Present the latest VNR report of the country.
- Discuss the accuracy, inclusivity, and representation of diverse perspectives in the report.
- Critical reflection: Who prepared the report of the country? Were civil society and NGOs involved, or was it biased in favor of the government?
- Groups of five share their thoughts among themselves.
- Compile their feedback into a collective letter addressed to a local political leader, signed by all participants.
- Invite the local leader to respond to the students' concerns during an institutional assembly.

## **Session 6: Universal Periodic Review (UPR)**

- Introduce students to the UPR process.
- Review and discuss the country's latest UPR report and the list of issues identified by the UN Human Rights Council.
- Groups of five list human rights improvements achieved in recent years in their country.
- Groups create and present slogans expressing disapproval of ongoing human rights violations.

## **Session 7: Child Rights Education**

- Teach students about child rights and reporting mechanisms for violations.
- Identify local issues affecting children and link them to specific child rights.
- Draft a letter to a local government official requesting intervention, signed by all student participants.

## **Session 8: Labour Rights**

- Introduce students to labour rights and the role of the International Labour Organization (ILO).
- Identify common workplace issues faced by labourers.
- Discuss which government officials are responsible for protecting workers' rights.
- Groups reflect on their own future employment concerns and record their fears.

## **Session 9: An Attitude of Common Good**

- Icebreaker: Who am I beyond labels?
- Short story and reflection.
- Group activity: The Island Challenge.
- Mini lecture with dialogue.
- Role play: Breaking Barriers.
- Personal commitment: My step for the common good.
- Wrap-up and takeaways.

## **Implementation Guidelines**

1. Keep sessions simple, interactive, and engaging (maximum 1 to 1.5 hours per session).
2. Limit participation to 50 students or fewer per session to make it interactive easily.
3. Target senior students of the institution.
4. Ensure proper preparation and documentation for future reference.
5. Conduct 9 sessions over a period of one academic year.
6. Require each student to maintain a record book, noting the content of each session and their learnings.
7. Award an attractive certificate to students who successfully complete all 9 sessions.

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