



BHASO 

**Batanai HIV & AIDS Service Organisation
(PVO 16/96)**

ADVOCACY TRAINING MANUAL



TROCAIRE
Working for a Just World

DEDICATION

Dedicated to all those who are involved in the fight towards Treatment for all in the battle against HIV/AIDS.

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Acknowledgements

This Manual was an adaptation of the following documents:

- Advocacy In Action, a Toolkit to support NGOs and CBOs responding to HIV/AIDS by International HIV/AIDS Alliance
- Psychosocial Support Advocacy Toolkit by REPSSI
- HIV/AIDS Advocacy Guide by M. Jimenez, International Planned Parenthood Federation.
- PACT Advocacy Expert Series Module 1 – Advocacy Campaign Manual

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Introduction

Involving people with HIV/AIDS in policy design, planning and the implementation of AIDS-related work is itself an important aspect of advocacy. Doing so will increase the relevance of such work; reduce discrimination; help the needs of people with HIV or AIDS to be recognized; assist in the process of destigmatizing HIV/AIDS; enable a greater understanding of the impact of HIV/AIDS; and present a human face to AIDS. People living with HIV or AIDS also have a key role to play in education and prevention. Discrimination against such people is widespread, their involvement is a vital element in changing attitudes.

A. WHAT IS ADVOCACY?

Aim: To develop a shared understanding of advocacy

Introduction

Instructions

Timing: 1 hour 30 minutes

1. Group the participants into four groups and ask them to define advocacy.
2. Let them present their definitions to the whole group.
3. Compile the common words to come up with a consensual definition.

NB: It should be noted that there are no internationally agreed definitions of advocacy and it is not necessary to for everyone to agree on all the issues raised in the discussions. However it is important to discuss the issues and agree on one advocacy definition to use during the training.

4. Offer the definition below and explain the key words

A Definition of Advocacy: Advocacy refers to **continuous, systematic**, focused and deliberate efforts directed to those with **more power** by those with **lesser power** to **influence** and cause **change** of positions, situations, policies, laws and practices such that those with lesser power will benefit from the **change**.

Explanation of key words from definition

Continuous-something ongoing

Systematic- the approach should have a strategy

Influence- This is a process where you do actions that will make someone do what you want or feel. This can be done in two ways:

- a) Plead to get a result
- b) Force to get a result

Lesser power-

More power-

The participants should be divided into groups and identify the people with more power and those with lesser power. Also to be noted is where the power rests on for those with more power.

Change- is a positive result

Two types of change

- a) Removing what is in existence

b) Increasing that which is good that was being done at a lower scale

Two types of Advocacy

Reactive- existing problem by imposition and you solve it

Proactive-Set the agenda to avoid a situation

B. WHY DO WE ADVOCATE?

Aim: To understand and appreciate the benefits of doing advocacy work.

Introduction

People living with HIV&AIDS do face many issues and problems. Some of these problems are caused by, or made worse by, policies, laws or practices that are in place, or by the fact that good existing laws, policies and practices are not implemented. It is these issues and problems that can only be solved with the help of influential people or organisations, i.e. they can only be solved by advocacy.

We advocate:

- 1) To bring a change for our own good
- 2) For our rights to be respected and observed

Instructions

Timing: 1 hour 15 minutes

1. Group the participants into four groups and ask them to discuss and list reasons why we advocate.
2. Explain and discuss objectives given below

We advocate because through advocacy we can:

- Raise awareness, knowledge, and understanding among the general population about HIV/AIDS and STIs
- Encourage the mobilization of resources and commitment for the implementation of the STI/HIV programme
- Initiate and support campaigns for making anti-retroviral drugs widely and cheaply available
- Promote good policies and practices
- Promote knowledge about HIV and how it is spread
- Reduce the stigmatization of HIV/AIDS-affected people
- Uphold the rights of HIV-positive people
- Strengthen solidarity between NGOs and people living with HIV/AIDS
- Involve people living with HIV/AIDS in education and prevention, where they have a key role to play.

Comprehensive Advocacy

Comprehensive advocacy should have three components:

- 1) Transformational Objective
- 2) Developmental objective
- 3) Instrumental objective

1) Transformational Objective

Def: The ability of the marginalized or disadvantaged- the powerless or poor majority –to challenge the status quo by gaining a sense of their own power, including the capacity to define and prioritize their own problems and then acting to address and resolve them.

- Advocacy Is citizen empowerment and citizen building

2) Developmental Objective

Def: The ability of citizens to organize themselves collectively to alter the existing relations of power by providing themselves with a lasting institutional capacity to identify, articulate and act on their concerns, interests, aspirations including the ability to achieve specific and well defined policy outcomes.

- Advocacy is strengthening civil society and building societal capital.

3) Instrumental Objective

Def: The process in which groups applies a set of skills and techniques for the purpose of influencing public decision-making; the ultimate result is to achieve a well defined social, economic or political policy goal or reform.

- Advocacy, as influencing key policy outcomes and achieving a reform agenda.

C. HOW DO WE ADVOCATE?

Aim: To improve practical skills used to carry out advocacy work.

Introduction

Advocacy methods are ways to communicate our messages to direct targets or indirect targets. We can do advocacy work on our own or with others. Sometimes there is power in numbers. However, advocacy methods that are led by the people affected by the issue, or directly involving them, often have more positive impact.

Instructions

Timing: 2 hours 45 minutes

Session A

Timing: 1 hour 15 minutes

1. Ask participants to go into groups and list of methods that they have used before to persuade community leaders, government officials/departments, institutions, organisations, business people or any other people with more power to change when an injustice or harmful practice has occurred.
2. They can also list methods they have used to persuade members of their families, friends or neighbours of their point of view on an issue they have felt strongly about.
3. After report back go on to explain the steps of developing an advocacy agenda strategy

Advocacy methods can take many different forms e.g.:

- It can be written
- Spoken
- Sung or acted

Key Advocacy questions

- What is the problem and whose problem?
- What is the desired change and why?
- Who should change what?
- Who are the actors in the change process and what roles do they have (opinion formers, opponents, allies, sympathizers)
- How will the change come about?
- What factors will affect the change?
- How do we notice and keep track of the change?
- How can the change be made sustainable?
- Who will do what and when?

NB/ These questions will lead to an **Advocacy Agenda and Strategy**

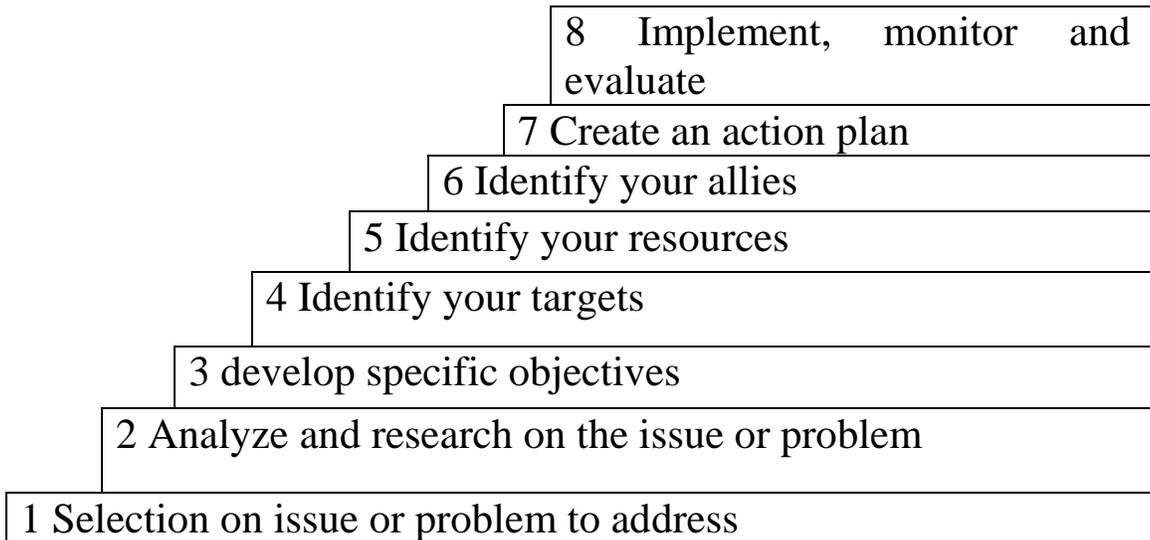
Developing an Advocacy Agenda

- Select the problem you want to address.
- Examine and research the problem in detail.
- Identify the main issues in detail.
- Identify the goals to address the issue

Developing an Advocacy Strategy

- Identify who you target actions towards.
- Identify what resources you need for your actions.
- Identify who to work with in your actions.
- Decide what your actions will be.

Advocacy campaign steps /model



1.)What is the issue?

- ◆ Identify the issue
- ◆ Think why you want to tackle this issue
- ◆ Why prioritize this issue over others?
- ◆ Briefly analyze the issue
- ◆ What are your views on the issue?
- ◆ Why are you concerned about this issue?
- ◆ What is your agenda?
- ◆ What other views are there on this issue?
- ◆ Have you consulted both women and men?
- ◆ Whose interests are served by the issue?

2) Research on the issue

- ◆ How can you find more about the issue?
- ◆ Conduct a problem analysis (problem tree)
- ◆ Gather information on the issue in your local or national context
- ◆ Research regional or international examples and comparisons
- ◆ Become familiar with current policy, principles or guidelines.
- ◆ Find precedence set in other contexts.

3) Set vision and goals for your campaign.

- ◆ What is the vision of your campaign?
- ◆ What are the goals along the way?
- ◆ In light of your research, review your position on the issue
- ◆ Establish non-negotiable/ bottom lines on the issue
- ◆ Identify your goals clearly. Focus on small steps.

4) Identify your targets

- ◆ Who are you targeting?
- ◆ Consider what human/ financial resources do you have at your disposal
- ◆ Who has the power?
- ◆ Who are your allies? And are they clean?
- ◆ Who are your opponents?
- ◆ Who has influence?
- ◆ Who has authority?

5) Identify your resources

- ◆ Consider what human/ financial resources do you have at your disposal
- ◆ Appoint spokespersons and identify charismatic individuals who will publicly associate themselves with the campaign.
- ◆ Get media coverage-press releases, Letters to the editor, Articles in press.

6) Identify your allies

- ◆ Identify stakeholders who can support your cause
- ◆ Explain to them what you want to do and seek their support

7) Formulate an action plan

- ◆ What strategy would you use to achieve your goals?
- ◆ Form a campaign committee that is gender balanced with relevant sub committees.
- ◆ Build alliances with other interest groups that are potential stakeholders in the campaign.
- ◆ Develop allies and consider how to engage with them.
- ◆ Set up the groups.
- ◆ Mobilize people you have identified as players.

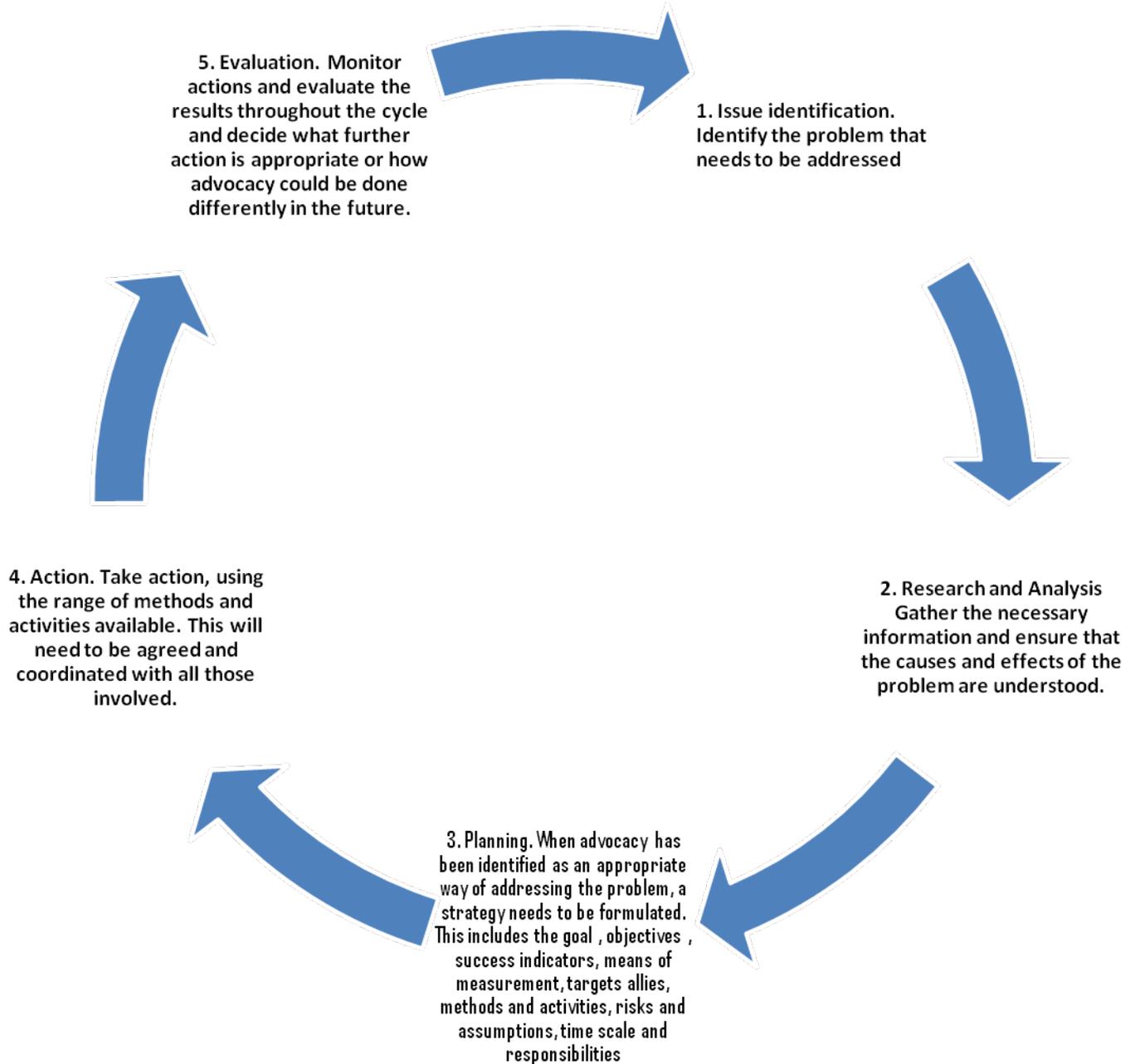
8) Implement, Monitor and Evaluate

- ◆ Implement the planned activity

- ◆ Have a monitoring tool in place
- ◆ Monitoring will help you assess outcomes while evaluation will help you to assess impact.
- ◆ Document the process of the campaign.
- ◆ Record all responses to the campaign, e.g. press cuttings and photographs.
- ◆ Consider mechanisms for changing tactics when necessary.
- ◆ Assess your success and failures relative to your goals
- ◆ Strengthen the campaign and take it further

Advocacy cycle

The Advocacy initiative can be divided into stages, although in practice these overlap. The time it takes to complete all stages and the necessary detail will vary greatly, depending on the urgency and complexity of a particular issue, the amount of information needed to be able to act, and the advocacy methods chosen. The basic advocacy cycle is:



Summary of Advocacy Strategy

Goal	Objectives	Success Indicators	Means of Measurement	Targets	Allies and Opportunities	Methods and Activities	Risks and Assumptions	Time-scale	Responsibility

The summary advocacy strategy should be **SMARTG**

<p>S-simple M-measurable A-achievable R-realistic T-time bound G-gender sensitive</p>
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Session B

Timing: 1 hour 30 minutes

Instructions

1. Get participants into groups to practice the Advocacy campaign Steps
2. Let them select an advocacy campaign they can carry out after the workshop
3. You can also explain to participants the Kelleher Advocacy Model

Kelleher model-Use in Advocacy

Kelleher Model-Management and programming tool coined by Rao and Kelleher to strengthen organizations working with women to create enabling environment for upholding women's rights, reduce GBV and participate in decision making and leadership. The model provides continued support for improving analysis and strategies on gender equality. It also addresses three levels which are:

- a) the individual
- b) The community and Organisation
- c) Environment in which it is operating within

The model helps to focus programming-both organizational and individual, It also reduces duplication, traces the link between service provision and the policies and laws from the individual's point of view to the community and environment. Allows for networking and exchange of information amongst partners as well as allowing for referral systems to be established and brings out synergies between organizations.

The Kelleher Model

Men and Women's consciousness Knowledge	Conditions Access to services Availability Affordability Acceptability
Informal Conditions Traditions, beliefs, norms and values	Formal conditions Laws Policies Structures

The facilitator explains the model to the participants and the group participants into clusters (groups) which can be coordinated more easily such as neighboring wards. The participants should be given an opportunity to identify their local issues which they would tackle using the advocacy summary sheet. The cases would be used for the monitoring the programme.

D. GOOD ADVOCACY

Aim: To familiarize participants with some elements of good advocacy

Introduction

There are certain challenges to a successful advocacy campaign. If poorly planned or poorly carried out, advocacy can disempower the affected group. Due to frustrations with government or other power structures there may also be temptations to compromise too much. In some cases, advocates may face threats to their personal safety, property, or job security. These challenges to advocacy can be overcome by advocates adopting good strategies, practices and tools.

Instructions

Timing: 1 hour 15 minutes

1. Get participants into groups and let them discuss and list qualities of a good advocate.
2. Explain the Advocacy Strategy and the Good Practices of an Advocate

Elements of good Advocacy

1. GOOD STRATEGY



2. GOOD PRACTICES OF AN ADVOCATE

encourage **PARTICIPATION**

Involve as many people as possible in the decision-making during our advocacy campaign. Each participant will bring different skills, contacts, resources and ideas. When we encourage participation we give the affected group a sense of ownership over the process and ultimately increase the likelihood of success.

ensure **LEGITIMACY**

To be legitimate, all advocacy campaigns must earn the trust of the people and communities they represent. This is done by respecting the variety of opinions and experiences of the individuals in the affected group.

be **ACCOUNTABLE**

We are accountable when we openly and honestly discuss the campaign's progress (and problems) with the affected group. This process will also reduce temptations we face to abuse power and will help avoid corruption in our advocacy campaign.

act **PEACEFULLY**

Do not use violence to achieve your advocacy goals. Violence is never a sustainable, long-term solution. Peaceful advocacy will earn the trust and respect of both your supporters and your opponents.

REPRESENT the affected group

Listen to the affected group, develop a strategy with them, inform them of any risks or challenges and take action together. Whenever possible, build their capacity to advocate on their own behalf.

3. ROLES OF AN ADVOCATE

NEGOTIATE Bargain for something

ACCOMPANY Speak with the people

EMPOWER Enable the people to speak for themselves

REPRESENT Speak for the people

MEDIATE Facilitate communication between people

MODEL Demonstrate behavior to people or policy makers

NETWORK Build coalitions

4. TOOLS OF ADVOCACY

- Newspaper adverts
- Messages on radio and T.V chat shows
- Posters
- Petitions
- Press conferences
- Protests songs
- T-shirts
- Stickers
- Hold public forums or meetings
- Road shows
- Public protests- consider using unusual actions

E. ADVOCACY REPORTING

Aim: To come up with a systematic way of reporting advocacy activities

Introduction

Work done and not documented is not complete. It is therefore important to stress the necessity of compiling reports of all advocacy activities carried out whether successful or not.

Instructions

Timing: 1 hour 30 minutes

1. Discuss with participants the importance of documenting all advocacy activities and coming up with reports on a regular basis.
2. Explain the Advocacy Report Sheet and get participants into groups to practice using the reporting tool.

Advocacy Report Sheet

Advocacy activity	What was the problem	effect	objectives	Who did you advocate to	allies	What methods were used	What challenges did you face	What were the results of the advocacy	Participants

F. HIV & AIDS AND HUMAN RIGHTS

Aim: To get participants to understand what human rights are, with emphasis on those rights that affect people living with HIV & AIDS in a particular way.

Introduction

HIV and human rights

The protection of human rights is essential to safeguard human dignity in the context of HIV/AIDS and to ensure an effective, rights-based response to HIV/AIDS. An effective response requires the implementation of all human rights, civil and political, economic, social and cultural. Public health interests do not conflict with human rights. On the contrary, it has been recognized that when human rights are protected, fewer people become infected and those living with HIV/AIDS and their families can better cope with HIV/AIDS.

Instructions

Timing: 1 hour 15 minutes

1. Get participants into groups and let them define Human Rights

What are Human rights?

Every person is entitled to certain rights – simply by the fact that they are a human being. They are rights because they are things that you are allowed to be, to do or to have. These rights are there for your protection against people who might want to harm or to hurt you. They are also there to help us get along with each other and live in peace.ⁱ

Definition: A Human Right is therefore, an inalienable entitlement by virtue of being human

Characteristics

- Are universal (apply to all nations and individuals)
- Focus on the dignity of the human being and protect individuals and groups
- Guaranteed by international standards e.g., UDHR, ICPR, ICESCR.
- They are interdependent and interrelated (no one should be restricted for it leads to the restriction of others)
- Cannot be waived or taken away (Unless a crime has been committed)
- Legally protected

In the same groups as above let the participants identify all the rights they know. Also allow for feedback

Categories of Human Rights

1. **Civil and political**-These are the first generation rights which include Right to life.
2. **Socio-cultural Rights**-These are second generation rights which include Right to work, food, housing, highest attainable standard of health, education and right to culture.
3. **Developmental Rights**

Core human Rights principles relevant to HIV and AIDS

- 1) The Right To non-discrimination, equal protection and equality before the law
 - 2) The right to life
 - 3) The right to the highest attainable standard of health
 - 4) The Right to liberty and security of person
 - 5) The right to freedom of movement
 - 6) The right to enjoy and seek asylum
 - 7) The right to privacy
 - 8) The right to freedom and opinion and expression and the right to freely receive and impart information
 - 9) Right to freedom of association
 - 10) Right to work
 - 11) Right to marry and found a family
 - 12) Right to access education
 - 13) Right to an adequate standard of living
 - 14) Right to social security assistance and welfare
 - 15) Right to share in scientific advancement and its benefits
 - 16) Right to participate in public and cultural life.
 - 17) Right to be free from torture and cruel inhuman or degrading treatment or punishment
- N/B Particular attention should be paid to HR of Children and Women

The Right to the Highest Attainable standard of health

Health is a fundamental human Right indispensable for the exercise of other Human Right. Every human being is entitled to the enjoyment of the highest attainable standard of health conducive to living a life in Dignity.

G. DEVELOPING PRACTICAL ADVOCACY SKILLS

Aim: To improve practical skills used to carry out advocacy work

Introduction

Advocacy is a process that needs many skills. It is therefore important for advocates to develop the necessary skills as they go along, hence the importance of training and practical practice. Some essential skills needed include:

- Preparing a Position paper
- Face-to-face Meetings
- Delivering a Presentation
- Persuading through Drama

1. Preparing a Position Paper

Aim: To equip participants with skills in the preparation of a Position Paper

Instructions

Timing: 35 minutes

1. Explain what a Position Paper is
2. Get participants into groups and ask them to come up with a position paper on a topic of their choice

What is a Position Paper?

A position paper is a formal written document that clearly state the position or opinion of an organisation or group about a particular issue The message of these documents is: 'This is what we think about this topic, and this is what we recommend'. It should be written in full sentences and typed or handwritten neatly to include:

1. Statement of main recommendation: One or two sentences.
2. Background: Explanation of why the position paper has been written. List of laws, international treaties, decrees, policies, etc., which support the recommendation.
3. Evidence supporting the recommendation:
 - Quantitative evidence: facts and figures.
 - Qualitative: Case studies, personal testimonies, anecdotes or examples supporting the recommendation. Ask for permission from individuals quoted, to protect confidentiality.

-
4. Our position: Logical explanation of how the evidence leads to the recommendations. Answers to possible questions or objections.
 5. Recommendations: Specific, realistic actions that the decision-maker can take.
 6. Organisations and individuals supporting this position paper.
 7. Add:
 - The name of your organisation or group
 - The dateA contact name, address, telephone and fax number and e-mail address where available.
 - The mission/goals of your organisation or group.

General Advice

- Position papers should be as short as possible.
- Do not assume that the reader knows the subject well – make sure that sufficient background information is included for the reader to understand the issue without needing to carry out additional research.
- Separate fact from opinion. Provide supporting evidence to back up facts, and write opinions as quotes where appropriate.

2. Face-to-face Meeting

Aim: To equip participants with skills in lobbying through face-to-face meetings.

Instructions

Timing: 40 minutes

1. Explain to participants what a face-to-face meeting is
2. Get participants into groups and assign to them topical issues that they might advocate for.
3. Ask them to prepare a role-play they will present to the whole group.

What is a face-to-face meeting?

This is a meeting held face-to-face with a targeted decision maker (also known as lobbying)

Preparing for a face-to-face meeting

Step 1: Know your target

Analyse your target

Step 2: Focus on your message

Choose your main objective and develop a simple message from it:

- ✓ What you want to achieve
- ✓ Why you want to achieve it (the benefits of taking action/or the negative effects of doing nothing; evidence for the problem – statistics and anecdotes)
- ✓ How you propose to achieve it
- ✓ What action you want the target person to take

Write a short position paper to give to the decision maker, to remind them of your points.

Step 3: Choose the right messenger

The messenger is as important as the message. Make sure that the messenger has the appropriate negotiating skills and appropriate attitude to result in a positive outcome.

Step 4: Practice!

Rehearse your message with colleagues or friends. Ask someone to role-play the meeting pretending to be the decision-maker, asking difficult questions.

After the meeting

Write to the person who you met, thanking them for the meeting (even if the person was not helpful), briefly repeating your key points and any supporting comments made by the target person, especially any promises to take action. Tell the target person what you plan to do next, promise to keep them informed, and express the hope that you will be able to work together on the issue in future.

ADVICE

- Begin by praising the decision-maker for any past support on your issue
- Begin by pointing out areas of agreement and mutual interest with the decision-maker
- Listen, as well talk – you need to hear what your target thinks
- Know more about the issue than the decision-maker. Gain a reputation for being knowledgeable.
- Be willing to negotiate, but be clear about how far you will compromise.
- Decide who will say what, if there is more than one of you.
- End by summarizing what the decision-maker has said or promised.

3 Writing and delivering a Presentation

Aim: To equip participants with skills in preparing and delivering a simple presentation

Instructions

Timing: 45 minutes

1. Explain to participants what a presentation is
2. Get participants into groups and ask them to prepare a short presentation on an advocacy issue for presentation to the whole group.

What is a Presentation?

A presentation is a formal way of delivering a message face-to-face to an audience. It can vary from a brief talk to a small group, to a formal presentation to hundreds of people at a big conference. Giving a presentation can be a nerve-wracking ordeal, but it can be lessened by good preparation and practice.

Stages of presenting a Presentation include Planning, Writing and Delivering

Planning a Presentation

- ❖ Review the key factors that will affect our presentation, i.e.: Who is the audience? What are their interests and level of knowledge about the topic? How much time

has been given for the presentation? Where will it take place? What equipment will be available? What is the broader context of the event – is the presentation the main event or part of something else? Will the presentation fit?

- ❖ Gather the materials and information that will inform the presentation.

Writing a Presentation

- ❖ The presentation can be written in short sentences or as full text.
- ❖ Make sure the presentation has a beginning which introduces the topic, a middle which contains the bulk of the talk, and a summary or conclusion.
- ❖ Catch the audience's attention at the start with a quote/anecdote to make the situation human or real for them.
- ❖ Identify and list the key points and ensure that each has supporting facts and references. Place these key points in a logical order. Persuade the audience by supporting each statement with quotes, comparisons and examples.
- ❖ Make or select visual aids that support your presentation but also add some value – for example, added interest or a 'human angle'.

Delivering the Presentation

- ❖ Try not to read your written text aloud – try to either learn the text or just use bullet points as a reminder of each point.
- ❖ Keep to within the required timeframe.
- ❖ Speak loudly, clearly and slowly, and pause to allow people to consider key points.
- ❖ Use good visual aids to make the presentation more interesting and easier to understand.
- ❖ Make eye contact with the audience – don't look at the floor or at one person in the audience.
- ❖ Make the presentation like a conversation – don't talk at people, talk to them.

Dealing with Questions

- ❖ If the question is complex, repeat and rephrase it so that it is clearly understood.
- ❖ Reply to the whole audience not just the individual who asked the question.
- ❖ Think before responding to a question.
- ❖ Take a light-hearted approach to sarcastic questions – don't admit you do not know, throw it back to the audience or say you will find out the answer.

4. Persuading through Drama

Aim: To equip participants with skills to plan and perform a simple drama for HIV-related advocacy work

Instructions

Timing: 45 minutes

1. Get participants into groups and ask them to plan and prepare a short drama on an advocacy issue or problem.
2. After their presentations discuss the dramas and how they can improve their performances.

Please Note:

- It is important to be clear about the objective of any drama for advocacy, and to choose a limited number of messages or themes so that the audience clearly understands which problem or issue is being highlighted and what the suggested solution is.
- Drama should highlight typical examples of the issue or problem
- It is best to use a style of drama that is popular and familiar. A standard drama, with an obvious ending, is best if the target audience are decision-makers.

Effective Drama

Drama is an effective advocacy method because:

- ◆ It can bring a theoretical issue into life, making it emotionally powerful, more interesting, easy to understand and relevant to people's lives.
- ◆ It can be a powerful way to convey messages and persuade people of our points of view. Its impact can be increased by adding activities that involve the audience. For example, discussions can be held after the performance.
- ◆ It can address sensitive issues that are difficult to talk about. It can be used as evidence to support an issue. Performances can be video-taped to share with people in positions of influence who cannot attend a live performance.

NB:

All of the above can also apply to other art forms like songs and story-telling.

Unfinished stories

A good way to get an audience talking is to stop the drama before the story ends, leaving the audience in suspense. Then ask the audience the following kinds of questions:

- What happened to the person in the story?
- How do you want the story to end?
- How do you think the story will end, in reality?
- Why did this situation happen?
- How can this situation be changed? How can we prevent this happening in future?