



Bridging Science, Policy and Public Health

Tools to Advance Community Change

**NASTAD African American Advisory Committee
Policy Subcommittee**

Why is working for change important?



Training Outcomes

This Introduction to Advocacy Training provides tools for people to start engaging in the advocacy process, and is designed to:

- *Direct specific actions toward coalition building for the purpose of influencing decision-makers to change health policies, positions and/or programs;*
- *Build some basic skills in advocacy;*
- *Increase the use of available data to inform the advocacy process;*
- *Encourage effective advocacy efforts.*

Advocacy is . . .

a set of targeted actions directed at decision makers in support of a specific policy issue.

Effective Advocacy Can . . .

- Educate leaders, policy makers, or those who carry out policies
- Reform existing policies, laws and budgets
- Develop new programs
- Create more open dialogue with decision-makers

Advocacy vs. Lobbying

- Advocacy is an action directed at changing the policies, positions or programs of many, and encompasses a much broader range of activities
 - *Proposing policies that protect funding for HIV treatment*
- Lobbying is the act of asking an elected official to take a particular position on a specific piece of legislation or rule
 - *On behalf of pharmaceutical companies, maintaining non-government oversight*

Exercise 1: Defining Advocacy?

- What, if any, common words or themes run throughout the different definitions?
- Do any of the definitions differ markedly from the others or do they all express similar ideas?
- What are the most notable differences? Why did your group feel this way?

6 Steps to Effective **ADVOCACY**

Step 1: Identify the *PROBLEM* and Set the *OBJECTIVE*

Step 2: Getting the *FACTS*

Step 3: Building *SUPPORT* through Coalition

Step 4: Making a *PLAN*

Step 5: Communicating your *MESSAGE*

Step 6: *MEASURING* Success

Step 1:

Identify the ***PROBLEM*** and
set ***OBJECTIVES***

The PROBLEM...

- Who is being hurt?
- How are they being hurt?
- How widespread is the problem?
- Who is benefiting from the situation?
- What can be done?
- Why does it matter?

Exercise 2: Identifying a PROBLEM

- The Problem: Increased rates of HIV and STDs among men-who-have-sex-with-men.

Exercise 2: Identifying a ***PROBLEM***

Small group exercise

- Identify a problem that we will work through throughout the rest of the training.

The Objective . . .

- What do you want to change?
- Who will make the change; by how much and by when?
- Is the objective achievable?
- Can you clearly identify the target decision makers?
- Is the objective easy to understand?
- Does the advocacy objective have a clear time frame that is realistic?

Criteria for Setting an OBJECTIVE

- Advocacy objective is the short-term target (1-3 years) and action steps to solve the identified problem
- An advocacy objective aims to change the policies, programs or positions of governments, institutions or organizations.
- Incremental activities will assist in reaching your objective.
- The advocacy objective must focus on a specific action that a decision maker can take.

Exercise 3: Identifying an OBJECTIVE

- The Objective: Increase condom use by 30 percent among men-who-have-sex-with-men by September 2009 in order to decrease rates of HIV and STDs.

Exercise 3: Let's Get SMART

Small group exercise

- Take your identified problem and develop an objective by answering the following:
 - *What do you want to change?*
 - *Who will make the change?*
 - *By how much and by when?*

Step 2

Getting the ***FACTS***

Step 2: Getting the FACTS

- Fact-finding is a process of using research, interviews, questionnaires, sampling, and other techniques to collect information
- It is also called information gathering or data collection

Getting the FACTS

- Collect information (data) about the problem
- Use relevant facts to describe the issue to decision-makers

Data can be used to:

- Affect what is considered changeable or doable in a policy process;
- Choose an advocacy goal;
- Directly influence decision makers (the primary audience of an advocacy program);
- Inform the media, public or others (the secondary audience) who indirectly influence decision makers;

Data can be used to:

- Support an existing advocacy position;
- Counter oppositional positions or arguments;
- Alter the perceptions about an issue or problem;
- Challenge myths and assumptions;
- Confirm policy actions and programs that work;
- Reconsider strategies that are not working.

Qualitative Data

- Seeks to answer the reasons why
- Uses small, purposive samples
- Encourages in-depth probing
- Enables the researcher to study selected issues, cases, or events in depth and to gather information through direct quotation, interaction, and observation
- Records participants' emotions, language, feelings, perceptions, attitudes, and what motivates them
- Focuses on process

Qualitative Data

Examples:

- Ethnography
- Focus group
- Observational studies
- Key informant interviews
- Intercept interviews

Quantitative Data

- Seeks to establish how many and the relationship between variables
- Uses large, random samples
- Allows for broad generalizations of findings to larger populations
- Documents how norms, skills beliefs, and attitudes are linked to particular behaviors
- Facilitates the use of statistics for aggregating, summarizing, describing, and comparing data
- Focuses on process

Quantitative Data

Examples:

- Sample surveys
- Knowledge, Attitudes, Behaviors and Beliefs (KABB) surveys
- Baseline studies
- Demographic health surveys
- Census

Getting the FACTS

Resources:

- Health department websites
- Epidemiologist in health departments
- Organizations, community members, individuals
- Books, newspapers, periodicals
- The Internet
- Requests through the Freedom in Information Act, and Public Records Act
- Academic, research and data organizations

Exercise 4: Seek It Out

- Divide into groups. Each group should identify a problem and objective. Based on your problem and objective, where would you access the data to find the facts?

Step 3

Building ***SUPPORT*** through Coalition

What Makes Up A Coalition?

- Groups of organizations and individuals working together to achieve changes
- Members have at least one thing in common
- Members work towards a common goal
- Everyone belongs to one or more:
 - Personal or professional
 - Formal or informal
 - Temporary or ongoing

Coalition Advantages . . .

- Enlarge your base of support
- Protect members who may not be able to take action alone
- Pool existing resources
- Increase financial and programmatic resources
- Enhance the credibility and influence of advocacy efforts
- Help develop new leadership
- Assist in individual and organizational networking

Coalition Challenges . . .

- Can take too much time away from regular tasks
- May require you to compromise your position on issues or tactics
- Power is not always distributed equally among coalition members
- Individuals may not always get credit for their work
- If the coalition process breaks down it can harm everyone's advocacy by damaging members' credibility

Forming the Coalition

- How do you define the coalition?
- What is the objective of the coalition?
- Which organizations or individuals share the identified objective?
- How many organizations would you invite to help form the coalition?
- What type of commitment are they willing to make?

Coalition Structure

- How will decisions be made?
- How will all members stay informed?
- How will consensus be reached?
- How will you maintain a balance of power?
- How will conflicts be managed/resolved?
- How will members develop a plan of action?
- How will activities be coordinated?
- How will tasks be assigned?
- How will network activities be documented?

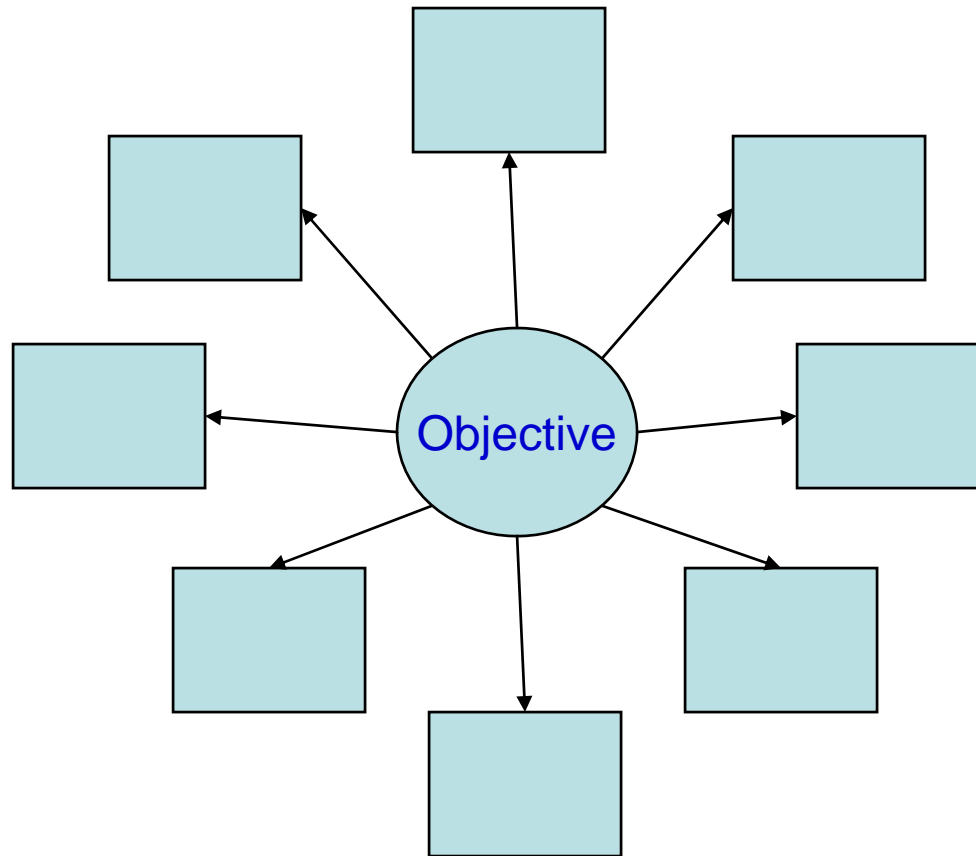
Assessing Membership Skills

- Facilitation Skills
- Word Processing
- Database Management
- Training
- Financial Management
- Legal/Regulatory Issues
- Grassroots Organizing
- Policy Analysis
- Fundraising
- Media
- Public Speaking
- Graphic Design
- Languages Spoken

Organizations Assets

- Member/Organization Resources
- Computer
- Printer
- Scanner
- Internet
- Web Page
- E-mail
- Fax
- Copier
- Office Space
- Meeting Room
- Vehicle
- Membership List

Exercise 5: Mapping your SUPPORT



Step 4

Making a ***PLAN***

Making a PLAN

- What is the issue/problem? ✓
- What is your objective to address the problem? ✓
- What are the facts about the problem? ✓
- What resources are needed? ✓
- Who are the decision-makers?
- What are the places where decisions are made?
- What are the action steps?

Who makes the decision?

	Local	State	Federal
Legislative and Elected Officials (Makes laws)	City Council Board of Supervisors	State Assembly State Senate	House of Representatives Senate
Judicial (Interprets laws)	Trial courts	Appeals Appellate Courts State Supreme Court	District Courts Court of Appeals Supreme Court
Executive (Enforces and carries out laws)	Mayor Health Department Public hospitals Jails	Governor Department of Health	President Department of Health and Human Services

Places Where Decisions Are Made

	<u>What They Do</u>	<u>Possible Results</u>	<u>Cautions</u>
Legislature	Pass laws Allocate funds	New laws More funds System reforms	Highly political Lengthy process Labor intensive
Government Agencies	Issue regulations Implement laws Deliver services	New regulations More services Institutional reforms	Bureaucratic & political Subject to legislative override
Businesses	Provide services and products Set work rules	Better services More investment Institutional reforms	Motivated by economic bottom-line
Health Care Institutions	Set policies & practices Deliver services	New policies & practices More/better services Institutional reforms	Bureaucratic & political Motivated by economic bottom-line
Ballot Initiatives	Pass laws Allocate funds	New laws More funds System reforms	Super labor intensive Complicated Requires voting majority
Courts	Interprets & enforces laws Emergency orders or injunctions	Protection of rights	Requires a lawyer Lengthy and costly Community can loose power

Establishing a Plan

- **Carry out a set of planned activities to achieve your advocacy objectives (action plan.)**
- **Steps for an Action Plan**
 - **List objective**
 - **List the activities to accomplish the objective**
 - **For each activity list the:**
 - **Needed resources**
 - **Responsible person(s)**
 - **Timeframe**

Example: Here's a *PLAN*

Advocacy Objective: Increase Centers for Disease Control (CDC) HIV/AIDS research resources targeting African American Communities			
Activity	Needed Resources	Responsible Person(s)/organization	Timeframe
Assess/inventory current research resources targeting AA communities across the U.S. federal government health agencies	Reports, websites	NASTAD	December
Convene subset of African American health department, community and national leaders to discuss issue	Agenda development Facilitator Travel for meeting participants	NASTAD	February
Follow-up discussions with CDC staff to vet needs, confirm current resources and future initiatives	Conference call capabilities	NASTAD	March
Develop appropriations letter to House and Senate Appropriators requesting increased resources	N/A	NASTAD	March

Step 5

Communicating your ***MESSAGE***

Communicating your *MESSAGE*

- What are the elements of an effective message?
- How do you create an effective message?
- How do you deliver an effective message?

Elements of Message

- **Content/ideas:** central idea of the message.
 - What is the main point you want to communicate to your audience?
- **Language:** the words you choose for communicating your message.
 - Is the language appropriate for your target audience?
- **Messenger/source:** person or people delivering the message.
 - Is the messenger credible to your target audience?
- **Format/medium:** the communication channel you choose for delivering the message.
 - What is the most compelling format to reach your target audience?

Characteristics of Effective Messages

- Simple
- Concise
- Persuasive
- Tone and language consistent with the message and appropriate to the audience
- Accurate and relevant fact
- Important problem/issue
- Simple and compelling story based on common values

Non-Persuasive vs. Persuasive Communication

Non-Persuasive

- Non-utilization of family planning among males is 49%
- Of men who are not using family planning and do not intend to use it:
 - 26% report they want more children
 - 10% report they lack knowledge
 - 10% report disapproving of family planning

Persuasive

- Almost half of all men do not currently use family planning
- Almost half of those men who are not using family planning because they want more children, don't know about family planning, or don't approve of family planning

Delivering your MESSAGE

- Look for common ground
- Win them over, don't place blame
- Link objective to social and economic costs
- Deliver a consistent message
- Deliver through a variety of channels over an extended period of time
- Deliver through a credible source

Example 6: Developing the Message

Audience	
Content/ideas	
Language	
Messenger/source	
Format/medium	
Time/place	

Developing the Message

Content/Ideas	Reduce the number of persons on the AIDS Drug Assistance Program waiting list.
Audience	State Legislators, country and city officials
Language	<p><u>Social</u>: “Effective drug treatment reduces viral load, which prevents the spread of HIV.”</p> <p><u>Economic</u>: “HIV drug treatment reduces the economic burden in resource-poor communities.”</p>
Messenger/Source	<p><u>Who</u>: ADAP Manager, AIDS Director, Medical Providers</p> <p><u>Stats</u>: Viral Load Reduction during Treatment, Percentage of Clients without Health Insurance</p>
Format/Medium	Graphs, remember to produce clear and professional looking handouts (always use readable fonts), and everything looks better in color (unless you expect it to be reproduced multiple times, then present handouts in black & white).
Time/Place	When asked or when the opportunity presents itself, i.e., casual conversation at an award dinner, office appointment, Be on time. Look and be prepared.

Identify the Audience

- The primary audience includes decision-makers with the authority to affect the outcome for your objective directly.
- The secondary audiences are individuals and groups that can influence the decision makers (or primary audience).
- The coalition must identify individuals in the target audience, their positions, and relative power base and then determine whether the various individuals support, oppose, or are neutral to the advocacy issue.

Select Channels of Communication

- Selection of the most appropriate medium for advocacy messages depends on the target audience.
- The choice of medium varies for reaching the general public, influencing decision makers, educating the media, generating support for the issue among like-minded organizations/networks, etc.

Venues and Activities

- Community meeting
- Canvassing the neighborhood
- Handouts of leaflets and fact sheets
- Media (i.e. newspapers, radio, TV)
- Internet/email

The “One Minute Message” Activity

The “one-minute message” includes four components:

- 1. Statement.** The statement is the central idea of the message (as defined on the Message Development Worksheet). The spokesperson should be able to present the “essence” of his/her message in several strong sentences.
- 2. Evidence.** The evidence supports the statement or central idea with facts and/or figures. The message should include limited data that the audience can easily understand—such as “only two out of five adults of reproductive age have access to FP services” rather than “4,253,800 adults of reproductive age have access to FP services.”

The “One Minute Message” Activity

- 3. Example.** After providing the facts, the spokesperson should add a human face to the story. An anecdote based on a personal experience can personalize the facts and figures.
- 4. Action Desired.** The desired action is what you want the audience to do as a result of hearing the message. The advocacy objective should be stated clearly to the target audience as an invitation for action!

Exercise 7: One Minute Message

- **BE AUTHENTIC:** If possible, get the most authentic storyteller you know to deliver the message. Think of a particularly compelling success story or challenge of someone living with HIV/AIDS.
- **PAINT A PICTURE:** Everyone is in the service delivery business. What was the person's need? How was it met? Or how does it remain unmet?
- **BRING IT HOME:** Deliver the good news! Go for the win-win! How can the success story be replicated or the need met? What were or are the benefits? Who benefited or stands to benefit?

Step 6:

MEASURING Success

Defining Success

- **Data Collection**

- *Data collection is an ongoing activity for the duration of the advocacy campaign*

- **Monitoring**

- *The process of routinely gathering information on all aspects of an advocacy campaign and using the information in network management and decision making*

- **Evaluation**

- *Evaluation can be thought of as an assessment at a critical period or a process for looking at impacts or achievements*

Data Collection

- How did using data and research enhance your effort?
- Were data presented clearly and persuasively?
- How could your presentation be improved?
- Did your advocacy effort raise new research questions?
- Are more data needed to support your advocacy objective?
 - *If so, are the data available elsewhere or do you need to conduct the research?*

Monitoring Progress

- How was your coalition successful in gaining attention to the issue and building support for the advocacy objective?
- Was information distributed to coalition members in a timely fashion?
- How could information dissemination be improved?
- Are there any unresolved conflicts in the coalition?
 - *How can these be addressed and resolved?*
- Is there a high level of cooperation and information exchange among coalition members?

Evaluation

- **Accomplishment Questions:**
 - *What key audiences did your message reach?*
 - *Which messages worked and why?*
 - *Which delivery formats worked well?*
 - *Who provided media/press coverage?*
- **Improvement Questions:**
 - Other audiences targeted to receive the message
 - Did you alter ineffective messages? How?
 - Are there other delivery formats that could be used?
Was the media helpful? Could relations be improved?

Sustaining the Coalition

- How could internal coalition relations be enhanced?
- Did the coalition gain or lose any members?
- How can you enlist new members and/or prevent members from leaving?
- Does the coalition provide opportunities for leadership development among members?
- How was your network helpful to your advocacy?
- How can you expand your network?

Now get out there and CHANGE something!

Special Thanks:

- The California Endowment
- The POLICY Project
www.policyproject.com/pubs/AdvocacyManual.cfm
- NASTAD ADAP Advocacy Training Guide
- Hyacinth AIDS Foundation:
<http://www.projectinform.org/info/101/101.pdf>
- SARA/AED:
<http://www.aed.org/Publications/upload/PNABZ919.pdf>