



GYCA

global youth coalition on hiv/aids

POLITICAL

ADVOCACY

An E-course

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Introduction to the E- Course

This e-workshop on Political Advocacy with a focus on commitments made at the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) is offered as part of a larger Political Advocacy strategy for GYCA for the 2005-2006 year. It is not only a significant component of the Political Advocacy strategy, but it is also part of GYCA's capacity building initiatives for young people¹. Very often, young people are educated about the issues and are given suggestions and recommendations as follow up for advocacy but one will find it hard to find a program that actually monitors and guides young people in the implementation of an advocacy campaign. This is precisely why this e-course, as part of larger advocacy strategy, is unique and unprecedented in the way that it is conducted.

Participants in this course come from a variety of backgrounds, experiences and national contexts. In developing this course, there has been recognition of the fact that there is no cookie cutter approach – one method will not work for everyone because people face different constraints (and advantages) depending on where they come from and the political contexts that they are in. Consequently, the course provides a few case studies that demonstrate different approaches to advocacy and working with governments.

The course consists of 5 sections:

Module I – Part 1: Background on the Issues

Module I – Part 2: Public Advocacy & Action

Module II - Research Methodology

Module III - Identifying Solutions & Planning a Campaign

Module IV. - Campaign Implementation – Tactics & Deliverables

Module V. Monitoring and Evaluating Advocacy.

Essentially, it is a launch pad for implementing advocacy campaigns after the course with technical assistance from GYCA staff. Participants of the course understand that they will be expected to implement their campaigns and therefore, partake in a global advocacy campaign to hold governments accountable and demonstrate the power of youth interventions in HIV/AIDS. As a majority of people infected daily, young people can use the provided tools and be guided to take action. Successful results by participants of the e-course will potentially be included in an Advocacy Document that will be created in Spring 2006 to be presented at a side event during the UNGASS +5 Review in June.

Materials for this workshop are a compilation of variety of sources including Oxfam International Youth Parliament's Public Advocacy and Action in the 21st Century E-Course Manual, Advocacy for Social Justice: A Global Action and Reflection Guide, Our

¹ Young people in the e-course refer to people between ages 15 and 30



Voices, Our Future Manual, Advocates for Youth Advocacy Toolkit and WPAY Toolkit on Making Commitments Matter – A Guide to Young People Evaluating National Youth Policies’. Also – Global Youth Action Networks’ MDG Youth Action Guide and International Council of AIDS Service Organizations (ICASO)’s ‘Advocacy in Action’ Toolkit for NGOs & CBOs.

This e-learning workshop is the first of several that will be conducted during the months in preparation for the 16th International AIDS Conference in Toronto.

The course is meant to be a peer-to-peer learning experience and it is hoped that everyone (instructors and participants) will gain knowledge on advocacy from it.

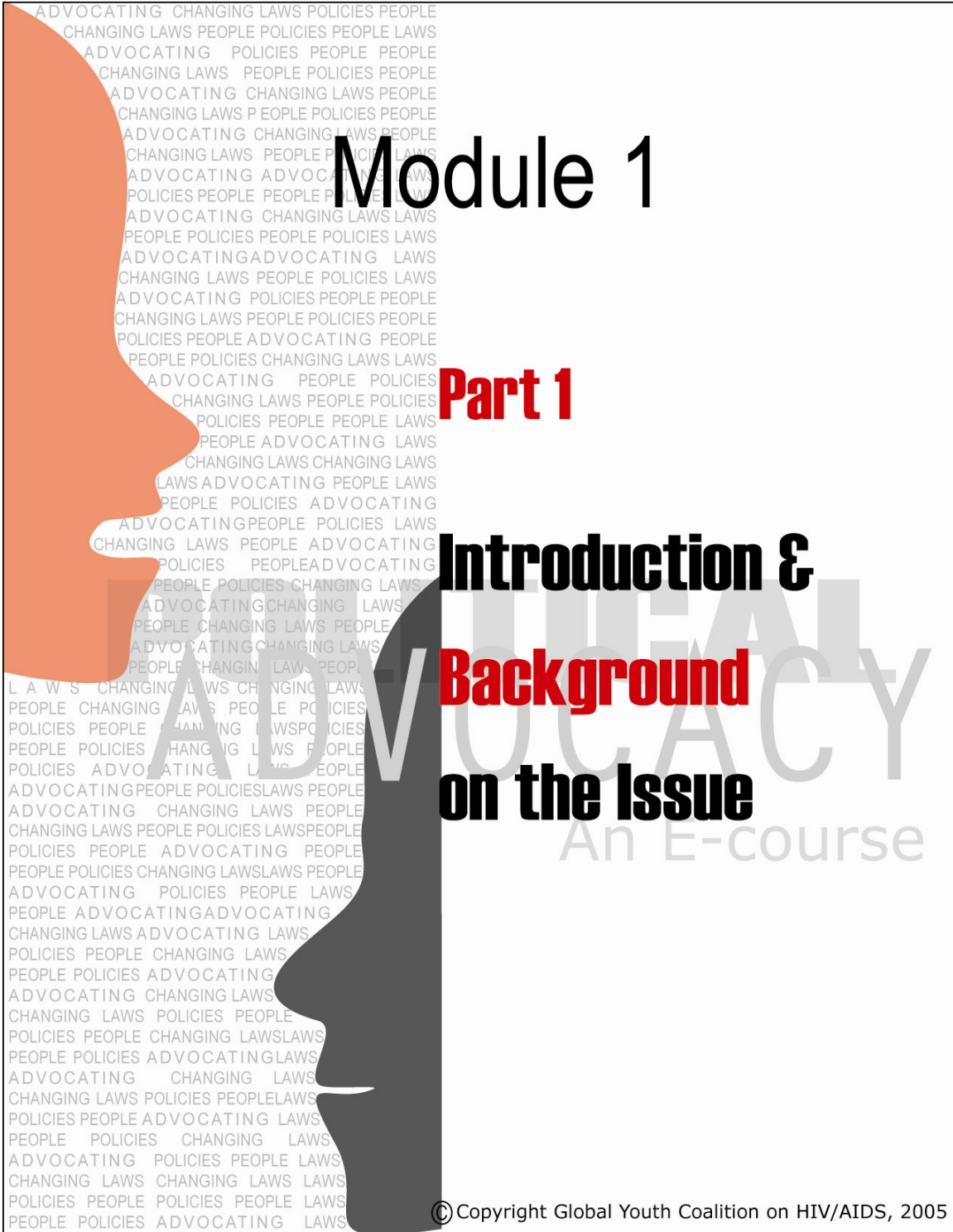
Enjoy!!

Sincerely,

Lyudmila Gorokhovich, GYCA Project Officer
Luis Davila Ortega, GYCA Senior Manager

Acknowledgements

Special thanks to Anna Powell and May Miller-Dawkins from Oxfam International Youth Parliament, Azatuhi Ayrikyan from Barnard College, Columbia University, Meheret Melles from Student Global AIDS Campaign, Pervaiz Tufail – AMAL Network in Pakistan, David Suk from Students Against Global AIDS in Canada and numerous other people who have contributed to the editing and revision of this e-course.



Module 1

Part 1

Introduction & Background on the Issue

An E-course

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Module 1: BACKGROUND OF THE ISSUES

Before thinking about campaigning or advocating, it is important to have a good and clear understanding of what governments have committed to and what you can directly tell them that they owe to you. The course focuses on existing initiatives and commitments that governments have made to tackle the HIV/AIDS epidemic. These initiatives are a constant reminder to people working on HIV/AIDS interventions that governments have addressed young people in the response and repeatedly highlight their importance. For this reason, we will collectively take action and take steps ensuring that they address the commitments and identifying how we, as young people, can work together to help our governments achieve them. It is crucial that we play a role in decision making processes about policies that directly affect us and in return, play a role in actual implementation of policies, laws and commitments. Essentially, commitments go both ways.

The following documents address the importance of young people in the HIV/AIDS policymaking and interventions:

- World Programme of Action for Youth (1985)
- UNGASS Declaration of Commitments (2001)

You should also be aware about the ‘Three Ones’ principles adopted by UNAIDS in April 2004.

Please make yourself familiar with these declarations. The information provided here is a summary and briefing. Also, share this information with groups you work with and people you know who might be interested in learning more about these issues. The more offline coverage you can provide in terms of taking what you learn through the internet to ‘the ground’, the better any kind of mobilization for advocacy campaigning will be. Suggestions for raising awareness and getting people involved are provided later on in this course. More information on this background can be found at the links suggested.

World Programme of Action for Youth (WPAY)²:

Started in 1985 by the United Nations when it celebrated International Youth Year: Participation, Development, Peace, WPAY was developed as a blue print for governments to address the importance of young people in the world, and, in particular, their potential contributions to development and the goals of the United Nations Charter. After the celebration, the General Assembly endorsed guidelines for planning and suitable follow up in the field of youth which were significant for their focus on young people as a broad category comprising various subgroups, rather than a single

² Taken from <http://www.un.org/esa/socdev/unyin/documents/toolkit.pdf>



demographic entity. In 1995, on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by directing the international community's response to the challenges facing youth into the next millennium. It did this by adopting an international strategy—the World Programme of Action for Youth to the Year 2000 and Beyond (WPAY)—to address more effectively the problems of young men and women and to increase opportunities. The program is made up of 10 priority areas: Education, Employment, Hunger, Poverty, Environment, Drug Abuse, Juvenile Delinquency, Leisure Time activities, Girls and young women and the full and effective participation of youth in the life of society and in decision-making. The programme encourages governments to recognize young people as part of the solution and not the problem as well as the importance of involving young people in identifying the solutions.

Notice that Area 4 of WPAY focuses on health and highlights the importance of developing accessible, available and affordable primary health care services for youth, including sexual and reproductive health care, including those related to sexually-transmitted diseases, including HIV/AIDS³. Also, Area 10 states that youth organizations can be important forums for helping young people to develop the skills necessary for effective youth participation in society.

These are two important areas that you might consider following up on to see whether your government has made any improvements with these areas. The WPAY Toolkit for Young People to Evaluate National Youth Policy is very helpful for this so please look at: www.un.org/esa/socdev/unyin/documents/toolkit.pdf. It suggests you research if government brought youth delegates to any follow-up conferences or special meetings or, more importantly, made any changes to national laws or policies regarding youth following the event. It is also posted in the Documents section of the project page and can be a very useful resource.

United Nations General Assembly Special Session on HIV/AIDS (UNGASS):

On 25–27 June 2001, heads and representatives of State and Government met for the United Nations General Assembly Special Session on HIV/AIDS (UNGASS), which resulted in the issuance of the Declaration of Commitment on HIV/AIDS. The Declaration outlines what governments have pledged to achieve –in international and regional partnerships, and with the support of civil society – to halt and begin to reverse the epidemic. The Declaration is not a legally binding document; however, it is a clear statement by governments concerning what should be done to fight HIV/AIDS and what they have committed to doing, often with specific deadlines⁴.

³ The World Programme on Action for Youth:
<http://www.un.org/events/youth98/backinfo/ywpa2000.htm#Priority%204>:

⁴ For more information, see UNAIDS (www.unaids.org).



In the very first page of the Declaration, the document highlights the importance of youth in reversing the spread of HIV/AIDS:

“First, to ensure that people everywhere —particularly the young — know what to do to avoid infection;⁵”

Additionally, the following paragraphs outline the targets in the Declaration of Commitment relating to young people:

- *(Article 37) By 2003, ensure the development and implementation of multi-sectoral national strategies and financing plans for combating HIV/AIDS that (...) involve partnerships with civil society and the business sector and the full participation of people living with HIV/AIDS, those in vulnerable groups and people mostly at risk, **particularly women and young people** (...)*
- *(Article 47) By 2003, establish time-bound national targets to achieve the internationally agreed global prevention goal: to reduce, by, 2005 HIV prevalence among young men and women aged 15 to 24 in the most affected countries by 25 per cent.*
 - *To reduce, by 2010, HIV prevalence among young men and women aged 15-24 globally.*
 - *To intensify efforts to achieve these targets as well as to challenge gender stereotypes, attitudes, and inequalities in relation to HIV/AIDS, encouraging the active involvement of men and boys.*
- *(Article 53) By 2005, ensure that at least 90 per cent, and by 2010 at least 95 per cent of young men and women aged 15 to 24 have access to the information, education, including peer education and youth-specific HIV/AIDS education, and services necessary to develop the life skills required to reduce their vulnerability to HIV infection, in full partnership with young persons, parents, families, educators and health-care providers.*
- *(Article 63) By 2003, develop and/or strengthen strategies, policies and programmes:*
 - *which recognize the importance of the family in reducing vulnerability, in educating and guiding children and take account of cultural, religious and ethical factors,*

⁵ Pg. 1 DoC.

- *to reduce the vulnerability of children and young people by ensuring access of both girls and boys to primary and secondary education, including HIV/AIDS in curricula for adolescents;*
- *ensuring safe and secure environments, especially for young girls;*
- *expanding good-quality, youth-friendly information and sexual health education and counseling services;*
- *strengthening reproductive and sexual health programmes; and involving families and young people in planning, implementing and evaluating HIV/AIDS prevention and care programmes, to the extent possible.*

UNGAS Declaration of Commitments is the key document that will be emphasized in this e-course. In the next module, you will learn how to research the commitments and find out whether and how your government has been accountable to them as well as how you can help your government with meeting them. You will learn about the progress made towards achieving the UNGASS targets related to young people in your country. You will be able to comment on where progress has been made, express your concerns about the gaps and shortfalls for achieving the targets relating to young people, and make recommendations based on your own knowledge and experiences. You will also learn about implementing those recommendations. For more information on the Declaration of Commitments, please go here:

http://www.unaids.org/en/events/un+special+session+on+hiv_aids.asp

Three Ones

The ‘Three Ones’ principles were created on April 25, 2004 at a high level meeting co-hosted by the United Kingdom and the US with key donors to discuss national HIV/AIDS responses and the importance of strengthening them. As a result, they formulated the ‘Three Ones’ principles to encourage civil society, government and donor partnerships in order to plan, implement and monitor a national HIV/AIDS policy. The principles encourage governments to organize the following:

- An agreed HIV/AIDS Action Framework that provides the basis for coordinating the work of all partners.
- One national AIDS coordinating authority, with a broad based multi-sector mandate.
- One agreed AIDS country-level monitoring and evaluation system⁶

The principles demonstrate the ever-increasing need for government and civil society partnerships in response to the HIV/AIDS epidemic. As a follow up, UNAIDS held an E-Forum on Civil Society to bring in input into the application of the principles. One of the goals of the E-Forum was to identify the extent to which civil society is already contributing to the "Three Ones" initiative, including examples of best practices. More information can be found here:

⁶ Key Principles, UNAIDS



<http://www.unaids.org/en/about+unaids/what+is+unaids/unaids+at+country+level/the+three+ones.asp>

As part of this response, young people can take action to see how their governments have followed up on the three pillars. What is the follow up action? You will learn in the next few weeks!

The e-course, within the larger framework of GYCA's political advocacy strategy, expands on the 'Three Ones' by not only highlighting existing best practices of young people organizing political advocacy initiatives but also, by facilitating brainstorming on new approaches that push for government and youth collaboration to reverse the spread of HIV/AIDS.

Millennium Development Goals - Goal 6: Combat HIV/AIDS, Malaria and Other Diseases

Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS

Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

During the United Nations Millennium Summit in September 2000, eight Millennium Development Goals were agreed upon to be achieved by 2015. The Goals constitute an ambitious agenda to significantly improve the human condition by 2015, from halving global poverty and hunger, to protecting the environment, to improving health and sanitation and tackling illiteracy and discrimination against women. Alongside the Goals, a series of 18 targets and timescales were drawn up to make it easier to measure progress. The Millennium Project, set up by Professor and well-known economist Jeffrey Sachs of Columbia University, is an independent advisory board commissioned by the UN Secretary-General to advise the UN on strategies for achieving the MDGs⁷. For more information about the Millennium Development Goals, please see:

<http://www.millenniumcampaign.org>

The site also has a special section for young people.

All the declarations, commitments and principles mentioned above are meant to boost the process to achieve MDG Goal #6. To reverse the spread of HIV/AIDS, governments need acknowledge the work being done by civil society and particularly, by young people – we know the need for taking action ourselves – we also know that we will not be able to do it alone. With the support of the government and other civil society partners, we can accomplish tenfold of that which we do now!

⁷ Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation



When thinking about your advocacy work on HIV/AIDS, consider the commitments governments have made. It will give your work more leverage and credibility if it is not only supported by a large civil society constituency, but also, by commitments your government has already made. Use these declarations and commitments as frameworks for lobbying – either for policy reform or for money as well. This refers to looking for support for specific care and/or prevention programs, peer education programs or any other HIV/AIDS interventions you work on. Remember that the work you do is part of the government’s solution to achieving commitments and you should remind them of that! (them: your local government council or any other government body, particularly in health or HIV/AIDS)

With this in mind, please consider and answer the following exercises:

Exercise 1:

1) Bringing the Global to the Local: Have you seen mention of UNGASS DoC, WPAY , Three Ones and/or MDG Goal 6 in the work you do in your community? If so, provide explanations of where and how you have seen this?

2) Do you think that young activists on HIV/AIDS are aware about government commitments? If so, explain how they would be (use local examples)
If not, provide some reasons for why this is so.

Alternatively, do you think that there is enough monitoring of youth-led and/or youth-serving HIV/AIDS interventions that fit within the frameworks of government commitments? Does your government have a system by which it investigates youth work and/or invites young people to share their work?

3) Can you think of some successful examples of young people you know (or yourself) who have had success in lobbying for a particular reform or working with government on a particular objective? Please describe what it is and why you think it worked. Otherwise, if there is a not-so-successful example, explain why you think it did not work. Maybe it is political circumstances, lack of funding, not enough collaboration?



- 4) What do you think prevents implementation of commitments or following through with declarations and objectives?

It is worthwhile thinking about the impact that the knowledge you gained from this first module might have on your community and your advocacy work.

Consider and respond to the following questions:

- 5) Have the declarations and commitments mentioned above made an impact on your community? If so, how? What kind of an impact could it have on your programming? Be as specific as possible.

