

HIV Advocacy from the Ground Up
A Toolkit for Strengthening Local Responses

2

Integrating Advocacy into Your Organisation

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

An APCASO Community Advocacy Initiative



A P C A S O
ASIA PACIFIC COUNCIL OF
AIDS SERVICE ORGANIZATIONS

with support from the Australian Federation of AIDS Organisations



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Published by:

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Cover design rationale

The cover design is inspired by the visual of pegboard used to store and organise tools such as hammers, screwdrivers and spanners, making them readily accessible as and when it is needed. The cover is UV finished except for the evenly spaced circles which have been intentionally left untreated to resemble holes and simulate the tactile effect of a pegboard. The toolkit is divided into four books, each with a different colour to distinguish and guide the content.

Design by Minimus Design www.minimus.com.my

Printed by Percetakan Okid Sdn Bhd

Contents

| | |
|--|-----------|
| Abbreviations/Acronyms | 04 |
| 2.1 Advocacy and Your Organisation | 05 |
| 2.2 Addressing Fears in Carrying Out Advocacy | 13 |
| 2.3 Advocacy as Part of Your Organisation | 17 |
| 2.4 Planning and Implementing the Work of Advocacy: 8 Steps | 21 |
| 2.5 Monitoring and Evaluation | 35 |
| 2.6 Gender and Advocacy | 45 |
| Glossary | 49 |

Abbreviations/Acronyms

| | |
|--------|---|
| AIDS | Acquired Immunodeficiency Syndrome |
| ARV | Anti-retroviral |
| ASO | AIDS Service Organisation |
| CBOs | Community Based Organisations |
| GO | Governmental Organisation |
| HIV | Human Immunodeficiency Virus |
| NGO | Non-governmental Organisation |
| IDU | Injecting Drug User |
| IEC | Information, Education and Communication |
| INGO | International Non-governmental Organisation |
| M&E | Monitoring and Evaluation |
| MSM | Men who have sex with men |
| PLHIV | People Living with HIV |
| UNAIDS | Joint United Nations Programme on HIV/AIDS |

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.1

Advocacy and Your Organisation

2.11 Weaving Advocacy into Your Daily Work

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.1

Integrating Advocacy into Your Organisation

1. Advocacy and Your Organisation

Advocacy and your organisation

Objectives of exercise

- To explore the types of advocacy work that is already being undertaken in our organisations, and to identify advocacy work that can be done in the future.
- To look at how we are currently performing advocacy and the benefits it can bring to our work.

Duration

| | |
|--|------------------|
| Input from facilitator/resource person | 15 minutes |
| Group exercises | 3 hours in total |

Weaving advocacy into your daily work

The daily demands on you at work are enormous. Not only must you help your clients get their life-sustaining, often life-saving, daily needs met, you must do it in a non-judgmental, fair, honest and cost-effective manner. You must also document according to internal and external requirements in ways that may or may not contribute to the success of the actual work. In addition, you must balance everything you do with all the needs and requirements of all clients, your supervisor, your organisation, the government and the community. And now we are asking you to add advocacy work to all of this.

The good news is that taking up advocacy does not require a complete shift of focus away from other valuable work. Advocacy can easily and effectively be combined with other types of service-provision and analytical work – when it is planned for, systematically and strategically. Advocacy can actually reduce your workload by improving the environment in which you and your clients live.

A vital step in raising awareness of the value that advocacy adds to your daily work is to teach everyone that advocacy can happen at all levels of service delivery as well as within the organisation's current capacity. For example, a staff meeting reveals a situation that would benefit from advocacy: the local women's clinic only two blocks away is refusing to see a number of clients because they continue to stay in relationships with active drug users. Case managers then must spend an extra day on the telephone finding another appropriate clinic as well as arranging transport for the clients. The organisation can begin advocacy activities aimed at changing attitudes of the clinic staff to accept all clients.

The benefits are clear:

- The clients get the immediate care that they are seeking without humiliation and judgement.
- The case manager's time is freed up to meet client with more pressing needs or to do paperwork that always gets delayed.
- The clinic's income is increased by not turning away clients.
- The organisation has learned about the laws, government regulations and international agreements that help them to better protect the rights of their clients in gaining access to care and can use that information to help in other situations in the future.

Many organisations undertake advocacy work as a natural part of their activities, perhaps without recognising it as advocacy. Many CBOs may do some advocacy work by making use of opportunities when they come up, but few plan and budget for it as a core part of their activities. Successful advocacy that improves access to outside services for clients (as in the example above), or decreases harassment from people in power, or changes laws that marginalise people living with HIV/AIDS and other affected communities, can dramatically improve efforts to respond to problems associated with HIV.

If an organisation is not already doing advocacy work, careful thought can help clarify the ways advocacy might contribute to the mission. When organisations can identify the advocacy work they are already doing, it is often possible to plan and coordinate this work more effectively. It is important to understand how

Integrating Advocacy into Your Organisation

1. Advocacy and your organisation

advocacy fits in with your overall mission and goals and to consider the kinds of advocacy activities that would support or enhance your organisation's overall programmes.

Exercise (20 minutes)

Please discuss and answer the following questions. Refer to the examples of advocacy work at your organisation whenever possible.

1. Based on what you know about advocacy, would you change your examples from before?
 - a. If so, why?
2. How does (or could) advocacy contribute to your organisation's goals and mission?
3. If you are doing advocacy work now, do you involve the people affected by the problem or issue identified?
 - a. If yes, how?
 - b. If no, why not?

Exercise: Organisational assessment on advocacy (60 minutes)

Participants work individually for the first 20 minutes on **Handout 1**, and then with others from their same organisation. This exercise builds on the previous group exercise.

- Individually (20 minutes): Complete questions 1–8 of **Handout 1: Organisational Assessment on Advocacy**.
 - In small groups by organisation (40 minutes): Take another 40 minutes to discuss the last four questions, 9–14, with everyone from your organisation. Be prepared to report back to the other participants.
-

**Integrating Advocacy into
Your Organisation****1. Advocacy and your organisation**

Handout 1: Organisational assessment on advocacy**Part 1: Complete questions 1 to 8.**

1. Name of organisation: _____

2. Organisation mission:

3. (Tick one) We have We have not done advocacy work.

If you have done advocacy work, please answer the following questions – for three HIV/AIDS advocacy activities that your organisation have undertaken. Use a different sheet of paper for each activity.

4. What was the advocacy work and activities that you carried out?

5. Why did you do this advocacy work? What did you hope to accomplish (the aim or goal)?

a. Whose idea was it to do the activity, if you know?

6. Who was your activity targeted at?

**Integrating Advocacy Into
Your Organisation**

1. Advocacy and your organisation

7. Who performed the activity (who actually did it)? List everyone who worked on it (staff members by job title, clients, family members of clients, volunteers, paid consultants, CBO representatives, and so forth).

8. Did you accomplish your aim?

YES NO Don't know

a. If YES, how do you know that you did accomplish your aim?

b. If NO, why do you think you did not accomplish your aim?

PART 2: After you have completed questions 1 through 8, join with other participants from your organisation and answer the following questions. You will be asked to report this back to the whole group.

9. What kind of activities does your organisation implement? Which of these directly advocate on HIV/AIDS issues and which of these indirectly contribute to advocacy efforts?

10. How does advocacy contribute to your organisation's mission or goals?

**Integrating Advocacy Into
Your Organisation**

1. Advocacy and your organisation

11. In what ways does your current advocacy work involve people affected by the problem or issue?

12. To what extent has your organisation been doing advocacy but not calling it advocacy?

13. To what extent should advocacy be integrated into your organisation's daily work?

14. What are some ways in which this can be done more effectively? (E.g. adding it to the organisation's strategic plan or adding it to a job description.)

15. Does your organisation have the
a. Resources to start doing advocacy right away? (Please elaborate.)

b. Commitment? (Please elaborate.)

c. Experience or know how? (Please elaborate.)

**Integrating Advocacy Into
Your Organisation**

1. Advocacy and your organisation

i. If not, are there local sources for trainings?

d. Staff resources? (Please elaborate.)

e. Partnerships/allies to join with you? (Please elaborate.)

Note to facilitator

After everyone has been working within their organisation's group for about 30 minutes (**Handout 1** part 2), ask them to also identify and write down one current situation that they feel could benefit from advocacy when they return home.

HIV Advocacy from the Ground Up
A Toolkit for Strengthening Local Responses

2.2

**Addressing Fears in
Carrying Out Advocacy**

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses



Integrating Advocacy into Your Organisation

2. Addressing Fears in Carrying Out Advocacy

Addressing fears in carrying out advocacy

Objectives of exercise

- To explore fears and risks associated with advocacy.
- To map out strategies to minimise the risks.

Duration

| | |
|--|------------|
| 1st Group exercise | 20 minutes |
| Input from facilitator/resource person | 15 minutes |
| 2nd Group exercise | 20 minutes |
| Open discussion | 35 minutes |

Exercise: Identifying the concerns

1. Divide participants up into smaller groups and distribute Meta cards (blank cards that can hold one short statement, about ½ of a piece of A4 paper) and markers.
2. Ask the groups to brainstorm on the following:
 - a. Looking at the various types of advocacy work, what are your concerns in carrying out advocacy work?
 - b. What is preventing you from wanting to take on advocacy work?
3. Write one idea on each card, and stick on the wall – ask the groups to cluster these into various categories where possible.

Input from facilitator/resource person: Risks in integrating advocacy work

Advocacy work, especially work relating to HIV and AIDS and the people, services and systems involved, can sometimes cause problems for organisations. Unexpected results may include:

- Increasing the work of an organisation. Even when advocacy work is going well, it is time-consuming. This can drain human, material and financial resources from the broader work of the organisation.
- Increased public visibility for the organisation. Doing advocacy work is sure to raise your organisation's public profile or recognisability in the community. This can be both good and bad. Some negative results might include:
 - Increased number of people calling and coming into the organisation seeking answers to questions and seeking services, in addition to local businesses wanting to sell you something. You may even receive calls from newspaper, radio and TV reporters demanding immediate attention.
 - A change in the values by which you operate. For example, when an NGO receives more publicity, it may become more competitive and choose to concentrate on popular issues for which raising money is easier. This can cause the neglect of, or at least the giving of less attention to other issues, such as those related to vulnerable populations.¹
 - Making enemies of those who were friends or friendly in the past. For instance, the owner of the nightclub down the street who was a regular in-kind donor of soft drinks for your volunteers reads in the paper that you are now supporting the rights of immigrant workers – and he gets raided every month by the police for employing those very same people. He fears more attention will bring more police actions, so he refuses to help you in the future.
 - Increase in stigma and discrimination directed against your organisation, its staff and its clients, particularly from those new to the issues of living with HIV and AIDS and who were unaware of the existence of your organisation.
 - Being seen to take sides in the political arena. You should be careful not to take on any advocacy action because that helps support one political faction or another. Remain politically neutral at all times.

¹ Vulnerable populations include women, children, people living in poverty, minorities, indigenous people, migrants, refugees and internally displaced persons, people with disabilities, sex workers, men who have sex with men, transgendered people, injecting drug users and prisoners.

**Integrating Advocacy into
Your Organisation****2. Addressing Fears in Carrying
Out Advocacy**

Exercise: Minimising the risks

1. Ask the groups to examine the different categories closely.
2. Brainstorm on how you can minimise the risks to your advocacy work.
Some might include:
 - a. Looking at how you can strengthen your own internal capacity.
 - b. How you can reduce the threat from the outside. You may not always have control over this, but if there are ways to mitigate the risks, list these down.
 - c. Determining and building allies to strengthen your position.

HIV Advocacy from the Ground Up
A Toolkit for Strengthening Local Responses

2.3

Advocacy as Part of Your Organisation

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.3

Integrating Advocacy into Your Organisation

3. Advocacy as Part of Your Organisation

Advocacy as part of your organisation

Objectives of exercise

- To understand how to incorporate advocacy into your organisation.
- To create an advocacy plan to integrate advocacy into your organisation.

Duration

| | |
|--|------------|
| Input from facilitator/resource person | 15 minutes |
| Group exercise | 30 minutes |
| Open discussion | 40 minutes |

Refer to the work from exercise in **Handout 1** part 2. Now that you have identified at least one activity that could become part of your organisation's future advocacy activities and which fits within its broader mission, let's look at the concrete steps that are necessary to add advocacy to your organisation's overall work or improve the advocacy.

Integrating advocacy means that advocacy activities should be included in work plans, budgets, overall organisational monitoring and evaluation – all aspects of your organisation's work. Everyone in the organisation should understand what advocacy is and what it can and cannot bring to your work (and to your clients). Only through integrating advocacy, can it be accepted as an important function of the organisation.

Small group exercise: Organisational action plan for advocacy

In your organisation group, review answers to Question 10 from **Handout 1**. Then, develop an action plan integrating advocacy to your organisation's work, with practical and easy to accomplish activities. Give out **Handout 2**. This plan will be used to help incorporate advocacy into the daily work of the organisation when you return. Use **Handout 2** as your guide. Your group will present your plan at the plenary for open discussion.

Full group discussion

Note to Facilitator: After each group has completed the **Handout 2** with at least four activities, have each group present their plan to the full group. Ask other participants to give feedback to the presenting group.

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.4

Planning and Implementing the Work of Advocacy: 8 Steps

- 2.41 General Methodology of Advocacy Planning
- 2.42 Developing Aim and Objectives
- 2.43 Identifying Allies and Targets
- 2.44 Create Action Plan
- 2.45 Implement, Monitor and Evaluate

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.4

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

Planning and implementing the work of advocacy: 8 steps

General methodology of advocacy planning

Objective of exercise

- To ensure that participants have an understanding of the steps involved in planning and implementing advocacy.

Duration

| | |
|--|------------|
| Input from facilitator/resource person | 10 minutes |
| Group exercise | 15 minutes |
| Open discussion | 15 minutes |

Note to facilitator

Allocate a whole day to this section. The duration given below are guidelines only and varies according to the needs of your group. It's a very hands-on day!

Recap of the previous topic

- Arrived at a definition of advocacy that we could all work with, at least for the duration of this training.
- Learned the distinctions between the aspects and elements of advocacy
 - Goals/Aims: The things we'd like to see advocacy accomplish in the long term.
 - Objectives: The outcomes we want from smaller, incremental actions used to achieve our goals, which can take place in one or the other – or both – of the environments in which we work (i.e. with organisations, including local, provincial, and national governmental ones, and within civil society.)
 - Activities: The actions – the ways – we take to achieve advocacy objectives.
- Is advocacy part or not part of the work of our organisations?

In other words, we looked at the ways in which advocacy is practised.

Small exercise (15 minutes)

Now we need to look at the methodology of advocacy – planning and implementing the work of advocacy.

- Divide participants into three smaller groups with Meta cards and markers.
- Ask them to write down the steps involved in planning and implementing advocacy – one step on each card and arrange in order of methodology. Alternatively, depending on the level of experience of the participants, you can have the 8 steps written down on cards and ask that groups arrange them in order.
- In plenary, ask the groups to present and justify their proposed methodology.

Planning and implementing advocacy generally follows these eight steps:

- Step 1:** Select an issue or problem you want to address.
- Step 2:** Analyse and gather information on the issue or problem.
- Step 3:** Develop an aim and objectives for your advocacy work.
- Step 4:** Identify your targets.
- Step 5:** Identify your allies.
- Step 6:** Create action plan.
- Step 7:** Identify your resources.
- Step 8:** Implement, monitor and evaluate.

These are the incremental actions that we hope will lead to the achievement of the objectives we have set for our advocacy work.

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

We will examine the steps, one by one and in sequence, by taking a single, imaginary example of an advocacy action and following it through all the steps. As we follow the imaginary advocacy scenario – which has a basis in reality, but more about that later – think about an advocacy action you could implement in your own organisation. You can then apply the same sequence of steps to it, and find out how you can make an advocacy action happen.

A side result of this exercise is to demonstrate the benefits of advocacy.

Developing aim and objectives

Objectives of exercise

- To develop a goal for the advocacy initiative based on a case study. Give out **Handout 3**.
- To develop objectives that will enable us to achieve the aim as developed.

This exercise is divided into three sections and encompasses Steps 1-3.

Duration

Total time required for Steps 1-3 including input, exercise and discussion is 90 minutes.

Step 1: Select an issue or problem you want to address (15 minutes)

This example presents a simple but common problem: achieving a goal by overcoming the objections to it by various members of the community. As has been seen, the HIV clinic has a number of opponents in the community. From the perspective of the work we did previously, the aim of any advocacy action around it would be improved access to health care for people with HIV in the province. The objective would be opening a clinic where people could come for diagnosis and treatment.

But all Step 1 asks us to do is name the issue or problem that needs addressing. What would that be?

Note to Facilitator

Lead a discussion of the issue until the group sees that the issue or problem is the opposition to opening the clinic on the part of the various factions that oppose it. Appropriate questions to be asked may include:

- What are you trying to achieve?
- What barriers or problems do you face in your work?
- Which barriers or problems could be overcome by advocacy?
- What are the advocacy issues in this problem or situation?
- To what extent would a solution to this issue help the people directly affected?
- Can people directly affected by the issue be involved in the advocacy work? Will everyone have equal access to this?

The criteria for deciding whether the issue is an appropriate one for advocacy work are:

- Will a solution to this problem or issue result in a real improvement in people's lives?
- Is this an issue or problem we think we can resolve?
- Is this an issue or problem which is fairly easily understood?
- Can we tackle this issue or problem within the resources available to us?
- Is this an issue that will not divide us?

Step 2: Analyse or gather information on the issue or problem (30 minutes)

Step 2 is not something you will be able to do in full at this workshop as it requires time to analyse a problem, collect data and documentation, research evidence and agree on possible solutions.

However, make sure the need for good analysis and information gathering is well understood by the participants and that analysis is time well spent.

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

The analysis you make can be used to:

- Influence and inform allies and targets.
- Provide evidence for your position.
- Disprove statements by people who oppose you.
- Change perceptions of a problem.
- Disprove myths, rumours and false assumptions.
- Explain why previous strategies have not worked.
- Explain why some strategies may work for some people and not others (e.g. gender disparities in income or gender division of labour can influence the number of women who access services).

It is also important to involve people who are directly affected by the issue or problem at this stage. They will have an in-depth understanding of the problem and its effects, and will have ideas about how it can be solved.

Aspects to remember as we conduct the analysis:

If it is to represent as many stakeholders as possible, the analysis must also consider the following.

- Gender: Do women and men experience the problem differently? If so, how?
- Class: Does income level or social status have an impact?
- Ethnicity: Do different ethnic groups experience the problem differently? How?
- Religion: Are there aspects of religious interpretations that have an impact on the problem? Do religious practices help or hinder?
- Sexual orientation and identity: Is the lesbian, gay, bisexual, transgender (LGBT) communities affected differently?
- What about age, disability, literacy?

And remember: Absence of evidence is not evidence of absence!

Exercise

Ask the participants to brainstorm and write on a flipchart: “In the NIMBY case study, what kinds of questions would you ask if you were conducting the data gathering?” (Refer to **Handout 3**.)

Note to facilitator: Once the participants have exhausted the possibilities, go through the sample questions with the participants.

Example of questions to be used in information-gathering

In the scenario we are using, questions that would require information-gathering and more rigorous forms of research would include:

- Are there zoning or other commercial (property) laws that would make it illegal to open the clinic there?
- What are the opinions of the local or provincial authorities about the project?
- What are the specific objections the private school has to the idea of the clinic?
 - As a private institution, does it have any right to oppose a non-profit, community-based institution?
- What are the policies of the Ministries of Health and Education on the matter, if any?
- Are women and men affected differently?
- What other community members are affected by the presence of a clinic treating people with HIV?
 - What are their thoughts and feelings on the matter?
- Are the members of the social club particularly influential citizens, i.e. well-connected politically, privileged, wealthy?
 - How is the club’s membership perceived and regarded by the larger community?
- Do the neighbours have the legal right to bar the clinic from opening?
- What specific, legal measures could be taken by any party to prevent the clinic from opening?

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

- How good are the public services – such as police security and waste pick-up – that would be important to the clinic and might influence public opinion about the clinic's location?
- Do those with various levels of physical abilities have similar access to services nearby?
- What about related needs – e.g. parking, reliable water and electricity supply that would make the clinic non-hazardous or a non-nuisance?
- Beyond the rent money, does the organisation have all the other resources it needs to operate an HIV clinic in a medically, fiscally, sustainable and socially responsible way?
- Is a cooperative relationship with the government hospital, whereby a seriously ill PLHIV could be transferred or referred to the hospital for care beyond the clinic's capacity, in place?
- What are statistics that can be used in the advocacy work that will be requested by the advocacy targets?
 - How many people in the community will be served at the clinic? Gender disaggregated data?
 - How many people actually need the clinic – and what are their demographics?
 - What will be the savings in time, labour and money for these people? For your organisation? For the government?

This is only a partial list of the things that an organisation planning for a successful advocacy action would have to research thoroughly!

Step 3: Develop aim and objectives for advocacy work (30 minutes)

Remember, your immediate objective – opening an HIV clinic in what seems to you an appropriate, available building – is only part of your organisation's larger aim of providing adequate health care services to PLHIV in the area in which you operate. The aim is broad and long-term but it is essential that it is clearly written and easily understood. The aim guides all other aspects of the advocacy work – in the same way that your organisation's mission guides all activities of the organisation.

The objectives follow from the aim and will be fully effective when the aim is kept in mind. The result of the objectives will also be used to guide future decisions including changing approaches to the advocacy work or possibly even changes to the programmes itself. For instance, you might find opposition to the clinic so strong that you decide to locate it two blocks over, where the neighbours are much more receptive to your work (and one of your allies has told you about another building that is just as ideal and well-equipped).

To return to the scenario, you need next to establish the objectives that are specific and measurable. Here are some of the specific things that may be needed in achieving the opening of the clinic:

- A resolution of the legal issues – beyond determining what they are, making sure that the clinic project meets all legal requirements and that the plans to overcome legal obstacles are sound.
- Financial analysis and resource allocation planning to ensure that the clinic can operate over the long term.
- A multi-pronged approach to change the attitudes (confront prejudices) of the people who have enough influence in the community (or conferred on them by law) to stop the project.
- A second, multi-pronged approach to demonstrate to the entire community that an HIV clinic in its midst would be an asset rather than a liability.
- Beyond a solid plan, a commitment and resolution to open the clinic.

This is the point in the advocacy effort when the objectives must not only be articulated but also be subjected to the SMART test. As a reminder, the objectives need to be assessed to see that they meet the following standards:

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

| | |
|-------------------|---|
| Specific | Is your objective clear and specific? |
| Measurable | Can your objective be measured so it can be evaluated and monitored as you proceed? |
| Achievable | Is your objective reasonable and doable? |
| Realistic | Do you have all the resources to do it? |
| Time-bound | When will you achieve the objective? (Is the time frame realistic?) |

Exercise:

Divide participants into two or three smaller groups. Give out **Handout 4**.

1. Develop aim: Keep in mind that the aim or goal is broad and long-term.
2. Develop objectives: Develop up to three objectives that will work towards meeting the aim that was decided upon. When finished, pick one of your objectives to report back to the full group.

Note to Facilitator: When the group decides on a single, agreed-upon aim, all group members should then write it onto a blank Advocacy Planning Chart (**Handout 4**). Go over each objective from the small groups with the full group in open discussion and select the best three objectives.

Identifying allies and targets

Objectives of exercise

- To identify people who have the capacity or potential ability to bring about change.
- To identify individuals or groups who will be your allies.

Duration

| | |
|--|------------|
| Input from facilitator/resource person | 10 minutes |
| Group exercise | 15 minutes |
| Open discussion | 15 minutes |

Note to facilitator

The following exercise will help to identify allies and targets, but will not necessarily give insight into their strength. Nor does it help to identify potential opponents. Depending on your group and the issue at hand, you may want to consider performing a stakeholders analysis which will help to identify the above. Ensure you are familiar with the tool before using it (see the following quick reference tools).

Figure 1: Stakeholders analysis

| Stakeholder | Very supportive | Supportive | Neutral | Opposed | Very opposed |
|-------------|-----------------|------------|---------|---------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

Figure 2: Support vs. influence

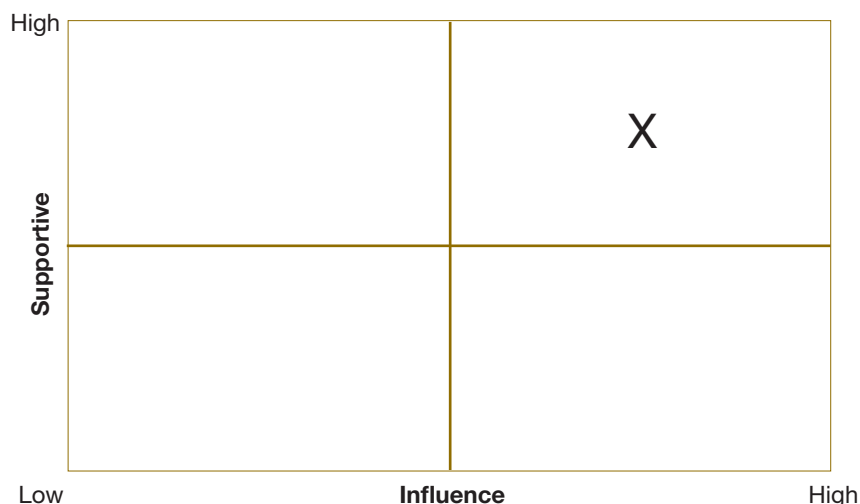


Figure 1 above is a list of stakeholders classified according to how supportive, neutral or resistant they are towards the specific advocacy/issue. **Figure 2**, on the other hand, visually plots the extent of support in comparison with the extent of influence of each particular stakeholder. This will then help organisations and activists know where exactly to focus their energies and efforts, i.e. to try and shift the groups into the areas marked X to become allies and/or supporters to their cause.

However, as a simple exercise in identifying potential allies and targets, the following exercise should meet your requirements. Explain steps 4 and 5 before asking participants to fill in **Figure 3**. Once they have worked on it individually for about 10 minutes, ask that they share in plenary.

Step 4: Identify your targets

It is important to focus advocacy efforts on the people who have the greatest capacity to respond and to bring about the changes needed. They are usually people with the power or the influence to make policy or programme decisions.

In the clinic's case, the most important targets are the people with the power and/or legal authority to stop the project. The most important targets are:

- Local and provincial authorities (anyone with legal or statutory powers over the establishment of the clinic).
- Minister of Health or relevant government official (for their responsibility to address the public health needs of the community, grant its license, and set the standards the clinic must meet).
- Heads of business or influential representatives of community organisations with the power to block the project.

Understanding the decision-making system is an important part of advocacy at all levels. Once the decision-making process is clear, it is possible to come to the conclusion that the most obvious primary target may not be accessible, and it becomes necessary to work through others to reach that target. These are people who can influence decision-makers and who have sympathetic views (like the wife of a company director who is a friend of the Chair of your Board of Trustees).

Step 5: Identify your allies

Your campaign will have a greater chance of success if you can identify other organisations and individuals who will want to work with you on this issue – for example:

- Other ASOs, CBOs, NGOs (including human rights and health organisations).
- Consumer/client groups (PLHIV networks, family support groups).
- Other components of civil society (supportive unions, religious institutions or leaders, community leaders).
- Supportive or sympathetic journalists in the media.
- Supportive government officials who may be able to lobby from inside.

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

- International allies – counterpart organisations in other countries who could push from outside the country, UN-based agencies working in your area, international donors or development agencies, and so forth.

Exercise: Charting your targets and allies

Now, using the Advocacy Planning Chart (refer to completed **Handout 4**), write down some targets and allies that you think would be appropriate for our aim and objectives. We will review them at the plenary so don't worry about thinking you might make a mistake.

Figure 3: Advocacy planning chart

| From Advocacy Planning Chart (steps 4 & 5) | |
|--|---------|
| Targets: | Allies: |
| | |

Note to Facilitator

In the special case of the clinic, one of the objectives might be to change the attitudes of those who were opposed to the clinic for reasons other than legal one. It would be good, to the extent that resources allow, to target some of the following to influence the public's opinion of the project:

- Chief administrator of private school or appropriate official.
- Parent teacher association.
- Community leaders such as the mayor, the general manager of a local factory, the governors of the social club, local clergy, and anyone else who might be affected by the project.
- All local and provincial media (for public information and public relations campaigns).

Time and resources will probably not allow for targeting all the members of the social club – but reaching the individuals with power to influence them should be planned.

In the case of the clinic, do not forget to include your target constituency among your allies. People with HIV and those who care about them can be the most powerful spokespeople and should be included whenever possible.

Create action plan

Objective of exercise

- To create an action plan based on the NIMBY case study (**Handout 3**) and the aims, objectives and activities identified in steps 1-5 above.

Duration

1½ hours

| | |
|--|------------|
| Energiser and input from facilitator/resource person | 20 minutes |
| Group exercise | 30 minutes |
| Presentation and open discussion | 40 minutes |

Note to facilitator

Explain steps 6 and 7, and then allow 30-40 minutes for group discussion.

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

Step 6: Create action plan

An action plan consists of a specific set of activities and timelines. These are the activities you have identified as necessary to help you meet the objectives you have set. The plan should also identify who is responsible for implementing each activity.

A complete action plan would include all of the things mentioned so far.

It would include:

- The research.
- The resource assessment.
- Advocacy activities (the forms of advocacy to be used).
- Monitoring (routinely and regularly done) and evaluation (episodic and at the end).

The critical part of the action plan is the specific advocacy activities that will take place in its lobbying and public-relations phases – the actual advocacy work itself.

The action plan for the public phase of the advocacy campaign in relation to the clinic would be multi-pronged. Some examples of activities in the action plan might include:

- Research and analysis of existing government policy and laws.
- Advocacy materials development.
 - Position paper or fact sheet
 - Talking points
 - Charts or maps
- Face-to-face lobbying of representatives of local and provincial government agencies to convince them of the merits of having the clinic as well as in the site you want.
- Face-to-face contacts with representatives of the private school, other affected community organisations and local businesses.
- A letter-writing campaign to local businesses.
- E-mail campaign to arouse local support.
- A media campaign involving as many different types of media as you can get interested in the project and using as many of the tools of reaching the general public through the media as you can, such as:
 - Write and distribute press releases.
 - Secure and perform media interviews with news outlets.
 - Write and distribute radio public service announcements (called PSA).
 - Convening public forums for open discussion of your plans and mission for the clinic (costs are minimal for public forums but they do require skilful planning and a large time commitment of both staff and volunteers).

Thinking strategically is important at this planning stage. Advocacy activities often have a greater impact if they are timed to coincide with other actions or events that will call attention to them or help your advocacy work in other ways. For example, news articles about the effects on children living with parents with HIV might be submitted prior to International Children's Day and would include mention of the new clinic and how it would help parents travel less to obtain medical care. It is also useful to remember that politicians may or may not be willing to make bold statements in support of your clinic during election times. Consider these factors when scheduling your activities.

Step 7: Identify your resources

Successful advocacy campaigns require resources. You need to plan for the resources – people, money and in-kind contributions – you can draw upon for each campaign. Human resources include both staff and volunteers; other resources include relationships with the media, established information distribution networks such as newsletters and e-mail groups, office space and internet access.

For the research, public information and public relations campaigns, you can use existing staff and volunteers – as long as among them are people with the needed organisational, writing, speaking, media-handling – and, yes, advocacy

Integrating Advocacy into Your Organisation

4. Planning and Implementing the Work of Advocacy: 8 Steps

– skills. If you think you are short on personnel who can attend to these things in a fully professional matter, you might find ways to get skills building training for your staff and volunteers or find an ally who has capable and experienced staff. You might also need to secure the funding to hire outside consultants who can do the trainings or the lobbying work.

Exercise (30–40 minutes)

Break into groups with the other participants from your own organisation and brainstorm to complete the remainder of the chart in **Handout 4**. Develop some activities (including using some of the forms of advocacy), note the resources that will be needed, write down who in your organisation might be the best to do each activity (work groups or job titles, please), assign a timeframe for the activity (e.g. by June 2006; by Quarter IV; etc.) and the result that you hope that each activity will achieve. Keep in mind that the expected outcomes (usually short-term or immediate outcomes that take effect as a result of the activities implemented and outputs produced) will be used in the monitoring of the project, also, so they should be clear and specific.

Implement, monitor and evaluate

Objectives of exercise

- To examine the importance of monitoring and evaluating the implementation of the advocacy work.
- To understand the indicators and their importance.

Duration

| | |
|--|------------|
| Input from facilitator/resource person | 15 minutes |
| Group exercise | 15 minutes |

Step 8: Implement, monitor and evaluate

Implementation

Once the action plan is clear and fully understood by all involved, the time to implement your plan has come. The first stage of implementation of the advocacy campaign for the clinic would be the lobbying efforts with the officials, government officials and community leaders, with the power to green-light or shut-down the project.

- An informal – but informed, tactfully handled and carefully timed discussion with key stakeholders would help the project at this stage, provided that it is handled with sensitivity.
- The second stage would be the public-relations campaign described above.

Monitoring and evaluation

Monitoring and evaluation will be much easier because you have developed a clear goal and objectives in Step 3 and include monitoring and evaluation in the action plan in Step 7. When evaluating, we need to agree on our definitions of success, i.e. agree on the milestones that will show us whether the situation is improving or not. Monitoring keeps track of how the implementation of the action plan is going and what direct results are being achieved. This information will help you evaluate if your action plan is successful.

Evaluation may tell you that you need to make some adjustments to the action plan to meet your objectives. (Also, this type of evaluation can be very useful when planning your next campaign, as well as give you the information you need to report on your effort to gain support from donors).

When evaluating, we need to agree on our definitions of success, i.e. agree on the milestones that will show us whether the situation is improving or not. These milestones are indicators. Keep in mind, the people affected by the problem or issue are often the best people to identify indicators of success.

**Integrating Advocacy into
Your Organisation****4. Planning and Implementing
the Work of Advocacy: 8 Steps**

Note to facilitator

Indicators are a way of asking ourselves – “If this advocacy effort is achieved, how will we know that we have achieved it? What will we see once this is achieved?” In formulating indicators that are good, however, they must be realistic, achievable and meaningful, and they must relate appropriately to the objectives. Indicators are not meant to be used to point out failures. Rather they are meant to indicate whether or not a strategy is meeting its objectives and thus needs to be carried on as planned or altered.

Exercise (15 minutes)

Looking at the NIMBY case study (**Handout 3**), what would be some indicators for the activities that you have named? Why would you choose these indicators?

**Integrating Advocacy into
Your Organisation****4. Planning and Implementing
the Work of Advocacy: 8 Steps**

Handout 3**A case study: NIMBY**

Note to facilitator: Use cases that are appropriate to the local context.

A community-based HIV organisation needs to open an HIV clinic in the central business district of a medium-sized provincial capital in central-southern Thailand. The building it wants to rent – a former family-planning clinic that was shut down because of the loss of international government funding – is suitable. The rooms are appropriately arranged, and some usable medical equipment is built in. It is next to a 7-11 store whose owners like the idea of the additional walk-in customers the clinic could potentially bring in. Best of all, the rent is cheap. For the HIV organisation, it seems like the situation could hardly be better.

However, when word of the organisation's plan gets out, other, more powerful factions in the neighbourhood resist the idea and protest in various ways. The proposed clinic is also near both a public school and a private school. Worst of all, a private club whose members meet regularly to play mahjong is in a store-front building just two doors away. The club wastes no time and sends a letter saying what community groups so often hear: "Not in My Backyard – NIMBY!"

Handout 4: Advocacy planning chart

| Aim: | | | | | |
|------------------|-----------|-------------------------------|-----------------------|---------------------|------------|
| Objective # ___: | | | | | |
| Objective # ___: | | | | | |
| Objective # ___: | | | | | |
| Activities | Resources | People Required (doing it) | Timeframe Involved | Expected Outcome | Indicators |
| | | | | | |
| | | | | | |
| | | | | | |

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.5

Monitoring and Evaluation

2.51 Elements of the Process of Advocacy – A Review

2.52 Monitoring and Evaluation

2.53 Putting M&E in the Advocacy Plan

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.5

Integrating Advocacy into Your Organisation

5. Monitoring and Evaluation

Monitoring and Evaluation

Elements of the process of advocacy – a review

Objectives of exercise

- To recap the stages of advocacy.
- To emphasise that monitoring is not a single event but should be an ongoing, regular process.

Duration

| | |
|------------------------------|------------|
| Group exercise | 10 minutes |
| Discussion and clarification | 20 minutes |

Exercise

As a warm-up activity, divide the participants into three groups (mixing everyone out of their organisation groups). Give each group one set of 18 cards printed from the list that follows. Have someone in each group shuffle the cards and then have someone give every member of their group at least one card (more cards if the group is small) but face down. Then, when you say “start now”, have the groups put the cards in the correct order. Note that ‘Monitor the advocacy work’ appears on three cards; when anyone asks about that, simply redirect them to put all of the cards in the correct order, as best they can. The first group to finish wins (as long as their cards are in the correct order or close to it). The goal of this warm-up is to have the group review the different elements of the process of advocacy. Ask if anybody was unsure of the meaning or had forgotten the advocacy concepts learned earlier.

Elements of the process of advocacy

NOTE: The elements shown below are in the correct order (with the exception of ‘Monitor the advocacy work’). A printer-ready set of cards, at 4 x 6 inches (10 x 15 cm), can be found in **Handout 5**.

- Make the commitment to do advocacy
- Select an advocacy issue
- Research the advocacy issue
- Develop an aim for the advocacy issue
- Develop objective(s)
- Select targets
- Specify/find/recruit allies
- Plan activities
- Identify resources needed
- Identify who will be doing it
- Set the timeframe
- List the expectations
- Implement the advocacy plan
- Monitor the advocacy work
- Monitor the advocacy work
- Monitor the advocacy work
- Evaluate the advocacy work
- Report results to all who need to know

After the warm-up activity, ask the full group why they think that there were three ‘monitor’ cards. The answer leads into the next session, which directly addresses the fact that monitoring is not a single event to be done by itself but should be an ongoing process to give feedback on your work during and after all activities.

Monitoring and Evaluation

Objectives of exercise

- To share how participants currently do monitoring and evaluation in their own organisations.
- To explore the difference between monitoring and evaluation.

Duration

| | |
|------------------------------|------------|
| Group exercise | 10 minutes |
| Discussion and clarification | 20 minutes |

Exercise

1. Ask participants to think about how monitoring and evaluation are implemented in their own organisation.
2. Get participant to share their work. For both monitoring and evaluation, randomly ask for some answers to the “6 W’s”: Who? What? When? Where? Why? How?
3. Next, ask participants to describe the difference between monitoring and evaluation. Write down and discuss a few of the ideas and conclude by asking for agreement on the following simple phrase: “We monitor activities and we evaluate results.”²

Monitoring and evaluation are core activities. Throughout the social services field, M&E is a requirement imposed by donors – government, international NGOs and private alike. At its worst, monitoring is seen as a nuisance, a distraction from the ‘important’ work of helping people. Just as often, the work of monitoring and evaluation is treated as an add-on, last-minute or stand-alone activity. At its best, monitoring and evaluation is built into an organisation’s work, and its results are used on an on-going basis for internal assessments, job performance reviews (individual, departmental, organisational) and to guide and inform the development of future work plans, activities and overall agency direction.

Monitoring is the routine tracking of the key elements of programme or project performance, usually inputs and outputs, through record-keeping, regular reporting and tracking systems as well as staff observation and client surveys.

Monitoring helps programme or project managers determine which areas require greater effort and identify areas that might contribute to an improved response. In a well-designed monitoring and evaluation system, monitoring contributes greatly towards evaluation. Indicators selected for monitoring will be different depending on what is being monitored and how it will be reported. It is very important to select a small number of indicators, limiting choices to those that can and will actually be used to guide effective decision-making.³

In contrast, evaluation is the periodic assessment of the change in targeted results that can be attributed to the programme or project.

In other words, evaluation attempts to link a particular output or outcome directly to an action or intervention after a period of time has passed. Evaluation helps programme or project managers determine the value or worth of a specific programme or project.

Monitoring lets us know if the work is on the right track or heading in the right direction, at least as planned.

² The Policy Project. *Networking for Policy Change*, The Policy Project. October 1999. Pg III-104

³ Global Fund to Fight AIDS, Tuberculosis & Malaria. *Monitoring and Evaluation Toolkit – Diseases, HIV/AIDS, Tuberculosis (TB) and Malaria*, Global Fund to Fight AIDS, Tuberculosis & Malaria, www.who.int/hiv/pub/epidemiology/en/me_toolkit_en.pdf. June 2004. Pg 14, accessed March 2006.

Integrating Advocacy into Your Organisation

5. Monitoring and Evaluation

Evaluation lets us identify and judge the changes the advocacy strategy has achieved, based on our aims and objectives. Therefore, we need to establish in advance what information will be used for tracking and reporting progress along with how we will obtain this information (monitoring) as well as when we will look at and how we will analyse the information gathered in order to judge its success or failures (evaluation). Remember our definition of advocacy:

Advocacy is an action or set of actions taken to influence a person with the authority to change laws or policies that will improve the lives of people most affected by HIV/AIDS.

For advocacy, we take actions intended to influence someone to make changes that will lead to improvement in the lives of our clients. It is only through evaluation that we are able to determine if our actions:

1. Influenced the right people who then made changes as we had planned, and
2. That the changes resulted in the improvements that we had set as the aim.

In other words, we must evaluate both the effects of our actions (did the actions change the mind, attitude or public position of the person in power?) in addition to evaluating the impact of the advocacy work (did the change actually make the improvements in the lives of clients that was sought?).

The following chart may help.

Figure 4: M&E and the advocacy process

| Advocacy Process | Result | M&E |
|---|--------------------|--------------|
| Using resources | ← Inputs | ← Monitoring |
| Carrying out advocacy activities | ← Activities | |
| Changing knowledge, opinion and/or awareness of target audiences | ← Outputs | |
| Changing actions by policy-makers: changes and enactment of policies | ← Effects/Outcomes | ← Evaluation |
| Improving people's quality of life (i.e. reducing poverty and discrimination) | ← Impact | |

Adapted from *Advocacy Tools and Guidelines*⁴

Remember, we monitor activities and we evaluate results. In advocacy planning, we must identify both the things that will tell us how we are progressing toward meeting our objectives and those that will demonstrate that we have reached our goal. These are the indicators and are always either quantitative (such as numbers and statistics) or qualitative (such as case studies, opinions, feelings and stories). Qualitative indicators tell you the “why” behind the numbers. Indicators, then, are the things that will define advocacy work’s progress and, ultimately, its disappointments or successes.

Effective M&E should be part of the advocacy planning process from the beginning. Here, we add a new and final column for indicators to the Advocacy Planning Chart. Give out **Handout 6**.

⁴ CARE. *Advocacy Tools and Guidelines: Promoting Policy Change*. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Copyright © 2001. Used by permission.

Integrating Advocacy into Your Organisation

5. Monitoring and Evaluation

Putting M&E in the Advocacy Plan

Objectives of exercise

- To work indicators into action plans.
- To emphasise that monitoring is not a single event during the implementation of the advocacy plan, but should be an ongoing, regular process.

Duration

| | |
|--------------------------------------|------------|
| Group exercise | 30 minutes |
| Sharing outcomes of group discussion | 30 minutes |

Exercise: Identifying the concerns

As our final advocacy exercise, please take out **Handout 6**. Discuss with the others in your group what indicators will be used for the three activities that you developed. Use the following questions to help guide your choices but remember that in selecting the indicators to be used, they must be realistic (which means that the indicator will be able to measure the extent to which an activity has been achieved) and doable (which means that data collection is achievable within the given time).

For monitoring

- How can you track your activities, such as the number of messages sent to your target audience? Can it be added easily to existing report mechanisms, such as monthly case-management reports?
- Will the indicators show that the activities have achieved the desired results? Will the monitoring information be used to decide how to adjust, revise or re-direct activities?

For evaluation

- To what extent has your advocacy plan achieved its aim, the intended impact and effect? Can impact be measured at the end of your advocacy initiative or not?
- Have your target audiences changed their knowledge, attitudes, awareness or opinions regarding your advocacy issue? How and where can you get this information?
- How can you determine, if you can, what led your targets to change their opinions and/or take the desired actions?
- What lessons can be learned for your next or other advocacy goals?
- Have political conditions changed since you planned your work that has affected the results or required a change in direction?
- Will the evaluation be reported to all stakeholders?

For evaluating impact

- Have policy changes resulted in improvements in people's quality of life? Why or why not? Can you provide data to support your findings?
- Have policy changes contributed to protecting, promoting, or expanding people's rights?

For evaluating effects

- Has the policy change you tried to achieve occurred, or is there now a better chance for the change than before?
- Have new policies been approved, or outdated/negative policies been changed? Were the new policies enacted at the national, regional (provincial) and/or local levels? Why or why not?
- What factors allowed or got in the way of the success of your policy change, that is, the making, alteration and/or enactment of policies?
- Were bills or proposals formally introduced in the legislature or other government body or were informal decisions made?
- Who made final decisions that supported or blocked your policy change?

**Integrating Advocacy into
Your Organisation****5. Monitoring and Evaluation**

For evaluating your overall advocacy strategy

- Did you select appropriate primary and secondary targets? Did you have to change the targets along the way? Why or why not?
- Did your advocacy messages change your target audiences' opinions or knowledge on the policy issue? Which messages were most successful, and which failed to convey your point?
- Did you choose appropriate forms of advocacy? Could other types of advocacy been more effective?
- Did you advocate with partners indirectly or in a coalition? What were the benefits and/or drawbacks for advocating with partners or in a coalition?
- Has your advocacy initiative increased the ability of community groups and/or local organisations to represent their own interests?
- Did the advocacy work raise public awareness and interest in the policy issue?
- What were the major obstacles faced by your organisation in implementing its advocacy plan? How did your organisation overcome those obstacles?
- What can you learn from your strategy implementation for future advocacy initiatives?

CARE. *Advocacy Tools and Guidelines: Promoting Policy Change*. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by permission. Copyright © 2001.

Handout 5: Elements of the process of advocacy

Make 3 copies (stiff paper, if possible) and cut. Keep three sets separate.

| | |
|--|---|
| Make the commitment to do advocacy | Identify who will be doing it |
| Select an advocacy issue | Set the timeframe |
| Research the advocacy issue | List the expectations |
| Develop an aim for the advocacy issue | Implement the advocacy plan |
| Develop objective(s) | Monitor the advocacy work |
| Select targets | Monitor the advocacy work |
| Specify/find/recruit allies | Monitor the advocacy work |
| Plan activities | Evaluate the advocacy work |
| Identify resources needed | Report results to all who need to know |

Handout 6: Advocacy planning chart

| Aim: | | | | | Verifiable Indicators | Means of Verification |
|--------------|---------|--------------------|---------------------------------|-----------|-----------------------|-----------------------|
| Objective 1: | | | | | | |
| Objective 2: | | | | | | |
| Objective 3: | | | | | | |
| Activities | Outputs | Resources Required | People Involved/ Responsible | Timeframe | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

HIV Advocacy from the Ground Up
A Toolkit for Strengthening Local Responses

2.6
Gender and Advocacy

HIV Advocacy from the Ground Up

A Toolkit for Strengthening Local Responses

2.6

Integrating Advocacy into Your Organisation

6. Gender and Advocacy

Gender and advocacy

Are women visible in your plans for advocacy and are you sure your efforts are going to benefit men and women?

Around the world, the majority of women lack access to and control over various kinds of services and resources, such as:

- Basic needs – education, health care, water, food.
- Economic resources: natural resources, land, credit, family income, property, land, equipment.
- Technology and information.
- Political participation and decision-making and time.

United Nations statistics show that:

- Women form 51% of the world's population.
- They do 66% of the world's working hours.
- But they earn 10% of the world's income.
- And own less than 1% of the world's assets!

Gender discrimination often places men in more powerful, leadership positions while women are placed in subordinate positions. This leads to many forms of direct and indirect injustices against women in all kinds of social, political and economic activities. Culture and religious interpretation are often used to justify women's unequal and lower positions.

Because of the unequal positions of men and women in society, any change in policy may have a different impact on women compared to men. 'Gender-blind' policies not only ignore the ways in which they may impact men and women differently, but may further exacerbate the injustices that women face.

And because women are not homogenous, policies can affect diverse groups of women differently, depending on other factors, such as education, age, education, race, ethnicity, religion, social status, gender identities, location, community, mobility and so forth.

As activists concerned with advocacy, we must be concerned about how women are affected, and how our advocacy must be gender-sensitive. Women are often regarded as targets of protection but are quite often ignored as active participants in decision-making. We need to be aware of this, and create a shift in the thinking around gender and gender roles. This involves ensuring that:

- The issues of gender are mainstreamed in the work that we do (quantitatively and qualitatively).
- The data we collect is gender disaggregated.
- The recommendations we make are cognisant of the different impact it will have on women and men.

In other words, we need to make sure we are gender sensitive when we analyse, formulate, implement and monitor our advocacy work, so that the sum impact of our work shifts the state of our communities towards greater equality between men and women.

Ways in which we as NGO activists can check whether we are incorporating gender issues into our methodology include:

Analysis

Are we talking to both men and women or are we talking to heads of households? Are women able to talk freely in the presence of men? Are we noticing women's contributions and concerns that are otherwise invisible (like the work they do that goes unnoticed and the time spent on it)? Are there issues that affect women and men differently because of their biological make-up?

**Integrating Advocacy into
Your Organisation****6. Gender and Advocacy**

Trainings and workshops

Some people think that as long as 50% of their workshop participants are women, they've covered gender. Wrong. We need to ask and refine further. Will the women be able to access the venue easily (considering women often have less access to transportation)? Are sessions being held at a time that women can attend (the multiple burdens of women often mean they have less time for themselves)? Is the content of the training addressing the needs and realities of both men and women? Are the outcomes of the meeting realistic for both men and women?

IEC material

Is the material gender-sensitive? Does it speak to both women and men? Does it recommend actions that women may be unwilling or unable to do easily (e.g. "Ask your husband to put on a condom if you are in doubt about his HIV status" may be something women would be unable to do because of the social position and expectations of women and wives).

Organisational and networking issues

Are the organisation and network partners aware of gender issues and are gender sensitised? Is there a good balance of women and men in our organisation and network? Where are they located in the structure of the organisation? Do we need to build capacity of women so they participate in decision-making? If our own staff are being sexually harassed or violated by members of our own NGOs, or network partners, and do we know how to intervene? Are there written policies for sexual harassment?

Plans for advocacy

Do our recommendations take into account how they may impact women and men differently? In carrying out the advocacy work, will we need to consider who will be able to participate in the different advocacy activities and who cannot? Is there a way to overcome this?

The bottom-line

Because of the gender disparities in society, men and women experience life differently. So the question we must always ask is – in what different ways do women and men experience from this particular event? If that is the case, how will my advocacy efforts affect the lives of women and men? Is the work contributing towards greater equality?

Glossary

| | |
|---|--|
| Advocacy | Action or set of actions taken to influence a person or persons with the authority to change laws or policies to cause them to take action to create, change or modify laws or policies. |
| Ally | A supporter, individual or group, willing to work with you to achieve a common goal or aim. |
| Audience | Person or group of people at a public event and/or those people who are intended to be reached by outgoing messages. |
| Blog | Webpage on the internet where a person or group maintains an online diary, personal log, usually in the order of the date it was put on the webpage, of thoughts and opinions, usually related to a specific subject or interest. Usually comments by readers are allowed to be added, creating a type of online, although not 'live', discussion. |
| Brainstorming | Training technique used to solve specific problems, gather collective information, stimulate creative thinking and/or develop new ideas, by having a group of people discuss the topic in an unrestrained and unstructured manner. |
| Campaign | Organised and aggressive effort to achieve a goal. |
| Civil society | Range of non-governmental organisations and institutions that work on behalf of the interests of citizens and which are independent of the government |
| Coalition (also see Network) | Group of organisations or individuals that come together to work toward achieving a common goal or set of goals. |
| Constituency | Group of supporters, clients or customers or others to whom an organisation is responsible to; also the residents or group of residents in a geographic area or region as defined by a political system and represented by a government official, usually elected. |
| Human rights | Basic rights and freedoms that are regarded as belonging to all human beings, including the right to life, health, freedom from persecution and discrimination and equal treatment under the law. |
| IEC – Information, education and communication | Process of developing communication materials and messages to help individuals and communities develop strategies to promote healthy behaviours as appropriate to different settings. |
| Inputs | Actions taken and resources used that are intended to lead to the successful achievement of the goals, through measurable outcomes or outputs. |
| Intelligence | The process of collecting and analyzing information to make informed advocacy related decisions. |
| Journalist | Person whose job it is to report on the news (identify, write and communicate it in some way such as writing a newspaper, magazine or internet article or announcing it on TV or radio). |

| | |
|--------------------------|--|
| Lobbying/lobbyist | Action or actions intended to influence the process and the public officials and legislators involved in making laws, policies and regulations/the person who undertakes lobbying. |
|--------------------------|--|

| | |
|---|--|
| Media (sometimes referred to as the press) | Organised and systematic ways that the general public gets its information (e.g., news, current events and community happenings). Types of media include: newspapers (daily and weekly); magazines (usually monthly); community, trade organisation and business newsletters (frequency varies); radio; TV (free broadcast and cable); and the internet (websites, blogs, newsgroups, and other new online features and developments). |
|---|--|

| | |
|----------------|--|
| Message | Communication of some type, usually short, that conveys a particular point or establishes and conveys the opinion of the sender on an issue. |
|----------------|--|

| | |
|--------------------|---|
| Negotiation | Process in which two or more people or groups of people discuss and attempt to agree on outcomes of a disagreement or conflict that will mutually benefit both parties. |
|--------------------|---|

| | |
|-------------------------------------|---|
| Network (see also Coalition) | Group of individuals and/or organisations formed around a common interest, usually done to gain support of a particular issue or cause. |
|-------------------------------------|---|

| | |
|-------------------|---|
| Networking | Process of sharing information and services among individuals and groups having a common interest, both inside or outside an organisation, usually done to gain support of your issue or cause. |
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| News Advisory (also Media Advisory) | Communication used to inform and alert the media on an event that is newsworthy, usually brief and covering only the who, what, when, where, and why that is essential to journalists deciding whether to cover a story. |
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| Newsgroups | Method of discussion about a particular topic or shared interest on the internet in which messages are posted on a particular website, sometime referred to as a bulletin board, and/or emailed to a pre-registered group of subscribers. |
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| Opponent | Individual or group that is against and likely to take action to stop or block a policy change. |
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| Outputs | Measurable outcome related directly to an action or intervention, usually after a period of time has passed. |
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| Policy | Law, rule, regulation or a set of guidelines, procedures, or norms, usually set by a high-level authority or regulatory body, intended to set the standard practice and actions to be taken (or avoided) related to a particular issue or problem. |
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| Policymaker | Person or regulatory body with the authority and ability to create or change community, organisational or governmental policies or programmes. |
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| Press | See also media; usually refers only to representatives of print media, such as newspapers and magazines. |
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| Press (News) Conference | Event organised to invite members of the press to both communicate the messages intended for them to capture and to allow them to ask questions, with the goal to gain media coverage for an issue, position or activity. |
| Press (News) Release | Communication used to inform and invite members of the news media to cover events or activities which may be viewed as newsworthy. For more in-depth information about the events and related issue, interviews may need to be arranged. |
| Primary Target | In advocacy work, the person or persons that are the decision maker(s) with the power to directly influence or make the changes necessary to reach the aim. |
| Secondary Target | Individuals and groups that can influence decisions of the primary target. |
| SMART | Concept to ensure that work objectives are well-defined, specifically targeted, measurable and easy to evaluate when completed; specific, measurable, achievable, realistic, and time-bound. |
| Talking Points | Short statements that summarise clear and concise facts and concepts related to the advocacy action or activity such as a face-to-face meeting or media interview. |
| Tree analysis (Problem tree analysis) | Systematic method for visually exploring problems and their causes by using a diagram of a tree (roots, trunk, branches and leaves) in order to reveal solutions to the problems and the potential effects of the solutions. |
| Universal Declaration of Human Rights | The agreement adopted by all member states of the United Nations in 1948 that proclaim all humans are born free and equal in dignity and rights “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” |

This comprehensive toolkit on advocacy is designed to build capacity of NGOs and CBOs who have garnered valuable information and data that could better inform and influence policymakers but who often lack the specific skills, understanding or experience to do so effectively.

Objectives of the toolkit are two-fold:

1. A tool to facilitate a process for NGOs and CBOs to identify their policy and/or advocacy aims.
2. A tool to provide training on developing action plans on advocacy to enhance the role of NGOs and CBOs in the national response to HIV/AIDS.

The Toolkit is divided into four books. They are as follows:

1. Understanding Advocacy
2. Integrating Advocacy Into Your Organisation
3. Building Networks for Advocacy
4. Advocacy Action Tools



A P C A S O
ASIA PACIFIC COUNCIL OF
AIDS SERVICE ORGANIZATIONS

Asia Pacific Council of AIDS Service Organizations (APCASO), is a key regional network of non-government and community-based organisations which provide HIV/AIDS services within the Asia and the Pacific region. Its main strategies are to increase the capacity of NGOs and CBOs to respond to HIV/AIDS, and to develop a coordinated regional response through capacity building, advocacy and networking.

For more information please go to www.apcaso.org
