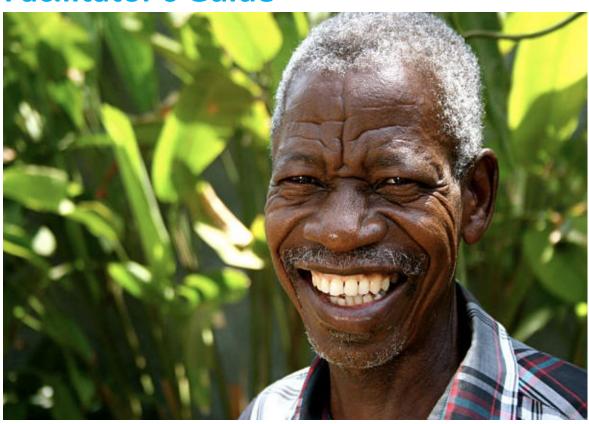# SMART Advocacy Training for Advocacy Core Groups

Facilitator's Guide

Breakthrough ACTION Liberia
July 2021

Table of Content

Acknowledgements

Acronyms

ACG   Advocacy Core Group

CHT   County Health Team

IEC   Information Education Communication

M&E   Monitoring and Evaluation

SBC   Social and behavior change

SMART   Specific, Measurable, Attainable, Relevant, and Time-Bound

TOT   Training of Trainers

USAID   United States Agency for International Development

Section 1: Overview

Introduction to the Facilitator's Guide

This facilitator's guide was produced to train advocacy core groups (ACGs) as part of Breakthrough ACTION Liberia's overall capacity development and implementation of community-based advocacy core groups. It offers conceptual and in-depth methodologies, tools, and step-by-step guidance to individuals who will facilitate SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) Advocacy training specific to ACGs across project locations. The manual is structured into four modules with a general training preparation section.

General Training Preparation: This section presents the specific activities facilitators will need to complete prior to the training. It also includes the overall introduction and opening of the training session. Additionally, this section provides the opportunity for participants and facilitators to get to know each other, agree on norms of the workshop, set and clarify expectations and objectives, and understand participants' prior knowledge of the training content. This section will build trust and set the pace for the rest of the training modules and sessions.

Module One: This module provides an overview of the Breakthrough ACTION Liberia project. In this module, participants will get an overview of the project, as well as the community group concept, the process and importance of group formation and working in a team, and the roles and responsibilities of the ACGs. By completing this module, participants will develop an appreciation of the concept of the ACG and identify and develop skills for dealing with the challenges associated with community group work.

Module Two: This module presents the overall concept of SMART advocacy. The module is intended to provide participants with an in-depth understanding of advocacy, the definition of advocacy, its importance, approaches, and the qualities and skills of an advocate. Further, the module provides relevant tools that enable participants to identify advocacy issues; conduct stakeholder analyses; address oppositions including myths, misconceptions, and mindset; develop advocacy messages; and effectively communicate these messages. Finally, the module explores strengthening capacity for effective stakeholders' engagement and coordination, determining advocacy results, and monitoring and evaluation in advocacy.

Module Three: This module aims to provide information on the accountability and management of ACGs. It provides an opportunity to reflect on steps to ensure ACGs' sustainability and the importance of documentation and report writing. Further, participants will have the opportunity to establish a county-level ACG and its leadership and develop a work plan for the ACG.

Module Four: This module aims to provide a comprehensive analysis of the training outcomes. Activities under this module include administering the training post-test, conducting the final evaluation, and closing the sessions. Both facilitators and participants will have the opportunity to give and receive overall feedback on the training.

Manual development process

A five-day SMART Advocacy training of trainers (TOT) stimulated the development of this training manual (facilitator's guide); two international consultants hired by Breakthrough ACTION Liberia conducted both this training and the subsequent step-down training of ACGs in Lofa, Margibi, and Nimba Counties. The process began with the development of a draft curriculum that was finalized after feedback from the TOT and step-down training.

Breakthrough ACTION Liberia developed this training manual/facilitator's guide to support field staff in building the capacity of ACGs across the project's 12 counties. It will ensure a standardized approach for the training of ACGs.

Section 2: General Training Preparation

Sample Agenda

DAY ONE
Registration
Welcome and opening, introductions, and training goals and objectives
Pre-test
Overview of Breakthrough ACTION Liberia
Community group
Advocacy Core Groups: Definition, purpose, membership, roles and responsibilities, officers, mode of operations, and measuring success
Group/team formation
Advocacy: Definition, importance, process, barriers to advocacy, and what advocacy is not
DAY TWO
Recap of the previous day
Advocacy: Qualities and skills of an advocate
Identifying advocacy issues in your community
Knowing your community's myths, misconceptions, misinformation, and mindsets and using advocacy to address them
Identifying and knowing your advocacy target audience: Power analysis
Effective communication/the advocate as communicator
Public speaking role-play
DAY THREE
Recap of the previous day
Setting SMART advocacy goals and objectives
Advocacy approaches and activities
Developing and delivering advocacy messages
Planning and conducting advocacy
Advocacy dos and don'ts
Tackling opposition
DAY FOUR
Recap of the previous day
Developing and using slogans in advocacy
Working with others for effective advocacy
Determining the results of advocacy

Monitoring advocacy outcomes
Advocacy role-plays
DAY FIVE
Recap of the previous day
Documentation and report writing
Sustainability of ACGs
Development of an action plan and presentation
Post-test
ACG inaugural meeting/election
Workshop evaluation and closing

Introduction to Session 1: Welcome and opening

Duration: 5–10 minutes

Session overview: This session creates room for relaxation and value participants' presence at the workshop and also encourage participants to fully participate in the training.

Objective: Formally welcome participants and declare the training open.

Procedure:

1. **Begin** the training by greeting participants.
2. **Thank** participants for leaving their other important schedules to attend the training, acknowledging their time and commitment in responding to your invitation.
3. **Introduce** yourself and other staff that are with you in the training.
4. **Invite** the senior authority from the County Health Team (CHT) or a representative from the county administration to make a few remarks to officially open the training/workshop and welcome participants.

Preparation: Time arrangement and calling participants' attention

Materials: Sticky note, poster sheets, and markers

Introduction to Session 2: Introduction and setting the climate

Duration: 15–30 minutes

Session Overview: This session will help participants and facilitators learn more about each other and create room for building trust between participants and facilitators.

Objectives:

1. Learn more about each other and build trust.
2. Break the ice among participants.
3. Document expectations and concerns for attention during the course.

Procedure: For the session to be interactive, the facilitator should choose an activity that will help maximize the time taken for self-introduction.

1. **Activity One: Ask** participants to sit in pairs and share the following information with their peer (name, community/organization they are coming from, their role in the communities/society, how they would like to be called in the workshop, one interesting fact they would like to share about themselves and their expectations about the training/workshop). Allow five minutes for this exercise and get participants to return to plenary. Ask participants to return to the larger group and introduce their peer. Allow for each peer to take turns till you reach the last pair.

2. **Activity Two: Ask** participants to stand up if a statement read is true about them. The facilitator then reads the following statements aloud:

   - I am a member of an advocacy group.
   - I like to dance to traditional music/songs.
   - My favorite food is *toborgee*.
   - I have/not attended an advocacy training/workshop before.
   - I have/not done voluntary services with a non-governmental organization, government, or civil society organization before.
   - I do not believe in family planning.
   - I like to watch soccer/football games.
   - This is my first time hearing about Breakthrough ACTION Liberia.
   - I have not conducted an advocacy training/workshop before.
   - I like to eat cassava gravy for breakfast.
   - I have not worked on health issues in my community before.
   - I see no problem with pregnant women delivering at home.

Preparation: Name tags, seating arrangement

Materials: Sticky note, marker, flipchart

FACILITATOR'S NOTE

You can either choose Activity 1 or 2 for the introduction session. You cannot do both activities as this will consume a significant amount of time.

If you chose to do Activity 2 for the introduction session, ask those participants standing up for the first time to introduce themselves by stating their name, community/organization they represent, their position/role, what name they would like to be called throughout the training/workshop, and their expectations about the workshop/training.

Introduction to Session 3: Participants' expectations

Duration: 10–15 minutes

Session overview: This session will help participants and the facilitator better understand the training content, the knowledge needs of participants, and the training delivery efforts.

Objective:

1. Understand what participants hope to achieve from the training.
2. Acquaint participants on training delivery efforts.
3. Document expectations and concerns for attention during the course.

Procedure:

1. **Distribute** sticky notes to participants and ask them to work in pairs.
2. **Ask** each participant to write two to three expectations they have about the workshop on their sticky notes and discuss these expectations with their pair.
3. **Allow** two to three minutes for participants to discuss their expectations with their partner.
4. **Ask** participants to return to the larger group and read their expectations aloud. Write down the expectations on a flipchart or collect the sticky notes and past them on a flipchart.
5. **Ask** participants to share their expectations.

Materials: Flipchart, sticky notes, markers

FACILITATOR'S NOTE

Make sure participants understand that expectations are related to what they want to learn from the workshop, what they will be doing, and what and how they may contribute to the workshop and after. Close the session by explaining to participants whether the training/workshop will address all the expectations they have shared. If participants list expectations that the training/workshop will not address, clarify that with the participants and link them to sources where such knowledge can be accessed.

If participants do not share certain expectations for the training/workshop that they should be aware of, share them with the participants,

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Introduction to Session 4: Workshop norms

Duration: 5–10 minutes

Session Overview: Developing norms is important for guiding how participants and facilitators interact with one another. This activity will help reinforce a climate of respect and trust.

Objectives: Set rules and norms to guide the conduct of all activities during the workshop.

Procedure:

1. **Present** some standard workshop norms to participants.
2. **Ask** participants to review and share additional norms they would like to include.
3. **Write** down the norms on a flipchart
4. **Agree** with participants for rewards and sanctions for compliance and non-compliance to the training/workshop norms.
5. **Agree** with the participants and select a volunteer as Compliance Officer.
6. **Paste** the norms on the wall in front of the room where the training/workshop is taking place.

Preparation: Make COVID-19 and Ebola prevention kits readily available and share them with the participants.

Materials: Flipchart, marker, poster sheet, paper tape or paper gum, PowerPoint of suggested norms

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FACILITATOR'S NOTE

Present the suggested training/workshop norms:

- All mobile phones are on silent mode or are switched off.
- No answering of calls during session (for emergency calls only, walk out of the training room to answer).
- Laptops should be completely closed throughout sessions.
- Respect time (start on time, return from breaks on time, and end on time).
- Show respect for each other (participants and facilitators).
- Respect and maintain confidentiality.
- Be recognized before you speak.
- Avoid side-meetings, keeping focused on this session and the group.
- Speak loudly. Be clear and to the point.
- Respect the views of other participants.
- Actively participate.
- Observe all COVID-19 health protocols (wear a face mask, wash or sanitize hands, maintain physical distance).

Introduction to Session 5: Course overview, objectives, and review of agenda/timetable

Duration: 10 minutes

Session Overview: This presents the overall aim and objectives of the training; as such, both participants and facilitators need to maintain focus on them throughout the training. Time for review and reflection on the objectives is important to ensure a close match to the expectations of the participants.

Objective: Review the course goal, objectives, and timetable for validation.

Procedure:

1. Immediately after setting the participants' expectations, **present** the slide on the training/workshop objectives.
2. **Review** the objectives with the participants to ensure that everyone understood the objectives and the expected outcomes of the training/workshop.
3. **Distribute** the training/workshop agenda/timetable with the participants and review it together.
4. **Explain** to participants how the agenda is designed to ensure that sessions are built on each other to ensure that the objectives of the training are achieved.
5. **Ask** participants if they have any questions or need clarification on the training/workshop objectives.

Preparation: Make copies of the training/workshop agenda/timetable and share them with participants.

Materials: Flipchart, marker, handout (objectives and agenda)

FACILITATOR'S NOTE

Session schedules and topics may change based on the needs of the participants as the training/workshop progresses.

Make sure to go through each objective to ensure participants understand each objective.

Key Discussion Points: Please refer to Introduction, Session 5 PowerPoint

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Introduction to Session 6: Pre-test

Duration: 10 minutes

Session Overview: Understanding the baseline knowledge and skills of participants is important for adapting the training and methodology to the actual needs of participants. The pre-test and training needs assessment present an opportunity for the facilitator to measure the pre-training knowledge and, in some cases, skills of the participants.

Objective: Determine the current knowledge level of participants in relation to advocacy.

Procedure:

1. **Distribute** the pre-test to participants and explain the rationale of the test.
2. Participants complete the pre-test and return to the facilitator.
3. After collecting the pre-test, **distribute** and **explain** the pre/post-test.
4. Participants complete and return the assessment form.

Preparation: Make copies of handouts for participants (pre/post-tests and training needs assessment questionnaire). Develop s pre/post-test answer key to ensure accuracy in the assessment.

Materials: Handouts

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FACILITATOR'S NOTE

All participants must complete the pre-test and training needs assessment questionnaire. The assessment evaluates participants' existing knowledge. This is not a pass or fail test but intended to understand the level of knowledge before the training begins.

Emphasize to the participants the reason and importance of the pre/post-tests. Let participants know that this is only intended to help facilitators tailor their presentations to the needs of the participants so as to improve learning outcomes.

Key Discussion Points: Please refer to the Annex to print out the pre-test.

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Module One: The Project

Module One, Session 1: Overview of Breakthrough ACTION Liberia

Duration: 30 minutes

Session Overview: Participants need to understand the Breakthrough ACTION Liberia social and behavior change (SBC) project and activities. This session presents a summary of the objectives, activities, strategies, and approaches of the project and how the Ministry of Health, CHT, and community participation will help in achieving the project objectives.

Objectives:

1. Receive orientation on the Breakthrough ACTION Liberia project.
2. Increase the knowledge of the roles and responsibilities of the ACG.

Procedure:

1. **Ask** participants if they have heard of Breakthrough ACTION Liberia and what they know about Breakthrough ACTION Liberia in their county.
2. **Present** the PowerPoint slide on Breakthrough ACTION Liberia project overview.
3. **Ask** participants if they have any questions or need you to provide clarification on any of the project objectives and activities.
4. **Respond** to questions from participants and clarify any misunderstanding about the project, approach, and activities.

Preparation: Review and get familiar with the PowerPoint presentation

Materials: Marker, flipchart

Session Type: Presentation and discussion

FACILITATOR'S NOTE

Some participants may want to know what Breakthrough ACTION Liberia is about and its focus (thematic areas). Others may want to know about the duration and coverage of the project.

Explain that Breakthrough ACTION Liberia is a flagship integrated SBC project funded by USAID.

Key Discussion Points: Please refer to Module One, Session 1 PowerPoint

- Who is involved in advocacy and why are we engaging them in decision-making?

Module One, Session 2: Community Groups: Definition and importance, features, roles, and responsibilities

Duration: 60 minutes

Session Overview: This session introduces the concept of community groups and volunteerism, outlining the features, roles, responsibilities, and the stages of forming community groups. The session is intended to set the tone for the discussion of the ACG.

Objectives:

1. Define community group.
2. List at least three important aspects of a community group.
3. Discuss three features of a community group.
4. Explain at least four roles and responsibilities of a community group.

Procedure:

1. **Split** participants into groups of five members and allow 10–15 minutes for the group exercise.
2. **Ask** participants in their small groups to define a community group and what they think are the roles and responsibilities of a community group.
3. **Ask** participants to share their experience of a community group they belong to.
4. **Clarify** responses from participants and present the PowerPoint slides on community groups.

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, poster sheet, PowerPoint

Session Type: Lectures, small group work, presentation

FACILITATOR'S NOTE

The purpose of asking a series of questions about community groups and having participants share their experience is to check their understanding of the roles, responsibilities, and functions of a community group and how these groups are formed. The process also provides an opportunity for you to determine if any participants are already providing some voluntary services to their communities. Link the discussion from this session to the session on ACG operations, including roles and responsibilities.

Key Discussion Points: Please refer to Module One, Session 2 PowerPoint

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Module One, Session 3: Overview of the Advocacy Core Groups (definition, purpose, membership, roles and responsibilities, officers, modes of operation, and measuring success)

Duration: 60 minutes

Session Overview: This session presents the concept of the ACG. Participants will learn about their roles and responsibilities as ACG members and how the ACG should generally function within their communities, districts, and counties, including how to measure the success of the ACG.

Objectives:

1. Define "Advocacy Core Group."
2. Expand on the roles and responsibilities of an ACG.
3. Discuss the mode of operations of the ACG.
4. Identify at least four expected results to measure the performance of an ACG.
5. Present roles and responsibilities of the ACG Executive Committee/leadership and individual officers.

Procedure:

1. **Begin** the session by presenting the PowerPoint on the overview of an ACG.
2. **Provide** background on the formation of an ACG at the community level.
3. **Elucidate** on the mode of operations and roles and responsibilities of an ACG.
4. **Highlight** expected changes ACGs will facilitate at the community level.
5. **Ask** participants if they have any questions or need clarification on the formation of the ACG and its roles and responsibilities.
6. **Provide** appropriate responses to the participants.

Preparation: Review and get familiar with PowerPoint presentation; make copies of the ACG roles and responsibilities sheet.

Materials: Flipchart, marker, ACG terms of reference

Session Type: Presentation and discussion

FACILITATOR'S NOTE

Participants may want to know much about the function of the ACG, and they may also want to know how they are going to be supported and by whom.

Emphasize the voluntary and independent nature of the ACG and ensure participants understand this is a community initiative; therefore, they need to take ownership of the group and its activities.

Emphasize to the participants that Breakthrough ACTION Liberia's role will be mainly to provide technical support through mentorship.

Highlight that the ACG will have a leadership structure comprising of a Chairperson, Vice Chairperson, Secretary, and Assistant Secretary, along with advisors and other group members; the ACG's membership may eventually evolve into having a board of directors, once it develops as a community-based organization.

Key Discussion Points: Please refer to Module One, Session 3 PowerPoint

Module One, Session 4: Group/team formation

Duration: 60 minutes

Session Overview: This session is aimed at ensuring participants understand the value of working as a team in any advocacy effort. As such, the session presents the definition of a team, the need for a team approach, and characteristics of a team, stages of team development, skills required for an effective team, mitigating and hindering factors in a team, and team management.

Objectives:

1. Define "a team" and "teamwork."
2. List at least four characteristics of an effective team.
3. Explain four benefits of teamwork.
4. Explain the four stages of teamwork/development.
5. Expand on four factors that can hinder teamwork.
6. Discuss at least five factors that promote teamwork.

Procedure:

1. **Tell** participants they will be working in small groups for the next five minutes.
2. **Ask** participants to split into groups of four persons.
3. **Ask** participants to discuss their experience working in a team in their small groups.
4. **Ask** a representative from each group to read aloud the experiences shared.
5. **Give** each member of a group a broomstick and ask them to attempt to break the broomstick at once.
6. After the attempt to break the broomstick, **give** the group a bunch of brooms and ask them to repeat the same exercise by attempting to break the bunch of brooms at once.
7. **Ask** participants which process was easy and why, and which was difficult or impossible and why.
8. **Show** PowerPoint presentation on team formation.

Preparation: Review and get familiar with the PowerPoint presentation; make sure to have local brooms (at least two brooms which the groups can rotate) in the room.

Materials: Flipchart, markers, sticky notes, brooms

Session Type: Brainstorming, small group discussion, and presentation

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FACILITATOR'S NOTE

Participants may want to know how to deal with challenges or problems in a team, while others may want to know how to keep a team together and strong. Emphasize the four processes of team building: Forming, Storming, Norming, and Performing.

The broom/any other exercise is meant to demonstrate the essence of a team. Therefore, emphasize the need for and importance of commitment, working together, supporting each other, and creating a positive atmosphere.

Explain to participants that advocacy requires teamwork, and ACGs have to work as a team in order to succeed in their advocacy efforts.

Key Discussion Points*:* Please refer to Module One, Session 4 PowerPoint

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Module Two: Advocacy

Module Two, Session 1: Advocacy: Definition, importance, process, barriers to advocacy, and what advocacy is not

Duration: 60 minutes

Session Overview: This session is aimed at introducing participants to the concept of advocacy. The session defines advocacy and outlines the importance, bottlenecks, and processes of advocacy, including barriers to advocacy. It also highlights what advocacy is not. This is meant to provide both new knowledge and serve as a refresher for participants who have attended an advocacy training before.

Objectives:

1. Define advocacy correctly.
2. Discuss what advocacy is not.
3. Discuss three important aspects of advocacy.
4. Describe the advocacy process.
5. List four barriers to advocacy.

Procedure:

1. **Show** PowerPoint presentation on "Introduction to advocacy."
2. **Split** participants into groups of four. **Ask** them to select a group facilitator and a reporter. Tell participants they have five minutes for the small group discussion.
3. **Ask** participants if they have been part of an advocacy effort before. Ask those who responded *YES* to the question to share their experience in their small group discussion.
4. After participants return to the plenary, **ask** participants to share the discussion they had in the group about their experience with advocacy.
5. **Write** down the experiences on a flipchart paper and allow other participants to ask questions or seek clarification.

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, poster sheet

Session Type: Small group exercise, presentation, and discussion

Module Two, Session 2: Advocacy: An advocate's qualities and skills

Duration: 60 minutes

Session Overview: This session is aimed at deepening the understanding and skills of participants in relation to advocacy. The session presents the skills and qualities of an advocate and highlights who is not an advocate. Participants will have the opportunity to discuss and learn essential skills and qualities that an advocate should possess.

Objectives:

1. Define who an advocate is.
2. Discuss at least five qualities of an advocate.
3. List essential skills an advocate should possess.
4. Discuss who is not an advocate.

Procedure:

1. **Ask** participants what they think are the qualities of an advocate.
2. **Ask** participants what skills they think an advocate must have.
3. **Acknowledge** participants' contributions.
4. **Write** down participant responses on a flipchart.
5. **Present** PowerPoint on "who is an advocate."

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker

Session Type: Brainstorming, presentation, and discussion

Module Two, Session 3: Identifying advocacy issues in the community

Duration: 60 minutes

Session Overview: This session is aimed at introducing participants to the methods used to identify advocacy issues in their communities. Participants will learn how to engage their communities in identifying issues that require advocacy efforts.

Objectives:

1. Define an advocacy issue at the community level.
2. Discuss why the issue is critical to the community.
3. Enumerate three ways to identify an advocacy issue.

Procedure:

1. **Make** the PowerPoint presentation on "Identifying advocacy issues in your community."
2. **Tell** participants that they are going to work in groups of four and this will take ten minutes.
3. **Give** flipchart or poster sheet and marker to each group.
4. **Give** each group the instruction handout (the questions the participants are expected to respond to).
5. **Ask** participants in their groups to write down what an advocacy issue is and why they think that.
6. **Ask** participants to share their experience in identifying advocacy issues in their communities or elsewhere.
7. **Ask** participants to write down the methods they used in identifying issues.
8. **Give** each group three minutes to present their responses to the plenary session.
9. **Acknowledge** participants' contributions and provide clarification.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of group work guidelines/instructions.

Materials: Flipchart, marker, poster sheet, masking tape

Session Type: Group work, presentation, and discussion

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FACILITATOR'S NOTE

Explain to participants that they can identify advocacy issues through multiple channels, and they should take into account a range of mixed methodologies in the identification of issues for advocacy in the community.

Emphasize that identifying advocacy issues must be community-driven, and consideration must be given to marginalized communities or groups.

Key Discussion Points: Please refer to Module Two, Session 3 PowerPoint

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Module Two, Session 4: Knowing your community's myths, misconceptions, misinformation, and mindsets and using advocacy to address them

Duration: 60 minutes

Session Overview: This session is aimed at preparing participants for community analysis so participants understand the opportunities and challenges relating to advocacy initiatives and or efforts. Participants will learn skills and techniques to address myths, misconceptions, misinformation, and mindsets through advocacy.

Objectives:

1. Define/describe what knowing your community is.
2. Identify common myths, mindsets, misconceptions, and wrongful beliefs.
3. Discuss how these myths and misconceptions make change difficult.
4. Discuss change generally and how change can happen in a community.
5. Discuss the advocate as a change agent.

Procedure:

1. **Show** PowerPoint presentation on "Change process and an advocate as a change agent."
2. **Tell** participants they are going to work in small groups.
3. **Divide** participants into six groups according to Breakthrough ACTION Liberia's thematic areas.
4. **Introduce** the groups and either ask participants to join the group they are passionate about or ask them to count one to six and repeat the process until all participants have found a group.
5. If you chose to ask participants to choose a group, make sure all groups have an equal number of members or no one group has more members than the others.

6. **Share** with participants the group instruction and tell them they are going to work together for the next ten minutes.

   Group work instructions

   In your groups, discuss the following:

   a. Identify myths, misconceptions, wrongful beliefs, and mindsets in your communities.
   b. Discuss how these myths and other factors have hindered progress (change) in your communities.
   c. Identify how these can be corrected.

7. Ask participants to return to their seats and ask each group to take two minutes to present their work. Allow non-group members to ask questions or seek clarification.

Preparation: Prepare flipchart or poster sheet with the group name written at the top; make copies of group work guidelines/instruction.

Materials: Flipchart, poster sheet, marker, masking tape

Session Type: Group work, presentation, and discussion

FACILITATOR'S NOTE

Make sure participants understand how myths, misconceptions, mindsets, and prejudice can affect advocacy efforts and outcomes. Therefore, emphasize the following:

- Understanding what a community is and the specific nature of the communities we work in is an important step in advocacy. Anything we do in a community requires us to be familiar with its people, its issues, and its history.
- Carrying out an intervention or building a coalition is far more likely to be successful if they are informed by the culture of the community and an understanding of the relationships among individuals and groups within it.
- An extremely important part of any community assessment, therefore, is to start by finding out as much about the community as possible—its physical and geographical characteristics, its culture, its government, and its assumptions.
- As an advocate, having a good knowledge and understanding of your community is critical and helpful.

Key Discussion Points: Please refer to Module Two, Session 4 PowerPoint

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Module Two, Session 5: Identifying and knowing your advocacy targets/ audience: power analysis

Duration: 60 minutes

Session Overview: This session is aimed at deepening participants' understanding and skills in targeting the right audience with the right message in the right place during advocacy efforts. The session presents practical and hands-on demonstrations of mapping stakeholders, analysis, and power analysis.

Objectives:

1. Define "advocacy audience."
2. Discuss three reasons why such an audience is a target for advocacy.
3. Identify key persons in the community for targeted advocacy.
4. Discuss three ways audience analysis is important.
5. Discuss three approaches that can be used to engage various advocacy audiences based on the analysis conducted.

Procedure:

1. **Begin** the session by *asking* participants to describe to whom they have advocated before.
2. **Follow up** by asking participants to differentiate between an advocacy target audience and an audience of other activities such as IEC or a social and behavior change communication (SBCC) campaign.
3. **Write** down responses from participants and acknowledge their contributions.
4. **Make** PowerPoint presentation on stakeholders' analysis.
5. **Ask** participants to return to their groups according to Breakthrough ACTION Liberia thematic areas. Tell them they are going to use the next 15 minutes to practice stakeholder analysis using the tool you are going to provide to them.
6. **Provide** copies of the stakeholders' analysis tool to each group with a flipchart and marker pen.
7. After 10 minutes, **ask** each group to paste their group exercise on the wall in the training room and prepare for their presentation.

    Explain the presentation approach as follows:

    a. All participants will move to one of the group's posters pasted on the wall and form a semi-circle.
    b. A representative from the group whose poster participants are gathered around will make a presentation.
    c. Allow non-group members to ask questions and or seek clarification.
8. **Close** the session by acknowledging participants for the group work presentation and provide any clarification.

Preparation: Make copies of stakeholder's analysis handout; copy group work instructions; review and get familiar with the PowerPoint presentation.

Materials: Flipchart, poster sheet, marker, and masking tape

Session Type: Brainstorming, presentation, group work

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FACILITATOR'S NOTE

Facilitators should help participants understand the differences between advocacy audiences and audiences of other activities such as IEC or BCC campaigns.

Highlight and emphasize power dynamics and power relations. Help participants understand that power can change from time to time and from one person to another.

Key Discussion Points*:* Please refer to Module Two, Session 5 PowerPoint

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Module 2, Session 6: Effective communication (the advocate as communicator)

Duration: 60 minutes

Session Overview: This session is aimed at improving the communication skills of participants in relation to advocacy. The session defines effective communication and presents major elements of communication, basic communication skills, and public speaking.

Objectives:

1. Define effective communication in advocacy.
2. Discuss five key elements of communication (sender, receiver, message, media, and feedback)
3. Note four communication skills that an advocate must have.
4. List at least three barriers to communication
5. Discuss ways by which advocates can improve their communication skills.
6. Improve the public speaking skills of participants as advocates.

Procedure:

1. **Begin** the session with the communication game. Tell participants you will need four volunteers to play the game.
2. **Whisper** a message into the ears of the first volunteer, who in turn passes on the message to the second until the message gets to the last volunteer.
3. **Ask** the last, second, and first volunteers to say what was whispered.
4. **Ask** reasons for the distortions and what effective communication looks like.
5. **Present** the PowerPoint on effective communication.
6. **Ask** participants what it means to an advocate and how an advocate can improve his/her communication skills.

7. **Select** two participants (volunteers) and share the scenario on public speaking (see Annex A for the scenario).
8. **Review** scenario with volunteers and ask them to present the topic to the rest of the participants in the room.

Preparation: Make copies of the scenario on public speaking demonstration; review and get familiar with the PowerPoint presentation.

Materials: Flipchart, poster sheet, marker, masking tape, handouts

Session Type: Game, presentation and discussion, simulation exercise

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FACILITATOR'S NOTE

Effective communication is an important tool and skill for advocacy. Therefore, help participants understand how effective communication can help the achievement of advocacy outcomes. Emphasize basic skills in communication as well as the barriers to communication. At the end of the session, check if participants can clearly define effective communication and state how they can improve their communication skills as advocates.

Key Discussion Points: Please refer to Module Two, Session 6 PowerPoint

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Module Two, Session 7: Setting SMART Advocacy goals and objectives

Duration: 45 minutes

Session Overview: This session is aimed at enabling participants to develop SMART goals and objectives in order to effectively measure their advocacy efforts. The session defines goals and objectives, describes the key elements of SMART goals and objectives, and identifies key questions to help participants determine SMART goals and objectives.

Objective:

1. Define "SMART goals and objectives."
2. Identify and understand the difference between goals and objectives
3. List key questions to determine whether goals and objectives are SMART or not.
4. Develop SMART goals and objectives based on advocacy issues identified during the training.

Procedure:

1. **Present** PowerPoint on "Setting SMART advocacy goals and objectives."
2. **Invite** questions from participants; respond to questions or comments and provide clarifications as well.
3. **Ask** participants to return to their groups according to Breakthrough ACTION Liberia's thematic areas.

4. **Present** group work instructions/guidelines.
5. **Tell** participants that they have ten minutes to complete the group work and three minutes to present the group work.

Preparation: Review and get familiar with the PowerPoint; print out group work instruction/guidelines.

Materials: Flipchart, marker, poster sheet, paper gum or masking tape, PowerPoint

Session Type: Presentation, group work

FACILITATOR'S NOTE

The facilitator should explain further the abbreviation SMART and help participants understand the causal relationship between goals and objectives. Emphasize that the success of advocacy begins with defining clear goals and objectives. Highlight and emphasize the key questions to determine SMART goals and objectives.

Key Discussion Points: Please referrer to Module Two, Session 7 PowerPoint

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Module Two, Session 8: Advocacy approaches and activities (workshop, consultative meeting, town hall meeting, dialogue session, media briefing)

Duration: 30 minutes

Session Overview: As an advocate cannot rely on a single approach for successful advocacy, this session is aimed at helping participants identify and understand multiple approaches and activities that can be used in advocacy. Participants will review the process of achieving change and define, discuss, and review a list of advocacy approaches and activities.

Objectives:

1. Note at least four advocacy approaches/activities.
2. Describe three of these approaches.

Procedure:

1. **Present** PowerPoint on "Advocacy approaches and activities."
2. **Ask** participants to share their experience of an advocacy approach they have used in the past.
3. **Write** down responses from participants on a flipchart.
4. **Thank** participants for their contributions.

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, poster sheet, marker

Session Type: Brainstorming, presentation

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FACILITATOR'S NOTE

Recap the session on setting advocacy goals and objectives. Be sure to provide clarification on any of the approaches or activities that participants may have doubts about or did not fully understand. Wrap up the session by asking participants to outline how they will use these approaches and activities in their advocacy.

Key Discussion Point: Please refer to Module Two, Session 8 PowerPoint

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Module Two, Session 9: Developing and delivering advocacy messages

Duration: 60 minutes

Session Overview: This session is aimed at developing the knowledge and skills of participants in developing and delivering advocacy messages. The session defines what an advocacy message is and outlines key steps required for developing advocacy messages and indicators of quality advocacy messages.

Objectives:

1. Define an advocacy message.
2. Mention at least three considerations in developing an advocacy message.
3. Develop at least one advocacy message.

Procedure:

1. **Present** PowerPoint on "Developing and delivering advocacy message."
2. **Ask** participants to return to their groups according to Breakthrough ACTION Liberia's program thematic areas.
3. **Provide** the group exercise guidance handout to each group and instruct participants to develop advocacy messages.
4. **Inform** participants that the messages will be used during role-plays the following day.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of guidelines for developing advocacy messages.

Materials: Flipchart, poster sheets, marker, sticky notes

Session Type: Brainstorming, plenary, and group exercise

Module Two, Session 10: Planning and conducting advocacy

Duration: 60 minutes

Session Overview: This session is aimed at enlightening participants on the importance of planning and steps in implementing advocacy. The session defines planning in advocacy, highlights the importance of planning, identifies steps in planning and conducting advocacy, and outlines essential tips for planning and conducting advocacy.

Objectives:

1. Describe steps involved in planning and conducting advocacy interventions.
2. Discuss at least three ways a step-by-step approach to conducting advocacy is important.

Procedure:

1. **Show** PowerPoint presentation on "planning and conducting advocacy."
2. **Ask** participants to work in pairs.
3. **Give** participants sticky notes and ask them to write their responses to the question/instruction.
4. **Ask** participants to share their experience of a previous advocacy activity conducted or participated in.
5. **Note** the steps followed in the planning by participants.

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, sticky notes, marker

Session Type: Brainstorming, presentation, and discussion

Module Two, Session 11: Dos and don'ts in advocacy

Duration: 60 minutes

Session Overview: This session aims to enlighten participants on what *to* do and what *not* to do during advocacy in order to ensure successful advocacy. The session presents essential tips: the "Dos and Don'ts" of advocacy.

Objectives:

1. State at least five "dos" in advocacy
2. State at least five "don'ts" in advocacy.

Procedure:

1. **Show** PowerPoint presentation on "Dos and Don'ts" of advocacy.
2. **Tell** participants they are going to work in groups, then divide participants into four groups.
3. **Ask** two of the groups to work on the "Don'ts" of advocacy and the other two groups to work on the "Dos," based on the advocacy issues they have identified.
4. **Provide** a flipchart and marker to each group.
5. **Tell** participants they have ten minutes to complete the group work, and each group will take two minutes to present.
6. After the ten minutes, **ask** participants to return to their seats, collect the group work flipcharts, and post them in front of the training room.
7. **Ask** each group to send a representative to present their group work.
8. **Acknowledge** participants' contributions and make any necessary clarifications.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of group work instruction.

Materials: Flipchart, marker, masking tape

Session Type: Group exercise and discussion

Module Two, Session 12: Handling opposition

Duration: 60 minutes

Session Overview: This session is aimed at providing the knowledge and skills that will enable participants to effectively address and handle opposition in their advocacy efforts in the community. The session defines what opposition to advocacy is, identifies an opponent to advocacy and their actions, and describes the effects of opposition to advocacy and how they can be handled effectively by an advocate.

Objectives:

1. Define "opposition."
2. Identify likely persons or groups that could constitute opposition to your advocacy.
3. List at least three actions of the opposition to an advocacy issue or cause
4. Discuss at least three effects of opposition to an advocacy cause.
5. Identify at least four effective actions in handling the opposition.

Procedure:

1. **Ask** participants to break out in groups of four members.
2. **Give** the following instructions for the small group exercise:

   Discuss and share your experience in handling opposition to a good cause:

   a. What was the issue you pursued and what were the actions of the opposition?
   b. What were the effects of the actions of the opposition?
   c. How did you handle it?
3. **Ask** participants to present their group work from where they sit.
4. **Acknowledge** participants' contributions and make any necessary clarifications.
5. **Present** PowerPoint slides.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of group work guidelines/instructions.

Materials: Flipchart, marker

Session Type: Group exercise, presentation, and discussion

FACILITATOR'S NOTE

Tell participants to be conscious of the fact that not everyone will support them or their efforts, and therefore, they need to be on the lookout and plan to counter the actions of opposition in a strategic and systematic manner. Make sure participants can highlight strategies to effectively handle opposition throughout the session. Emphasize clear examples. Do not allow participants to leave the session with any confusion or mixed messages.

Key Discussion Points: Please refer to Module Two, Session 12 PowerPoint

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Module Two, Session 13: Developing and using slogans in advocacy

Duration: 60 minutes

Session Overview: This session is aimed at reinforcing the knowledge and skills of participants in developing an appropriate and catchy slogan for the advocacy issues/cause. The session provides an opportunity for practical and hands-on experience in developing slogans. Further, the session defines "slogan," highlights the attributes of a good slogan, steps in creating a catchy slogan, and, at the same time, lists the importance of a slogan and offers tips for writing an effective slogan.

Objectives:

1. Define branding in advocacy.
2. List three important effects of branding in advocacy
3. Create brands (including hashtags) for advocacy areas on the Breakthrough ACTION Liberia project.

Procedure:

1. **Ask** participants to attempt a definition or description of branding.
2. **Ask** participants to name any advocacy brand they are aware of or used in the past.
3. **Make** the presentation on "Developing advocacy slogans."
4. **Ask** participants to return to their groups as per Breakthrough ACTION Liberia project thematic areas. And give them a flipchart and markers.
5. **Share** the group work instructions/guidelines with the groups.
6. After 10 minutes, **ask** participants to return to plenary

7. **Ask** each group to take two minutes to present their group exercise to the rest of the participants.
8. **Acknowledge** participants' contributions and make any necessary clarifications.

Preparation: Make copies of group exercise guidelines/instructions; review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, group exercise guidelines/instructions

Session Type: Group work, presentation, and discussion

FACILITATOR'S NOTE

Participants may want to know the essence of slogans, especially when their advocacy is focused at the community level. Emphasize that ACGs can create and use brands and identities for their advocacy cause. Remind them that short messages can easily stay in the minds of people and helps highlight the point of their goals.

Key Discussion Points: Please refer to Module Two, Session 13 PowerPoint

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Module Two, Session 14: Working with others for effective advocacy

Duration: 60 minutes

Session Overview: This session is aimed at ensuring that participants understand the value of coordination in advocacy. It provides participants with the skills to engage others for effective advocacy. During this session, participants will have the opportunity to discuss and learn about the benefits and challenges of working together and identify like-minded persons or groups.

Objectives:

1. Define or describe working with others for effective advocacy.
2. List four advantages of working with others.
3. Discuss four ways to identify persons or groups of like minds for high-impact advocacy.
4. Name four ways to sustain work with others for advocacy.

Procedure:

1. **Ask** participants to share their experiences of working with others to promote a good cause.
2. **Ask** participants to state the benefits and challenges of such ventures.
3. **Make** PowerPoint presentation on "working with others for effective advocacy."
4. **Ask** participants to return to their groups as per Breakthrough ACTION Liberia project thematic areas.
5. **Provide** group exercise guidelines/instructions.

Preparation: Make copies of group exercise guidelines/instruction; review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, masking tape

Session Type: Brainstorming, presentation, discussion, group exercise

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<p align="center">FACILITATOR'S NOTE</p>

Coordination and working with others are important aspects of advocacy. However, note the challenges and prepare participants for how to deal with the daily challenges of working with others. Let participants know that coalition building does not come easy, and it requires building trust. Emphasize the need for participants to identify and work with persons or groups of like minds in advocacy.

Key Discussion Points: Please refer to Module Two, Session 14 PowerPoint

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Module Two, Session 15: Determining advocacy results

Duration: 60 minutes

Session Overview: This session is aimed at helping participants produce results for their advocacy issue and determine the success of their advocacy effort. It provides practical and hands-on skills in developing advocacy results. The session presents the definition and features of advocacy results, the importance of evidence, requirements for good results, and how to determine advocacy results.

Objectives:

1. Define "results."
2. List at least three results for the thematic areas used by the Breakthrough ACTION Liberia project.
3. Discuss three factors that are responsible for achieving advocacy results.

Procedure:

1. **Show** a PowerPoint presentation on determining advocacy results.
2. **Ask** participants to return to their group according to Breakthrough ACTION Liberia's thematic areas.
3. **Provide** group work instruction/guidelines.
4. Participants make their presentations after group work.
5. **Acknowledge** participants' contributions and provide clarification if necessary.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of group exercise guidelines/instructions.

Materials: Flipchart, marker, masking tape

Session Type: Group exercise, brainstorming, presentation, and discussion

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FACILITATOR'S NOTE

Participants may confuse activities with results; ensure they are able to distinguish results from activities and input.

Key Discussion Points: Please refer to Module Two, Session 15 PowerPoint

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Module Two, Session 16: Monitoring and evaluation in advocacy

Duration: 60 minutes

Session Overview: This session is aimed at reinforcing the capacity of participants in monitoring and evaluating advocacy outcomes. The session defines and outlines the difference between monitoring and evaluation (M&E), discusses reasons for M&E, and explores the importance of evidence in advocacy. Finally, the session outlines and discusses M&E approaches and the benefits of M&E.

Objectives:

1. Define "monitoring and evaluation."
2. Discuss at least three ways M&E is important to advocacy.
3. List at least three M&E approaches in advocacy.
4. List at least two benefits of evidence in advocacy M&E.

Procedure:

1. **Ask** participants how they have monitored and evaluated advocacy activities they have been involved in.
2. **Write** down participants' contributions on the flipchart.
3. **Acknowledge** participants' contributions and make necessary clarifications.
4. **Show** PowerPoint on "Monitoring and evaluating advocacy outcomes."

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, masking tape

Session Type: Brainstorming, presentation, and discussion

Module Two, Session 17: Advocacy role-plays

Duration: 60 minutes

Session Overview: This session is intended for participants to demonstrate their advocacy skills learned in the training. Groups of participants will take turns in developing their role-play topic and presentation. The facilitator and the rest of the participants will provide feedback.

Objectives:

1. Define role-play.
2. List at least two important reasons for role-plays in training.
3. Stage series of role-plays for skills development.

Procedure:

1. **Inform** participants of the use and importance of role-plays in training especially building attitude and skills.
2. **Give** scenarios and guidelines, including time for the role-plays.
3. **Ask** participants to return to their groups for the role-plays.
4. **Invite** participants to present their role-plays.
5. **Provide** an opportunity for discussion and feedback.

Preparation: Make copies of role-play scenario for each group.

Materials: Role-play handout (scenarios)

Session Type: Role-play, discussion

FACILITATOR'S NOTE

Ask participants to use the scenarios provided to prepare their advocacy role-play. Make sure the role-play participants understand that the advocacy process needs to be reflected in the role-play.

Key Discussion Points: See role-play scenarios

Module Three: Accountability and Management

Module Three, Session 1: Documentation and report writing

Duration: 60 minutes

Session Overview: This session is aimed at providing participants with knowledge and skills in documentation and enables them to document their activities and produce quality reports. The session covers the definition and importance of documentation and reporting in advocacy. It discusses evidence needed for documenting advocacy outcomes and the types of reports required from the ACGs.

Objectives:

1. Define "documentation."
2. State at least three important reasons for documentation, including report writing in advocacy.
3. List at least three pieces of evidence needed in documenting advocacy efforts and outcomes.
4. Discuss types of reports required from ACGs.

Procedure:

1. **Ask** participants what documentation means to them.
2. **Ask** what kinds of documentation they have done before.
3. **Ask** participants why they think it important to document their work or experience.
4. **Write** down participants' responses on a flipchart.
5. **Acknowledge** participants' contributions and make the necessary clarifications.
6. **Present** PowerPoint on "documentation and reporting."

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, masking tape

Session Type: Brainstorming, presentation, and discussion

FACILITATOR'S NOTE

ACGs are expected to document and report on their activities after the training when the group is formed. Re-emphasize the importance of documentation by the ACG and reiterate that reports are the tools that convey the evidence for the ACG's activities and success. Discuss what needs to be put in place for the ACG to properly document its activities and ensure the participants document the recommendations/suggestions coming out of this session.

Key Discussion Points: Please refer to Module Three, Session 1 PowerPoint

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Module Three, Session 2: Sustainability of ACG

Duration: 60 minutes

Session Overview: This session is intended to help participants both develop a sense of ownership of the ACG and come up with strategies and actions that will help them maintain the ACG beyond Breakthrough ACTION Liberia's project lifespan. The session defines sustainability and discusses strategies and actions to maintain an ACG.

Objectives:

1. Define "sustainability."
2. Discuss the elements of sustainability.
3. List at least four ways by which the existence and operations of ACG can be sustained.

Procedure:

1. **Present** PowerPoint on "sustainability of ACG."
2. **Ask** participants how they think ACG can continue and be sustained beyond the Breakthrough ACTION project period.
3. **Write** down participants' responses on a flipchart.
4. **Acknowledge** participants' contributions and make necessary clarifications.

Preparation: Review and get familiar with the PowerPoint presentation.

Materials: Flipchart, marker, masking tape

Session Type: Brainstorming, presentation, and discussion

FACILITATOR'S NOTE

The participants taking ownership of the ACG is an important aspect of the group's development. Identifying and addressing barriers to sustainability is also important; for instance, one of the most common barriers may be denial and resistance to change by group members. Therefore, emphasizing accountable leadership, volunteerism and community acceptance, and ownership of the ACG is critical.

Key Discussion Points: Please refer to Module Three, Session 2 PowerPoint

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Module Three, Session 3: Development of action plan and presentation

Duration: 60 minutes

Session Overview: This session is aimed at enabling participants to develop an action plan for their advocacy intervention. The session defines an "action plan"; outlines and discusses steps, purpose, and importance of an advocacy action plan; and provides practical exercises to engage participants in action plan development.

Objectives:

1. Define "action plan."
2. Note at least four important items in an action plan.
3. List at least four elements of an action plan.
4. Develop a six-month action plan.

Procedure:

1. **Present** PowerPoint on developing an action plan.
2. **Ask** participants why they think an action plan is important.
3. **Write** down participants' responses on a flipchart.
4. **Acknowledge** participants' contributions and make necessary clarifications.
5. **Ask** participants to return to their groups determined by Breakthrough ACTION Liberia thematic areas so groups can develop an action plan.
6. **Share** group work instructions and the action plan template with participants.

Preparation: Review and get familiar with the PowerPoint presentation; make copies of the action plan template and group work guidelines/instructions.

Materials: Flipchart, markers

Session Type: Brainstorming, presentation, discussion, group exercise

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FACILITATOR'S NOTE

At the end of this session, participants are to come up with a draft action plan for the ACG activities in their respective districts. Therefore, the group exercise will work better if it focuses on the district level.

Key Discussion Points: Please refer to Module Three, Session 3 PowerPoint

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Module Three, Session 4: ACG inaugural meeting/election

Duration: 60 minutes

Session Overview: This session is aimed at establishing the ACG and its governance system. The session presents the opportunity to facilitate the election and installation of the ACG's executive committee. The session presents the election guidelines, roles, and responsibilities of the executive committee; conduct of the elections; and inauguration of elected officials.

Objectives:

1. Elect ACG officers.
2. Define operational details.
3. Decide how to work together to achieve the group's objectives.

Procedure:

1. **Explain** to the participants that they will be electing the leadership of the ACG.
2. **Invite** the electoral committee to announce the positions for which the participants will be voting.
3. **Recap** the roles and responsibilities of the executive committee members.
4. The electoral committee provides guidelines for the election, including assuring a gender balance as much as possible.
5. Electoral Committee calls for nominations for the four positions (Chairperson, Co-Chairperson, Secretary, and Assistant Secretary) at different times.
6. Candidates for Chairpersons are nominated and voted for, and the winner is declared.
7. Repeat the same process for other positions.
8. An official swears in electees. **Provide** an opportunity to hold an inaugural meeting.

Preparation: Identify electoral committee members; make copies of election guidelines; notify county official well in advance to perform the swearing-in ceremony.

Materials: Flipchart, poster sheet, sticky notes, marker

Session Type: Plenary

FACILITATOR'S NOTE

Remind participants that the sustainability of the ACG will rely on its leadership, and therefore, individuals should be chosen based on their ability to influence, as well as on their motivation and time commitment to the role. Be sure to invite a county official, County Health Officer, county superintendent, or their designee as a decision-maker who witnesses the

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elections and performs the swearing-in ceremony. This is the first step to organizing the group, as they will be recognized from the onset.

Key Discussion Point: Please refer to Module Three, Session 4

Module Four: Closing

Module Four, Session 1: Post-test

Duration: 30 minutes

Session Overview: This session is aimed at evaluating participants' learning process by assessing their knowledge gain during the training. Participants receive a questionnaire to complete.

Objectives:

1. Determine the knowledge gained as a result of the training.
2. Establish whether participants made progress or not.
3. Identify participants' weak areas.

Procedure:

1. **Distribute** and explain the post-test.
2. Participants complete and return the test.
3. **Distribute** and explain the post-test.
4. Participants complete and return the test.

Preparation: Make copies of the post-test and training assessment for every participant.

Materials: Printer, A4 papers, stapler, and pins

Session Type: Plenary

FACILITATOR'S NOTE

You will need to measure the training's outcomes, and one key indicator will be measured through analyzing the post-test. Therefore, emphasize the importance of participants taking the post-test, and ensure that all participants complete and return it. The post-test will provide an opportunity for the facilitator to understand or assess the participants' knowledge gain after the training.

Key Discussion Points: Please refer to the post-test in Annex D.

Module Four, Session 2: Final evaluation

Duration: 30 minutes

Session Overview: This session is aimed at collecting feedback from participants about the training administration, logistics, content, and presentation in order to make any necessary improvements in the organization and delivery of future trainings.

Objectives:

1. Evaluate the training.
2. Give an impression of the training.

Procedure:

1. **Distribute** and explain the evaluation questionnaire.
2. Participants complete and return the tool to the facilitator for analysis.

Preparation: Make copies of the evaluation questionnaire.

Materials: Printer, A4 paper, stapler, and pins

Session Type: Plenary

FACILITATOR'S NOTE

Participants' feedback regarding all aspects of the training/workshop is important because documenting lessons from participants and the entire training process is key to learning. Lessons learned can help the program adapt its training approach and the way we engage and work with ACGs.

Encourage all participants to complete the evaluation questionnaire and return it to the training team.

Key Discussion Points: Please refer to the evaluation form attached below the training manual.

Module Four, Session 3: Closing

Duration: 30 minutes

Session Overview: This is aimed at ensuring a smooth closure of the training session. The session allows for the presentation of remarks from participants, facilitators, and county officials. Further, it addresses all housekeeping issues, and those present can make announcements.

Objectives:

1. The course coordinator closes the training formally.

Procedure:

1. **Invite** the lead facilitator to give a training report.
2. **Invite** a few participants to make remarks.
3. If present, the training coordinator, ACG Chairperson, and the county representatives make final remarks and declare the training closed.

Preparation: Identify any relevant announcements that need to be made.

Materials: Copies of ACG roles and responsibilities, statement of commitment, oath of office for ACG leadership.

Session Type: Plenary

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FACILITATOR'S NOTE

Thank participants for their attention and encourage them to take action. Inform them that Breakthrough ACTION Liberia will be following up with them to monitor the progress of their activities in the communities. Invite county officials to participate in the official closing of the training.

Provide the necessary announcement to the participants and clarify any misunderstanding. Ensure as much as possible that participants do not leave the training with mixed feelings.

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Annexes

Annex A: Public Speaking Scenario

Instructions:

- Identify the audience to whom you are speaking.
- Prepare your key message.
- Take three minutes to speak to the audience.

Scenarios:

1. **Speaking about the COVID-19 vaccine (zoonotic and non-zoonotic)**

   The government is planning a COVID-19 vaccination campaign targeting the elderly. Upon hearing this news, the youth of Green Town immediately surrounded the health center and chased away the vaccination team from their town. The District Health Officer asks the ACG to speak to the public and encourage them to allow the vaccination process to take place.

2. **Speaking about the use of bed nets to prevent malaria**

   The government has carried out a mass distribution of treated bed nets in recent weeks., Upon your arrival to Saah Town, you notice that the nets have not been used for their intended purpose. The community dwellers are using the treated nets for fishing; others are using it as a bath sponge while others are using it as rope. The county health officer invited the ACG to speak on the matter and encourage the community to use the treated nets for their intended purpose.

Annex B: Advocacy Role-Play Scenarios

Scenario 1: Bed Nets in Yohn Town (Malaria)

Instructions:

- Take two minutes to review the scenario and prepare to speak to community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Yohn Town.

Scenario:

Clinic records in Yohn Town show an increase in the number of people diagnosed with malaria, especially among children and pregnant women, even though the government distributed treated mosquito nets in the community two months ago.

In a focus group discussion with pregnant and lactating women, group members told you they are not using the nets because of the heat they produce; others told you the chemical on the net is too strong and makes them sick. In a separate discussion with men and youth, they told you the net has been useful because they use it to fish, and this is really helping them catch more fish.

The business community told you they are using the net as a bath sponge. Obviously, the treated mosquito bed nets are not being used for the intended purpose in Yohn Town.

The ACG has selected you to engage community leaders and influential members of Yohn Town about this issue. And the purpose is to ensure the nets provided by the government are used for the right purpose.

Scenario 2: Teenage Pregnancy in Young Town (Adolescent Health)

Instructions:

- Take two minutes to review the scenario and prepare to speak to the community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Young Town.

Scenario:

A Parent Teacher Association meeting in Young Town reported a high drop-out rate among girls, especially those between the ages of 13 to 21. When you followed up on this issue, the school and clinic suggest teenage pregnancy in the town is increasing. The ACG engaged young people in a focus group discussion and interviewed clinic staff.

Both discussions show that young people are not using any form of contraceptive. Some of the girls you spoke to mentioned that they are afraid of the risk of taking contraceptives; some say they will be

labeled as prostitutes if they are seen going for or taking contraceptives, while others mentioned they do not know where to get them.

The clinic mentioned they do not always have adequate supplies of contraceptives that the supplies could not even meet the demand of the few women who showed up for family planning contraceptives.

You are to engage stakeholders in Young Town about this issue.

Scenario 3: Maternal Deaths in Kia Town (Maternal, Newborn, and Child Health)

Instructions:

- Take two minutes to review the scenario and prepare to speak to the community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Kia Town.

Scenario:

Some young people in Kia Town share with you in a conversation that too many women and babies are dying during pregnancy and childbirth in their community. The ACG decides to find out more about what is causing these deaths in Kia Town by speaking to community leaders, a group of women and girls, and staff of the nearby health center. The women confirmed this and told you it really worries them a lot, and the community leaders think this is happening as a result of some curse on the community.

You found out that the nearby clinic is two hours away and the staff of the health center told you that pregnant women from Kia Town hardly come to seek treatment at the health center, and those who attempt to come do not complete their antenatal care visits.

The head of the women group in the town told you the community is blessed with two traditional birth attendants who provide traditional herbs to the pregnant women and conduct home deliveries. The town chief and elders see these two traditional birth attendants as a blessing to the community since they do not have a clinic in the town.

As ACG members, you are to advocate with relevant stakeholders to address this situation.

Scenario 4: Diarrhea Outbreak in Clen Town (WASH)

Instructions:

- Take two minutes to review the scenario and prepare to speak to the community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Clen Town.

Scenario:

There are reports of a diarrhea outbreak in Clen Town. Many have been affected, mostly children under five years. In your visit to the community, you observed many adults using the bush for defecation while children openly defecate at the back of their houses.

The town has a hand pump, but it is always broken because it is not well taken care of. As a result, people fetch water from the creek in the town for both cooking and drinking. The community had named the creek "Clen Town's icebox," because according to them, the water is always cold for drinking.

As ACG members, you are to engage relevant stakeholders to address the issue in Clen Town.

Scenario 5: Exclusive Breastfeeding in Vahn Town (Nutrition)

Instructions:

- Take two minutes to review the scenario and prepare to speak to the community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Vahn Town.

Scenario:

Vahn Town reports that most of the babies visiting the clinic are underweight and stunted. During a focus group discussion with the women groups in Vahn Town, you were told that exclusive breastfeeding is not good because babies who are exclusively breastfed are not smart in the future; the women groups also say it delays the baby's ability to walk, causes the women to lose weight, makes the babies' teeth brown, and makes the women's breasts flat. You had another conversation with the men, and they are strongly opposed to exclusive breastfeeding, saying it stops them from having sexual interactions with their women and also cause their women to have sexual affairs behind their backs.

As ACG members, you are to engage relevant stakeholders to address the issue in Vahn Town.

Scenario 6. Speaking about the COVID-19 Vaccine (Zoonotic and non-Zoonotic disease)

Instructions:

- Take two minutes to review the scenario and prepare to speak to the community leaders.
- Think of your key message and your ask.
- Take three minutes to speak to the community leaders.
- The rest of the training participants are the community members of Green Town.

Scenario:

The government is planning a COVID-19 vaccination campaign intended for the elderly. Upon hearing this news, the youth of Green Town immediately surrounded the health center and chased away the vaccination team from their town. The District Health Officer asks the ACG to speak to the public and encourage them to allow the vaccination process to take place.

As ACG members, you are to engage relevant stakeholders to address the issue in Green Town.

Annex C: Training Agenda

		Breakthrough ACTION Liberia	
		ADVOCACY TRAINING FOR ADVOCACY CORE GROUPS (ACGs)	
		Five-Day Training Agenda	
DAY	TIME	SESSION	FACILITATOR
DAY 1	8:30 a.m.–9:00 a.m.	Registration	
	9:00 a.m.–9:40 a.m.	Welcome and opening, introductions, and training goal and objectives	
	9:40 a.m.–10:00 a.m.	Pre-test	
	10:00 a.m.–10:30 a.m.	Tea break	
	10:30 a.m.–11:00 a.m.	Overview of Breakthrough ACTION Liberia	
	11:00 a.m.–12:00 p.m.	Community group	
	12:00 p.m.–1:00 p.m.	Advocacy Core Group: Definition, purpose, membership, roles and responsibilities, officers, mode of operations, and measuring success	
	1:00 p.m.–2:00 p.m.	Lunch	
	2:00 p.m.–3:00 p.m.	Group/team formation	
	3:00 p.m.–4:00 p.m.	Advocacy: Definition, importance, process, barriers to advocacy, and what advocacy is not	
DAY 2	8:45 a.m.–9:00 a.m.	Recap of the previous day	
	9:00 a.m.–10:00 a.m.	Advocacy: Qualities and skills of an advocate	
	10:00 a.m.–10:30 a.m.	Tea break	
	10:30 a.m.–11:30 a.m.	Identifying advocacy issues in your community	
	11:30 a.m.–12:30 p.m.	Knowing your community's myths, misconceptions, misinformation, and mindsets and using advocacy to address them	
	12:30 p.m.–1:30 p.m.	Identifying and knowing your advocacy target audience: Power analysis	
	1:30 p.m.–2:30 p.m.	Lunch	
	2:30 p.m.–3:30 p.m.	Effective communication/the advocate as communicator	
	3:30 p.m.–4:00 p.m.	Public speaking role-play	

DAY	TIME	SESSION	FACILITATOR
		Breakthrough ACTION Liberia **ADVOCACY TRAINING FOR ADVOCACY CORE GROUPS (ACGs)** **Five-Day Training Agenda**	
DAY 3	8:45 a.m.–9:00 a.m.	Recap of the previous day	
	9:00 a.m.–9:45 a.m.	Setting SMART advocacy goals and objectives	
	9:45 a.m.–10:15 a.m.	Advocacy approaches and activities	
	10:15 a.m.–.10:30 a.m.	Tea break	
	10:30 a.m.–11:30 a.m.	Developing and delivering advocacy messages	
	11:30 a.m.–12:30 p.m.	Planning and conducting advocacy	
	12:30 p.m.–1:30 p.m.	Advocacy dos and don'ts	
	1:30 p.m.–2:30 p.m.	Lunch	
	2:30 p.m.–4:00 p.m.	Tackling opposition	
DAY 4	8:45 a.m.–9:00 a.m.	Recap of the previous day	
	9:00 a.m.–10:00 a.m.	Developing and using slogans in advocacy	
	10:00 a.m.–10:30 a.m.	Tea break	
	10:30 a.m.–11:30 a.m.	Working with others for effective advocacy	
	11:30 a.m.–12:30 p.m.	Determining the results of advocacy	
	12:30 p.m.–1:30 p.m.	Monitoring advocacy outcomes	
	1:30 p.m.–2:30 p.m.	Lunch	
	2:30 p.m.–4:00 p.m.	Advocacy role-plays	
DAY 5	8:45 a.m.–9:00 a.m.	Recap of the previous day	
	9:00 a.m.–10:00 a.m.	Documentation and report writing	
	10:00 a.m.–10:30 a.m.	Tea break	
	10:30 a.m.–11:30 a.m.	Sustainability of ACGs	
	11:30 a.m.–1:00 p.m.	Development of an action plan and presentation	
	1:00 p.m.–2:00 p.m.	Lunch	
	2:00 p.m.–2:30 p.m.	Post-test	
	2:30 p.m.–4:00 p.m.	ACG inaugural meeting/election	
	4:00 p.m.–4:30 p.m.	Workshop evaluation and closing	

Annex D: Pre/Post-Test

Breakthrough ACTION Liberia
Training for Advocacy Core Groups Pre/Post-Test

Circle the right answer

1. **What is the meaning of advocacy?**

   a. Advocacy is bringing community members together for information sharing on disease outbreaks.

   b. Advocacy is meeting with decision-makers and stakeholders just to inform them about issues in the community.

   c. Advocacy is engaging decision-makers on issues affecting communities to make changes in laws, policies, or actions that benefit individuals, groups, or communities.

   d. Advocacy is when you make peace between people.

2. **What are four qualities of an advocate?**

   a. Trustworthy, respectful, influential, and an organizer

   b. Defensive, judgmental, organizer, and skillful

   c. Outspoken, argues a lot, accountable, and must get what is desired all costs

   d. All of the above

3. **What are three important reasons for doing advocacy?**

   a. To make peace, to give voices to the people by solving their problem, to study people's behavior

   b. To make positive change in the community through community awareness, media engagement, and social mobilization

   c. To make sure people's rights are protected by law, voices are heard, and people have food to eat.

   d. To ensure positive change in the community and decision-makers take action, to make sure actions are sustained, and to make sure the entire community benefits from your efforts.

4. **Name three things that an advocate should <u>not</u> do.**

   a. An advocate should not fight, should not lead, and should not be persistent.

   b. An advocate should not be judgmental, should not be patient, and should not be talkative.

   c. An advocate should not be a stranger, a lawyer, or a community leader.

   d. An advocate should not be inconsistent, disrespectful, and unwilling to cooperate.

5. **What is the difference between advocacy and community mobilization?**

   a. In advocacy, we resolve problems between people, and in mobilization, we have meetings.

   b. In advocacy, we engage decision-makers and influential leaders for change, while in mobilization, we create awareness with a group of people or the entire community for positive behavior change.

   c. In advocacy, we engage decision-makers and ask for solutions, while in mobilization, we have meetings and come out with decisions that affect the entire community.

   d. a and c

   e. b and c

6. **List three ways by which you can identify advocacy issues in the community.**

   a. Through mass awareness and observation in isolation

   b. Through one-on-one meetings, observation, and media engagement

   c. Through training, community leadership election, and community development work

   d. Through stakeholder engagement, service provider behavior, and marketing

   e. All of the above

7. **What are three roles and responsibilities of an advocacy core group?**

   a. Provide goods, services, and feedback to the community

   b. To decide, talk about, and develop and solve the community's problem.

   c. To identify advocacy issues, map stakeholders, and engage them for change.

   d. All of the above

8. **Why should an advocate work with others**?

   a. Working with others helps make the work easier.

   b. Because advocacy is a collective effort.

   c. Working with others will help reach a large group of people more easily and increase the effectiveness of the message.

   d. All of the above

9. **How do you handle opposition in your advocacy work?**

   a. By avoiding them completely in your work

   b. By listening to what their demands and concern are and provide them with what they need

   c. By understanding their needs and working closely with them to get their support for your work

   d. All of the above

10. **How do you ensure an advocacy group is sustained?**

   a. Being committed to the group

   b. Working closely with the decision-makers to enact laws and ensure policies are in place and adhered to

   c. Work with community in development

   d. Working together to initiate projects that will bring in money to sustain the group.

   e. a, b, and d

Annex E: Training Evaluation Questionnaire

Participant No: _____   **Sex:** _____   **Date:** _____

ASSESSMENT AREA	Excellent	Good	Fair	Poor	Remarks
Training room and set up					
Timeliness of invitation to the training					
Travel arrangements					
Information about lodging/lodging arrangements					
Information about transportation/transportation arrangements					
Meal quality (breakfast, lunch, tea breaks)					
Timeliness of meals					
How clear was the content?					
How well were the concepts explained?					
How aligned were the topics to each other?					
How useful/relevant are the topics of the training?					
How appropriate were the examples provided?					

Overall training rating (please select one).

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

Overall comments and recommendations:

_____

_____

_____

_____

_____

Annex F: ACG Election Guidelines

Introduction: The election of the ACG identifies the leadership structure for the ACG. Breakthrough ACTION Liberia seeks to facilitate a free, fair, and transparent democratic process to establish leadership of the ACG as a step towards group sustainability. Members will choose their leadership through a clear process; hence, these guidelines are established.

Guidelines:

- There shall be an electoral committee comprising three members to spearhead the elections. This should include facilitators.
- The electoral body shall inform the participants about the vacant/available leadership positions. The roles and responsibilities of each position are reviewed.
- After reviewing the roles and responsibilities, questions are invited, and clarification is provided.
- Participants are invited to make nominations for the positions of chairperson and secretary.
- Candidates are given two minutes to canvas for votes from the rest of the participants.
- The voting process shall be done through secret ballots.
- Electorates receive a blank piece of paper and write the name of their candidate, fold it, and drop it in a transparent container placed in front of the training room.
- After casting ballots, these are counted in the presence of everyone, and a winner is declared.
- For the Chairperson position, the person with the highest number of votes wins, and the first runner-up automatically becomes the Co-Chairperson.
- For the Secretary position, the person with the highest number of votes is declared the winner, and the first runner-up becomes the Assistant Secretary.

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