

1 ADVOCACY

A common theme across definitions of advocacy is an engagement with power structures to bring them into better service of communities that need their support. Citizens and communities touch leaders and policy makers to make positive change happen. Advocacy is a particularly powerful and meaningful tool for communities that have been systematically excluded and underrepresented, like MSM communities.

The International HIV/AIDS Alliance defines advocacy in the following way: “Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision makers toward a solution.”¹ The Latin American and Caribbean Council of AIDS Service Organizations (LACCASO) describes the key element of an advocacy campaign as commitment.² Advocacy is also a powerful tool that can yield positive social change, as well as community collectivization and systems strengthening as by-products. Whatever the result of individual advocacy campaigns, the process is always valuable.

Advocacy interventions ensure that MSM are perceived as an integral part of the solution to the HIV epidemic, not mere vectors of transmission. For MSM- and HIV-Related advocacy projects, long-term goals can include a review of current laws and drafting new legislation for rights protection—just as the Blue Diamond Society did in its successful submission of a petition to the Supreme Court of Nepal. This may also include repealing anti-sodomy laws, thereby legalizing sex between men, as was recently accomplished in India with the reading down of Indian Penal Code Section 377. More short-term goals might include lobbying with the country’s health minister and AIDS control mechanisms for inclusion in program services and affirmation of the rights of MSM. Projects can be local as well.

This chapter of the handbook is composed of 9 exercises geared toward orienting participants to what advocacy means, some key skills for getting started on exploring advocacy as an action direction, an overview of the unique challenges advocacy work presents for HIV/AIDS and MSM, and a listing of resources for those who would like to explore advocacy in more depth. The scope of this toolkit does not allow for a full introduction to advocacy, nor is that the intention, as

many such introductions already exist (please see Advocacy Resources section). Instead, it seeks to give participants a taste for the advocacy processes, to begin the process of brainstorming around identifying issues and target populations for advocacy in their locales, and to provide direction and resources for taking larger-scale projects forward. Participants should consider running similar facilitated discussions in their own areas.

An advocacy campaign can be described as being composed of a common set of core steps, with some variation here and there in different conceptualizations of the advocacy process. This toolkit does not attempt to provide a comprehensive introduction to each of these steps; rather, it prioritizes a set of steps that can get communities started immediately on their own campaigns. It goes into just enough depth to give participants a feel for the processes and skills that comprise advocacy, recognizing that they will most likely want to follow each step more comprehensively over the course of their actual campaign. The toolkit provides direction to the resources required for them to do so. The key advocacy steps *not* covered in the toolkit are collectivization and monitoring and evaluation. The toolkit assumes that the training participants will have some degree of affiliation with an organization already, and that once their advocacy project is off the ground they can seek out resources for monitoring and evaluation independently.

Key points:

- MSM are integral to ending the HIV epidemic
- Fear, silence, and homophobia drive the HIV epidemic
- Advocacy is possible wherever and whoever you are
- Advocacy can happen *right now*—start where you are

Chapter goals:

Upon completing the exercises in this chapter, participants will be able to:

- Define advocacy
- Map local challenges
- Identify primary and secondary causes and effects of identified challenges
- Map local power structures
- Define and identify viable advocacy targets
- Explore specific fears and challenges relating to MSM-related advocacy
- Build a vision of a successful advocacy campaign in their locality
- Complete a self-assessment and identify preexisting community strengths and skills
- Develop advocacy plan for immediate action

EXERCISE 1.0

WHAT IS ADVOCACY?

Purpose:

Participants develop an understanding of what advocacy is through some concrete examples of the various shapes it can take.

Goals:

At the end of the exercise, participants will be able to:

- Articulate a definition of advocacy
- Cite a specific example of advocacy in action
- Understand the difference between advocacy actions and targets
- Differentiate between individual and systemic advocacy

Materials:

- *New York Times* article (Handout 1.0)
- Advocacy case studies (Handout 1.1)

Process:

① Facilitator gives background:

Tiwonge Chimbalanga and Steven Monjeza, who were sentenced to 14 years in prison and hard labor under Malawi's anti-sodomy statute, were recently pardoned. Discuss the role that advocacy played in this situation, and its potential for making positive social change.

② Break into smaller groups and distribute Handout 1.0. Have each group address the following questions:

- What specific examples of advocacy are explained in the article? (letter writing, personal meeting)
- Who was the target of the advocacy? (Malawi president—decision maker)

- Who were the agents of the advocacy (ie, who carried out the advocacy work)?
(celebrities—Madonna, Sir Elton John, UN; other players who weren't mentioned in this article?)
- Was there public support for the court's decision to jail the 2 men?
(no—and yet, there was still a positive result)
- What are positive immediate effects of the advocacy? What are some potential far-reaching positive effects?
(negative public response at first, potential to set example on a global scale)
- What are some potential negative effects?
(Tiwonge and Steven may face backlash as individuals)
- The job doesn't stop here. What other efforts might be implemented in Malawi to prevent this from happening again?
(work to change the law criminalizing same-sex acts)

③ Bring the group back together and facilitate a discussion. Points to mention:

- Advocacy works
- Effective advocacy efforts have clear targets—in this case, decision makers are targets of advocacy because they had the power to release the couple
- Results of advocacy can include wide-reaching change; in this case, individuals were freed, but decision serves as an example to other countries
- Involved multiple people: Madonna, Sir Elton John, Ban Ki-moon, and other players not mentioned in this article

④ Defining advocacy through case studies:

Divide the group into small groups again. Distribute Handout 1.1.

Questions for discussion:

- What policy level did the advocacy occur on? What are some other levels that could be advocacy targets?
- What kinds of problems were addressed in the case study examples?
- What different approaches to advocacy work were described?
- Why was advocacy used in the situations described?
- Who benefited from the advocacy work?
- Were those people involved in the advocacy work?

- What were some of the key verbs used in the presentations to describe advocacy?

Lead a group discussion about what has been learned, based on the handout questions.

⑤ Write a definition of advocacy on a flipchart:

Advocacy must have 1 or more decision makers as its target audience.

Advocacy must have change as a goal, and such change must be attained through a decision made by the target audience³

Advocacy verbs:

Increase – Raise – Decrease – Reduce – Expand – Enlarge – Improve – Refine
– Reinforce – Promote – Strengthen – Change – Modify – Elaborate – Create²

FACILITATOR NOTE:

Differentiate between individual-level advocacy (eg, speaking out to get an HIV test for an individual) and systemic advocacy (eg, pressuring key decision makers for increasing availability of confidential HIV testing sites).⁴

1.1

EXERCISE 1.1

MSM & LOCAL CHALLENGES

Purpose:

To introduce participants to the process of local MSM community issue identification. This goal is not to generate a comprehensive list but to give the group a basic grasp of the identification process. Prompting questions directs the group toward MSMGF key directions. A more in-depth exploration of problems and solutions as they relate to HIV prevention and care will occur in the services section.⁵

Goals:

At the end of the exercise, participants will be able to:

- Understand what makes an issue viable for advocacy
- Generate 3-5 core local issues that are viable for advocacy
- Group issues into broad categories

Materials:

- Alliance toolkit drawings
- Handout 1.2

Process:

- ① Divide the group into small groups and distribute illustrations and Handout 1.2.
- ② Ask the groups to reflect on problems and challenges relating to MSM in their own communities.

Mention that they should not feel confined by the examples in the illustrations and questions, and should include examples that may not be depicted as well. They should identify 3-5 core issues. Have each group write each of the issues it uncovers on a post-it note or separate piece of paper. This will facilitate sharing.

③ Come together and share issues.

Collect the post-it notes or papers from participants and group them according to the following categories: investment, services, stigma and discrimination, research, and networks. Do not feel confined by these 5 categories, and affirm problems/issues surfaced that do not fit neatly into them.

FACILITATOR NOTE:

When grouping the core issues this exercise surfaces, keep in mind that the focus should remain on issues that are appropriate for advocacy work. The core criteria for determining 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 that 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?⁶

Registering your organization officially as a society or charitable trust is a powerful act of advocacy. Making organizations "official" through registration does 2 things:

(1) it lends organizations official credibility in a manner that can bolster future projects and work; and

(2) it forces local government to recognize the legitimate existence of MSM collectives, which is often ignored or denied. Organizations should also consider official registration as most funding agencies require grant applicants to furnish a registration number.

1.2

EXERCISE 1.2

IDENTIFYING CAUSES AND EFFECTS

Purpose:

To introduce groups to the process of analyzing a problem's causes and effects, and to use this information to develop advocacy initiatives. Extra emphasis will be given to community problems and their connectedness to HIV risk, as this may not be immediately obvious to participants.

Goals:

At the end of the exercise, participants will be able to:

- Identify causes and effects of issues
- Differentiate between primary and secondary causes and effects
- Make connections between effects and HIV risk

Materials:

- Handout 1.3
- Index cards
- Tape

Process:

- ① Divide participants into small groups.
- ② Assign each group a problem (from those identified in Exercise 1.1).
- ③ Ask each group to think of the problem as the body of a person.

Explain that the legs represent the foundation, or causes, of the problem; the torso represents the problem itself; and the outstretched arms represent the problem's effects. The knees provide divisions between the immediate and underlying causes, and the elbows provide divisions between primary

and secondary effects. Ask participants to organize their responses in 2 tiers: primary and secondary effects and immediate and underlying causes, as they are in the diagram in Handout 1.3.

- ④ Write the problem on an index card first, and tape that to the stomach of a volunteer from the group.

The immediate and underlying causes should be written on cards and taped to the legs above and below the knees, and the primary and secondary effects written and taped to the arms (outstretched upward) above and below the elbows.

- ⑤ Each group should present their problem analysis to the group, with their volunteer standing with cards taped to their body as a visual representation.
- ⑥ Facilitator should explain that advocacy should target the core causes of problems in order to be effective.

Explain that in many cases, different problems share the same root causes (give examples from this group, if they apply). Identify the root causes as the piece of the puzzle to which advocacy can be applied for making positive change, and name them “advocacy issues.” Explain that core problems are not always the same as the “advocacy issue” that can lead to their solution.

FACILITATOR NOTES:

1. Ensure that HIV transmission is listed as a second-tier effect (ie, placed on the torso), because it is the symptom of another issue (ie, homophobia, discrimination, lack of HIV-related services, etc). Highlight the way multiple root causes can contribute to HIV risk.
2. See the problems/effects through the lens of the 5 MSMGF groupings (investment, services, stigma and discrimination, research, and civil society and networks), when suggesting solutions.
3. Encourage participants to see ways in which the MSM community may actually contribute to these problems; and how they can avoid this and maximize their strengths to help solve them.

1.3

EXERCISE 1.3

IDENTIFYING ADVOCACY TARGETS – WHO MAKES THE DECISIONS? WHO HELPS THEM?

Purpose:

To introduce participants to the concepts of power mapping and primary target and secondary target identification for advocacy work. This exercise highlights the importance of approaching problems from multiple directions, and illustrates how advocacy involves multiple options. Specific examples will touch upon HIV services for MSM.⁵

Goals:

At the end of the exercise, participants will be able to:

- Analyze their local power scenario vis-à-vis identified advocacy issues
- Differentiate between the multiple players comprising the pyramid of influence
- Draw connections between advocacy issues and power structures

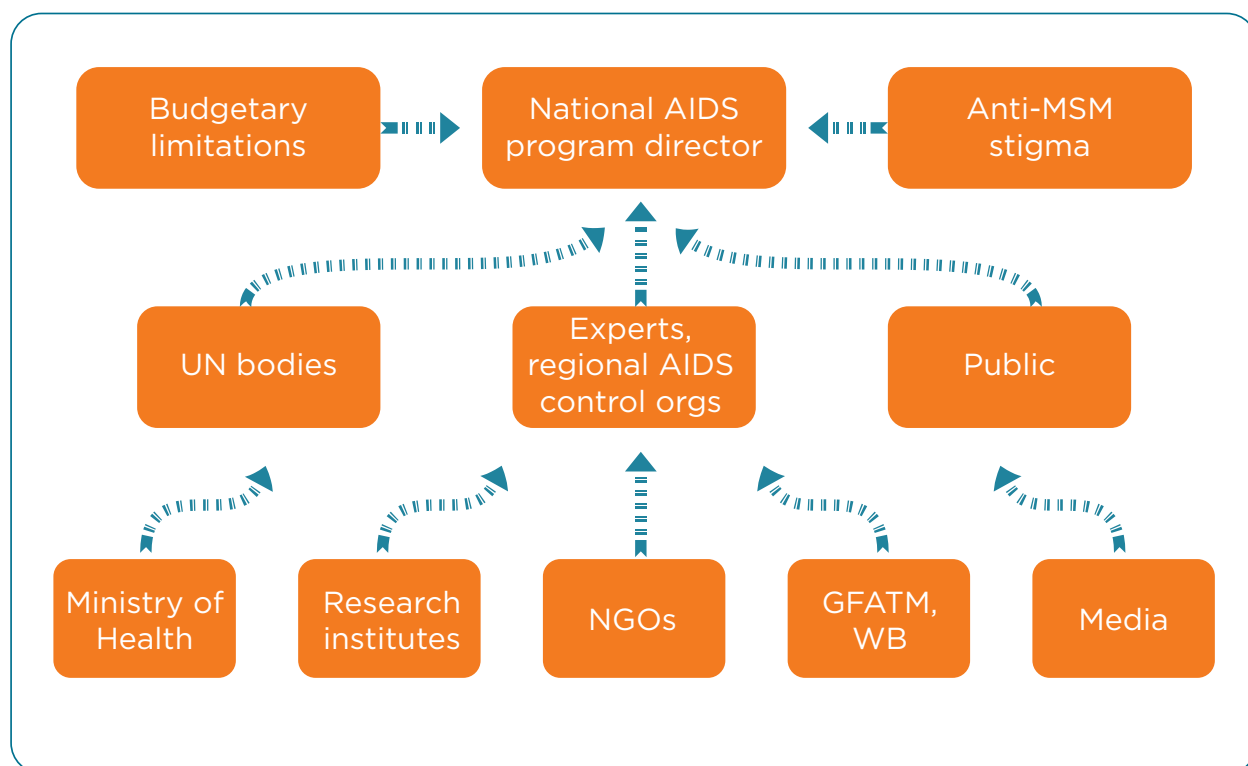
Materials:

- Handout 1.4

Process:

- ① Break into groups and have each choose an advocacy issue to be analyzed (ie, social discrimination against MSM; laws criminalizing same-sex acts; lack of MSM-specific services in clinics and in the national AIDS strategy, etc). If possible, use the issues surfaced from Exercise 1.2 (“Identifying Causes and Effects”).

- ② Explain that once advocacy issues have surfaced, it is critical that groups identify the power structures that support their regulation and enforcement.
- ③ Identify the decision makers who have the actual responsibility to make the decisions to change or address these problems. Then identify the opinion leaders who can influence these decision makers.
- ④ All policy makers depend on a group of advisers or specialists, without whom they cannot operate. They make decisions based on advice they receive, the political regime around them, and their own beliefs and ideologies. They may also listen to interest groups, constituencies, lobbies, and donors. Furthermore, they may be influenced by the information they receive in the media, and more importantly, how it is reported.
- ⑤ Map the information as a pyramid of actors and influences using the handout provided. Example:⁵



1.4

EXERCISE 1.4

POWER ANALYSIS

Purpose:

To systematically prioritize targets for advocacy based on a set of criteria.⁵

Goals:

At the end of the exercise, participants will be able to:

- Understand the key factors for determining potential advocacy targets
- Prioritize advocacy targets in their own locales

Materials:

- Handout 1.5

Process:

- ① Once the key power audiences have been identified, the group members should analyze their positions on MSM, their key motives and their accessibility. Distribute Handout 1.5 and ask participants to fill it out to the best of their knowledge.
- ② Facilitate a short discussion about the audiences identified. Questions should include: Are they MSM supporters, allies, or uncommitted? Might they be afraid of the MSM issue? Why do they have the stance on MSM that they do? What is their agenda, either stated or implicit? What constraints do they face that might make it difficult for them to move from their position on MSM? These may be ideological or personal, cultural or social. They might be financial (eg, for monetary gain) or political, based on the views of their supporters, patrons, and voters.
- ③ Assess how easy it will be to gain access and present the evidence or case. Which actors or influences would be difficult to convince on your issue, and why? Which may be easier to approach, and could be effective influences? Bring out interesting and new angles and approaches (eg, by linking your issue with their priority concerns).
- ④ Create a list of individuals in the community who possess influence and garner local respect, such as local political leaders, businesspeople, and religious leaders. Do you know any of them personally? These people are powerful entry points.

EXERCISE 1.5

ADVOCACY MEDIUM, POTENTIAL CHALLENGES AND FEARS

The “advocacy medium” is the specific action used to deliver an advocacy message. Please see the annotated list of skill cards¹ at the end of the toolkit for an example of the many shapes an advocacy medium can take.

Purpose:

To introduce the range of advocacy media that can be used once an advocacy objective and target audience have been identified. Also, to address fears and apprehensions participants may foresee as the concept of an advocacy project crystallizes and becomes more tangible.

Goals:

At the end of the exercise, participants will be able to:

- Understand specific examples of the forms advocacy messages take
- List examples of specific challenges advocacy can pose to MSM communities

Materials:

- Flipchart
- Markers
- Advocacy skill sheets

Process:

① Make a list of the advocacy media at the end of the toolkit. These are:

- Analyzing and influencing legislation or policy
- Preparing a briefing note or position paper
- Working from inside the system
- Lobbying or face-to-face meetings

- Writing and delivering a presentation
- Persuading through drama
- Working with the media
- Using the Internet

- ② Explain the concept of an advocacy medium to the group, referring to the examples above, which you have written down on a flipchart. Explain:

The advocacy medium is the third part of an advocacy campaign, in addition to the advocacy message and advocacy target. The medium is the action through which the message is delivered.

- ③ Break the group into smaller sections and ask them to identify potential advocacy media for approaching their identified target audiences. Facilitate a sharing session, wherein participants explain the medium they have chosen for their particular advocacy problem/target and the shape they imagine their campaign would take.
- ④ Ask the participants about specific challenges they foresee or apprehensions they may have when they think through approaching their advocacy target with the chosen medium.

These might include:

Advocacy-Related Challenges³

- Countries often do not observe laws; hard to hold governments accountable
- Politics can be regarded as cheap and dirty; politicians feel no need to be accountable
- Highly controversial issues; decision makers wary of getting involved
- Antagonizing powerful groups is intimidating; potential loss of support or funding
- Increased work for NGO; staff and individuals are already overcommitted/stretched
- Increased visibility for NGO not always ideal, especially in environments hostile to LGBT issues
- Increased stigma and discrimination for members if they are seen to be publicly advocating on tough issues

MSM- and HIV-Related

- Dealing with institutionalized homophobia
- Stigma and discrimination—double for HIV and MSM
- Criminalization—risk of fines, penalties, imprisonment
- Internalized homophobia
- Risks associated with public exposure—many MSM are closeted
- MSM identity—not everyone has one—some MSM are hidden from everyone but their partners

- ⑤ **Role play: devil's advocate.** Ask participants to pair up. One member of the pair will play advocate, and the other will play the role of skeptic. The skeptic will mention the challenges associated with advocacy, and the advocate will speak to each challenge explaining (1) why it is worth attempting to face the challenge and (2) ways they will manage the challenge. For example:

Role player A: Countries don't even observe laws! Especially when it comes to MSM. Why bother? Even if the law changes, it won't help anything.

Role player B: You're right that it countries do not always observe laws; that is why advocacy is important, because it isn't only about changing laws but it is also about holding governments accountable. We are planning on documenting breaches in policy by local government officials as a means to hold the government to task. If we don't do it, who will?

1.6

EXERCISE 1.6

MAKING HEADLINES (VISIONING EXERCISE)

Purpose:

To assist groups in building a vision of what successful advocacy could look like in their locales. This will build enthusiasm and confidence for achieving a long-term goal.⁷

Goals:

At the end of the exercise, participants will be able to:

- Build a vision of what a successful advocacy project might look like in their area

Materials:

- 3-4 newspaper front pages with main headlines cut out.

Process:

- ① Divide the participants into small groups.
- ② Explain to participants that commitment and vision are extremely important components of a successful advocacy campaign. Based on their identified issues, advocacy targets, and advocacy medium, ask them to project 1 year into the future and envision a positive advocacy result relating to MSM and HIV in their local context. Explain that their work was so successful it has made national headlines!
- ③ Tape the local newspaper (with the main headline cut out) to the wall or flip-chart for each group.
- ④ Once the group members have deliberated, they should write the headline and the first paragraph of the accompanying story of their achieved target.

- ⑤ Ask each group to select a representative to present its headline and story to the group.
- ⑥ Lead a group discussion on the headlines produced. What kind of commitment does each individual/group feel will be needed in order to achieve this headline? How can we help support each other and our collective movement in achieving these goals? What are some of your own/your organization's biggest "headlines" or achievements, and what were the critical factors that helped get you to this victory?

Advocacy Success Stories

The following are real headlines that represent advocacy at work:

India penal code

<http://www.hrw.org/en/news/2009/07/02/india-court-strikes-down-sodomy-law>

OAS rule

<http://www.hrw.org/en/news/2008/06/05/oas-adopts-resolution-protect-sexual-rights>

Columbia

<http://www.hrw.org/en/news/2008/04/17/colombia-court-extends-benefits-same-sex-couples>

Egypt

<http://www.hrw.org/en/news/2003/07/21/egypt-homosexual-prosecutions-overturned>

Texas

<http://www.hrw.org/en/news/2003/07/01/lawrence-v-texas>

1.7

EXERCISE 1.7

SELF-ASSESSMENT

Purpose:

To have the participants assess the collective skills they possess as a group and see them in the context of skills required for launching an effective advocacy campaign. The importance of this lesson is helping groups to come to the realization that they can start with what they have, where they are right now.²

Goals:

At the end of the exercise, participants will be able to:

- Self-assess skills and understand strengths and weaknesses
- Articulate examples of skills that are useful for advocacy

Materials:

- Paper
- Markers
- Tape
- Music

Process:

① Divide the group in half.

② Choose (a) or (b)

(a) For groups of people who know each other:

Ask the participants to face each other in a circle (ie, 2 circles, 1 inside the other facing each other) or in 2 lines (ie, one-half in front of the other). Each participant is given a piece of paper, which they will write their name on and tape to their back, and a marker.

The facilitator will designate the amount of time for each person in the outer circle to spend with each person in the inner circle (ie, 2 minutes). The facilitator will start the music and stop it after a minute has passed. This is the signal for the group to move 1 person in the specified direction (clockwise or counter-clockwise).

Organizational capacity building is a key ingredient for community-based groups. We never reach a point when we're "done"—there is always scope to grow and improve. And the stronger we are as organizations, the stronger we are as advocates. Check out resources at the end to help in systems strengthening.

Ask each outer circle person to write down the strongest skills and capacities of the inner circle person standing in front of him or her. Once the time is up, the external circle will move on to the next person. Once all people have been marked, participants switch circles, so the former inner circle participants write on the backs of the former outer circle participants.

(b) For groups of people who do not know each other:

In the case that the participants do not know each other, it will be necessary to have participants ask about core skills and capacities for the person upon whom they are writing.

- ③ Once the exercise has been completed, the facilitator will collect the papers and make a master list of the groups' skills, without mentioning whom they pertain to. Once they start repeating, the facilitator can add a check mark to the skill.

The facilitator should note that every person has skills that can be used, and that even the simplest ones can contribute value.

Skills might include:

- Active listening
- Public speaking
- Documentation
- Planning
- Project design
- Graphic design
- Media skills (video, radio, etc)
- Research
- Networking
- Persuasive writing skills
- Planning/strategic thinking
- Theatre and dramatic arts/performance
- Creativity
- Knowledge of HIV services and response
- NGO/civil society work experience
- Knowledge of decision-making processes/lawmaking

1.8

EXERCISE 1.8

CELEBRATIONS AND HEROES

Purpose:

To help MSM participants to identify their local community's vibrancy and capability through skill identification using celebrations and local MSM role models. This is a building block for advocacy processes and should be tied in as such.

Materials:

- Flipcharts

Goals:

At the end of the exercise, participants will be able to:

- Identify preexisting community skills
- Connect relevance of those skills to advocacy

Process:

- ① Break participants into small groups.
- ② Ask participants to identify celebrations in which many community members participate. Ask for participants to identify ways in which the community works together to make the event a success. Details should include: What does the event entail? How long do preparations take? Do non-MSM participate in the event? How do participants feel after the event? How long has the event been happening? Certain skills might include cooking and other talents, such as dancing, art, and makeup.
- ③ Ask participants to identify some customs that are unique to them. Have them list them out and perform some for the group if possible.

- ④ Ask participants to identify individuals from their local MSM community who are role models, or heroes. Ask participants to note specific examples of why they are role models. What are the core qualities that made them special? What is a story about them that illustrates their special qualities? If they are no longer living, are they remembered in a special way?
- ⑤ Bring the group back together and have them each present their celebration and role model, and fit them into the following chart.

Celebrations:

Why are these celebrations important to community? What personal meaning do these traditions have for you? What work does the community put in to make the event a success?

Heroes:

Why are they important to the community? What skills do the heroes possess?

1. Bring the group back together and explain that the community comes together as a group on specific occasions and works together to make an event successful, and heroes possess special qualities and skills that win our admiration. Group brainstorm a list of skills that are illustrated by the celebrations and heroes the small discussions surfaced.
2. Prioritize the list of skills from most to least important, and take a moment to reflect on how we can take steps to embody these skills.
3. Finish the exercise by reminding participants that MSM groups are strong and already possess many traditions and methods of connecting as a group. These bonds and strength are very relevant to advocacy work and form the foundation of any successful campaign or project.

1.9

EXERCISE 1.9

MAKING A PLAN FOR IMMEDIATE ACTION

Purpose:

To identify a concrete set of next steps toward creating an advocacy plan.⁸

Goals:

At the end of the exercise, participants will be able to:

- Chart immediate steps for a short-term course, with specific assigned responsibilities and time limits

Materials:

- Handout 1.6

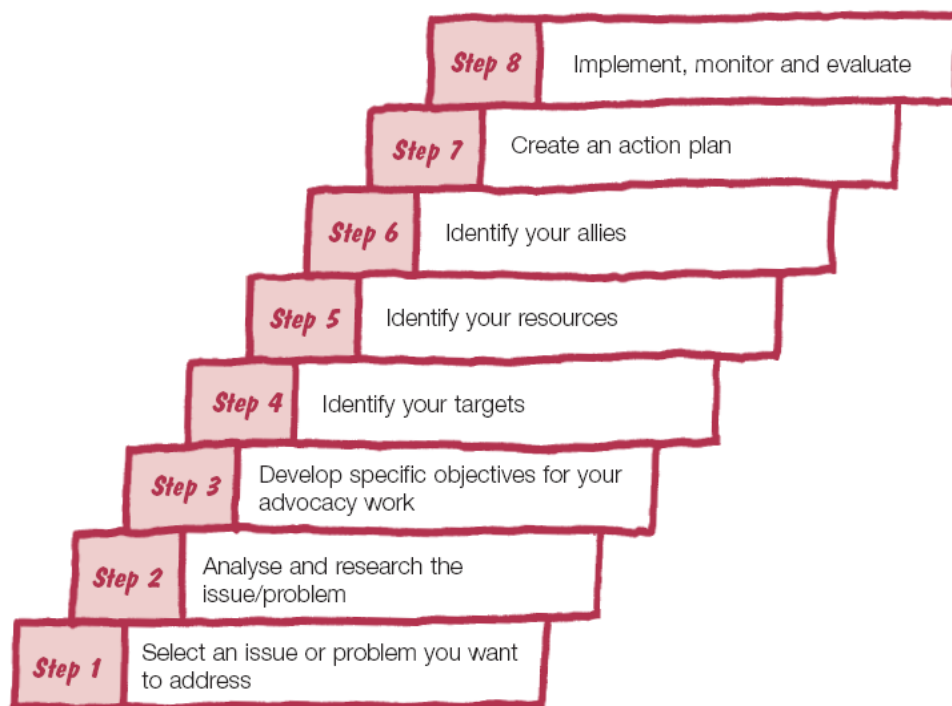
Process:

- ① Distribute Handout 1.6.
- ② Ask participants to think about how they can begin organizing an advocacy planning process in their own locales.

Activities	Person responsible	Resources needed	Deadline	Outcome	Indicator	Documentation
Set planning meeting through phoning community members	Shivakumar	Phone	August 15	Meeting date set, confirmed attendees	Verbal confirmation	
Run planning meeting	Rama	Space, tea/snacks, materials (flipcharts, markers)	Sept. 1	Advocacy plan identified		

- ③ Project or distribute the following illustration, “Framework for Planning an Advocacy Campaign,” and close the exercise with an explanation of the core steps of an advocacy campaign. Remind participants that each step covered in this handbook can be explored in more depth, and that monitoring and evaluation is a step they should explore on their own.

Planning Framework for an Advocacy Campaign



From International HIV/AIDS Alliance and the International Council of AIDS Service Organizations. Advocacy in Action⁷



ADVOCACY RESOURCES

AN INTRODUCTION TO ADVOCACY: TRAINING GUIDE

Academy for Educational Development (AED)

<http://www.globalhealthcommunication.org/tools/15>

This training guide introduces the concept of advocacy and provides a framework for developing an advocacy campaign. The guide is designed for a workshop setting, but can also be used as a self-teaching device. Divided into twelve modules, the guide presents general information on advocacy training.

ADVOCACY FROM THE GROUND UP: A TOOLKIT FOR STRENGTHENING LOCAL RESPONSES

Asia Pacific Council of AIDS Service Organisations (APCASO)

http://apcaso.org/index.php?option=com_content&view=article&id=28&Itemid=66

The toolkit provides a guide to a wide range of activities with resources and reference materials for both trainers and participants. It is intended to broadly elaborate on the concept of advocacy and how it plays a key role in effective HIV interventions and AIDS services. It is currently being used to structure advocacy capacity initiatives for the ongoing Community Advocacy Initiative (CAI) project.

A-SQUARED ADVOCACY TRAINING MANUAL

United States Agency for International Development (USAID)

<http://www.healthpolicyinitiative.com/index.cfm?ID=publications&get=pubID&pubID=343>

The manual draws from numerous HIV and advocacy resources and material from the Asia-Pacific region, and it integrates innovative approaches to advocacy and involvement in the policy development process that are specific to HIV epidemics in Asia, particularly China, Thailand, and Vietnam.

DEMANDING CREDIBILITY AND SUSTAINING ACTIVISM: A GUIDE TO SEXUALITY-BASED ADVOCACY

Global Rights

http://www.globalrights.org/site/PageServer?pagename=wwd_initiatives_lgbti

This Guide explains the human rights standards that are most relevant to the protection of LGBTI communities in terms that are easy to grasp and framed within a broad human rights context. By providing case studies, it helps illustrate how those standards are applied in real life. And it includes exercises to help advocacy organizations and activists better understand the complex social constructs that define our notions of gender, sexual health, and human sexuality.

HIV/AIDS ADVOCACY GUIDE

International Planned Parenthood Federation (IPPF)

<http://www.ippfwhr.org/en/node/283>

In confronting the challenges of the HIV/AIDS epidemic, this guide explains how advocacy can be a powerful tool in supporting prevention and treatment efforts and reducing the stigmatization of people living with HIV/AIDS.

ADVANCING THE SEXUAL AND REPRODUCTIVE HEALTH AND HUMAN RIGHTS OF PEOPLE LIVING WITH HIV

International Planned Parenthood Federation (IPPF)

<http://www.ippf.org/en/Resources/Guides-toolkits/Advancing+the+Sexual+and+Reproductive+Health+and+Human+Rights+of+People+living+with+HIV.htm>

With input from networks of people with HIV worldwide, the guidance package explains what global stakeholders in the areas of advocacy, health systems, policy making and law can do to support and advance the sexual and reproductive health of people living with HIV, and why these issues matter.

GENERATING POLITICAL CHANGE: USING ADVOCACY TO CREATE POLITICAL COMMITMENT

International Planned Parenthood Federation (IPPF)

<http://www.ippf.org/en/Resources/Guides-toolkits/Generating+political+change.htm>

This guide defines advocacy as any strategic activities that aim to bring about a desired change. These stories show that advocacy is not simply a series of ad hoc actions. Advocacy is a process of linked actions that, when combined, bring about change.

HANDBOOK FOR ADVOCACY PLANNING

International Planned Parenthood Federation (IPPF)

http://www.ippfwhr.org/en/advocacy_planning_manual

This handbook assists in developing advocacy activities through a series of highly specialized actions. Associations must analyze political processes, state structure, current legislation at the various government levels, international commitments, and the social, economic, geopolitical, and human development context.

ADVOCACY MANUAL: A PRACTICAL GUIDE FOR ORGANIZATIONS OF THE CIVIL SOCIETY

Latin America and the Caribbean Council of AIDS Service Organisation (LACASSO)

http://www.laccaso.org/index_english.html

HIV/AIDS POLICY ANALYSIS AND ADVOCACY FACILITATOR'S MANUAL AND TRAINING MODULE

Latin America and the Caribbean Council of AIDS Service Organisation (LACASSO)

http://www.laccaso.org/index_english.html

PARTICIPATORY ADVOCACY – A TOOLKIT FOR VSO STAFF, VOLUNTEERS AND PARTNERS

Volunteer Services Overseas (VSO)

http://www.aidsportal.org/Article_Details.aspx?ID=12831

The main body of the toolkit is divided into five parts, which represent five key stages of the participatory advocacy process.

SURVIVAL IS THE FIRST FREEDOM: APPLYING DEMOCRACY & GOVERNANCE APPROACHES TO HIV/AIDS WORK

UNAIDS

http://www.aidsportal.org/Article_Details.aspx?ID=7890

The purpose of this toolkit is to provide a collection of tools for use in applying democracy & governance (D&G) approaches to HIV/AIDS work.

ADVOCACY IN ACTION: A TOOLKIT TO SUPPORT NGOS AND CBOS RESPONDING TO HIV/AIDS

HIV/AIDS Alliance

http://www.aidsportal.org/Article_Details.aspx?ID=552

This toolkit, aims to help NGOs/CBOs develop a clear understanding of what advocacy is and how it might support the work of NGOs and CBOs, and to provide practical assistance in how to actually undertake advocacy work.

ICASO ADVOCACY AND PRIMERS

International Council of AIDS Service Organisations (ICASO)

http://icaso.org/advocacy_briefings.html

ADVOCACY TOOLS AND GUIDELINES: PROMOTING POLICY CHANGE

CARE

<http://www.care.org/getinvolved/advocacy/tools.asp>

These tools and guidelines provide a step-by-step guide for planning advocacy initiatives, as well as advice for successful implementation.

NETWORKING FOR POLICY CHANGE: AN ADVOCACY TRAINING MANUAL BY POLICY

The POLICY Project

<http://www.policyproject.com/pubs/AdvocacyManual.cfm>

The manual is based on the principle that advocacy strategies and methods can be learned. The building blocks of advocacy are the formation of networks, the identification of political opportunities, and the organization of campaigns. The manual includes a section on each of these building blocks, with specific subjects presented in individual units.

YOUTH AND THE GLOBAL HIV/AIDS CRISIS: A TOOLKIT FOR ACTION

United Nations Association in Canada

http://www.unac.org/en/link_learn/hiv_aids/en/index.asp

This Toolkit for Action has two components. In Part One, there is a sample of youth and youth workers (based in Ottawa) explaining what prevention, education, and awareness strategies have reached them, what they think about these strategies, and their own ideas for effective youth-centred HIV/AIDS actions for their communities.

Part Two looks at a range of for- and by-youth public education initiatives from Kenya, the US, South Africa, Bangladesh, and Canada. Included at the end of the report are pointers on what kinds of strategies and programmes have worked best over the past 20 years of HIV/AIDS practice.

HIV/AIDS ADVOCACY AND MEDIA RELATIONS MANUAL + STIGMA AND DISCRIMINATION HANDBOOK

Religions for Peace

<http://religionsforpeace.org/resources/toolkits/hiv.html>

ADVOCACY TOOLKIT: TOOLS TO ADVOCATE FOR LGBTQ YOUTH

The Trevor Project

www.thetrevorproject.org/documents/AdvocacyToolkit.pdf

Short guide to advocacy for LGBTQ with focus on mental health and suicide prevention. Includes guide to writing to elected officials with sample letters.

AMICAALL ADVOCACY TOOLKIT

Alliance of Mayors' Initiative for Community Action on AIDS at the Local Level (AMICALL)

<http://www.amicaall.org/toolkits.html>

The Alliance has developed a strategy: Alliance of Mayors' Initiative for Community Action on AIDS at the Local Level (AMICAALL), reflecting the importance of locally led, multisectoral action which complements supportive national policies.

LGBT COMMUNICATION MANUAL

The Brazilian Gay, Lesbian, Bisexual, Transvestite and Transexual Association (TABGLT)

http://www.unaids.org/en/KnowledgeCentre/Resources/FeatureStories/archive/2010/20100301_Brazil_LGBT.asp

The manual is directly related to the LGBT Movement's goals of contributing towards the production of tools capable of educating and informing Brazilian society about its human rights. Furthermore, it aims to reinforce the roles played by each and every citizen in building a fairer, more human society with solidarity and full access to the rights provided for by the Brazilian Constitution.

VISUALIZING INFORMATION FOR ADVOCACY: AN INTRODUCTION TO INFORMATION DESIGN

Open Society Institute (OSI)

http://www.soros.org/initiatives/information/focus/communication/articles_publications/publications/visualizing_20080311

A manual aimed at helping NGOs and advocates strengthen their campaigns and projects through communicating vital information with greater impact. The booklet aims to raise awareness, introduce concepts, and promote good practice in information design—a powerful tool for advocacy, outreach, research, organization, and education.

MAPPING FOR ADVOCACY CASE STUDIES

Open Society Institute (OSI)

http://www.soros.org/initiatives/information/focus/communication/articles_publications/publications/gis_20060412

The 10 case studies selected in this publication focus on GIS mapping projects primarily in the context of advocacy work in North America.

GLOBAL ADVOCACY FOR HIV PREVENTION AMONG MSM

International AIDS Society, Bill and Melinda Gates Foundation

<http://www.rectalmicrobicides.org/docs/Global%20Advocacy%20for%20HIV%20Prevention%20Among%20MSM.doc>

The International AIDS Society and the Bill & Melinda Gates Foundation held a meeting in Geneva, Switzerland, focusing on the state of global advocacy for the HIV prevention needs of gay men and men who have sex with men (MSM). Twenty-eight invited leaders participated in a full-day discussion that included an analysis of the current landscape of global MSM-HIV advocacy, reviewed priorities for research and resource allocation, and explored opportunities for leadership and collaboration. This documents the meeting.

MSM VERSUS IDU — POLICY AND PRACTICE LANDSCAPE

AIDS Projects Management Group (APMG)

www.aidsprojects.com/uploads/File/IDU%20versus%20MSM%20policy%20and%20practice%20landscape.pdf

A comparison of IDU and MSM policy landscapes with recommendations.

SEX WORKER HEALTH AND RIGHTS ADVOCATES' USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGIES REPORT

Open Society Institute (OSI)

http://www.soros.org/initiatives/health/focus/sharp/articles_publications/publications/technologies_20070717

This report explores the ways in which sex worker health and rights advocacy groups currently use information and communications technology, and to discover how they could benefit from technology and training in the future.

CIVIL SOCIETY PERSPECTIVES ON TB/HIV: HIGHLIGHTS FROM A JOINT INITIATIVE TO PROMOTE COMMUNITY-LED ADVOCACY

Open Society Institute (OSI)

http://www.soros.org/initiatives/health/focus/phw/articles_publications/publications/highlights_20060811

Both the project and the publication underscore the importance of enhancing community engagement in the design, implementation, and evaluation of collaborative TB/HIV programs. The report presents case studies from Indonesia, Mexico, Sierra Leon, South Africa, Ukraine, and the Caribbean, highlighting community advocates' strategies, achievements, and lessons learned.

CHAPTER 1

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