

## **Module C3: Advocacy for the Health of Young People, Aged 10 to 19 Years**

*The entry scenario addresses a variety of issues and problems associated with the module topic. It may be used at the beginning of the course to stimulate the students to identify their own needs and interests. Learners may use the scenario at the end of the module to assess their own learning process, or the scenario can be integrated into activities for achieving objectives.*

As a public health officer, you are in charge of a region with a population of a half -million. You are presented the following situation that has occurred in a group practice of three primary care providers of your region. One of these providers is very religious and opposes legalised abortion. Without her mother present, a fourteen-year-old girl has consulted this provider and asked for emergency contraception. Your colleague convinced the girl that she should not use emergency contraception, stating that this is the same as abortion. The girl consults the same group practice three months later, this time with her parents because she is pregnant.

The parents tell the provider in charge of the practice that they are going to sue because of the inappropriateness of the initial action by the provider, and second, for not having told them about the situation at that time.

The media get hold of the case and you are the public health official who is asked to:

1. Develop a regional policy to deal with such issues in the future
2. Plan a strategy for the policy to be accepted by most of the concerned parties
3. Formulate a media statement

### General Goals for Learners

*By completing the module the participant will be able to:*

- I. Describe the range of activities involved in advocacy for young people and identify the key stakeholders
- II. Examine steps in planning and implementing successful strategies for advocacy
- III. Strategically use the media as an important tool for youth health advocacy
- IV. Develop strategies and advocacy skills to influence decision-makers so as to minimize the inequalities in access and delivery of health care

**Goal I. Describe the range of activities involved in advocacy for young people and identify the key stakeholders**

	<b>Training Objectives</b> Key topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
KNOW- LEDGE	A. Understand the various ways in which health professionals have advocated for the health of young people and the value of being an advocate	Brainstorming	<p>To orient learners to the topic, trainer poses questions to the group:</p> <p><i>What are the ways that you, as a health care provider, have advocated on behalf of young people? Describe the issues and who you were trying to influence? What ways did you go about doing this? What kinds of success have you had in advocating on behalf of young people?</i></p> <p>Trainer summarizes the brainstorming, pointing out that there are numerous ways to advocate and that the goal of the training is to improve health providers' skills and motivation to be involved in advocacy.</p> <p>The intent of this activity is to demonstrate to the learners that they can and, perhaps already have, been involved in advocacy. In addition, they will see that other health professionals are doing it as well. It is the prelude for broadly defining advocacy, which is the next objective.</p>
KNOW- LEDGE	B. Define advocacy	Class discussion	<p>Ask participants what they understand "advocacy" to be. Verbally summarize the learners' ideas and display the following definitions for comparison:</p> <p><i>Advocacy:</i></p> <ul style="list-style-type: none"> <li>• <i>Actively supporting a cause and trying to get others to support it as well</i></li> </ul> <p><i>Building support for the health of young people, around a particular problem, practice, programme, priority, or policy</i></p>

	<b>Training Objectives</b> Key topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
ATTI-TUDE	<b>C. Describe the attributes and skills of an effective advocate</b>	Class discussion	<p>Discussion setup:</p> <p><i>Think of a person (health professional or anyone else) that you would describe as an effective advocate (for any issue or population). What are the skills and qualities that you think make that person effective?</i></p> <p>A class member writes down the skills and qualities that are named in response to the question above. The trainer summarizes and elaborates on these skills and qualities. The skills and qualities list should remain posted throughout the rest of the training module as a reference.</p>



**Goal II. Examine steps in planning and implementing successful strategies for advocacy**

	<b>Training Objectives</b> Topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
SKILLS	<p><b>A. Learn the steps in formulating an advocacy message</b></p> <ul style="list-style-type: none"> <li>• Gather information</li> <li>• Conduct needs assessment/search for available evidence/conduct key stakeholders analysis</li> <li>• Define the arguments “for” and prepare to respond to arguments against</li> <li>• Ensure social &amp; cultural sensitivity of your arguments</li> </ul>	<p>Small group exercise</p> <p>Using Visualization in participatory programming (VIPP)</p>	<p><b>Exercise Scenario:</b> <i>Due to budget restrictions, the Ministry of Education wants to cut sex education from the school curriculum. This change has the support of local religious groups, as they believe that sex education encourages sexual activity. Until now the school had been using an evidence-based approach that had strong support from health educators, students, and many parents.</i></p> <p>Questions for small groups to address: a. <i>What information would you gather to make your argument for keeping the program and where would you go for it?</i> b. <i>Is there evidence supporting this position?</i> c. <i>How would you identify existing needs assessment or conduct one?</i> d. <i>What may be the particular interests/sensitivities around these issues within your community?</i></p> <p>Each group prepares three VIPP cards for each of the following headings related to the questions above:</p> <ol style="list-style-type: none"> <li>Information that is needed (yellow VIPP card)</li> <li>Sources of information (green VIPP card)</li> <li>Existing or new needs assessments (blue VIPP card)</li> <li>Potential sensitivities, interests within the community (pink VIPP card)</li> </ol> <p>VIPP cards are put on wall/board under each of the four headings. General class discussion follows once the cards are clustered on wall.</p> <p>(Trainer can prepare the four headings on VIPP cards during small group discussion.)</p>

	<b>Training Objectives</b> Topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
SKILLS	<p><b>B. Tailor the message to key audiences/stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Identify target audience(s)</li> <li>• Determine the interests and sensitivities of the target audiences</li> <li>• Use clear, objective and persuasive language that consider the interests and sensitivities of the target audiences</li> </ul>	Small group exercise	<p>Using the same <b>Exercise Scenario</b> and the same groups as in Objective A, each group writes a single advocacy message tailored to one of the audiences listed below to which they have been assigned.</p> <p>Trainer reminds groups during the exercise to link the message to something that their target audience can relate to, something that is already important to them, something that keeps in mind any particular interests and sensitivities they may have. Examples of targeted messages include:</p> <ul style="list-style-type: none"> <li>• <b>School-aged Students:</b> “It helps to answer our questions that we can’t ask anywhere else.”</li> <li>• <b>Minister of Education:</b> “You want to invest in strategies that have been shown to be effective.”</li> <li>• <b>Parents:</b> “The vast majority of parents support sex education in the schools; it does not replace the role of parents.”</li> <li>• <b>School Administrators and Teachers.</b> “Teaching sex education in the schools has been shown to be effective in preventing pregnancy, which is a leading cause of dropping out of school.”</li> <li>• <b>Religious Leaders.</b> “Teaching sex education does not increase sexual activity among teenagers; in fact, it can encourage them to delay sexual activity.”</li> </ul> <p>After each group has identified their single advocacy message, the trainer asks each group to state their key message, and asks one person from each group to write the message on the board/flip chart/VIPP card along with the type of audience they were assigned. (e.g. School-age Students = “It helps to answer our questions . . .”) In summary, the trainer points out the differences in the message depending on the audience, which is the objective of this session.</p>

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SKILLS	<p><b>C. Describe how to gather and build support</b></p> <ul style="list-style-type: none"> <li>• identify and mobilize opinion leaders</li> <li>• involve young people</li> <li>• create coalitions</li> <li>• mobilize the power of established organizations (to make mail outs, statements, petitions)</li> <li>• outreach to general public</li> </ul> <p><b>(mass communication strategies)</b></p>	Mini lecture	Using several examples in which advocacy has effectively utilized the five strategies listed under Objective C; trainer describes various ways of gathering and building support for each of the 5 strategies. The trainer ideally would use examples pertinent to the issue of sex education and address approaches for overcoming opposition.

	<b>Training Objectives</b> Topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
SKILLS	<p><b>D. Strengthen working relationships with the targeted decision-makers</b></p> <ul style="list-style-type: none"> <li>Assess the perspectives of the decision-makers</li> <li>Develop strategies for face-to-face contact</li> <li>Employ ways of enhancing relationships (honors, awards) with targeted decision makers</li> <li>Arrange for a visit by key decision-makers to your school or clinic</li> </ul>	Class discussion with summary by trainer	<p>Using the Goal II <b>Exercise Scenario</b> regarding sex education in the school curriculum, pose the questions below:</p> <p><i>What are the ways of determining the perspectives of the decision-makers on this issue? (e.g. voting record, public statements, public documents, direct inquiries to the decision-maker and/or their staff)</i></p> <p><i>What do you do to prepare for effective face-to-face contact?</i></p> <ul style="list-style-type: none"> <li><i>Prepare clear focused message and /or one-page fact sheet,</i></li> <li><i>Have materials to leave with them,</i></li> <li><i>Offer yourself as a future resource,</i></li> <li><i>Describe the organization/constituents that you represent,</i></li> <li><i>Prepare arguments to make to address opposing opinions,</i></li> <li><i>Consider bringing credible allies with you (member of the religious community, respected educator or practitioner, a young person, a parent from the community/constituency).</i></li> </ul> <p><i>When might it be appropriate to arrange to have one or more key decision-makers visit your work setting to learn more about effective prevention and the health needs of young people? Has anyone in the class tried this approach for strengthening relationships with targeted decision makers?</i></p>



**Goal III. Strategically use the media as an important tool for youth health advocacy**

	<b>Training Objectives</b> Topics to be covered	<b>Educational Methodology</b>	<b>Activities, Issues, and Questions</b>
KNOW	<p><b>A. Identify various ways to use the media to communicate your advocacy message</b></p> <ul style="list-style-type: none"> <li>• Letters to newspaper editors</li> <li>• Opinion-editorials</li> <li>• Press kits and news releases</li> <li>• Press conferences</li> <li>• TV and radio interviews and programmes</li> </ul>	<p>Mini lecture</p> <p>Class discussion</p>	<p>Mini lecture describing the various types of media interactions that an advocate can use (listed under Objective A.)</p> <p><b>Exercise Scenario:</b> <i>The Health authority in your city wants to open a “Do-it-safe room”, a place where drug addicts can exchange needles, use methadone, and be counseled. They know that this initiative will have some opposition, especially among the neighbors. They ask you to plan an education effort specifically targeted to the public.</i></p> <p>Trainer asks learners: <i>Which of the various media formats would be most useful for educating the public on this issue? How do you address their interest in having a story that sells with your priority issue?</i></p>





## References

### **UNFPA: The Visualisation in Participatory Programs (VIPP)**

<http://www.jhuccp.org/sites/all/files/VIPPmanual.pdf>

### **Advocates for Youth**

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

### **Visualisation in Participatory Programmes: A Manual for Trainers**

[www.unssc.org/web1/programmes/rcs/cca\\_undaf\\_training\\_material/tot05/resources/VIPPUNICEFBangladesh.pdf](http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/tot05/resources/VIPPUNICEFBangladesh.pdf)

### **California Center for Public Health Advocacy**

<http://www.publichealthadvocacy.org/>

### **National Association of County and Health Officials (Public Health Advocacy)**

<http://www.naccho.org/advocacy/>

### **American Public Health Association – Advocacy and Policy**

<http://www.apha.org/advocacy/>

### **VIPP**

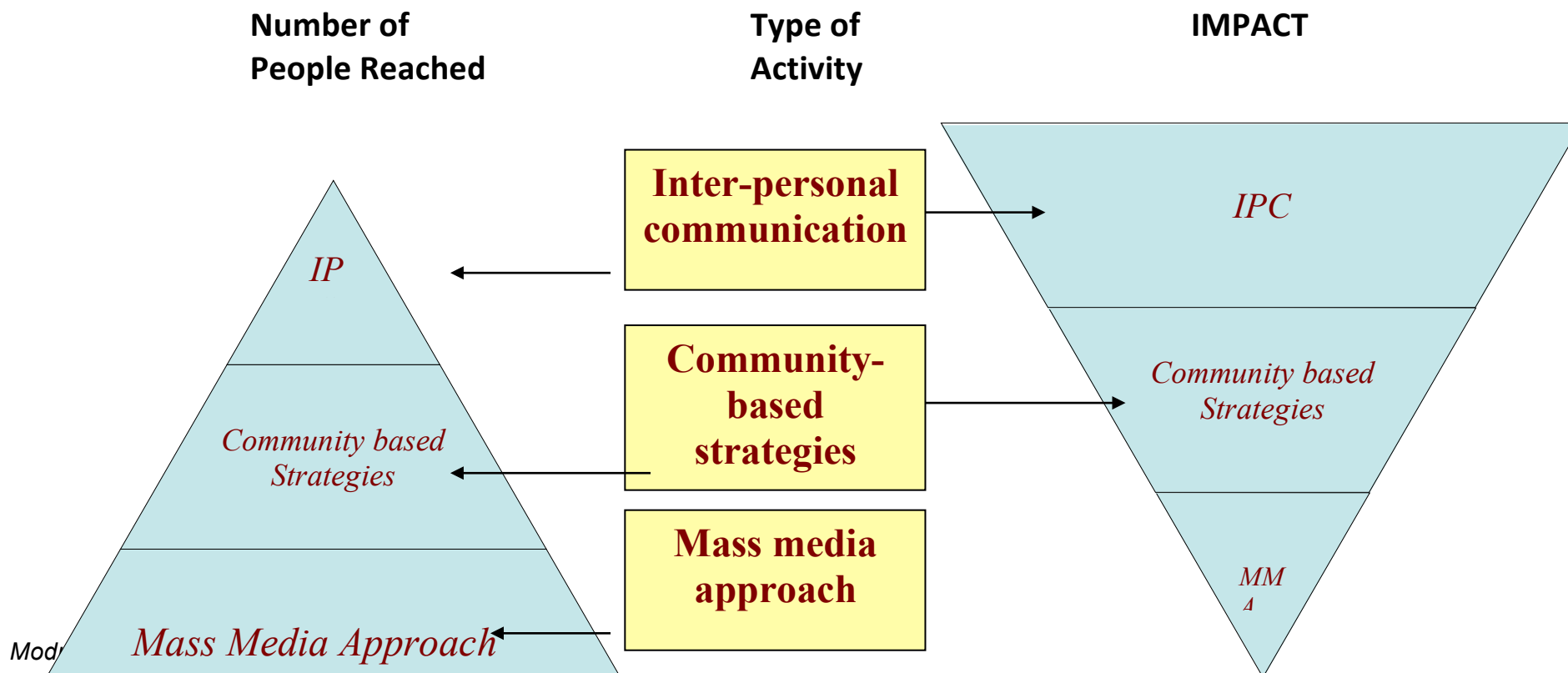
<http://www.southbound.com.my/VIPP/>

### **A training guide for advocacy**

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

**Annex 1: Types of Advocacy and their Impact**

**Types of Advocacy & their Impact**





## Steps for Building Effective Community Partnership

### 1. Partnership Development

- *Identification of needs and priorities;*
- *Sensitization and orientation of community*
- *Social awareness creation (IEC / BCC / Advocacy)*

### 2. Social Mobilization

- *Community members try out the intervention and approve it*

### 3. Community Participation

- *Community members agree to propagate the idea among peers and other community members*
- *Active Community involvement & Community support*

### 4. Community Ownership

- *Community involvement in the program*
- *Periodic community based reviews*
- *Social audit*