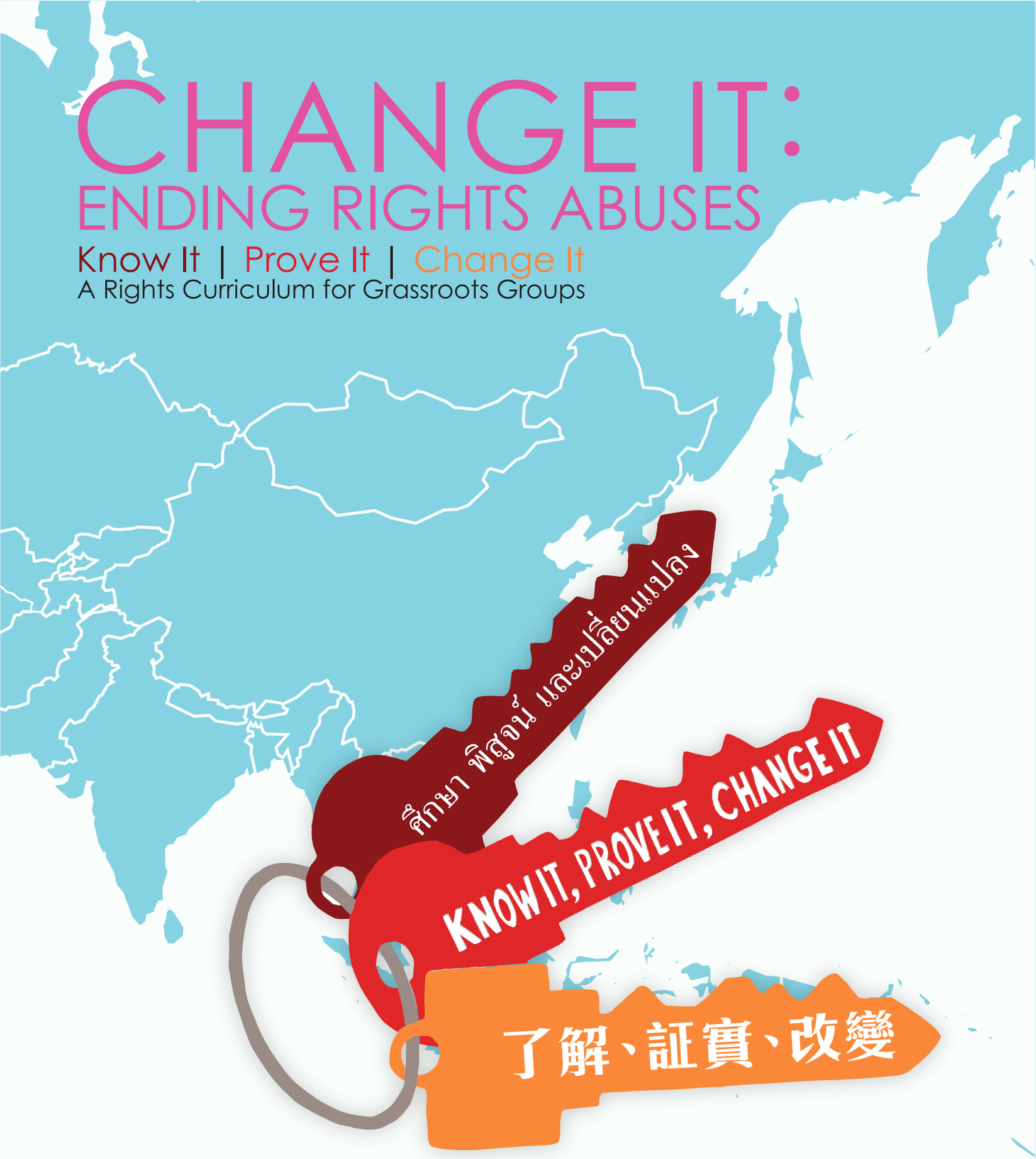
# CHANGE IT:
# ENDING RIGHTS ABUSES

## Know It | Prove It | Change It

A Rights Curriculum for Grassroots Groups




TTAG
THAI AIDS TREATMENT ACTION GROUP
มูลนิธิรณรงค์เพื่อการรักษาเอดส์

asia catalyst

Dongjen Centre for Human Rights Education

# MANUAL



# TRAINER'S SUPPLEMENT

# MANUAL

## *Glossary*

**Accountable** Answerable to an individual or organization.

**Advocacy** A set of tactics aimed at influencing power-holders to make changes to policies, laws and practices. Some advocacy tactics include pursuing litigation, appealing to higher standards such as ethics or international law, harnessing the power of the media, and mobilizing community power.

**Allies** People or organizations who share your goal.

**Campaign** A series of activities linked strategically together to accomplish a common purpose. An advocacy campaign takes place over a limited time period, such as six months or two years.

**Capacity** Ability to perform or produce; capability.

**Coalition** A group of people and organizations working together to conduct advocacy aimed at ending a specific problem.

**Community** A group of people with a common characteristic or common interests living together within a larger society.

**Empower** To equip or supply with an ability; enable.

**Lobbying** To attempt to influence or sway someone, such as a public official, to take a desired action.

**Network** Loose-knit groups, sometimes organized around one identity, such as the Asia-Pacific Network of People Living with HIV/AIDS (APN+). A network is usually formed for the purpose of sharing resources and information. Some networks do advocacy, and some do not.

**Objective** A measurable achievement; a step towards attaining a larger goal.

**Opponent** A person who disagrees with another or others.

**Solidarity** Feelings of unity, or actions to show unity, between people who share the same interests and goals.

**Stakeholder** Anyone who has a direct interest in the outcome of an activity.

**Strategy** A broad plan of action based on a theory about how best to influence people to achieve your goal. A strategy is based on an analysis of the conditions, the strengths and weaknesses of the people who need to be influenced, an organization's strengths and weaknesses, and the allies who can be mobilized to support the goal. A strategy is made up of several tactics.

**Tactic** One strategic action specifically aimed at influencing a person or institution to change their policies or practices. Tactics build on each other to create an advocacy campaign focused on a larger goal.

**Target** Stakeholders who have the greatest power to change public policy. Advocacy targets may be individual people or small groups of people, but not whole institutions.

**Values** A principle, standard, or quality in which someone believes strongly.

## About *Know It, Prove It, Change It: A Rights Curriculum for Grassroots Groups*

The *Know It, Prove It, Change It: A Rights Curriculum for Grassroots Groups* series is created specifically to help grassroots organizations in communities affected by HIV/AIDS to understand their basic rights, document rights abuses, and design and implement advocacy campaigns. The series has three parts:

- *Know It*: The Rights Framework discusses international legal rights law and how it applies to people living with HIV/AIDS and other marginalized communities.
- *Prove It*: Documenting Rights Abuses explains how to plan and conduct rights research.
- *Change It*: Ending Rights Abuses shows how to plan and conduct local, national, and international advocacy based on the research.

Each book includes a manual, which describes the steps to take. Each book also includes a trainer's supplement, which has the same information in the form of lesson plans, sample exercises, and templates to use in a training or workshop.

The *Know It, Prove It, Change It* series is created by three organizations with extensive experience in rights training. **Thai AIDS Treatment Action Group (TTAG)** from Bangkok, Thailand, works to achieve equal access to AIDS treatment for all and advocates on behalf of highly marginalized groups including people who use drugs and people in prison in Thailand. The mission of the **Korekata AIDS Law Center** in Beijing, China, is to defend the rights of people living with HIV/AIDS and to advance the development of Chinese law to protect the rights of people with AIDS. **Asia Catalyst** is a nongovernmental organization (NGO) based in New York, United States. It is a resource for grassroots NGOs in Asia, and offers long-term coaching and short-term technical assistance to new NGOs. All three organizations regularly offer training on rights documentation and advocacy, and conduct local and global advocacy.

In order to create a series of handbooks that would be useful in different contexts, we consulted several experts from the Asia-Pacific region. We also held focus group meetings in China and Thailand, with representatives from grassroots AIDS and harm reduction groups from both countries. After our final draft of each manual was complete, we held pilot workshops with members of Chinese and Thai NGOs to get additional input. Each book in the series is translated into Chinese and Thai.

Our goal is to use their real-life experience to make the manuals better. As you use them, we hope you will contact us with your own thoughts and suggestions. You can email us with your suggestions or questions at info@asiacatalyst.org.

## This volume: *Change It: Ending Rights Abuses*

Our organizations believe the best way to fight rights abuses is to:

1. Understand your basic rights
2. Do research to document how these rights are violated, and
3. Plan and conduct an advocacy campaign to end the rights abuses.

In this manual, we provide basic information and tools to help you with the third part of this process: advocating to end rights abuses in your community or country.

Simply having information about a rights violation is not enough to change policy. Your research is a tool to use in a campaign, which should include:

- Analyzing the context in which you work, including any potential risk to yourself and others
- Consulting with the affected community
- Focusing on achievable long-term and short-term goals
- Analyzing the people and institutions you need to influence, and identifying the best ways to influence them
- Mobilizing partners and resources, and
- Evaluating and adjusting the plan as you implement it.

Moving from documentation to advocacy is a critical step that requires significant planning.

Woven throughout this volume are quotations and real-life experiences from grassroots rights advocates in Asia and elsewhere. While we have a long way to go to ending HIV-related rights violations, we also have a rich history of brave activists who have gone before us — people who have paved the way to a better world with their vision, commitment and sacrifice.

We also include a list of references, including all the manuals and websites we consulted in creating this volume.

We would like to thank all the Thai and Chinese activists who shared their experiences for this manual, as well as Andrew Hunter, Chutchai “Dale” Kongmont , Dhayan Dirgantara, Sunil Pant, Nathan Geffen, Ann Fordham, Jessica Stern, Daniel Lee, Daniel Wolfe, Loon Gangte, Anya Sarang and Vitaly Zhumagaliev. We are grateful to the following donors for their support of the series: **Levi Strauss Foundation**, and **Open Society Foundations**.

This book is dedicated to all of those who stood up, when no one else would, to speak out on behalf of people whose rights were violated.

# *Chapter 1*
# *What is advocacy?*

"If I don't do it, who will?" — P.N., a drug user activist in Thailand

Every day, we experience, hear about or read of human rights violations related to HIV/AIDS. Often, the victims of these violations are from the most marginalized or even criminalized parts of society: transgender (TG) people, people who inject drugs (IDU), or migrant women, to name a few. Many of these incidents go unreported, due to shame, internalized stigma, fear of retaliation or a sense of hopelessness and a belief that "nothing will change."

It is true that the violation cannot be undone. Yet, because some people do find the courage to come forward with their experience and to work with others to bring the violation to light, they have been able to win justice, redress or compensation, and to prevent future abuses.

It's important to be both optimistic and realistic about rights advocacy. Seeking justice can take a great toll on the victim and her or his advocates. There is no guarantee that we will succeed. Yet the world has made progress on rights, and that progress has happened because survivors of terrible violations continue to bring their stories to light, and because others refuse to stand by and stay silent.

It is with this hope for a better future that we present this manual, to grassroots activists across the world, those who share our vision of ending rights abuses against people living with or highly vulnerable to HIV/AIDS.

The good news we can share is that there are "best practices" in rights advocacy, and lessons to learn from rights advocates in your country and in other countries.

The first steps in understanding advocacy are to:

- Define what we mean by advocacy
- Look at some sample advocacy campaigns
- Adapt lessons from the global movement

### *CASE STUDY: TIANJIN DARK BLUE*

Tianjin Dark Blue is a community-based organization that provides HIV prevention and care services for MSM in Tianjin, China. They also advocate rights issues that affect the community.

Ma Zhifa is a person living with HIV/AIDS. Because his HIV status, he has been fired by companies four times. He came to Tianjin Dark Blue in desperate need. Tianjin Dark Blue provided psychological support to Ma Zhifa and helped him gain confidence to face discrimination in society. In order to raise the public's awareness on the problem of employment discrimination faced by people living with HIV/AIDS, and address the problem in a policy level, Tianjin Dark Blue worked together with Ma Zhifa to advocate on this issue.

They developed two strategies: 1) use media to raise public awareness on this issue; 2) involve scholars, experts and government in the campaign.

Tianjin Dark Blue has a good relationship with reporters of the News Daily, a local newspaper. Because of its expertise on HIV/AIDS, the organization has become a resource for the reporters. Each year, on World AIDS Day, reporters call up Tianjin Dark Blue for an interview.

With Ma Zhifa's consent, the organization suggested to News Daily that they report on the issue of HIV-related employment discrimination on World AIDS Day in 2010. The organization successfully persuaded the News Daily to publish a series of reports on the issue over a period of ten days.

The newspaper first reported on Ma Zhifa's case to introduce the issue to the public, and then interviewed legal experts, people with HIV/AIDS and their family members, to analyze the issue from different perspectives. The newspaper also used interactive methods to get readers involved, such as polling them to ask "Are you willing to work with people with HIV/AIDS?"

Later on Ma Zhifa and Tianjin Dark Blue were interviewed by local and national television programs, and were able to discuss the issue with a wider audience.

Using this media attention, the organization reached out to Pu Cunxi, a famous actor in China. Pu is also a representative of the National People's Congress, and a national HIV/AIDS ambassador. They met with Pu Cunxi, and Pu publicly expressed support for Ma Zhifa, calling for the elimination of employment discrimination against people living with HIV/AIDS. Finally, the organization successfully persuaded Pu Cunxi to submit a proposal on eliminating employment discrimination against people living with HIV/AIDS to the National People's Congress.

Tianjin Dark Blue and Ma Zhifa also actively participated in a university conference regarding HIV/AIDS and health legislation. They talked to scholars and experts, and pushed them consider the issue of employment discrimination in their academic and legislative work.

The campaign has raised public awareness and knowledge of HIV/AIDS, and sparked a public discussion on whether people with HIV/AIDS have the right to work. More people are willing to work with people with HIV/AIDS, according to the result of a survey conducted by News Daily. This campaign also encouraged other organizations to tackle employment discrimination.

## DEFINING ADVOCACY

If you get ten AIDS advocates in a room, you will soon have ten different definitions of advocacy. In English, the term "advocacy" is defined as "public support for or recommendation of a particular cause or policy." It comes from the Latin verb, *advocare*: to summon or call to one's aid.

Of course, each of us working in the HIV/AIDS field do advocacy as part of our daily work, even if we don't always think of it as advocacy. Examples include:

- Helping a hospital patient get the treatment she needs
- Talking to a journalist about challenges and achievements in our work
- Urging the head of a network to take a public stand on an issue that matters to your group
- Persuading a government official to provide more funding to community-based organizations
- Advising a donor to work on an issue that has been generally ignored
- Issuing a public statement or signing an open letter about a major incident

Each of these is an example of an individual advocacy action, or tactic. In this manual, we focus on how to put tactics together to develop planned, coordinated and effective advocacy campaigns that focus on human rights.

Each organization defines advocacy differently. Your organization may want to come up with its own definition. Here are some definitions from other organizations working on HIV/AIDS and human rights:

"Advocacy is speaking the truth to demand change, to seek equality and justice for our communities."

— *Andrew Hunter, Asia Pacific Network of Sex Workers (APNSW)*

"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."

— *Asia Pacific Council of AIDS Service Organizations (APCASO)*

"First and foremost, advocacy is a strategy that is used around the world by NGOs, activists, and even policymakers themselves, to influence policies. Advocacy is about creation or reform of policies, but also about effective implementation and enforcement of policies."

— *CARE International*

Each of these organizations define advocacy a little differently. Here is our definition:

**Rights advocacy is a set of tactics aimed at influencing power-holders to make changes to policies, laws and practices. Some advocacy tactics include pursuing litigation, appealing to higher standards such as ethics or international law, harnessing the power of the media, and mobilizing community power.**

Let's explore some of the terms used in our definition. Their meanings are not always clear in English, and may not translate well into other languages.

***Changes to policies, laws and practices*** As we mentioned above, everyone working on HIV/AIDS in some area does advocacy. For some people, that advocacy may just be pressing local hospitals to get treatment for a community member, or meeting with multiple government agencies to get their approval to register an NGO.

This advocacy is important, but the kind of advocacy we describe in *Change It* is more ambitious. It aims to improve policies, laws, and the implementation of those policies and laws so that many people can be helped, not just one person or one NGO. Because this goal is larger, it's necessary to create a strategy using multiple tactics.

***Power-holders*** — When we created this definition, one of the things we discussed is: who are our "advocacy targets"? The answer to this question depends on the advocacy goal. Who are the people or institutions that have the power to end the problem?

In some cases, the people we want to influence are government officials, but sometimes they are officials at the UN, international donors such as the Global Fund, or large corporations. All of those people are "power-holders" because they have the power to affect the lives of many individuals.

***Campaign*** — An advocacy campaign is an advocacy strategy, using several tactics, that is planned for a limited time period. Some campaigns last a few months, while others take several years.

***Tactics*** — A tactic is one strategic action that is specifically aimed at influencing a person or institution to change their policies or practices. Tactics build on each other to create an advocacy campaign focused on a larger goal.

***Strategy*** — An advocacy strategy is the theory you have about how best to influence people to achieve your goal. You develop your strategy based on your analysis of the conditions, the strengths and weaknesses of the people you want to influence, your organization's strengths, and the allies you believe you can mobilize in support. Based on your theory about how best to influence the situation, you select a group of tactics that are your advocacy strategy.

## SOME SAMPLE ADVOCACY CAMPAIGNS

All of these terms are a little abstract, and they may not translate well into other languages. Let's look at some sample advocacy campaigns to see how these different elements work together in practice.

***The problem:*** Hospitals and health care clinics in many countries are testing patients for HIV and then finding excuses to refuse to treat those who test positive.

Here are three campaigns dealing with the same problem in three very different countries.

*EXAMPLE 1: A MEDIA CAMPAIGN*

***Power-holders:*** Hospital officials, health bureau officials in country A

***Political environment:*** The hospital officials are pragmatic and can be convinced by strong evidence that a problem exists. They are also very sensitive to critical media coverage. Media in country A is relatively free and willing to report on health-related issues.

***Organization's strengths:*** The advocacy group in this example has a lot of contacts in the community of people living with HIV/AIDS (PLWHA), and because they have read *Prove It: Ending Rights Abuses*, they know how to use interviews to gather testimony and prove that hospital discrimination is a problem. This group also includes some volunteers who are former journalists, who have good relationships with other journalists.

***Advocacy strategy:*** The strategy in this example is to use research and the power of the media, followed up by lobbying, to influence senior hospital and health officials.

***Advocacy tactics:***

1. *Research*: Conduct research and write a report documenting hospital discrimination
2. *Media*: Cultivate relationships with journalists. Identify a few people living with HIV who are willing to tell their story to reporters, and help the reporters to interview those people to tell their moving stories. Publish the report at a press conference attended by journalists and health officials.
3. *Lobbying*: Print copies of the news articles about the report after the press conference. Send copies to the health and hospital officials to thank them for coming to the event and request individual meetings with them. At the meetings, activists politely share specific and practical policy recommendations to address the problem.

*EXAMPLE 2: A COMMUNITY MOBILIZATION CAMPAIGN*

***Power-holders:*** Hospital officials, health bureau officials in country B

***Political environment:*** The hospital officials in city B are unwilling to admit that HIV/AIDS even exists in their city. However, country B is relatively democratic, and protests are generally tolerated by the police.

***Organization's strengths:*** The advocacy group in this example has a lot of contacts in the community of PLWHA. They are able to mobilize a large number of community members.

***Advocacy strategy:*** Use the power of the community and the media, followed up by lobbying, to influence senior hospital and health officials.

***Advocacy tactics:***

1. *Research*: Conduct research and write a short paper documenting hospital discrimination
2. *Community organizing*: Spend time meeting with PLWHA individually and in groups to hear their concerns and talk with them about the importance of joining together to do something about this issue. From individual meetings and small group discussions, build up to larger group meetings to plan actions that will create pressure on the hospital officials.
3. *Public action*: Hold a candlelight walk around the city park to peacefully and quietly commemorate PLWHA who have died due to lack of access to treatment. Speakers include family members of PLWHA who have experienced hospital discrimination.
4. *Public action — Hospital protest*: Train a small group of committed activists who do not mind being arrested to engage in peaceful protest. The group, which includes PLWHA and others who are not living with HIV, all wear t-shirts that read "HIV Positive." At a set time, they go into the hospital lobby, lie down and pretend to be dead. The group invites media to come with them to photograph the protest, and they arrange for a civil rights lawyer to join them at the protest to help negotiate with the police.
5. *Lobbying*: After the protesters are released from jail, request a meeting with the hospital officials. At the meetings, they politely share specific policy recommendations to address the problem.

*EXAMPLE 3: A CAMPAIGN USING EXPERTS*

***Power-holders:*** Health ministry officials in country X

***Political environment:*** Country X is politically very conservative. Protests are not tolerated — they can lead to long prison sentences. Media is not free to publish reports that are critical of government in country X. However, the UN and international donors are supportive of civil society and concerned about HIV/AIDS.

***Organization's strengths:*** The advocacy group in this example has developed a good relationship with some key sympathetic UN officials in country offices of UNAIDS, UNDP and UNFPA. They also have made contact with a few sympathetic people in international NGOs.

***Advocacy strategy:*** Use the power of international standards and multi-national agencies to persuade the government to address discrimination.

***Advocacy tactics:***

1. *Research*: Conduct research and write a short paper documenting hospital discrimination.
2. *Lobbying UN and NGO officials*: While writing the paper, meet often with the UN agencies and NGO directors to keep them posted on the report's progress, and persuade them to sponsor a workshop on the issue.
3. *Experts workshop*: Working with UNAIDS, hold a workshop on the research results where UN and NGO experts share information on international standards relating to the right to health and medical care, and the advocacy group shares their report. Invite government officials to attend and share their views. Also invite a few people living with HIV/AIDS (PLWHA) to attend and share their experiences of discrimination. Make specific policy recommendations.
4. *Lobbying*: With help from the UN agencies, arrange follow-up meetings with government officials who are likely to be supportive.

### *CASE STUDY: THAI DRUG USERS' NETWORK*

On International Human Rights Day in 2002, 50 drug users (primarily injecting drug users, many HIV-positive) organized in Bangkok to found the country's first network of people who use drugs. That historic meeting in December was a report-back on the findings and on how to move advocacy forward, ultimately leading to the birth of the Thai Drug Users' Network (TDN).

The network committed itself to "promote the basic human rights of people who use drugs, in order to be able to live equally and with dignity in society." For nearly 20 years, the government ignored a staggering 50% HIV prevalence among people who inject drugs and eschewed evidence-based approaches including methadone maintenance and distribution of clean injecting equipment. Instead the government used a "just say no" approach to drugs that relied on law enforcement rather than public health principles and strategies. Many Thai drug users also faced challenges in accessing treatment for HIV/AIDS.

Thai drug user advocates made the link between HIV and human rights, and conducted local, national, and international human rights advocacy to address violations against people who use drugs.

Because Thailand often hosts international visitors and international meetings, the Thai activists drew on international supporters to influence the government.

TDN contacted allies across the globe to help organize an "International Day of Solidarity against the Thai War on Drugs," where activists in at least a dozen countries from South Africa to Nepal brought the network's demands to their Thai embassies. They spoke out against human rights violations on Thai drug users to the media, attracting global attention.

TDN also raised the visibility of the government's failure to respect and protect the rights of people who use drugs at two major international conferences held in Thailand, the International Conference on the Reduction of Drug-Related Harm (2003) and the International AIDS Conference (2004), belying Thailand's claims of success in responding to HIV/AIDS and promoting "access for all."

In these three campaign examples, each campaign tackles the same goal — ending hospital discrimination against PLWHA. Because of the different political contexts and the advocacy groups' specific strengths, they each use a different strategy made up of different tactics. Their strategy is based on their specific political environment.

All three campaigns rely on research as a tool in their advocacy, so that their campaigns are based on evidence.

All three campaigns make specific policy recommendations. If an official commits to that specific policy change, it is easier to hold him or her accountable for that promise.

All three campaigns also involve lobbying officials: meeting face-to-face to discuss the recommendations. The advocacy campaigns are aimed at generating **political power** so that when advocates get into the same room and sit down with officials, officials feel some public pressure to address the issue. The use of several different tactics gives policy recommendations more power behind them.

Chapter 1

## ADAPT LESSONS FROM THE GLOBAL MOVEMENT

*Know It, Prove It, Change It* is based on the belief that international human rights standards apply to all states and all citizens equally, without regard for gender, ethnicity, age, or any of the other qualities that set us apart. Similarly, the human rights movements in individual countries are all part of a global human rights movement. We have often drawn on tactics used in other countries for inspiration. In this way, we have found new ideas, which we adapt for our own local contexts. For example:

- In the late 19th century, Indian lawyer Mahatma Gandhi traveled to South Africa before returning to India to start a non-violent movement that ended British colonialism.
- In the 1950s, American civil rights leaders traveled to India to learn from Gandhi before returning home and adapting his ideas and methods to fight for civil rights in the U.S.
- In the 1980s, South African anti-apartheid leaders traveled to the U.S. to learn from American civil rights leaders before they launched the national movement to overturn racist policies and laws in South Africa.
- Today, many international AIDS activists learn from the methods used by AIDS and anti-apartheid activists in South Africa.

Each of these leaders studied other countries carefully to learn lessons about what worked and what did not work before designing advocacy strategies that would work in their own unique cultures and political environments. Each of these leaders also used their travel to develop relationships of trust and friendship with activists in other countries, so that they could later mobilize international support, or solidarity, in support of their advocacy campaigns.

Moscow-based HIV advocate, Vitaly Zhumagaliev, describes how he has experienced this in Russia:

“Advocacy is a strange thing in Russia. There is no equivalent term in Russian.…One-on-one lobbying doesn't work. To get things moving, organizations and individuals involved in HIV/AIDS must join forces to strengthen their efforts. This is advocacy. But when there is no history of advocacy or culture in your own country to draw on, you have to look elsewhere for guidance.”

Of course, while activists draw on international standards and get creative inspiration from many places, for advocacy to be effective, it must use tactics that will work in the local language, the local culture and the local political environment.

Overall, we recommend that advocacy groups follow these steps in designing and implementing an advocacy campaign. We discuss them in chapters 2 and 3:

- Analyze the political environment
- Consult with your community
- Identify your group’s source of strength
- Analyze possible risk
- Set smart and achievable goals
- Analyze your target
- Evaluate and adjust the plan as you go along

Your advocacy plan may include several different tactics. We discuss these specific tactics in chapters 4 and 5:

- Lobbying and cultivation
- Working with international organizations, including the United Nations
- Mobilizing media
- Mobilizing the community
- Working with allies in a coalition

At the end, we include a list of terms used in this manual, and a list of books and websites that we have found useful in researching and learning to do advocacy.

# *Chapter 2*
# *Analyzing the environment*

Advocates begin by assessing the political environment before deciding on a strategy. Here are five things to analyze the environment:

- **Analyze the laws and policies**
- **Analyze the political environment**
- **Consult with your community**
- **Analyze possible risk**
- **Select your issue**

Groups can do advocacy without all this preparation — many people do! But analysis, discussion and research help a group to be strategic, to make good use of limited resources, and to take advantage of opportunities as they arise.

Advocates have the habit of constantly thinking about and discussing the political environment, not only before planning an advocacy campaign, but also during and after a campaign. Political environments are constantly changing, and advocates must change to adapt.

## ANALYZE THE LAWS AND POLICIES

The first book in this series, *Know It: The Rights Framework*, which can be downloaded in Chinese, English and Thai at http://asiacatalyst.org/nonprofit_survival_skills/, explains international rights standards and how to use them to analyze local problems. The second book, *Prove It*, explains how to gather evidence of rights abuses. These are essential first steps to preparing to do advocacy.

In addition, it is extremely important to know all the relevant laws and policies in the country, city or province. Many of these are available online. You can also consult these resources:

- Public interest lawyers
- Libraries or databases at legal aid organizations
- Publications and websites from local and national government agencies
- Websites of international agencies, such as UNAIDS or WHO
- Public libraries
- Law journals
- Model legislation on the website of AIDSLEX and the Canadian HIV/AIDS Legal Network
- Laws on HIV/AIDS published on Asia Catalyst's AIDS Law database at http://asiacatalyst.org/laws/
- Reports by international NGOs such as International Gay and Lesbian Legal rights Commission (IGLHRC), Harm Reduction International, or Asia Catalyst
- Reports on your country by international legal rights groups, such as Legal Rights Watch or Amnesty International (you may not be able to access these websites in some countries)
- UN websites that post government submissions for example to the Universal Periodic Review process (see http://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRMain.aspx),
- Country proposal submissions to the Global Fund to Fight HIV/AIDS, TB and Malaria
- If you have trouble accessing these resources online, you can also ask contacts at local or international NGOs to share them with you.

These laws and standards are essential advocacy tools, because they are commitments the government has made.

## ANALYZE THE POLITICAL ENVIRONMENT

While you are learning about your rights and documenting the problem, you can also begin to think about the political environment and identify some advocacy opportunities.

When a general tries to take control of a piece of terrain, she begins by assessing the landscape. She thinks about the ground, the water, the trees, and the hills, the strengths and weaknesses of her troops, and what opportunities or risks they present to her plans.

Like a peaceful general, an advocate constantly thinks about the political landscape, looking for opportunities to gain new ground. The question advocates ask themselves constantly is whether the political environment offers any signs that there is a real **opportunity** to influence this issue. Advocates are **opportunistic** — they constantly look for signs that there may be a special chance to raise their issue.

Where do you get this kind of information? How do you find out about opportunities?

First, read the local, national and international news each day. This will make you more informed about the political environment, which will lead to specific advocacy opportunities.

Second, while you do your research, cultivate people who are sources of information. Some people always seem to have information before everyone else does. Spend time with those people, over tea or coffee. Those cups of tea are an investment that will help you to learn about opportunities for advocacy.

Some other examples of things you can do to gather information about the political environment are:

- Check the website of the Ministry of Justice or the Ministry of the Interior to get the names of commissioners who oversee drug policy
- Meet with a national PLWHA or NGO AIDS network for names of organizations that promote harm reduction in your region and asking for email introductions to staff of those organizations
- Obtain a copy of the national policy on harm reduction, if there is one
- Contact a university professor to ask questions about how drug policies and laws are written and enforced.

Once you become better informed, here are questions that can help you to identify advocacy opportunities:

- What are the key political debates in your environment, and who represents each side?
- What is your political leadership's source of legitimacy?
- Which issues (or people) have sparked community conflict in the past?
- Which issues (or people) have succeeded in reaching across ethnic, social, economic class, or political boundaries?
- What major political issues have been in the news recently? What do they mean for your community? Are they positive developments, negative developments, or a bit of both?
- What major political events are coming up in the near future? How will they change the political environment?
- What kinds of public statements or promises have political leaders made recently? Are there any that apply to your work?
- Who else is working on your issue and what are they doing?

For example, here are some opportunities for an advocacy group working on harm reduction:

- **A high-level delegation from Australia** announces a plan to visit your country to meet with officials about their drugs policy
- A source informs you that **an international donor will begin funding work** on harm reduction in your country
- Senior officials establish **a working group to draft a five-year plan** to address drug control
- A newspaper publishes **a series of articles** about the 'war on drugs,' and many people read and talk about them

They also suggest specific opportunities to influence policy. For instance, an advocate who is running a campaign on harm reduction could do the following things:

- ***Reach out to the Australian delegation before their visit*** — Ask around through connections to see if someone could arrange for a meeting with one of the Australian delegates — or better still, find out if it's possible to brief them on the issue before their visit
- ***Request a meeting with the international donor*** when their program is still in the planning stage, to share some recommendations for areas where the donor should provide funding in order to promote better policies
- ***Make recommendations to the officials for their five-year plan*** — Submit a polite letter to the officials with specific recommendations to include harm reduction policies in their plan; better still, make it a joint letter with other HIV/AIDS and harm reduction NGOs
- ***Write a letter to the editor of the newspaper***, congratulating them on the series of articles and making policy recommendations on harm reduction.

### *CASE STUDY: A CHINESE CAMPAIGN AGAINST HIV/AIDS DISCRIMINATION*

By Yu Fangqiang

Two days before World AIDS Day in 2011, activists from Chinese civil rights group Justice for All mailed 12,621 photos of smiling people we had collected over the previous two months to several government agencies in China.

More than just a petition, this was the largest grassroots anti-AIDS-discrimination campaign in China. Our slogan was: "Collecting 10,000 smiles to fight discrimination against people living with HIV/AIDS."

For the "10,000 Smiles" campaign, Justice for All targeted the Chinese Human Resources Department and the Social Insurance Department, because those two departments implemented discriminatory policies.

Initial signs showed that our campaign was a great success. During World AIDS Day, Premier Wen Jiabao promised to work hard to eliminate discrimination against PLWHA, and called for every government department to discard discriminatory policies. Though he has said similar things in the past, his strong call for the State Council to reject discriminatory policies was a real first.

To read more about this campaign, please go to
http://asiacatalyst.org/blog/2012/10/commentary-10000-smiles-a-chinese-campaign-against-hivaids-discrimination.html.

## CONSULT WITH THE AFFECTED COMMUNITY

One of the most important early activities in the development of a campaign is to conduct community consultations. This is important to the planning process, but it's even more important as a basic rights principle, the right of everyone to participate in planning policies that affect their lives.

People living with or highly vulnerable to HIV/AIDS are often tokenized or further marginalized by organizations that claim to help them. They are often not involved in helping to design policies and programs that are intended to benefit them. Not only do policies and programs that fail to consult PLWHA often fail to meet their needs, these programs can also contribute to the further exclusion and marginalization of PLWHA. The same is true of LGBT people, sex workers, drug users, and ethnic minorities. This is one reason sex workers have a popular slogan, "Nothing about us without us!"

The involvement of the affected community in advocacy planning will vastly enrich an advocacy campaign. The community has a more nuanced understanding of their own real experience than outside "experts," and they have expertise that can help outsiders to make smarter and more effective policy recommendations. For marginalized populations, the process of involvement makes them owners of the campaign, and this can be an empowering experience.

One important discussion to have in your community consultation is, "Will a solution to this problem result in real improvement in people's lives?" This is the kind of question that can really only be answered in consultation with the community. Advocates may be very excited about, for instance, submitting a shadow report to a UN agency, but the community may not agree that this will result in any change in their lives.

Remember that our overarching goal is to end rights abuses related to HIV/AIDS. We must always keep our ultimate goal at the forefront of our minds and avoid getting caught up in other processes, such as meetings and conferences, that do not advance that goal. There is always a risk that these activities may take up a lot of time and resources without actually ending rights violations.

A good advocacy campaign puts directly-affected people at the center of the process. This is why consultation should be part of the beginning of the project and continue through implementation, all the way to evaluation, and, hopefully, celebration of the win!

### *CASE STUDY: PERFORMANCE ART IN CHINA*

During the "Two Meetings," an annual, high-level government conference in Beijing, Prof. Li Yinhe, a prominent scholar in China who supports LGBT rights, submitted a proposal to the National People's Congress on "Same Sex Marriage." In order to support Prof. Li's proposal, Wuhan Rainbow, a lesbian organization (made of university student volunteers) in central China, organized performance art in which they staged two gay marriages in the center of the city.

They organized the event in a busy street in Wuhan. Two couples, one lesbian couple and one gay couple, wearing wedding gowns and tuxedoes, and walked in the crowd towards a fountain that was 500 meters away. A band played wedding music. After the couples reached the fountain, they held their wedding ceremony. They recited love poems, exchanged rings, and took vows.

The wedding attracted a lot of attention and there was wide coverage on the internet. Although there was also a lot of interest from local newspapers, reports were censored and not published.

Key factors for the success of the event according to Iron, one of the activists involved:

- "Same Sex Marriage" is a very sensitive topic in China, but organizing a wedding in the public is interesting and helps people to think about the issue;
- The activists were able to get a permit in order to organize event in a public place and to negotiate with the security personnel;
- They prepared a press release and took pictures of the event. They provided this information to reporters/website editors, which made editors more willing to report on the event;
- The organizers realized that it was a good opportunity to conduct public education. So they prepared fliers about LGBT rights and talked to people on the street during the event;
- In order to protect the organizers, everyone involved used fake names during the event and in all the media reports.
- Activists conducted a risk assessment in preparation of the event, such as whether the venue was safe, what they would do if the police came, etc.

## ANALYZE POSSIBLE RISK

> *"South Korean Activists Arrested at ICAAP 2010"*
> *"International Activists Arrested at the Millennium Development Goals 6 Forum in Moscow"*
> *"HIV Activists Arrested in Zambia"*
> *"Four HIV-positive activists in China arrested for protesting inadequate healthcare and other services for people with HIV/AIDS in Henan"*

These and other headlines make the news on a regular basis as activists carry out their rights campaigns. All types of advocacy activities can carry the risk of arrest and other harm.

Each tactic should be evaluated from a risk reduction perspective first, and if there is a safer alternative, it should be considered. For instance, if you cannot have a street march, perhaps you can have an indoor party instead.

In the same way, it may be risky for people who inject illicit drugs to join a meeting with local police about a peer-run harm reduction center; it may be more important to protect their confidentiality than have them speak at the meeting. Instead, an NGO ally within the coalition could be appointed by the group of people who use drugs who are leading the advocacy, to attend the meeting and share the community's message. Inviting high-level government or UN allies to join the meeting could be helpful in raising visibility and providing protection.

As part of advocacy planning, we recommend having frank conversations with all relevant colleagues, volunteers, family members, and community members about the potential risks and ways to manage the risks.

Bear in mind that each person feels differently about risk — some people enjoy the adventure of taking risks, while other people will just disengage from advocacy if the risk is unacceptable to them. Everyone has the right to be fully informed and to decline to be involved if the risk is too great for them.

***Developing a risk management plan*** As part of the planning process, an advocacy organization should prepare for a worst-case scenario and think about how you would realistically handle it. Even if the worst-case scenario is not very likely, its impact could be significant if it did occur.

A security plan should include day-to-day policies and specific situation plans, including:

- Create an emergency plan for each staff and volunteer with cell phone numbers, a photocopy of the ID card or passport, and contacts (such as family or partners) to call in an emergency for each person;
- Make sure those emergency contacts also have the names and cell phone numbers of staff at your organization;
- Note the staff person's preferences in case something should happen to him or her, such as "please never publicize my case in the media" or "only call my parents after I have been missing for X hours";
- Some organizations role-play worst-case scenarios, so that if they occur, everyone will know how to react and can remain calm.

You may also want to develop an emergency plan, a set of actions to take if a staff person feels that she or he may be at extra risk. This could include:

- A check-in call every morning where the person at risk tells their security contact at the organization all the places they are planning to go that day
- A check-in call at an agreed-upon time every evening where the person at risk reports to the security that they are home or at the hotel safely
- An agreement about how long the security contact will wait after a missed phone call appointment to raise concerns with the rest of the organization
- Make sure both the person at risk and her security contact have key phone numbers on speed-dial on their cell phones (such as the numbers of key allies, board members, UN officials or supportive journalists)
- Establish code words to use in the calls if they are likely to be monitored. For instance, "The air quality is good today" means that the person at risk feels safe, and "the air is really bad" means the person at risk thinks the security situation is getting worse

In a worst-case scenario, make sure to take the following steps:

1. Gather as much information as possible about the emergency incident — who, what, where, when, why and how.
2. Make sure that everyone involved is safe. Make sure that anyone else who is vulnerable gets a warning to stay somewhere safe.
3. Rule out other possible explanations for what might have happened. For example, find out whether a person at risk of arrest did not make her security check-in calls at the right time because she forgot to charge her cell phone or fell asleep.
4. Control communications: ask everyone involved to keep quiet about the emergency until your organization has decided what to do about it.
5. Inform everyone on your organizational team (staff, volunteers and board members) about what happened and tell them what, if anything, to say to the media about it.
6. Keep any communications you have with the media short and simple. Decide on your talking points before taking any calls from journalists, and only say the things you have decided to say. Do not speculate, share rumors, or answer questions you are not prepared to answer.
7. Take steps to protect anyone in your other projects who may be vulnerable. Sometimes, this may mean canceling or postponing some activities.

### *CASE STUDY: HANDLING SPECIFIC THREATS*

A leader of a rights group has received warnings that he may be about to be detained. The organization carries out a risk assessment, analyzing risks and how to manage them. The organization decides to implement the following security measures: install an alarm in the office, fit iron bars to protect the office windows, purchase new cell phones for the members most at risk and issue a press release decrying the threats of detention.

Question: Did each measure contribute to reducing the specific risk?

Are these measures appropriate and sufficient to reduce the specific threat against the leader?

- What is the likelihood of the detention being carried out at the office when there are people around?
- The threatened leader will not always be in the office. What are the risks in other parts of the director's day?
- Although installing an alarm and putting bars on the windows is important, will it reduce the threat and vulnerabilities to the leader?
- What are the risks associated with cell phones?

Better responses would be: Reduce the leader's exposure while commuting from home to the office or at weekends, and set up regular times to check in by phone. These are the vulnerabilities that need to be addressed first as they are far more relevant to such a threat.

As UNAIDS notes, when freedom of speech and freedom of association are restricted, it is difficult for civil society to mobilize to respond to the HIV/AIDS epidemic. Throughout an advocacy campaign, it is essential to constantly monitor and analyze security and adapt the plan as necessary.

## SELECT THE CAMPAIGN GOAL

Once the political analysis has been done, it should be easier to identify the priority advocacy goal. Ideally, the goal:

- Ends violations of existing laws and standards
- Takes advantage of a political opportunity
- Is important to the community affected by the problem
- Has an acceptable level of risk

## RISKS OF USING CELL PHONES

Cell phones are the most common method for communication today. But many people do not realize that cell phones also present specific risks to activists.

Mobile service is operated through a mobile network operator. As it manages your communication, the network operator is also able to record certain types of messages you send, and information about your communication activities.

When your phone is switched on, the network knows your location. It is triangulated from the cell towers nearby that record your phone's signal. Your location might be accurate to as much as a few meters in a densely populated area, or to a few hundred meters in a rural area where there are fewer cell towers. If you make or receive a call or send or receive a text message, your location at that time is stored in network records.

Please keep in mind:

- If you are concerned about recording your location, in some countries, you may be able to avoid linking your identity to your phone number. Buy prepaid SIM cards and change them often, or buy a cheap, low-tech phone that you don't mind throwing out if necessary.
- To avoid having your location tracked, take your battery out of your phone during and when traveling to and from group meetings.
- Basic phones, without apps, may be more secure than a smartphone.
- If you must use a smartphone, for sensitive conversations, use an encrypted VOIP application instead of calling through the mobile network.
- Remember that text messages are not secure.
- Consider making calls from public phones. If you feel you may be personally monitored, consider asking someone else to make the call.

# *Chapter 3*
# *The strategic advocacy plan*

Once you have consulted with the community, analyzed the political opportunities, and thought through the possible risks, the next step is to create an advocacy campaign plan. This involves:

- **Setting achievable goals**
- **Analyzing the targets**
- **Identifying a source of strength**
- **Evaluating and adjusting the plan**

## SET ACHIEVABLE GOALS

Advocacy begins with the long-term goal a campaign aims to achieve. Some examples of long-term advocacy goals are:

- Establish a provincial hospital policy to end discrimination against people living with HIV/AIDS
- Change the policy on gender identification in the military
- Obtain Opiate Substitution Therapy (OST) for drug users in the local hospital

The long-term goal should be ambitious, but achievable within a few years or less. If it is too vague, it will be difficult to break it down into smaller steps and measuring progress. If it is too ambitious, everyone will be quickly discouraged.

The long-term goal is then broken down into medium-term objectives or "steps to take": ways that progress can be measured in six months or a year. For instance, if your goal is to make a pot of soup to feed a family, then there are steps you need to take to reach the goal. You need to find a recipe for soup, you need to buy ingredients, chop them up, cook them, get bowls and spoons, and serve the soup.

In English, activists use the "SMART" method to talk about objectives. "SMART" in English stands for:

***Specific:*** be specific in stating what you will do

***Measurable:*** be able to measure what you will do (through monitoring and evaluation)

***Achievable:*** is your objective appropriate to address the issue or problem at hand? Is it doable?

***Realistic:*** are your organization's capacity and resources able to carry the campaign forward?

***Time-bound:*** By when will you achieve each objective? Is the timeframe realistic?

For example:

*Not very SMART* objective:

- To get government officials to pay more attention to legal rights of transgender people.

*SMART* objective:

- To educate 3 transgender groups in Chiang Mai to know their legal rights and report rights violations to the police.
    - o STEP TO TAKE: 2 workshops with 30 transgender people and 8 law enforcement officials over the course of 12 months
    - o STEP TO TAKE: Follow-up conversations with workshop participants and coaching support as they begin to report legal rights violations

There must be a logical "cause-and-effect" relationship between each step and each objective, and it should seem clear and logical, even to people who don't know as much about the issue as you do.

In rights advocacy as with anything, some activists take the "glass half empty" (pessimistic), while others take the "glass half full" (optimistic) approach. Being realistic and clear-eyed in evaluating progress requires a deep understanding of the realities of your political, social, cultural, religious and economic environment. It also requires smart objectives that can be used to measure progress.

For instance, if the goal is to end hospital discrimination, steps along the way could be:

- GOAL: End discrimination by hospitals against people living with HIV/AIDS
    - OBJECTIVE: Pass a national law banning discrimination on the basis of health status
        - STEP TO TAKE: Work with our national network to gather evidence of hospital discrimination around the country and publish a report
        - STEP TO TAKE: Create a working group of legal experts, medical experts and PLWHA to create a set of recommendations for national legislators
        - STEP TO TAKE: The working group drafts a proposal and holds a meeting with key legislators to share the recommendations with them
        - STEP TO TAKE: Cultivate relationships with 10 legislators who are sympathetic to the idea of reforming the law on health-related discrimination, and give them information that can help them to make the case for law reform

Another way to think this through is to create a grid that includes the advocacy goal, objectives, steps to take, resources required, persons or organizations responsible for each activity, a deadline for each activity, and the expected outcome and indicators for each activity.

**ANALYZE THE TARGETS**

Advocacy targets are power-holders. They are the people who have the power to end rights abuses. In order to successfully pressure them to change policies and practices, you must identify your targets and learn their strengths and weaknesses.

It's similar to the way a sports team prepares for a big match by watching videos of their opponents playing the game. The team learns about their opponents, how they move, what they do well, and their weaknesses in offense and defense. Rights advocates think the same way about our advocacy targets, and prepare in a similar way.

Identifying the advocacy target should be straightforward if you have clearly identified the problem and advocacy goal. For instance, if the issue an organization wants to address is to ensure that comprehensive harm reduction is part of a national HIV prevention approach for people who use drugs, their first step is to determine whether the problem is:

- An absence of a national harm reduction policy,
- An existing harm reduction policy is inadequate or problematic, or
- An existing policy is being improperly implemented or enforced.

If the problem is that there is no national harm reduction policy or that the policy is problematic, then the campaign may focus on trying to influence people who are responsible for law and policy reform, and lawmakers are the advocacy targets.

If there is a policy that is not being properly implemented, then law enforcement agencies are the targets.

Here are some examples:

- Advocacy goal: To ensure migrant workers are covered under the national healthcare program
    - Objective: Help migrants access HIV/AIDS prevention, treatment and care at the district hospital
        - Targets: Director of the district hospital, officials at the Ministry of Health

- Advocacy goal: Ensure that methadone is accessible for people using drugs at a city hospital
    - Targets: The hospital director, head of the methadone center, health bureau officials

Once you have identified your targets, do research through your contacts and allies at other organizations to gather information about your targets and learn what will influence them. It may be useful to also map how information comes to those power-holders, and where it comes from.

Some questions to answer are:

- Is the target supportive, opposed or neutral to our goal?
- What is the target's background? Where else has she or he worked before? How might that influence his or her views?
- What goals does the target have? Does she or he want to get promoted, and if so, what things will he or she need to do to be seen as successful by his or her superiors?
- What does the target believe in? Is he pragmatic, passionate about politics, or a member of a religious group? What are his or her values?
- Does the target have a spouse or family, or any other outside interests? How might those influence his or her opinions?
- Who influences the target's opinions, and how can you reach those influential people? In one campaign, Cambodian sex workers successfully influenced national leaders by first influencing their wives. They trained allies who were hair stylists to lobby elite wives while doing their hair every week.

Each target has his or her own strengths, weaknesses, opportunities and threats. If you want to influence a person, you need to know as much as possible about who that person is.

Chapter 3

## IDENTIFY YOUR SOURCE OF STRENGTH

Before starting on a campaign, a general has to know the abilities of his soldiers, and the quality and quantity of weapons and ammunitions he can use. Rights advocates are peaceful, so we have to draw on other sources of strength in order to plan our advocacy.

As explained in the first chapter, advocacy tactics can include **pursuing litigation, appealing to higher standards such as ethics or international law, harnessing the power of the media, and mobilizing community power**.

Not every advocate will use all of those tactics. Here are some things to think about in identifying your organization's strengths and sources of power:

*Litigation* — In thinking about litigation as a possible tactic, ask:

- Does your organization have background in law or good resources to learn about the law?
- Are there lawyers involved in your work who are willing to help?
- Do you have contacts with legal experts who can advise the best strategy?

If the answer to all these questions is no, then your advocacy plan should include a lot of time for you and your colleagues to educate yourselves on the law and build up connections with public interest lawyers.

Or, you can reach out to another organization that does have legal expertise, and ask them to join you in the advocacy campaign.

***Appealing to higher standards such as ethics or international law*** — Some people in power may be pragmatic and respond well to science and logical arguments. Others may be deeply religious and may be influenced by appeals to traditional religious values. Still others may be very concerned about the views of the international community, or influenced by reminders about their obligations to upholding international laws and standards.

Your target analysis can help you to identify the standards that will influence those targets. A health official trained in scientific research may not be interested in an argument based on legal principles.

In order to use the appropriate standards effectively in advocacy, it is important to have some deep background and knowledge of them. While it is not necessary to share someone's religious values to argue persuasively to them, misquoting religious texts can undermine your efforts.

Questions to ask yourself in developing your strategy are:

- Do you have knowledge about a higher standard that could persuade your target?
- If not, do you know someone who has that knowledge?

If the answer is no, you should build time into your advocacy plan to reach out to another group that does have the necessary knowledge, and ask them to work with you on the campaign.

***Harnessing the power of the media*** — The media is one of our most powerful advocacy tools. International advocates call a media-focused strategy "naming and shaming," because the strategy involves naming the responsible person or agency to the media, and using public attention to "shame" that person or agency into changing their behavior.

This strategy can be powerful in a situation where the media reports news freely, and where the person or agency involved is capable of feeling ashamed. In other places, a "name-and-shame" strategy can lead to pressure or retaliation against the advocates.

If you want to use the power of the media, ask:

- Does your organization have current or former journalists who know how to talk to other journalists effectively?
- Are there good writers or photographers in your organization who can help to get the message out in a powerful way?
- Do you know a lot of journalists who would be interested in reporting on your work?
- Does your group have any good writers who can write a good press release?
- Can the media report freely on your issue in your country?
- Is it safe to work with the media?

If the answer to these questions is no, then include time in the advocacy plan to make connections in the media, or build relationships with a group that is good at media work. Or, select another tactic.

***Mobilizing community power*** — Mobilizing community power is an important part of designing an advocacy campaign, as well as ensuring that it is based in the real needs of the affected people. When speaking to power holders or the media, activists are more likely to be taken seriously when they are part of a larger group of directly-affected people.

To mobilize community power, ask:

- Does your organization have a large base of members who are from the affected community?
- Are those members actively involved in the organization — either showing up at meetings, chatting online, or as leaders of the organization?
- Is that community willing and able to demonstrate their support, either by showing up together at an event or protest, by signing onto a letter, or by joining online activities that show their numbers and unity?
- Does your organization frequently consult with the community and get their input before you represent them at a public event (such as a conference), and do you always report back to them afterwards about what happened at that event?
- Are there leaders from the community involved in the leadership of my organization, and do they regularly represent your organization to the public?
- Is there any risk involved in mobilizing your community? Are you and your colleagues and community members all comfortable with taking that risk?

If the answer to these questions is no, then your advocacy plan should include time spent slowly and methodically building up your community's involvement and support, as well as analyzing and managing risk. You can also reach out to other groups or networks that have community support, and find a way to work together on advocacy.

Each of these sources of strength can help you to win your advocacy campaign, but you need to be objective in analyzing your advocacy group's strengths and weaknesses before you commit your group to an advocacy campaign.

The supplement includes another exercise some groups do, which in English is called a SWOT analysis (SWOT in English stands for strengths, weaknesses, opportunities and threats). This can also help to clarify your strengths and weaknesses.

**EVALUATE AND ADJUST THE PLAN**

Many advocates overlook monitoring and evaluation (M+E) because of the urgent demands of their daily rights work or a lack of knowledge about relevant M+E methodology. Yet, building in a monitoring and evaluation plan does not have to take a lot of time. In the long run, it will avoid wasting limited resources on activities that do not have an impact. In addition, it is heartening to the affected community, and to donors, when advocates can demonstrate (and celebrate!) real achievements.

As discussed above, the strategic advocacy plan should have a clear aim and objectives that are easily measured. The evaluation is built into the plan from the beginning. It includes the following steps:

1. *Create the strategic plan:* define the advocacy goal, objectives, and steps to take.

2. For each step and objective, *set clear indicators* to assess whether or not the plan is working. These could be "At least three officials make positive statements," or "Two articles on our campaign in local newspapers."

3. *Collect information about those indicators*, such as news articles or evaluation forms.

4. *Analyze the information* and ask these questions:

    a. Did we meet our goals?
    b. If we did not meet our goals, is it because the goal was unrealistic, we did the action incorrectly, or did something happen that was beyond our control?
    c. What can we learn from this experience? Should we change the goals to make them more realistic, or change our actions?

5. *Act on the information:* Make changes to your strategic plan based on your evaluation.

We recommend that organizations review the advocacy plan regularly, at least every three months, to evaluate progress. This is called a "process evaluation," because it is done during the process in order to adjust the strategic advocacy plan as needed.

If you did meet your goals, celebrate! Throw a party, congratulate partners or issue a news alert to everyone who supported the advocacy campaign.

At the end of the advocacy campaign, we recommend doing an "outcomes evaluation" to assess the effectiveness of the campaign and to demonstrate change. You can review the indicators and also ask:

- What did we learn about our tactics? How can we be more effective next time?
- Was the result of our advocacy different from the intended result?
- Were there any unintended results? Were these results positive or negative?
- How can we share the results of our evaluation with our community, donors, allies and the public?
- Did the campaign utilize its resources well? Could the campaign have achieved its goal more quickly, efficiently, with fewer negative consequences?

Of course, the people whose rights have been violated should be part of this evaluation. They can help to describe how well the campaign was implemented from their perspective.

Also, consider whether to make some or all of the evaluation results available to others outside the campaign, so that others can learn from the experience.

# *Chapter 4*
# *Tactics: Lobbying and cultivation*

A core part of any advocacy campaign is changing people's minds: turning people who are opponents into people who are neutral, turning people who are neutral into allies, and turning allies into advocates. This chapter discusses lobbying individuals, and then looks at some of the international institutions that HIV/AIDS activists regularly lobby and cultivate.

- **Lobbying and cultivating individuals**
- **Working with the Global Fund to Fight AIDS, TB and Malaria**
- **Working with bilateral human rights dialogues**
- **Working with international human rights groups**
- **Working with the United Nations**

Because the United Nations is the most important venue for international rights advocacy, this chapter discusses it in some detail. Please also refer to *Know it: The Rights Framework* for additional information on the United Nations human rights treaties and mechanisms.

## LOBBYING AND CULTIVATING INDIVIDUALS

To persuade someone who is a power-holder to change policy, it is important to have other power-holders who are their peers become advocates for your cause. Peers listen to peers.

To this, advocates lobby power-holders who may be sympathetic, establishing a friendly and non-threatening relationship, and persuading a power-holder to join in advocating for policy changes.

We recommend beginning with the following:

1. **Create a short list of five people** who can influence the main advocacy target, such as legislators, government officials, international donors, academics, religious leaders or businesspeople.

2. With your organization or coalition, **think about ways to establish contact** with each of those five people. According to the social media site Facebook, everyone on the planet is connected to each other through four or five other people — so if you spend enough time thinking about it, you can probably find a personal connection to almost anyone.

    a. Does someone in your group know the person? Are they willing to make an introduction?
    b. Does a friendly advisor or donor move in the same social environment as the person?
    c. Can you approach the person at a conference or meeting?
    d. Who is the best person in your group or coalition to make the first contact?

3. **Do some background research** on each of the five people to learn about their interests and history. What kind of approach will be appealing to this person? What are his or her interests and needs?

4. **Create an "elevator pitch"** — a three-minute summary of why the issue you are working on is important that you can say in the time it takes for an elevator ride. People are busy and have many demands on their time, so you really need to be able to do this quickly and easily while seeming relaxed. It's not easy! Practice your pitch with your colleagues and ask them for feedback.

Remember, fortunately, that the goal is only to interest the person enough that she or he agrees to meet again.

5. **Prepare a one-page document** summarizing why there is a need for your campaign, who is involved in it (such as members of your coalition), and the advocacy goals and objectives.

When you meet with the person, it's critical to keep things friendly. This is the first conversation with someone with whom you hope to establish a long-term partnership. Try to find some shared experiences and listen for clues of potential areas where you can establish rapport.

If the person seems interested in what you share about your work, then give him or her the one-page campaign document and ask for specific help. Some examples are:

- Does our goal seem realistic to you?
- Do you have any advice?
- Are there other people you think I should talk to about this?
- If you plan to hold a meeting on this issue in the future, could you please consider inviting me?

If she or he does not seem interested, it is possible more cultivation work could develop the relationship. Ask if you can get together to update her or him when you have more information, for example when:

- You know something about the story behind a major story in the news, or you have learned something that gives you special knowledge or insight
- You have just returned from a major conference, workshop or field trip and have good information or stories to tell
- You have published a press release or new report that you can share
- You have started a new project, or are thinking about a new project and would like the person's advice
- You have a specific, small task that you can ask them to do (such as introducing you to another person, or raising your points in a meeting)

The goal in cultivation is to:

- Show that you are a resource, a source of valuable insights and information — a useful person to know
- Show that while you are always true to your beliefs, you can also understand the specific pressures and demands on the person you are cultivating — or if you do not understand them yet, that you are open-minded and willing to learn about their needs
- Find out if the person is willing to meet and talk again

Afterwards, if the meeting went well, send a polite, short email to thank the person for their time. Then make a note in your calendar of when you should follow up. It is important to be systematic and **to follow up with each of your five people on a regular basis, at least every few months.**

In lobbying and cultivation, information is currency. As someone working in depth on a specific issue and with a specific community, you know a lot about the issues and people involved that your contact probably does not know. If the person you are cultivating is about to go to a place where you have contacts, you can offer to give them some background or make some introductions. If they are working on an issue where you have expertise, offer to share some reports or introductions.

If you become a resource for the person, they will begin to rely on you, and your influence will grow.

If you sense an advocacy opportunity, move quickly. For instance, if you are trying to influence the World Bank, and the person you are cultivating is about to meet with the head of the World Bank, ask if you can share a few talking points to raise in the meeting. If he agrees, send those talking points within twenty-four hours. Then, follow up after the meeting to find out how it went.

Once you get to know the person better, you can begin to find more concrete ways to work together. You can approach him with a specific proposal — for instance, a draft submission to the government that you need him to sponsor, or a conference you want him to speak at. If he agrees to do something, don't be shy about following up, repeatedly if necessary.

If your contact is not interested, do not pressure or nag them. Remember that people in power are lobbied by many NGOs, and they talk to each other all the time. Your good reputation is important. Your uninterested contact may come back later, when she hears good things about you from other people in the field. She may not. Meanwhile, your group can focus on cultivating new people and expanding your circle of influence.

The rest of this chapter discusses how to use some of these skills in working with international organizations.

**WORKING WITH DONORS: THE GLOBAL FUND TO FIGHT HIV/AIDS, TB AND MALARIA**

The Global Fund is the major international funder of the response to HIV/AIDS, tuberculosis and malaria. It funds mostly through Country Coordinating Mechanisms (CCMs), which are made up of representatives of government, private sector, people affected by the three diseases, and civil society. To avoid tokenism, the representatives from civil society and affected communities are required to be selected through open elections. Many domestic advocates focus their advocacy on the CCMs.

However, there are other ways to interact with and influence the Global Fund. The Global Fund has delegations that vote as members of the Board of Directors, and who set the Fund's policies in many areas. These include delegations that represent NGOs from developed and developing countries. Rights advocates can, and should, lobby those delegations, and make sure that the delegations really represent NGO issues. You can find out who they are from the Global Fund's website at www.theglobalfund.org .

In addition, the Global Fund Secretariat in Geneva has a number of experts on staff in charge of regional and thematic issues, including experts on human rights, civil society and gender. Fund portfolio managers are responsible for working with CCMs of each country on their grants and programs. Rights advocates can reach out to those people to share research and news. Again, information is currency. In this outreach, it is important to follow the principles outlined above, and to be polite and clear in all communications.

The Global Fund is unlike some other international aid agencies. First, it was created largely by activists, who worked together internationally to lobby for its creation. Second, its mission includes commitments to transparency and accountability. Third, it frequently consults with affected communities. This makes the institution more open than many to communication and recommendations from the public.

For these reasons, even when advocates are frustrated with their country's CCM, or who have concerns about how the Global Fund operates, it is worthwhile to take the time to learn about the institution and to cultivate Global Fund officials.

***CASE STUDY: DONOR ADVOCACY***

Some international donors, such as the Open Society Foundations (OSF), support health and human rights advocacy, and do it themselves. Daniel Wolfe of OSF describes his approach:

"Activists take risks in speaking out on controversial issues like drug users rights or police violence. International NGOs can help by making local voices louder. There are many ways to do this. In my program, we try a range of approaches — putting blogs up on our organization's website when a grantee releases a report or wins an advocacy victory, sponsoring sessions at an international conference that give the local NGOs a bigger audience, putting together reps from five or six countries and convening key UN officials to listen (we hope) with greater attention because we and other human rights advocates are also there bearing witness.

"Sometimes a briefing may be private, at the request of either a UN official or an activist; sometimes we may OK an in-everybody's-face approach like storming the stage and holding up signs that say 'treatment not torture' in front of the international harm reduction conference in Thailand. It can't always work, but if possible, even though I'm a donor in a suit-jacket, I try to join in those direct actions, too. Sometimes, grantees have been shocked — you, a donor, are chanting and holding a sign? I quote the definition a good friend told me once: activism is taking a risk and inviting other people to join you. You invited people — here I am."

**WORKING WITH BILATERAL HUMAN RIGHTS DIALOGUES**

Another group of people who engage in rights advocacy are staff at embassies based in national capitals. Many governments, including the U.S., European countries, and Japan have individuals on staff in their embassies who are responsible for monitoring human rights developments, reporting on them to their diplomats, and gathering information on cases of individuals who have been detained for exercising their rights to freedom of expression and freedom of association. Those staff people are often involved in developing the agenda for diplomats to raise in official meetings with government leaders, and they also need new information.

Some countries have bilateral rights dialogues with other countries, where they raise rights issues and make recommendations to one another. These dialogues take place periodically, sometimes once a year, and to some degree they are repetitive and staged. However, they are also a way to ensure that countries hear about rights concerns from their peers in other countries, and can be a source of pressure for change. In addition, these rights dialogues also sometimes result in other kinds of formal exchanges, such as "rule of law" or other meetings that bring together both countries' academics, lawyers, or NGOs.

Obviously, **it is politically sensitive to share political information with the government of another country.** Rights advocates should engage in careful assessment of the potential risks. Rather than directly contacting embassy personnel, it might be worthwhile to contact an international ally, such as an international rights organization, so that they can raise your concerns.

## WORKING WITH INTERNATIONAL HUMAN RIGHTS GROUPS

In the past twenty years, international human rights organizations have grown, and have become increasingly powerful both as sources of information and as advisers to policy-makers. If you can persuade one of these groups to work on an issue on which you are advocating, they can be powerful allies. There are advantages and disadvantages to consider here, as with every advocacy tactic.

Some leading international rights organizations that monitor HIV/AIDS and human rights are Human Rights Watch (HRW), Amnesty International (AI), and the International Gay and Lesbian Human Rights Commission (IGLHRC). In addition, university human rights centers that conduct research sometimes also do advocacy, and there are many human rights groups that focus on specific countries.

Each of these organizations has its own approach. But all of them need partnerships with grassroots rights advocates, who can provide up-to-date, reliable information. (Information is currency.) International groups use this information to publish press releases, reports, and to inform policy makers. Grassroots rights groups can share urgent alerts with these organizations, lobby them to raise specific issues, and help them to arrange interviews for reports. In some cases, international rights groups have helped to get activists at risk of arrest to safety.

International rights groups have access to senior government officials, international donors and UN officials, and can help raise local rights issues at the highest levels. They can also help a local group to learn about opportunities for funding, public speaking, scholarships, and can recommend them for international meetings. Many are consulted by donors for advice about whether or not to fund local groups. If an international rights organization admires your work, they may even give you a major award that can raise the visibility of your organization.

However, this friendship — and rights awards — have potential risks. In some countries, international rights groups are deeply disliked by the government, and sharing information with them can lead to harassment or detention of your group.

Also, small groups partnering with much larger ones sometimes feel like the weak member of the partnership. Because organizations like HRW or AI are large organizations with complicated policies and bureaucracies, it can be difficult (sometimes, impossible) for their staff to get permission to sign onto an open letter or issue a joint press release, even when they want to.

Staff may be under pressure to produce research on new topics all the time. They may seem very interested in your issue for a short while, and then be forced to drop that issue and move onto something else. A larger group may work with you on research, and then issue public statements or make policy recommendations with which your group disagrees.

Finally, an international human rights award may help your organization to become more visible and well-respected. However, some activists in restrictive countries have experienced retaliation after receiving a human rights award. The award may also help the international rights organization that gives the award to raise money from individual donations. Some international groups do not actually share that money with the local group who received the award. An experienced and responsible organization will frankly discuss all the risks, opportunities and expectations with the local group before giving the award.

International rights groups do very important work to draw attention to rights violations and push for change. They have helped to put human rights violations on the international agenda, and they are powerful advocates for change. Whether they are the right partner for your grassroots group, and what ground rules you want to set for the relationship, are good questions to discuss before you begin to work together.

## WORKING WITH THE UNITED NATIONS

During the worst government-sponsored crackdown on drugs in Thailand's history, then-Prime Minister Thaksin Shinawatra vigorously rebutted attacks on his anti-drug tactics. Rights advocates, including people who use drugs and international rights organizations, called him to task for tens of thousands of cases of arbitrary arrest, forced drug treatment, and worse. "The UN is not my father," he famously roared, when asked to respond to reports in the Thai newspaper *The Nation* that a "special UN envoy would be dispatched to Thailand to investigate the fast-rising death toll in the war on drugs."

This illustrates the challenges and the advantages of working through the UN. On the one hand, the Prime Minister's comments revealed that he felt he was strong enough to ignore international criticism. On the other hand, some Thai activists saw the incident as a positive outcome of their advocacy, as it demonstrated that the leader had to respond to external opinions.

Sometimes, we are unable to get our governments to pay adequate attention to important rights issues. Perhaps the government is intentionally ignoring our issue, or our efforts lack the force to raise it to a national priority. When this happens, some advocates look beyond their borders for support, drawing on higher international standards.

This approach has advantages. Advocates working on HIV among marginalized populations are often themselves marginalized in their home countries and may have few domestic allies. Identifying new, regional or international-level partners and understanding the additional mechanisms that exist to raise awareness and attention to your rights issue can be empowering, while also adding weight to your campaign efforts.

However, working with the UN can have drawbacks as well. In some very conservative countries, submitting shadow reports or complaints to the UN can cause the government to feel embarrassed and to retaliate harshly against advocates. It is also possible to spend a great deal of time in UN meetings and consultations without resulting in any measurable change for the community.

Navigating the UN system almost always requires fluency in English. The United Nations has six official languages: Arabic, Chinese, English, French, Russian and Spanish. All UN official UN documents should be translated into all six languages in order to be considered officially published. However, often, the UN only translates materials into languages based on demand. If no NGOs demand translations into Arabic or Chinese, the UN is unlikely to spend the money on translation into those languages. NGOs can and should request translation into UN languages whenever they need the translation to do their work.

Whether or not you choose to use the UN system, it's a good idea to become familiar with it so that you can choose when to go to the UN and when not to engage. This section discusses some of the different agencies you may interact with at the United Nations, including international legal rights mechanisms, and provides information on how and whether to consider utilizing these strategies.

Rights advocacy depends on the energy, creativity and bravery of its promoters; as grassroots rights advocates, we need to consider every option when designing a plan to end rights abuses in our community. Though it is not perfect, as the Preamble to the Charter of the United Nations says, the UN can help to "Reaffirm faith in fundamental legal rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained."

***UN Country Offices*** Most domestic advocates, if they interact with the UN at all, do it through the offices of UNAIDS, UNICEF, or other UN offices located in their country. These offices are usually located in the national capital, and they tend to work closely with relevant government agencies, because national governments are UN members.

HIV/AIDS and rights advocates sometimes grumble about the UN country offices, which rarely speak out publicly about politically sensitive human rights issues. We agree that UN country offices have a mandate to uphold international rights standards.

However, it may help to understand that UN country offices work under multiple pressures. They need to coordinate work across a range of issues, with demands from civil society and the government. Also, they also must coordinate with other UN branches and regional offices, and the UN headquarters in Geneva. In Asia, UN offices are primarily located in Bangkok, Thailand. Each of these individuals and agencies send the country offices of the UN their demands for information, advice, program deliverables, accounting, and more.

Country coordinators are senior officials at the UN, so they are often ambitious people who have some institutional power. However, coordinators are usually new to the countries where they work, and they rely heavily on local staff and friendly government officials for advice.

Often, the coordinators leave after a few years for another UN position, which they may hope will be a promotion in the UN system. As a result, there is a lot of pressure on UN country offices, and very little incentive for them to speak out about sensitive human rights issues. UN country coordinators who speak too frankly and critically about the country's record on human rights may stop getting their phone calls returned by government officials, and find it hard to get any work done at all.

That said, it is worthwhile to develop collaborative relationships with the country coordinator if you can, and with the staff who will brief the country coordinator. You can keep them informed about rights issues and violations as they happen. If you represent an organization working regionally or in a national network, you can also develop relationships with regional UN offices. If the country office of a UN agency is reluctant to talk with you about human rights, hearing good things about you from the regional office can help change their minds.

Here are some things that UN country offices can help with:

- Share information on UN standards and best practices from other countries
- Insight into the government's thinking about key HIV/AIDS and human rights issues; advance knowledge about advocacy opportunities
- Convene a meeting with your group, other UN agencies and government officials on the rights issue you work on
- Introduce you to and connect you with key people at other UN agencies
- Help you access national, regional or global consultations where you can raise issues
- Raise your talking points with government officials
- Endorse your report by posting it online and circulating it to government and other UN agencies
- Intercede in emergency cases by making calls to the government about detained HIV/AIDS activists or police harassment of clinics and offices

In Thailand, activist groups have made good use of the Regional Technical Support Fund ( http://www.unaidsrstesa.org/home ), or TSF. This UN fund provides money to bring in technical experts to help develop a project, as these costs are usually beyond the capacity of a grassroots group. Thai AIDS Treatment Action Group (TTAG) was able to raise funds to bring in an HIV/HCV co-infection expert to help TTAG to develop a training manual through this fund.

***Working With United Nations Office of the High Commissioner for Human Rights*** The United Nations has an agency, the Office of the High Commissioner for Human Rights (OHCHR), whose focus is exclusively on human rights.

There are advantages and disadvantages to working through the OHCHR. The advantages include educating UN officials about your issue, raising media attention to the issue you are bringing to the UN, gaining new allies locally and internationally in the process of engaging with the UN, and mobilizing UN officials in your country who can become more sympathetic and supportive of your efforts.

However, there are also disadvantages. In politically conservative countries, filing a complaint with the UN OHCHR is a high-risk activity that may lead to imprisonment and shutdown of an NGO.

The OHCHR is essential for upholding international rights standards. The rest of this chapter discusses how this office works. You can also see more information about human rights standards and mechanisms in the first book in this series, *Know it: The Rights Framework*.

There are different ways in which you can share information and file complaints with the OHCHR, including:

1. Through **treaty bodies**
2. Through **special procedures** — special experts or committees
3. Through the Universal Periodic Review held by the **Human Rights Council**, or
4. By **filing individual complaints** with the OHCHR.

### *WHAT ARE THE TREATY BODIES?*

- The Civil and Political Rights Committee (CCPR), which monitors implementation of the International Covenant on Civil and Political Rights and its optional protocols;
- The Committee on Economic, Social and Cultural Rights (CESCR), which monitors implementation of the International Covenant on Economic, Social and Cultural Rights;
- The Committee on the Elimination of Racial Discrimination (CERD) monitors implementation of the International Convention on the Elimination of All Forms of Racial Discrimination;
- The Committee on the Elimination of Discrimination Against Women (CEDAW), which monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women and its optional protocol;
- The Committee Against Torture (CAT), which monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment;
- The Committee on the Rights of the Child (CRC), which monitors implementation of the Convention on the Rights of the Child and its optional protocols;
- The Committee on Migrant Workers (CMW), which monitors implementation of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.
- The Committee on the Right of Persons with Disabilities (CRPD), which monitors implementation of the International Convention on the Rights of Persons with Disabilities; and,
- The Committee on Enforced Disappearance (CED), which monitors implementation of the International Convention for the Protection of All Persons from Enforced Disappearance.

**Find out here which treaties your country has ratified:**
**http://www1.umn.edu/humanrts/research/ratification-index.html**

***1. Treaty Bodies*** — These are committees of independent experts working under the OHCHR that monitor implementation of the core international rights treaties. There are nine rights treaty bodies plus a Subcommittee on Prevention of Torture (SPT).

Every few years, each government that has ratified each treaties must submit a report on how the rights are being implemented in their country.

NGOs should be involved in helping their government to write the report about their country. If NGOs are excluded from this process, there is an alternative mechanism for input. This is called the "shadow report," a parallel report where the NGOs can present information from their perspective, on the government presentation of the situation in the official report. These shadow reports may be sent to the appropriate Committee before it meets to review a country's official report. You can contact the OHCHR directly to find out the deadline for submitting a shadow report.

These committees review all the reports they receive. According to the OHCHR's web page on treaty bodies, they also consider:

- *Individual complaints* — six of the nine committees receive communications from individuals or third parties on behalf of individuals who claim their rights have been violated,
- *Complaints by one government about another government* — though in reality this has never been utilized by a government, and
- *Inquiries* — the Committee Against Torture and the Committee on the Elimination of Discrimination Against Women may, on their own initiative, initiate inquiries into serious or systematic violations of the conventions if they have received reliable information containing well-founded indications.

After the committee members have read the government reports and the NGO reports, they hold a hearing at which they ask government representatives specific questions about their human rights conditions. NGOs that have observer status at the United Nations can attend these hearings. NGOs that do not have observer status often ask NGOs that do have it to lend them badges, so that they can attend also.

After the hearings are done, the committee makes specific recommendations to the country about how to address its human rights problems. At the next review, a few years later, the country is expected to report on whether or not it followed the recommendations.

For more information on the complaints procedures, see this website:
http://www2.ohchr.org/english/bodies/petitions/index.htm.

Of course, countries are experienced at using the system to avoid being criticized. According to the International Federation for Human Rights (FIDH) , here are just a few of the problems with this system:

- States delay submitting their own reports (up to several years!)
- The review Committee delays reviewing the country reports
- States have to submit numerous, simultaneous reports to various committees
- Lack of adequate resources for both states and committees
- Poor quality or inaccuracy of some state reports, especially in the absence of NGO participation or parallel reports
- Lack of effective follow-up by the committees

However, for specific issues, such as the right to health, the treaty bodies are a good way to promote international standards on human rights in your country.

***2. Special procedures*** — These include independent experts or Special Procedures who work with the OHCHR. Many Special Rapporteurs are academics, legal scholars and practicing lawyers who have been temporarily appointed as Special Rapporteurs to focus on a specific country, such as North Korea, or a thematic issue, such as the Special Rapporteur on the Right to Education. There are also committees of experts focusing on a special issue, such as the Working Group on Arbitrary Detention. These experts accept requests from NGOs to inquire into specific violations.

Here are some examples of Special Procedures:

- Special Rapporteur on the Right of Everyone to the Enjoyment of the Highest Attainable Standard of Physical and Mental Health
- Special Rapporteur on Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Special Rapporteur on Violence Against Women, its Causes and Consequences

There are many more. A full list can be seen in English at
http://www.ohchr.org/EN/HRBodies/SP/Pages/Welcomepage.aspx

As of this publication, the Special Rapporteur on the Right to Health is Anand Grover, a long-time civil rights advocate from India. He often accepts submissions (short statements) from individuals and NGOs on violations of the Right to Health. If the information is credible, he can write to the government of the country concerned to raise the issue, invite their comments, seek clarification, remind the government of its obligations under international law, and request information on the steps the government is taking to address the issue.

If you submit a complaint to the Special Rapporteur, your complaint should include a detailed description of the circumstances of the incident, including all the details we describe in *Prove It:* who, what, where, when, why and how it happened. Be aware that any names you share (either of victims or alleged perpetrators) will be shared with the government. You can use a pseudonym for an individual abuse victim if you feel that is more secure.

The Special Rapporteur can only tell you if he has sent the letter — not what the government said in reply. However, a list of his communications with governments, and the responses he receives are included in an annual report the Special Rapporteur makes to the HRC. He can also issue press statements, though this is less common.

Finally, he can request that the government invite him to visit the country and investigate the rights issue he monitors. However, the government can decline to invite him, and he cannot go without an invitation. If he does go, it is an opportunity for your organization to share information with him and suggest places to visit and people to interview. Usually, Special Rapporteurs will want to know what the risk is of repercussions to those he meets with, and will be careful to take steps to avoid those repercussions.

There is also a way for NGOs to convey an URGENT matter to a Special Rapporteur, in a situation where any delay, for example by using the more time-consuming official procedure for contacting an SR could lead to irreparable damage related to the abuses in question. In such a case, you can email: urgent-action@ohchr.org or fax +41-(0)22-917-90 06.

For a sample appeal to the SR on the right to health outlining concerns related to the Trans Pacific Partnership, a regional trade agreement that would have chilling effects on country access to affordable medicines in countries including Vietnam, Malaysia, Peru and Chile, see:
http://keionline.org/sites/default/files/r2h_anand_grover_tpp_22march2011.pdf

An advantage of using the Special Rapporteur process is that, unlike the treaty bodies, it does not matter if the government has ratified treaty — the country can still be held accountable for violating rights. Additionally, there is no need to exhaust domestic remedies in order to approach a Special Rapporteur. (More on exhausting remedies follows below.)

A disadvantage of this tactic is that it has limited effectiveness, unless the Special Rapporteur is able to conduct a mission to your country. Missions by special rapporteurs do get a lot of media attention, but many of the countries with the worst human rights records do not permit them.

***3. The Human Rights Council*** — The Human Rights Council (HRC) is a body within the UN responsible for protecting and promoting human rights globally. The Council is made up of forty-seven member states. The HRC meets three times a year for a total of ten weeks a year. The meetings include **the Universal Periodic Review** mechanism, which assesses human rights in all of the UN member states, an Advisory Committee that provides the HRC with expertise and advice on special issues, and a Complaint Procedure that reviews rights complaints from individuals and organizations.

During the **Universal Periodic Review** process in Geneva, the Council reviews select Member States' legal rights records once every four years. Every country must go through this review — unlike the treaty body reviews, with which some countries fail to cooperate. Countries submit reports describing their progress in upholding the Universal Declaration of Human Rights (UDHR). NGOs may submit a statement seven months before the UPR Working Group meets, which should be short (under 5 pages).

At a meeting to discuss the reports, called a "working group," the government delivers a one-hour presentation on its progress. Other governments and experts within the UN system then spend two hours posing questions and raising concerns directly to the government in question, who then have to respond on the spot. After the meeting, the working group makes recommendations to the country. In some cases, countries (such as Kyrgyzstan) have passed non-discrimination legislation as a result of the Universal Periodic Review.

NGOs may make an oral statement at the Council, or may ask another international colleague who is already in Geneva to deliver it for them. Some NGOs also lobby country delegations to the UN for their support, or to ask them to raise specific questions in the meeting. Working with national and international partners with connections and expertise in UN advocacy is crucial to be successful in this process.

Some larger international NGOs also use the Council sessions to submit written statements, make oral statements, or organize parallel meetings on their issues. You can link up with these NGOs and submit statements together.

You can see more information about the HRC (in English) here:
http://www.ohchr.org/EN/HRBodies/HRC/Pages/HRCIndex.aspx

This *United Nations* web site describes how NGOs can participate in the Human Rights Council, and "quick links" to submission forms, how to book a room for organizing a side-event, and more: http://www.ohchr.org/EN/HRBodies/HRC/Pages/NgoParticipation.aspx

***4. Filing individual complaints*** - Individual people can also file complaints to the OHCHR about violations of their human rights. It is really recommended that individuals work with experienced rights lawyers or people with expertise on the OHCHR to do this, as the process can be complicated. More information on the kinds of issues they will consider, and what should go in a complaint, are on this website:
http://www2.ohchr.org/english/bodies/petitions/individual.htm#procedure.
It is important to review this page to understand some of the issues you will need to address in the complaint you submit, including:

- Whether you have enough evidence to prove that a violation took place.
- Whether you or the person bringing the complaint is directly affected.
- Whether the complaint relates to conditions that existed in your country before the international standard related to the problem went into effect.
- Whether you have "exhausted local remedies" before filing the complaint. This means that you tried to use the legal system in your own country to get a violation remedied (see *Know It: The Rights Framework*, p. 40 for details) and were unable to get redress using that system.
- Whether your complaint is frivolous or an abuse of the process.
- And other requirements.

If the committee reviewing your complaint decides that your case can be considered by them, they will contact your government to ask them for a response.

The OHCHR website in English is here: http://www.ohchr.org/EN/Pages/WelcomePage.aspx
The OHCHR website in Chinese is here: http://www.ohchr.org/CH/Pages/WelcomePage.aspx

You can also follow your own country's activities as a member of the UN through the OHCHR web site.

- Thailand's page, for example, is here:
  http://www.ohchr.org/EN/countries/AsiaRegion/Pages/THIndex.aspx

- China's is here:
  http://www.ohchr.org/EN/countries/AsiaRegion/Pages/CNIndex.aspx

### *SOME WAYS TO USE THE OHCHR IN YOUR ADVOCACY AT HOME*

Here are a few ways to use the OHCHR and the UN in your domestic advocacy, adapted from *The Right to Health*, a manual on advocacy by Judith Asher:

- Using a UN-endorsed day, such as World AIDS Day, International Day Against Drugs, or World Hepatitis Day to raise awareness in the media or your community about your government's obligations vis-à-vis respecting and protecting the right to health or other rights can be a useful advocacy tactic.
- Raise awareness about the right to health by publicizing the government's official report, any shadow reports, and the committee's comments and recommendations, through publicizing it through a press release or sharing it on social media such as Facebook or Weibo;
- Frame health problems within a health and rights perspective and urge ally NGOs to help hold the government accountable to its obligations;
- Use the Committee's comments to urge the government to deal with the concerns and act on the recommendations; or
- Lobby for the nomination of candidates with health expertise to serve on treaty monitoring committees.

# *Chapter 5*
# *Tactics: Community Mobilization*

This chapter explores some tactics advocates use to build up public support and power behind an advocacy plan:

1. **Mass media**
2. **Video, photography, and social media**
3. **Community organizing**
4. **Public actions**
5. **Building coalitions**

For years, rights activists have made use of face-to-face meetings, the mainstream media, and public actions to get their message out to thousands, even millions, of people. Today, we can also reach new audiences through social media such as Facebook or Sina Weibo. As always, you can't do everything, so it is important to weigh the advantages and disadvantages before selecting your tactics.

## MASS MEDIA

Developing a specific media campaign, where you develop a message, think through its presentation, and decide on relevant audiences, can greatly enhance your advocacy work. Power-holders are generally sensitive to public opinion inside the country, and international opinion as well. This section is a brief overview of some ways to develop your own media campaign.

As with all advocacy, advocates need to plan a strategy in order to make best use of the media. Questions to think about include:

- Who can influence our targets?
- Where do we have good contacts?
- Where can we get interest in our message?
- What is the best use of our time and resources?

The key steps to take in creating a media plan are:

- developing a message,
- cultivating relationships with editors and reporters,
- delivering the message, and
- responding to negative press.

***Develop a Message*** We want to ensure our message is conveyed in a way that appropriately and effectively characterizes the issue. How a story is told influences the audience's view and determines what is included in the story and what is not.

For example, you may have asked a journalist to write about your harm reduction drop-in center and highlight barriers to accessing clean injecting equipment for HIV and hepatitis prevention, but the headline ends up as: "Drug Addicts Demand Government Pays for Injection Equipment," which may not be the message that will help you in your advocacy. A better headline would have been "Government fails to provide essential HIV prevention tools for injectors."

Professional journalists consider themselves fair and objective, but this is not always the case. Everybody has biases, whether we realize it or not. By framing your issue for a reporter, you can help them understand the issue from your perspective and hopefully report on it as closely to your intention as possible. Understanding the journalist's time and limitations on the length of story he or she can write also may give you an advantage. You can provide them with information they can easily translate into an article in the format they work with.

Consider these four parts in developing your media message. APCASO lists them in their advocacy toolkit, which is listed in Appendix 1: Resources:

Some questions to answer are:

1. *Statement* — The statement is the main idea of the message and you need to be able to present the heart of your message in one or two strong, memorable sentences.
2. *Evidence* — The evidence supports the statement or central idea with facts and/or figures, and should include a small amount of data that the reporter and the audience can easily understand.
3. *Example* — After providing the facts, try to add a human aspect to the story. An anecdote based on a personal experience helps the facts and figures to come alive.
4. *Action Desired* — The desired action is what you want the reporter's audience to do as a result of hearing the message. The advocacy objectives should be clearly stated as an invitation to action!

### *TIPS ON MESSAGE DEVELOPMENT*

- Choose language that is accessible to a wide audience and that reduces complex issues into manageable brief points, also known as "talking points." Use facts and examples to reinforce the points you make. Don't try to explain the entire issue.
    - Example: "Prison health is public health. Thirty percent of people in prison in Country X contract HIV in prison because they don't have access to prevention tools or information, and 80% of them are released back into the community within 2 years with no support or referrals."

- Assign responsibility for solving the problem to a power-holder. Unless they are told otherwise, most people assume that the solution to a problem lies with the individual rather than a policy-making part of the government.
    - Example: "The Ministry of Justice should urgently develop protocols for accountability for police abuse."

- Frame the problem as a social justice issue rather than an individual problem. It is important that decision-makers are not able to shift blame onto one person or group, which allows the decision-maker to avoid taking action. Concentrate on shared values.

- Define your policy or legislative solution and make a specific call for action.
    - Example: "The government should immediately offer free antiretroviral therapy to migrants who are non-citizens on the same terms as citizens."

- Develop catchy ways of delivering your message in a few memorable words, called 'sound bites.' If they are clear, strong and memorable, a reporter is likely to pick them up and use them (sometimes without crediting you, which is something you just have to live with).
    - Example: "Clean needles save lives."

***Cultivate Relationships with Editors and Reporters*** — Before you send out a press release or report to the media, it's important to have relationships with people in the media who may be sympathetic to your cause.

For example, a journalist covering health issues may be unaware of the high rates of HIV among migrants and would be willing to cover it with your participation; a journalist covering domestic politics may be interested to know about military boot camps posing as drug treatment centers where drug users are compulsorily detained without judicial oversight. This is where the time you spent reading the news every day (as we recommended in chapter two) will be helpful.

Keep copies of articles on your issue that you like, and email the reporters to congratulate them. Develop a contact list of editors and journalists and update it regularly. Contact a larger NGO, such as a national association or federation of PLWHA organizations or an ally from a rights organization to ask if they are willing to share their own lists of journalists (some will not, but others might). They also may be willing to make introductions and give advice on how to approach specific journalists.

It's also a good idea to meet one-on-one with journalists that show some interest in your work. You can invite them out for tea or lunch to tell them stories from your work and suggest ideas for stories they may want to write about. If they are interested, you can offer to help to arrange interviews or field trips so that they will write a good story.

Without overwhelming your contact, keep them apprised of important issues or changes in your campaign. For example, send an email or a fax if there is an important meeting to review a policy on migrants; maybe they can be invited to attend. Be aware of their time limitations, deadlines and other stories that may be competing for their attention — you want to make it as easy as possible for journalists to call on you and work with you. When you develop a strong relationship with a journalist, they may automatically call you for an interview when they have to cover a relevant story.

While this may be less effective than direct, transparent contact, you can also make anonymous phone calls to the media about a known rights violation you think they might be interested to investigate.

***Deliver the Message*** — One of the most important documents for use with media is the press release. A press release refers to a document sent to journalists to assist them in producing stories by informing them of the key details of an event. It is the standard method of distributing a story to the media. You can use a press release to:

- Get media to report on your group's response to a news event
- Give advance notice of an event
- Announce a new campaign
- Publish a rights report
- Circulate speeches in advance

Because journalists receive hundreds of emails and press releases each day, if you want to get their attention, a press release should be NEWS; it should have reliable information, and it should be written in such a way that the journalist can more or less copy it immediately without much additional work. To do this, you should read news stories from the major "wire services" or news agencies in your country. Study their style and try to imitate it in your press release. Add in some quotes from community members that journalists can use to bring their story to life. You can also see some sample press releases in the supplement.

If you are holding a press conference, a meeting or a public action, invite journalists and provide them with advance notice and background information. Line up individuals willing to talk with the journalists about their direct experiences, and make sure those people are sufficiently aware of the risks. Prepare short public comments that include some personal stories to bring the issue to life.

You can also invite journalists on field trips to learn about an issue. One of the strategies of the Asian Harm Reduction Network (AHRN), which advocated for the harm reduction approach in Asia, was to take country delegations comprising government officials, academics, NGOs including people who use drugs, and media representatives on site visits to Germany and other places where governments embraced a harm reduction approach.

Also, getting public officials to make statements in the media, or utilizing statements they have been made are a good way to enable many people to hear the message over time.

A few tips on delivering your message:

- Never lie to a reporter. If a reporter asks you a question you cannot answer, say that you do not know the answer but will call them back with it. Make sure you find out exactly when reporters need information so as to help them to meet their deadline.

- If a journalist asks you to comment on a news story, be brief, stick to the facts, and say something memorable the journalist can use. Avoid rambling or complicated sentences like, “On the one hand…but on the other hand…” because many journalists will only choose the part of that sentence they want to quote, and will make you sound biased when you are trying to be careful and fair. Also try to avoid saying something that can be used against you later. The last thing you need in your advocacy work may be a news report in which you are quoted as making some wild statement that can get you or your organization in trouble.

- Control your message. This means that once you have created your message, decide on who will be your spokesperson (choose someone who can represent your group to the media). Give that person plenty of role-play practice in the office, with friends, answering tough questions that you think up to ask them. Anyone receiving a call from the media should be directed to your designated spokesperson.

- If you see people with microphones, tape recorders and/or cameras at an event you are holding, introduce yourself to find out who they are and what media outlet they represent. Guide them to the interviewees you would like them to interview; get their contact information, and offer yours. Provide them with your press release and brief them on what is happening. You may even want to catch them on film yourself, with a handheld camera for example, in the case that they are “plants” (people working undercover for the police or your opponents) or on your opponent’s side. Find out when they are reporting the story and follow it up in the news to see if and how they were able to report the story.

- After an event, follow up and maintain the relationship. Call to thank the journalist for their coverage, if it was positive.

### *CASE STUDY: USING STATEMENTS BY LEADERS*

On the web site of the International Gay and Lesbian Human Rights Campaign (IGLHRC), http://www.iglhrc.org/cgi-bin/iowa/article/takeaction/resourcecenter/1532.html), you can watch a video clip of UN High Commissioner for Human Rights Navi Pillay. In recognition of the International Day Against Homophobia and Transphobia (May 17) she talks about the human cost of homophobia and transphobia. Around the world, people are arrested, attacked, tortured and killed, just for being in a loving relationship. "We cannot let these abuses stand", the High Commissioner says, calling on States to repeal discriminatory laws and ban discriminatory practices. "Punish violence and hatred, not love," she says.

These statements are powerful, and can be used to amplify your own pro-rights messages. Perhaps you can use her precedent to persuade another official to say something similar. This can help you move toward making official statements that underscore the rights of the marginalized a reality.

***Responding to Negative Press*** — In reading the news, you will see stories that stigmatize your community, contain factual errors or spread misinformation. In these cases, you can sometimes turn a negative event into a positive advocacy opportunity.

The first step in addressing a negative story is to talk to the news outlet directly.

You can write a letter to the editor, which some newspapers will publish if it is written well. You can also comment on the website, and email all your group's members, members of your community and allies at other groups to urge them to post comments on the same site. If the problem is an article in which you were interviewed and you believe the journalist made an error, you can call the editor and ask him or her to publish a correction (but be aware that this will make the journalist less likely to interview you again).

You can also use negative stories as an opportunity to start a dialogue that will lead to better coverage in the future. Call the newspaper or TV station and ask to speak to the editor, and politely request a meeting to share your community's concerns about the article. After preparing with your group about what you will say and how you will say it (everyone may feel emotional, but it is important to stay somewhat calm and rational in this meeting because a nasty argument could lead to worse press coverage), bring some members of your community to meet with the editor and share your concerns. Tell him or her how negative stories affect community members, and why they are harmful. Share information and resources to inform the journalists.

You can offer to hold a briefing for journalists on the issue, and offer to help his or her reporters to arrange interviews with other community members so that they can write stories that show another side to the issue.

In some cases, these tactics may educate the editor about your issue and lead to new partnerships — and better press coverage. But if your attempts to dialogue don't work, then you can increase the pressure.

Newspapers, television and radio are usually for-profit businesses. They rely on customers and audience support to sell advertising. You can organize community members and supporters to target a newspaper with a boycott until they apologize. You can also boycott companies that advertise in that newspaper, or that purchase commercials on the TV news show, and tell them that until they stop advertising, you and your supporters will not purchase the company's products.

Boycotts of advertisers can be a very powerful tactic for getting a media outlet's attention. If the editor doesn't seem to have the time to meet with you before a boycott, it's surprising how quickly she will find the time once her advertisers start to walk away.

### *CASE STUDY: SOCIAL MEDIA AND SEX WORK*

Fuping Health Working Group, a grassroots organization in a small county in Southern China, aims to provide health services for and promote human rights of impoverished sex workers whose clients are mostly migrant workers. Ye Haiyan, a prominent sex worker activist, leads Fuping.

In 2011, Fuping conducted outreach to local sex work establishments. Most of these establishments are located in small hostels, and are called "Ten Yuan Shop" because sex workers can provide service in a price as low as 10 yuan (1.7 USD). Sex workers work in the hostel, where conditions are very poor. Because these sex workers charge no more than 10 yuan per client, they often cannot afford to buy condoms. Sex workers also face threats from the police. During the outreach, Ye Haiyan found that police would pretend to be clients to arrest sex workers and then fine them. The fine for sex workers can be as high as 3000 yuan (483 USD).

In order to protest the high fine for sex workers and police behavior, Ye Haiyan initiated a campaign. She worked in a "Ten Yuan Shop" in a small room where she hung a sign reading "Free Sex Service." On her Weibo (Chinese Twitter), she posted a photo of herself laying down in a small bed under the sign in her room. She provided free services to clients for one day. The police were not able to arrest or fine her since the legal definition of "prostitute" in China involves receiving money in exchange for sexual services.

Ye Haiyan used her Weibo to describe the poor situation of impoverished sex workers and their migrant worker clients, and how the implementation of the law impacts on their lives. Most of the sensationalized media coverage of China's crackdown on the sex industry has focused on highly-paid escorts. The general public does not understand that sex workers can be very poor, and that the law is implemented differently in a "Ten Yuan Shop" and a higher level entertainment place. Later, Ye Haiyan appeared in newspapers and TV programs to talk about these problems, and more people began to accept sex workers.

Ye Haiyan's campaign had wide media coverage and attracted a lot of attention from the general public. It is a very creative way to raise people's awareness on sex workers' poor condition and the impact of police's abuse. But this is also a very risky way to conduct advocacy. In a country where sex work is illegal, you may get arrested by publicly announcing that you will provide free services, and risk being charged with illegal sex work or destruction of the public order. A risk management plan is essential.

## VIDEO, PHOTOGRAPHY AND SOCIAL MEDIA

Depending on your target, traditional mass media might not be the most effective source of power to mobilize. Instead, you may want to focus your efforts on video or photographic documentation that you can show the target, show at conferences and events, and share online through a website or social media.

Creating content for the internet requires a strategy that should be a part of your political campaign. Developing a video, photograph, or other content for the Internet must have a specific purpose that will help get you to your end goals. Otherwise, the amount of work put into the projects can cost time and money that is not well spent. Naturally, privacy and confidentiality of your subjects must be protected and informed consent procedures followed for any material you use.

Once the message has been determined, as well as the audience you would like to reach, selecting the appropriate vehicle for reaching your target group must be considered. Video and photography has the potential of reaching a wide number of people in a short period of time by engaging people with a compelling story. It also does not have the same limitations as social media because it is easier to overcome language barriers with subtitles or by reducing dialogue. Also unlike social media, video does not always require use of the Internet.

### *CASE STUDY: WORKING WITH THE MEDIA*

Here is some advice from Cristina Mansfield and PACT, a capacity-building organization, on how to work with media. This comes from their *Advocacy Handbook: A Practical Guide to Increasing Democracy in Cambodia*:

"When presenting your information to the media, make sure that your organization (and any of your partner organizations) agrees beforehand on what will be released to journalists. If there is no agreement about the details and facts, it both reflects badly on your campaign and defies the purpose of utilizing the press. Be very careful about giving journalists conflicting or confusing information if there is more than one spokesperson for a campaign. Moreover, the media are not free from political bias: if you give them one or two wrong facts, your entire campaign could be misconstrued. Every person in your campaign should be giving out the same facts and know what should not be discussed with the press. If separate organizations within the campaign want to present the facts differently, make sure that the individual spokespeople are clearly not speaking on behalf of the entire network but only their group."

When possible, use compelling visual images and symbols. These images or pictures help connect your story to the audience.

- Example: The pink triangle used by AIDS activist group ACT UP evokes the Nazi symbol used to denote gay people, who under the Nazis were persecuted and sent to concentration camps. The slogan ACT UP developed to accompany the pink triangle, which they re-appropriated as a sign of pride and defiance, is 'Silence = Death.' This is now understood the world over as the political and social apathy that let so many gay people die of AIDS before anything was done.

Social networking sites like Facebook and Twitter are ways to build a base of supporters while keeping in touch with your current constituency. Facebook allows users to also build group pages to report news to the user's "followers," who are online friends in order to provide them with updates on the work of an individual or organization.

Twitter is often referred to as a "micro-blog." Unlike traditional blogging, users are limited to 140 characters or less to do the following things:

- Communicate news or an event
- Ask for feedback or advice
- Request information about a topic

Social media can most importantly, help promote your work. When creating an image, content can be sent to your audience through various channels.

### *CASE STUDY: USING VIDEO TO ADVOCATE FOR SEX WORKERS*

In July 2007, Chutchai "Dale" Kongmont, Media Director for the Asia Pacific Network of Sex Workers (APNSW) in Bangkok, Thailand, was trained in video advocacy by WITNESS.

"My work with APNSW is to use media tools to support our advocacy, and strategic plan and other actions.

The 2-week training with WITNESS Video Advocacy also helped us develop a video advocacy plan and improve how we communicate with audiences. I participated in their training along with 30 other participants from human rights organizations around the world. After sharing the video, I found most people had only understood sex work from what they saw on the mainstream news channels. Viewers on the other side of the world were also able to see "Caught Between the Tiger and the Crocodile," as I screened it at IAC (2008) in Mexico City as well as IAC (2012) in Vienna. Both screenings were really successful with the audience in delivering our message via film.

In 'One Whore,' 'No Exit News,' and 'Bad Rehab,' we made films using pop songs to help deliver our message, rather than traditional documentary approach. Telling the story as a music video or as a news show allowed us to show the pieces on music channels."

Here are some of the videos to which Dale refers:

| | | |
|---|---|---|
| **2006** | One Whore | http://youtu.be/VlRQwVymeWA |
| **2008** | Caught Between the Tiger and the Crocodile | http://youtu.be/7nzaAk30wkk |
| | No Exit NEWS | http://youtu.be/0LA2x-ZME88 |
| **2010** | Caused by Refraction | http://youtu.be/YvF6-mKCfRw |
| | Somaly Uh Uh: Bad Rehab extended remix | http://youtu.be/GM0r7N1rIMI |

**Chinese viewers, please see the videos at:** http://u.youku.com/friedpride

WITNESS, a US-based organization, trains activists around the world to use video to document rights violations and advocate to end them. Their "how-to" trainings and toolkits are good examples of legal rights video documentation can be found at www.witness.org.

WITNESS believes the following are essential to creating a successful advocacy video:

- Video for a specific purpose, not about something — have a clear objective for your video.
- Know your audience. Whose eyes, not how many eyes, is what matters.
- Know the action you want your audience to take.
- Choose the best message, people and story to move your audience to action.
- Choose the right time and the right place to ensure your audience sees your video.

Yvette Alberdingk Thijm, Executive Director of WITNESS makes the point in a blog on Bigthink that ending abuses, not simply archiving material, is their point:

> "As useful as it might be to collect, contextualize, vet and curate rights videos for an Internet audience, the new channel will be just another online diversion if it doesn't ultimately help bring the perpetrators to justice. As citizen journalists, we can point our cameras at rights abuse and make a record for others to see, hear and evaluate. As concerned viewers, we can identify rights abuse and demand justice. And as policy makers and political leaders, we can take action to hold the guilty to account."

In his blog on the WITNESS site, Chris Michael reminds potential media activists on the importance of security considerations:

> "Additionally, we need to pay special attention to the **unique safety and security risks** that we face as filmmakers and activists, as well as risks to those we capture in our footage. For example, in Syria we've seen the general practice of filming protesters from behind to ensure they are not identifiable when footage is played back at a slower rate. This is **exactly what the Iranian government did** during the Green Revolution in order to identify protesters, frame by frame."

Like Facebook and Twitter, on-line petitions such as those circulated by Avaaz.org have fast become standard practice for many international rights activists. The internet has revolutionized communication, and its impact on advocacy and its usefulness as a tool for activism cannot be underestimated. Though the worldwide web is not exempt where freedom of information and freedom of expression are curtailed, activists continue to find solutions to ongoing challenges to their access.

Chapter 5

## COMMUNITY MOBILIZATION

Community organizing is the process of bringing people in a community together to act in their own interest. The community could be people who live in the same area, or it could be people who share a common identity or experience. Community organizers are people who get community members to address a collective problem through collective action.

The most famous community organizer in the US at the moment may be U.S. President Barack Obama, who began his career as a young community organizer in Chicago's impoverished African American neighborhoods. In the beginning, he talked one-on-one with many people in the community to learn about their lives and their needs. Using the techniques described below, Obama built up a community organization and joined with local churches and other agencies to lobby the government. Together, they demanded funding to improve local parks, created educational programs for children, and established job-training programs for people out of work. Obama's organization also created a successful city-wide summer jobs program for teenagers, and pressured the government to remove dangerous asbestos from government-funded housing. Ultimately, he decided the issues in this community had to be addressed at the national level, so he began to run for political office.

This section is a very short summary of basic community organizing steps, which have also been used by such leaders as Mohatma Gandhi in India and anti-apartheid activists in South Africa to build national movements. There are many books in English on this subject, and we have listed some in the resources section.

The steps involved in community organizing are:

- Creating an organizing committee
- Establishing core principles
- Recruiting community members
- Building involvement

***Create an organizing committee*** — If your organization already does outreach and education, condom distribution or HIV testing, you already have a group of peer educators who can begin to talk to the community about rights issues. This can be the core of an organizing committee.

The organizing committee is a group of volunteers who are committed to your advocacy goal. It should be made up mostly of people from the community affected by the issue you are working on. For instance, if you are doing advocacy on the rights of women living with HIV/AIDS, then women living with HIV/AIDS should make up at least part, ideally most of the organizing committee.

You can identify those people by holding a workshop or training in the issue. You may need to hold several events to attract different people. The agenda for the workshop should include time for participants to share how they think the existing policies should be changed. Participant input can help you to make a better advocacy plan, and you can also observe the participants to see who seems really passionate about the issue, and who seems to be good at expressing their views. Those people are potential leaders you may want to develop. Ask the people in the workshop if they want to build an organization together, or start a campaign or coalition. Follow up with them immediately to start talking about how to do this. These people will become the core leadership team.

***Establish core principles*** — Once you have a core leadership team of at least five people, bring them together to develop a set of principles. Some examples of core principles are:

- Only women living with HIV/AIDS can speak on behalf of our organization
- All decisions must be made by a vote
- Everyone will listen to the ideas of others
- We will take turns facilitating and note-taking at meetings
- We will arrange to have child care at every meeting so that women can participate

These are only examples and you can come up with others that are appropriate for your group. Working together, the leadership team can develop a timeline for reaching out to other community members. You should also set up a meeting, at least once every two weeks, for the leadership team. It is important to have a regular meeting time. Even if you don't think you have anything to discuss, something will always come up — and it's important to maintain the strong personal bond between team members.

***Recruiting community members*** — The basis of every movement is individuals, whether they are people living with HIV in China or people living in an impoverished community in the U.S., who are directly affected by the problem. Community organizing is based on a constant process of recruitment of new members and training of existing members to be leaders. You recruit people by going to the places where they live and work and talking to them. In some places, community organizers go from one house to another, knocking on the door and talking to people about the issue. In others, organizers go to hair salons, markets, or even bars. Your movement's leadership team should set realistic goals for the numbers of people each person will sign up every time they go out. This helps to measure progress.

As part of recruitment, it is helpful to have:

- Brief introduction that you use with each person, in which you introduce the issue and why it is important for people in the community to do something about, learn about the person's interest, and find out if they are interested in working with your group to do something about the problem
- Simple flyer about the issue, with information and pictures
- Contact sheet you can use to collect the person's name, phone number and email address (if they have one) — and you may want to include a line where you add a code such as
    - o "Very likely to get involved" — someone who understands the issues and is excited about doing something about them
    - o "Might get involved" — someone who has self-interest in the issue, but lacks commitment or energy to do much
    - o "Unlikely to get involved" — someone who gives you their contact info but does not seem very excited in
- Activity or meeting that you can invite people to attend and learn more.

***Building involvement*** — The main way to get people involved in your organization is to have them do things that matter. These can include: helping to make decisions, which makes them feel "ownership" of the campaign; reaching out to new members (by sending out flyers in the mail, calling people to show up to an event or going to hair salons and bars to recruit new members); coming to actions and events; joining you in cultivating and lobbying power-holders; and taking on responsibility which can range from simple, such as greeting people at the door for an event, to important, such as drafting a press release.

Before you give anyone a new task, make sure you give them clear expectations about what they should do and how they should do it. If someone is going to represent your campaign to the public, you need to train them and assess their abilities before you send them out to speak to other people.

A key part of your community organizing is leadership development. You should be looking for people in the organization who can take on new responsibilities and learning about their strengths and talents.. Before someone takes on a new leadership role, she needs training and preparation. Once she practices her new leadership role, she may need feedback and advice about what went well and what she should do differently next time.

Another key part of community organizing is a regular series of public events, which we discuss next. Through public events, you can both build the organization and mobilize its power.

### *CASE STUDY: COMMUNITY MOBILIZATION*

Sunil Pant is the founder and president of the Blue Diamond Society (BDS), a network to promote the reproductive health and human rights of the Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) community in Nepal reaching over 300,000 people. He is also the first openly gay person to hold a seat in the Nepal Parliament and Constitution Assembly. Sunil is the recipient of the International Gay and Lesbian Human Rights Commission (IGLHRC) 2007 “Celebration of Courage” award.

Sunil and his colleagues at BDS carry out their work under the threat of arrest and imprisonment, with security forces and militia cracking down on LGBTI networks throughout the country. Coupled with a lack of legal protection and the beliefs of a traditional society, the environment in which LGBTI rights defenders work is a volatile one. Many of the BDS staff have been arrested and imprisoned; transgender people face extortion, blackmail and rape and other forms of violence.

Please describe an example of a successful rights advocacy campaign or project you have implemented in Nepal.

We empower LGBTI and MSM community members by training and mentoring. The strategic leadership building program has been hugely successful as it has helped to build their confidence, self-esteem, their vision, public speaking skills, etc. Our ongoing media campaign includes BDS hosting a TV talk show has helped to sensitize the public on LGBTI issues. Legal and constitutional campaigns led the historic decision in favor of LGBTI by Nepal’s apex court, guaranteeing full equality to LGBTI; and more.

Have you ever utilized the international human rights mechanisms or platforms in your LGBTI/HIV work? What was the value and outcome?

Yes; international rights monitors and bodies as well as international rights activists have helped write letters to the Nepalese government, sent people to monitor the dentition centers, issued international calls for pressure on the Nepal government to respect LGBTI or release them from detention (such as in August 2003, when 39 MSM/TG were arrested without charge for 13 days).

Adapted from Frontline Defenders (http://www.frontlinedefenders.org/node/1991) and the Blue Diamond web site.

## PUBLIC ACTIONS

There are countless ways to get your message out; the best ones take into account the local context, tapping into the popular mood and influencing the advocacy target. Media tends to like to cover big actions that result in good photographs, and this can be a way to get attention to your issue. However, public actions may not be safe in every context. Here are some options:

- *Performance art* — Using a small number of people, you can create a memorable visual image that attracts media attention and makes people think, without being controversial. For instance, IKON, a group of drug users in Bali, put together dozens of pairs of shoes on the street to represent the many people who had died of drug dependence.

- *Teach-ins* can bring a broad range of community members together to learn and exchange opinions in a dynamic environment

- *Street theater*, or action theater, can be a way to reach out to new people in the community in a non-threatening way

- *Traditional crafts* — The AIDS quilt is a huge art project created by thousands of people whose loved ones died of HIV/AIDS in the US. Family members, partners and friends have made quilt squares to contribute to the large quilt. This is a way to use a traditional American craft to draw attention to the epidemic in a non-confrontational way. Your community may have its own crafts that you can use in the same way.

- *A candlelight procession* is another way to peacefully commemorate people who have died of HIV/AIDS.

- *A list of businesses* to support can give community members something concrete to do, by rewarding businesses that do NOT discriminate against your community. You can reward the business with a gold star, smiley-face or rainbow sticker to put in their window as a sign to shoppers that this business upholds fair and ethical practices.

- *A boycott* is another way to mobilize community support that is non-political. No matter how stigmatized the community may be, they still have the right to decide where to spend their money. Would they want to buy a bowl of noodles from a shop that refused to serve a fellow community-member, or to purchase medicines from a pharmacy that fired someone living with HIV/AIDS? Whether the boycott list is a private list you only share with friends, or a public campaign focused on that business, it is a way to empower the community and to show your clout. For example, in 2007, Thai AIDS activists called for a global boycott of Abbott Laboratories products when the company withdrew all its medications awaiting registration and refused to register any new pharmaceutical products in Thailand. Abbott was angry that the Thai government issued a compulsory license for lopinavir/ritonavir (Kaletra).

- *An "international day of solidarity"* can be a good way to mobilize international support around your issue. For example, you could organize allies in different cities or countries to present a letter to the embassy of your country; or, you could ask supporters to take photographs and post them to a web site to show international support.

- *Demonstrations*-This is an activity in which a large group of people directly address or confront a public figure or entity, such as the President of the United States, the Ministry of Public Health of Thailand, Pfizer pharmaceutical company, or the Catholic Church.

It is important to remember that public actions require coordination with authorities, for example if you plan to walk from one place to another, potentially disrupting traffic. These are just a couple of the many questions you need to consider:

- *Do we need a permit to organize in a certain park or on a certain property?*
- *Does our country have laws on meetings of more than a certain number of people?*
- *Do we need police cooperation to determine the route our group will walk?*
- *What are the potential disadvantages and how might we minimize or eliminate them?*
- *Will we need lawyers ready to help us in an emergency?*

Something to think about is that a demonstration out in the open with a small number of people does not look very impressive. To hold an effective demonstration can require either doing it in a small venue (where a small group looks bigger), or investing time in many months of recruitment and community mobilization.

- *Direct action* — Some groups engage in direct action even though it is illegal in order to dramatically get attention to an issue. For instance, groups like ACT-UP often climb up onto a public building to let down a large banner with their key message, even though this may mean they will get arrested. In New York, ACT-UP also took over New York City's major train station, Grand Central Station, at rush hour. They covered the electronic train schedules on the wall by unfurling a black banner that said, "Fund AIDS, not War." They used loud whistles to signal the action, and the activists lay down on the floor in a staged "die-in," making it nearly impossible for anyone to move and forcing everyone in the station to hear and see their message. People who take big risks like this typically will organize a support team, often including a lawyer, to be prepared in case of arrest.

Often, different groups within the organization or coalition have different roles in a public action. Some people may want to focus on logistics, such as making sure everyone knows where to go, preparing food and props and inviting as many relevant people to participate as possible; others may focus on media, preparing press materials and messaging; still others may want to be involved in a parallel action that involves more risk than the general demonstrators are taking.

### *CASE STUDY: THAI RALLY FOR TREATMENT ACCESS*

In the early years of the Thai Network of People Living with HIV/AIDS (TNP+), there was no antiretroviral therapy available in Thailand, though combination therapy had become the standard of care and started saving thousands of lives in richer countries in the Global North. TNP+ and their NGO allies invited hundreds of PLWHA and others to join them to camp out and hold a rally at the Thai Ministry of Public Health.

Their demand to the Minister of Public Health was that the government should use its right to issue a compulsory license to make the essential HIV medication, ddI, which was under patent and priced out of reach. Thailand had a heavy HIV burden and hundreds of thousands of people were dying without treatment.

They wore t-shirts bearing their message and creating a sense of unity, and made message signs and banners. They held a rally, where different people stood up to speak on a megaphone so the assembled crowd could understand more deeply what TNP+ was demanding. They were there to present a message to the Ministry and refused to leave until they felt their message was heard. Many people slept outdoors for several nights, even though it was the cold season.

Finally, the Minister came outside and addressed the crowd in a way that felt satisfactory to the demonstrators, at least for the time being.

## BUILDING COALITIONS

In medieval China's Three Kingdoms period, a war stretched on for decades between a group of rebels, led by a brilliant strategist, Zhuge Liang, and the Wei army which defended the ruling prime minister. At one critical moment in the long war, allies failed to block an important path to the city where Zhuge Liang was camped out with only a handful of advisors. The Wei army began to close in.

In a desperate move, Zhuge Liang ordered his few soldiers to open all the city gates, and told them to dress up as civilians sweeping the roads. Zhuge Liang himself sat on the wall over the city gates, calmly playing the zither with a couple of boys sitting and listening to him. When the Wei army approached, Commander Sima Yi saw this relaxed scene. Believing that Zhuge Liang must have the city well defended and an ambush in place, he ordered the Wei army to retreat.

One lesson to learn from this story is that a small, weak group of people can find ways to look more powerful than they really are. But Zhuge Liang would never have been in such a vulnerable situation in the first place if he had had reliable allies!

Allies are individuals or groups who join in advocating for your shared goals. They can include:

- NGOs/CBOs
- Progressive government officials
- Donors
- UN officials
- Academics
- Student groups
- Media contacts, and more.

# Chapter 5

Rights advocates rely heavily on allies at the local, national, and international levels because rights work is long-term, often controversial, and requires a wide range of skills that no one group can have. For grassroots groups who work with marginalized and criminalized populations and lack political support and funding, allies are a crucial part of creating a successful advocacy movement. Adding allies builds an important source of power: a larger community. A diverse group of allies that work together effectively is often the determining factor in a campaign's ability to achieve its advocacy goals.

Allies can also compensate for one organization's weaknesses by adding their own strengths. They can provide much-needed technical assistance, financial resources, political influence, and necessary insights and access your organization needs to get your issue on the agenda of your advocacy target.

Networks of people living with HIV/AIDS and key affected populations play an important role in coalitions. They help share resources and information, and also provide input into national, regional, and global policies.

However, for advocacy purposes, we recommend organizing a coalition rather than a network. A network that is organized around an identity can only include people who share that identity. This can lead to internal conflicts over who has the right to represent that identity. But a coalition can include a diverse group of organizations and networks who work together towards a common goal.

A network needs funding, a secretariat, an office, and other resources that are hard to find. Some networks have to spend so much time looking for funds that they have no time or energy left to build the network. But a coalition can be run by the members of the coalition, and can end or split up when their advocacy goal is reached.

There are two kinds of coalitions:

- Coalitions that work together for short periods in order to organize one specific action, such as a sign-on letter or public event. An example of this is the coalition of groups that organize LGBT Pride festivals in many cities.
- Coalitions that work together over several years (or decades) on a strategic advocacy plan to achieve a major change. An example of this is the National Campaign on Dalit Human Rights, a coalition of 78 individuals and groups working together to end discrimination on the basis of caste in India.

Some things that you will need to start a successful coalition:

- A clear statement of the shared goal and objectives
- A basis of trust that everyone in the coalition share the same commitment
- Ground rules that help the coalition members to manage the diverse languages, management styles, tactics and cultures in the coalition
- Ground rules about how funds will be raised and spent by coalition members

This last point is extremely important. Misunderstandings over funding have undermined many coalitions over the years, so your coalition should have a frank conversation — more likely, a series of frank conversations about the following: the budget, who will be in charge of the funds, how other organizations can request funds for coalition expenditures, and what kind of reporting or accounting procedures you will follow.

The steps to take in building a coalition include:

- Identifying allies
- Outreach to allies
- Sharing responsibilities

***Identifying allies*** — What makes a good ally?

- They communicate clearly, are reliable, and generally work well with you
- They have specific strengths you need for your campaign, such as:
    - Up-to-date list of media contacts
    - Legal expertise
    - Experience doing advocacy
    - Insight into the government
    - Ability to mobilize a community or other allies that you cannot reach by yourself

Allies may also come from very different communities than your group represents. That can be a great thing because that diversity can help you to reach a much larger audience. For instance, in the early days of the U.S. civil rights movement, student activists were able to attract media attention and broad public support when they worked on issues that affected mothers and other adult women who were not students. By involving mothers and other women in the civil rights movement, the activists were able to also get the support of the powerful African American churches, who supported those women. Through careful selection of advocacy objectives and allies, the civil rights movement was able to attract more sympathetic press coverage than it would have if only students were the focus of the news stories.

Being part of a coalition also enables you to be strategic in selecting who will represent the coalition to the press, to public events, to advocacy targets and to other allies. For example, if your coalition works on harm reduction, there will be situations when you want a person using drugs to represent the coalition at a meeting or public event (for instance, to other people using drugs). At a university lecture, or a meeting of doctors, you may want someone with a university degree to speak. If your coalition includes drug user groups and academics, you can pick the right person for each situation.

But despite the advantages, it's not always easy to work with other advocates. Each group has its own approach to making decisions, or to managing time and money. Sometimes you may need to overcome personal issues to work with individuals or organizations with whom you have had previous negative experiences.

It is not necessary to work with an ally if the collaboration is hampered by personal or professional barriers that you cannot overcome, such as a violation of trust. However, if you are unable to successfully engage with at least some of the relevant stakeholders and potential allies necessary to achieving your goal, it could become an obstacle to your advocacy. A good advocate turns enemies and neutral people into allies; an unsuccessful advocate turns allies into enemies.

You may be able to use a shared advocacy goal to reach out to other groups and see if it is possible to put past problems behind you to achieve something positive.

### *CASE STUDY: BUILDING A COALITION WITH LABOR UNIONS*

By Nathan Geffen, Treasurer of South Africa's Treatment Action Campaign (TAC)

Winning struggles for low medicine prices or policy changes that benefit poor people is difficult. Activists can hardly ever win by campaigning as individuals or as single organizations. Here are two examples from the Treatment Action Campaign's experience.

In the late 1990s, about 40 pharmaceutical companies took the South African government to court to try to stop it from passing legislation aimed at lowering medicine prices. In 2001, the Treatment Action Campaign entered this seemingly never-ending court action on the side of the government. We asked organisations across the world to demonstrate against the pharmaceutical industry. I don't think the pharmaceutical industry had faced a globally organised campaign before. Within a few weeks of the demonstrations, the pharmaceutical companies withdrew their court case. The bad publicity they were receiving in Europe, Asia, Africa and the America was not worth it. The TAC would not have won this battle so easily, perhaps not at all, were it not for global solidarity.

Later in 2001 and 2002 the TAC took the South African government to court to force it to provide antiretrovirals to pregnant HIV-positive women to reduce pediatric HIV. We were a small organization at the time but we managed to organize a huge demonstration in Johannesburg by bringing the country's biggest trade union, COSATU, onto our side. COSATU's leader would go on to say that every member of his union was a member of TAC. As TAC's relationship with the government became more and more hostile, COSATU's support provided us the political credibility we needed to survive the state's propaganda attack on us."

***Outreach to allies*** — If you do not already have strong linkages with other groups or organizations who are in a position to help you, or who represent constituents you want to reach, you should plan to develop those linkages as early on in your campaign as possible.

Before contacting other groups or individuals to engage in your issue, it is your responsibility to do some background research and preparation. You do not want to waste that person's or organization's time. You will be more successful if you know enough about the potential ally to know what their interests and goals are, and if you only request clearly defined support for which they have a known and unique skill or contribution.

It's also helpful to be prepared with a one-page summary of the issue or rights abuse, the advocacy goal, the advocacy objective, and the steps to take. It's often a good idea to begin your discussion with your new ally by asking for their advice or input, and then revising the plan so that it meets both your needs.

***Sharing responsibilities*** — A coalition is run by its members, so it may not need an office and a secretariat like a network does. However, your coalition will need to decide who will be responsible for the following:

- *Administration* — Mailings, typing minutes and agendas, reminder calls or emails, photocopying
- *Meetings* — Planning the agenda, taking minutes, locating and preparing the meeting site, meeting facilitation, coordinating with the various working groups in coalition; providing refreshments, follow-up on action points
- *Membership* — Recruitment, orientation, ongoing contact, support, and encouragement
- *Research and Fact Gathering* — Data collection, evaluations of the work
- *Public Relations and Public Information* — Deciding who will speak to the press on behalf of the coalition and what that person (or people) can say; development of materials, press releases, relationships with editors and reporters
- *Coordination of Activities* — Special coalition events, joint projects
- *Fundraising* — Finding money and other resources for coalition activities, managing grant funds, and reporting to donors.

### *CASE STUDY: A SUCCESSFUL COALITION*

Key allies in Thailand's successful campaign to increase access to essential medicines included:

- The Thai Network of People Living with HIV/AIDS (TNP+) and other HIV/AIDS NGOs
- Progressive academics
- Consumer networks
- FTA Watch (NGO alliance)
- Allies in National Health Security Office, Ministry of Public Health and Government Pharmaceutical Organization (GPO)
- Media allies
- International allies such as Médecins Sans Frontières (MSF), Oxfam, Lawyers Collective (India), Student Global AIDS Campaign, etc.

# *Resources*

This is a list of some of the resources we consulted in writing this manual. We highly recommend them.

Some of these resources are only available in English. In general, organizations only translate materials if local groups ask for translation. If you are interested in using one of these manuals, it is worth contacting these organizations to ask them if they can translate it into your language so that your organization or community can use the manual.

**HIV/AIDS advocacy manuals**

- The AIDS Control and Prevention Project (AIDSCAP). *Policy and Advocacy in HIV/AIDS Prevention*. Available online at http://www.fhi360.org/NR/rdonlyres/ez77c2w6ilk7wgzli3tyu6gg4qrhtgripatbnwnngd7vi3a62o7zs5f7cn7yqaphag4gtehsuaia2a/BCCPolicyandAdvocacy.pdf.
  The handbook focuses on policy development and defines some key terms.

- Asia Pacific Council of AIDS Service Organizations (APCASO), *HIV Advocacy From the Ground Up: A Toolkit for Strengthening Local Responses: Advocacy Action Tools*. Available online at http://www.apcaso.org/v2/pdf/Advocacy-toolkit-4.pdf .

  Judith Asher. *The Right to Health: A Resource Manual for NGOs*. Commonwealth Medical Trust, 2004. Available online at http://shr.aaas.org/manuals/health/RTH.pdf .

- Global Forum on MSM and HIV (MSMGF). *"Speaking Out Advocacy Toolkit: A Toolkit for MSM-led HIV and AIDS Advocacy."* 2011. Available online at http://www.msmgf.org/index.cfm/id/262/.
  You may need to register for the website in order to download the manual.

- International HIV/AIDS Alliance and the International Council of AIDS Service Organizations (ICASO). *Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS*. 2003. Available online at http://www.wsscc.org/sites/default/files/publications/the_alliance_advocacy_in_action_2002.pdf .

- Karyn Kaplan. *Human Rights Documentation and Advocacy: A Guide for Organizations of People Who Use Drugs*. Open Society Foundations, February 2009. Available online at http://www.opensocietyfoundations.org/publications/human-rights-documentation-and-advocacy-guide-organizations-people-who-use-drugs
  This manual, written by one of the co-authors of *the Know It, Prove It, Change It* series, "focuses on providing activists with the tools necessary to develop a human rights advocacy plan, particularly by documenting abuses against people who use drugs."

- Cristina Mansfield, with Kurt MacLeod, Maron Greenleaf, and Poppy Alexander. *Advocacy Handbook: A Practical Guide to Increasing Democracy in Cambodia*. PACT: January 2003. Available online at http://www.pactworld.org/galleries/resource-center/advocacy_handbook.pdf

- Joan Minieri, with Paul Getsos and Kim Klein. *Tools for Radical Democracy: How to Organize for Power in Your Community.* Jossey-Bass: July 2007.
  This book is focused on community organizing in an electoral democracy. However, it has a lot of very useful worksheets and tools that can work in any country, and it is written in an easy-to-understand style.

- New Tactics in Human Rights. *New Tactics in Human Rights: A Resource for Practitioners*. Available online at http://www.newtactics.org/en/tools/new-tactics-workbook.
  This manual focuses on innovative approaches to using culture and arts at the community level to advocate for human rights. The website has more case studies of specific tactics from around the world. Translations are available in many languages at the bottom of the web page.

- UNESCO and Joint United Nations Program on HIV/AIDS (UNAIDS). *HIV/AIDS and Human Rights: Young People in Action*. Available online at http://unesdoc.unesco.org/images/0012/001264/126403e.pdf.

- Lisa VeneKlasen and Valerie Miller. *A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation*. Practical Action: April 2007.

**Media advocacy manuals**

- The organization WITNESS has *a Video for Change Toolkit*, which teaches activists to create a complete advocacy plan for video, photography, and social media. The toolkit in English is available at http://toolkit.witness.org/en and WITNESS is creating translations into other languages.

  You can also check out the WITNESS blog to see how other organizations are using video, photography and social media: http://blog.witness.org

  See also these two articles, quoted in our manual:
  *Yvette Alberdingk Thijm, "WITNESS Launches Human Rights Channel on Youtube."* Blog, Bigthink, June 11, 2012. Available online at http://bigthink.com/experts-corner/youtube-launches-human-rights-channel.

  *Chris Michael, "How to Film Protests: Video Tip Series for Activists at Occupy Wall Street, in Syria and Beyond."* Blog, WITNESS, April 30, 2012. Available online at http://blog.witness.org/2012/04/how-to-film-protests-video-tip-series-for-activists-at-occupy-wall-street-in-syria-and-beyond/.

- M. Malan. *Teaching Effective Media Relations to NGOs, PLWHA and Government Communications Officials: A Manual For Trainers*. Internews, 2008. Available online at http://www.eldis.org/go/topics/resource-guides/hiv-and-aids/aids-communication-training-and-advocacy&id=41275&type=Document.
  This manual is intended to help train groups working in HIV-related fields on how to work effectively with the media. The manual consists of a five day step-by-step training agenda. Participants are required to organize an actual media event for the last day of the workshop.

  Internews helps marginalized communities develop communication skills. They also train journalists on how to cover controversial, sensitive or dangerous issues, such as HIV/AIDS or working in a conflict or war zone. You can talk to Internews about holding a training workshop with your group by contacting them at: info@internews.org.

**Manuals on policy mechanisms**

- Harm Reduction International. *"A Brief Guide to the UN Human Rights System."* Available online at http://www.ihra.net/files/2011/03/29/A_brief_guide_to_the_UN_human_rights_system.pdf

- International Federation for Human Rights (FIDH). *Guide on Recourse Mechanisms. Part 1: Intergovernmental Mechanisms*. Available online at http://www.fidh.org/IMG//pdf/guide_entreprises_uk-sectioni.pdf .

- Donna Sullivan. *Overview of the Rule Requiring the Exhaustion of Domestic Remedies Under the Optional Protocol to CEDAW*. IWRAW Asia Pacific, 2009, vol. 12. Available online at http://www.iwraw-ap.org/publications/doc/DonnaExhaustionWeb_corrected_version_march%2031.pdf.

- UNAIDS. *Guide to the UN Human Rights Machinery*. Available online at http://data.unaids.org/Publications/IRC-pub01/jc128-hrmachinery_en.pdf .

**Resources for individual activists at risk**

- In recognition of the specific threats facing rights activists, in 2000 the United Nations established a mandate and appointed a Special Rapporteur on Human Rights Defenders. She reports to the UN regarding the promotion and protection of the rights of rights defenders around the world, undertakes country visits and takes up individual cases of concern with governments.

  Some rights defenders are professional legal rights workers, lawyers working on rights cases, journalists, trade unionists or development workers. A local government official, a policeman or a celebrity who actively promotes respect for rights can also be a rights defender. The UN defines legal rights defenders as people who, individually or with others, act to promote or protect legal rights.

  This website describes the process of submitting a complaint about threats or harassment of individual rights activists:
  http://www.ohchr.org/EN/Issues/SRHRDefenders/Pages/Complaints.aspx

- Frontline Defenders is an international organization, which focuses on the needs of rights activists. Their website, www.frontlinedefenders.org, provides information and updates about rights activists around the world, and offers ways to help. The organization offers emergency support to defenders. and training in security and protection for mitigating threats.

  Their very practical *"Workbook on Security: Practical Steps for Human Rights Defenders At Risk"* can be downloaded here:
  http://www.frontlinedefenders.org/files/Workbook_ENG.pdf .

- Scholar Rescue Fund is an international NGO that helps teachers, writers and academics, who advocate for legal rights to find a safe place to stay for a short period in order to avoid harassment and continue doing their work. Usually the scholar is hosted at an American university and receives a scholarship to support their living costs. Individual scholars can apply online at www.scholarrescuefund.org.

- Asia Catalyst can sometimes assist Chinese and Southeast Asian health rights activists at risk to arrange short-term visiting fellowships at larger HIV/AIDS organizations, law firms or universities, usually in Asia. Contact Asia Catalyst at info@asiacatalyst.org.

- *Protection International's guide, Tactics and tools for the protection of legal rights defenders*, is available online at http://protectionline.org/IMG/pdf/3-3_Manual_English_3rdEd.pdf.
  It provides activities to help undertake risk assessments and develop security rules and procedures for each situation. For Asian-language translations, write to the Asia Representative Tessa de Ryck at <tessa_deryck@protectioninternational.org> or contact the organization through its website: www.protectioninternational.org.

They publish a protection guide for LGBTI defenders at:
http://protectioninternational.org/wp-content/uploads/2012/04/LGBTI_PMD_2nd_Ed_English.pdf

# TRAINER'S SUPPLEMENT

## *How to Use This Supplement*

Each volume of the *Know It, Prove It, Change It* series includes a manual created to help individuals and grassroots groups in communities affected by HIV/AIDS to understand their basic rights, document rights abuses, and design and implement advocacy campaigns. Each volume also has a trainer's supplement, which includes lesson plans, sample exercises or templates to use in a training or workshop.

This supplement for *Change It: Ending Rights Abuses* includes:

- Lesson plans, which explain how to teach a lesson on a specific skill that matches specific chapter subjects in the manual;
- Worksheets that you can print out and use for exercises in the lesson plans. These can be reprinted for each participant to use during the training workshop; and
- Templates of forms that you can print out for a workshop or use in your own human rights work.

**What are lesson plans?** The lesson plans cover each of the major topics in the manual, and are presented in the same order as chapters in the manual.

Each lesson is made up of the following parts:

| | |
|---|---|
| Introduction | A short explanation about the contents of the lesson |
| Concepts | The basic concepts that will be explored |
| Time Needed | Estimate of how long it will take to complete the lesson. If the lesson must be translated, then double the time. |
| Objectives | The specific skills that the workshop participants will acquire |
| Resources Needed | Tools or documents you should prepare in advance for the lesson |
| Summary | A recap of points that were taught in the lesson |
| Evaluation | An assessment of the group's understanding of concepts and skills |

Much advocacy work success will depend on how well an advocate can can tap into and elicit the experience, knowledge and power of the group or community, and so many of the lesson plans in this supplement include planning activities. They follow the order of the chapters in the manual, but readers should pick and choose the ones that are the most useful. Some activities provide different approaches to the same question, to give groups several options.

**How do I use the supplement?** These teaching materials can be used in a variety of situations. You could use all the lesson plans just as they appear in the supplement in one multiple-day workshop. Or, you could select a few lessons that meet the specific needs of your organization for a one-day workshop. Use the supplement however it works best for you.

**Here are some basic tips for group work:**

- Where possible, the group leader or facilitator should have some training experience.
- Avoid classroom-style seating arrangements. Sitting in a circle usually works well.
- Where possible, use a very brief "energizer" before starting. This can be a song or a fun game to help participants to relax and feel comfortable together.
- Most group activities work better in small groups (6-20 people).
- Where you can, encourage your workshop participants to relate these exercises to their real-life advocacy experience.

The lesson plans include ways for trainers to evaluate how well participants have learned the content. Always take time after an activity to encourage participants to also evaluate how well the workshop worked for them.

# Chapter 1
# What is advocacy?

## Lesson 1.1 / The Visioning Tree

| | |
|---|---|
| Introduction | The lesson helps the group understand a problem (e.g., bad law, policy or program) in terms of its root causes and consequences. This exercise provides a foundation for planning advocacy campaigns. |
| Concepts | Vision<br>Root causes of a problem<br>Consequences<br>Positive change |
| Time Needed | 45 minutes |
| Objectives | To understand the root causes of a problem<br>To understand the consequences of a problem<br>To envision positive changes that arise from reforms to a law, policy or program |
| Resources Needed | Cut out the following in advance: 9 pictures of fruit for each small group (3 oranges, 3 apples, 3 bananas)<br>White flip chart paper<br>Adhesive tape<br>4-10 markers (enough for trainer and participants) |
| Summary | After a group identifies the root causes of problems, they are then able to visualize the negative consequences. Conversely, when the group identifies positive actions, they can map the potential positive changes that should be made to a law or policy. |
| Evaluation | Document points made in discussion and how well group was able to apply definitions provided in the exercise. |

This exercise has two approaches. Either your group can identify consequences of a problem (version "A") or your group can envision the positive change that will come once you achieve positive change in a law, policy or program (version "B"). You can choose which approach you would like to use.

**Procedure for version "A" of exercise: The "Problem" Tree**

*Preparation*

1. The trainer should prepare one set of materials for each small group. One set of materials includes 9 cut-out pictures of fruit (such as 3 oranges, 3 apple, 3 bananas, or whatever fruit is common in your area).

*Activity*

2. Divide the group into smaller groups of 3-6 people, depending on the size of your group.
3. Distribute a piece of white flip chart paper, at least 3 thick colored markers (red, blue, black, for example), and tape or non-permanent adhesive to each group. Also hand out the 9 fruit cut-outs to each group (3 oranges, 3 guavas and 3 bananas).
4. On the flipchart paper, each group draws a tree, with a thick trunk and at least 4 branches and at least 4 roots.

5. Each group gives their tree the name of the HIV or human rights advocacy problem they are addressing, such as: “The Tree of Repressive Drug Policy,” “The Tree of ART Denial to Drug Users,” “The Tree of Excluding Children of HIV-Positive Parents from School,” “The Tree of Police Harassment of Sex Workers,” etc. Write the name of the problem in the center of the tree.

6. Writing in the roots, provide the various **CAUSES** of the problem, in single words or short phrases, such as: ignorance, lack of legal protection, negative media portrayal of HIV+ people. Each root is one cause.

7. Writing in the fruits, describe in a word or short phrase all of the **CONSEQUENCES** of the problem, such as: high HIV prevalence among IDU, death, discrimination, low self esteem, over-incarceration of sex workers. Each fruit is one consequence.

8. Optional: The groups may draw in as many additional roots or fruits to hang from the branches as necessary, without overcrowding the picture.

9. Spend about 25 minutes per group developing and discussing the tree. Then, ask each group to tape up their tree on the wall.

10. Each group appoints one spokesperson to stand next to their tree and describe their process.

11. Members of all the groups wander around, looking at each other’s trees and asking any questions of the spokespersons.

12. Come back in a large group and discuss.

    Suggested questions the facilitator can ask the group:
    Was there anything difficult or controversial when preparing the tree?
    Is there anything you want to add?
    What did you think of each other’s trees?

    How does this exercise help us think about the planning and implementation of a rights or HIV advocacy project?

*Summary and Evaluation*

13. The trainer summarizes the ideas raised by the group, including how they can use what they learned in planning a rights campaign or advocacy project.

14. The group discussion gives the trainer an opportunity to evaluate how much the group has learned.

**Procedure for version "B" of the exercise: The "Positive Change" Tree**

*Preparation*

1. The trainer should prepare one set of materials for each small group. One set of materials includes 9 cut-out pictures of fruit (3 oranges, 3 guavas, 3 bananas).

2. Divide your group into smaller groups of 3-6 people, depending on the size of your group.

3. The facilitator distributes a piece of white flip chart paper, at least 3 thick colored markers (red, blue, black for example) and tape or non-permanent adhesive to each group. Also hand out 9 cut-out fruits to each group (3 oranges, 3 guavas and 3 bananas).

4. On the flipchart paper, each group draws a tree, with a thick trunk and at least 4 branches and at least 4 roots.

5. Each group gives their tree the name of the HIV or human rights law/policy/program their advocacy would ideally achieve, such as: "Universal access to ART," "National Harm Reduction Policy," "Comprehensive HIV Care for Prisoners," "Anti-discrimination law for LGBT," etc. Write the name of the law/policy/program in the center of the tree.

7. Writing in the fruits, describe in a word or short phrase all of the **RESULTS** of having such a law/policy/program, such as: elimination of HIV prevalence among IDU, 100% coverage of needle and syringe programs, less sickness and death, reduced discrimination against migrants, or happier, more just society. Each fruit is one result.

8. The groups may draw in as many additional roots or fruits to hang from the branches as necessary, without overcrowding the picture.

9. Spend about 25 minutes per group developing and discussing the tree. Then, ask each group to tape up their tree on the wall.

10. Each group appoints one spokesperson to stand next to their tree and describe their process.

11. Members of all the groups wander around, looking at each other's trees and asking any questions of the spokespersons.

12. Come back in a large group and discuss.

    Suggested questions the trainer can ask the group:
    Was there anything difficult or controversial when preparing the tree?
    Is there anything you want to add?
    What did you think of each other's trees?
    How does this exercise help us think about the planning and implementation of a rights or HIV advocacy project?

*Summary and Evaluation*

13. The trainer summarizes the ideas raised by the group, including how they can use what they learned in planning a rights campaign or advocacy project.

14. The group discussion gives the trainer an opportunity to evaluate how much the group has learned.

### *Lesson 1.2 / What is advocacy?*

| | |
|---|---|
| Introduction | This lesson helps the group find a common definition of advocacy. |
| Concepts | Advocacy<br>Accountability |
| Time Needed | 45 minutes |
| Objectives | To understand a definition of advocacy<br>To understand key advocacy terms |
| Resources Needed | Flip chart<br>Markers |
| Summary | Participants share their own advocacy experiences, discuss a definition of advocacy, and explore whether it fits their needs. |
| Evaluation | Assess the usefulness and applicability of advocacy definitions articulated by individuals and by the larger group. |

**Procedure**

*Opener*

1. The trainer explains the purpose of the activity. Explain that there are many definitions of advocacy, and we are going to explore one definition and whether it applies to our own experiences.

   Key point about the purpose of advocacy to share with the group:
   When policy makers are not fulfilling their responsibilities to others, advocacy can be used to hold them accountable, or answerable. Advocacy is a strategy we can use to expand and protect the rights of minorities and marginalized groups. When policies foster discrimination, advocacy can be used to suggest concrete solutions to policymakers.

*Activity*

2. Divide into pairs and come up with real-life examples of HIV-specific advocacy that has been done at the local and national levels (1 example of each).

   Examples:
   "Getting the provincial hospital to provide free condoms to all."
   "Getting the local hospital to provide ART in the local prison."
   "Getting the national government to provide opiate substitution therapy (OST) or methadone to opiate injectors."

   Ask the pairs to share their examples with the larger group

3. Ask the pairs to share their examples with the larger group.

4. Ask the group to identify a few examples of international-level HIV advocacy, if possible.

   Examples:
   "Getting the UN to recognize LGBT rights.
   "Getting the US to withdraw its travel ban preventing HIV-positive people from entering the country."

5. Present some definitions of advocacy from other organizations:

   "Advocacy is speaking the truth to demand change, to seek equality and justice for our communities."

   — *Andrew Hunter, Asia Pacific Network of Sex Workers (APNSW)*

   "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."

   — *Asia Pacific Council of AIDS Service Organizations (APCASO)*

   "First and foremost, advocacy is a strategy that is used around the world by NGOs, activists, and even policymakers themselves, to influence policies. Advocacy is about creation or reform of policies, but also about effective implementation and enforcement of policies."

   — *CARE International*

6. Present the definition of advocacy used in *Change It: Ending Rights Abuses*:

   **Rights advocacy is a set of tactics aimed at influencing power-holders to make changes to policies, laws and practices. Some advocacy tactics include pursuing litigation, appealing to higher standards such as ethics or international law, harnessing the power of the media, and mobilizing community power.**

7. Explain the key terms used in the *Change It* definition:

   ***Changes to policies, laws and practices*** — Everyone working on HIV/AIDS in some area does advocacy. For some people, that advocacy may just be pressing local hospitals to get treatment for a community member, or meeting with multiple government agencies to get their approval to register an NGO.

   This advocacy is important, but the kind of advocacy we describe in *Change It* is more ambitious. It aims to improve policies, laws, and the implementation of those policies and laws so that many people can be helped, not just one person or one NGO. Because this goal is larger, it's necessary to create a strategy using multiple tactics.

***Power-holders*** — Who are our "advocacy targets"? The answer to this question depends on the advocacy goal. Who are the people or institutions that have the power to end the problem?

In some cases, the people we want to influence are government officials, but sometimes they are officials at the UN, international donors such as the Global Fund, or large corporations. All of those people are "power-holders" because they have the power to affect the lives of many individuals.

***Campaign*** — An advocacy campaign is an advocacy strategy, using several tactics, that is planned for a limited time period. Some campaigns last a few months, while others take several years.

***Tactics*** — A tactic is one strategic action that is specifically aimed at influencing a person or institution to change their policies or practices. Tactics build on each other to create an advocacy campaign focused on a larger goal.

***Strategy*** — An advocacy strategy is the theory you have about how best to influence people to achieve your goal. You develop your strategy based on your analysis of the conditions, the strengths and weaknesses of the people you want to influence, your organization's strengths, and the allies you believe you can mobilize in support. Based on your theory about how best to influence the situation, you select a group of tactics that are your advocacy strategy.

8. Discuss as a group whether the group agrees with that definition. Each group can create its own definition of advocacy. Should this definition be changed to meet the needs of this group? If so, how?

   Notes for the trainer:

   - Advocacy focuses on changing policies, implementation of policies, laws and practices
   - Advocacy targets decision-makers, leaders, policymakers, people in positions of influence
   - Advocacy for HIV would be considered a success if policies, laws, implementation of laws or practices allow for improved HIV/AIDS prevention, treatment and care.

*Summary and Evaluation*

9. During the course of the activity, try to assess learning. When the group is in pairs, walk around and assist as needed. The trainer can provide information and help to the pairs and also during the large group session. Note how the group is able to generate real-world examples of advocacy and address any confusion about the difference between advocacy, public education, service delivery, etc. If many people seem unclear about the difference, the next exercise should help to clear it up.

### *Lesson 1.3 / Is this advocacy?*

| | |
|---|---|
| Introduction | This lesson explores how advocacy overlaps with service delivery, research, information sharing, but is also distinct from these activities. |
| Concepts | Advocacy<br>Research<br>Direct Service<br>Information sharing |
| Time Needed | 45 minutes |
| Objectives | To distinguish advocacy from research, direct service, and information sharing<br>To understand how advocacy relates to other activities<br>To encourage individual and group exploration about the definition of advocacy |
| Resources Needed | Handouts of 4 advocacy scenarios<br>Copy of diagram for each participant or large version printed or projected in room<br>Pens or pencils |
| Summary | During final discussion, emphasize that advocacy usually has a purpose in affecting law or policy. Research, direct service, and information sharing may support an advocacy goal, but are not advocacy. |
| Evaluation | Assess completed worksheets for participant's ability to make distinctions between advocacy and other activities. |

**Procedure**

Note to trainer: This exercise is to be done individually.

*Preparation*

1. You may print out worksheets with the scenarios on it in advance.

*Opener*

2. This lesson is designed to help participants more deeply understand the definition of advocacy. It may be helpful to provide some definitions of advocacy and some examples of advocacy activities.

*Activity*

3. Pass out one set of 4 scenarios and ask the participant(s) to answer the questions. Give participant(s) at least 15-20 minutes to read the scenarios and answer the questions.

4. After the individual(s) have finished the exercise, you may lead a discussion about what does and does not constitute advocacy.

*Summary and Evaluation*

5. Remind the participants that rights advocacy always includes mobilizing some form of power to influence policies, laws and practices.

6. Evaluate learning based on the worksheet answers and discussion.

***Template / Lesson 1.3***

**Diagram: How Advocacy Overlaps with Other Change Activities.**

***Worksheet / Lesson 1.3***

**Is This Advocacy?**

This is an individual exercise. Read each of the following scenarios. For each, answer whether or not you think the work described constitutes advocacy. If yes, why? If not, why not?

**Scenario One**

You run an NGO that works to promote maternal and child health. Malnutrition is a major problem affecting young children in your community and causes many infant deaths every year. Many infants and children-under-5 living in poor families do not receive adequate food and nutrition. To address this problem, you begin providing mothers with infants and young children a range of simple medical services, including infant weighing, nutritional education, health screenings and food supplementation.

Is this advocacy? If yes, why?

If no, how does what is described relate to advocacy?

**Scenario Two**

A major university approaches you about a research partnership. They are currently researching employment discrimination against injecting drug users and people living with HIV/AIDS. Since your organization works closely with drug users and PLWHA, they've asked for your help distributing a survey and collecting case studies of discrimination. They plan to publish a scholarly article in English using these data.

Is this advocacy? If yes, why?

If no, how does what is described relate to advocacy?

**Scenario Three**

Your organization discovers that many lower-income families in your community spend themselves into debt buying expensive medicines to treat tuberculosis. In order to afford the medication, families mortgage their homes, take out loans from neighbors and sell valuable personal belongings. To raise awareness of this issue, your NGO starts a public information campaign to educate the general public about the high cost of TB drugs and the injustice of poor families going further into poverty to afford life-saving medication.

Is this advocacy? If yes, why?

If no, how does what is described relate to advocacy?

**Scenario Four**

You currently run an NGO that works with female sex workers in a major Chinese city. After conducting several months of outreach and community focus groups, you discover that sex workers in your city are most concerned about violence from customers or police. To address this situation, you start a new program that trains sex workers on their rights and give them legal resources such as lawyers to contact in case they experience violence.

Is this advocacy? If yes, why?

If no, how does what is described relate to advocacy?

# Chapter 2
# Analyzing the environment

## Lesson 2.1 / How to conduct a community consultation

| | |
|---|---|
| Introduction | The lesson provides a guide on how to carry out a meeting with community members to gather information or opinions. |
| Concepts | Community consultation<br>Meeting planning<br>Division of leadership responsibility |
| Time Needed | 2 hours |
| Objectives | To learn how to plan a community consultation/meeting<br>To practice the steps involved in engaging community members<br>To learn about the community needs |
| Resources Needed | Flip chart<br>Analyze example and adapt it to the group |
| Summary | A community consultation creates valuable input. Planning is needed about the structure and logistics of the meeting. |
| Evaluation | Feedback sessions at each step of the exercise will help gauge group understanding. After the community consultation, a feedback session or brief survey can assess the success of the meeting. |

**Procedure**

Note to the facilitator:

This exercise will help your group carry out an actual community consultation. This activity uses a real-life example adapted from the *Mitsampan Community Research Project*. The project collected HIV risk behavior and barriers to healthcare data from people who inject drugs in Bangkok. The purpose of the project was to increase access to services that helped individuals reduce their HIV risk behaviors.

Here are the steps the group carried out to conduct a successful community consultation. The facilitator may use these questions to carry out a planning meeting for the group.

Note that not all of the steps can be carried out in one session.

Adapt these steps to the group's specific situation.

*Preparation for Community Consultation*

1. Prepare an agenda for the meeting, including who will facilitate, who will take notes, and what the expected outcome will be. Will you use a Powerpoint presentation? Provide handouts?

2. Contact the community leaders to determine an appropriate time and location for the meeting, as well as eligibility criteria for who to invite, what resources are available for the meeting, and how responsibilities will be divided (who will purchase lunch and/or snacks? who decides who can attend? will there be travel/time compensation for attendees? are receipts required?)

*Community Consultation*

3. Hold the consultation in the designated location and present the issue at hand. In setting the agenda for this meeting think about the question, "What are the key questions for the community?"

   Here is a list of possible agenda items or topics to consider for a community meeting:

   a. Introductions, origin of the advocacy project (perhaps it came from the community itself). Gauge interest in collaboration: how interested is the community in the advocacy issue; for example, interest in better HIV programs and reduced barriers to HIV and drug treatment access?

   b. Are you interested in helping collect data to use in our advocacy?

   c. What are key questions we should ask in our data collection?

   d. Would you be interested in reviewing the final questionnaire?

   e. Would you be interested in helping to collect data and being trained?

   f. Timeline, resources available.

   g. Ethical considerations such as how privacy/confidentiality will be maintained, whether an ethical review board is required to approve the project. What is the safety protocol, are there risks related to police interference?

   h. Next steps and who will do what?

   i. Second meeting date/time is agreed upon.

*Summary and Evaluation*

4. This exercise requires multiple steps from planning to conducting a community consultation. The group may find it helpful to provide feedback on successes and challenges during each step.

5. **Optional**. Community members may be asked to evaluate the meeting and what they liked and didn't like. You can do a group feedback session or a short survey to protect privacy.

## *Lesson 2.2 / Strengths, Weaknesses, Opportunities, and Threats (SWOT)*

| | |
|---|---|
| Introduction | This exercise assesses the internal and external factors that may hinder or facilitate a group's advocacy strategy. |
| Concepts | Advocacy strategy<br>SWOT Analysis (strengths, weaknesses, opportunities, threats) |
| Time Needed | 60-90 minutes |
| Objectives | To identify internal and external factors that affect advocacy<br>To identify specific organizational strengths and weaknesses |
| Resources Needed | Handout: Opportunities Grid<br>Handout: Threats Grid<br>Handout: Organizational Strengths Grid<br>Handout: Weaknesses Grid |
| Summary | Analysis of factors inside and outside the organization is an important part of advocacy planning. The SWOT tool is a method to refine goals, objectives, and activities. |
| Evaluation | At the end of the lesson, the group will have created a list of organizational and environmental aspects that will affect an advocacy campaign. Evaluate for group understanding of the concepts and their ability to apply them to their real-world situation. |

**Procedure**
*Opener*

1. Review the purpose of the exercise, to ensure that everyone fully understands the Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis.

   The purpose of the exercise is to assess the internal and external factors that may hinder or facilitate your group's advocacy strategy in order to refine your goals, objectives, and activities.

   SWOT is a type of evaluation analysis that has been used by organizations for decades. SWOT is an acronym that stands for:

   ***Strengths*** — Aspects of a group or organization that are considered a strength or give an advantage. This is an internal factor.

   ***Weaknesses*** — Aspects of a group or organization that may be a weakness or disadvantage. This is an internal factor.

   ***Opportunities*** — External factors that give a group or organization a chance (or opportunity) to gain a benefit.

   ***Threats*** — External factors that can cause problems for the group or organization.

   You may use examples to illustrate the information you provide to the group.

2. Write your group's advocacy goal and objectives on a flipchart paper the group to see.

*Activity*

**Note to facilitator:** Begin with the External Factors: Opportunities and Threats, and then move to the Internal Factors: Strengths and Weaknesses. If participants are working in small groups, separate the two tasks with a plenary.

3. Brainstorm about external forces (opportunities and threats), which may impact your strategy. Include:

    - Groups and structures relevant to the issue the strategy addresses;
    - Organizations that may provide resources (financial, technical, political, etc.);
    - Trends and groups that influence the political and policy space in which you will advocate. Include cultural, ideological, and religious forces in both the public and private realms, (particularly if the issue relates to women's rights). Include key events if relevant;
    - Other groups or forces that affect your strategy.

    Include both positive (opportunities) and negative (threats) forces. Organize the forces you brainstorm into the opportunities and threats grids, which are reproduced below.

    In some cases, the group may see a particular force as both a threat and an opportunity. In such a case, place that force in both grids.

4. Take a vote on the two or three most important opportunities, and the two or three most important threats. Mark these with a ++. Do a second vote on the 2-3 next most important opportunities and threats. Mark these with a +.

5. Next, brainstorm about internal factors, which are organizational strengths and weaknesses.

6. Using the grids below, list the strengths and weaknesses of the organization. Then rate with ++ and + how important each strength and weakness is for your strategy.
    Care for Prisoners," "Anti-discrimination law for LGBT," etc. Write the name of the law/policy/program in the center of the tree.

7. Discussion. List the implications of the SWOT analysis for your advocacy strategy. The following questions should help the group think about the implications:

    *How can we build on our strengths to further our strategy?*

    *What must be included in our strategy to minimize our weaknesses?*

    *What must be included in our strategy to take full advantage of the opportunities?*

    *What must we do to reduce the impact of the threats?*

*Summary and Evaluation*

8. The facilitator summarizes the ideas raised by the group, including how they can use what they learned in planning a rights campaign or advocacy project.

9. The completed grids and discussion give the trainer an opportunity to evaluate how much the group has learned. Have the participants been able to identify internal (strengths, weaknesses) and external issues (opportunities, threats) that may affect their advocacy work? Have they been able to discuss, which internal and external issues are most important to their work?

**Note for facilitator:** Below are examples of what you may identify during a SWOT Analysis.

Internal

- *Strengths*: staff skills, links with the community, funding base, commitment, common purpose, political credibility
- *Weaknesses*: lack of staff skills, uncertain funding, internal squabbling, low morale, limited community support, no common vision of advocacy and organization's purpose

External

- *Opportunities*: elections, a reform process, new policy initiatives, international conferences, important visitors, incidents that have caught public attention
- *Threats*: lack of coordination among NGOs, religious or political forces which go against social change, limited political freedom, lack of transparency in the political process, cultural views about roles, policy opportunities that derail and coopt your organization without creating any real chance for influence

***Worksheet / Lesson 2.2***

**Opportunities and Threats Grids**

**Opportunities**

| **Positive External Forces Affecting:** | | | |
|---|---|---|---|
| Issue | Resources | Political/ Policy Space | Other |
| | | | |

**Threats**

| **Negative External Forces Affecting:** | | | |
|---|---|---|---|
| Issue | Resources | Political/ Policy Space | Other |
| | | | |

***Worksheet / Lesson 2.2***

**Internal Factors: Assessing Organizational Strengths and Weaknesses**

Using the grids below, list the strengths and weaknesses of the organization. Then rate with ++ and + how important each strength and weakness is for your strategy.

| **Strengths** | **How important for the strategy?** |
|---|---|
| | |

| **Weaknesses** | **How important for the strategy?** |
|---|---|
| | |

### *Lesson 2.3 / Debating campaign priorities*

Adapted from *"HIV/AIDS and Human Rights: Young People in Action,"* UNESCO/Joint United Nations Programme on HIV/AIDS (UNAIDS) 2001, pages 7-8.

| | |
|---|---|
| Introduction | When all members of a group are engaged in discussion, then the group can make better decisions. This activity can be used to clarify the group's thinking, develop a climate that accepts disagreement and opposing views, and identify possible priorities for action. |
| Concepts | Prioritizing issues<br>Individual input in a group<br>Group decision-making |
| Time Needed | 45 minutes |
| Objectives | To practice how to make decisions in a group<br>To practice getting every person's input<br>To understand how to prioritize issues<br>To consider the views of those impacted by issue (e.g., people with HIV) |
| Resources Needed | Flip chart<br>Markers<br>Extra paper and pens |
| Summary | There are no right answers in choosing priorities for a group. Individuals in the group have their own perspective on an issue. Including the people affected by an issue is important in advocacy strategy. |
| Evaluation | Assess priorities of group members. Has the range of viewpoints been expressed and respected? |

**Procedure**

*Opener*

1. Explain the activity to the group.

*Activity*

Points for **facilitator** to share with participants during the activity:

There are no "right answers." People's priorities will vary depending on their political, legal, social and economic position, experiences and values.

2. Ask the group to list 5-10 HIV and/or human rights issues they work on.

3. Ask the group to formulate the issues in a way that describes each one as a possible priority. For example:

   *"We should campaign for the legalization of needle and syringe programs for people who inject drugs."*

   *"We should make sure every HIV/AIDS clinic offers VCT for people who inject drugs."*

   *"We should campaign to end police abuse of people who use drugs."*

   *"We should work to ensure access to better HIV treatment regimens."*

   *"We should campaign for transgender-specific HIV prevention programs."*

   *"We should create opportunities for young people to openly discuss sexual health issues, including in schools."*

   *"We should make sure that HIV-positive children are not kicked out of school."*

4. Divide the group into pairs. Give the full list of statements to each pair, and ask them to rank the statements in order of priority.

5. Next, ask the pairs to form groups of four and compare their rankings. By this stage, everyone will have had a chance to develop and clarify their views.

6. Bring everyone back together and ask the original pairs to report on the statements that they ranked in the first and last places. Note these on a flip chart or blackboard.

7. Discuss the results. There may be some clear "firsts" and "lasts," which will help your decision-making. There may also be statements that were ranked first by some, and last by others; it may be useful to discuss these, too.

   During the discussion *following* the activity and prior to finalizing the advocacy campaign issue, have the **facilitator** raise these key points to consider:

   - Community perspective — views of those affected by the issue (e.g., people living with HIV/AIDS, people who use drugs, transgendered people).
   - The gaps — what is not being covered by others.
   - Co-operation — opportunities to work with other groups.
   - How much time and how many resources you have.
   - What skills you have in your group.

8. Discuss the statements that were not ranked "first" or "last" by anyone.

*Summary and Evaluation*

9. Summarize the group discussion during the activity. Give the group time to discuss what they learned during the exercise. Evaluate group learning in understanding of concepts, but how they were able to listen to differing viewpoints.

## *Lesson 2.4 / Policy analysis matrix (sample)*

| | |
|---|---|
| Introduction | The purpose of rights advocacy is to change policies. Thus, it is important to analyze policy during the advocacy planning process. This activity is to examine a sample policy matrix so that a group may learn to do policy analysis for their own work. |
| Concepts | Policy analysis<br>Policy (supportive and restrictive)<br>Policy enforcement |
| Time Needed | 1 hour |
| Objectives | The identify policies that affect the group's issue |
| Resources Needed | Handout: Policy Analysis Matrix (Sample)<br>White flip chart paper |
| Summary | Because policy can support or hinder advocacy work, it is helpful to include policy analysis in strategic planning. |
| Evaluation | Assess group understanding of the purpose of policy analysis. How will the group apply the lesson to their own work? |

**Procedure**

*Opener*

1. Explain policy analysis and give examples of supportive and restrictive policies.

*Activity*

2. Hand out a copy of the sample policy matrix to group members (see below). Explain the following parts of the matrix:
    - *What is the problem?* — The larger issue that the group or advocacy campaign is trying to address.
    - *Who does it affect, where?* — Try to be as specific as possible about who is affected by the problem.
    - *Supportive policies*: Often there are some laws or policies in place that are positive.
    - *Restrictive policies*: Which policies have a negative effect on your community of interest?
    - *Policy enforcement*: How are policies (if any) enforced in the local area or country?
3. Encourage group questions and discussion about the policy analysis matrix. You can provide additional examples or ask participants to give their own examples of policies.
4. On white flip paper, present a blank policy matrix. See below for a sample template.
5. The facilitator may either work with the entire group to fill out a matrix. Or if the group is large, they may break into small groups to develop the matrix.
6. Allow for group discussion of their policy matrix and to encourage dialogue in altering or amending it.

*Summary and Evaluation*

7. Summarize the group discussion during the activity. Reinforce that understanding policies is crucial to developing advocacy strategy.
8. During the final discussion, assess the learning and engagement of the participants.

***Template / Lesson 2.4***

**Policy Analysis Matrix**

| | |
|---|---|
| **What is the problem?** | |
| **Who does it affect, where?** | |
| **Supportive Policies:** | |
| **Restrictive Policies:** | |
| **Policy Enforcement:** | |

**Policy Analysis Matrix (Sample)**

| | |
|---|---|
| **What is the problem?** | Access to HIV care for unregistered migrants in Country "X" |
| **Who does it affect, where?** | Unregistered migrant workers in Country "X" |
| **Supportive Policies:**<br>Do any policies exist, to ensure access to healthcare? HIV care? For migrants? Unregistered migrants? | Country "X" has a universal healthcare scheme for citizens, which covers HIV treatment and care. Registered migrants have access to healthcare through a government program. |
| **Restrictive Policies:**<br>Do any policies adversely affect (access to healthcare for migrants)? | Unregistered migrants have no right to healthcare under the current policy. HIV treatment is only available on a limited basis to registered migrants. |
| **Policy Enforcement:**<br>Which programs promote or restrict (access to healthcare for migrants)? | Since there are no policies to provide health or HIV care for unregistered migrants, policy enforcement is not an issue. |

# Chapter 3
# Creating an advocacy strategy

## Lesson 3.1 / Drafting a plan — Developing an advocacy framework

| | |
|---|---|
| Introduction | This lesson will help the group develop an advocacy plan. |
| Concepts | Advocacy framework |
| Time Needed | 90 minutes |
| Objectives | To learn how to plan an advocacy campaign through a process of completing several steps.<br>To begin planning of an advocacy campaign around an issue or problem. |
| Resources Needed | Handout Advocacy Framework<br>Large drawing or reproduction of Advocacy Framework<br>White paper<br>Markers |
| Summary | Once a group has selected their issue, there are a series of steps to carry out an advocacy campaign. |
| Evaluation | Group feedback at end of lesson that indicates the ability to incorporate framework into advocacy planning. |

**Procedure**

*Opener*

1. Explain the purpose of the activity, which is to help the group develop a strategic plan for their advocacy work.

   This activity will provide a systematic approach to developing an advocacy plan. The approach allows the group to apply the approach to their advocacy work at the local, national, or international level. The group may choose which level(s) to focus on during the activity.

Activity

2. Display a copy of the Advocacy Framework created by the International HIV/AIDS Alliance. A copy of it is reproduced at the end of this exercise.

   Explain to the group that one of the first steps in preparing an advocacy plan is to review and adapt the framework to use for their action.

3. Divide your group into smaller groups of 3-4, and decide if the focus of each group will be local, national or international.

4. Take a priority advocacy issue determined by the group during a prior training or meeting. Have each group discuss the framework's 8 steps (see below) and how they relate to the group's issue.

   **Questions for the facilitator to guide the small groups:** Are there key steps missing? Which step will be easier for your organization to do, which will be more of a challenge? For each step in the framework, in particular steps 3-6 and step 8, brainstorm answers for those steps vis-à-vis your advocacy issue.

   For example, if your advocacy issue is to "End Mandatory HIV Testing in the Workplace," or "Ending deportation of HIV-positive migrants," think about what the specific objectives might be; who are your targets, where will your resources come from, who are your allies, and how will you monitor and evaluate your campaign?

5. Have the small groups report back to the larger group about their discussions. The facilitator can document key points on white paper for the entire group to see.

*Summary and Evaluation*

6. The facilitator should summarize the discussion during the session. It may be helpful to use the Advocacy Framework as a visual guide to explain the small and larger group discussions.

7. Ask the group to describe what they learned and how they can apply that to their specific issue. Ask the group what areas and questions they still have.

***Template / Lesson 3.1***

**Developing an Advocacy Framework**

Adapted from *International HIV/AIDS Alliance*

**Step 8**: Implement, Monitor, Evaluate

**Step 7**: Create an action plan

**Step 6**: Identify your allies

**Step 5**: Identify your resources

**Step 4**: Identify your targets

**Step 3**: Develop specific objectives

**Step 2**: Analyze and research the problem

**Step 1**: Select the issue or problem you want to address through advocacy

## *Lesson 3.2 / Advocacy campaign action plan*

Adapted from Pact's *"Advocacy Campaign Management,"* page 15. Available from: http://www.pactworld.org/galleries/resource-center/advocacy_series_module1.pdf

| | |
|---|---|
| Introduction | Advocacy planning involves thinking and discussing with your colleagues before you decide on an approach and actions to take. This lesson will help your group think about the tasks involved in developing an action plan. |
| Concepts | Advocacy<br>Campaign<br>Planning |
| Time Needed | 45 minutes |
| Objectives | To learn the planning steps in a campaign<br>To practice analyzing a sample action plan |
| Resources Needed | A printed handout of template for group members |
| Summary | Planning an advocacy campaign is an important step that precedes action. A plan includes the goals, activities, target, allies, time frame, and evaluation methods. |
| Evaluation | Assess group members' ability to apply lesson to their own advocacy work. |

**Procedure**

**Note to the facilitator:** The following handout is a sample advocacy campaign action plan for use in your group's own planning activities. The sample plan may serve as a guide or template for advocacy action planning. Note the following topics within the matrix:

*Opener*

1. Introduce the lesson as the group will learn about the elements within planning an advocacy campaign.

*Activity*

2. Explain the aspects of an advocacy campaign using the sample plan (see below) as a guide. Describe each of the following elements and give examples, as needed. The template has been filled in with an example.

   ***Objectives:*** These are your goals for your advocacy campaign.
   ***Indicators:*** These are measurable ways to see if your objectives are being met.
   ***Measurement:*** This is how you measure or evaluate whether the objectives are met.
   ***Target:*** This is the focus of your campaign. The target may be a person or organization.
   ***Allies:*** They will support you in your work.
   ***Activities:*** These are specific tasks to carry out the campaign.
   ***Timeframe:*** This is the amount of time you expect to meet your objective.

3. Engage the group in a discussion of the sample advocacy campaign action plan. Help them see the relationships among the various elements. For example, the objectives should be measurable and have a time frame. Another example: the person or ally we are targeting should have a clear role in helping the campaign meet its objectives.

4. Ask the group questions based on their experience. What objective(s) are they trying to achieve? Would they be able to make a plan based on their objectives?

*Summary and Evaluation*

5. Summarize the key points and then encourage the group members to ask questions. The template is only a starting place for learning and they will delve into the topics in more detail at a later point.

6. Assess understanding of each element in planning. Also, listen to how participants describe how each element is connected with the others.

## *Template ／ Lesson 3.2*

### Advocacy Campaign Action Plan (Sample)

| Objectives | Indicators | Measurement | Target | Allies | Activities | Timeframe |
|---|---|---|---|---|---|---|
| Within 2 years, National Assembly adopts a policy to provide greater protection to the poor and vulnerable affected by resettlement. | The National Assembly adopts 50% of NGO's recommended changes to their national resettlement policy. | Copy of National Assembly policy<br>Letter from National Assembly detailing the policy<br>Media report giving details of the National Assembly policy | National Assembly<br>International Humanitarian / Relief Organizations<br>Donors<br>Media | NGO network members<br>World Bank<br>Asian Development Bank | Develop strategy among coalition<br>Lobby National Assembly Members through meetings & workshops<br>Media campaign to mobilize public | Year 1-2 |
| A clear resettlement plan will be integrated in the 5-year plans of the local authority. | The national development plan will have a resettlement plan. | Existence of resettlement plan in National development plan | Minister of Planning | NGO network members<br>Local authorities<br>National Poverty Reduction Strategic Plan Working Group (NPRSPWG) | Research resettlement plan options<br>Develop & present message to NPRSPWG & local authority | Year 2 |
| Complaints of the poor or vulnerable are submitted to appropriate authority, recognized, and action is taken. | At least 50% of cases handled by the Resettlement Action Network result in some documented improvement in resettled people's situation. | Length of response time from government<br>Number of cases solved | International Humanitarian / Relief Organizations | NGO network members<br>World Bank<br>Asian Development Bank<br>Affected communities | Survey affected group and issue report through press conference<br>Gather potential legal cases from affected group | Year 3 |

### *Lesson 3.3 / Drafting a plan — Developing an advocacy framework*

| | |
|---|---|
| Introduction | Selecting an aim or goal for a campaign is an important step in planning effective strategy and tactics. This exercise will help a group develop goals toward their larger purpose. |
| Concepts | Goals<br>Objectives<br>Criteria for effective goals/objectives (i.e., SMART objectives) |
| Time Needed | 45 minutes |
| Objectives | Develop an aim/goal for the advocacy campaign or initiative<br>Develop objectives that will help us achieve our goal |
| Resources Needed | None |
| Summary | Good objectives are those that a specific, measurable, achievable, realistic, and timely. |
| Evaluation | Evaluate group learning based on the objectives that were developed in the activity. |

**Procedure**

*Opener*

1. Introduce the purpose of the activity as the group will develop goals and objectives.

Activity

2. Instruct the entire group that they will select one issue that they want to address.

   Explain to the group that this issue will be their aim or goal, and will often reflect a bigger social change they want to see. Examples may include:
   "To eradicate discrimination in the healthcare system for PLWHA/IDU/TG" or
   "To increase access to ART for migrants."

   The facilitator may help the group choose an issue using guiding questions such as:
   - What are you trying to achieve?
   - What are the barriers or challenges to achieving this?
   - How could advocacy overcome these?
   - How would advocacy on the issue benefit people affected by issue?
   - Can people directly affected by the issue be involved? How?

3. Divide into smaller groups; each group chooses a rapporteur to report back to the bigger group near the end of the activity.

4. The small groups will then discuss and brainstorm objectives that are related to the larger aim or goal. If the aim is to **"ensure ART for all under the government healthcare scheme,"** what do you need to do? List the possible objectives. The facilitator should remind the groups to analyze whether or not the objective is specific, measurable, achievable, realistic and time-bound.

Note for the facilitator: SMART is a way in English to remember what good objectives include. This is an acronym that spells the following:

**[S]** Specific

**[M]** Measurable

**[A]** Achievable

**[R]** Realistic

**[T]** Time-bound

Sample objectives that meet SMART criteria:

- Our NGO will partner with the Thai Journalists' Association and Media Expert NGO "X" to educate 10 major state media outlets' health and national editors in HIV treatment issues (in 12 months).
- Hold a public forum in all 4 regions of the country to discuss and debate the social, economic, rights and other benefits of ART (in 2 years).
- Have 4 major public figures write op-eds in newspaper A and B on the effectiveness of ART (in 18 months).
- Hold 6 face-to-face meetings with the Ministry of Public Health on ART scale-up and roll-out.
- Propose a bill for universal ART access to the Parliament by obtaining 5,000 citizen signatures within 2 years.

Here are the sample aim and objectives for a local-level advocacy campaign by a CBO in India:

Aim: To ensure that all citizens of Mumbai have access to health care in public hospitals by November 2015 (in 3 years' time).

Objectives:

- To persuade the municipal authorities to ensure that the staff of public hospitals are aware of and implement the provisions of the government ruling (6-8 months)
- To persuade the municipal authorities to introduce disciplinary checks with incentives and corrective measures and punishments in case of violation of provision of government ruling (within 1 year)
- To form NGO pressure group to work as a watchdog for public hospitals immediately after the disciplinary checks come into force.

5. Have the small groups report on their objectives development session. Have the group evaluate the strengths of the objectives and suggest ways to make them even stronger.

*Summary and Evaluation*

6. Summarize the group's discussion and key points at the end of the activity.
7. Ask the group to provide feedback about what they learned. Evaluate group learning based on the objectives that were developed in the activity.

### *Lesson 3.4 / Advocacy goals checklist*

Adapted from *Organizing for Social Change: A Manual for Activists in the 1990s*, K. Bobo, J. Kendall, S. Max, Midwest Academy, Seven Locks Press(1991).

| | |
|---|---|
| Introduction | This activity will help a group evaluate and choose an advocacy issue. There are several criteria by which a group can decide whether their chosen issue will make a meaningful impact. |
| Concepts | Goals<br>Criteria to assess an advocacy issue |
| Time Needed | 60 minutes |
| Objectives | To evaluate a goal based on objective criteria<br>To envision how a goal will benefit the community and the group |
| Resources Needed | Handout: List of 11 criteria |
| Summary | Choice of a goal depends on analysis of that goal along multiple criteria. This analysis helps a group decide if a goal or campaign fits the principles of a group. |
| Evaluation | Assess the group's ability to identify strengths and weaknesses in their chosen advocacy goal. Group feedback on whether they will be able to apply lesson in choosing an advocacy issue. |

**Procedure**

*Opener*

1. Introduce the activity and explain that the group will evaluate an advocacy goal. Explain why having a strong goal is important in an advocacy campaign.

Activity

2. Ask the group to present their most important advocacy aim or goal for evaluation. Write that goal on a piece of paper for the entire group to see during the entire exercise.

3. Pass out the handout on evaluating a goal. The handout and a detailed facilitator's explanation of the handout are at the end of this activity.

4. Guide the group in evaluating their goal on 11 separate criteria. Use the guiding question: **"Will your advocacy plan or goal…"**

5. During the discussion and at the end, the group may want to change its goal. To keep things simple, try to stay with the same goal throughout the whole discussion. If there is time, the group may want to present a revised goal and quickly check it against the 11 criteria.

*Summary and Evaluation*

6. Try to remind the group that they did positive work, even if they found flaws in their goals. Congratulate them on their hard work and summarize what they discussed.

7. Ask the group for evaluative feedback on the session and what they learned. The group members should be able to assess the strengths and weaknesses of a goal using some or all of the 11 indicators.

***Worksheet ／ Lesson 3.4***

**Advocacy Goals Worksheet**

| Criteria | Yes/No | How? |
|---|---|---|
| 1. Result in a real improvement in people's lives | | |
| 2. Give people a sense of their own power | | |
| 3. Build lasting organization and alliances | | |
| 4. Create opportunities for marginalized people to get involved in politics | | |
| 5. Develop new leaders | | |
| 6. Have a clear political and policy solution | | |
| 7. Have a clear target and timeframe | | |
| 8. Link local concerns to global issues | | |
| 9. Provide opportunities to raise funds | | |
| 10. Enable you to further your vision and mission | | |
| 11. Be winnable | | |

## *Template / Lesson 3.4*

### How to Use the Goal Evaluation Worksheet

The overall purpose of the exercise answers the question "Does the campaign reflect the principles behind it?" This guide explains each of the 11 criteria and provides additional guidance to the facilitator.

1. Many people are motivated by seeing and feeling concrete change (housing, better-paying jobs). Some important changes our advocacy achieves are not visible. Use media strategies to communicate how these changes (policy changes) make a difference too.

2. Involving directly affected people in advocacy gives people a sense of their own power. Hold community consultation meetings, consciousness-raising activities, build your constituency so people can be involved in their own solutions. NGOs should not always speak on behalf of directly affected people. Do people understand the issue as a RIGHTS issue yet, or is this work you need to do?

3. The numbers of people who are hurt by or care about an issue is a good justification for taking it on. Politicians can easily dismiss an issue when just a small group is asking for it. Also, the issue should give your group an opportunity for linking with other organizations and building strong relationships for future collaboration.

4. A good advocacy issue should offer an opportunity for the marginalized and silenced to have a voice and participate in decision-making and develop leadership.

5. How well does the campaign offer people opportunities to become spokespeople, coordinators and planners? Technical, complicated issues do not always lend themselves easily to the development of new leaders.

6. The solution to your issue must have a clear link with policy and with public decision-making.

7. Personalize your demands; find the key power-holder who can respond to your demands. Define your timeframe and benchmarks that can help you celebrate progress.

8. "Politics are local," but very often, many of the causes and solutions to issues involve global decisions. Linking your issues to the global level can be powerful but challenging, adding layers of responsibility to your work.

9. You cannot do much without money. Funds can come from international donors or local supporters, but getting local supporters also shows you have local support. International funding of local organizing is often discredited by politicians and others.

10. You should not take up an issue that takes you outside of your scope of work and basic values. Advocacy efforts can strain organizations, so it is especially important that it contribute to your mission and vision. It is easy to be wooed by an exciting issue and available funds.

11. Success is the greatest motivation for sustaining participation in an issue. Victory is not only defined by advocacy gains, but also may build organizations and mobilize public opinion. Make sure that victories are broadly defined and set in modest, step-by-step terms. Then, people can celebrate their achievements along the way.

### *Lesson 3.5 / Advocacy project narrative*

| | |
|---|---|
| Introduction | This activity uses guided questions to help a group map how their project will achieve its goals or desired outcomes. |
| Concepts | Logic model<br>Goals<br>Outcomes<br>Outputs<br>Actions/Activities |
| Time Needed | 60 minutes |
| Objectives | To understand the components of a logic model or project narrative<br>To practice developing a project narrative or logic model for their group |
| Resources Needed | Handout: Advocacy Project Narrative<br>Handout: Advocacy Logic Model (optional) |
| Summary | A group or organization can use planning tools such as logic modeling to assess and evaluate their advocacy campaign. |
| Evaluation | Review of completed worksheets and/or logic model. Feedback from group after the activity. |

**Procedure**

*Opener*

1. Introduce the concept of developing an advocacy project narrative or logic model.
2. Ask the group if anyone has ever written a logic model and ask them if they would like to explain the process to the group. Then give a brief explanation of the aspects of a project narrative or logic model:
    a. *Long-term goal* — This is often the aim or purpose of the campaign.
    b. *Resources* — Can include money, people, skills, equipment, allies, and more.
    c. *Activities* — Group or project activities (e.g., write press release).
    d. *Outcomes* — Impact. These are measurable ways the group can change working.
    e. *Outputs* — Concrete results from activities (e.g., 50 people attend rally).
    f. *Risks* — These vary and include anything the group perceives as a risk of the work.

*Activity*

3. The facilitator can break the group in smaller groups or pairs. The small groups may fill out the handout based on their group's actual experience.

4. Reconvene the group and discuss the questions. Then write out a coherent project narrative on a large piece of white paper with the six topics:

    a. Long-term goal
    b. Resources
    c. Activities
    d. Outcomes
    e. Outputs
    f. Risks

5. Optional. The facilitator may use the Advocacy Logic Model work sheet to group the answers into a logic model structure.

*Summary and Evaluation*

6. Summarize the activity and the accomplishments of the group. The facilitator may want to appreciate the hard work of the group and repeat key concepts related to logic models.

7. Ask the group for feedback for evaluation purposes. Also, examine their worksheets to see how much they have learned during the session.

***Worksheet / Lesson 3.5***

**Advocacy Project Narrative**

Please answer the following questions using 3-4 sentences. You can use the attached advocacy project logic model to help you answer the questions. However, using this model is not required.

1. What is the long-term goal of this advocacy project?

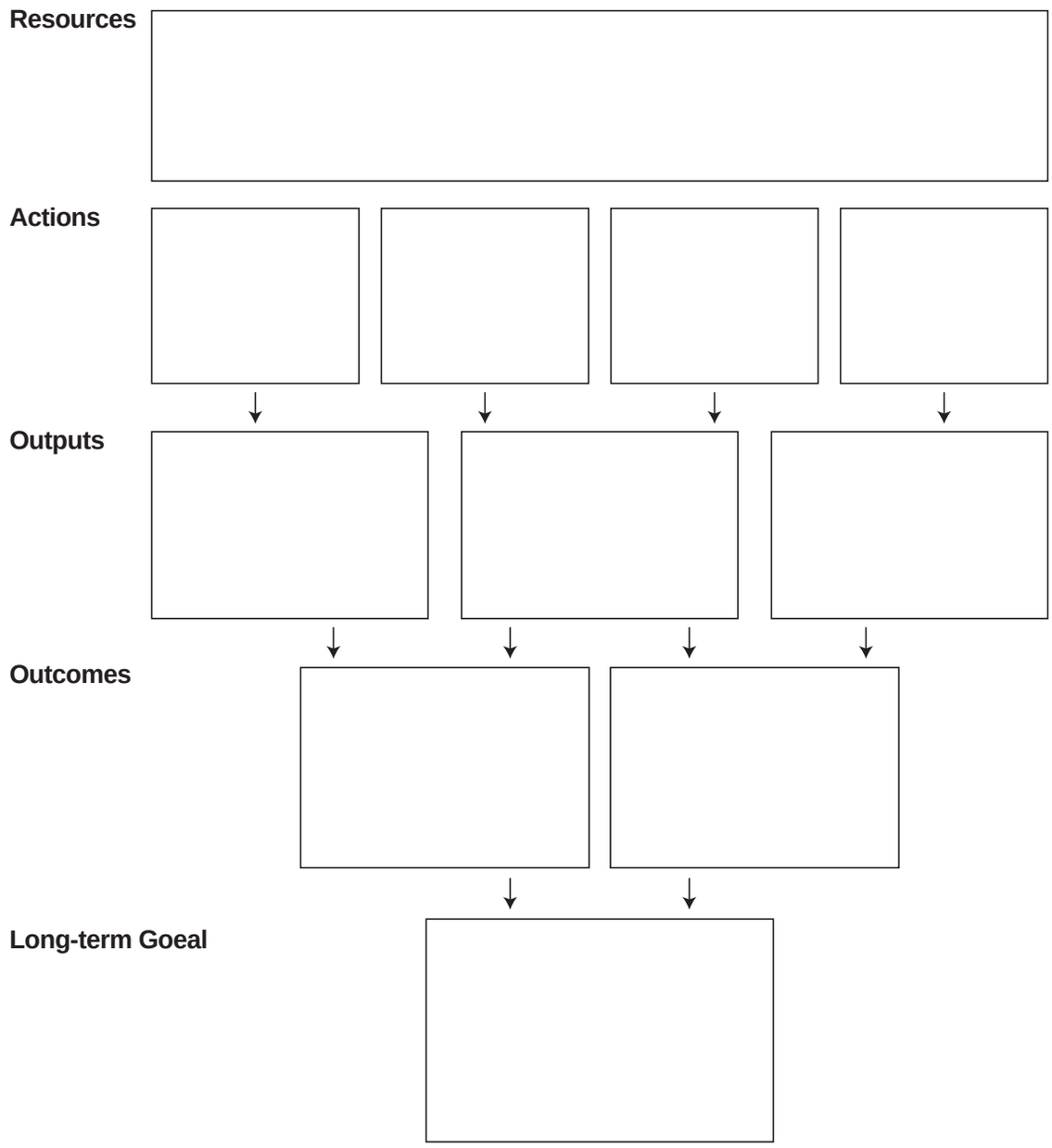
2. What are expected outcomes of this project?

3. What are expected outputs from this project?

4. What actions will you take as part of this project?

5. What resources are available for this project?

6. What are potential risks for engaging in this advocacy project?




**Potential Risks:**

### *Lesson 3.6 / Target information table*

| | |
|---|---|
| Introduction | Many advocacy campaigns have a target or individual, who can influence change. This activity is to help an individual or group choose and assess targets. |
| Concepts | Target<br>Indirect target (influencer of target)<br>Influence |
| Time Needed | 45 minutes |
| Objectives | To identify and analyze targets related to advocacy issue.<br>To practice strategic analysis of the target. |
| Resources Needed | Flip chart with paper<br>Markers |
| Summary | Target analysis enables an advocacy group to choose strategies to influence the target and also his/her contacts. |
| Evaluation | Analysis produced during the session and group feedback after the activity. |

**Procedure**

*Opener*

1. Introduce the activity and define terms for the group.
   - Target — usually a person that has an impact on advocacy issue
   - Indirect Target — These are individuals who influence the target

*Activity*

Have the group identify key targets. The facilitator creates a grid to analyze the target. A sample grid is attached at the end of the activity.

2. Ask the group to analyze the targets they listed and ask them follow-up questions to complete the grid such as:
   a. How would you contact or reach the target?
   b. How does the target view the advocacy issue? Has the target made actions or statements to indicate his/her beliefs?
   c. How would you influence the target? What is important to the target?
   d. How does the target make decisions?
   e. Are there indirect targets or people who influence the target?
3. Ask the group to evaluate the list of targets and brainstorm potential actions or next steps.

4. This activity provides an alternative way to evaluate targets. This will help the group think about targets in a different way.

    a. In the middle of a large piece of flipchart paper, draw a large box. Write the organization's name, and advocacy issue written inside it, such as, "AIDS Action of Thailand/Repeal law criminalizing same-sex sex."

    b. Draw several circles around the issue box. Inside of each circle, write the name of a target for this advocacy objective, such as "Legal AID Society," "National Human Rights Commission," National PLWHA Network, "Ministry of Public Health," etc.

    c. Connect each circle to the issue box with a line, thicker if they support the advocacy objective a lot, thinner if they do not support it as much.

    d. The size of the circle should reflect how much influence that target has on the advocacy objective.

    e. The distance of the circle from the advocacy objective should reflect the closeness of the target's relationship with your organization.

5. Ask the group to analyze the drawing and describe the target and his/her influence on the advocacy objective.

*Summary and Evaluation*

6. Summarize the group discussion and its analysis of targets for their advocacy issue.

7. Ask the group for feedback on what they have learned and how they will apply the activity.

***Worksheet / Lesson 3.6***

**Target Information Table**

| Target | How to contact Target | Target's feelings about the advocacy issue | How to influence the target | Target's way of making decisions | Who Target listens to: Indirect Targets |
|---|---|---|---|---|---|
| Prime Minister "X" | | | | | |
| Doctor "Y" | | | | | |
| Governor "Z" | | | | | |
| Provincial AIDS Council Chairman | | | | | |

## *Lesson 3.7 / How to choose appropriate advocacy methods*

Adapted from International HIV/AIDS Alliance and the International Council of AIDS Service Organizations (ICASO) *Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS,* page 65.

| | |
|---|---|
| Introduction | This lesson provides a case study to help individuals and groups choose advocacy methods. There are no simple rules for choosing methods and depend on many factors specific to the group, the issue, the targets, and the community. |
| Concepts | Advocacy objective<br>Targets<br>Allies |
| Time Needed | 45 minutes |
| Objectives | To analyze a case study to learn about choosing advocacy methods |
| Resources Needed | Handout of case study |
| Summary | Choosing an advocacy method is highly dependent on the situation. There are no simple rules, but there are several considerations that groups can use in making their choices. |
| Evaluation | Has the case study been useful to the individual or group using it for their situation? |

**Procedure**

**Note for the facilitator:** This case study may provide your group with a real example of choosing advocacy methods. This case study may be discussed on its own or in conjunction with advocacy campaign planning.

*Opener*

1. This is some guidance on choosing the best advocacy methods for your group:

   There are no simple rules for choosing the best advocacy methods. Your choice will depend on many factors:

   - Target person/group/institution;
   - Advocacy issue;
   - Your group's advocacy objective;
   - Evidence that supports your objective;
   - Your ability to effectively involve key allies
   - Skills and resources of your coalition; and
   - Timing — for example, external political events, when a law is still in draft form, immediately before a budgeting process, time off year, stage of advocacy process.

*Activity*

2. The handout is an example of the strengths and weaknesses of some methods for a particular advocacy objective and targets. REMEMBER, every case is different. You may examine this case study and discuss how and whether it applies to your planning and advocacy work.

3. Participants may use the handout to guide their own work. Adapt the plan to your group's particular situation.

*Summary and Evaluation*

4. Repeat that methods are designed to meet a particular advocacy objective. There are many directions one group may take in achieving their aims. Methods will have strengths and weaknesses, which require some reflection on the best course of action.

5. Evaluation may include the group's assessment of the case study and their analysis of it. Or, the group may be doing its own planning of methods to carry out a campaign. Assess the group's learning and growth based on how they use the exercise.

## *Template / Lesson 3.7*

### Case study: Employer Discrimination Against People Living with HIV/AIDS

**Advocacy objective:** To persuade managers of the 10 largest companies in the province to end compulsory testing of workers and dismissal of HIV-positive workers.

**Direct targets:** General managers of companies

**Allies:** Media, large NGOs, boards of directors

| Method | Strengths | Weaknesses |
|---|---|---|
| Analyzing and influencing company policies, or their implementation | Analysis showing company's current practices violate their own policies, or are costing the company money, can be a powerful argument. | May be difficult to get access to this information. Criticism of policies could anger managers. |
| Position paper or briefing note | Useful for presenting to senior directors and managers. Useful background briefing for journalists. Helps those who will speak in public on the issue to prepare. | Can be time-consuming to prepare. Some managers do not like reading papers. |
| Working from inside | Some managers will listen more closely to people they know. | Limited opportunities in companies unless you have personal connections. |
| Lobbying or face-to-face meetings | Opportunity to present 'human face' of the issue and build a personal relationship. People living with HIV/AIDS can explain their case directly. | Managers often too busy to attend. Board members may not be interested in issue or may be afraid of PLWHA. |
| Presentation | Opportunity to present the issue in a controlled way, direct to decision-makers. PLWHA can speak directly. | Difficult to gain permission for presentation, and difficult to get power-holders to attend. |
| Performance art | Emotional appeal works with some managers. Suitable for mobilizing community-based organizations. PLWHA can advise on story, or perform. | Some power-holders may feel performance art is inappropriate or not serious. Difficult to find opportunity to perform to managers and directors. |
| Press release or open letter | Useful for organizations needing public support. Useful to launch a campaign or for quick reaction to opposition or new developments. Inexpensive. | Company managers may feel this is confrontational, shaming. |
| Media interview | Same as for press release. Useful at times when advocacy issue needs a 'human face.' Inexpensive. | Can have negative impact if the interviewee is not prepared or does not deliver message well. Can be manipulated by journalists. Journalists may not understand the issues and report in ways that make the situation worse. Possible negative impacts for PLWHA whose identity is made public. |
| Press conference | Same as for press release. Good for presenting evidence, esp. case studies/examples. Useful to launch a major campaign, for reaction to serious opposition or major developments. Easy to involve PLWHA and allies, and give them recognition. | Same as for press release. Requires high level or organization. Expensive. Politically dangerous in some countries where there is no freedom of association. |

# Chapter 4
# Tactics: Lobbying and cultivation

## Lesson 4.1 / Advocacy allies and targets

| | |
|---|---|
| Introduction | This activity will provide the definition of allies and targets and understand their role in advocacy campaigns. |
| Concepts | Allies<br>Targets |
| Time Needed | 45 minutes |
| Objectives | To understand advocacy allies and how they can benefit group/issue<br>To understand advocacy targets and what they can and cannot do |
| Resources Needed | Handout: Understanding Allies Table |
| Summary | Allies, who share the same desire to solve a problem, can help with an advocacy campaign. The way to engage allies is to first understand who they are and what they can do for a group. |
| Evaluation | By the end of the activity, participants should be able to give definitions of targets and allies. |

**Procedure**

This activity is designed to provide education about allies and targets. This activity may be used in conjunction with the next lesson **"Identifying Targets and Allies."**

**Note to facilitator:** The following information may be provided in the forum of brief talks and handouts. You may encourage group participation by asking them to provide examples in their work and to ask questions.

*Activity*

1. Lesson and teaching examples about: Who are Allies?
   Allies, or secondary (intermediary) targets, are people who share a desire to solve the same problem. They are advocates on your behalf and they can help you to persuade the targets to end the problem. They may hold more influence over your targets than you do.

2. Help the group brainstorm allies for their work and what these allies can do. Provide the handout: Analyzing Allies Table to help the group. Please refer to the handout at the end of the activity.

3. Lesson and teaching examples on: Who are Targets?
   Targets are the people who have the ability to end the problem. Who are some sample targets for advocacy campaigns related to health or HIV/AIDS?
   For advocacy, it is really important that you always have a CLEAR ASK (or thing you are asking the person to do) and that it is something they can actually do!

4. Help the group brainstorm and discuss potential targets of their work and what these allies can do. Provide the handout: Analyzing Target Table to help the group. Please refer to the handout at the end of the activity.

*Summary and Evaluation*

5. Summarize the information provided and the discussion during the activity.

6. Ask for feedback from the group to assess their level of learning.

***Template ⁄ Lesson 4.1***

**Understanding Allies Table**

| Advocacy target | What can they do? | What can they not do? |
|---|---|---|
| Ministry of Health officials | Create new MOH policies, oversee implementation, follow up with local health bureaus when there is a problem | Create new laws, influence courts, have someone arrested |
| Congress representatives | Propose legislation, persuade other legislators to join them in supporting it | Create MOH policies |
| Chief of police | Carry out laws, investigate crimes, supervise police officers | Create a new practice that is not in the laws |
| UNAIDS officials in the Country Office | Raise issues with the MOH, hold meetings to bring together MOH and experts and NGOs | Create MOH policies |

**Understanding Targets Table**

| Advocacy allies | What can they do? |
|---|---|
| Head of a network of NGOs | Inform NGOs in the network about the advocacy goal, issue statements on behalf of the network to support your group's demands, speak in public, raise the issue with your target. |
| Newspaper editor | Publish articles about the problem. |
| Senior professor at a university | Write articles about the issue that are read by your advocacy target, raise the issue with your target, take part in conferences, assign participants to help you to do research. |
| International donor | Raise the issue with the advocacy targets, hold meetings about the issue, write a letter in support of your advocacy work. |

### *Lesson 4.2 / Identifying targets and allies*

| | |
|---|---|
| Introduction | This activity has the purpose to help a group identify targets or allies for their advocacy campaign. |
| Concepts | Ally<br>Target |
| Time Needed | 60 minutes |
| Objectives | To identify allies for a campaign<br>To identify targets in a campaign |
| Resources Needed | Handout: Ally and Target Diagram |
| Summary | An ally has a common goal with the group regarding a specific issue. A target is someone the group wants to influence to meet an objective in a campaign. By identifying and analyzing allies and targets, the group has information to advance their work. |
| Evaluation | Assess group's ability to complete and understand diagram that maps allies and/or targets. |

**Procedure**

Note to facilitator: In this activity, you may choose to analyze either allies or targets. If time is permitting, the facilitator may choose to analyze both. This exercise may be used alone or as a follow-up to the Lesson 4.1, **"Advocacy Allies and Targets."**

*Opener*

1. Explain the activity and the definition of an ally and a target.
   Allies are people who share a desire to solve the same problem. They are advocates on your behalf and they can help you to persuade the targets to end the problem. They may hold more influence over your targets than you do.

   Targets are the people who have the ability to end the problem.

*Activity*

2. Break the group into pairs or small groups. Ask each group to create a list of five people who are potential advocacy targets or allies and also think of one way to reach out to the ally or target.

   These allies or targets may include academics, government officials, NPC representatives, people at larger NGOs, etc. When listing an advocacy ally or target, think of one way you could reach out to them to cultivate their support. This could include first reaching out to an intermediary person or group that holds influence over them.

3. Reconvene the group. Ask each group to report back, and facilitate a dialogue with the entire group.

4. Using the Target and Ally diagram, put 5 allies or targets into the chart. Ask the group about what each ally or target can do.

5. Engage the group in dialogue about their thoughts on the completed diagram.

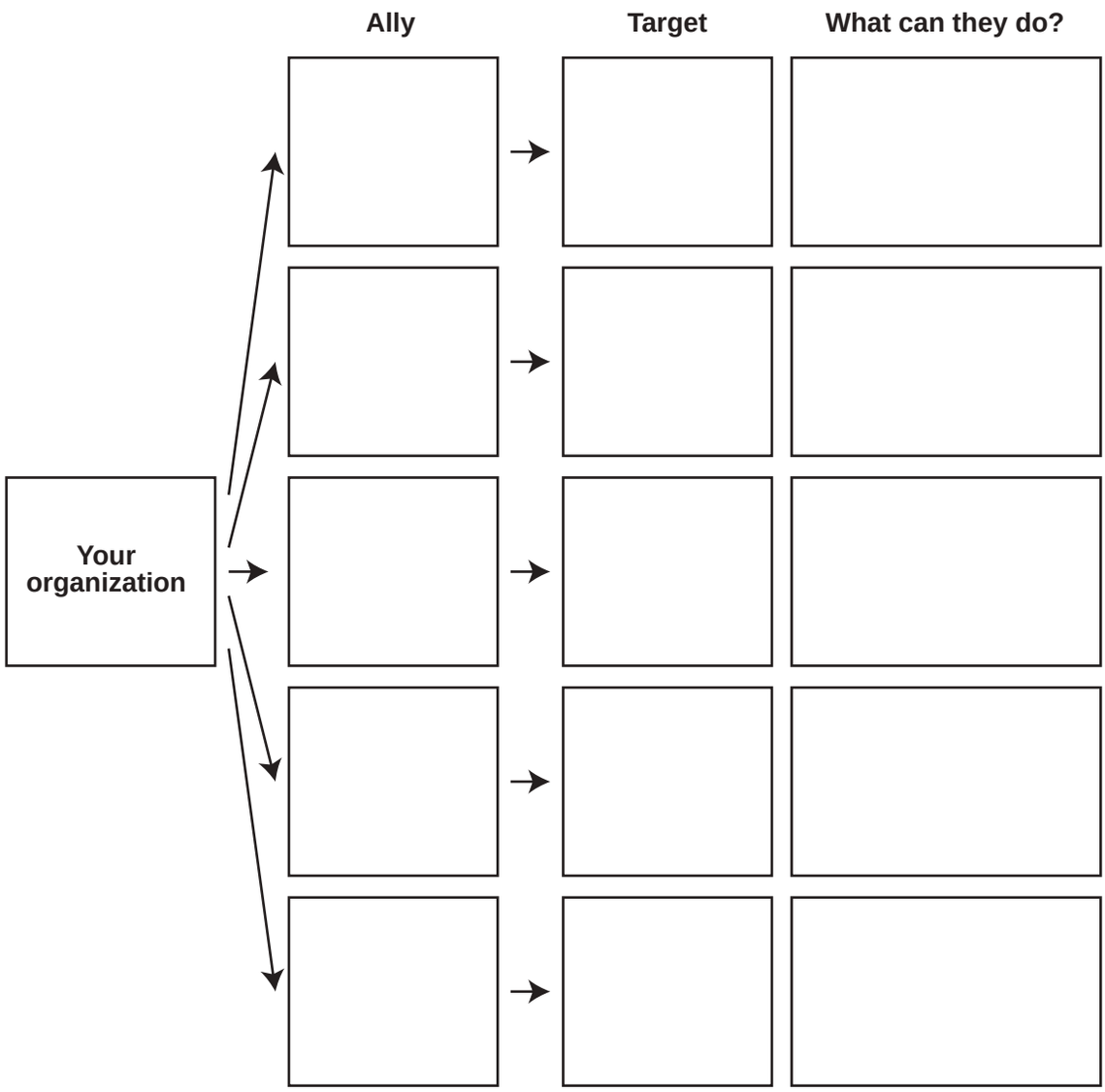
*Summary and Evaluation*

6. Summarize the key information and topics of discussion.

7. Ask the group to give evaluative feedback about the activity. Assess group learning by how they completed the activity and developed their diagrams. Were they able to identify allies and targets? Were group members able to explain how allies and targets relate to their work?

***Worksheet / Lesson 4.2***

**Diagram of Allies and Targets**



## *Lesson 4.2 / Elevator pitch*

| | |
|---|---|
| Introduction | The activity helps participants develop a brief and compelling explanation of their work through developing an "elevator pitch." |
| Concepts | Make a strong case for your work in a short amount of time<br>Summary statement of advocacy work |
| Time Needed | 45 minutes |
| Objectives | To develop a powerful and brief summary of work<br>Practice summary to be able to use in work |
| Resources Needed | Pitch worksheet |
| Summary | A pitch is brief, simple, and clear<br>A pitch includes basic facts and is compelling<br>It's important to practice the pitch after the activity is over |
| Evaluation | Assess the pitches for how concise and understandable they were.<br>Assess the change in the comfort level among participants as they practice their pitch. |

**Procedure**

*Opener*

***An elevator pitch* is a short, powerful summary of what your organization does.** It should take no more than five minutes — as long as an elevator ride with a person you want to influence. It is a basic tool in your advocacy toolkit.

1. Explain what the elevator pitch is not:
    - Summary of EVERYTHING you do
    - Chance to show off technical terms or statistics
    - Chance to impress the person with how much you know
    - Same talk with everyone you meet
    - Same pitch you used 2 years ago
2. Explain what the elevator pitch should be:
    - Include a few basic facts
    - Be simple and clear
    - Be a compelling personal story or case
    - Be current, up-to-date
    - Be tailored to what you know about the person you are pitching
    - Make the person want to hear more

*Activity*

3. Ask each group member to individually develop an elevator pitch. Give them the following handout to help them prepare. Give them 10 minutes for the activity and tell them it does not need to be perfect.

4. Break the group into pairs to practice their pitches. Tell the group that they can edit their pitches as they work with each other. Give them 15 minutes for the activity.

5. Role-play for the whole group. Ask two volunteers to stand in front of the group. One person is the organizer and the other is an interested person. Tell the role players that:

   You're at your hotel. The elevator door opens, and standing there is one person who can help you to end a major problem that affects your community. This is your chance!

6. If you have time, other pairs can practice the role-play in front of the group.

*Summary and Evaluation*

7. Ask the group for their feedback about the exercise.

8. During the lesson assess the change in participants' comfort with describing their work.

***Worksheet / Lesson 4.2***

**Develop an Elevator Pitch**

Please fill this worksheet out to plan for what you would say to a contact. Pretend that you stepped into an elevator and someone interested in your issue is standing next to you. You have less than 3 minutes to engage that person.

Who are you and what do you do?

What is important or urgent about this work?

What's one powerful case or example of how this influences a real person you know?

What can this person do to help? Make it concrete, realistic and specific

**Remember to thank the person for their time...**

**Practice and repeat.**

### *Lesson 4.3 ⁄ Using your networks to cultivate advocacy targets*

| | |
|---|---|
| Introduction | This activity asks you to think about how you can use the connections that already exist in your personal network to influence the targets of your advocacy work. |
| Concepts | Social network<br>Intermediaries |
| Time Needed | 2 hours |
| Objectives | Learn how to use social network analysis to reach targets<br>Practice identifying and analyzing targets for an advocacy campaign |
| Resources Needed | Handout of the network diagram<br>Advocacy goal questionnaire<br>Advocacy target handout (one for each target analyzed)<br>Summary worksheet (for evaluation) |
| Summary | Analysis of a target's network and concerns is a useful way to learn how more effectively reach that target. |
| Evaluation | Review the observations given on the summary worksheet. |

**Procedure**

*Opener*

1. Explain that the activity will help the participants think about ways they can use connections that they have in their personal network. These personal connections may be able to influence targets in your advocacy work. These are people whom you already know well and who can connect you to others. Use the diagram at the end of the activity as a visual exercise.

*Activity*

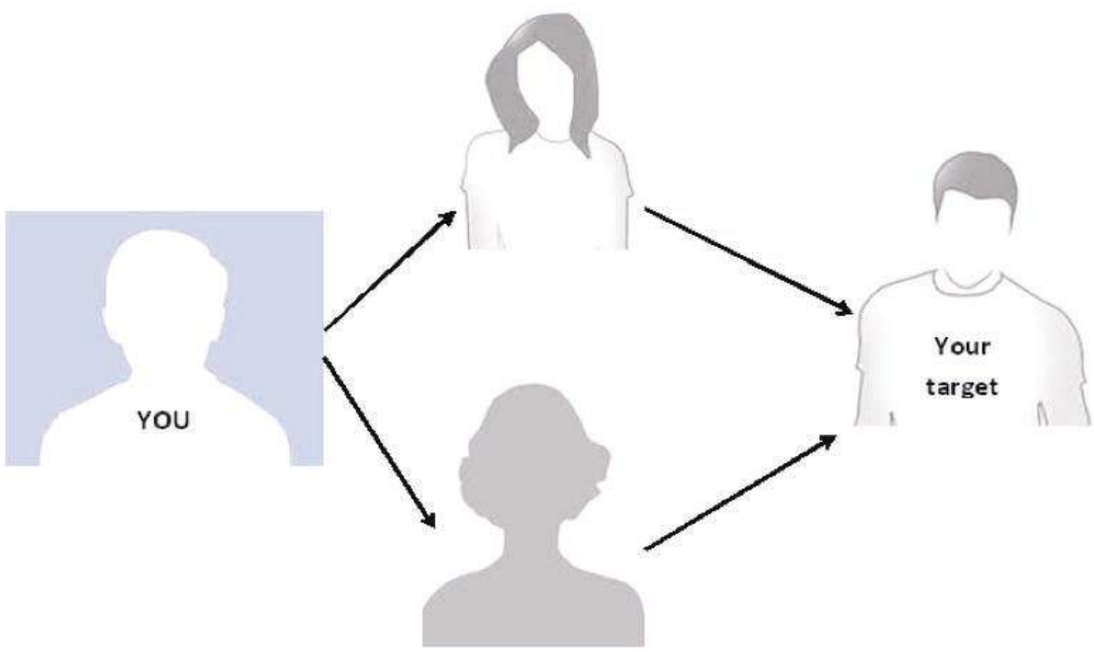
2. The next activity can be done individually or in small groups. Pass out the worksheets for participants or small groups to identify 1 advocacy goal and 3 targets. Remind the participants that advocacy targets should relate directly to the advocacy goal.
3. Have the group reassemble and discuss their goal and advocacy targets. Use a flip chart to list the goals and targets.
4. Have the group discuss and agree on 1 goal and 3 targets.
5. Divide the group into three sub-groups. Assign each group one target and have them fill out the target worksheet.
6. Recovene the group and have each sub-group report on their specific target. You can also have the group write their answers on flip chart paper while they are discussing their target. That would save time during the reporting period.
7. Ask the group what they have learned and what targets and activities they will prioritize.

*Summary and Evaluation*

8. At the end of the activity, summarize the discussion of targets and priorities. Ask the group for feedback on their next steps.
9. Ask the group members to individually answer the questions in the Summary Worksheet listed and the end of this activity. Examine the worksheets and progress made during the session.

***Template ／ Lesson 4.3***

**Network Diagram**



***Worksheet / Lesson 4.3***

**Advocacy Goal and Targets**

| **First, what is the advocacy goal you are working to achieve? Describe the basic problem that you are trying to solve using advocacy.** |
|---|
| |

| **Next, identify three people who are targets of your advocacy work and explain why you have selected them.** |
|---|
| 1. |
| 2. |
| 3. |

***Worksheet ／ Lesson 4.3***

**Advocacy Target Analysis**

**(Use separate worksheet for each target)**

| | |
|---|---|
| What are target's needs? | |
| What pressures does this person face? | |
| What information will this person listen to? | |
| If you do not yet have direct contact with this person, who else in your personal network can help you reach this person? How? | |
| **What specific activity will you take to cultivate this person and obtain his/her support? Break this activity down into three steps. (This might involve working through allies, but could also include other activities).** | Activity: |
| | Step 1: |
| | Step 2: |
| | Step 3: |

***Worksheet / Lesson 4.3***

**Summary of Exercise**

**Summary question:** After completing this exercise, do you have any new observations or reflections on your advocacy strategy? How does thinking about your strategy when conducting target analysis change the way you might influence targets?

# Chapter 5
# Tactics: Mobilizing media and the community

## Lesson 5.1 / Why work in coalition?

Adapted from the International HIV/AIDS Alliance and the International Council of AIDS Service Organizations (ICASO). *Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS,* pages 48-49

| | |
|---|---|
| Introduction | The activity will help participants to analyze the advantages and disadvantages with working in coalition with others. |
| Concepts | Allies<br>Coalition<br>Indirect target |
| Time Needed | 1 hour |
| Objectives | To understand how allies may assist in meeting an advocacy goal<br>To analyze the advantages and disadvantages with coalitions |
| Resources Needed | White flip chart paper<br>Markers |
| Summary | When working with allies or in coalition, it is important to know the benefits and pitfalls of those working relationships. |
| Evaluation | Group's ability to identify and analyze individuals or groups for alliances. |

**Procedure**

*Opener*

1. Introduce the activity and its purpose to the group. Explain that working with allies or in coalition may help a group meet its advocacy goal.

*Activity*

2. In a large group discussion, ask participants to think about their advocacy goal. Write that goal on a flip chart.

3. Ask the group to brainstorm potential allies to meet that goal. Write down their answers under the goal.

4. Ask the group to discuss each ally listed. Ask the group whether the relationship with a particular ally would be short or long-term, formal or informal.

5. Ask the group to discuss how forming a coalition with allies differs from a network? Who are the kinds of allies with who you should form coalitions?

6. Explain to the group how an ally may also be an "indirect target," which is defined as someone who is sympathetic to the group's objective and also has influence over targets such as policymakers. The indirect target will need to be persuaded to support changes that need to be made.

7. Divide the participants into small groups and ask each group to name two potential allies. Each group should name two different allies, so help them with the selection process. You may choose to use the allies brainstormed earlier or select new allies.

8. Ask each group to brainstorm the advantages and disadvantages of working with each of their two allies. Give each group large pieces of paper to document their discussion. They may structure their writing using the sample grid below.

   **Note to facilitator:** Here are guiding questions for each group to consider-

   Who are your "natural" allies?
   Will they want to work on this issue?
   What will your organization gain or lose from inviting the ally?
   What will the ally gain or lose by joining your alliance?
   What are the limitations of the ally?

9. Ask the groups to then discuss the advantages and disadvantages of working in coalitions, with a range of allies. Ask them to document their discussion on another large piece of paper. The sample grid below may also be used for this part of the discussion.

10. Reconvene the large group and have each small group report on their discussion. Facilitate a discussion about the advantages and disadvantages of working with allies and with coalitions.

*Summary and Evaluation*

11. Summarize the discussion during the activity.

12. Ask the group to give feedback about the activity.

***Template / Lesson 5.1***

**Advantages and Disadvantages Grid**

| ADVANTAGES of working with an ally (or in coalitions) | DISADVANTAGES of working with an ally (or in coalitions) |
|---|---|
| • Power in numbers<br>• Adds weight to an issue<br>• Increases our access to resources<br>• Increases our access to high-level political authorities<br>• Raises our organization's profile | • Difficulty in coordinating<br>• Competition over leadership and representation<br>• Issue of ownership of data, results<br>• Differing agendas<br>• Increased workload |

### *Lesson 5.2 / Network trouble*

Adapted from: *Speaking Out* by Global Forum on MSM and HIV, pages 90-91

| | |
|---|---|
| Introduction | This activity helps groups think about potential challenges that may hinder effective networking. The activity stresses the potential challenges of territorialism and work reduplication. |
| Concepts | Networking |
| Time Needed | 1 hours |
| Objectives | Map challenges within individual organizations and networks that prevent work from happening effectively<br>Brainstorm ideas for dealing with these challenges<br>Identify next steps for networking |
| Resources Needed | Handout: Networking Challenges Grid, |
| Summary | Working with others may have benefits to advocacy, but also comes with challenges. |
| Evaluation | Group feedback at the end of the session. |

**Procedure**

**Note:** This activity is an extension of Activity 5.1 "Who Are Allies? Why Work in Coalition?" Complete the steps in that activity first and then continue with the following steps.

*Activity*

1. Ask the participants to return to their small groups.
2. Reflecting on the last exercise, ask the groups to list challenges that they observed and whether these are from within their organizations or from within the networks (15 minutes). Are there other challenges that may not have come up during the case studies or role-play? Ask that they write these down as well.
3. Bring the group back together for discussion.

   **Note to trainer**: Ensure that the discussion touches upon territorialism as this is a very common problem among grassroots groups. Some competition between groups can be expected due to limited funding resources. Another challenge to bring up in discussion is the duplication of work. Groups have limited time and financial resources and duplicating work is draining for the organization.

*Summary and Evaluation*

4. Summarize the dialogue and emphasize that members of organizations can use this exercise when working in coalition.
5. Ask for feedback about the session. By the end of this lesson, participants should be able to prepared to work with allies and are able to articulate the potential challenges with these relationships.

***Template ⁄ Lesson 5.2***

**Networking Challenges Grid (Sample):**

| Challenges/considerations within your individual organization that may prevent you from networking | Challenges within a network that may hinder effective advocacy |
|---|---|
| Insecurities | Territorialism |
| Lack of a clear advocacy objective | Narrow work focus |
| Scattered leadership | Scattered work focus |
| Single issue focus | Lack of consensus |
| Lack of resources | |

### *Lesson 5.3 / Point of entry recruitment chart*

Adapted from *Tools for Radical Democracy,* pages 51-52.

| | |
|---|---|
| Introduction | This lesson provides a recruitment tool that helps participants develop detailed plans for recruitment. The activity may be used by an individual or as a team. |
| Concepts | Recruitment |
| Time Needed | 1 hour |
| Objectives | To learn a tool that facilitates recruitment<br>To better find constituents for recruitment |
| Resources Needed | Handout: Networking Challenges Grid |
| Summary | The recruitment tool helps gather information about constituents and understand the recruitment process better. |
| Evaluation | Has the recruitment tool facilitated recruitment? Why or why not? |

**Procedure**

You can use the following worksheet as a training exercise with a group or as an individual planning tool. Individually or in staff teams, it guides organizers to think about and record where, when, and how they will do recruitment.

*Activity*

Individual procedure

1. Individuals may fill out the Point of Entry Recruitment chart. Each column represents a different site. This is an explanation of the rows in the chart:
    a. Where will we go? — Location for recruitment
    b. Who will we meet? — Expected recruits (e.g, students, nurses)
    c. How often will we go? — Schedule of recruitment. Be as specific as possible.
    d. How many contacts in that time? — Goal for number of contacts.
    e. Who will go? — Who is on the recruitment team?
    f. What is the call to action? — What is the team asking from contacts? What issue?
    g. What is the commitment? — What is goal from contacts (e.g., sign petition)?
    h. What information that team will convey? What is the message?
    i. Tools — What materials will we bring (e.g., surveys, sign up sheets, etc.)
2. Individuals are advised to seek support from other members of the organization or allies.

Group procedure

1. Divide the group into teams. It is preferable to divide the group into the actual teams that will do the recruiting.

2. Each team will fill out the Point of Entry Recruitment Chart based on the knowledge of the team.

3. Reconvene the groups to help each other with questions and missing information. Each team may be able to provide assistance with another recruiting team.

4. Finalize the recruitment plan.

   A recruitment plan enables members to contribute information about where to find other constituents and to understand the recruitment process better. However, a recruitment strategy is an evolving process and the plan may be altered as new information is gathered.

*Summary and Evaluation*

5. Evaluate the recruitment strategy along these dimensions:
   a. Whether recruitment is completed,
   b. Number of contacts reached, and
   c. Number of commitments secured.

***Worksheet / Lesson 5.3***

**Point of Entry Recruitment Chart**

| **Site:** | **One** | **Two** | **Three** | **Four** |
|---|---|---|---|---|
| Where will we go? | | | | |
| Who will we meet? | | | | |
| How often will we go? (daily, weekly, etc.) | | | | |
| What time? (e.g., 10 A.M.) | | | | |
| How many contacts needed in that time? | | | | |
| Who will go? | | | | |
| What is the commitment? | | | | |
| What is the message? | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| Tools we'll bring: (survey, other?) | | | | |

## *Lesson 5.4 / Tips for assessing interest and potential*

Adapted from *Tools for Radical Democracy,* page 53

| | |
|---|---|
| Introduction | This lesson will help participants understand how a community organizer will talk to several people to assess their interest and potential to get involved. |
| Concepts | Assess leadership potential<br>Listening |
| Time Needed | 45 minutes |
| Objectives | To learn how to identify people who are interested in cause<br>To assess leadership potential<br>To practice active listening |
| Resources Needed | None |
| Summary | By listening to a person, an organizer can assess their level of interest. |
| Evaluation | During lesson assess participant understanding through questions, feedback, and practice role play. |

**Procedure**

*Opener*

1. Introduce to the group that they should look for clues of interest in a possible recruit.

   Tell the participants to look for "we" versus "me." Does she say "me" throughout the conversation, or does she say "our community," "us," "my neighbors," or "the building." Does she suggest collective solutions? Plural language indicates that she has potential to get involved because she understands that the problem and the solution are bigger than her own individual condition.

   *Listen for hope.* Does she say things can improve and that she wants to play a role in making that happen? If so, she could have potential.

   *Watch for active listening.* Active listening is a very good indicator of interest. To find out if someone is participating in active listening, ask a focused, direct question and see if she responds. Does she ask about your views? Does she refer back to what you say?

   *Acknowledge distractions.* If he is looking at something else, he might not be interested. If he does give you his contact information, he might just be distracted. You take the information and ask for a better time to come back.

*Notice how the conversation ends.* Once you get contact information, the end of the conversation ultimately determines how you assess a person. The following are common responses and what they generally mean:

"Put me on the mailing list." Many people say this. Without a commitment, this usually means a person won't get involved, especially not soon. Sometimes she will say "I can't get involved until a certain date, call me then." Take note of the date and contact her then.

"I'm not sure." You try to ask follow up questions with someone who is hesitant and see how she responds in order to make the best assessment.

"I have my own plan." She is unlikely to get involved.

"I want to get involved." This statement, along with a commitment to do something, is the best indication that someone will get involved.

2. After presenting information in an interactive dialogue, ask for pairs of volunteers to role-play an organizer and potential recruit. Whisper in the potential recruits ear whether she is a receptive, not receptive, or in-between.

3. Engage the group in dialogue about finding strategies in talking with people of varying interest levels.

*Summary and Evaluation*

4. Affirm the group for their work and reassure them that they can do a good job and to practice before they recruit.

5. Evaluate learning through discussion and role-play exercise. Ask the group for feedback on the activity.

### *Lesson 5.5 / Community organizing and member recruitment*

Adapted from *Tools for Radical Democracy,* page 54

| | |
|---|---|
| Introduction | Community organizing is based on a constant process of recruitment of new members and training of existing members to be leaders. This lesson helps participants prepare talking points or a "rap." |
| Concepts | Recruitment<br>How to introduce your work to others |
| Time Needed | 45 minutes |
| Objectives | To develop a 5-minute introduction or "rap" for recruitment<br>To practice and refine introduction<br>To role play an actual recruitment encounter |
| Resources Needed | Handout: Recruitment planning tool and sample rap<br>Pen or pencil for each participant |
| Summary | A prepared introduction helps organizers talk to potential recruits. Active listening helps organizers assess the interest of a potential recruit. |
| Evaluation | Ask participants questions about what they have learned. Also, observe their behavior during the lesson to determine their learning and increased comfort with the recruitment process. |

**Procedure**

*Opener*

1. Explain that community organizers may find it helpful to have a prepared talk or rap in approaching a new person.

A rap may include:

- Brief introduction that you use with each person, in which you introduce the issue and why it is important for people in the community to do something about it, learn about the person's interest, and find out if they are interested in working with your group to do something about the problem
- Simple flyer about the issue, with information and pictures
- Contact sheet you can use to collect the person's name, phone number and email address (if they have one) - and you may want to include a line where you add a code such as
    - o "Very likely to get involved" — someone who understands the issues and is excited about doing something about them
    - o "Might get involved" — someone who has self-interest in the issue, but lacks commitment or energy to do much
    - o "Unlikely to get involved" — someone who gives you their contact info but does not seem very excited in joining
- Activity or meeting that you can invite people to attend and learn more.

*Activity*

1. Provide each participant with a copy of the planning tool reproduced below. Tell the participants that the tool is to help prepare them as organizers to conduct recruitment.
2. Instruct participants to write phrases, in their own words and voice, for each point.
3. Ask participants to break into pairs and role-play their raps. Ideally, organizers should practice the rap before using it for recruitment.
4. Ask participants to talk about what they learned from the exercise.

*Summary and Evaluation*

5. Remind participants that they should practice their introduction so that they become comfortable in recruitment.
6. Ask participants about what they have learned and assess their level of comfort with recruitment.

***Template / Lesson 5.5***

**Recruitment Planning Tool**

Your name:

The name of the organization and why you are talking to people:

An open question to assess self-interest:

A follow-up question:

Organizational accomplishment:

Information about the problem — political education, agitation, proposed solution:

The call to action:

The commitment:

Name, address, phone number:

Thank you and follow up:

Quick notes and rating:

***Template / Lesson 5.6***

**Recruitment Planning Tool (Sample)**

| | |
|---|---|
| *Introduction* | I am Mary from the Sunshine Network, and I am talking to people today about how some schools are refusing to accept children whose parents are living with HIV/AIDS. |
| *Self-interest* | Schools in our city are turning children away. Do you think that's fair? |
| *Political education* | The members of the Sunshine Network is working with schools and parents to ensure that all children have the same right to education. Local media have praised our work. |
| *Agitation* | What do you think the government and the schools should do to make sure parents and children have the right information? |
| *Call to action* | We are asking people to sign a letter to allow all children to get an education. Would you like to sign? |
| *Commitment* | The Sunshine Network will have an open forum to talk more about this issue, to share some basic information about HIV/AIDS, and discuss how it affects our community. I hope you can come. |
| *Data collection* | I'd like to write down your contact information: name, address, phone number, email, and best time to reach you. |

## *Lesson 5.6 / Writing and using a press release*

Adapted from Human Rights Watch's "Press Release Pointers", provided by Minky Worden, Director of Global Initiatives

| | |
|---|---|
| Introduction | This lesson provides advice on writing a press release and includes two samples to adapt. |
| Concepts | Press release writing |
| Time Needed | 2-3 hours |
| Objectives | How to write a press release that is more likely to be picked up by the media<br>What information to include in a press release<br>To use real press releases as a template to write a release |
| Resources Needed | Word processing software<br>Internet connection |
| Summary | A press release is written to make it easier for journalists to cover a story by including the most pertinent facts and strong quotes. |
| Evaluation | Track the response rate to your press release. Did the media cover your story? |

**Procedure**

*Preparation*

Journalists receive hundreds of emails and press releases each day. If you want to get their attention, a press release should be NEWS; it should have reliable information, and it should be written in such a way that the journalist can more or less copy it immediately without much additional work. To do this, you should read news stories from the major "wire services" or news agencies in your country. Study their style and try to imitate it in your press release. Add in some quotes from community members that journalists can use to bring their story to life.

*Activity*

I. Writing a Press Release

This activity can be done as an individual, who wants to study the format of a press release or with a group interested in writing a press release. Here is a description of the sections contained in most press releases:

1. Date of press release. In cases where you don't want media to report before an event, then you can "embargo" the story to a later time. Write "Embargoed until" time and date

2. Media contact(s). At the top, put the name, title, phone, and email of the media contact(s). This is important in case a reporter has follow-up questions.

3. Headline. This is one sentence that is short and clearly defines story

4. Lead. This is the first sentence or paragraph that gives the "5 W and 1 H"
    a. Who is involved?
    b. What is happening or about to happen?
    c. When is the action, event, protest, etc.?
    d. Where is the action? List relevant details so reporters know where you are
    e. Why is this important? Why is this news?
    f. How did this happen? Describe the most important chain of events.
5. Supporting information and quotes — In the next few paragraphs, provide more detail to explain the lead paragraph. Try to anticipate questions a reporter may have. Provide research, data, if appropriate. Strong, interesting quotes from your leaders will make the story easier for reporters to use.
6. Close your press release with a strong closing sentence.
7. You can end your press release with "###" so that reporters know there are no other pages to read.

II. Using a Press Release

1. Develop a media list

    Your group can cultivate a list of reporters and news outlets, who are likely to publish or air your story. Now, news is spread through print, radio, TV, and online outlets. It is important to know who is responsible for reporting your stories. If you cultivate relationships with reporters, you will know who is interested in your story. You can ask an allied organization to help you and send out press releases.

2. Publicize your story on social media

    Sometimes reporters will not cover your story, but bloggers may write about your story. If you have allies, volunteers, or advocates, who blog stories, send them a press release with a personal message.

3. Follow up after you send a press release

    Call or email the media contacts 24-72 hours before an event. Provide updated information and any news that might interest them. For example, if a prominent leader has decided to speak, tell the media that new fact.

4. Send another media release during or after the event

    If significant news occurred during the event, you can send a release to the media.

5. After you have an event where you sent a press release, evaluate your success by answering the following questions:
    a. Was the press release sent ahead of time?
    b. How many reporters came to the event, called, or emailed?
    c. How many stories were reported about the event?
    d. Who reported on the event (newspaper, blogger) and how wide was their reach?

## *Template / Lesson 5.6*

### Press Release Examples

The following are two sample press releases that have slightly different styles. Adapt these press releases to your needs.

**Sample Press Release 1**

EMBARGOED until 5:00 PM, FRIDAY, JUNE 24

PRESS RELEASE
June 24, 2011

Contacts:
Mr. Paisan Suwannawong (Thai), TTAG, 081-824-5434
Ms. Karyn Kaplan (English), TTAG, 081-866-1238
Mr. Jirasak Sripramong (Thai), Mitsampan Harm Reduction Center, 084-735-5376

People Who Use Drugs Demand Better Leadership From The Ministry Of Public Health In Support of Harm Reduction Policies and Programming

*Bangkok, Thailand June 24th,* 2011 — Over 100 harm reduction advocates including members of the civil society network, "12-D," which works on Drugs and HIV issues, will present an open letter to the Minister of Public Health, H.E. Mr. Jurin Laksanawisit addressing the need for improved leadership on harm reduction in Thailand. "In advance of the International Day Against Drugs, June 26, we are here to protest the lack of evidence-based, community-based, and voluntary approaches for dealing with harms related to drug use, such as HIV, viral hepatitis, and overdose," said Jirasak Sripramong, who runs a health promotion center for people who inject drugs in Bangkok.

At 3 p.m., prior to the 5 p.m. meeting with the Minister, the advocates will hold a rally outside the Department of Disease Control (DDC) at the Ministry of Public Health. The advocates include people who use drugs and their allies, all seeking improved leadership, further policy development, cross agency co-ordination and the involvement of current and former drug users in harm reduction policy development and programming.

With an unresolved, devastating HIV and viral hepatitis epidemic due to unchecked transmission among people who inject drugs, the constant police crackdowns on drugs makes public health and prevention work among this population nearly impossible, advocates say. Intravenous drug users (IDUs) have suffered mammoth rates of HIV and HCV since the 1980s, yet with policy in 2002 stating drug users are "patients, not criminals," people who use drugs continue to be arrested as criminals under consumption and possession laws. "It's really hard for us to implement life-saving services like HIV counseling and needle/syringe programs (NSP) when the police are empowered to walk into our centers and arrest who they like. Who would want to come into a drop-in center where safety and confidentiality cannot be ensured? We need backup. The police are too powerful, and no one has trained them in the value of harm reduction services," said Karyn Kaplan, whose organization, Thai AIDS Treatment Action Group (TTAG) has advocated for harm reduction since 2002.

Thai public health services often discriminate against those who use drugs, and the police force constantly interfere with drug users' rights to health and the ability of advocates and campaigners to do their work.

"Drug use is a health issue, and harm reduction services, such as access to clean injecting equipment and opiate substitution therapy like methadone, are fundamental to promoting the health of people who use drugs. We need the Ministry of Public Health to stand up and be a vocal and effective national leader on harm reduction, and to help us do away with laws and policies that actually increase harm to drug users and society at large," said Paisan Suwannawong, former Chairman of the Thai Network of People Living with HIV/AIDS and a member of the Thai Drug Users' Network (TDN).

**Sample Press Release 2**

**Press Release — Asia Catalyst**

This month, Chinese legislators are reviewing a ground-breaking proposal that would provide compensation to tens of thousands of victims of the HIV/AIDS tainted blood disaster. A new report (http://www.asiacatalyst.org/Compensation_report.pdf, released today by Asia Catalyst, shows this compensation fund is urgently needed, since victims have been unable to get fair compensation on their own.

"China has an historic opportunity to make things right for the victims of the world's largest HIV/AIDS blood disaster," said Sara L.M. Davis, executive director of Asia Catalyst and a co-author of the report. "We hope the government will respond to the thousands of families affected and create an effective compensation policy."

The report, China's Blood Disaster: The Way Forward, is jointly published by Asia Catalyst, a U.S. nonprofit, and the Korekata AIDS Law Center, a nonprofit in Beijing. Korekata researchers traveled to remote villages to interview more than 30 victims, and drew on the legal aid center's dossiers of another 30 victims, as well as consulting experts and doing archival research.

"We found that many impoverished victims of the blood disaster have been unable to get compensation," Davis said. "Many courts refuse to consider HIV-related cases, and some cases drag on for years with no decision. Where compensation is paid at all, it tends to be minimal. We are excited that the government may at last address the desperate needs of these victims with a national policy."

In the 1990s, state-sponsored, for-profit blood-collection centers used unsafe practices to spread HIV to thousands of people in Henan and other central provinces. After HIV entered hospital blood supplies, it was spread further through hospital blood transfusions. Once nongovernmental organizations and journalists brought the disaster to light, the Chinese government worked to bring the situation under control by banning the sale of blood. However, most victims have never been compensated for the harm they suffered.

In December 2011, a national forum on HIV/AIDS and human rights held a hearing on the blood disaster at which many victims shared their personal stories. A working group of policy advisors and lawyers drafted a proposal, available online in Chinese, to establish a national compensation fund.
"The proposal is a bold move, but it only proposes to compensate people infected by hospitals, not victims who sold their blood to state-run facilities," Davis said. "We hope any future compensation fund can include those blood donors."

As one of the victims in Hubei Province said, "I'm a person living with HIV/AIDS, my wife is too, so we're both ill, and who's going to raise our child? I'm too weak to look after him. "

The report recommendations include:

- An independent survey to establish an accurate number of people living with HIV as a result of the blood disaster;
- Specific and detailed recommendations on the establishment and operation of the fund, including eligibility of applicants, compensation amounts, and civil society participation;
- An official government apology to all victims of the disaster.

The report is available for free download, in English and Chinese at www.asiacatalyst.org.

**Voices From the Central Plains: In the Words of China's Blood Disaster Victims**

"I'm a person living with HIV/AIDS, my wife is too, so we're both ill, and who's going to raise our child? I'm the only child in my family, so what are my mom and dad supposed to do? I'm the person who's supposed to raise my kid, but I'm too weak to look after him."

***— Wang, Hubei***

"We managed to find the invoice from the blood transfusion we had back when we stayed in the hospital, the medical certificate and the hospital discharge certificate, but the People's Court wouldn't hear our case. We wish the government would give people living with HIV/AIDS their right to sue, and that the courts will give us fair compensation."

***— Zhao, Henan***

"We got the [contaminated] blood transfusion at a private hospital, but someone's wife is a big official in the city, and that person is always shutting down our lawsuit."

***— Chen, Hebei***

"The government went through our provincial bar association to telephone our lawyer's firm in the province where he lived, and told the firm to revoke his license. The blood center expert who came [to our town] with our lawyer pleaded with him to go home that night. He said if our lawyer didn't go right away, they were going to fire him."

***— Wu, Hubei***

"We went to see the health bureau chief, and he says, 'The mayor hasn't approved [compensation], so what am I supposed to do? I can't do anything. I work for the mayor, the mayor doesn't work for me.' He told me, 'You want to go petition anyone, you go right ahead. Go to the State Council if you want, it doesn't matter one bit to me.' This is the answer I got from the health bureau."

***— Wang, Hebei***

"Let me tell you, if you look around online, you'll see that people who got hepatitis B, here in Hubei, they got paid 200,000 CNY [about US$31,750]. We got both hepatitis C and AIDS, but we only got a couple ten thousand. So I asked the government, I said, if you kill one person you get the death sentence, but if you kill two people you're not guilty? The more people you kill, the lighter the penalty. What kind of logic is that?"

***— Fan, Hubei***

"A lot of my friends who are living with HIV, their story is just like mine. They go to the government, and the local government says, how the heck did you get this disease? It's because you sold blood, you took the money, so it's your own hard luck. The government's giving you medicine for free, so what else do you want? But I say this is wrong. Selling blood was organized by society, it was caused by poverty back then. At the time, they said selling blood was glorious, selling blood was good for your health, and that's why we did it. Now you should give us some kind of statement, you owe us an explanation."

***— Ma, Henan***

"Now [they say] I'm a criminal [because I sold my blood]. But back then, selling blood was a big pyramid scheme. Everyone in the family went, you took me or I took you, friends took friends. Back then, you were excited to get 50 kuai [about US$8], and after the 2 kuai fee to register, you had 48 kuai in your pocket. You could buy ramen noodles in bulk for less than 30 mao [about 3 cents], you took that 50 kuai home and you could get your kid something to eat, and you felt pretty good about it. Back then, we didn't know we were going to get sick. If we knew that who would have done it?"

***— Niu, Henan***

**About Asia Catalyst**

Asia Catalyst works with grassroots groups from marginalized communities in East and Southeast Asia that promote the right to health. We train our partners to meet high standards of effective and democratic governance, to establish a stable foundation for future growth, and to conduct rigorous human rights research and advocacy. We aim to help our partners become leading advocates at the local, national and global levels. For additional information and to request information about how to apply for technical assistance, visit Asia Catalyst's website: http://www.asiacatalyst.org, or email us in English or Chinese at info@asiacatalyst.org.

# Know It | Prove It | Change It

## A Rights Curriculum for Grassroots Groups