



A guide to assessing and strengthening organisational approaches to advocacy.

# Driving Change

Bringing Together **Gender and HIV**

A publication by the Joint Oxfam HIV and AIDS Program (JOHAP) South Africa





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International

# driving change

Bringing Together **Gender and HIV**

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Rebecca Freeth of Strategyworks facilitated a mentoring process with the five organisations, while Christina Nomdo and Penny Parenzee of ON PAR Development produced this guide.

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# driving change

Bringing Together Gender and HIV

PHOTO Princess Mkhize is a nurse and counselor at the Hillcrest HIV and AIDS Centre. Photo © OxfamAUS/Matthew Willman.

A guide to assessing and strengthening organisational approaches to advocacy.  
Oxfam Australia and the Joint Oxfam HIV and AIDS Program, South Africa



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# Introduction

## About Oxfam Australia

Oxfam Australia is an Australian, independent, not-for-profit development agency working to find lasting solutions to poverty and injustice. It is not aligned to any government, nor does it have any religious affiliation. Oxfam Australia works with local communities and local partner organisations to empower people living in poverty to control their own lives, achieve their basic rights and sustain the environment.

## About the Joint Oxfam HIV and AIDS Program

Oxfam Australia manages the South African Joint Oxfam HIV and AIDS Program, or JOHAP, which in turn supports 35 local community-based organisations in Limpopo, Eastern Cape and KwaZulu-Natal provinces. All of JOHAP's partners work for positive change in policy and practice in three areas:

- prevention, with a particular focus on women and young people;
- integrating prevention and care services; and
- creating enabling environments that strengthen the rights of people who are infected with or affected by HIV and AIDS.

JOHAP works from the premise that HIV prevention and care must focus on gender, sexuality and the rights of people living with and affected by HIV and AIDS.

## The purpose of this guide

The HIV and AIDS pandemic affects people differently. Our work in HIV and AIDS can be effective only if we understand and address these differences.

This guide was developed with and for community-based organisations that are interested in reflecting on and improving their understanding of how gender intersects with HIV and AIDS. Differing expectations of men and women, for example, mean that women bear a greater burden because they are responsible for caring for those infected by HIV and AIDS, which limits their opportunities for work or education. Unequal power in relationships between men and women can also put women at greater risk of infection because it is difficult for them to negotiate safer sex.

One way to tackle HIV is through advocacy - that is, campaigning for change at the individual, family, organisation, community, national and international level. Yet unless our advocacy campaigns recognise and address gender, they will have limited impact.

This guide is based on the view that gender is central to addressing HIV, but that it is very challenging to deal with. Step-by-step, we introduce a "gender advocacy" approach that aims to create a shift of attitude and understanding within ourselves as individuals, within our organisations and our communities.

We see this shift as being from what might be called "gender complacency", where people may have given little thought to the differences women and men experience in society, and/or see little need for change. The next step we call "gender awareness", where people know that change is needed, but don't know how to make it happen.

The final step we call "gender activism", where people are able to challenge gender inequalities in ways that encourage others to debate the issues.

## How to use the guide

Part 1 of the guide, called "What is...", introduces the central concepts of gender and advocacy. We break each into key issues, and provide step-by-step activities aimed at creating common understandings. Each activity includes definitions of key terms or steps, an exercise aimed at enabling you to test your knowledge and attitudes, a "food for thought" section that introduces one perspective on the issue, and critical questions that encourage you to reflect on your own perspectives.

Part 2 of the guide, called "How to", is a toolbox. We have included tools that you could use to assess your own knowledge, attitudes and behaviours around gender, and/or those of your organisation and community. The idea is that before any of us can do effective gender advocacy, we need to first assess our own "gender readiness" - where we are on the spectrum from gender complacency to activism - and that of our organisation or community. We have also included tools for strengthening gender advocacy practice at all levels, including indicators that change is needed, and strategies for working towards change.

The appendices include answers to the exercises, an extended outline of steps for developing an advocacy campaign, and definitions of a broader range of concepts relevant to gender, advocacy and HIV and AIDS from various other publications, some of which are listed below.

## Further reading

**Gender and HIV/AIDS: Guidelines for integrating a gender focus into NGO work on HIV/AIDS.** Jointly produced by Action Aid, ACORD and Save the Children UK: 1997 & 2002.

**Gender Violence and HIV and AIDS: Break the Cycle, Break the Silence.** Jointly produced by the KwaZulu Natal Network on Violence Against Women and the AIDS Legal Network: 2006.

**Advocacy in Action: A toolkit to support NGOs and CBOs responding to HIV/AIDS.** Produced by International HIV/AIDS Alliance in collaboration with ICASO. 2002. Downloadable from [www.aidsalliance.org](http://www.aidsalliance.org)

**Operational Guide on Gender and HIV/AIDS: A rights-based approach.** Prepared for the UNAIDS Interagency task team on Gender and HIV/AIDS. 2005. Downloadable from: [www.genderandaids.org/downloads/events/Operational%20Guide.pdf](http://www.genderandaids.org/downloads/events/Operational%20Guide.pdf)

# Foreword

**We are all challenged to change**

*“I felt powerful, with a well-established business and lots of opportunities. My wife was a housewife. I loved her so much I wanted her to stay at home and not to have to go out to work. But [in my true identity] as a woman, I don’t want to be at home, dependent on my husband.” - Mavis\*, a 53 year old female AIDS community worker*

We had spent the morning doing an imaginative exercise aimed at inspiring HIV activists to move away from their rehearsed beliefs about gender. Each woman had adopted a male name for the duration of the session, and imagined herself into the life of that man, and vice versa for the men.

At the end, everyone was amazed at how their assumptions had been seriously disrupted. A male participant reflected: “I knew that there was power out there, but I felt I couldn’t access it”. Another man was surprised to learn about “the type of attention you receive from others. Men gain respectful attention. Women, especially if they are beautiful, tend to gain exploitative attention.”

If AIDS presents us with an opportunity, it is to rethink our limiting assumptions about sex, sexuality and gender. This guide invites us to explore the power each of us holds - consciously and unconsciously - as men or women. As we grow in awareness, we become conscious of the choices we make about how we use that power in our sexual life, family life, community life and in our organisations. And so this guide is about change.

All of us are challenged to change, not just our communities or those who use our services. A core principle of this guide is that we need to look deeply into ourselves and our own need for change, in order to be effective advocates for change on a broader level. The materials we provide include information, practical exercises, critical questions and activist tools aimed at deepening our insights into our own, often hidden, gendered assumptions and behaviours as they play out in our personal lives.

Our organisations, too, are sites of unconscious beliefs and practices. We say one thing, but may be the only ones not to notice that we do the opposite. One example might be an organisation that advocates gender equality in public, but whose female staff members still make the tea and clean the floors back at the office. Another organisation might publicly campaign for HIV testing and treatment, but somehow ignore a colleague who, too afraid to disclose her status, quietly slides into illness. This guide addresses practices, policies and systems that perpetuate inequality in our organisations, which we ourselves unwittingly help to shape.

Advocacy is about harnessing our power and being skilful with it, so that we can bring about the kinds of changes we wish to see. But who is the “we” here? This guide works from the premise that advocacy is a joint endeavour between our organisations and the people who are most affected by the change we are working for. To this end, we have included a section on preparing a community for gender advocacy to address HIV and AIDS.

To summarise, this manual is for all of us who work in the area of HIV, who sometimes get stuck and lapse from activism into complacency or blaming. Its objective is to renew the power of our HIV work through gender activism.

**PHOTO** Jabu Mthenbu works as a beader at the Hillcrest HIV and AIDS Centre Arts & Crafts Shop, here she is seen putting finishing touches to some of the beaded items she has been working on. Photo © OxfamAUS/Matthew Willman.



# The story of this guide

A small South African team developed this guide, working with five small HIV organisations. Over five months, the project unfolded through four phases:

1. A dialogue, bringing together two members of each organisation and a handful of external gender and HIV specialists.
2. A workshop with up to five members of each organisation.
3. Two mentoring sessions with each organisation.
4. Development of the guide.

The five organisations were able to test these materials during the mentoring sessions and were also trained as trainers to use the guide.

The name of this publication changed over time, reflecting the team's dilemma: is the primary focus gender, HIV or advocacy? The version in your hands is subtitled, "A guide for assessing and strengthening organisational approaches to advocacy". Gender equity is the work's orientation, advocacy is the vehicle for change, while the desired outcome is fewer HIV infections, greater access to treatment and care, and realisation of the rights of people infected and affected by HIV and AIDS.

The guide comprises two sections, one conceptual and the other practical. Part 1 introduces the idea of moving from gender complacency, through gender awareness, to gender activism. Self-administered questionnaires in Part 2 aim to allow individuals, organisations and community groups to monitor their own readiness for gender advocacy, and to track changes in their own attitudes and behaviour.

The exercises provided are based on a number of assumptions:

- We all have gender blind spots.
- We are not always consistent, or aware of our inconsistencies. Sometimes we challenge gender stereotypes while in other contexts we may uphold them.
- Working with gender issues requires ongoing reflection on our own attitudes and how they manifest in our personal and professional lives.
- Gender complacent attitudes inhibit our effectiveness as gender advocates.
- Change is possible - we can shift from gender complacency to gender activism.

We end with the outline of a gender advocacy workshop for engaging community members, and ideas for launching a community gender advocacy campaign.

## Breaking silence and engaging men

The five participating organisations were all experts in HIV and community work, but had struggled to make gender a meaningful part of that work. Most lacked confidence as advocates, not recognising the advocacy they were already doing.

As participants dug deeper into the places where they felt stuck in their work, they deepened their analysis of structural obstacles to social change. Through this process, they identified silence as a particular obstacle to change - silence about gender inequality, sex and sexuality, particularly in the Church, in schools and in the home. All participants felt motivated to advocate for greater openness.

Men's involvement was key to interrupting these silences. All five organisations knew that they could not advance their projects by putting men on the defensive. Naming men as, for example, the "drivers of HIV infection" or the "custodians of the religious and traditional value systems that perpetuate silence about inequality" only alienates them from community initiatives designed to address HIV.

Yet can we draw men into HIV work without falling into the traps of old gender patterns? Strategies may shift over time, from enticing men into HIV work by pandering to their pride, to engaging men as co-advocates. This is illustrated in the following two statements, made by one organisation before and after the mentoring process:

**Statement 1:** *"To get men's buy-in, to get them to do something [about HIV] we need to make them feel more powerful. For example, we as women could get them to use condoms by telling them that the best sex we've ever had with them was with a condom. That way we leave men feeling that they are in charge."*

**Statement 2:** *“We want to reach HIV+ men through dialogue so that they take more responsibility for their own lives and get more actively involved in promoting the health and well being of their partners, their children and other men. We’ve found a male co-facilitator, a psychologist, who is willing to help us explore these issues with a men’s group and hold the group accountable.”*

Another organisation repeatedly tripped over the assumption that because they work with men on HIV, this amounts to a gendered approach. However, a vital component - looking at how power works in men’s lives and sexual relationships - was missing.

### **Born to carry a tray**

Gendered behaviours are deeply fixed in all of us, and difficult to change. The following scene from an initial mentoring session shows how embedded they can be:

*The energy levels rose. People around the table warmed to the topic, talking with growing animation about gender in their own homes: who does what and who makes which decisions; how that feels, and why it’s like that. They started challenging each other, asking what changes they’d like to make and what would need to happen in order to make those changes.*

*As discussion petered out, I suggested we take a break. Lulu leaned across the table, put all of our dirty mugs on the tea tray and headed towards the door. “Hey, what are you doing? You don’t have to do that!” She looked down at the tray as if seeing it for the first time. “I can’t help myself. This is what I do,” she shrugged.*

**PHOTO** Hlengiwe Kwela works at the Woza Moya craft shop at Hillcrest AIDS Centre Trust. Photo © OxfamAUS/Matthew Willman.



# What we learned

## Get personal

*Change must be coming from me. It is not comfortable but I am convinced I have to change.*" - Nombuso, a participant

If we do not change, how can we expect anyone else to? This can be uncomfortable, yet working across the boundaries between the private and the professional selves enabled participants to recognise and release deeply-held, often unconscious beliefs that were holding them back from being effective advocates.

## Build and maintain momentum

As the project progressed, we invited more staff from each organisation to take part, introduced more organisations to the guide, steadily deepened the degree of critical thinking and increased the intensity of training and mentoring. It proved important to hold the attention of a critical mass of people - including those with authority - to the process of personal and organisational gender transformation.

We also sustained momentum by keeping the participants' roles dynamic. The five organisations moved from learning about gender advocacy, to conceiving their own projects (inspired by the prospect of additional JOHAP funding) to training other organisations in gender advocacy.

## Make gender advocacy accessible

We peeled away aspects of advocacy that can intimidate people, in particular by reflecting on the ways in which they already practice advocacy in their own lives. The gender advocacy continuum - the progression from gender complacency to gender activism - proved a practical model that helped participants understand their own readiness to do gender advocacy. As participants moved step-by-step through the activities, they felt more confident in their understandings of both advocacy and gender, triggering a sense of competence.

## Work with unspoken resistance to change

*"I have a big brother who culturally takes the finance burden and I don't want to take it and if I talk about gender he will expect me to share responsibilities. It has been to my own advantage therefore I did not challenge it."* - Thandiwe, a participant

These days, few people will admit out loud their indifference to gender inequality. Yet denial and complacency abound in civil society. We learned to make space to discuss complacency and think about the rewards for not changing gendered beliefs and behaviours, without letting go of change as the ultimate objective.

## Balance engagement of men with empowerment of women

Women and men participated in this project in fairly equal numbers. It was important that everyone felt ownership of the issues without glossing over power imbalances embedded in the relationships between participants. Yet there is a paradox: most men perceive that gender empowerment signifies loss for them, and therefore will not participate in projects with such a goal.

How can we challenge male dominance while keeping men engaged? One strategy is to demonstrate that gender stereotypes also limit and harm men. According to South African Gender Commissioner, Bafana Khumalo, affirming what is good and respect-worthy about men is a valuable starting point for engaging them. Once engaged, there are many strategies available to stimulate men to think and talk about their own gender concerns, and from there, widen the discussion to seeing gender identity - and the power it carries - from different perspectives.

One participant summed up his experience: "It was a relief to be part of discussions that did not put us, as men, on the defensive."

# What is...

# Part 1

## What is gender?

### Introduction

This section aims at creating a common understanding of the central concepts of gender and biological sex. First we introduce the concepts, then break them into four key issues:

#### 1. sexuality:

sexual development, behaviour, identity and orientation

#### 2. social norms:

how gendered expectations of behaviour, roles and responsibilities become normalised, and their impact on women and girls, men and boys

#### 3. values and power:

how people are valued, and have power in their own lives and over other people, according to gender, and

#### 4. opportunities:

how people's opportunities to improve their lives are shaped by gender.

### What to do

There are four activities in this section related to these concepts and issues. We suggest your work your way through the activities in order, writing in your answers and making notes of your thoughts and reflections as required.

### Each activity includes:

- defining the key terms;
- exercises aimed at testing your perceptions and knowledge;
- a "food for thought" section which gives one perspective on the issue: and
- "critical questions" aimed at encouraging you to reflect on your own perspectives.

# Introducing the central concepts

## Activity 1:

*the difference between sex and gender*

### Defining the key terms

## Sex

is the biological differences between the bodies of women and men, girls and boys.

## Gender

refers to the different ways in which women and men, and girls and boys are expected to behave.

### Exercise 1

Indicate with a tick whether the following statements refer to either sex or to gender:

Statement	Sex	Gender
Baby girls are dressed in pink and baby boys in blue.		
Boys develop facial hair and girls menstruate.		
Girls cook for the family and boys take care of the animals.		
Men go out to work and women stay at home.		
Men can have many girlfriends but women must be virgins before marriage.		
Women give birth and breastfeed babies.		
When men wear condoms it decreases their pleasure during sex.		

*The answer sheet is in appendix 1.*

### Food for thought

Boys and girls, and men and women are different. Some of the differences relate to how their bodies differ, while others relate to how we as a society think they should behave.

Although it is easy to define sex as biological and gender as social, we do not always understand what this means in practice. Often the factors that we use to differentiate women and men are such commonly-held beliefs that we think they are natural, and somehow biologically based.

We also need to take care not to confuse how a person's body is made from what that body can do. For example, some women are physically stronger than some men. Yet all men are commonly assumed to be stronger than all women.

### Critical question

1. Do you think people often confuse the concepts of sex and gender? Why?


# Introducing the key issues

We have broken the concept of gender into three key issues, exploring how gendered expectations are normalised, as well as their influence on how people are valued, the power dynamics of their relationships and the opportunities they have to improve their lives.

## Activity 2: social norms

### Defining the key terms

#### Norms

are the usually unwritten 'rules' that communities have about how women and girls, and men and boys should behave.

#### Roles

include all the identities that we have, for example that of mother, brother and friend.

#### Responsibilities

are all the functions or jobs that women and girls, and men and boys are expected to do because of their gender.

### Exercise 2

Tick "yes" or "no" whether the following scenarios are common in your community:

Scenario	Yes	No
Thabo works closer to home than Nobuntu, and so arrives home earlier from work. When Thabo gets home, he prepares the family's supper, helps the children with their homework and gets them ready for bed.		
Koleka is a single mom with two children, Bulelwa aged 17 and Nhlanhla aged 15. She talks openly about relationships and encourages each of her children to practice safer sex.		
Thandi is 25 years old. She is a virgin, and is involved in a relationship with Siphso, who is 30 years old. Thandi wants to get married, but only to a man who is a virgin, and she is not sure if Siphso is a virgin.		

### Food for thought

Norms determine or shape the acceptable behaviour, roles and responsibilities men/women, girls/boys are expected to fulfil within our community. These norms are learned behaviours shaped primarily through our traditions, cultures and religions.

Our traditions, culture and religion shape our identity and guide how we relate to others. There may, however, be practices that have a negative effect on some sectors of the community.

### Critical questions

1. Is it difficult for men and women to change their roles, responsibilities and behaviours from that which is common practice? Why?


2. What consequences can arise from challenging set roles and responsibilities?


## Activity 3:

### *value and power*

#### Defining the key terms

### Value

is how much a person or their role is appreciated by others.

### Power

is the ability a person has to make decisions for herself or himself, or others.

#### Exercise 3

Rank the list of responsibilities described below according to importance, from 1 for the most important to 6 for the least important:

Responsibility	Rank
Making tea at the office	
Sweeping at home	
Drawing up the household budget	
Chairing a work meeting	
Managing a community program	
Filing reports from community meetings	

Reflect again on this list of responsibilities, and indicate which, in your community, are fulfilled primarily by women and which by men

Responsibility	Women	Men
Making tea at the office		
Sweeping at home		
Drawing up the household budget		
Chairing a work meeting		
Managing a community program		
Filing reports from community meetings		

### Food for thought

Culture shapes behaviours, roles and responsibilities differently for women and girls, and men and boys.

The same importance is not given to men and women's roles and responsibilities within most communities. Some are valued more than others; in most instances, the roles and responsibilities usually undertaken by men and boys are valued more than those usually undertaken by women and girls.

A woman or man will gain respect according to the value of the role that they fulfil. This respect means that they will have influence and authority in their household, community and/or their work environment. Through this respect, they are given power and can influence their own lives as well as that of others, positively or negatively. Generally, men and boys have more power than women and girls.

### Critical questions

1. In your experience, are the responsibilities of men considered to be more valuable than those of women? In what ways? Why?


2. What are the positive and negative ways in which women and men use their power in the household, community and at work?


# Activity 4:

## opportunities

### Defining the key terms

## Opportunities

are the chances that a person has to improve her or his life.

### Exercise 4

Khanyi is a grade 11 pupil who lives with her mother, who is HIV positive. Khanyi has a brother Senzo who is in second year at a university far away from home. The rest of their family passed away in the political conflicts. Senzo is studying to be an accountant. Khanyi admires her brother and would also like to study, to be a lawyer. Both believe that the only way to improve their lives is to obtain a professional qualification.

Khanyi and Senzo's mother's CD4 count has dropped to such an extent that she now receives a disability grant. Before she became ill, she had a good job and was able to provide for her children as well as save for Senzo's university fees. Since she became ill, the family is struggling and has very little money.

Khanyi and Senzo's mother knows that very soon one of her children will need to take care of her. She also would like to see her children married and taken care of by their new families.

Boys and girls are expected to take on different roles and responsibilities in many families and communities. Using the table on the next page, list the various roles that Khanyi and Senzo play in their lives - e.g. brother, sister, son, student. For each role, list some of the responsibilities that are usually seen to arise from that role, and the resulting opportunities and challenges each of them might face in fulfilling their dreams of becoming professionals.

We have included a couple of examples to get you started. You could list other responsibilities, opportunities and challenges for the two roles we have included: (right)

### Food for thought

When people have power, they are able to shape the direction of their own lives. Whether people are valued and the power they have influences their opportunities to better their circumstances. Women and girls are often valued less than men and boys, and their needs or wants seen as less important than those of others (for example, of sick family members). This can mean that women and girls have limited access to opportunities to improve their quality of life and achieve their dreams.

### Critical question

1. How does the different treatment of boys and girls influence what they expect from themselves when they grow up?


	ROLES	RESPONSIBILITIES	OPPORTUNITIES	CHALLENGES
<b>Senzo</b>	Student	Study to get good marks in order to pass	If marks good can get bursary	Additional responsibilities make study time less
<b>Khanyi</b>	Daughter	Cares for her mother	Can enter care-related profession and become a doctor	Finding money to study

# What is...

## What is advocacy?

### Introduction

This section aims to create a common understanding of the central concepts of advocacy and lobbying, and to introduce the steps to conceptualising an effective advocacy campaign. First we introduce the concepts and then break them into key steps:

1. identifying the critical challenge and formulating the advocacy objective
2. developing an advocacy message
3. tools for making a difference

### What to do

There are four activities in this section related to the central concepts and key steps. We suggest you work your way through the activities in order, writing in your answers and making notes of your thoughts and reflections as required.

### Each activity includes:

- defining the key terms or steps;
- exercises aimed at testing your perceptions and knowledge;
- a 'food for thought' section which gives one perspective on the issue; and
- 'critical questions' aimed at encouraging you to reflect on your own perspectives.

**PHOTO** Busisiwe Nzama working in the plant nursery at Hillcrest AIDS Centre Trust. Photo © OxfamAUS/Matthew Willman.



# Introducing the central concepts

## Activity 5:

### *understanding advocacy*

#### Defining the key terms

## Advocacy

is about working for positive change to solve community needs using a range of strategies. It might include, for example, attempting to persuade an identified institution or group to change its policies or practices, or trying to shift attitudes and behaviours within individuals in a community.

#### Exercise 5

Tick “yes” or “no” to indicate whether the statements relate to advocacy

Statement	Yes	No
Persuading your family that it is time to move to a new house		
Convincing others in your community of the importance of a park for children		
Participating in a march for higher wages		
Talking to religious leaders to get involved in HIV and AIDS prevention		
Meeting government officials to improve service delivery		

*The answer sheet is in appendix 1.*

#### Food for thought

Advocacy can be undertaken in various contexts - in the home, at work, in your community, and with government. Advocacy is aimed at making a difference and involves giving as well as gaining support from a wide range of stakeholders. Advocacy campaigns are intensive and will bring attention - positive and negative - to the individuals and organisations involved. In order to advocate for a difference, the change that needs to be effected has to be clearly articulated and the series of actions required, strategically considered.

Advocacy campaigns are effective when the changes brought about can make a difference to the needs of a household, community or society. Thus, it is necessary to evaluate all advocacy campaigns.

#### Critical question

1. Should the type of advocacy be determined by the context? Why?


2. Do community-based organisations have the same amount of negotiating power as large non-government organisations or companies? Why?

Handwriting practice area consisting of seven horizontal green lines.



PHOTO Gugu Ndlovu works in the respite centre at Hillcrest AIDS Centre Trust. Photo © OxfamAUS/Matthew Willman.

# Introducing the key steps

There are several key steps that should be followed when planning and implementing any advocacy campaign. These are explored in the following three activities, all of which relate to the following story:

## The youth project in Gamalakhe

YOUTH FIRST is an organisation which has spent the past three years implementing two HIV and AIDS projects in the Gamalakhe community. One focused on raising awareness of HIV and AIDS among youth before they become sexually active, while the other provided treatment and counselling for young men who tested positively for HIV. Through this project work, YOUTH FIRST has become aware of the major effect of cultural beliefs on sexuality, and that HIV continues to be a taboo subject.

## Activity 6: defining the issue and our objective

### Defining the key steps

The first step in any campaign is to **define the issue**. This step is also known as agenda setting. We begin by identifying what issues we want to address, which can be affected by the actions of individuals, or a group or institution. Then we choose just one issue that will be the focus of our campaign. We should consider:

- why it is considered an issue;
- whom the issue affects;
- who else is involved in the issue; and
- what we can find out about those affected.

The second step is to **define the objective** of the campaign. Our objective must be specific and measurable. It should state:

- what we want to change;
- who will make the change;
- by how much; and
- by when.

- *Advocacy and Lobbying: Campaigning to make a difference* by the Provincial Parliamentary Program 2000

### Exercise 6

The YOUTH FIRST organisation has identified that cultural beliefs prevent teenagers from speaking openly about sexual relationships. As a result, there are increases in the numbers of teenagers infected with HIV, as well as in teenage pregnancies and failed abortions. Through its work, the organisation has also learned that teenagers often seek advice from their peers, believing that this is the only time they will not be judged. However, teenagers often share incorrect information with each other.

Tick "yes" or "no" whether you think the advocacy objectives below have all the correct information. Only one is correct according to the above definition.

Advocacy objective	Yes	No
1. To raise awareness among school pupils about the means of HIV infection.		
2. To provide sexuality counselling at your organisation by making sure that 100 teenager girls and boys seek advice between June and December 2007 before becoming sexually active.		
3. To encourage teenage boys who come to the clinic during the first three months of the year to use condoms whenever they have sex.		
4. To understand the cultural beliefs that underpin sexuality.		

## Food for thought

An advocacy campaign is a plan for creating change. It is not done recklessly, without proper preparations, or without assessment of both the situation and your own capacities to succeed. Clearly stating your objective at the beginning will help you to think through the framework and strategies required for an effective campaign.

## Critical question

1. What are the external and internal forces that shape an organisation's advocacy agenda?


2. Who should set the advocacy agenda of an organisation?


# Activity 7:

## *developing an advocacy message for a target audience*

### Defining the key terms and steps

The **target audience** of an advocacy campaign are those individuals, groups or institutions that are in a position to bring about change. It is essential to clearly define our target audience.

Once we have established our target audience we can tailor our advocacy message to them. The advocacy message needs to be short, convincing and use language that the target audience identifies with.

- Taken from *Advocacy and Lobbying: Campaigning to make a difference*, by the Provincial Parliamentary Program 2000

### Exercise 7

Rank the following five slogans targeted at teenagers, from 1 for the most appropriate to 5 for the least appropriate.

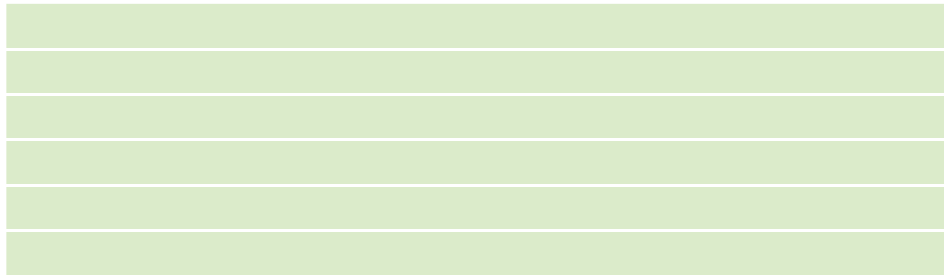
Slogan	Rank
Look before you leap; talk before you sleep!	
Sex is not a game you can play without knowing the rules!	
Good sex is safe sex!	
Take care of your life!	
Know your HIV status!	

## Food for thought

Advocacy messages are a way to draw attention to a critical issue, and to convince the target audience to participate in making the required change. Advocacy messages need to be tailored to their specific target audience in order to be effective.

### Critical question

1. How can we deal with the inevitable challenge to cultural belief systems that result from advocacy messages around HIV and AIDS?



## Activity 8:

*tools for making a difference*

### Defining the key terms

## Advocacy strategies

are tools we use to try to get our message heard. They include:

### Research

collecting facts and figures that will make our message more powerful

### Lobbying

communicating directly with the government to influence those who can make decisions about policies and laws that affect communities.

## Networking, partnerships and coalition-building

linking with other organisations who have a similar agenda or message, and/or who can assist to getting our message heard.

### Petition

a formal document that spells out the change we want to see, containing the signatures of a large number of people who agree with our demand.

### Media

the means we use to spread our message including pamphlets, radio television and newspapers.



# Why is gender advocacy critical to tackling HIV and AIDS?

## Sex, gender, power and change

HIV affects everyone. Yet it impacts on different people differently. We must understand these differences if we are to address this pandemic effectively.

In South Africa, and throughout the continent, the overall impact of HIV weighs more heavily on women and girls than on men and boys. This is because of differing expectations according to gender, and the fact that many women and girls have less power to make decisions about their own lives than many men and boys.

For example, caring for those who are sick because of HIV and AIDS is largely seen as the responsibility of women and girls, often limiting their opportunities to earn an income or complete their education. Unequal power dynamics between women and men, including sexual and family violence, can also put women at increased risk of infection.

## Gender and power are key to tackling the HIV crisis.

Practitioners often talk about the struggle to bring together their HIV work with gender concerns as trying to balance the two issues so that neither takes priority. This guide introduces a different way of thinking that shifts away from the notion of these being two separate issues. We work from the premise that **gender is the central point** from which to work in addressing HIV and AIDS.

## Gendering our advocacy practice

There are many advocacy campaigns that seek to tackle different aspects of HIV and AIDS. However, many campaigns have limited impact because they do not recognise gender power dynamics as key to the HIV crisis.

Gender advocacy recognises that every individual in a community is **not** the same. Differences between people arise from many aspects of their experiences of life, including their experiences as men or women - what we might call their gendered realities.

Gender advocacy means challenging these gendered realities. The first step is to raise awareness of the power imbalances between women and girls, and men and boys. Then we work for change in those power imbalances. Applying this approach to addressing HIV and AIDS, for example, means empowering women and girls, men and boys to negotiate sexual relationships on a more equal footing, and to take the necessary measures to protect themselves from HIV infection.

## Where does change begin?

Gender advocacy can be applied in a personal, organisational and community context. However, we need not move from the individual, to the organisational and then to the community level. Instead, raising awareness and challenging gender power imbalances in any of these contexts can serve as a starting point for making change.

# How to...

# Part 2

## Introduction

Part 1 of this guide introduced the central concepts of gender and advocacy, explored some key issues around gender and introduced some critical first steps in planning an advocacy campaign. The exercises and other activities hopefully encouraged you to evaluate and deepen your knowledge and insights in all these areas.

Part 2 helps you take the next step. In it we have provided a range of tools you could use to assess your own knowledge, attitudes and behaviours around gender, as well as those of your organisation and community. We then suggest strategies for strengthening the knowledge, awareness, skills and commitment to tackling gender inequalities in yourself, your organisation and/or your target community.

## What to do

This part is in three major sections, relating to three different levels at which we might do gender advocacy: the individual, organisational context and community contexts. We suggest that it would be most useful to begin with the individual context, based on the idea that to be effective advocates for change, we must first address the need for change within ourselves. We suggest that all of the advocates within an organisation complete the activities in the personal context section before moving on to the organisational and community context sections.

Each of the three sections starts by addressing the question of how to prepare - as an individual, organisation or community - to do gender advocacy. We then provide tools and activities that you can use to assess where you, your organisation or community sit on what we call the "gender readiness" spectrum.

At one end of this spectrum is "gender complacency", where people may have given little thought to the differences between women's and men's experiences, and/or see little need for change. Further along is "gender awareness", where people know that change is needed, but don't know how to make it happen. The final step we call "gender activism", where people are empowered to challenge gender imbalances and raise the awareness of others around them.

Following each assessment tool we provide a list of 'critical questions' that aim to help you think through some of the challenges you might face in moving yourself, your organisation or community along the 'gender readiness' spectrum. They ask you to reflect, for example, on beliefs, behaviours and systems that might ultimately undermine your attempts to do gender advocacy.

We end each section by suggesting strategies for strengthening "gender readiness" within yourself, your organisation or your target community, and list some of the indicators that might demonstrate that positive change has occurred.

## The individual context

### Preparing yourself for gender advocacy

If we want to be effective gender advocates and change others, we need to think about our own personal strengths and challenges in relation to our objective. The self-assessment questionnaire is a tool for assessing your own understanding of and sensitivity towards gender power dynamics.

This is a very personal evaluation that need not be shared with anyone else. However, it requires utmost honesty, to determine the exact nature of the obstacles that can potentially stop any of us from being effective gender advocates.

# Individual readiness assessment

## Questionnaire for self-assessment

Indicate by ticking “yes” or “no” whether you agree with these statements:

STATEMENT	YES	NO
1 I think it is normal for boys to play rough.		
2 I think it is inappropriate for boys to play with dolls.		
3 I think it is normal for girls to play with dolls.		
4 I think it is inappropriate for girls to play rough.		
5 I have questioned why the expected behaviours from boys and girls are different.		
6 I have considered the consequences of these differing expectations on boys and girls.		
7 On one or two occasions, without success, I have challenged these differing expectations of boys and girls among friends, family, colleagues and community members.		
8 On most occasions, I continue to challenge these differing expectations of boys and girls among friends, family, colleagues and community members.		
9 I accept physical, emotional and verbal abuse as common practice among intimate partners.		
10 I think that there is no such thing as sexual abuse in an intimate relationship, for example between husband and wife.		
11 I think that most women exaggerate the abuse in a relationship, and would leave if it was truly unbearable.		
12 I think that a 'real' man cannot be abused in a relationship.		
13 I think it is normal for women to be responsible for housework.		
14 I think that men should be able to expect a plate of food when they arrive home from work.		
15 In light of the high rate of unemployment, I think that it is especially necessary for a man to be made to feel he is still the head of the household.		
16 I think that women should be able to expect men to provide for them.		
17 I think that women should know that they are mainly responsible for the children.		
18 I have questioned why the expected roles and responsibilities fulfilled by men and women in relationships and in the household differ.		
19 You have considered the consequences of these differing expectations on the lives of women and men in relationships and in the household.		
20 On one or two occasions, without success, I have challenged these varying expectations of women and men in relationships and in the household among friends, family, colleagues and peers.		
21 On most occasions, I continue to challenge these varying expectations of women and men in relationships and in the household among friends, family, colleagues and peers.		
22 I think that being a secretary is simply not a job for a man.		
23 I think that women should not be allowed to be taxi drivers.		
24 I think that gender equity has led to lower standards in the workplace.		
25 I think that paying sexual compliments between colleagues, even if some sexual compliments causes discomfort, is part and parcel of the work environment		
26 I think that women in leadership positions always need capacity building, while men are natural leaders.		
27 I have questioned why expected roles and responsibilities fulfilled by men and women in the workplace differ.		
28 I have considered the consequences of these differing expectations on the lives of women and men in the workplace.		
29 On one or two occasions, without success, I have challenged these differing expectations within your own workplace among colleagues and senior staff members.		
30 On most occasions, I continue to challenge these varying expectations within your own workplace among colleagues and senior staff members.		

## Analysing your responses

For questions 1 - 4, 9 - 16 and 22 - 26:

- If you answered mostly “yes”, you fall more within the category of ‘gender complacency’, where you may not have previously thought about the need for change.
- If you answer mostly “no”, you fall more within category of gender awareness, where you may be aware of the need for change, but less certain about how to achieve it.

For questions 5 - 7, 17 - 20 and 27 - 29:

- If you answered mostly “yes” you fall within the category of ‘gender awareness’.
- If you answered mostly “no” you fall within the category of ‘gender complacency’.

For questions 8, 21 and 30:

- If you answered “yes” to all, you fall more within the category of ‘gender activism’, where you are willing to challenge gender norms and engage with others.
- If you answered “no” to any one of these, whether you are within the category of ‘gender complacency’ or ‘gender awareness’ is determined by the category of the answers to the other questions.

## Critical questions

1. What is the basis of the views you hold about the roles, responsibilities and behaviour patterns of men and women?

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2. If you were to change your views, what might you gain? What might you lose?

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3. Looking at the views you have expored in this questionnaire, what do you think the impact of these might be, on the HIV epidemic?

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## Strategies for creating change

If your responses to the self-administered questionnaire placed you in the category of “gender complacency”, you are not alone! However, if you are interested in challenging your attitudes and moving towards greater gender awareness, and ultimately becoming a gender activist, a good starting point is to open yourself to discussions or debates regarding gender.

For example:

- Devote some time on your own to thinking through the issues, and working through the critical questions listed, which aim to help you explore barriers to gender readiness.
- Try discussing the issues with close friends and family.
- Try discussing the issues with colleagues in your organisation, particularly through activities such as workshops and group interactions, and through your management support structures.

## Knowing when change occurs

Some indicators that would show that you have moved from “gender complacency” to greater “gender awareness” might include:

- When you recognise that in your own and other relationships that there is a need for roles and responsibilities to be divided more equally.
- A greater degree of equality and respect in your treatment of your partner, children, colleagues and friends, regardless of gender.

Some indicators that would show that you have moved from “gender awareness” to become a “gender activist” might include:

- When you consistently think critically about the experiences of men and women, in personal, organisational, activist and other contexts.
- When you consistently engage in debate with people of either sex and challenge their stereotyped notions of gender.

# Organisational context

## Preparing your organisation for gender advocacy

We suggest that every advocate within your organisation complete the personal readiness assessment before you conduct the organisational readiness assessment. The aim is for these advocates to have the skills, knowledge and commitment to help move their organisation towards greater gender awareness and activism.

We provide this tool for assessing organisational gender readiness based on the philosophy that an organisation cannot effectively lobby for greater gender activism in the community or other contexts unless its own practices, policies, structures and culture reflects an approach characterized at least by gender awareness, and hopefully by gender activism.

# Organisational readiness assessment

## Questionnaire for self-assessment

In Part A of the following questionnaire, write the number of male and female workers in each category. In Part B, indicate “yes” or “no” in response to the questions.

PART A				
	QUESTION		MALE	FEMALE
1	How many men and women are working in your organisation?			
2	How many staff members who hold senior positions - for example, project manager - are men and how many are women?			
3	How many staff members who hold administrative positions - for example, secretaries - are men and how many are women?			
PART B			YES	NO
	QUESTION			
4	Does your organisation consider the parenting and other care-giving responsibilities of staff members?			
5	Does your organisation allow staff members to fulfill their parenting and other care-giving responsibilities?			
6	Does your organisation encourage staff members to think about traditional parenting and other care-giving roles and responsibilities?			
7	Do staff members consider gender in planning the organisation's projects or programs?			
8	Do staff members create methods for reflecting and addressing gender issues in planning projects or programs?			
9	Do staff members create methods for evaluating gender issues of projects or programs during their planning?			
10	Do staff members consider gender in implementing projects or programs?			
11	Do staff members create methods for reflecting and addressing gender issues in implementing projects or programs?			
12	Do staff members evaluate gender issues of projects or programs during their implementation?			
13	Do staff members consistently consider how projects and programs might impact differently on women, men, girls and boys?			
14	Do staff members address gender issues among colleagues within the organisation?			
15	Do staff members address gender issues in the communities in which they work?			
16	Do staff members address gender issues within the network forums in which they participate?			
17	Do staff members address gender issues with those organisations with whom there is collaborative partnership?			

## **Analysing your responses**

If the work conducted by your organisation is traditionally targeted towards women, then questions 1 - 3 should be interpreted or understood as follows:

- If your answers reflect more men than women, your organisation falls more within the category of "gender activism".
- If your answers reflect more women than men, your organisation falls more within the category of "gender complacency".

If the work conducted by your organisation is traditionally targeted towards men, then questions 1 - 3 should be interpreted as follows:

- If your answers reflect more men than women, your organisation falls more within the category of "gender complacency".
- If your answers reflect more women than men, your organisation falls more within the category of "gender activism".

For the next part it does not matter whether your organisation's work is traditionally targeted towards men or women. Responses or answers to the remaining questions should be interpreted as follows:

For questions 4 - 6:

- If you answered "no" to all the questions, your organisation falls more within the category of "gender complacency".
- If you answered "yes" to all the questions, your organisation falls more within the category of "gender activism".
- If you only answered "yes" to question 4, your organisation leans more towards the category of "gender awareness".

For questions 7 - 9:

- If you answered "no" to all the questions, your organisation falls more within the category of "gender complacency".
- If you answered "yes" to all the questions, your organisation falls more within the category of "gender activism".
- If you only answered "yes" to question 7, your organisation leans more towards the category of "gender awareness".

For questions 10 - 12:

- If you answered "no" to all the questions, your organisation falls more within the category of "gender complacency".
- If you answered "yes" to all the questions, your organisation falls more within the category of "gender activism".
- If you only answered "yes" to question 10, your organisation leans more towards the category of "gender awareness".

For questions 13 - 17:

- If you answered "no" to all the questions, your organisation falls more within the category of "gender complacency".
- If you answered "yes" to all the questions, your organisation falls more within the category of "gender activism".
- If you only answered "yes" to question 13, your organisation leans more towards the category of "gender awareness".

**Critical questions**

1. Why is it that certain work/activities are primarily carried out by women and others by men?

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2. What does this say about how women and men are viewed by staff members within your organisation?

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3. What needs to happen to change those gender norms - the roles, responsibilities and behaviours expected of men and women - that lock men and women into certain types of jobs?

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4. What role can staff in your organisation play in challenging or changing those norms?

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5. What opportunities do staff members have to challenge or change traditional gender roles

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6. Why do some or all staff members opt not to challenge or change them?


7. If staff members were to change their views, what might they gain, and what might they lose?


### Strategies for creating change

Depending on your organisational culture, the organisational readiness assessment may be very strategic for setting the stage for shifting the organisation's structures, policies, practices and programs.

It is probably preferable to conduct the assessment with the support of your organisation's director. If you have conducted it without such a mandate, careful thought is needed about how best to present the information. Resistance is not unlikely, in which case a one-on-one meeting with the director might be best. You will need to spell out how this assessment and its findings can contribute to the organisation's best interests.

If the mandate for this assessment came from the director, they may be more open to its results. However, if these are negative there may still be resistance or defensiveness, as the director may feel blamed for the status quo. You will need to find a way to encourage them to engage with the findings objectively, and use them as a platform for change.

If the mandate came from the director and staff, then everyone will be most interested in the results. However, any negative results need to be presented cautiously. As the advocate, you will need to encourage staff to engage with the findings objectively, and use them as a platform for change.

If your analysis put your organisation, at any point, in the "gender complacency" category, then focus on moving towards greater "gender awareness". Here are some strategies that might be useful:

- Identify and raise awareness about the impact of gender differences in relation to your own role or program area.
- Identify other staff members with whom you might form alliances to help shift the organisation.
- Introduce gender issues in staff discussions and strategic organisational meetings.
- Introduce the organisation to a series of gender awareness workshops.

If the organisation falls sometimes within the category of "gender awareness" and sometimes "gender activism", then focus on shifting towards greater "gender activism". For example, you could present the organisation with proposals, developed through consultations with other staff and stakeholders, of how to better integrate gender into the organisation's policies and practices, including its planning, decision-making structures, programs, projects and evaluations.

## **Knowing when change occurs**

The extent to which the organisation upholds gender stereotypes indicates a leaning towards the category of “gender complacency”, for example when women fulfill traditional positions, such as that of secretary, while men are in leadership positions. Greater “gender awareness” is indicated when women and men are found in greater numbers in positions not generally linked to their gender.

The extent to which the organisation can be considered to be practicing “gender activism” is reflected in its policies and practices, for example:

- thinking consciously about gender dimensions of positions or roles when hiring new staff members; and
- agreeing on and implementing gender policies.

## **Community context**

### **Preparing a community for gender advocacy**

Before an organisation can effectively work with a community to strengthen its gender advocacy, that organisation should have completed the organisational readiness assessment and shifted at least towards “gender awareness”, and ideally towards “gender activism”.

In the community context, we assume that among community members involved and/or interested in addressing HIV, there will always be those who fall within the category of “gender complacency”. We focus our community readiness assessment tool - an awareness raising workshop - on shifting those community members who are open and interested from “gender complacency” to greater “gender awareness”.

# Community readiness assessment

## Awareness-raising workshop for community assessment

### Introduction: space, time and equipment required

The idea is that you conduct this workshop with representatives from all involved community organisations, along with other community members interested in the issue of gender advocacy for addressing HIV and AIDS.

Work your way through the activities in order. The workshop should take about one day with regular breaks for refreshments.

To conduct the workshop you will need:

- a large space for participants to move around, form a circle and break into smaller group discussions
- space for participants to individually work through handouts
- pencils or pens for all participants
- a large bundle of cards (approximately A5 size) in three different colours.
- wall space and removable adhesive for displaying cards
- large sheets of paper containing topical headings for discussion
- photocopies of the three handouts (see pages 36 to 39) for every participant
- large flipchart with replicas of each of the handouts and blank newsprint

## Activity 1:

### *initial word-wheel*

#### Objectives

- To determine, at the outset, participants' knowledge and understanding of issues pertaining to gender.
- To provide an ongoing process and physical space for participants to record new learning during the workshop.

#### Method

**Step 1:** Participants form an inner and outer circle, facing each other and forming pairs.

**Step 2:** The facilitator calls out each of the following concepts one by one, and asks either the inner or outer circle to share their understanding of the concept with their partner: man, woman, men's work, women's work, girls' tasks, boys' tasks, masculine, feminine, power.

**Step 3:** For each concept, the partner to record this information on cards of one colour. Each concept is to be recorded on a separate card

**Step 4:** Participants stick cards up on the relevant topic sheet provided.

**Step 5:** Participants review each of the responses in the format of a gallery walk.

**Step 6:** This gallery of responses will be updated during the workshop by participants to indicate learning of these concepts. Cards completed during the workshop should be written on a different colour from the cards used at the beginning of the workshop. There will be a final word-wheel during which cards will be written on cards of a third colour, so that participants can see change in their responses pre-, during and post-workshop.

## Activity 2:

### *gender worksheet and discussion*

#### Objectives

- To determine participants' level of understanding of gender roles and responsibilities.
- To challenge participants to engage critically with opinions that are expressed.
- To encourage participants to reflect on the beliefs, values and attitudes that underpin these opinions.

#### Method

- Step 1:** Provide each participant with a copy of Handout 1, and ask them to complete it on their own. The participants should respond by ticking the first option that comes to mind upon reading each of the work or activities listed.
- Step 2:** The facilitator then notes participants' responses on a flipchart that replicates the handout, noting particularly the differences in responses.
- Step 3:** Provide each participant with a copy of Handout 2. Encourage group discussion of the differences in responses to Handout 1, particularly reflecting on their underlying beliefs, values and attitudes. Continue the discussion by considering the critical questions in Handout 2.
- Step 4:** The facilitator reminds participants to review and revise their understanding of the concepts reflected in the word-wheel activity at any point. They should feel free to write new insights into the concepts on cards that indicate they were written during the workshop.

## Activity 3:

### *debating gender, sex and HIV*

#### Objectives

- To encourage participants to exchange ideas about gender, sex and HIV.
- To increase self-awareness about how values, beliefs and attitudes inform our understanding and responses to gender.

#### Method

- Step 1:** Divide the participants into four equal groups. Two groups will be part of the one debate and the other two groups will be part of the second debate. Assign each group to opposing views on the two debate topics.
- Debate 1** Before marriage, women should be virgins and men should be sexually experienced.
- Debate 2** Homosexuality is ungodly, therefore HIV is a punishment for being homosexual.
- Step 2:** You will also need one or more participants to volunteer for the role of resource person/s, and one or more for the role of facilitator/s. The resource person/s will help groups to develop their arguments and the facilitator/s will record the key points from each.
- Step 3:** Give the groups time to formulate their arguments in support of their assigned views, and to nominate one or more spokesperson(s) and respondent(s).
- Step 4:** Conduct Debate 1, immediately followed by Debate 2. For each, the spokespersons present the views of their group, and respondents from the opposing site area are given a chance to make a rebuttal. The debate facilitator/s record the main points on a flip chart.
- Step 5:** Provide each participant with a copy of Handout 3. The workshop facilitator guides participants through a reflection and group discussion on the debate, and extends the discussion by considering the critical questions in Handout 3.
- Step 7:** The facilitator reminds participants to review and revise their understanding of the concepts reflected in the word-wheel activity at any point. They should feel free to write new insights into the concepts on cards that indicate they were written during the workshop.

## Activity 4:

### *final word-wheel*

#### **Objectives**

- To ascertain the shift in participants' knowledge and understanding of issues pertaining to gender.

#### **Method**

**Step 1:** Participants do a gallery walk to review how their understanding of the concepts reflected in the word-wheel activity has changed during the workshop.

**Note:** *If participants have not written additional cards during the workshop to reflect a change in their understanding of the concept, allow participants an opportunity to:*

- review the newsprints with the different concepts;
- list those concepts for which they have attained a new or deeper understanding; and
- raise these learnings in plenary.

**PHOTO** Sindiswa Mchunu is a volunteer caregiver at a JOHAP partner organisation in South Africa. Photo © OxfamAUS/Matthew Willman.





# Handout 2

## Critical questions: work and activities

1. Is there a difference between the categories of “work” and “activities”? Give reasons for your answer.

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2. Why is it that certain work/activities are primarily carried out by women and others by men?

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3. What is the value attached to what is called “work”, as opposed to “activities”?

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4. What might this say about how women and men are viewed by you, and within your community?

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5. Does your perception of who carries out certain work or activities differ from reality? Why do you think that might be?

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6. What needs to happen to challenge and change what we call the “socialisation processes” - the roles, responsibilities and behaviours expected of men and women?

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7. What role might you choose to play in changing these processes?

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8. What barriers might you face in changing these processes?

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9. If you choose to try and change these processes, what might you gain, and what might you lose? Do you think this stops you from trying to change these processes?

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# Handout 3

## Critical questions: debate

1. Which of the views raised during the debate do you think are most commonly held in your community?

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2. Why do you think these views are held within your community? What is the basis of these views?

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3. What issues raised in the debates concerned you? Explain your response.

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4. How do you think some of these views might contribute to the HIV epidemic?

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5. If you were to change these views within yourself, or challenge and change them in your community, what might you gain? What might you lose?

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## **Strategies for creating change**

### **How to support a community to engage in gender advocacy**

#### **Step 1: invite interest**

Assess the interest of community members in becoming involved in the advocacy campaign.

##### *Gender considerations:*

Consider the representation of women and men, across age categories, within the group of interested community members.

#### **Step 2: form a core group**

As a group, identify “key stakeholders” from amongst the broader group of interested community members, who are willing to commit to forming a core group who will drive the advocacy campaign and provide leadership in their community.

##### *Gender considerations:*

Ensure that the core group has equal representation of men and women, and that the leadership is not male-dominated. Challenge the group to address these issues if they arise.

#### **Step 3: planning**

Once the core group is established, work with them to embark on a strategic planning process to clarify the advocacy campaign’s issue and objective, target group and message, as explored in Part 1 of this guide.

##### *Gender considerations:*

Empower individuals and the group to consistently avoid and challenge gender stereotypes in the way it works and its messages. For example, they could strive to:

- ensure an equitable division of responsibilities within the group;
- consider multiple roles and responsibilities of the core group;
- explore the different impacts that their chosen issue has on women and girls, and boys and men;
- consider the different ways in which women and girls, and boys and men might respond to the advocacy objective; and
- tailor their advocacy message appropriately to women and girls, boys and men.

#### **Step 4: implementation**

##### *Gender considerations:*

Encourage the group to support each other in consistently monitoring their gender practices as they implement the campaign. For example:

- Monitor the continued involvement of women and men, across age categories within the core group.
- Monitor the response of women and men, across age categories, to the campaign.

#### **Step 5: evaluate the campaign’s effectiveness**

##### *Gender considerations:*

Evaluate the impact of the campaign specifically on women and girls, and men and boys, and across age categories in the community.

### **Knowing when change occurs**

A shift from “gender complacency” to “gender awareness” is reflected when community members grapple with the critical questions raised in the workshop. A shift from “gender awareness” to “gender activism” is reflected when community members commit to participate in the gender advocacy campaign.

# Appendix 1

## Answer sheets

### Exercise 1

Statement	Sex	Gender
Baby girls are dressed in pink and baby boys in blue.		✓
Boys develop facial hair and girls menstruate.	✓	
Girls cook for the family and boys take care of the animals.		✓
Men go out to work and women stay at home.		✓
Men can have many girlfriends but women must be virgins before marriage.		✓
Women give birth and breastfeed babies.	✓	
When men wear condoms it decreases their pleasure during sex.		✓

Statement	Yes	No
Persuading your family that it is time to move to a new house	✓	
Convincing others in your community of the importance of a park for children	✓	
Participating in a march for higher wages	✓	
Talking to religious leaders to get involved in HIV and AIDS prevention	✓	
Meeting government officials to improve service delivery	✓	

### Exercise 5

### Exercise 6

Advocacy objective	Yes	No
1. To raise awareness among school pupils about the means of HIV infection.		✓
2. To provide sexuality counselling at your organisation by making sure that 100 teenager girls and boys seek advice for seven months before becoming sexually active.	✓	
3. To encourage teenage boys who come to the clinic during the first three months of the year to use condoms whenever they have sex.		✓
4. To understand the cultural beliefs that underpin sexuality.		✓

### Exercise 8

Practical examples	Advocacy strategies	Matching example number
1. Linking with church youth initiative	Research	3
2. Drawings by children about community needs	Lobbying	4
3. Survey of clinic services for youth	Media	5
4. Meeting with local councillor	Networking	1
5. Youth radio program	Petitions	6
6. Signatures of support for a youth centre	Child participation	2

# Appendix 2

## Additional information

The following extracts are taken from a range of other gender training materials, offered as a means of deepening understandings of some of the key concepts related to gender advocacy.

### The difference between sex and gender

**Sex** refers to the biological differences between women and men. Sex differences are concerned with women and men's physiology.

- *A manual for integrating gender into reproductive health and HIV programs: From commitment to action* by Interagency Gender Working Group 2003:5

**Sex** is biologically determined characteristics that categorise someone as either female or male. Do not change.

- *Gender and advocacy training manual* by GTZ 2007:10

**Gender** is the rules, norms, customs and practices through which the biological differences between men and women, boys and girls. As a result, women/girls and men/boys are valued differently and have unequal opportunities and life chances.

- *Operational guide on gender and HIV/AIDS: A rights based approach* by UNAIDS 2005:8

**Gender** refers to the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female and male vary among cultures and change over time. Gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.

- *A manual for integrating gender into reproductive health and HIV programs: From commitment to action* by Interagency Gender Working Group 2003:5

**Gender** refers to the socially determined ideas and practices of what is to be male or female; these vary within and between cultures and are changeable over time.

- *Gender and advocacy training manual* by GTZ 2007:10

### The relationships between gender equality and gender equity

**Gender equality** permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources, and the benefits from development results. The fact that gender categories change over time means that development programming can have an impact on gender inequality, either increasing or decreasing it.

- *A manual for integrating gender into reproductive health and HIV programs: From commitment to action* by Interagency Gender Working Group 2003:4

**Equality of opportunity** means that women should have equal rights and entitlement to human, social, economic and cultural development, and an equal civic voice in civic and political life.

- *Gender manual: A practical guide for development policy makers and practitioners* by DFID 2002:7

**Gender equality** means equality of treatment under the law and equality of opportunity for both by society's written and unwritten norms, rules and shared understandings. It is pervasive across societies and is the most prevalent form of inequality such as class, caste, race and ethnicity. The rationale for addressing gender inequality is not only that it exists at all levels.

- *Operational guide on gender and HIV/AIDS: A rights based approach* by UNAIDS 2005:8

**Gender equality** means that 'women and men have equal conditions for realising their full human rights and potentials to contribute to national, political, economic, social and cultural development, and to benefit from the results'. Understanding of the concept should go beyond equal treatment to results whereby equity is considered as the means to achieving expected results.

- *Gender and advocacy training manual* by GTZ 2007:10

**Gender equity** is the process of being fair to women and men. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. Gender equity strategies are used to eventually attain gender equality. Equity is the means, equality is the result.

- *A manual for integrating gender into reproductive health and HIV programs: From commitment to action* by Interagency Gender Working Group 2003:4

**Equity of outcomes** means that the exercise of these rights and entitlements leads to outcomes which are fair and just.

- *Gender manual: A practical guide for development policy makers and practitioners* by DFID 2002:7

**Gender equity** is a process of being fair to women and men creating the necessary measures that would compensate for imbalances in power relations (status, choices, decision-making) and access to resources and other opportunities. Equity leads to equality.

- *Gender and advocacy training manual* by GTZ 2007:10

## Defining advocacy

**Advocacy** is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organisations to make a difference.

**Advocacy** is a set of actions undertaken by a group of individuals or organisations working in concert to build consensus, foster a favourable climate, or seek support for introducing, changing or ending specific laws, policies or programs.

**Advocacy** is a set of coherent actions designed to introduce, influence and change policies, programs, practices, attitudes and decisions for a just and equitable world.

- *Gender and advocacy training manual* by GTZ 2007:33

## Developing an advocacy campaign

1. Identifying and clarifying the **issue** by collect qualitative and quantitative data. **Good issues** results in real improvement in people's lives.
2. Establishing **goals and objectives** i.e. a statement of results you want to achieve.
3. Preparing a **campaign** by selecting a target; developing a message which includes the issue, solution and actions needed; building support and raising funds.
4. Implementing the **strategy** by carrying out the plan.
5. **Monitoring** progress towards objectives **and evaluation** of whether the advocacy goal has been achieved.

- *Gender and advocacy training manual* by GTZ 2007:35

1. identifying the advocacy **issue**
2. identifying the **target** audience
3. defining the expected **results**
4. determining the advocacy **strategies**

- *HIV/AIDS Advocacy Guide* by International Planned Parenthood Federation 2004:2

1. Defining the **issue** by asking why it is an issue, looking at whom it affects, asking which social actors are affected by the issue and trying to understand more about those affected by the issue including defining your **objective** by stating what you want to change, who will make the change, by how much and by when.
2. Developing **solutions** by conducting **research** and presenting evidence which takes the politics and economics of the solution into account.
3. Building political **support** by determining who needs to be convinced to take action and who can help you reach your objective.
4. Bringing issues, solutions and political will together for policy action by developing a **campaign strategy**
5. **Evaluating** policy action
  - *Advocacy and lobbying: Campaigning to make a difference by Provincial Parliamentary Program 2000*

1. identify the **problem**
2. set your **goal** using SMART principles
3. know the **facts**, through research
4. understand the **system**
5. get the **timing** right
6. identify **target** groups
7. develop and deliver the **message**
8. build **support**
9. mobilise **resources**
10. **monitoring** and **evaluation**
  - *Gender Advocacy Program*

### Footnote

\*Please note that some names have been changed in this publication.





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