Training of Trainers

Advocacy & Public Private Partnership

Manual

26th -30th March, 2007

Pakistan National AIDS Consortium

Chapter 1.
The Five Components of the Training Cycle

1.01 Performing the Training Needs Assessment (TNA)

What is a training needs assessment?

A training needs assessment is a tool utilized to identify what training courses or activities should be provided to employees to improve their work productivity. Focus should be placed on needs as opposed to desires. The knowledge and skills gained during the training will increase abilities and allow participants to perform their jobs at an acceptable level.

Why perform a training needs assessment?

- ✓ To determine whether training is needed and highlight the subject matter that needs to be covered
- ✓ To pinpoint if training will make a difference in productivity and the bottom line.
- ✓ To decide what specific training each employee needs and what will improve their job performance.
- ✓ To determine desired training outcomes

The TNA process can be as detailed as necessary; depending on the purpose of the training and the extent of the need of the evaluation.

When considering the level of detail necessary in the TNA, remember to consider:

- ✓ Time
- ✓ Money
- ✓ Criticalness of skill
- ✓ Resources available
- ✓ Level/# of participants

A comparison of some of the factors between in-depth and a mini assessment includes:

	In-depth	**Mini**
Type of Information	Quantitative	Qualitative
Methods	Multi-tiered approach Surveys Observation Interviews Focus groups Document reviews	Interviews Focus groups
Scope	Widespread organizational involvement Broad ranging objectives	Fewer people involved Short term focus
Length	Several months to a year	Few days to a week
Cost	Expensive	Inexpensive
Focus	Linked or defined outputs	Immediate, quick results
Exposure/Visibility	High profile and risk	Lower risk

Once the above mentioned factors have been considered, you can now start planning the TNA Process.

Tips to Remember:

- ✓ Use the TNA to evaluate the need/outcomes for training
- ✓ Consider: time, money, skills, resources when designing the TNA
- ✓ You must continue to assess the attitudes, knowledge and skill level of participants prior to each session as participants can have different needs/levels.

1.02 The Training Design

"...the 'good' trainer...is one who has a good design and knows how to use it."

A training design is a blueprint for the actual training event, detailing what you will do, why you will be doing it, and the best ways to reach your training objectives.

It is important to consider your timeline, training needs, resources, and technology options while designing a training.

This training model provides an easy to use 8 step guide that meets the needs of participants and trainers alike.

Step 1. Define purpose of the training and target audience
Step 2. Determine participants' needs: Evaluating the TNA
Step 3. Define training goals and objectives
Step 4. Outline training content
Step 5. Develop instructional activities
Step 6. Prepare the written training design and Agenda
Step 7. Prepare participant evaluation form(s)
Step 8. Determine Follow-up Activities to the Training

Each of these steps can be applied to a variety of training formats, including face-to-face, online-, and interactive, satellite-based trainings. We are now ready to progress to the actual design!

Step 1. Define Purpose of the Training and Target Audience

The first step to designing training is to clarify what your training needs to accomplish. For some training your purpose and audience will be clear (determined by organization/professional development needs or funders). In some cases however you may need to prioritize a spectrum of training needs before determining a training focus. Once you have a clear sense of the training's purpose and target audience, write it down! Then use this description to promote your program to prospective participants.

Step 2. Determine Participants' Needs: Evaluating the TNA

The specific needs and level of expertise of the participants will influence the development of learning objectives. The findings of the TNA *(performed in Phase 1 of the Training Cycle)* should guide the choice of activities and training strategies. The more you know about participants, the greater the likelihood you will design a training event that will be meaningful to them.

Step 3. Define Training Goals and Objectives

After assessing the TNA and expectations of the participants, you are ready to define the goals and objectives for the training.

A training **goal** should be broad, spelling out who will be affected and what will change as a result of the training. When developing goals, keep in mind that they should be measured by the following criteria:

- ✓ Clear – so that anyone would understand them in the same way;
- ✓ Specific – about who should benefit and how;
- ✓ Measurable – as far as possible telling us how many or how much will be achieved;
- ✓ Achievable – by you within the time available;
- ✓ Realistic - in terms of your resources and capacities; and
- ✓ Time bound – indicating by when you will achieve them.

Sample Goal: To increase knowledge of training competencies and skills of workshop participants and PNAC partners, thus increasing community level capacities.

Objectives are more precise, specifying a path for achieving the program goal(s). They should state as specifically as possible the after-training result that you are trying to achieve, including what will change, who will change, under what conditions, and to what extent.

Sample Objective: By the end of the training, participants will be able to identify three methods of how to communicate effectively in a culture specific context to Pakistan.

> When developing your objectives, it is important to ask yourself what you want participants to know, say, and be able to do after leaving the training, and/or what actions you'd like them to take.

*** Goals and objectives must fit into the prescribed culture and should not overly challenge hot topics. If particular language is perceived as threatening; adapt it to fit the local context and use words that are viewed as okay. ***

Step 4: Outline Training Content

Trainings are often divided into three key segments consisting of:

- ✓ Introduction
- ✓ Learning Component
- ✓ Wrap-up/Evaluation

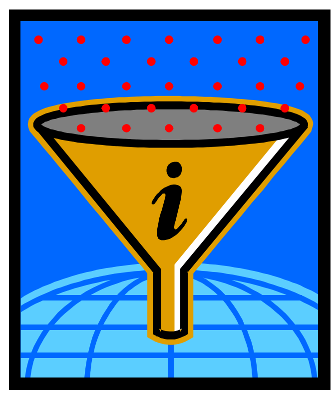
Introduction:
The introduction establishes a positive learning environment, stimulates enthusiasm and interests and helps build community in the participants. It is also important to build a contextual background to the subject area in the introduction so that participants view it as meaningful and better understand the purpose.

Learning Component:
This is the body of the program and where participants engage in activities specifically designed to accomplish the training objectives. In order to be most beneficial, activities should actively involve participants in practicing skills and acquiring knowledge. Ideas and concepts are explored, resources shared, attitudes examined and learning strategies and skills are discussed, demonstrated and practiced.

Wrap-Up/Evaluation
The final segment should bridge the gap between training and implementation and promote a positive feeling of closure. It should:

- ✓ Summarize central concepts/themes
- ✓ Highlight essential learnings
- ✓ Pave the way forward(future steps)

In addition to the above mentioned factors, participants should ask questions, discuss concerns, and provide feedback to the trainers.



Finally, it is helpful to review the group's expectations and identify resources to help satisfy those that have not been met.

*** Pay particular attention to the language and terminology used. Try and use non –threatening, politically suitable, safe terms as even if your message is not threatening to the community, if the correct terminology is not used it can lead to misconceptions and problems.***

Step 5. Develop Instructional Activities as part of the Training Design

Learning activities should be developed so that outcomes identified by your objectives are achieved. Each activity should have an introduction, a main segment, and a wrap-up segment, paralleling the overall structure of the training session. In addition, it will serve to provide a brief description of the purpose and content of the activity.

Training methodologies should be selected based on the likelihood of meeting your objectives. Begin by selecting the task and then choosing the suitable method. For example:

Task	Method
Skill Development	Modeling/Practice/Feedback
Information Acquisition	Group discussion/Exercises/Collaborative group work
Active Leaning	Brainstorming/games/Mini-lectures/Role-playing/Cases Studies

Keep in mind that people learn in a variety of ways: some learn best by listening, others by reading, and most by doing. An effective training design incorporates a variety of training strategies, taking into account group size, education levels and background of the participants.

When deciding which activities to use, consider these questions:

- ✓ Do we know that this activity is effective?
- ✓ Have we used it before? Are we comfortable with this technique? Do we have the expertise to use it effectively?
- ✓ Does the activity require prior knowledge or skills on the part of participants?
- ✓ Will we have the time, space, and resources needed to accomplish the activity?
- ✓ Will the activity encourage learning without confusing participants?
- ✓ Does the activity consider cultural norms and behavior patterns? Is it suitable to the local culture?
- ✓ Does the activity include gender considerations? Is it gender balanced?
- ✓ Will both men and women be comfortable performing the activities?

Remember that you may need to develop resource materials to support these activities! These may include handouts, case studies, bibliographies, or questionnaires. Leave adequate time to draft the materials, obtain feedback, and make necessary revisions.

*** Since a lot of exercises are interactive, make sure that you have selected exercises that the participants are comfortable with; not involving too much close body contact, using threatening language, appropriate contexts (role-playing) etc. Depending on the group needs, it may be necessary to divide the groups based on their sex.***

Step 6. Prepare the Written Training Design: Agenda

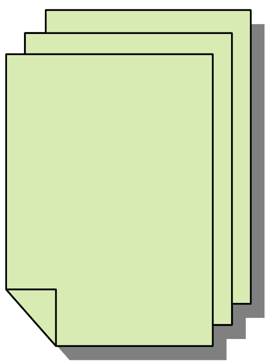
The written document of the training design should provide a detailed plan of the training sessions. It should include:

- ✓ Goals and objectives
- ✓ Sequence of specific learning activities and time allotted

- ✓ Directions/key points to cover during each session
- ✓ Daily breaks
- ✓ Facilitator

You are now ready to proceed to creating a rough training outline! It may be helpful to keep the following in mind:

- ✓ Block out the time schedule into large chunks. Fill in "known" elements—such as meals and breaks—followed by specific activities. Finally, assign a designated amount of time to each activity.
- ✓ Start with simple concepts and proceed to ones that are more complex.
- ✓ Proceed from topics that are less "threatening" to ones that may be more sensitive in nature.



- ✓ Schedule activities which require the greatest concentration during times when people will be focused and energetic— such as first thing in the morning—and interactive sessions during low energy times—such as right after lunch.
- ✓ Give yourself—and the participants—a break! Build into your training design at least one 10-15 minute break in the morning and afternoon. Provide enough time for lunch.
- ✓ Build in time for reflection, discussion, and for questions and answers.
- ✓ During a multi-day event, allow time at the beginning of each day to introduce the day's events, bridge one day to the next, discuss comments or questions, and make general announcements.
- ✓ Schedule 8–10 minutes at the end of each day for feedback, announcements, and to provide closure to the day's activities.
- 1. Review your plan with a critical eye. You may need to reduce the number of objectives you plan to address if you really want learning to take place.
- ✓ Be flexible! Although your design is a detailed road map, you may encounter detours along the way. The best training design not only accomplishes the objectives of the training, but also meets the emergent needs of participants.

*** Don't forget to schedule in prayer breaks during the workshop. ***

Step 7. Prepare Participant Evaluation Form

Evaluation is an on-going process which should be completed at many stages; however it begins as a part of the training design. It will be covered more in-depth in section V as part of the Training Cycle.

At this stage it is recommended to prepare the suitable methodology for the evaluation and allocate time in the related sessions. It can be performed at the end of the workshop before the closing session.

Attached is a sample evaluation form that can be used as guide.

Step 8. Determine Follow-up Activities to the Training

The benefits of training may quickly be forgotten or never used without proper follow-up activities. They provide the continued support and feedback necessary for implementing new ideas and practices. Follow-up activities should be determined at the end of the workshop Some follow-up strategies which have been shown to improve the adoption of new training practices include:

- ✓ Newsletters and Web site postings;
- ✓ Peer observation and coaching
- ✓ Mentoring
- ✓ Study groups
- ✓ Action Planning
- ✓ Booster sessions
- ✓ Ongoing communication

Tips to Remember:

- ✓ The design is the blueprint for the actual event and is outlined in 8 steps
- ✓ Conduct the TNA early enough to use the information in designing the training!
- ✓ Remember to develop overall objectives for the training as well as separate objectives for each segment/day as it will keep things on track
- ✓ Return to your stated objectives and outcomes to guide program content and remind you of your purpose. It’s easy to go astray!
- ✓ When designing your exercises, include a wrap-up component that highlights the concepts and purpose of the exercise.
- ✓ Evaluation and Follow-up Activities should be an on-going process and the sooner after the training the better!

1.03 Facilitators Abilities

Designing and delivering a training workshop is a dynamic process whose content and structure must be adapted to the particular needs and capacities of the audience. In this section, we will explore helpful tips and guidelines for trainers, however it will be deeper looked at in following sections. We examine it here in the context of the training cycle.

Facilitation is the art of stimulating and managing discussion among participants, so that they share, discover and learn the training objectives.

The **role** of the facilitator therefore is to:

- ✓ Ensure the ***achievement*** of the workshop goals
- ✓ Present information and experiences to ***stimulate discussion*** and clarify situations
- ✓ Encourage ***interaction*** among group members in a comfortable environment
- ✓ Help group members stay ***focus*** on the task
- ✓ Ensure that everyone has a chance to ***participate***

Keep Participants on Track	**Maintain Group Well-Being**
▪ Start group on task ▪ Ask for information ▪ Explain/Clarify ▪ Ask for opinions ▪ Coordinate ▪ Summarize ▪ Check consensus ▪ Evaluate	▪ Encourage participations ▪ Harmonize ▪ Relieve Tension ▪ Promote Communication ▪ Build trust ▪ Energize ▪ Evaluate

A four step guide can therefore be used to highlight the specific responsibilities a Facilitator must perform as a part of the training cycle:

1. **Set up the Training Session:** seating arrangements/technical equipment/materials needed
2. **Determine Objectives**: Although the objectives are predetermined in the training design, it is important to provide an opportunity to participants to express their own individual goals and expectations. It is therefore advisable to be flexible and open to modifications.

3. **Setting Norms and Ground Rules:** Consider what types of behavior you want to foster within the group and focus on guiding the group in that direction. Norms and rules should be reinforced throughout the training.
4. **Chose Appropriate Training Techniques and Methods**: There are a variety of training techniques existing, ranging from lectures/presentations to more participatory methods such as role plays and small group activities. It is therefore important that the facilitator has the capacity to best select the most appropriate method; especially when involving participants and keeping in mind cultural restrictions.

Preparing and Presenting the Content

While preparing and then presenting the content of your presentation, it is useful to follow basic guidelines. These will help you make your presentation more effective and the message clear to the participants.

Remember to:

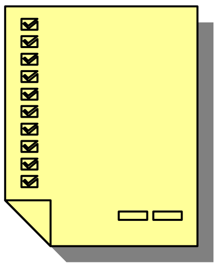
- ✓ Tell them what you are going to tell them; tell them; and tell them what you have just told them. This will reiterate main points and clarify any uncertain areas.
- ✓ Make sure the opening is effective! This may be achieved through various methods including participant involvement or your own experiences.
- ✓ Don’t cover too much information at one time-limit the range of information at a certain time as referring too many ideas and concepts will confuse the audience.
- ✓ Define important terms-don’t assume that participants will know exact definitions of terminology. Participants can also have their own definitions; therefore clearly defining terms will help put everyone on the same page.
- ✓ Schedule energizers (short energetic games that are used to wake up the participants). They are most useful when used during sessions where participants are likely to doze off. (ex: after lunch session)
- ✓ Make smooth transitions from one section to the next-ensure that the presentation is flowing and the sequencing logical.
- ✓ Allow for recap sessions as it is very important to review with participants what has been covered for and what has not.

*** Remember to be culturally sensitive; accepted forms of behavior differ in countries! ***

Tips to Remember:

- ✓ Be flexible: adapt the workshop to fit each group’s particular needs
- ✓ Establish workshop norms at beginning of workshop
- ✓ Use energizers!

1.04 Preparation as part of the Training Cycle



Make sure you are clear about the approach you will use and the steps you will follow!

Preparation should always be done in advance to ensure that the planning runs smoothly, people have been empowered to participate effectively and have set aside the time that will be required.

Types of preparation can be broken into four categories:

- ✓ Participants Preparation: How should each stakeholder be prepared, so that they can participate effectively? What information will they need beforehand?
- ✓ Administrative/Logistical Preparation: Who will circulate the background information to the participants as well as confirm the time, date, venue and agenda? Who will be the coordinator between the Facilitator and Participants? Who will be the admin support during the workshop? How will the seating plan be arranged?
- ✓ Resources Preparation: What resources will be needed during the training workshop and during the group exercises? Does the venue have the necessary power outlets, pens, paper, flip charts multimedia etc.
- ✓ Facilitator Preparation: Is the facilitator prepared on the subject matter, agenda and background of the participants? Is the facilitator fresh and ready to go on the day of the training? Is the facilitator familiar with the culture and behavioral norms of local culture?

Tips to Remember:

- ✓ Indicate what must be done, by whom and by when!
- ✓ Check lists can help keep you on track and sometimes remind you of the little things you may forget!

1.05 Types of Evaluation

Last but not least, is the evaluation stage in the training cycle! Its purpose is to determine the extent to which the training achieved its objectives and to identify what adjustments, if any, need to be made to the training design.

Evaluation needs to be done at different stages. There are two main types of evaluation:

1. **Live** evaluation during the training: Covered also in the training design
2. **End of training evaluation**: Where the trainees evaluate the training and the trainer. The trainer also evaluates the training and his/her performance

The evaluation method should be used as a tool to determine the extent to which the training achieved its objectives and to identify what adjustments, if any, need to be made to the training design.

Examples of issues to be covered in the evaluation method are:

- ✓ Did the participants acquire the knowledge and skills that the training was supposed to provide?
- ✓ Were the trainers knowledgeable about training content?
- ✓ Were the activities interesting and effective?
- ✓ Was the training format appropriate?
- ✓ Is more training on this or related topics needed to support participants in their work?

There are various evaluation methods (highlighted below) which range from formal to informal types. Depending on the level of evaluation needed, a method should be selected that will best determine the success of the training and optimize participant feedback.

Type of Evaluation	**Method of Execution**
Formal	Structured interviews, focus groups, surveys, forms, performance indicators/assessments
In-formal	Observation, questioning, chat groups

Remember that in some cultures it is considered offensive to criticize someone perceived to be in an authoritative role. Evaluation should provide a degree of anonymity and should be performed in a safe, non threatening environment.

Tips to Remember:

- ✓ Evaluation needs to be done at different stages
- ✓ It should be objective and not personal
- ✓ The purpose of evaluation is to determine the achievements of the workshop as well as identify further training opportunities

1.06 The differences between Training and Facilitation

A lot of confusion often lies around the differences and similarities between training and facilitation. This can be attributed to various factors, but also the fact that similar methods are used with very different intents by trainers and facilitators. An in-depth look beings with defining the two terms as:

- ✓ Training is a structured educational process where knowledge, competency, skills and attitudes are attained by participants.

  A trainer will focus on establishing an environment for learning by designing meaningful learning experiences. They will present useful information and define the goals and purpose of learning.

- ✓ Facilitation—to make easier, to guide through a process, experience, or conversation. It involves stimulating and managing discussion among participants so that they share, learn and discover.

  A facilitator will focus on facilitating group discussion rather then imparting knowledge and establishing an environment for learning. They will encourage group interaction; focus on task and to ensure the achievement of goals of the workshop.

Differences between the two are highlighted below.

TRAINER	***FACILITATOR***
Presents Information	Guides Discussion
Provides Right Answers	Provides Right Questions
One –Way Communication	Two-Way Communication
Gives Assignments	Coordinates Learning
Dictates Objectives	Moulds Group's Goals

On some occasions, the trainer and facilitators roles may become interchangeable during the course of the workshop. Depending on the situation, the trainer or facilitator might be called upon to exercise both roles. It is therefore important to be aware of the characteristics and skills required in training/facilitating and adapt one's techniques accordingly.

1.07 Developing Facilitation Skills

Facilitating **IS**: Creating a SAFE environment by:

- ✓ Enabling and encouraging people to fully contribute their ideas
- ✓ Acknowledging contributions
- ✓ Listening
- ✓ Focusing equally on group process and content
- ✓ Creating a gender-sensitive environment where both men and women are comfortable to speak openly
- ✓ Presenting directions for exercises clearly and enthusiastically
- ✓ Setting expectations but not forcing participation

Facilitating **IS NOT**: Creating an UNSAFE environment by:

- ✓ Interrupting
- ✓ Being impatient
- ✓ Completing people's sentences for them
- ✓ Attacking those who disagree
- ✓ Sending negative non-verbal messages
- ✓ Lecturing

A facilitator should understand his/her role. The facilitator is many things to the group: moderator, process manager, model, a resource, etc.

Basic Skills of Facilitation

The following are skills that will be called upon when leading a group through discussion or conversation. Each component is an important part of the overall whole. Become familiar with the techniques, visualize a situation in which you might use them, and trust your instincts.

- ✓ **Active Listening** -eye-contact, mannerisms, etc
- ✓ **Focus on Feelings** -ex, "How did that experience make you feel?"
- ✓ **Give Recognition** -use names, give thank yours, etc
- ✓ **Paraphrase** -clarify or summarize a person's statement
- ✓ **Review** -review where the group has been in the conversation
- ✓ **Focus on Similarities and Differences in the Group** -let participants know that differences are a good thing
- ✓ **Involve Everyone** -ex, ask quieter individuals if they have anything more to add
- ✓ **Transfer Leadership** -periodically allow participants to facilitate their own discussions

In short; a general guide for a facilitator:

Facilitation Skills	**Qualities**
Shares Leadership	▪ Ensure participation; ▪ Maintains atmosphere of collective inquiry
Promotes Communication	▪ Encourages participants to express their ideas ▪ Shares their reactions and experiences
Empowers Participants	▪ Develops self-confidence ▪ Enables participants to make decisions
Subject Matter	▪ Has a high level of knowledge on subject matter
Understands the Culture	▪ Is able to culturally contextualize
Grasps Gender Concepts	▪ Is able to internalize them

To encourage a gender sensitive environment, make sure that men and women are seated together and not segregated on different sides of the room either through an exercise or seating plan. In addition, a facilitator, while setting the norms of the workshop can even ask participants to be open minded and gender sensitive.

Chapter 2.
Elements of Advocacy & Public Private Partnership

2.01 Introduction to Advocacy

"Advocacy" refers to the process of actively engaging in activity to support, plead or argue in favor of a cause with the view to influence and facilitate change.
Advocacy is the action of delivering an argument to gain commitment from political and social leaders and to prepare a society for a particular issue.

Advocacy involves:

- ✓ Speaking up!
- ✓ Drawing a community's attention to an important issue
- ✓ Directing decision makers towards a solution
- ✓ Delivery of information through interpersonal/media channesl
- ✓ Organizing/building alliances across various stakeholders
- ✓ Delivering messages to those who influence policy makers
- ✓ Prpeare communitites/peers to influence policy change

Advocacy is a process of communication which facilitates the change.

Different definitions of Advocacy include:

Advocacy is an action directed at changing the policies, positions or programs of any type of institution.

Advocacy is putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and solution.
Advocacy can aim to change an organization internally or to alter an entire system.

Advocacy consists of different strategies aimed at influencing decision-making at the organizational, local, provincial, national and international levels.

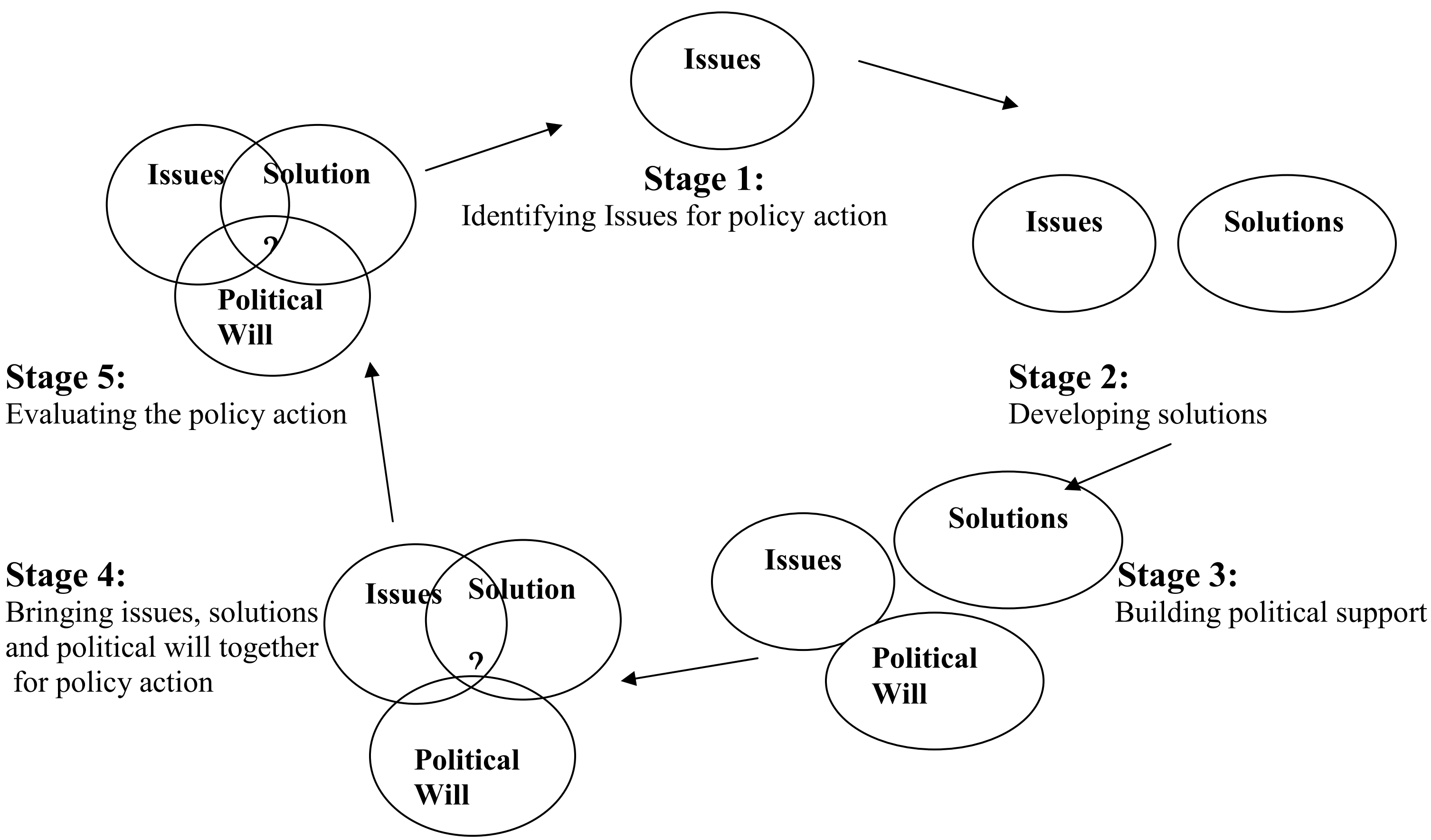
When used properly, advocacy is a tool that can:

- ✓ Enable people's views and wishes to be heard
- ✓ Stimulate active debate, problem-solving and change, promoting self-awareness
- ✓ Promote better identification of real needs and effective solutions
- ✓ Create power or empowerment from effective representation

2.1.1 The Conceptual Framework

Advocacy is a dynamic process involving an ever-changing set of actors, ideas, agendas, and politics. This multifaceted process, however, can be divided into five fluid stages: issue identification, solution formulation and selection, awareness building, policy action, and evaluation. These stages must be viewed as fluid because they may occur simultaneously or progressively. In addition, the process may stall or reverse itself.

The Dynamic Advocacy Process



The **first stage** is the identification of an issue for policy action. This stage is also referred to as agenda setting. There are an unlimited number of problems which need attention, but not all can get a place on the action agenda. **Advocates decide which problem to address and attempt to get the target institution to recognize that the problem needs action.**

Generally, the **second stage**, solution formulation, follows rapidly. Advocates and other key actors **propose solutions** to the problem and select one that is politically, economically, and socially feasible.

The **third stage**, building the political will to act on the problem and its solution, is the **centerpiece of advocacy**. Actions during this stage include coalition building, meeting with decision makers, awareness building and delivering effective messages.

The **fourth stage**, policy action, takes place when a problem is recognized, its solution is accepted and there is political will to act, all at the same time. This overlap is usually a short window of opportunity. which advocates must seize. An understanding of the decision-making process and a solid advocacy strategy will increase the likelihood of creating windows of opportunity for action.

The **final stage**, evaluation, is often not reached, though it is important. Good advocates assess the effectiveness of their past efforts and set new goals based on their experience. Advocates and the institution that adopts the policy change should periodically evaluate the effectiveness of that change.

2.1.2Different ways of doing advocacy

• Advocacy can take many different forms – for example, it can be written, spoken, sung or acted.

• It can also vary in the time it takes, from one hour to more than several years.

• We can do advocacy work on our own or with others.

Involvement or permission from people affected by the advocacy issue

• Some of the most powerful advocacy methods are led by the people affected by the problem or issue, or directly involve them.

• It is very important to receive the permission of the people affected by the problem if we use methods that do not directly involve them in the advocacy work. This permission allows us to legitimately advocate for them or represent them (legitimacy or representation). This is only possible if we have a very close relationship with people affected by the problem or issue.

Proactive or reactive advocacy

• Sometimes advocacy work is forced on us – the problem or issue is already there, and we use advocacy to reduce the problem. This is reactive advocacy.

• At other times it is possible to plan for the future, to 'set the agenda' and use advocacy to create a positive environment or prevent a problem before it happens. This is proactive advocacy.

2.1.3Types of Advocacy

The two main types of advocacy are:

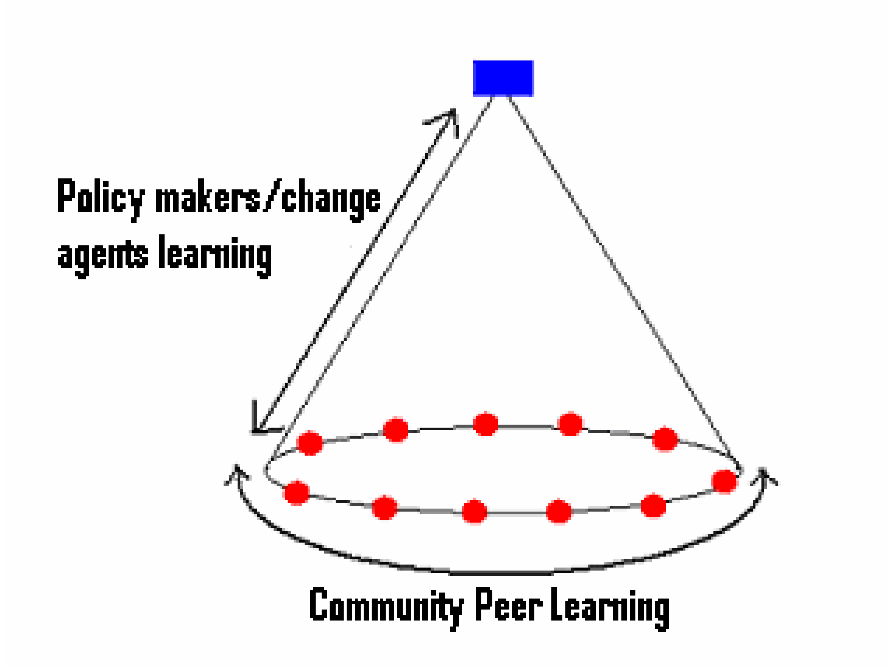
1. People-centered advocacy interventions
2. Policy advocacy interventions

People–centered advocacy interventions: *(Also refereed to as "horizontal")*

- ✓ Primarily formed at community level
- ✓ Enables peer to peer learning
- ✓ Forms communication networks between communities; which enables alliances and coalitions
- ✓ Encourages groups networks according to common needs, goals and opportunities

<u>Policy advocacy interventions:</u> *(Or "Upstream" advocacy)*

- ✓ Facilitates communication between communities and stakeholders/change agents
- ✓ Evaluates and assesses common community issues/objectives
- ✓ Creates upward communication links (between community and change agents)



2.1.4 Characteristics of Advocacy

There is no pure form of advocacy and a variety of advocacy strategies exist; each with slightly different aims. However, effective strategies generally include some of the following components.

- ✓ Interventions are flexible and direct, enabling equal access to the management and decision-making process
- ✓ A variety of participatory communication tools and approaches are necessary in order to allow resource-poor communities to overcome barriers (eg: language, literacy levels, development jargon, misrepresentation and preconceptions)
- ✓ Involve communities to research/represent their own needs/priorities to policy makers and external change agents
- ✓ Interventions should include all ages, income levels and gender groups at all levels
- ✓ Different forms of advocacy strategies are used, including lobbying, campaigning, mobilization and participation and communication

2.1.5 Advocacy and Training: The link

Complementing advocacy and training will result in a very effective advocate for a particular issue. Only after being properly trained can a person understand the relevant issues, prioritize them and facilitate the process which is known as advocacy. Advocacy is not simply raising a voice through boisterous means; but should be viewed as a process. In particular, advocacy and training:

- ✓ Creates a common agenda with communities and decision makers
- ✓ Delivers the right message to the right people
- ✓ Lobbies effectively in different political and economic environments
- ✓ Fosters community partnership and collaboration

Tips to Remember:

- ✓ Advocacy is a process and not just raising issues!
- ✓ An effective advocate will understand the whole process involved in advocacy
- ✓ The two main types of advocacy are people centered and policy centered

2.2 Public-Private Partnerships (PPPs) for Community-Based Sustainable HIV/AIDS Advocacy

Public-private partnership - also called PPP or P3 - is a system in which a government service or private business venture is funded and operated through a partnership of government and one or more private sector organisations or companies, including NGOs. Advocacy on other hand is the process for altering the ways in which power; resources and ideas are created, consumed and distributed at any level, so that people and organisations have a more realistic chance of controlling their own development.

When deployed in a community, advocacy sets in motion the dynamic process of developing consensus and a mandate for action, and produces/brings together like-minded allies with shared goal(s) in order to change their ways of doing things and the ways other people and institutions perceive and or treat them. A process, condition or action is sustainable when it can be maintained indefinitely without progressive diminution of valued qualities inside or outside the system in which the process, condition or action operates and or prevails.

Within and for a community, HIV/AIDS advocacy should entail persuading and convincing people, increasing their knowledge, understanding, access, demand for and utilisation of voluntary counseling and testing (VCT) services and available antiretroviral therapies (ARVs), and even participation in vaccine trials. It would mean deploying efforts and emphases towards the elimination of stigma and eradication of extreme poverty. It would mean activities geared towards increasing household disposable income through the creation of new employment opportunities, democratization of access to credit and establishment of income generation activities for women.

Effective HIV/AIDS advocacy in any community must also mean fostering actions that decrease the workload on persons living with AIDS (PLWAs) and persons affected by AIDS (PABA) including widows and orphans. That is, the promotion of more local control of the resources for advocacy within the community by persons living within the community, especially decreasing the skewed distribution of income and wealth that is typically very unfavourable to women; using emphasis on equity, socioeconomic justice and fairness. It should endeavour to address discriminations based on social, gender and ethnic/tribal or caste statuses; promote as many elements and means of sustainable development as possible; and influence community development-related actions by ensuring active participation of the people in informed decision-making.

It must focus more on what is possible and doable within a community's identified capacity, and particularly on how it can be done. Advocacy should ultimately raise the community's - and its people's - consciousness about how so important they are in using the resources and ideas available to them in creating, distributing and consuming HIV-related goods and services within their community, thus providing them with a more realistic chance of controlling their own health and development processes.

In order to facilitate and improve community-based HIV/AIDS advocacy, a PPP would be needed to generate basic knowledge/research, participate in products discovery and development (ARVs, vaccines, condoms, etc.), improve access to available health products, support HIV/AIDS and health services strengthening and health promotion/public education, and coordinate efforts towards the regulation, quality assurance and standards of existing and upcoming products and services.

The PPP in place should adopt strategic advocacy in deploying the aforementioned information to change policies that adversely affect the lives of PLWAs, PABAs, widows, children orphaned by AIDS and other disadvantaged people within the community. This should often involve lobbying local and international development partners, governments at as many levels as possible, and local NGOs involved in HIV/AIDS, health and development. Traditional, political, business and religious institutions should also be lobbied.

In addition to enhancing the advocacy skills of members of the PPP to challenge local, national and international policies, such strategic deployment of information and resources by the PPP will strengthen the structures through which the very poor, PLWAs, PABAs, widows, children orphaned by AIDS and other disadvantaged people within the community can participate in the formulation of the policies that control their lives, including the development of strong local networks and representation on local and national civic institutions and in related activities.

2.2.1 Why the PPP's HIV/AIDS Advocacy at Community Levels

Although other approaches might be available – and indeed might have been used – to pursue HIV/AIDS advocacy nationally and internationally, there still remains an acute dearth of visible concerted effort at the community levels. PPP-championed community level advocacy for HIV and Aids prevention, care and treatment recommends itself for the following possible reasons:

a) It would prevent or mitigate an AIDS epidemic among targeted and participating communities
b) It could be one of the key elements in achieving high coverage and sustainability as it is an activity from and for within
c) HIV/AIDS advocacy has a greater tendency of becoming part of the community's culture as the PPP is passed on from generation to generation, thus assuring its own sustainability
d) It links experienced and emerging leaders within and across HIV/AIDS-affected communities, sectors and issues
e) It emphasizes the importance of the health needs and rights of all members – indigenes and migrants alike - and supports them to access available HIV and Aids products and services

f) It is capable of utilizing available knowledge and instruments of HIV and Aids prevention, care and treatment to bring the epidemic under control

g) Its participatory nature encourages 'patient self-advocacy' i.e. involvement of PLWAs, PABAs, widows, orphans and vulnerable children in decisions and actions on HIV/AIDS within the community, either directly or through equally affected representatives

h) It helps the community to organize and ensure that the voices of people living with HIV/AIDS and their loved ones are directly heard by elected officials and administrators of government programs - who are also part of the PPP; thus short-cutting over-bearing bureaucracies and attracting government's 'quick action'

i) Its all-embracing nature puts the PPP in a best position to define mortality/morbidity, trends and costs, access to treatment, care and support, availability and suitability of non-drug interventions, limitations of existing products and services, alternative potential interventions, possible scientific challenges, extent of current industry engagement, etc within the context of the community

j) By its nature too, the PPP has the capacity to employ private-sector approaches to support HIV/AIDS research and confront drugs and vaccines development challenges

k) Because the PPP's primary motive is public health rather than commerce, it is capable of monitoring the implementation of approved and existing government's policy for the control of the pandemic, as well as providing more sincere evaluation of the same

2.2.2 Deciding on PPP's Objectives for the HIV/AIDS Advocacy

Depending on the peculiarities of each community, the system objectives of a typical PPP for sustainable community-based HIV/AIDS advocacy may include any of – but is not restricted to – the following:

1) To increase the participation of people living with HIV, their families, communities and organizations in non-partisan HIV and Aids control activities

2) To link local HIV/AIDS activists to State, national and global campaigns for effective HIV prevention, care and universal access to quality treatment

3) To build HIV and Aids outreach and service into community activism

4) To help workers and all persons affected by HIV and Aids to find a voice in the larger systems

5) To encourage the utilization of the 'Doha Agreement', for local production and effective roll-out of inexpensive generic medicines for HIV diseases and associated opportunistic infections

6) To improve the capacity of its members to monitor stakeholders' delivery on various commitments and advocate effectively for improvement in HIV and Aids control through necessary sectoral reforms

Typically, these types of partnerships can be placed under one of four categories:
(1) Advocacy
(2) Developing norms and standards
(3) Sharing and coordinating resources and expertise
(4) Harnessing markets for development

Chapter 3

Including advocacy in an organization’s work

Contents

Introduction

Aim: To analyze the relationships between organizations and advocacy work

• This section is designed to help organizations bring together what they have learnt about advocacy, and what they know about their own organization.

• Advocacy work should be an integral part of an organization's broader work. It is important for organizations to understand how advocacy fits in with their overall mission and goals and to consider the kind of advocacy activities that would support the broader work of their organization. It is important that NGOs/CBOs have a clear sense of what they can achieve through advocacy work.

• Organizations should assess the impact that advocacy might have on their staff, volunteers, supporters and activities. This self-examination can ensure that any advocacy work strengthens the organization rather than causing conflict or diverting energy away from other essential activities.

• As with other sections, it may not be necessary to carry out all the activities in this section. Some may be more relevant than others, and some can be combined if appropriate or necessary.

• Where possible this section should be used by participants working with colleagues from their own organization. If this is not possible, the participants can form mixed groups for support but they should reflect on their own organization's situation when carrying out the activities.

3.1 Objective:

By the end of this session participants will be able to identify current and potential advocacy activities which support their organization's mission

Introduction

Many organizations do advocacy work as a natural part of their activities without recognizing it as advocacy. If an organization can identify the advocacy work they are already doing, it is often possible to plan and co-ordinate this work more effectively. If an organization is not already carrying out advocacy work, careful thought can help establish how advocacy might contribute to an organization's broader work and mission.

Instructions **Timing: 1 hour**

1. Introduce the topic and explain the objective of the activity.

2. Explain that the participants will be asked to consider the advocacy work they do now and advocacy work they could possibly do in future.

3. Ask the participants to work with colleagues from their own organization where possible. Ask them to write their organization's mission or goals at the top of a piece of flip-chart paper. Ask participants to look at the workshop definition of advocacy and consider the following question:

   ? Is HIV/AIDS advocacy, at any level, currently part of your organization's activities?

   Draw a picture or diagram of their organisation's activities, showing any current HIV/AIDS advocacy activities – including those that may not have previously been recognized as advocacy.

4. Next, ask participants to think about possible future advocacy work on HIV/AIDS issues. Ask them to consider these questions:

   ? How could advocacy help your organization achieve its mission or goals?

   ? What activities could be included that would do this? Ask them to add possible advocacy activities to their drawing or diagram, and mark these activities to show they are possible future advocacy activities.

5. Ask participants to display their drawings or diagrams where everyone can see them, and invite them to look at each other's work. Invite them to write constructive (helpful) comments on other people's work, or use Post-Its.

6. Invite any questions or comments about any of the diagrams or feedback comments.

7. Lead a discussion with the whole group based on the following kinds of questions:

   ? How does advocacy contribute to your organisation's mission or goals?

   ? Is your organization already doing advocacy but not calling it advocacy?

   ? How does your current advocacy work involve people affected by the problem or issue? If not, why not?? If your mission includes capacity building, how can you build the capacity of other organizations, to enable them to do advocacy work?

Facilitators' notes

- Remind participants of the different levels of advocacy

- If organizations do not have written and approved missions or goals, ask them to write a paragraph or sentence describing what they do instead.

- Point out that advocacy can be informal – for example, the Executive Director of an NGO sitting next to a government minister at a dinner, or home-based care volunteers trying to change the way the priest at their church preaches about HIV/AIDS.

- Consider whether there is time and value in each organization presenting their drawing or diagram to the whole group. How else can they receive feedback about their work?

- Encourage participants to question whether some of their activities are 'advocacy' and ask the participants to help each other.

- If organizations do not have examples of previous advocacy work they have done, reassure them that they do not need to complete that part of the activity. They should not force examples that are not really advocacy work.

Example of Activity 3.1: By an NGO based in Mexico

Mission: to increase the quality of life of people living with HIV/AIDS in the State of Yucatán.

Advocacy activities

Potential advocacy activities

Advocacy – Successful negotiation with local companies to provide increased and improved medical care

Potential advocacy
Lobby for representatives from Self help groups to be invited to join the state level health advisory committee

Mission: to increase the quality of life of people living with HIV/AIDS in the State of Yucatán

Potential advocacy –
Lobby for improved State level testing facilities

3.2 Objective: By the end of this session participants will be able to identify benefits, risks and strategies to reduce the risks involved in advocacy work on HIV/AIDS

Introduction

It is important to be aware of the impact that advocacy might have on an organisation's staff, volunteers, supporters and activities.

Advocacy work, especially relating to HIV/AIDS, can cause problems for an organization. Some self-examination in advance can ensure that any advocacy work strengthens the organization rather than causing conflict or diverting energy away from other essential activities.

- Unexpected effects can include: increasing the work of an organization, for example when advocacy work is going well and is therefore time-consuming. The unplanned work can affect the availability of human, material and financial resources for the broader work of the organization.

- Increased public profile through advocacy work can also change the values of an organization. For example, when an NGO/CBO receives more publicity, it may become more competitive and choose to concentrate on issues that are easy to 'sell' to the public. This can cause problems for less 'popular' issues, which might receive less support from the organization.

- Maintaining close relationships with vulnerable groups and remaining true to organizational missions can reduce many of the potential problems caused by advocacy work.

Instructions

Timing: 1 hour 30 minutes

1. Introduce the topic and explain the objective of the activity.

2. Ask participants to work in small groups, EITHER with colleagues from the same organization OR with participants from similar organizations.

3. Ask the participants to divide a piece of flipchart paper into three columns and write:

- Benefits to our organization from doing HIV/AIDS advocacy work'
- Risks to our organization from doing HIV/AIDS advocacy work'
- Strategies to reduce the impact of the risks
  Ask participants to brainstorm the possible benefits and possible risks to their organization from doing advocacy work, and strategies to reduce the impact of the risks.

4. While the groups are working on the exercise, distribute the following questions to ensure that the groups are addressing critical issues.

? Who does advocacy within your organization? Or who would do advocacy work?

? Whose support do you need to initiate advocacy activities? Consider board members, donors, stakeholders or people affected by the problem or issue.

? What impact could advocacy work have on your organization in terms of staffing, job descriptions, resources, planning, and external relations?

5. When the groups are finished, have them hang their work on the walls for the others to review. Ask participants to consider the following question while they look at other groups' work:

? What are some of the common risks of HIV-related advocacy work and what strategies have been identified to deal with them?

6. Now facilitate a plenary discussion about these questions and other issues that have emerged from the activity. Ask the participants:

? Does anyone have experience of advocacy affecting their organizations? What can we learn from our shared experience?

Facilitators' notes

! Participants can use a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) if they prefer, instead of a risk-benefit analysis.

! Make sure that participants develop realistic, practical strategies.

Example of Activity 3.2: By an NGO based in Mexico

Benefits, Risks and Strategies for advocacy work carried out by an organization

Benefits to our organization from doing advocacy work

- Help us to achieve our overall mission
- Personal and organizational growth
- PLHA strengthening and empowerment
- Proactive participation of people living with HIV/AIDS
- Knowing the way the state operates can help us in our field of action
- Increase visibility of NGO work
- Links with other organizations/NGOs/local, national and international delegations
- Makes the environment more favorable to work on sexuality, HIV/AIDS, human rights
- Establishes local capacities for multi-sectoral collaboration
- Saves, systematizes and disseminates experience
- Policy change leads to improved programming and circumstance for ourselves and other organizations

Risks to our organization from doing advocacy work

- Extra unplanned workload
- Generates demands and/or expectations that may exceed our capacity
- Causes conflict/criticism
- Uncertainty of the impact
- Takes time and human resources away from the internal work of the NGO
- Risk of suffering attacks against NGO members and property
- Having to respond to unforeseen situations
- Friction with the state and other actors
- Loss of organizational focus
- Alienation of existing support by becoming overtly political
- Creation of an internal elite of advocates

Strategies to reduce the impact of the risks

- Devote human and economic resources to advocacy actions
- To clearly identify the actions we can undertake and to recognize our limitations
- Training to evaluate and research impact
- Co-ordination with others
- To choose and prioritize issues, alliances and partners in order to optimize time, resources and consultation
- Generate funding that will enable security systems to be put in place
- To clarify the organisation's mission and agree on how advocacy can contribute to achieving it
- Consider the affect advocacy work might have on other aspect of the organization such as fundraising, human resources, etc.
- Don't get involved in every opportunity – be focused and judge according to impact
- Access advocacy training and ensure that time is allocated for good planning to make advocacy worthwhile

Objective 3.3: By the end of this session participants will be able to identify at least three actions they can take to ensure that advocacy is integrated into their organisation's work

Introduction

- Having ensured that advocacy work is appropriate to the organization, and will contribute to the organisation's overall mission, a final and vital step in planning advocacy work is ensuring that it is integrated into a NGO's/CBO's organizational plans.
- Integrating advocacy into the organisation's work means that it is included in the organisation's work plans, budgets, overall organizational monitoring and evaluation work, etc.
- Integration of advocacy work can ensure that it supports the other work of an NGO/CBO, and that it is accepted as an important function of the organization.

Instructions

Timing: 1 hour 30 minutes

1. Explain the objective of the activity.

2. Begin with a whole group discussion based on these kinds of questions:

   - **?** Should advocacy be an integrated part of an organisation's work, rather than being separate?
   - **?** How can we ensure that advocacy is an integrated part of our work – not just in theory, but also *in practice*?
   - **?** How can you advocate within your organization for a particular issue to be addressed? Or how can you 'advocate for advocacy'?
   - **?** Why might there by barriers to doing advocacy in your organization? How can you overcome any barriers?
   - **?** How should new advocacy work be included in an organisation's strategic or overall work plan? For example, can you do it now, or should you wait until the start of the next planning cycle?

3. Ask participants to work in small groups, EITHER with colleagues from the same organization OR with participants from similar organizations. Invite participants to produce a plan for how they will integrate advocacy into their organization. Suggest these guide questions:

   - **?** Who in our organization needs to be involved in planning advocacy work?
   - **?** How will we 'advocate for advocacy'?
   - **?** How does advocacy support our mission statement?
   - **?** How can we include advocacy in our organisation's work plan, budget, evaluation plan, job descriptions, etc.?

Facilitators' notes

! If time is short, this activity can be combined with Activity 3.1.

! Encourage participants to use their work from Activity 3.1, if they have done that activity.

! Support participants to think of creative ways to encourage ownership of their advocacy plans among colleagues. These might include creating systems for staff to contribute to decision-making processes in the organization.

! Refer participants to the benefits of advocacy work to assist them in advocating for advocacy in their organizations.

! Encourage participants to truly *integrate* their advocacy work into their organizational plan, rather than simply 'adding it on to the end'.

! Encourage participants to think of the easiest way to integrate their advocacy work – so that the process does not become too lengthy or complex.

Example of Activity 3.3: by NGOs based in Zimbabwe

Example: Plan to increase integration of advocacy into Zimbabwe AIDS Network (ZAN)

Timeframe	Activity	Persons Responsible
July	Meeting of ZAN Secretariat to gain consensus on advocacy	Nadja and Zinzile
July	Write advocacy activities into next year's work plan	Kate, Nadja, Task Force
July	Include budget for advocacy in ZAN's funding proposal to AUSAID (donor)	Kate, Nadja, Task Force
August	Meeting between Secretariat and National Task Force to gain consensus on advocacy	Nadja and Eliot

Timeframe	Activity	Persons responsible
July	Workshop for staff and board, to mainstream advocacy work into MAC and share advocacy skills	Tshuma
September	Three-year strategic planning exercise: ensure advocacy is included in strategic plan	MAC director
Jan	Include advocacy in MAC's capacity building with individual CBOs	Tshuma

Chapter 4
Advocacy in Action Cards for developing practical advocacy skills

Contents

Introduction

Aim: To improve practical skills used to carry out advocacy work

1. This section covers some of the most common and important methods and skills necessary for doing advocacy work. It is linked to Step 7 of the advocacy planning framework.

2. The section is made up of a series of four-page ‘Advocacy in Action’ Cards, which you will find in the pocket at the back of this toolkit. Each card addresses a different advocacy method and follows the same format:

    - Introduction
    - Advantages and Disadvantages of the method
    - Skills-building Activity which can be used to learn and practice the skill
    - ‘How to…’ guide
    - Advice (‘Try to…’ and ‘Try not to…’ tips).

3. The best way to learn skills is to practice them. So, if possible, plan these sessions to allow every participant to practice the skill.

4. It is important to draw on the experience of the participants as much as possible so that they can share experiences. It will also ensure that the sessions are relevant to their situation and be a good balance to group work.

5. Depending on the skills level of the participants, you could ask them to facilitate the skills building sessions using these Advocacy in Action Cards.

6. Alternatively, some may be able to give a short talk on what they found useful/difficult/ challenging about a method they have used, and any advice they would like to share with the whole group. Find out before the workshop which participants would be willing to share their experiences and ask them to prepare a 10-minute talk to include the following information:

    ? What was successful about using the advocacy method?
    ? What did not go well?
    ? What five pieces of advice would you like to share with the whole group?

7. For the media work skills (interviews, press releases and press conferences) you could invite a journalist to come and talk to the group as well as carrying out skills-building activities.

Section II
A Guide for Facilitators

Chapter (1)
The Five Components of the Training Cycle

▪ Handout: Performing the Training Needs Assessment (TNA)

The following step-by step approach will be useful when designing your TNA.

Step One: Identify Problem Needs
- ✓ Determine organizational context
- ✓ Perform analysis on targeted areas/participants
- ✓ Set objectives

Step Two: Determine Design of Needs Analysis
- ✓ Establish method selection criteria (questionnaire, observations, interviews, focus groups etc)
- ✓ Assess advantages and disadvantages for methods (time, number of participants)

Step Three: Collect Participant Data
- ✓ Conduct interviews
- ✓ Administer questionnaires and surveys
- ✓ Review documents
- ✓ Observe people at work

Step Four: Analyze Data
- ✓ Conduct qualitative analysis?
- ✓ Conduct Quantitative Analysis?
- ✓ Determine solutions/recommendations
- ✓ Determine level of knowledge on subject matter and the need for training

Step Five: Provide Feedback
- ✓ Write report/oral presentation
- ✓ Determine next step – What level of training is needed; outline specific areas of training

Step Six: Develop Action Plan
- ✓ The information compiled from the TNA is used as the basis for training design, development and evaluation.
- ✓ An action plan with specific time frames and goals should then be created (duration of training; specify participants, subject matter)

▪ Handout: Sample TNA Form

Although the TNA form is very training specific; a general format can be followed. Below is a TNA form used for a training of trainers workshop.

TOT Pre-Workshop Questionnaire

Participant's Name:	
Job Title:	Department:
1. Describe your current areas of responsibility in your organization.	
2. . Do you have any past training experience? Highlight any challenges you might have faced as trainer?	
3. What do you consider to be your three key strengths as a trainer?	
4. List and describe three key challenges you foresee as a trainer?	
5. How would you describe the difference between a trainer and facilitator?	
6. Have you had any form of gender awareness/sensitization training?	
7. What do you understand by term "gender"?	
8. What are your expectations from the 'Training of Trainers' workshop?	

▪ Handout: The Training Design

Step 5: Develop Instructional Activities

Once the learning activities to be used during the training have been selected, it is very important to document the process of the activity. This will help smooth any rough areas and clarify materials and the procedure, so that you as a facilitator can explain it in a clear and concise manner. The following template can be used as a general format

Activity Name :	
Learning Objectives	▪ What is the purpose of doing the exercise? ▪ What skills/concepts/issues are the participants expected to attain after the exercise? ▪ How will they able to apply it either at work on a personal level?
Methodology	Identify the type of activity; ice-breaker. Presentation, Group Discussion, Brainstorming; charades etc
Time Needed	Make sure to allocate sufficient time; if you are unsure do a dry run of the exercise with your office team
Procedure	Outline the steps required to perform the exercise
Material	Blindfolds? Meta cards? Markers? Identify the materials you will need
Equipment	Printers? Screen? Laptops for group work?
Handouts	Do the participants need extra hand outs or reading material?
Notes	Facilitator notes/key points/guiding questions/Does the group need to be appointed a recorder/presenter/timekeeper etc.?
Debrief	What is the purpose of the exercise? Have they reflected on key leanings and concepts? Have they shared feedback?

▪ Handout: The Training Design

Step 6: Prepare the written training design and Agenda

This template can be adapted as necessary to the needs of the workshop' however an agenda should outline the session name, time, duration, objectives of each session, the facilitators who will lead the presentation, methodology and materials needed.

Workshop Names; Dates

				DAY 1			
	Session Name	**Time**	**Duration**	**Objectives**	**Led by**	**Methodology**	**Materials**
1.	Welcome Address	9.00-9.20	20min	Welcome, introduction of participants; expectations and norm setting and defining the objectives of the workshop	KZR	Talk; brainstorm, discussion	flip chart
2.			40min			Lecturette	Multimedia
3.	Reflection Exercise	10.00-10.45	45min		KZR	Group work	5 tables, 5 screens
		10.45-11.00	15min	**TEA BREAK**			
4.	Group presentations	11.00-12.00	1hr		KZR	Presentations	Multimedia/Flip charts
5.	Presentation of Reflection Studies	12.00-13:00	1hr			Presentations Talk	Multimedia
		13.00-14.00	1hr	**LUNCH BREAK AND PRAYERS**			
6.	Best practice presentations	14:00-15:00	1hr			Power point Presentation	Multimedia
7.	Q&A	15:00-15:30	20min	- Question and answer session to discuss issues raised in the presentations	KZR	Discussion	
		15.35-15.50	15min	**TEA BREAK**			
8.					KZR	Group work	Multimedia, 5 tables, 5 screens

▪ Handout: Facilitator checklist

You can use the following checklist to guide you during your facilitation session.

1. Welcome and Introduce Participants to one another; (an ice breaker can be used here)
2. Introduce the training and its objectives
3. Hear Participant's expectations
4. Make sure the group agrees on the objectives of the discussion and on a common set of rules for collective learning (norms)
5. Encourage participants to participate in the process and in decision affecting the group
6. Ensure that the group achieves its objectives in the allotted time
7. Provide necessary information, equipment, material and other training needs
8. Use pre-determined guiding questions to steer the direction
9. Allow women equal opportunity to speak out
10. Do not encourage sexist jokes
11. Use energizers

- **Handout: Preparation as part of the Training Cycle**

Checklists can help remind you of the little things you may forget. Refer to the sample checklists to help you identify what resources you will need to perform activities, for the participants and what the facilitator will need. After completing it, pass it onto the appropriate department.

Name of Workshop:
Name of Organization:
Dates:

Material for Participants	
Participants Folders	**Requirement/Who**
Copies of Documents	20
Distribution of Documents	Ms. Shazia
Working Documents	20

Name of Workshop:
Name of Organization:
Dates:

Technical On-Site Preparation	
Item	**Requirement**
Laptop Computer	3
Printer	1
Screen	2
Projector	1
Flipchart stands	3
White Board	1
Extension cords	3
Microphones	3
Photocopying Facility	

Name of Workshop:
Organization:
Dates:

Participant Registration Form				
#	**Participant Name**	**Position**	**Organization**	**Contact Detail**
1.				
2.				

Name of Workshop:
Organization Name:
Dates:

On-site Stationary Requirements	
Participant:	
Name Tags	
Ball points *(Black/Blue/Red/Green)*	
Drafting pads (Small/Big)	
High lighter (*Blue/Red/Green/Yellow)*	
Pencils	
Ring Binder	
Markers permanent 90/70 *(Black/Blue/Red/Green)*	
Facilitator / Activities	
Post It Pad	
Colored Markers (white board)	
Rope	
Blind Fold *	
Scotch Tape	
Meta-Cards	
Blue-Tac	
Brown Paper	
Flip Chart Paper	
Dots (round stickers)	
MISC:	
UHU Glue Stick	
Stapler *(Small/Big)*	
Scissor	
Sharpener	
Rubber Bands	
Erasers	

- **Handout: Evaluation**

Live Evaluation	**Performance Indicators, Observation, Focus groups**
End of Training Evaluation	**Surveys, Questioning, Interviews etc**

Regardless of your chosen method of evaluation, live evaluation should assess the level of:

- ✓ Comprehension of subject matter
- ✓ Is the group able to perform the exercise successfully?
- ✓ Are they contributing to the discussion and raising valid points?
- ✓ Are they relating it to their own past experiences and present work?

End of training evaluation is most commonly performed by a survey. Attached is a sample evaluation form.

Training Name
Organization
Dates

Evaluation Form

Your feedback will help improve our future training. Please read each statement and respond using the following scale:

SCALE				
1	2	3	4	5
NO!	No	Yes & no	Yes	YES!

Statement	***Your Rating***
1. The training workshop was relevant to my needs.	
2. The information included was interesting.	
3. The methods used to present topics were effective.	
4. A comfortable climate for discussion/learning was established.	
5. Overall, this workshop was worthwhile.	

6. What did you like best about this workshop?

____
____
____
____

7. What topics did you find most beneficial to your needs?

____
____
____
____

8. Did you find any topics irrelevant or would you have preferred to discuss other topics and if so why?

____
____
____
____

9. Did you find that you will be able to apply the knowledge and skills learnt in your present work?

____
____
____
____

10. Additional Comments:

____
____
____
____

Thank you very much for your feedback.

Name (Optional): ___________________ Date: ______________________________

Chapter (2)
Elements of Advocacy

▪ Module Exercise: Understanding Advocacy

Learning Objectives:
- ✓ To enable participants to be able to use Advocacy as an effective tool
- ✓ To illustrate decision making capabilities and group dynamics
- ✓ To understand the entire process involved in Advocacy

Method(s):
Case Study

Time Needed:
90 minutes

Procedure:
1. Divide participants into working groups of no more then 4

   (10 minutes)

2. Assign one case study to the various groups with a set of problems already identified

   (10 minutes)

3. Each group should then respectively prioritize the set of problems; and highlight the relevant stakeholders

   (15 minutes)

4. The groups should then propose solutions as well as outline the process in achieving the solutions

   (30 minutes)

5. Once the groups have performed the various stages of advocacy themselves, they should present their finding to the other groups

   (30 minutes)

6. Have participants identify what type of advocacy they would use. (People vs. policy)

   (15 minutes)

7. Facilitate an open floor discussion and reach a general consensus on the case study based on group findings.

   (30 minutes)

Equipment:
Multi media, flip charts

Handouts:
Case Study

Notes:

Select a case study that lies within the scope of the participant’s work as they will then already be familiar with relevant stakeholders and bureaucracies. Refer back to the advocacy section in this manual and use the different stages of Advocacy as a guide for the participants to follow.

Debrief:

- ✓ Ask participants if they have understood how to use advocacy effectively and its importance
- ✓ What did participants learn through the exercise?
- ✓ Have they understood the entire process of advocacy and the different stages?

▪ Module Exercise: Advocacy as a Process

Learning Objectives:

- ✓ To enable participants to be able to use Advocacy as an effective tool
- ✓ To understand the entire process involved in Advocacy

Method (s):

Lecture + Brainstorming

Time Needed:

90 minutes

Procedure:

1. Using power point, present the concept of advocacy and cover the four general stages of advocacy.

   (20 minutes)

2. Split the group into working groups between 4-6 and assign each group a possible scenario

   (10 minutes)

3. Ask the groups to identify the "plan of action" at all four key stages. They should map out the process of advocacy, using the scenario given to them.

4. Particularly, ask them to identify the following at ALL stages:
   - ✓ Key Issues
   - ✓ The stakeholders involved
   - ✓ Activity to be undertaken
   - ✓ External Influences
   - ✓ Possible Partnerships
   - ✓ How to build stronger coalitions

   (40 minutes for steps 3/4 combined)

5. Discuss various finding of groups

   (20 minutes)

Equipment:

Multi media, flip charts

Handouts:

Possible Scenarios

Notes:

Select scenarios that lie within the scope of the participant's work as they will then already be familiar with relevant stakeholders and bureaucracies. Refer back to the advocacy section in this manual and use the different stages of Advocacy as a guide for the participants to follow.

Debrief:

- ✓ This exercise, similar to the above mentioned one should reflect the participants' comprehension of the entire advocacy process.
- ✓ Participants should also comprehend the various factors affecting advocacy and the decision making process