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Module 3

Identifying Solutions & Planning a Campaign

POLITICAL ADVOCACY

An E-course

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Module 3: Identifying Solutions & Planning a Campaign

Learning Objectives:

- To identify advocacy issue(s) under the UNGASS Declaration of Commitments (DoC)
- To identify possible methods of advocating for the chosen particular issue
- To understand the importance of the planning stage of a campaign.
- To understand and be able to apply planning techniques.
- To understand and be able to apply a variety of steps for developing a campaign strategy.

IDENTIFYING SOLUTIONS

At this point, you should have a good understanding of the issues for which you plan to create an advocacy campaign. You have not only learned a great deal about the background of UNGASS and youth-related commitments within the DoC, but you also know how to take the first steps to do research on these promises. As it said in the previous module, it is better to do research in a group of a few people. So by this step, you should have already identified 2-3 people to help you research, you should have done the research using methodology above and finally, you should have identified the loopholes and gaps in HIV/AIDS interventions that have not been addressed in your country.

If you have not seen it already, the UNFPA-supported ‘Our Voice, Our Future’ is the report made by young people from GYCA and from Global Youth Partners on progress made on the UNGASS Declaration of Commitment on HIV/AIDS. The young people who made this report used similar research methodology outlined in the previous module and you can access the report on the GYCA website: <http://www.youthaidscoalition.org>. This section of the course uses the report to help you identify solutions.

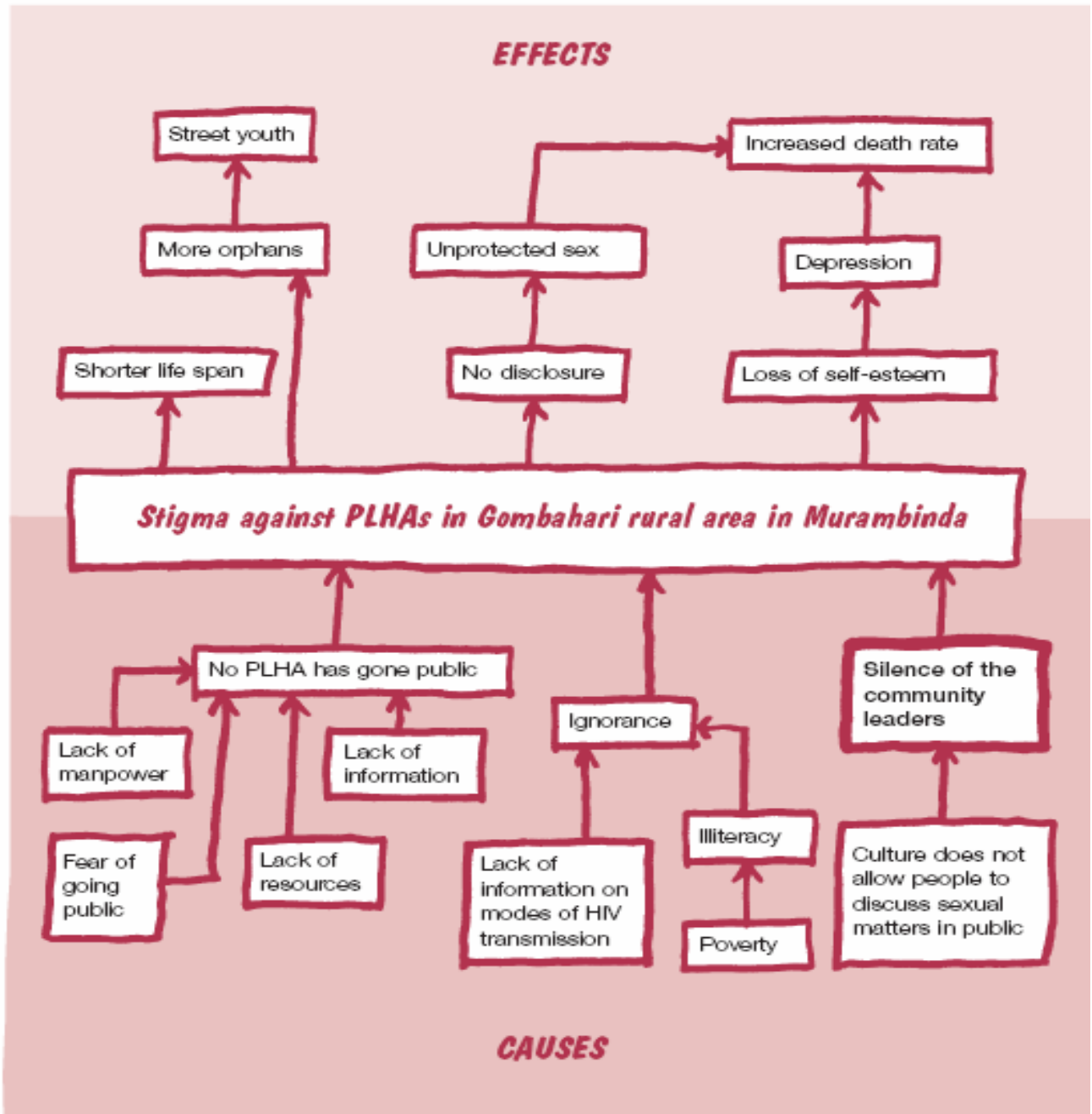
Step 1: Have a meeting with the people who helped you with research and identify the main recommendations from your research. Invite local HIV/AIDS and youth-serving NGOs who might be interested in this process. This can be done in the form of an informal gathering or in a workshop-like atmosphere. You need to identify 1-2 issues to be the core of an advocacy campaign.

How do I do it? Use TakingITGlobal’s toolkit for workshop organizing. You can download it here: http://www.takingitglobal.org/action/workshopkit/Workshop_Kit.pdf It is also available under the ‘Documents’ section on the project page. It is a very clear guide to workshop organizing and is helpful for any issue



Once you think about the problem, consider its causes and effects. This can be helpful for identifying solutions because causes can lead to being the solution as well. Here is an example of a cause and effect analysis from NGOs/CBOs based in Zimbabwe:

Local-level Group Cause-and-Effect Flowchart



Reference: Adapted from an advocacy skills-building workshop for HIV/AIDS, International HIV/AIDS Alliance, Zimbabwe, July 2001.



In the above case, the fact that PLHA have not gone public is one of the causes of stigma. One solution for such problem could be to create a community of openness in which PLHA can disclose their status. In brainstorming how to do this, members of these NGOs did the following analysis:

Problem: Stigma against PLHAs in Gombahari rural area in Murambinda	
Advocacy solution: Encourage the community leaders to support people with HIV/AIDS	
Information/evidence needed	Where/how to get the information
List of community leaders	District Administrator's office; local churches (church register); public meetings
Map of catchment area	District Administrator's office; draw our own map
Case studies of stigmatised people	PWHAs' testimonials; NGOs; one-to-one interviews; meetings; records; publications
Numbers of people who are HIV+	Hospitals; Ministry of Health; National AIDS Control Programme; NGOs
Information around stigma/policy, law, etc.	Zimbabwe National Network of People Living with HIV/AIDS; one-to-one interviews; analysing and influencing legislation
<i>Reference: Adapted from an advocacy skills-building workshop for HIV/AIDS, International HIV/AIDS Alliance, Zimbabwe, July 2001.</i>	

You can see that in the above case, a solution was identified and then the initial steps for a campaign take shape.

More Examples of Identifying Solutions:

- 1) The UNGASS DoC recognizes the specific vulnerability of young people and the diverse root causes of risk behavior. The DoC recommends specific action on the part of governments to scale-up services and reduce the spread of HIV/AIDS among young people. To do so effectively, one suggestion is for governments to better communicate with civil society and NGOs and significantly increase youth participation at all levels of HIV/AIDS programming.

Identified Solution: To get a young person seat on the National AIDS Council, forum or Parliament



- 2) Your government has a rule that requires mandatory testing of young people to attend school or work. If your government signed on to UNGASS DoC, it is committed to providing a safe environment for young people as well as challenge attitudes and inequalities in relation to HIV/AIDS. Mandatory testing in the workplace and/or in school often leads to discrimination and isolation, and is often not accompanied with post-testing counseling, support, or availability of treatment.

Identified Solution: To lobby government to withdraw or alter this policy

- 4) According to UNGASS, young people need the information to protect themselves against HIV/AIDS and other sexually transmitted infections and diseases (STIs and STDs). Your government should ensure that there is a culturally sensitive reproductive and sexual health program in place – particularly in public (government) schools. This includes life skills-based HIV/AIDS information and education to help young people make empowered choices and decisions about their health, including negotiating abstinence, being faithful, condom use and avoiding substance abuse.

Identified Solution: To lobby government (for example, Ministry of Education or Ministry of Health) to plan a comprehensive sexual education program in school curricula.

Finding solutions such as these examples should be as collaborative a process as possible so that you can have support and resources when implementing the campaign around the issue. This can be done using the sources you used for your research, particularly NGOs and Community Based Organization (CBOs) as well as other members of civil society.

Case Study Examples

I. In **Zambia**, although young people know the problems they face and are able to formulate solutions to these problems, they are not consulted in HIV/AIDS interventions such as program designing, implementation, monitoring and evaluation. In the ongoing drafting process for the National Youth Policy, young people were consulted because they demanded to review the policy.¹ This has provided optimism for young people that the government has begun to realize that young people's participation is important for the development of the nation and hope young people's views continue to be integrated.

II. In the **Dominican Republic**, the National Youth Policy and General Law on Youth were developed for and by young people, including YLWHAs, allowing young people to be incorporated as fundamental actors in decision-making.

¹ Report on a Focus Group Discussion with Leaders of Youth led NGOS Involved in Interventions for HIV/AIDS on Youth Participation and Sources of Funding for their Activities 29th March 2005. Youth Vision Zambia, Lusaka. Taken from 'Our Voices, Our Future' Report



III. In **India**, two major events have happened that highlighted governments' civil society organizations' commitment to involving young people in the fight against the spread of HIV/AIDS. Various agencies (governments, NGOs, multilateral and bilateral agencies) working on youth issues organized a consultation series, seeking young people's inputs on youth-driven national programs and policies. The results were shared with various ministries and departments in Central and State Governments of India for action. Another event that was the cornerstone of young people's involvement in India was the National Youth Parliament, organized by Inter Parliamentary Forum on HIV/AIDS, National AIDS Control Organization (NACO) and UN agencies. The event assessed over 4000 young people's views in developing the draft legislation on HIV/AIDS. The first meeting – Special Session of National Students and Youth Parliament in November 2004 – led to a 'Young People Talk AIDS' campaign to reach all young people across the country as well as move beyond provision of knowledge to include life skills-based education for young people to be empowered to make their own decisions (especially regarding sexual issues and drug use) and negotiate safe behavior. Currently, each of the cosponsoring organizations is implementing various programs in the area of adolescents and health education. More detailed information can be found here: http://www.unicef.org/infobycountry/india_24310.html

Once you have identified your solution, you need to brainstorm about how you will approach raising awareness and taking action. You will formulate demands on government with short-term and long-term objectives, organize activities to achieve and publicize these objectives and form partnerships with local, national and international allies in doing so.

There are two tiers to this process. One is **Raising Awareness** and the other is **Taking Action**.

Raising Awareness: After researching commitments and what has been (or has not been!) accomplished since 2001, it is important to pass on this information to other young people who might not know, particularly young people who have limited access to the internet and/or high-profile events like UNGASS on HIV/AIDS. In fact, most young people in countries that need to take action on HIV/AIDS probably **do not** know about official declarations that their governments partake in. Young people can be motivated to act if they are aware about government commitments and what they can do to partake in a campaign to hold governments accountable. The objectives of this include not only dispersing information, but also, to recruit interested youth and provide them an opportunity to get involved. Awareness activities will be aimed to facilitate an exchange – not only between young people but also, between young people and government officials. Those who participate in the on-line courses will be monitored and guided to implement **at least two awareness** actions out of several that will be recommended. Flyers and other materials such as example press releases will be provided to assist.

Taking Action: Raising awareness, especially among your target group, is an essential component of a campaign. After raising awareness, you will be provided with several suggestions to take action. A variety of tactics are offered as options for e-course participants and other youth leaders to:

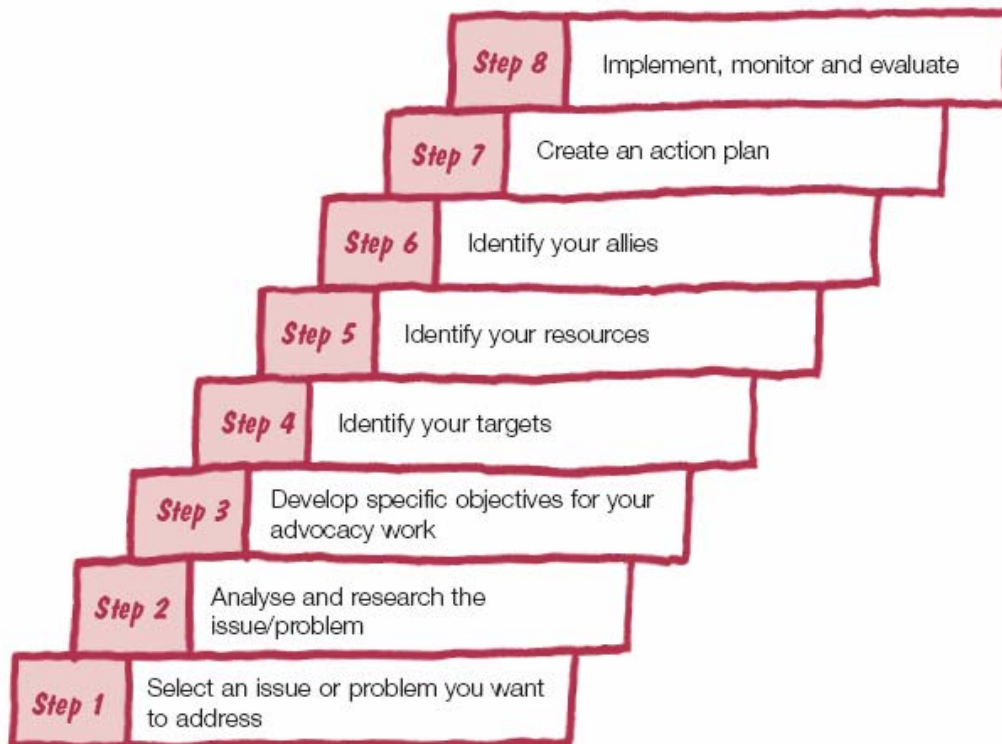
- a) Demand more government action
- b) Mobilize to get youth involved in policy and reform processes by participating in existing youth parliaments or councils (or learn how to start one)

At **least one action** out of several will be recommended for implementation. E-course participants will be guided and assisted by GYCA staff in the process.

CAMPAIGN PLANNING

Campaign planning requires a series of common sense steps to be taken by the advocacy group. This section will provide you with a framework to plan advocacy work systematically. It is also a useful checklist for making a quick advocacy response. It will also provide an opportunity for you to build partnerships and alliances with other organizations.

This advocacy framework is adapted from a framework developed by the International AIDS Alliance²



² 'Advocacy in Action Toolkit' from ICASO



Preparation³

At this point, you should be finished with steps 1 and 2. Detailed research undertaken before any organizing work is very important.

It is useful to find out as much as possible about the community in which you will work. This is especially important if the advocacy group is not an integral part of the community. Knowing the demographic make up of the community, the local (such as unions, church groups and service groups, etc.) and the general background of community activities, problems and struggles, can provide better understanding of the community and its aspirations.

The strategies and methods of community building can often provide valuable tools for advocacy work (see the bibliography for references to community building resources).

Phases of a Campaign

It is useful to consider the various phases that an advocacy campaign might go through. Steps in a campaign need not always take place one after another in sequence: some steps might run in parallel, and some steps might have to be repeated or retraced during the campaign.

The various phases and steps outlined below provide a useful ‘road map’ for developing a campaign and are based on the above framework. After you have analyzed the problem and have done your research, you will have to do the following:

1. Clarification and agreement on Principles, Goals and Objectives;
2. Identify Targets;
3. Mobilization of Resources from stakeholders/community;
4. Develop an Action Plan;
5. Monitoring and Evaluation

In this module, we will discuss these in turn up to Point 5 that will be covered in Module 5.

Clarification of Principles

Perhaps the most crucial stage of any campaign is the clarification stage. If there is no agreement on the principles, goals or objectives it is unlikely that the campaign will even get off the ground, let alone achieve any real success.

When people first get together to consider campaigning on an issue there is usually at least a superficial agreement about some of the goals. But there is often also a broad range of differences in people’s expectations, beliefs and value systems. Such diversity can either provide substantial strengths or can become a major source of disunity and failure. The way that diversity is managed within a group can be crucial to a campaign’s effectiveness.

³ This section is a combination of information from Oxfam International Youth Parliament’s ‘Advocacy in the 21st Century E-course’ and ‘Advocacy in Action Toolkit’ from ICASO



People involved should ideally include members from the community who share your interests but are not represented by you (i.e. adults from other NGOs and networks) and also, other young people from NGOs and networks that share your interests. Other people directly affected by the issue or problem, such as people living with HIV/AIDS, orphan groups, etc. Other AIDS service (ASOs), community-based (CBOs), nongovernmental organizations (NGOs), including human rights and health organizations

Also, other components of civil society (supportive unions, religious institutions or leaders, community leaders) and:

- ◆ Business people
- ◆ Supportive or sympathetic journalists
- ◆ Supportive local/national government officials who can lobby from inside
- ◆ Allies in other parts of the country, or other countries – counterpart organizations that could help from outside

Clarifying the principles, goals and objectives is an important first step in creating effective communication, trust, and joint ownership of the campaign or project. Some processes that might be useful are suggested towards the end of this section.

Principles

Advocacy principles should be clearly stated at the outset of a campaign.

For example, one of the campaign’s principles might be that it will be an “inclusive campaign that opposes all forms of ethnic, racial and gender discrimination”. Reference might be made to the UN Declaration of Human Rights and similar international agreements about human rights and anti-discrimination principles. The adoption of such a principle, after discussion, would provide an important guideline for the campaign’s development. In this case, referring to UNGASS DoC as your principles could be helpful.

Some time spent clarifying principles can strengthen unity and trust and save considerable confusion and disunity later in the campaign.

“The one principle standard in trans-national NGO advocacy is the **international system of human rights**. . . Moreover, human rights provide an essential practical foundation for NGO advocacy strategies as well.”

(Peter van Tuijl and Lisa Jordan, 1999)

If some principles cannot be agreed on by all members of the campaign, it is important to understand how far the unity extends, and where it stops. Then make decision on how the disagreement will be addressed in the campaign. Sometimes, agreeing to disagree is way better than not agreeing at all⁴.

⁴ Thank you to David Suk, GYCA Canadian Focal Point for this information!



Goals and Objectives

The goals and objectives should be as specific (and simple) as possible. As important as it is to have a clear vision of what we want to achieve, you must remember that not everyone in the group will think in the same way so discussion is important.

We need to understand the difference between an aim, objectives and activities:

Aim: the long-term result that you are seeking

Objective: a short-term target that contributes towards achieving the long-term aim; objectives describe the 'outcome' (end result) of activities.

For example, when we are travelling on a journey from a village to the capital city:

- ◆ The **aim** is to arrive in the capital city before night
- ◆ **Objectives** are to arrive at each town and village along the road in good time
- ◆ We then have a choice of **strategies** to fulfill our objectives – for example, going by bus, by car, walking, etc., and then specific **actions** – for example, catch the 203 bus to Dhaka.

CEDPA suggests the SMART Guidelines for Developing Objectives. SMART is an acronym for:

Specific: Is the objective clear in terms of what, how, when, and where the situation will be changed?

Measurable: Are the targets measurable (e.g., how much of an increase or how many people)?

Appropriate: Does the objective delineate an area or population (e.g., sex, age, village)?

Realistic: Is the project able to obtain the level of involvement and change reflected in each objective?

Time-Bound: Does the objective reflect a time period in which it will be accomplished (e.g., during the first quarter or mid-point of the project period)?

Adapted from Piotrow et al. 1997



Without a clear aim and objectives, it is very difficult to evaluate our work. Unless you know your destination, you cannot know if you have arrived!

Keep in mind that advocacy aims can be achieved by objectives and activities that are not considered advocacy efforts – this is a common cause of confusion between advocacy, raising awareness, etc. For example, an organization can advocate for the implementation of a good national HIV policy. To achieve this aim, it may do direct negotiation and lobbying with the central government and/or local government. It might also do general education work with those affected by the problem or issue, to ensure that they are aware of the policy and have enough information to also advocate for themselves. Both of these activities help to achieve the overall aim, but the second activity is not advocacy – it is education for others to carry out advocacy work.

Here is an example of making objectives from NGOs/CBOs based in India⁵:

Local level advocacy

Aim: To ensure that all citizens of Mumbai have access to health care in public hospitals by November 2004 (in three years' time).

Objectives:

- ✓ To persuade the municipal authorities to ensure that the staff of public hospitals are aware of and implement the provisions of the government ruling (six-eight months).
- ✓ To persuade the municipal authorities to introduce inbuilt disciplinary checks with incentives and corrective measures and punishments in case of violation of provision of government ruling (within one year).
- ✓ To form NGO pressure group to work as a watchdog for public hospitals immediately after the disciplinary checks come into force.

Reference: Adapted from an advocacy skills-building workshop for HIV/AIDS Work, India HIV/AIDS Alliance and International HIV/AIDS Alliance, India, November 2001.

Strategy

The Goals and Objectives tell us WHAT it is that we intend to achieve: the Strategy indicates HOW we will get there. Strategy provides the “stepping stones” towards our goal.

It is important to give adequate time to developing a strategy, rather than simply diving straight into activities (tactics). Without a strategy to guide the activities of a campaign it is likely that the various activities undertaken will fail to create any real headway towards the goals. For example, activists often use forms of protest, such as mass demonstrations, as major parts of a campaign. However, mass demonstrations alone have rarely been sufficient

⁵ Taken from 'Advocacy in Action' Toolkit, ICASO

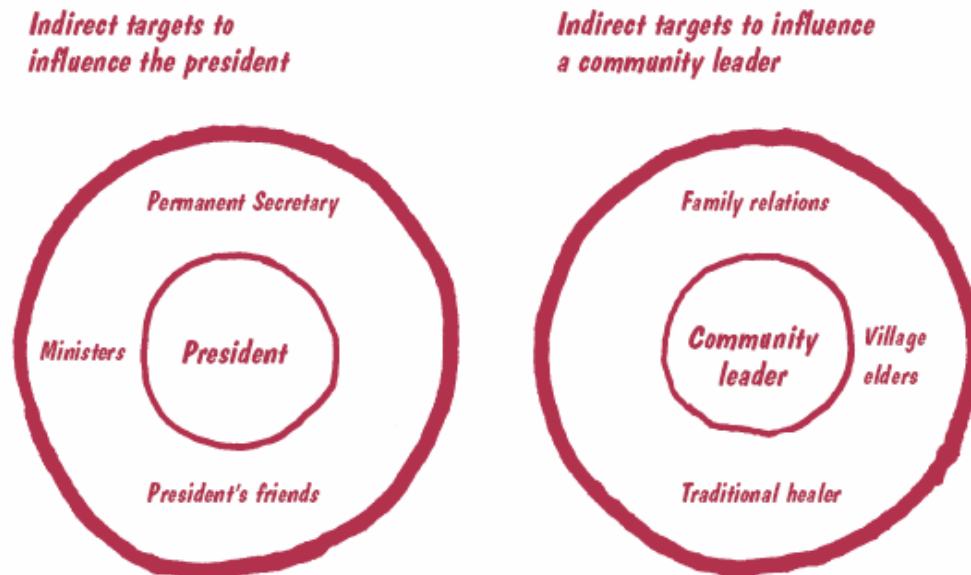


to lead to change: it is when mass demonstrations form part of a broader strategy, involving a range of other activities (such as petitions, mobilizing others to lobby, direct action, forums and conferences, media articles, etc.) with clear objectives (demands) that they are likely to be successful.

To make an effective strategy, use the following steps (these are within the above advocacy planning framework).

Identify Targets: Target your advocacy efforts to those who have the greatest capacity to effect change. At a national or international level these people are usually those with the power to make policy or programmatic decisions (Ministers of Health and Education, Elected Officials). At a local level there are often charismatic people who have power and influence at an informal level – for example, peer leaders, respected older people, traditional healers – as well as those who have formal influential roles. Now we have developed clear aims and objectives, it is much easier to identify our advocacy targets.

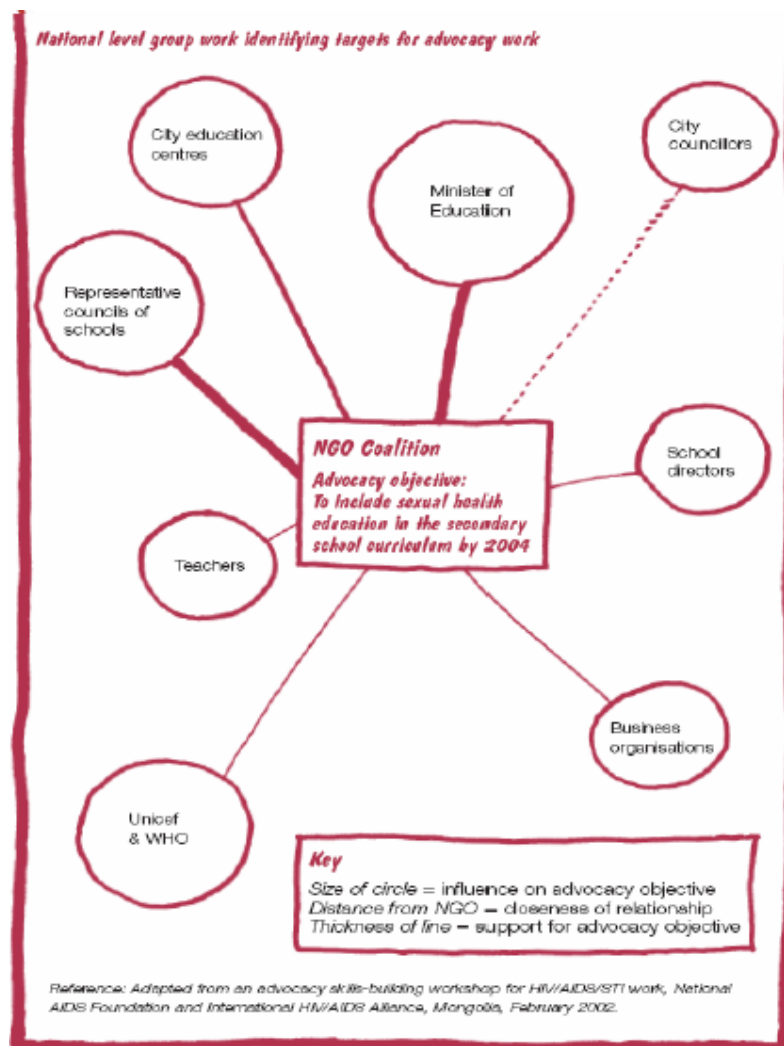
Understanding the decision-making system is an important part of advocacy at all levels. Once the decision-making process is clear, it is possible that the most obvious target is not accessible and it is necessary to work through others to reach them. For example, it may be better to work with ‘those who can influence those with influence’ and who have sympathetic views, rather than targeting the decision-maker directly. These people can be called indirect targets, rather than direct targets (see diagram below).



Identifying our targets will help us to plan strategically, and will also help us to choose the most appropriate methods or activities.⁶

Use the attached ‘Target Information’ Worksheet to help you identify your own targets.

Here is an example – from NGOs/CBOs based in Mongolia:



Resources:

⁶ ‘Advocacy in Action’ Toolkit, ICASO, 2001



Successful advocacy work often requires resources such as people (human resources), money, skills and information. Human resources can include both staff and volunteers. Other resources can include access to media and to distribution networks – for example, newsletters, e-mail. One of the greatest advantages of working with allies is the possibility of sharing resources. It is crucial to plan only for activities that are possible with resources you have. Make sure to differentiate between resources they *already have*, and resources they plan to mobilize in the future. Resources might include people with specific advocacy skills, such as negotiation experience, understanding of decision-making structure, leadership and diplomacy. However, it is sometimes possible to fundraise for advocacy work – although this can be very difficult in some countries and for some issues (see *Raising Funds and Resources for HIV/AIDS Work – A Toolkit to Support NGOs and CBOs*, International HIV/AIDS Alliance, for more information).

Here is an example from NGOs/CBOs in Burkina Faso:

Resources available for advocacy for the Ministry of Health to integrate voluntary counselling and testing into sentinel surveillance sites:

Resources currently available

<i>Financial resources</i>	<i>Human resources</i>	<i>Other resources</i>
Small amount of money from care budget, now available due to extra donation of medicines	<ul style="list-style-type: none"> • Members of the association • Support of the organisation's secretariat – Initiative Privée et Communautaire Contre le Sida au Burkina Faso (IPC) • Team leaders skilled in advocacy and networking • Good relationships 	<ul style="list-style-type: none"> • Space in the association's office • Source documents • Means of transport

Reference: Adapted from an advocacy workshop, International HIV/AIDS Alliance/ICASO, Burkina Faso, October 1999.

Making an Action Plan:

There are two parts to this step: selecting appropriate advocacy activities, and making a detailed plan for those activities. By now, from Steps 1-6, you know what you are trying to achieve, who your targets are, who your allies are, and the resources available. More information on specific activities will be offered in the next module. When identifying activities it is important to consider who will be the beneficiary of the actions and involve to them, if possible. For example, it is more effective for a group of street children to meet a senior police officer to advocate for their needs, rather than an NGO representative attending the meeting on their behalf.

An action plan consists of a specific set of activities with a timeline and shows who is responsible for implementing each activity. The activities are those that are necessary to

address the aims and objectives that have been agreed. Advocacy activities can often have a greater impact if they are timed to coincide with other actions or events that will help your advocacy work. For example, politicians may or may not be more willing to make bold statements during election times. Consider these factors when deciding on the timing of your activities.

Here is an example of an action plan from NGOs/CBOs in Zimbabwe:

Coalition: Family AIDS Caring Trust, Danananyi NGO, individual PLHAs, and Murambinda hospital
Advocacy aim: Encourage the community leaders in Gombahari to publicly support people with HIV/AIDS

<i>Objectives</i>	<i>Targets</i>	<i>Activities</i>	<i>Resources required</i>	<i>Persons or organisations responsible</i>	<i>Timeframe</i>	<i>Expected outcomes</i>
Objective 1 By July 2002, three influential community leaders will make positive public statements defending people living with HIV/AIDS	All community leaders	Meeting with all community leaders of Gombahari on stigmatisation of PLHAs	Manpower: Team leader, community leaders Stationery: books, pens etc. for record-keeping Vehicle Food Money	Team leader of organisation	September 2001	Come up with three most influential leaders
	Three most influential leaders	One-to-one meetings with the three leaders who were most influential during the meeting	Team leader, community leaders Money Vehicle	Team leader	By early October 2001	Positive support from three community leaders willing to make public statements
	Community members	Meetings between three community leaders and their communities	Manpower: Team leader, three community leaders, PLHAs, community Vehicle Food	Team leader, community leaders	April 2002	Public statements defending PLHAs

Reference: Adapted from an advocacy skills-building workshop for HIV/AIDS, International HIV/AIDS Alliance, Zimbabwe, July 2001.



At this point, the planning stops and the action begins – when we implement advocacy activities. Specific activities will be offered in the next module (Module 4) and Module 5 will cover Step 8 – Monitoring and Evaluation.

Before completing the exercises for this module, please have a look at this case study on advocacy to help you:

Case Study: Advocacy and Lobbying for Counselling Services, India⁷

What was the problem?

Lack of integration of quality counselling services in the national HIV/AIDS policy.

Who decided to advocate addressing the problem?

South India AIDS Action Program (SIAAP), an NGO.

What was the advocacy objective?

- Strengthen NGO-government collaboration for increased sustainability.
- Maximize effectiveness of existing health services.
- Increase recognition of counseling as an important element of HIV intervention.
- Increase acceptance of by doctors and nurses.
- Improve and help set minimum standards for interventions – for example, attempting to persuade the associations of sexually transmitted infection (STI) doctors in the state to obtain their patients' permission before testing and to provide more privacy and sensitivity.
- Strengthen bridging between institutions and communities.

Who did you advocate to?

- The government.
- Associations of STI specialists.

What methods did you use?

- SIAAP's advocacy strategy was based essentially on building partnerships at all levels.
- SIAAP held discussions with the Tamil Nadu government in 1995. The discussions focused on the possibility of Tamil Nadu becoming the first state in the country to have trained counselors in all of its hospitals. In doing so, Tamil Nadu would secure its position as the premier state for HIV-related work in the country.
- SIAAP stressed that Tamil Nadu was not being asked to make huge investments, other than granting permission for SIAAP-trained to be placed in all of its hospitals.

- SIAAP invited representatives from the government's AIDS Control Societies and other professionals to participate in the evaluation of its counselor training program. This increased the professional communities' understanding of the program and encouraged endorsement for the program within the professional community and government.

What difficulties did you face? How did you overcome any difficulties?

⁷ 'Advocacy in Action' Toolkit, ICASO



- Equally essential was a consistent presence in communities. In negotiating partnerships, SIAAP representatives had to have personal credibility and integrity and, most of all, sheer persistence. There were more than three years of often frustrating discussions before the project was approved.
- Doctors felt completely overshadowed and undervalued in the decision-making process for HIV-prevention programs. SIAAP invited some doctors to join in SIAAP activities as colleagues and to participate in key national meetings. SIAAP also publicly acknowledged the doctors' services in HIV prevention. Since many of the doctors worked in government hospitals or were friends of those who did, there was a degree of built-in support for SIAAP in the workplace and not merely among policy-makers.

What were the results of your advocacy?

- Significant increases in people accessing and completing treatment.
- Significant increases in women accessing services.
- Marked improvements in privacy, confidentiality and sensitive treatment of patients.
- Non-judgmental treatment for PLWHAs, female sex workers and gay/bisexual men.
- Widespread recognition and acknowledgement of as a critical intervention for HIV/AIDS.
- A network of 84 in three Indian states.
- Endorsement of SIAAP training programs by state governments.
- SIAAP director chosen by the National AIDS Control Organization, (NACO) and UNAIDS to review the national policy.
- Doctors' requests for placement in hospitals where the service is unavailable.
- Doctors' insistence on SIAAP-trained to ensure minimum standards.

What did you learn from doing this advocacy?

- It was important to build upon the strengths and not concentrate on the weaknesses of existing services.
- SIAAP's past achievements gave credibility to what it said.
- Advocacy strategies are often not recognized until they have been successful, because they are not integral to the planning process. Planning must include an advocacy component in all projects.



Exercise 3

1. Who could be an ally for a campaign around UNGASS Doc? (think of at least 4)

2. What about targets? Can you identify at least 3 targets for your campaign?

3. Why might the targets you propose support or oppose the advocacy solution?

4. Choose a campaign you are or have been involved in: What are the main goals, objectives and strategic principles involved in the campaign?

5. The case study at the end of the module might be relevant to better your own campaign work. What aspects of the campaign could be applicable to your work, and what aspects would not be?

6. What are some of the favorite strategies and techniques that you have used (or would like to use) in the process of clarifying principles, goals and objectives?

7. What factors did you consider in planning advocacy work?

8. ***** (OPTIONAL but PREFERABLE)

By this point, you probably have a decent idea about the issues, solutions and steps needed to make an action plan. You might not be ready to make a completed action plan and that's understandable which is why the table below only includes headings for the very initial planning stages. However, try filling in the below table, even if it is approximations of the way you might actually do it.

Objectives	Allies	Targets	Resources Required