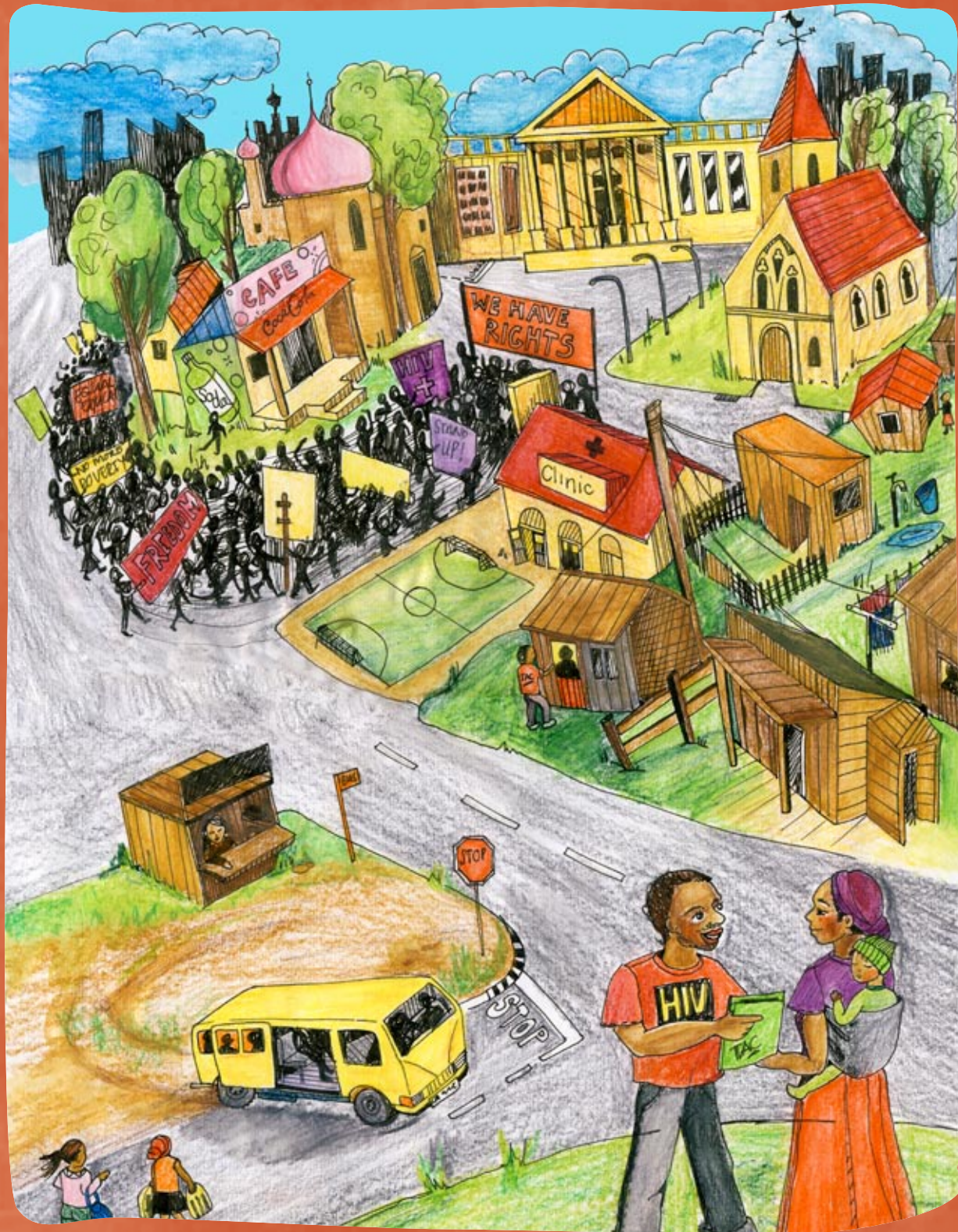


Organising *in Our Lives*



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Introduction

Everyone is part of a community. TAC itself is an organised community of people working towards certain goals. Communities like TAC are strong when their members are well informed, and are part of the decisions the community makes.

To organise means to unite people, to educate them and bring them together for a reason. This handbook is a practical guide to community organising for TAC members. It is also a call for all TAC members to:

- Know the HIV and TB related statistics for your province!
- Know the state of health services in your district!
- Know your local community!

Finally, the handbook is a guide for branches to embark on disciplined activities that educate communities and advocate for equal access to better health services and social justice.



What is TAC?

TAC today is a large organisation. It has about 13 000 registered members and employs about 80 full time staff in 6 provincial offices. TAC has 237 branches working in 32 out of 56 state health districts. The organisation is led by an elected National Executive Committee (NEC) with representation from the six elected Provincial Executive Committees (PEC) where TAC works.

The Secretariat is elected at National Congress and each Provincial Secretariat at Provincial Congress. The National Council has representatives from key sectors like healthcare workers, children's sector, faith-based sector, trade unions, and NGOs. The role of the National Council is to provide strategic guidance. It is the highest decision-making body of the organisation between National Congresses.

TAC's day-to-day work is organised into programmes. Management of the programmes is the responsibility of an elected Secretariat.

TAC's Goals:

To ensure the public health system increases the quality of care and accessibility of healthcare services to all.

To increase access to prevention, treatment and care services for HIV/AIDS and Tuberculosis.

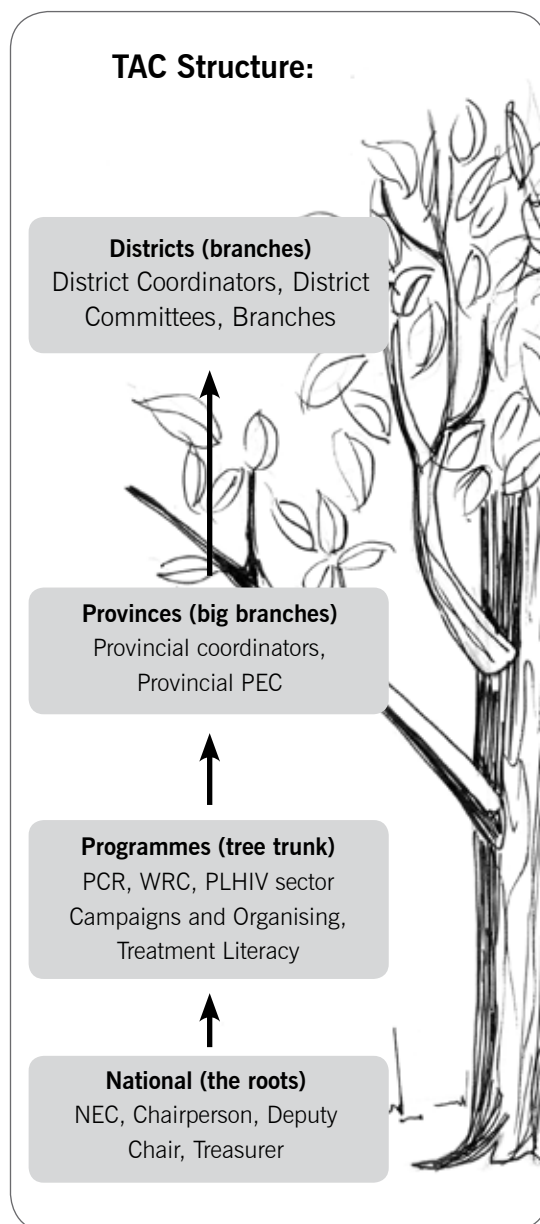
To strengthen civil society and empower communities to organise for improved health services and gender equality.

The National Office is responsible for implementing TAC's strategies. It coordinates key programmes, financial management, human resources management, policy and general management.

Provincial and District Offices carry out key programmes. They support TAC branches and districts in mobilising and educating community members about HIV/AIDS, treatment, prevention and health as well as women's rights and issues of social justice.

TAC is a grass-roots organisation working to ensure that all people living with HIV are treated with dignity, and have access to effective treatment through the public health system.

TAC Structure:



Who is a TAC member?

Critical – Very important, crucial.

All TAC members are **critical** to the organisation's goals of a strengthened civil society which advocates for improved health services and politically empowered, active and organised communities.

TAC members are **community leaders**. They champion relevant community issues. They understand TAC's need for partnerships with people and organisations who share TAC's belief in the right to life, dignity, equality, freedom and universal access to health care.

TAC members are **political leaders**. They understand long-term campaign demands and strategies. They can break campaigns into manageable parts, to give branch members responsibility for campaign activities. A **network** of TAC members working in health districts and communities with support from provincial and national structures gives direction and action to TAC's campaigns.

Network – A network is a group of people who know one another. To 'network' means to get to know new groups of people.

TAC members are **educators**. Education is central to leadership development and the sustainability of **vibrant** TAC branches. Education in TAC takes place on two levels. The first level is internal education of branch members: combining political education about HIV/AIDS and treatment literacy. The second level is public education: training and treatment literacy for communities, faith-based organisations, schools and other grassroots organisations. TAC branches must also educate themselves regarding the law, enforcement of rights and **good governance**.

Vibrant – Very healthy, energetic.

Good governance – Good governance means when an organisation's activities are transparent and open to public examination.

TAC was founded on International Human Rights Day in 1998 following the death of Simon Nkoli, a gay-rights activist. At that time there were very few organisations with the political skill and inclination to advocate for the rights of people living with HIV. The fear and stigma surrounding HIV was extreme. The time was right for TAC to organise the struggle for social justice and the rights of people with HIV.

TAC members must be quick thinkers who can adapt to any situation. As the work of TAC evolves, TAC members must evolve too. They should be aware of their communities' needs, and should be available to assist accordingly.

What are the characteristics of TAC members?

- Assertiveness
- Honesty
- Respect for others
- Integrity
- Responsibility
- Trustworthy
- Flexibility
- Perseverance
- Good general knowledge
- Political drive
- Self-esteem
- Team player
- Hard worker
- Punctuality
- Loyalty



Knowledge and Skills for TAC members to acquire:

- Listening skills
- Interpersonal skills
- Multilingualism
- Computer literacy
- Writing skills
- Reading skills
- Communication skills
- Treatment Literacy and HIV knowledge
- Knowledge of geographical and municipal demarcations
- Planning and reporting skills
- Decision making skills
- Knowledge of local and global politics
- Understanding of socio-economic issues
- Familiarity with the health system
- Understanding of health legislation and policies
- Financial management skills

Organising and TAC

HIV/AIDS is a political issue because it is linked to inequality. Prevention, treatment and care are **hampered** by social and political inequality. Gender inequality, economic inequality, **migrant labour** and sexual **taboos** produce vulnerability to HIV.

Local and global relationships, influenced by politics, affect access to prevention, care and treatment, as well as how people are exposed to HIV transmission. These inequalities can only be reversed by building the knowledge and resources of communities, and by advocating for human rights, security, gender equality and social justice.

Hampered – Past tense of ‘hamper’ – to impede, or obstruct.

Migrant labour – When a person must travel between cities or from rural areas, to access employment, that person is a migrant labourer.

Taboo – Something that society disapproves of.

“For me, organising starts at branch level, and it is not always about big marches. Organisers need to identify local challenges and make an impact on them. Know your community, integrate your work with TL and network with allies. This is what organising is about.” – *Mashudu Mfomande, Provincial Organiser, Limpopo.*

“TAC is a political movement, but it is not a party-political movement” – Mark Heywood



Building Branches

Ambition – Aim, intention, objective.

Sustainable – The ability to carry on existing independently. Not having to rely on external support to survive.

Resolve – To decide or agree. A 'resolution' is a decision or agreement.

Core – Central.

Campaigns should be driven by local knowledge and expertise.



TAC's **ambition** is for campaigns to be devised and implemented with critical input from branches. TAC believes that campaigns can only become genuinely **sustainable** if they are driven by branches with local knowledge and expertise. The best way to sustain branches is to make sure that they are empowered, active and involved.

Here is list of things to do when starting a new TAC branch:

1. Bring at least 5 individuals together to educate them about TAC's history, objectives and work.

2. **Resolve** to meet frequently at a regular time and place.

3. Invite an experienced TAC member to attend the first branch meeting to answer questions and give an overview of TAC.

4. Start with a **core** group of fewer than 10 people. This group will be critical to the growth of the branch and should receive extensive training.

5. Guest speakers from TAC should regularly visit the branch to discuss aspects of TAC's work.

6. Once the core branch members have familiarised themselves with TAC, it is time for the branch to grow.

7. The branch should advertise itself. Display posters and make announcements at schools, clinics, churches and shops.

8. Utilise the media to announce the new branch.

9. Community members should be invited to a free, well run and interesting branch meeting.

10. Always take note of new people at meetings, **protests** or marches. Get their personal information. Perhaps they will be interested in joining the new branch.

11. Make sure one of TAC's Treatment Literacy Practitioners (TLPs) or peer-educators is involved in the branch. Much of the branch work will rely on information from TLPs who are engaged directly with issues on the ground.

At first, TAC branches were situated mainly in Cape Town, Johannesburg and KwaZulu-Natal. But branches were quickly established in cities, townships and rural areas across the country. Volunteers were recruited from schools, factories, unions, churches, clinics and shebeens. They were educated about the politics of HIV/AIDS and treatment literacy. They mobilised to become agents for positive social change in their communities.



To protest against something is to declare that you object to it.

A protest is a public demonstration of objection.

What do TAC branches do?

Branches have the following inter-related functions. These will all be looked at in detail:

1. **Research**
2. **Internal education: Treatment literacy and political education**
3. **Implement TAC Campaigns: Advocacy, Public Awareness and mobilisation**
4. **Build Local Partnerships and Alliances**
5. **Health Service Support and monitoring**
6. **Creating Community Support Groups**



“TAC members are political activists, and political education is something we constantly need. We must educate ourselves about the NSP. We must lobby our local HIV/AIDS councils and use our position to influence local change.” – *Neo Mkhudu, Provincial Organiser, Gauteng.*



1. Research

Before campaigns can be planned and implemented **TAC members must have a critical awareness of their communities**. The first step in building a successful community campaign is research. If TAC is to inspire change in communities, TAC members must have a critical understanding of their communities NOW!

The purpose of research is to identify demands.

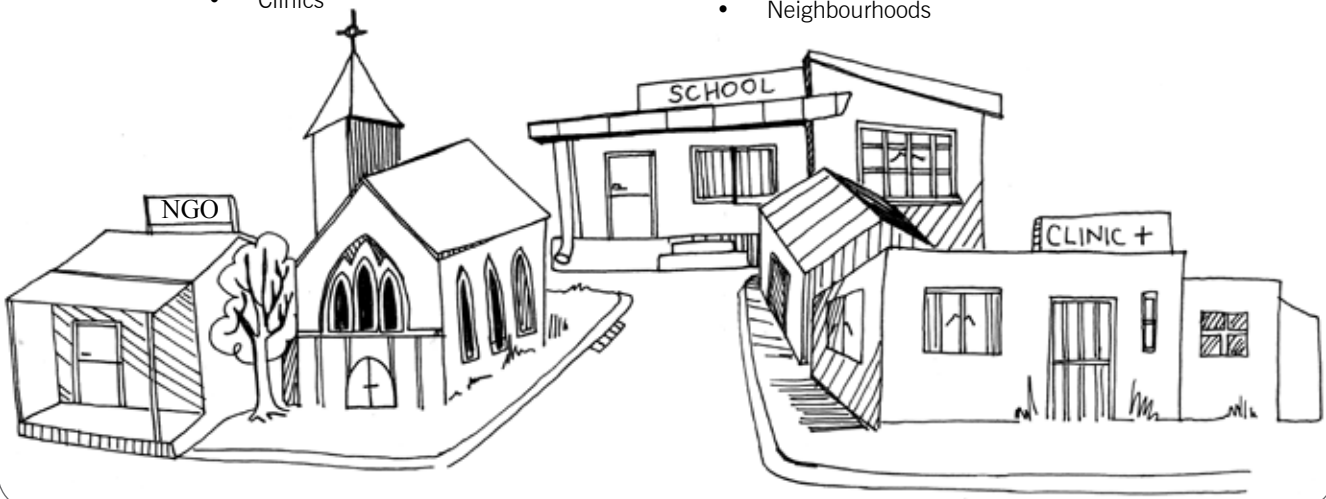
“In 2004 TAC challenged the denialism and quackery of Matthias Rath. It relied upon the understanding and community knowledge of TAC members. They were familiar with the community members Rath had convinced to stop taking ARVs. They knew where to locate and remove Rath’s pamphlets and posters against TAC. They were quick to prevent the spread of Rath.” – *Mandla Majola, Khayelitsha TAC member.*

To facilitate successful research for TAC campaigns, members should be aware of the following:

1. **Community Structures:** TAC members must know how to access key resources in the community. These resources include people like local government officials, shop stewards and teachers; or institutions like schools, clinics, company offices.

Examples of places in the community that can be visited during research:

- NGOs
- Government buildings
- Adult education centres
- Child-care centres
- Schools
- Shopping areas, market places
- Service centres (petrol, post, communications)
- Government offices
- Clinics
- Police stations
- Public transport infrastructure
- Youth groups
- Sports clubs
- Churches
- Social service centres
- Business districts
- Streets
- Wards
- Neighbourhoods



2. **Community Problems:** TAC members can find out about community needs and problems by talking to community members. Try to collect as much information as possible about community issues that relate to TAC's objectives.
3. **Who is most affected:** TAC campaigns aim to assist the people who are most vulnerable to problems in the community. TAC members must always ask themselves: Who is most affected? Talk to those people. Collect their stories in great detail.
4. **Community Politics:** TAC members should know who the decision makers and power holders in their communities are. These people may be elected or informal leaders such as local elders, politicians, counsellors, religious leaders or government officials.
5. **Community Organisations:** TAC branches should communicate with every community institution and organisation in their area, and should be familiar with their leaders and mandates.

How to Conduct Community Research

Community research means finding out information about the communities in which a branch works. Through research, problems experienced by the community can be identified and addressed in campaigns. Anyone can conduct research because all people have the right to access information about their communities.

For TAC members, research is an exercise in self-education. This is because branches are part of the communities and events they research.



“In our community we felt that men were not getting tested for HIV. So we went to the local clinics to find out if men were getting tested. The clinics told us that men did not come for tests. We decided to organise a campaign for men to get VCT.

In the community we distributed condoms, copies of Equal Treatment and a pamphlet targeted at men. After the campaign we went back to the clinics and found that more men were getting tested.” – *Lihle Dlamini, Provincial Organiser, KZN.*

When conducting research TAC members should:

- Seek new ways to access information about community issues.
- Create a set of questions before going out to do research.
- Carry a notebook to write down details and information.
- Go to where the action is to listen and observe.
- Try to conduct research in pairs.

What to do with the results of community research

Completed research should be written down. It should be safely stored and accessible at a branch or district office. Analysing and understanding the information gained from research is a vital step in the planning of campaigns.

The results of community research should always be shared with TAC's national Policy Communications and Research (PCR) department so that it can be used for a number of important purposes:

1. Findings can be compared with existing scientific, legal and economic research.
2. It provides detailed local information. Local knowledge is very important when TAC consults experts about problems facing communities.
3. It confirms TAC's political mandate for its campaigns.
4. It helps TAC to build trust within communities.
5. It can be used to develop resources for internal education within TAC.
6. Research often provides an opportunity for TAC to recruit new members.
7. Details from community research can form part of an information database, which all TAC branches should have.

2. Internal Education

Internal education of TAC members is one of the most important functions of a branch. Branches must be islands of learning, where members can learn not only about the work of TAC, but build a knowledge base necessary for responsible activism.

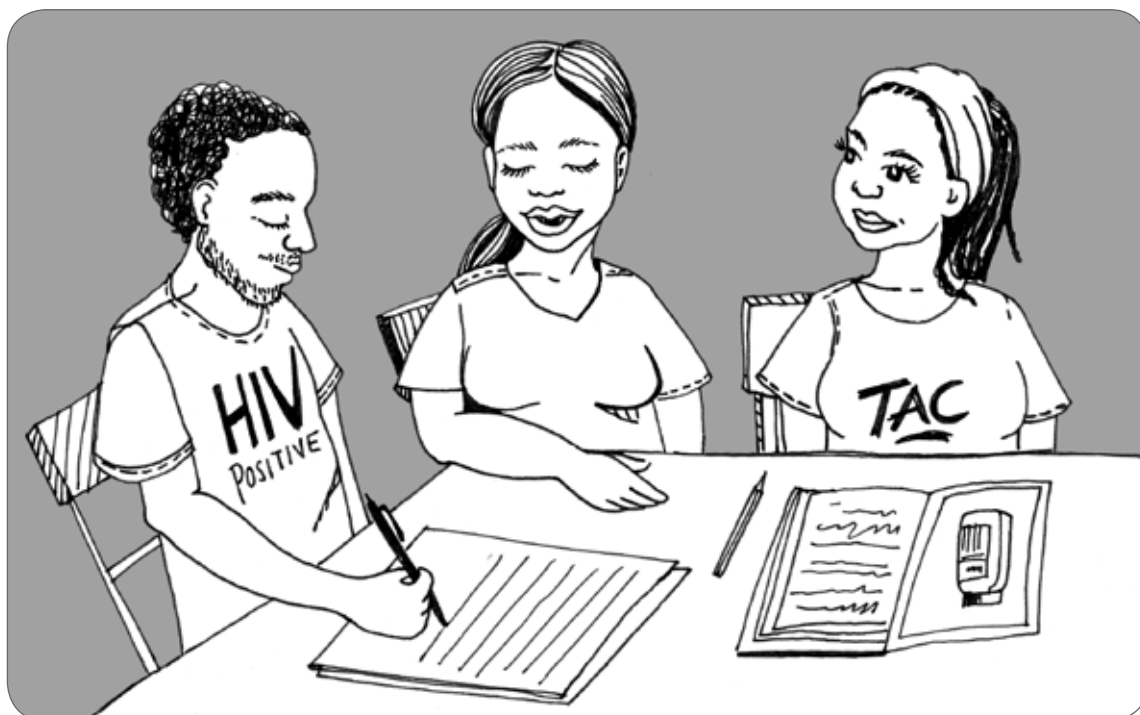
Foresight – Ability to predict and prepare for future events and needs.

Branch activities provide the best practical opportunities for TAC members to learn. In addition to the hands-on learning derived from day-to-day TAC work, branches must adhere to a regular programme of theoretical learning.

Branches must teach members to understand why and how to organise campaigns, and to have a growing general knowledge of the world they live in. In this way TAC believes all its members will be well-rounded and valuable community members of foresight and action.

Internal education of TAC members can take place in at least 3 ways:

1. Induction of new members.
2. Structured branch discussions and workshops.
3. Reading groups.



Induction

Branches are responsible for inducting members. The induction process formally introduces new members to TAC. It explains what it means to belong to the organisation, and what will be expected of them once they have joined.

All new members must be inducted. If members are not inducted they cannot be expected to adequately represent TAC. They might lack understanding and knowledge about vital aspects of the organisation, such as its history and internal structures. Furthermore, members are not allowed to vote on TAC issues unless they have been inducted.

Basic Induction

Basic induction of new TAC members should take place quarterly with district support, and should include:

- History of TAC.
- Overview of TAC policy, constitution, departments and organisational structure.
- Roles and responsibilities of TAC members.
- Current campaigns.
- Basic Treatment Literacy training.

Advanced Induction

Advanced inductions are for more experienced members and should take place twice per year with provincial support. Advanced inductions should educate about:

- The politics of HIV/AIDS and the Public Health System.
- Broader issues of social justice and inequality.
- The tools of organising.
- TAC's Women's Rights Campaign including: Sexual Offences, Gender-Based Violence and the struggle for equality and justice.

When TAC members are inducted they commit themselves to:

- Advocacy and activism to prevent the spread of HIV.
- Attendance at branch meetings.
- Active participation in campaigns.
- Continual self-education about the treatment, science, laws, politics and economics of HIV/AIDS and social justice.

Champion – Take forward.

Inadequacies – Shortcomings, failures. If something is 'inadequate' it is not enough.

Stereotype – A simplified way of describing people that is not based on evidence or facts.

Combat – Fight, struggle against.

Hate crimes – Crimes committed against people because they belong to a certain social group. For example, xenophobic attacks against foreigners, or attacks against homosexuals are hate crimes.

Justice system – The system of courts, prosecutors and police that is responsible for administering justice.

Women's Rights Campaign

Supporting the WRC is a very important branch responsibility. All TAC members should be aware of the WRC's objectives, and should **champion** them in their areas.

The WRC highlights violence against women and the special risk of HIV transmission through gender-based violence. The campaign addresses the **inadequacies** of the criminal justice system regarding women's empowerment.

The WRC is not exclusively for and about women. Branches are encouraged to include men in the campaign to address gender **stereotypes** and **combat** gender-based violence.

To further the aims of the WRC branches will be to:

- Collect information and statistics from their area that will inform the WRC.
- Drive specific campaigns that promote the rights of women.
- Monitor progress of the WRC together with TAC's Women's Sector leaders.

The objectives of the WRC are:

- To increase awareness of women's rights.
- To promote access to justice for victims of rape and Gender-Based Violence (GBV).
- To highlight the role of women in TAC programmes.
- To develop policies to empower and advance the status of women.
- To address issues of gender inequality.
- To promote women in leadership.
- To address women's health issues.

The main campaigns of the WRC are:

1. Gender-Based Violence Campaign (GBV)

This campaign involves public awareness and education about rape and rape survivor support, as well as campaigning against **hate crimes**. As with all campaigns, TAC forms partnerships with key organisations like NGOs and the police to strengthen and raise awareness of GBV in communities. Branches must offer community workshops on gender-based violence.

2. Women's Health Campaign

This campaign highlights issues relating to women's health like the availability of basic services such as PMTCT, PEP and HPV. It is important for branch members to know about women's health issues in order to protect themselves, as well as to educate communities.

3. Access to Justice Campaign

This campaign entails actively following up rape as well as other cases of GBV. It also includes internal education and workshops for communities on how the **justice system** works. The objective of the campaign is to simplify complicated laws for TAC members and communities, and empower them to use the Constitution.

Branch workshops and discussions

Workshops and discussions should take place regularly in branches. Workshops target specific issues. A short workshop usually lasts 2 hours. A long workshop can last up to a full day. They help members to understand and engage with new information relevant to TAC such as:

- Changes in the law.
- National or local political developments.
- Updates about specific legal cases or political campaigns TAC is involved with.

When arranging workshops – some things to consider:

- A suitable venue.
- Transport for those attending the workshop.
- Catering for those attending the workshop.
- The language to be used during the workshop.
- Other workshop requirements like materials and equipment.
- Who will facilitate the workshop?
- Should guest speakers attend the workshop? If so, they must be invited at least 10 days in advance.

Ten tips for workshop facilitators

1. Always plan what the purpose and objectives of the workshop will be.
2. Break the workshop into parts and write down the specific questions you want participants to consider during each part.
3. Use a variety of methods to keep presentations and discussions flowing freely.
4. Begin with a short introduction to bring the group to a common understanding. Then focus the discussion on the key issues.
5. All participants should get the opportunity to speak. Appeal to people who are more confident to give others a chance to participate.
6. The facilitator's role is not simply to point to the next speaker. Facilitators must keep the discussion focussed and on track. Sum up when needed and get the group to move on.
7. Progress of the discussion can be held up because individuals want the group to fully support their view and reject others. Try to suggest **compromises** or all-inclusive positions rather than just letting the group argue.
8. If a group cannot agree on one position, ask them to suggest a way forward. Agreement is not always possible or necessary. If this happens, the report-back from the group should reflect this.

A workshop is a structured educational activity involving up to 30 people.

The worst group to work with is a bored group! Make sure you keep things moving and interesting. If no-one responds to an issue or a question, move on. Find a more interesting point to discuss.

Compromise – To make an agreement with somebody you are arguing with, even if you don't agree.

Humiliate – To embarrass.

9. Some people get confused, go off the point or simply talk about their own favourite topic, regardless of the question. Try not to **humiliate** people, but gently interrupt them and get the discussion back to the point.
10. Avoid forcing individuals to speak. Create a comfortable atmosphere where people feel easy about speaking. Quiet individuals usually feel more comfortable speaking in small groups.

(With thanks to the 'Organisers Toolbox' developed by the Education and Training Unit (ETU))

Four simple steps for planning a great educational workshop:

1. Start with experience

|

2. Deepen understanding with content and context.

|

3. Move to theory and analysis

|

4. Move to action

Reading is vital to the intellectual and analytical development of all people.

Reading Programme

Reading groups are an effective way for TAC members to educate themselves as well as one another. All branches should encourage members to read, and should host regular reading groups.

These are some guidelines for successful reading groups:

- Reading groups should comprise the same 5- 10 people at each meeting.
- Reading groups should last at least one hour, and should take place in quiet spaces, free from distractions.
- Members of the reading group should take turns to read aloud to the group.
- There should be a dictionary present at every reading group.
- Books and dictionaries should be stored safely at the TAC branch or district office.
- Books and dictionaries should be the responsibility of a specific person in the office. Record when books are borrowed, and by whom.
- A reading group coordinator should be appointed. The coordinator's responsibilities are to remind members about reading groups, organise the reading materials and facilitate the groups.

During the reading group

Reading aloud builds the confidence of the reader. Each group member should have a chance to read. If there is a photocopier at the local TAC office, make copies of the readings so that everyone can follow the reader, and also take the readings home.

If a group member does not understand a word in the reading, someone should look it up in the dictionary. Others in the group may know the meaning of the word and can explain it.

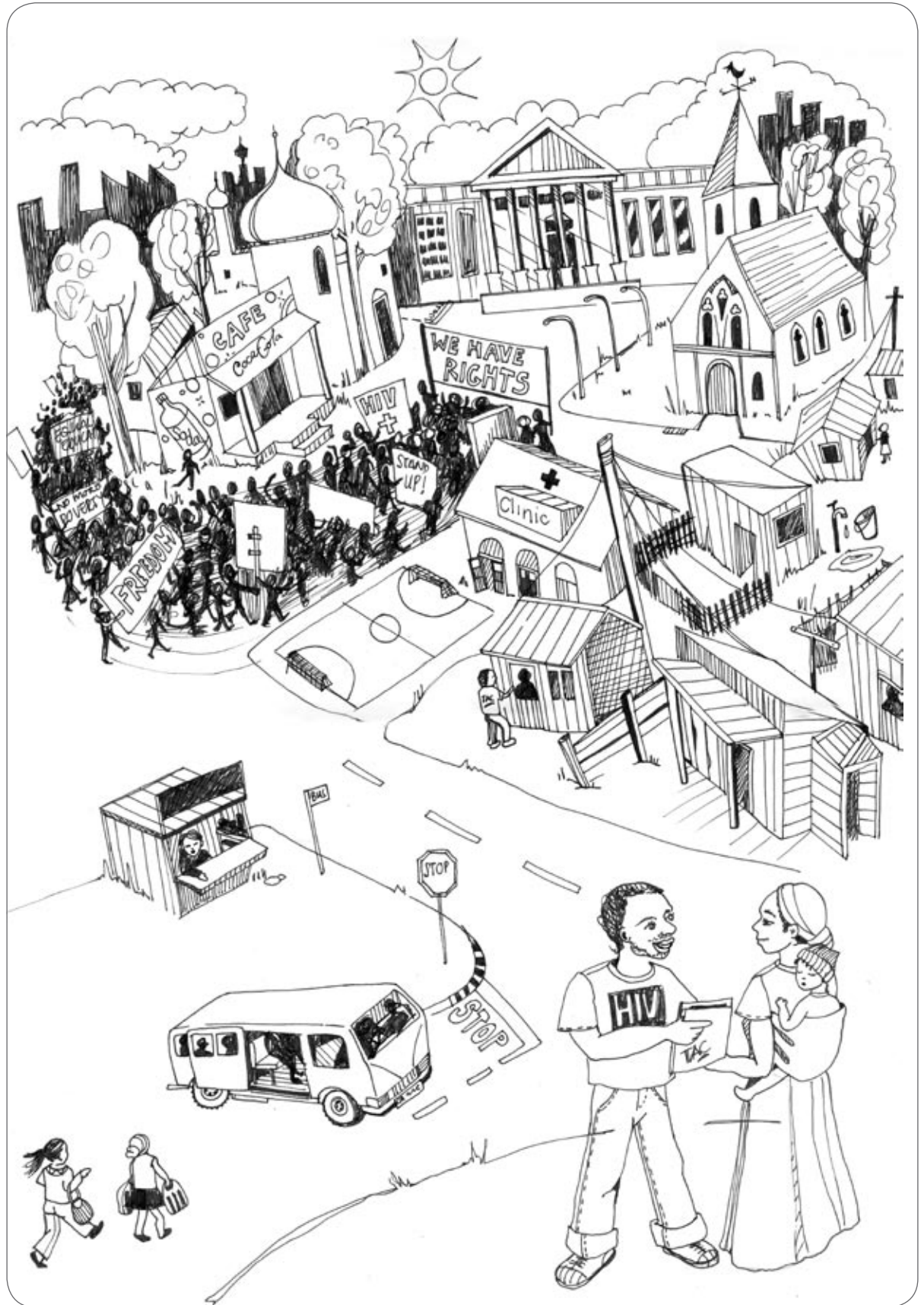
After the reading group

Once the reading is complete, members should have a discussion. Depending on the content of the reading, the facilitator could ask the group questions about:

- How the reading made members feel.
- Whether they can remember specific details from the reading.
- What aspects of the reading they enjoyed or disliked.
- Whether or not they learned something new from the reading. If so, what did they learn?



3. Implementing TAC Campaigns: Advocacy, Public Awareness and Mobilisation



Through their work TAC members become aware of social problems in their communities. To create public awareness and mobilise around these problems TAC members engage in campaigns. TAC has a number of key campaigns. These are:

- Campaign for VCT, comprehensive prevention, treatment and care for PLHIV.
- Campaign to address the human resource crisis in the public health system.
- Campaign for implementation of PMTCT.
- Campaign for prevention and treatment of TB.
- Women's Rights Campaign (WRC).

Advocacy

TAC members are advocates for improved community health and public services. They must know how to apply public pressure to leaders and public officials involved with the delivery of these services.

Applying public pressure is useful to campaigns because it creates:

- Visible public engagement with the government institutions and officials responsible for service delivery.
- Increased public awareness of community issues.
- Increased scrutiny of government officials and procedures.



What is Advocacy?

“Advocacy is the process of influencing policy and decision makers, fighting for social change, transforming public perceptions and attitudes, modifying behaviours and mobilizing resources.

Advocacy is about speaking up. It is about drawing attention to an issue and winning the support of key constituencies. Advocacy means influencing laws, policies and spending in a way which brings about positive change to disadvantaged communities.” – *Fredalene Booyens, TAC Organiser and Provincial Coordinator, Western Cape*

A campaign is a series of coordinated, organised events or activities with a specific purpose.

Campaigns take place in order to:

- Provide information.
- Promote greater understanding.
- Create an opportunity for action.
- Effect change and improvement.

“Advocacy means speaking up for your rights, or for the rights of others”
– Fredalene Booyens

Advocacy is a tool that citizens use in a democracy to bring about social change. Advocacy is used to:

- Protect rights.
- Change unfair, discriminatory or abusive treatment into fair, equal, and humane treatment.
- Improve services, or gain access to services.
- Remove barriers which prevent access to full participation in community life.

A strategy is a long term plan of action designed to achieve a particular goal.

A tactic is a specific detail or part of a strategy and how it can be implemented. For example, circulating a petition or holding a protest.

Credible – Believable, effective, reliable.

Public Awareness, Pressure and Mobilisation

Before a public pressure campaign TAC members should be able to answer the following questions:

What do we want?

The long-term and short-term demands of the campaign must be clearly understood and easy to explain.

Who can give it to us?

Who are the people and institutions that have the formal capacity and authority to deliver what we want? Who must hear our message?

What do they need to hear?

Delivering relevant campaign demands to different audiences requires structured, persuasive messages. Campaign demands can remain the same but the message, and the way of conveying it can be adapted for different audiences. A campaign message should appeal to the interests of those hearing the message. It should also appeal to a sense of what is moral and right. This way, campaign demands become relevant to those who hear them.

Who do they need to hear the message from?

A message can have a very different impact depending on who communicates it. This is one reason why alliances with diverse individuals and organisations are important. Who are the most **credible** and influential messengers for different audiences? What must be done to prepare these messengers to deliver the message?

How can we get them to hear the message?

Organising to create public pressure is a democratic process. To assert political and practical change TAC uses the weight of numbers, a public sense of moral justice and the law.

The following examples of some of the ways to get audiences to hear a message will be discussed in detail later:

- Lobbying
- Picketing
- Marching
- Legal Action
- Civil Disobedience
- Create a model solution to the problem

What do we have?

When advocating for change, TAC members should have a detailed understanding of available resources and allies.

What do we need to develop?

What problems exist, and what gaps must be filled to achieve the campaign demands? What is needed to fill these gaps? What role can TAC and its allies play to assist this process?

How do we begin?

Decide on realistic and appropriate first steps. TAC and its allies must always be ready to offer support as the position of local officials and institutions changes. Ensure ongoing communication with all relevant stakeholders.

How do we tell if it's working?

It is important to establish ways of verifying that progress is taking place, and that campaign objectives are being met within a reasonable time-frame. If progress is not happening adjustments to the strategy should be made.

There are a number of different methods that TAC members can use during campaigns to create public awareness and pressure:

Lobbying

Lobbying means an attempt by members of the public to influence the way laws are created. It is essential that TAC members lobby every councillor, MP and government official in a branch area. Priority must be given to the ruling party because it has the power to change policies. However, all political parties must be lobbied. They must understand TAC, and know about HIV/AIDS treatment and care. They can help to monitor health services and to ensure that the needs of the poor are always addressed.

To lobby politicians implies that those who demand equality can find allies in mainstream politics.

After the political battle to force government to roll-out ARVs was won in 2003, TAC realised its strategy had to change. Organisers focused their attention towards ensuring the treatment plan was implemented and monitored. They lobbied government for expanded treatment literacy and public education.

Who and How to Lobby in Government

Government has a complicated structure. It can be confusing to know who in government to approach and lobby. Below is an explanation of the various government departments that TAC members can lobby.

The following are the **Spheres of Government**:

- **National Government**- National Assembly and National Council of Provinces.
- **Provincial Government** – Provincial legislatures.
- **Local Government** – District and local municipalities.

TAC is aware of the need to lobby influential members of government, especially if they are sympathetic to TAC's cause. In 2007 TAC organised a rally in support of Nozizwe Madlala-Routledge, then Deputy-Minister of Health. Madlala-Routledge had been fired from her ministerial post by the President. She remained an ANC MP. This angered TAC because she was a strong ally within government in the fight to provide quality health care to all people in South Africa.

The following are the **Arms of Government**:

- **Executive** – President and Cabinet Members.
- **Judiciary** – Constitutional, High and Magistrate Courts.
- **Legislature** – Provincial and National Parliaments.

The Constitution:

Knowledge of the Constitution is a powerful lobbying tool. It is vital for TAC members to be aware of the Constitution's role in lobbying.

- All arms and spheres of government are bound by the Constitution.
- The Constitutional Court is the final authority in interpreting the Constitution.
- The Constitution lays out specific rights and responsibilities which government has to uphold.
- The Constitution enshrines the principle of separation of powers.

The Role of a Member of Parliament (MP)

MPs are close to the government structure and TAC members must lobby them. It is the job of MPs to communicate with government on behalf of the public. Each MP represents a **constituency**. It is the job of MPs to listen to the views of constituents and deliver them to government.

Constituency – An area where elections take place. 'Constituents' are the people who live and vote in the constituency.

- MPs represent their political parties.
- MPs sit on committees for oversight and legislation.
- MPs debate legislation and give speeches in parliament.
- MPs ask questions of Ministers and the President.
- MPs work in their constituencies.

How to Lobby Your MP

MPs earn a big salary to do their job, so don't be shy to make them work. It is the law that government must answer any questions that MPs ask in Parliament. It is useful to take advantage of the MPs **proximity** to government for lobbying. TAC branches must know who their area's MPs are, and how to get in touch with them.

Proximity – Near, close by.

- Communicate with MPs from all political parties.
- Give MPs written and oral submissions.
- Ask MPs to ask questions of Ministers.
- Use MPs to gain access to Ministers.
- Use MPs to put pressure on government departments.
- Capacitate MPs to fight for your rights.

What is the role of a councillor?

Local councillors deal with the problems that communities experience on a day-to-day basis. TAC branches must try to develop working relationships with their local councillors and lobby them.

- Local councillors sit on local and district councils.
- Local Councils are responsible for service delivery.
- District Councils are responsible for economic development.
- Metro councils are responsible for metropolitan areas.



“I started organising at branch level. I learned the science and the politics of HIV. Then I became what I am today - a woman organiser in TAC who is up to any challenge.

During local elections we organised a march. We asked the local councillors to address their manifestos to us, and to stop making promises they can't keep. TAC organisers were on hand to listen to the councillors and hold them accountable to their manifestos.

To this day, TAC organisers are still following up to hold them to account.” – *Monalisa Nqisha, Provincial Organiser, Eastern Cape.*

How to Deal with Problems at a Local Level

- Identify and document the problem.
- Document your demand/s.
- Once you have identified and documented the type of problem you can engage the right level of government.
- Budgeting is a provincial problem.
- Implementation is a government department problem.
- Legislation is a national problem.

(With thanks to Lance Greyling, MP)

Picket

Congregate – Gather together, assemble.

A picket is a form of non-violent public protest. At a picket a group of activists **congregate** in a public place – outside a local clinic, shopping centre or a government building, for example. Picketing is an effective way to draw public attention to an issue. When organising a picket, remember:

- A police permission and a permit is required (S38 Gatherings Act)
- Inform the party that you are protesting against of your intentions in writing. Retain proof that you have informed them.

Protest March

A march is a non-violent, public gathering. At a march people demonstrate a political point of view or ambition by walking together along a **predetermined** route. Marches usually **complement** other campaign and public pressure activities. A march might conclude with a memorandum given to a public official.

Predetermined – Planned beforehand.

Complement – To complete, or perfect.

On 14 February 2003 TAC organised its biggest march ever, the 'Stand Up For Our Lives' march. 20 000 TAC members and allies marched to the opening of parliament with banners and posters to support TAC's demands for a treatment plan.



There are the procedures to follow when planning a march:

1. Plan for the event with TAC leaders and allies.
2. Inform and prepare all members and partners about the march beforehand.
3. Obtain the required permit from local SAPS directorate (S38 Gatherings Act).

- i. Confirm with the police the route the march will take.
 - ii. Establish contact information and responsibilities of marshals.
4. Follow the required legal procedures as set out by the Gatherings Act.

Consider the following logistics:

- 1. Venue and the route the march will take.
- 2. Agenda and speakers.
- 3. Transport.
- 4. Sound requirements like a speaker system or loud speaker.
- 5. Toilets.
- 6. Medical kits.
- 7. Marshals.
- 8. Refreshments.
- 9. Materials:
 - i. Banners
 - ii. Flyers
 - iii. Memos

Legal Action

TAC activism takes place within the framework of the law and the Constitution of South Africa. It is important for all TAC members to have basic **'legal literacy'**. Legal action is usually viewed as a last resort in a campaign after other forms of advocacy have been attempted and exhausted.

Legal action is carried out in parallel with the AIDS Law Project and other legal organisations like the Legal Resource Centre.

TAC branches can support legal action by providing evidence. They also use various public pressure tactics at the same time as the legal action takes place.

Civil Disobedience

Civil disobedience is a form of non-violent protest in which citizens **deliberately** break the law in a peaceful manner.

Civil disobedience draws public attention and debate towards an issue or cause. Only TAC's secretariat may decide to utilise civil disobedience in campaigns. Civil disobedience is always the last resort after other forms of advocacy have failed to achieve a desired change in policy.

TAC's civil disobedience campaigns must always be non-violent, and must respect the law, human rights and the Constitution.

The Constitution allows organisations like TAC to utilise the law to improve the lives of communities.

Legal literacy – Understanding of the law.

“Civil disobedience was a difficult decision because it was historically used against a government most people did not support.” – Siphon Mthathi, former General Secretary, TAC.

Deliberately – On purpose, intentionally.

“It was essential that the campaign be conducted in a manner which showed TAC behaved non-violently and its activists accepted the consequences of defying legitimate laws. Anyone who wished to could opt out, under 18s needed informed consent” –Zackie Achmat

TAC has used non-violent civil disobedience as a campaign strategy when other forms of advocacy have failed to bring about change. During civil disobedience campaigns TAC has illegally imported cheap generic AIDS medicines, protested at police stations and demonstrated at government institutions.

During civil disobedience campaigns there is a risk of police violence and arrest. For this reason TAC members who participate in civil disobedience must be prepared. Before a civil disobedience campaign remember:

1. Consent forms must be signed by participants.
2. Participants must declare if they have criminal records.
3. Participants must carry their ID books.
4. Misbehaviour will not be tolerated, nor will violations of TAC's code of conduct
5. The reputation of TAC must be respected and protected.
6. TAC's lawyers must be alerted and on standby.

Create an example of a model solution

A model solution is a plan or an idea for how a problem can be solved in a particular setting. If the solution works it can become a model to be copied and applied in similar situations.

TAC's partnership with Medecins Sans Frontieres (MSF) in Khayelitsha was an effective model for the government's ARV roll-out. The Khayelitsha clinics were the first community-based clinics in South Africa to offer ART. The partnership between TAC and MSF proved that a lifesaving programme for AIDS patients could be achieved and maintained where it was needed most - in conditions of poverty.

Campaign materials

Campaign materials are used for public education and advertising purposes. All campaign materials should be checked by the TAC's National PCR Department before they are used in public. Public documents have legal implications for TAC and must represent TAC principles as follows:

- Facts used in TAC materials must be **verifiable**.
- Personal information or images should never be used without the consent of the people concerned.
- **Vulgar** or **slanderous** language must never be used.

Below find examples of campaign materials:

Posters

Verifiable – Something that can be proved to be true.

Vulgar – Rude, impolite

Slanderous – Abusive, defamatory.

Posters are large documents pasted in public places. Posters attract public attention and give important information about campaigns. Putting up posters in public places requires permission from the local municipality. Posters that advertise events should go up at least two weeks before the event.

Poster Design

Posters should only give essential details of the event being advertised and should not be cluttered with information. Remember:

- Venue
- Date
- Time
- Reason for the event

Where to put posters?

- Busy roads
- Street poles
- Bus stops and taxi ranks
- Shops

Pamphlet /Leaflet

A pamphlet is a small booklet containing information. Pamphlets give more detailed information about campaign issues than a poster or a flyer.

Pamphlet Design

- Avoid too much writing. Instead aim for a mix of images and text. Focus on a strong, clear argument.
- Pamphlets can be created by a branch or district and must be checked by PCR.
- Pamphlets should be translated into local languages.

Pamphlet Distribution

- Distribute pamphlets at TAC events such as door-to-door campaigns.
- Distribute pamphlets in public places.
- TAC can collaborate with local organisations to produce and distribute pamphlets.

Flyer

Posters must convey a clear, simple message.



A pamphlet should be small enough to fit easily into a pocket or a bag.



A flyer leaves members of the public with more than just a passing conversation. It puts details in their hands.

A memorandum provides practical and detailed information about campaign demands.

Executive summary – Short description of the main points of a memorandum or report.

A flyer is a small version of a poster. It is a small, loose sheet of paper that promotes an event. A flyer should only contain essential details of an event such as: the time, place and reason for the event. Flyers should be distributed two weeks before the event, and again a few days before the event.

Memorandum

A memorandum or 'memo' is a written communication targeted at specific recipients. It is a written record of previous communication and events relating to a campaign. A memorandum is often the result of consultative work and discussion between partner organisations. All partner organisations should sign the memorandum to reflect the broad support it represents.

When writing a memorandum:

1. Address the memo to specific individuals.
2. Include the date the memo was delivered/received.
3. Start the memo with an **executive summary** of the issue concerned.
4. Begin by providing context about the problem: state who is affected, and how. Clearly state the campaign demands.
5. The memo should include concise, verifiable evidence regarding the campaign demands.
6. The memo should never be written in an emotional tone.

A memorandum is usually handed over in-person to a representative of the organisation that is referred to in the document. Remember:

1. Inform the intended recipients before delivery of the memo.
2. Recipients must sign the memo to confirm they have received it.
3. NB: Keep the original signed copy of the memo as proof that it has been received.
4. Make copies of the memo available at related events.
5. Never distribute a memo publicly before it has been delivered to the intended recipients.

MEMORANDUM TO PARLIAMENT

14 February 2003

President Thabo Mbeki (MP) and Deputy President Jacob Zuma (MP)

Minister of Finance: Mr. Trevor Manuel (MP); Minister of Foreign Affairs: Dr. Nkosazana Dhlamini-Zuma (MP) Minister of Health: Dr. Manto Tshabalala-Msimang (MP); Minister of Labour: Mr. Membathisi Mdladlana (MP); Minister of Social Development: Dr. Zola Skweyiya (MP); Minister of Trade and Industry: Mr. Alec Erwin (MP); All Members of Cabinet and Parliament.

C/O Chairpersons of Portfolio Committees on Health and Finance: Mr. James LV Ngculu and Ms. Barbara Hogan

Dear President Mbeki, Deputy-President Jacob Zuma and all members of Parliament

IMPLEMENTATION OF NATIONAL HIV/AIDS TREATMENT PLAN

We are marching today because the opening of South Africa's Parliament in 2003 should be an important day to signal to the nation and the world the increased determination to prevent and treat HIV infection and to control an epidemic that threatens many parts of our national life. Our march is made by people representing millions of South Africans: We are people with HIV from all provinces of South Africa, members of all the major trade union federations of our country, women's organisations, NGOs, members of medical organisations, representatives of religious faiths, academics, students, the lesbian and gay community and many more.

We stand here to demonstrate the willingness of our society to rally behind government in confronting the epidemic of HIV and AIDS. In particular we stand here to demonstrate the depth of support there would be for government beginning to treat people with HIV/AIDS. By government estimates, over 600 people die daily as a result of this disease. This daily presence of death, which has touched every person on this march, will become an immense well of anger that that will protest should there be further delays in our national response to halting this carnage in our country.

In particular, we come to you with three demands:

- First, we call on Cabinet to sign and implement the framework agreement on a National Prevention and Treatment Plan, negotiated by mandated representatives of government, business, labour and community at NEDLAC. This agreement was negotiated by all the parties during October and November 2002. It is an expression of a socially responsible and medically and scientifically defensible programme for addressing the HIV and AIDS

T-shirts

T-shirts have been part of TAC's public campaign activities since its first campaign. They are an effective and lasting way of distributing a message. TAC's t-shirts are usually **branded** for specific campaigns using different designs and colours.

TAC uses the words 'HIV Positive' on its T-shirts to break stigma, and this message has become synonymous with TAC. The message works because TAC t-shirts are worn in public not just by TAC members or those who are HIV-positive, but by anyone who supports the work of TAC. Even President Nelson Mandela has worn the 'HIV Positive' t-shirts.

TAC printed the first t-shirts with the phrase 'HIV Positive' in 1998 when Gugu Dlamini was murdered because she was HIV positive. Since then TAC has printed new 'HIV Positive' t-shirts every time it implements a new campaign.

Songs

Music and protest songs were **stirring** tools in the struggle against apartheid. TAC maintains the rich tradition of singing in protest. There are many songs that TAC activists can sing during campaigns in order to make TAC's views heard.

The Media

During campaigns the media becomes a tool to broaden public awareness of TAC's activities. TAC members will have to **liaise** with various forms of the media. When representing TAC's views in public TAC members should be able to speak confidently and accurately about TAC's campaigns and demands.

All interactions with the media must be done in consultation with the National Policy Communications and Research Department.

The media includes all forms of written or spoken communication, like newspapers, magazines, television, radio and the internet. The media informs the public about various issues, like political and economic events and HIV/AIDS. The media can influence the way the public thinks about HIV/AIDS.

Very often the media reflects dangerously **misinformed** views or opinions about HIV/AIDS. That is why it is very important for TAC members, who are educated and knowledgeable about HIV/AIDS, to utilise the media to represent the truth about HIV/AIDS.

TAC has its own media resources- Equal Treatment magazine, the TAC website and the Community Health Media Trust. TAC members are encouraged to write articles for Equal Treatment and to distribute it in their branch areas.

T-shirts are an effective and lasting way of distributing a message.

Branded – Marked, designed in a specific way.

Synonymous – Having the same meaning as another word or phrase in the same language.

Singing is a campaign tool that is accessible to everyone because it is free!

Stirring – Emotional, powerful.

“The media has been a substantial resource for TAC. Our campaigns have received a lot of media coverage, and for the most part, the media have stayed on TAC's side” –Nathan Geffen, former head of the PCR department.

Liaise – To communicate and maintain contact with a person or organisation.

Misinformed – Incorrect, ignorant.



Deadline – The time or date when work must be completed.

How to Use the Media – Some Tips:

- Develop and maintain a list of media organisations in the area. Be sure to include radio stations; local and regional newspapers and magazines; TV news and talk shows. On the list, make sure to include: journalists name; title; address; phone number; email; fax number; **deadline** times).
- Meet with local journalists, DJs, or editors personally – develop a good relationship with them. Try to find out where their interests lie. Follow-up with phone calls to give them story ideas or to give them an update on local TAC activities.
- Read journalists' stories. Give them feedback – make them aware you are reading, watching, and listening to them. By reading their stories you will know whom to contact for updates.
- Be prepared to give journalists facts, accurate information, quotes and historical background information.
- Use all the “free” resources the media offers, such as radio, and ‘letters to the editor’, as often as possible.

Explaining the campaign to the community

There are many ways in which TAC can communicate campaign issues to the public. Below are examples of community campaign techniques:

Door-to-Door Campaign

A door-to-door campaign is when activists take their message from home to home in a community. This kind of campaign gives TAC members the chance to explain campaigns to community members in person.

- Door-to-door campaigns must be **methodical**.
- Before setting out on a door-to-door campaign, TAC activists should be familiar with the area they are working in.
- On a door-to-door campaign activists should work in pairs.
- Carry a pen and notebook to write down feedback, stories and other useful information.
- On a door-to-door campaign activists should remember to:
 - Listen attentively to community members.
 - Know the facts about the campaign issues.
 - Prepare information packages for the community about TAC and the specific door-to-door campaign with the assistance of district PCR staff.
 - Recruit new TAC members.
 - Be neat and polite.
- Follow up on any serious situations discovered during the campaign with additional visits and support, or by referral to relevant available resources.

Door-to-Door Campaigns raise the visibility of TAC and build trust with community members.

Methodical – Disciplined, neat, ordered, according to a system.

Public Workshops

As previously mentioned, a workshop is a structured educational activity involving up to 30 people. Workshops target specific issues and community members. A short workshop usually lasts 2 hours. A long workshop can last up to a full day. When arranging workshops branches should consider:

- A suitable venue.
- Transport for those attending the workshop.
- Catering for those attending the workshop.
- The relevant language to be used during the workshop.
- Other workshop requirements like materials and equipment.
- Who will facilitate the workshop?
- Should guest speakers attend the workshop? If so they must be invited at least 10 days in advance.

Public Meetings

Public meetings should have a clear agenda, and should be chaired by a strong communicator. Public meetings should be advertised at least 10 days in advance.

When preparing a public meeting, TAC members should remember the following:

- Set a clear agenda for the meeting with:
 - Speakers.
 - A chairperson.
- Take care of logistics and administrative issues in advance:
 - Invitations for the public and guests.
 - Transport to the meeting.
 - Security /First Aid.
 - Partner organisations to help mobilise support for the meeting and attendance.
- Publicity:
 - Alert local media / newspapers/community radio.
 - Advertise on buses, taxis, in shopping centres.
 - Use a loud-speaker to advertise.

Examples of potential attendants at a public meeting:

- Ward counsellors
- Ordinary citizens
- Chiefs
- Community development workers
- Community health care workers
- Faith leaders
- Local AIDS councils
- Media
- Teachers and principals
- Police
- Shebeen owners
- Traditional healers and leaders
- Burial Society

A Step-by-step Guide to Building a Political Campaign

Branch members are the leaders of campaigns in their communities. Below is a summarised, step-by-step guide that branches can follow when implementing campaigns.

TAC's first major campaign, in 1998, was for the Prevention of Mother-to-Child Transmission of HIV. Protests and huge marches were organised to demand that government provide antiretroviral drugs to pregnant women. In 2002, TAC took the campaign to the Constitutional Court, which forced government to provide HIV testing, counselling and ARVs to pregnant women and newborn children.

Step 1: Identify the campaign objectives

The first step in any campaign is to identify local campaign objectives related to TAC's national programmes and campaigns. Then TAC can offer appropriate support to local campaigns facilitated by branches.

Examples of campaign objectives might be:

- Implementation of dual therapy in local clinics.
- Ensuring pregnant women with CD4 counts below 350 are accessing treatment.
- Increasing the rate of pap-smear testing for the Human Papilloma Virus (HPV).

Step 2: Understand the background to the campaign

TAC members must use their knowledge of TAC history, the Constitution and the principles of disciplined struggle to **articulate** the reasons for campaigns. Some general reasons for campaigns could be:

- Everyone has the right to life.
- Everyone should be able to access Health and Reproductive rights.
- Everyone is equal before the law.
- Everyone has freedom of assembly.

Step 3: Conduct Research

TAC campaigns are informed by **evidence**, and based on **compassionate** understanding of community issues. TAC campaigns advocate for logical, scientifically sound solutions. Critical questions TAC members should ask in research are: **'Who is most affected and how are they most affected?'**

Research includes:

- **Community Research** – Collect opinions and experiences from the community.
- **Scientific Research** – Collect statistics and tangible facts.
- **Legal Research** – Learn about the laws that relate to the issue.
- **Economic research** – Find out about the way money impacts the issue.

Articulate – Explain.

Evidence – Proof.

Compassionate –
Sympathetic, thoughtful,
understanding.

Step 4: Consult with experts

Different issues will have different experts. TAC members should find accessible experts and consult with them to learn about the campaign issue. Examples of the kinds of experts who could be useful to TAC campaigns are:

- Medical experts like doctors and nurses.
- Communication experts like journalists or TAC's PCR department.
- Legal experts like the AIDS Law Project or Legal Resource Centre.

Step 5: Explain the campaign to TAC members

Education is the most important function of TAC branches. Knowledge is a vital benefit of TAC membership. Every branch should develop an internal education plan. Educational discussions should take place regularly to inform branch members of the reasons and objectives of campaigns.

Step 6: Create a Campaign Plan

Branches have built or should build a relevant and systematic work-plan for their campaign activities. Campaign plans should include the elements below, and templates can be found in this book to assist with the planning, budgeting and evaluation process:

- Clearly defined roles for branch members.
- Plan of action for proposed activities.
- Budgets and time frames for campaign activities.
- Monitoring and evaluation plan.

Step 7: Explain the campaign to the community

Once TAC is ready to implement a campaign the community must be informed about the campaign. TAC campaigns often draw public attention to complicated issues. It is important to clearly explain to the public what campaigns are about. Campaigns cannot succeed without support and participation from the community.

The reasons for engaging the community about campaigns are:

- To build public support for TAC demands.
- For TAC members to share their knowledge and experience with the community.
- To set examples of open and transparent communication in the community.
- For TAC members to learn more about community problems from community members, in order to adapt campaigns and ensure they are relevant.

4. Local Partnership/Alliance Building



“Common ground can be found with unlikely allies in spite of differing views.” – Zackie Achmat

TAC’s strength grows when it works with other sectors and builds local networks of HIV/AIDS allies. An alliance is a partnership between separate individuals or organisations in order to achieve a particular aim. One of the roles of a TAC branch is to build a strong local network of allies to support TAC in its campaigns.

Every branch must have a list of local organisations that it can work with. The list should include the following details:

- The name of the individual/organisation.
- A description of the work that the individual/organisation does.
- The name and position of a contact person at the organisation.
- The telephone number, address and email address of the individual/organisation.

These organisations must be visited by TAC members and educated about HIV/AIDS and TAC’s policies. Local organisations must be informed about TAC campaigns, and should participate regularly in treatment literacy work. Similarly, TAC members can support the activities of local organisations.

An ally is an associate or partner who provides assistance; or a group who stands up in support of another group. For example, the AIDS Law Project is an ally of TAC. Both organisations work together to achieve the shared aim of social justice. The AIDS Law Project and TAC have formed an alliance.

TAC has built strong alliances that have enabled it to campaign widely and effectively. Over the years TAC’s allies have been leaders in politics, medicine and religion, like COSATU, Medecins Sans Frontieres and the South African Council of Churches.

Maintaining a strong network of allies is very important. By working with allies TAC can achieve more success than if it was working alone. When TAC lobbies the government or any other group as part of a team, its voice is much louder. The world can see that TAC is not campaigning alone, but is part of a larger group of concerned individuals and organisations.

Another example of a successful alliance created and maintained by TAC is its partnership with the medical humanitarian organisation, Medecins Sans Frontieres (MSF), in Khayelitsha. Together, TAC and MSF have been responsible for ensuring the successful role-out of ARVs to people in Khayelitsha living with HIV/AIDS.

Below is a list of the types of individuals and organisations that branches should maintain alliances with:

- Political parties
- Unions
- HIV/AIDS organisations
- Women's groups
- Development organisations
- Local and Provincial government agencies
- NGOs
- Gay and Lesbian groups
- Youth movements
- Children's organisations
- Schools
- Faith Based Organisations
- Religious youth groups
- Individual synagogues, churches, mosques and temples
- Individual religious leaders
- Doctors
- Clinics
- Pharmacies
- Lawyers
- Sports clubs
- The media – radio and television stations, newspapers

5. Health Service Support and Monitoring

During their work, TAC members may come across important information for monitoring and support of the public health system. Although health services support and monitoring is primarily the responsibility of the TL Programme, all TAC members should liaise with local TL staff to share any relevant information about the Health Service.



“In 2006 the Khayelitsha district had a problem with formula milk for babies. The milk was disappearing from clinics. Then it was being sold illegally on the streets for R20 per tin. Many women were struggling to buy the milk for their babies.

Our local organisers identified where the formula milk was being sold. We organised a taxi filled with police and about 15 strong TAC volunteers. We went to where the criminals were selling the milk.

Through organising we exposed the scam and put a stop to the fraud. The lesson we learned is that TAC can only influence events in communities with the eyes and ears of organisers.” – *Mandla Majola, TAC member, Western Cape.*

6. Create and Develop Support Groups

TAC branches must develop and maintain support groups in communities for people affected and infected by HIV/AIDS. Whilst many people experience aspects of HIV/AIDS in their lives, they are not all equipped to deal with them. As knowledgeable and experienced HIV/AIDS activists, TAC members have a responsibility to support communities living with HIV/AIDS.

Aims of support groups

The main aims of TAC support groups are: assisting community members that are on ARVs to adhere to their regimen, and emotional support for HIV positive people and their friends and families.

Here are some more aims of support groups:

- To provide information for its members so that they can understand the disease and be able to educate their family members, friends and colleagues about the disease.
- To educate people about antiretroviral medication and to encourage people to keep taking their medication.
- To build a social network of people with similar problems.
- To ensure that a person living with HIV/AIDS can live a positive and productive life.
- To create networking opportunities for those involved in the support group.
- To reduce isolation and discrimination while encouraging acceptance of HIV/AIDS.
- To **demystify** the disease and promote de-stigmatisation and community acceptance of people living with HIV/AIDS and their families.
- To strengthen HIV prevention messages by encouraging the community to have contact with people living with HIV/AIDS.

What role can the support group play around antiretrovirals?

The group can provide important information (such as 'HIV in our Lives' and 'ARVs in our Lives') and support around Antiretroviral therapy (ART). Many people are fearful of taking the medication, thinking the ART will make them sicker. Group members who have been taking ART and who have seen their health improve can provide reassurance and support for those who are fearful.

The group can be a forum for practical information about ART to give members a better understanding of it. This includes such things as what ARVs are, what they do, how they should be taken and stored.

When people first start taking ART they may experience a range of side effects such as upset stomach, tiredness and headache. When people experience side effects they may wish to go off the medication. The support group can provide encouragement to continue or to go back to the clinic for reassessment.

These are some examples of possible types of support groups:

- All members are HIV-positive
- Men only or women only who are HIV-positive
- Teenagers who are HIV-positive
- People who are HIV-positive and their partners or family members
- Single mothers with children who are HIV-positive
- Teenagers or children orphaned by AIDS
- People who have lost a spouse or life partner to AIDS
- People who are caring for people living with AIDS.

Demystify – To clarify, or make clear, something people don't understand.

Support groups can meet at places like clinics, churches, schools or homes.

Many people find it difficult to keep to the strict ART regimen requirements. The group should discuss strategies to help people stay on the medication and take it properly. For example, a group member could share what has been helpful to him or her to remember to take the medication.

Setting up support groups

When you set up a support group here are some of the things you should try to do:

- Develop a clear and shared purpose among the group members.
- Nominate people to coordinate activities of the group.
- Develop a realistic programme of action for the group.
- Evaluate the program regularly to make sure you are still on the right track.
- Have between three and twenty members.
- Hold meetings at accessible and comfortable venues.
- Keep an up-to-date database of membership.

Before you set the group up

Based on the need you have identified, think about exactly who you would like to participate in the support group. It may be easier to start off with a group of people that have something in common. For example, people of a similar age, or gender. When people have gained confidence in these groups it can be easier to develop more mixed groups.

Finding Group Members

Some support groups operate in a clinic and referrals come through clinic staff. In this case you may have a ready source of potential members. In other cases you may need to do some ground work to find group members. Here are some guidelines to consider:

- Talk to doctors, nursing sisters, social workers and other staff members in clinics and hospitals. Give them your contact details to pass on to people they think could benefit from the group.
- Prepare pamphlets or posters advertising the group. Distribute these to hospital and clinic waiting rooms and other areas you think are appropriate.
- Speak to people in the community whom you think will be concerned about people with HIV/AIDS such as religious leaders or school teachers.
- Contact any HIV/AIDS service organizations or NGOs concerned with health in the area.
- Speak to potential members one-to-one. If appropriate, visit them in their homes.

However you choose to publicise the group, always make sure the following information is clear:

- Who the meeting is for (e.g. only HIV-positive people? Their partners? Care givers?).
- Contact details including name and phone number.
- Whether the group is open or confidential.

Meetings

Meetings should always have an agenda and be well structured. They should not take longer than 2 hours at the most. Members should be informed about what is going to be discussed before the meeting.

Arrange the venue so everyone feels an equal part of the group, can see each other and be easily heard. Sitting in a circle usually works well.

Decide on how big the group should initially be. Smaller groups of about six to eight are best to start out with as they are easier to manage.

Examples of what can be done in a support group:

- Talks and presentations from experts about different aspects of HIV/AIDS.
- Social events.
- Group and individual counselling sessions.
- Exercising.
- Nutritional education.
- Disclosure of status in a supportive environment.
- Acceptance of status in a supportive environment.

Examples of issues for support groups to discuss: protection against re-infection; protecting others from infection; correct condom use; the role the group can play around ARVs.

With thanks to the Education and Training Unit for Democracy and Development (ETU)



Resources for the Work of Branches

Tools for conducting Community Research

Community research can be conducted in various ways:

Hanging out

Observe – To watch, to pay close attention.

The purpose of hanging out is to **observe** what is happening around you, and to **listen** to the conversations in the community. If you want to find out about community issues, go to where the issues present themselves. Go with TLPs to clinics. Visit places like schools, day-care centres, hair-dressers, clubs, taxi ranks and shopping centres around your branch.

Area survey

Explore – To look carefully in order to discover something new.

An area survey means **exploring** the community to identify places, people and resources useful to TAC. During an area survey you should record detailed information like the contact details of places like public buildings and spaces, clinics, organisations, schools and shopping centres.

Face-to-face survey

Once TAC members know exactly what they wish to find out from members of the community they can ask face-to-face questions to individuals or small groups.

Face-to-face research can take place anywhere – on the street, outside a clinic or in a shopping centre. Face-to-face research is informal, but requires a set agenda.

During a face-to-face survey remember:

- Always request permission from individuals before to asking them any questions.
- Before asking questions, clearly identify TAC, and explain what the research will be used for.
- Protect and respect individuals' right to privacy.
- Use polite language and don't ask inoffensive questions.

Formal meeting

If you want to ask questions to people like public officials and community or business leaders, set up a formal meeting. Formal meetings have a pre-arranged date, time and place. Target relevant individuals, and contact them for a meeting with a defined agenda.

Public meeting

Public meetings allow community members to raise their concerns about issues in a public forum. TAC's public meetings are also public relations activities and must be carefully arranged.

When organising a public meeting remember:

- Advertise the date, time and venue of the meeting in advance. Use posters, flyers, sms and phone calls to individuals and organisations in the community.
- Clearly communicate the purpose of the meeting and the identity of speakers who will be attending.
- Arrange a suitable venue and adequate seating.
- Create an agenda for the meeting.
- Facilitate the meeting fairly. Ensure that all those who wish to contribute are allowed to do so.



TAC Songs

Since 1998, TAC volunteers have been adapting the songs sung in the struggle against apartheid for the new struggle against government neglect and corporate greed. Most of the songs re-produced here were recorded for *Jikelele* an album produced in 2003 by TAC volunteers. Find out more about it at: <http://www.tac.org.za/community/audio>

Jikelele / Globally

We know AZT Globally
AZT – we know it.
It is protecting children from HIV globally, globally
MTCT
Prevention
We know Nevirapine.
It is protecting children from HIV globally, globally

Thula Mama / Consoling The Mothers

Be consoled Mama,
Be consoled mama,
don't cry mama,
We took him and brought him home.
He just cried, saying "it's AIDS"
Go well Comrades
You are the heroes.
You have fought strongly in the battle against AIDS.
We say these words to you Simon Nkoli, Gugu Dlamini, Sibusiso Mkhize, Christopher Morape.
Your spirit is right with us.
Be consoled Mama.
Be consoled Mama.

From TAC to MSF

Rape Crisis to Thuthuzela
Udlwengulo sizolunyasha
Silunyasha siphumelele
Backing singers: Udlwengulo

We will fight against rape
We will fight against it and succeed

HIV is killing us

I-HIV iyasigqiba
We BMS, BMS
Sifuni DDI

HIV is killing us
BMS, We want DDI

(This is a song about treatment. In the song, the pharmaceutical company Bristol-Myers Squibb is being asked to reduce the price of the AIDS drug DDI.

I Was Sitting

Ndandihleli emnyameni
Ndandisifa yi- HIV
Kwafik'u Zackie
Kwafik'u Siph
Bandikhulula, Bandifundisa

I was in the dark
Dying of HIV
Then Zackie came along
Siph came along
They freed me and taught me

Ndandihleli emnyameni
Ndingazinto ngamachiza
Kwafik'u MSF wandikhulula
Sizoyinqoba, sizoyinqoba bo

I was in the dark
I knew nothing about medicine
Then MSF came along and freed me
We are going to conquer it (HIV), we are going to conquer

Ileta / The Letter

I received a letter from TAC
It speaks nicely saying Biozole is now available
Oh Zackie Achmat we love you
Ola Zackie our buddy, son of Achmat.
We salute you brother, all of us here in South Africa.
You sacrificed your life going all the way to Thailand to import Biozole illegally.
You were defying the state.
You have shown that here in South Africa we can make it.
We can defeat HIV brother.
Now we salute you baba!
Keep up the good work.
Make it a point we don't suffer the way we suffering now.
Simply because we see the state doesn't care about us any longer.

Nevirapine

Nevirapine Siyayazi ikhusel'abantwana kwi HIV jikelele
We know that Nevirapine prevents children from contracting

HIV Nevirapine Siyayazi ikhusel'abantwana kwi HIV
We know that Nevirapine prevents children from contracting HIV

Ingaba Senzeni Na / What Did We Do?

What did we do to you Thabo Mbeki.
We want AZT.
We want Biozole.
We want Nevirapine from you Thabo Mbeki, Thabo Mbeki, What is our debt?
What is our sin?
Is it Aids?
Thabo please, speak to Pfizer, Speak to Glaxo
Talk to BMS to reduce prices,
What did we do to you Thabo Mbeki

We are Dying of Rape, My Child

Sifa ludlwengulo mnatanam
Iphi ijustice mntanam
Oh! Bazangodlame mntanam
Izindlwengu mntanam

We are dying of rape, my child
Where is justice, my child?
Oh! They violate us, my child
The rapists, my child

Bonanje / Have A Look

Have a look, Pfizer is making fun of us
Have a look, Mbeki is making fun of us
We are going to give them a minute to change their ways
Have a look, Manto has contempt for us
We are going to give them a minute to change their ways

TAC Wam / My TAC

TAC wam ndibambabe ngesandla
Ndingafi ludlwengulo
Intliziyo zezindlwengu
Zimdaka sezizobotshwa izidlwengu

My TAC hold my hand
Let me not die from rape
The hearts of rapists are dirty
And the rapists will be imprisoned

Samsimxelele u Thabo / We told Thabo

Samsimxelele u Thabo
Sathi u Nozizwe akatyala

We told Thabo
That Nozizwe is innocent
Viva Viva Nozizwe

Uyabuza uTAC / TAC Is Asking

TAC is asking when will the prices go down, Tshabalala doesn't want to.....Helele Ma
Joining TAC.....Helele Ma
Tshabalala doesn't want to,
Thabo Mbeki doesn't want to,
Pfizer doesn't want to

Hayi abambonanga / No they did not see him

Hayi abambonanga
Ebedlula ngendlela
Esenzimiqondiso
No they did not see (him) (it) (TAC)
Was passing by
Doing miracles

Joyina u TAC!/Join TAC!

Joyina u TAC uyosebenza
Oyo ho uza nolwazi

Join TAC and start working
TAC brings us information

Thula Sizwe / Consoling The Nation

Be consoled, Nation.
Don't Cry our TAC is going to conquer for us.
Be consoled, Nation.
Don't Cry our TAC is going to conquer for us.
Be consoled, Nation.
Don't Cry our TAC is going to conquer for us.
In HIV/AIDS our TAC will conquer for us.

Kuhle /Its Beautiful

Kuhle, kuhle masinyova
Ayinamama ayinamntwana
Sizohlanga ePalamente
Ayeye kwadanyaza
Ayeye kwasheshumuva
Sizokuhlangana ePalamente

It is beautiful when we protest
It does not matter if you are a mother or a child
We will meet in Parliament
Ayeye lights on, ayeye we moved back
We will meet in Parliament

Some useful tools for workshops:

Ice breakers

Ice-breakers are fun activities which help to relax people before a workshop or meeting. Ice breakers can also be used to introduce strangers to one another.

Here is a list of ice breakers that can be used at branch meetings and workshops:

Paper drop

The group stands together in a circle.

The facilitator stands in the centre of the group holding a sheet of A4 paper.

The facilitator tears off a small piece of paper and holds it above his/her head.

The facilitator calls out the name of a person in the group, and at the same time drops the small piece of paper.

The person called from the group must run forward and catch the paper before it touches the ground.

If they can- not catch the paper, they must tell the group an interesting detail about themselves.

The ice breaker continues as more group members are called to try and catch the paper.

Bang!

The group stands in a circle.

The facilitator asks everyone to introduce themselves to the people standing immediately next them.

The group members must pretend they are holding a gun in each hand.

The facilitator calls the name of a person in the group, and that person must duck down to the floor as quickly as possible.

At the same time, the two people standing on either side of the person whose name was called must shoot at each other by pointing their 'guns' and shouting out "BANG!" as quickly as possible.

If the person whose name was called fails to duck when they hear their name, that person is out of the game.

The person who is slowest to shoot by shouting "BANG!" is also out of the game.

When there are only two people left they stand back-to-back, walk 5 steps counted by the group, before turning to shout "BANG" again. The last person remaining wins.

Name games help the facilitator to remember the names of the group and also for group members to learn each others names.

Circle games build the spirit of a group and prepare individuals for discussions or working together.

Pink Socks

The group sits in a circle on chairs.

The facilitator's chair is removed, and the facilitator stands in the middle of the circle.

The facilitator looks around the circle at the clothing people are wearing, and says: "Everyone wearing jeans."

Each person who is wearing jeans must quickly find another seat to sit in.

They are not allowed to sit in the seat immediately next to their own. The person left without a seat calls the next instruction saying, "Everyone wearing a hat/jacket/sandals etc..."

Human Knot (for groups of 15 or less people)

The group stands in a circle.

Each person reaches into the circle and holds hands with two different people (not those next to them).

A knot of hands is formed.

The group must now untangle the knot without anyone letting go of the hands they are holding. One person can also be asked to remain out of the game as an observer. This person is then asked to describe what s/he saw.

Get up!

Break the group into pairs.

Each pair sits on the floor back to back and links arms.

With arms linked the pairs must try to stand up.

If they are successful, the facilitator brings them together with another pair, and as group of four they must attempt the same thing. This can even be done in groups of 8 and 16!

Chair Game

Members of the group stand in a circle behind their chairs.

They tip their chairs toward the centre of the circle by raising the back legs of the chairs off the ground, and balancing the chairs on their front legs.

The facilitator demonstrates that the chairs can balance for a second or two before they fall forwards or backwards.

When the facilitator claps his/her hands once, everyone must let go of their chairs, and move one place to the right by catching their neighbour's chair before it hits the ground.

If a chair falls to the ground, or its back feet touch the floor the person closest to that chair is out of the game.

If the facilitator claps twice, everyone must shift to the left.

If the facilitator claps three times, group members must spin around on the spot and catch their own chairs before they hit the ground!

King/Queen of the Movement

The group sits in a circle.

One group member is selected to leave the room.

When that person is gone, a 'secret king/queen of the movement' is chosen from the rest of the group.

The person who was sent out comes back in.

The king/queen's role is to initiate a certain movement or gesture which everyone else in the group imitates.

For example, the queen will scratch her nose, and everybody will scratch their noses.

The king/queen must change the gesture frequently but discreetly. The person who went out must stand in the middle and try to guess who the king/queen is.

Arrange yourselves in order of...

The group must organise themselves into a particular order.

They could be asked to organise themselves by height, date of birth, alphabetical order of first or last name etc. The group can also be asked to perform this exercise in silence.

Interview

Ask group members to interview the person they are sitting next to for 5 minutes.

Then give each person 30 seconds to tell the group the most interesting thing they found out about that person.

Activities to Promote Participation

It is always important to give information to TAC members in ways they can understand and relate to. Encourage group members to actively participate in workshops to ensure they are thinking about the workshop content. There are many ways to do this:

Chatting

Encourage group members to engage with an issue by having a brief discussion or 'chat' about it with the person sitting next to them. They must chat for a few minutes. A person from each pair then summarises their discussion to the big group.

Brainstorm

A brainstorming session is used to encourage participation from a group together. The facilitator asks the group a question, and group members take turns to answer. Brainstorms are useful ways of generating lists of information. For example: 'What are the qualities of a good leader?' would be a good question for a brainstorm.

Human Graph or Scale

In this exercise participants move around the room to keep them focused. Each corner of the room represents an extreme opinion regarding a specific issue. It works best when there are two sides to the debate (100% agreement on one side, and 0% agreement on the other) with most participants falling somewhere in between. After a statement is read out, participants must spread out according to the 'scale' and can be asked by the facilitator why they have chosen to stand where they have.

Posters

The various positions in a debate are written onto sheets of paper and stuck up as 'posters' around the workshop venue. For example ask the group: 'What do you feel is most important for someone who has just found out they are HIV-positive?' The group must walk around the venue and stand next to the poster which best represents their opinion, for example: 'Nutrition', 'Exercise', 'Knowledge about Treatment' and 'Social Support'. This exercise most is effective when participants have a wide range of views on an issue.

Chatting allows individual group members to participate, and to get a sense of the group's understanding and concerns.

Break into Smaller Groups (3 to 10 members)

In-depth discussions, exercises and tasks are easier to facilitate in small groups. Small groups should have a facilitator or chairperson, and a person to report back to the workshop on behalf of the group. Each small group can discuss the same topic, or can be given different topics to discuss and report back on.



Preparing Plans, Budgets and Evaluations

Planning

All branches must have an entrenched work-plan which covers the work a branch intends doing. TAC cannot provide funding for any event if it is not properly planned. Provincial and district leaders will only take branch plans into account if they are submitted clearly and on time.

When branches plan campaigns they should be based on TAC national, provincial and district campaigns. Branch campaigns should reflect the needs of the community in which the branch is located.

Branch can take place in 3 ways: quarterly planning, monthly planning and planning for specific events. Templates have been developed to help branches with planning and budgeting.

1. **Quarterly planning:** Quarterly planning entails preparing for events that will take place over the course of three months.
2. **Monthly planning:** A monthly plan consists of details of events that a branch wishes to undertake in an upcoming month. Monthly plans include branch meetings, internal education, implementation of specific workshops and activities for campaigns, support groups etc.
3. **Planning and budgeting for specific events:** When planning and budgeting for a specific event make sure to answer to the following questions:
 - a. Where and when will the event take place?
 - b. What is the purpose of the event?
 - c. Who is responsible for organising the event?
 - d. Who will attend the event?
 - e. What resources are needed to make the event possible?

“Sometimes, like me, people find themselves having to manage TAC money when they can’t really manage their own money!” – Mandla Majola

Budgeting

To budget means to plan the financial aspects of TAC activities. Organising events and activities costs money, especially if people are being transported from place to place, or if refreshments are to be provided.

When organising campaigns it is important to set measurable targets. For example, in early 2005 TAC initiated the 2BY6 Campaign. The campaign advocated for 200 000 HIV positive people in South Africa to receive free, on-going ARVs from government by 2006. In this case it was possible for TAC to compare government’s own ARV statistics from year to year in order to measure the success of the campaign.

TAC has a system in place to assist branches to budget and avoid mismanagement of money. For the system to work, plans and clear budgets for events must be submitted on time, before events take place. The templates provided in this book should assist branches to plan and budget for events.

Evaluation

All branch, district, provincial and national activities should be evaluated. Evaluation ensures TAC is accountable for the work it does. Evaluation helps TAC to repeat what has been successful in campaigns, and also to learn from mistakes.

Evaluation must take place immediately after events and should:

- a. Record the number of men, women and PLHIV who participate in events.
- b. Record comments from organisers and participants.
- c. Review problems and next steps.

The following aspects of events should be evaluated:

Logistics – the organisational details of a project.

Audible – if something is audible it means you can hear it.

Convey – communicate, make known.

- **Logistics** – Was the transport on time? Was the catering adequate? Was the sound **audible**?
- **Budget** – Did the event cost more or less than intended? What was money spent on?
- **Media communication** – Did the media **convey** the right news about the event? Did people hear or read the message?
- **Feedback** – Listen to opinions of the event from members and participants.

After the event continue to monitor the situation:

- Did the event affect progress on the campaign demands?
- Get feedback from research and consultation with the community. Do problems their problems and complaints persist?
- What is the way forward?