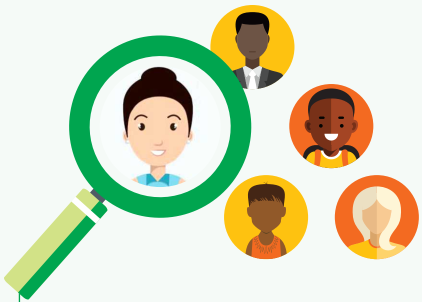
CS-SUNN ADVOCACY AND LEADERSHIP MANUAL (CALM)

JUNE 29TH 2020



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CS-SUNN 2021

Acknowledgment

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About CS-SUNN

The Civil Society - ScalingUp Nutrition in Nigeria (CS-SUNN) is a non-governmental, non- profit making coalition, made up of organizations with a shared vision to transform Nigeria into a country where every citizen has food and is nutrition secured. As this pursued by engaging government and non-state actors to raise awareness, sustain commitment and actions to effectively tackle malnutrition in Nigeria.

Vision

A country where every citizen has food and nutrition is secured.

Mission

To mobilize non-state actors to generate evidence, build capacity, advocate and stimulate communities to scale up nutrition in Nigeria.

Core Values

Excellence

Honesty

Accountability

Commitment

Ownership

Recognition

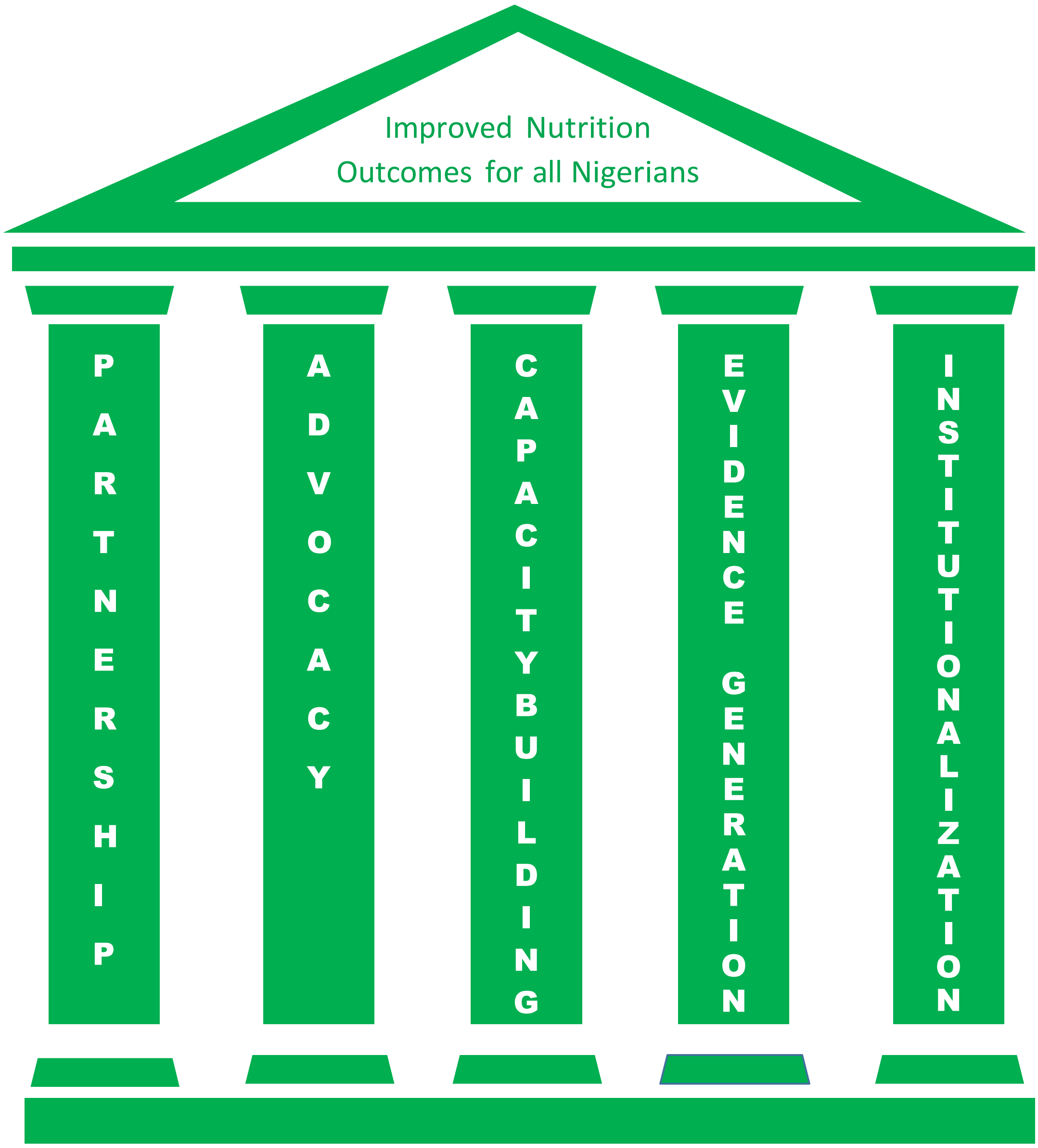
Professionalism

Affiliation and Membership

CS-SUNN is the Civil Society Alliance (CSA) arm of Scaling Up Nutrition (SUN CSA) in Nigeria. At the global level, the Scaling Up Nutrition (SUN) movement was founded on the principle that all people have a right to food and good nutrition. Nigeria joined the SUN movement in 2013.

The Nigeria CSA geographical mandate is in all the 36 +1 states of Nigeria. CS-SUNN has established networks in 17 states and has more than 200 registered members across the six geopolitical zones of the country.

Strategic Focus



Contents

Manual Contents and Module Map
Manual Contents

PART 1: ADVOCACY

PART 2: LEADERSHIP

Module Map

The module map provides an overview of the sessions and learning outcomes covered in this manual.

MODULE AND TITLE ADVOCACY	MODULE SESSIONS		MODULE LEARNING OUTCOMES
Module 1: Nutrition Basics for Advocates	1.1	Understanding Basic Nutrition Concepts	Define nutrition, malnutrition and list the causes of malnutrition as well as issues and interventions Identify nutrition policies and the framework for coordination in Nigeria Understand the nutrition systems in Nigeria with stakeholder roles Understand essential practices of maternal nutrition and infant and young child feeding (IYCF)
	1.2	Understanding Nutrition Policy	
	1.3	Understanding Nutrition Coordination and Institutional Framework for Nutrition in Nigeria	
	1.4	Best Practices for Infant and Young Child Feeding	
	1.5	Best Practices for Maternal Nutrition	
	1.6	Nutrition System in Nigeria	
	2.1	Understanding Advocacy	Successfully define advocacy

MODULE AND TITLE	MODULE SESSIONS		MODULE LEARNING OUTCOMES
Module 2: Advocacy Skills	2.2	Learning the Advocacy Process Cycle	Understand the role of advocacy in promoting change Know the stages in the advocacy cycle Distinguish between advocacy and lobbying with the appropriate function of each
Module 3: Advocacy Strategies	3.1	Advocacy Strategy Development	Gain confidence in leading the development of an advocacy strategy Understand effective monitoring and evaluation of advocacy efforts.
	3.2	Monitoring and Evaluation in Advocacy	
Module 4: Translating Research to Action	4.1	Knowledge Translation Between Researchers and Policy Makers	Equipped with the skills and competences to plan and implement effective dissemination and use of research findings by policy makers Able to advocate for a culture of evidence-based decision-making to policy makers
	4.2	Communicating Research for Action	
	4.3	Context Mapping - Linking Research to Important Stakeholders in the Policy Making Process	
Module 5: Budget Advocacy Basics	5.1	Budget Advocacy in Practice	Have clear understanding of public budget basics Have the ability to plan for budget analysis and advocacy activities Be equipped to carry out Nutrition and Health budget analysis in practice
	5.2	Planning Budget Analysis and Advocacy Activities	
Module 6: Nutrition and Health Budget Analysis in Practice	6.1	Budget Analysis in Theory	Understand budget analysis in theory Have an ability to analyze Government budgets
	6.2	Analysis of Government Budget in Practice	
Module 7: Resource Mobilization	7.1	Defining Resource Mobilization	Have a comprehensive understanding of resource mobilization Understand resource mapping Understand resource mobilization mechanisms
	7.2	Resource Mapping	
	7.3	Resource Mobilization Mechanisms	
	7.4	Donor Life Cycle	

MODULE AND TITLE	MODULE SESSIONS		MODULE LEARNING OUTCOMES
	7.5	Resource Mobilization Donor Pyramid	Understand the donor pyramid Understand donor mapping and research
	7.6	Donor Mapping and Research	
LEADERSHIP			
Module 8: Leadership Basics for Advocates	8.1	Defining Leadership	Clearly define leadership Understand the interconnectedness of leadership and management Articulate effectiveness in leadership Differentiate between leadership and management roles Understand leadership styles and how they may manifest in influencing others
	8.2	Leadership versus Management	
	8.3	Leadership Styles	
Module 9: Systems Thinking in Leadership	9.1	Leadership and Systems Thinking	Understand systems thinking along with the connection between leadership and systems thinking Understand the iceberg model for seeing things systemically Understand the role of leadership in system strengthening Know how to conduct a 360 degree assessment
	9.2	Leadership in Systems Strengthening	
	9.3	360 Degree Feedback in Leadership	
Module 10: Change Agency	10.1	Defining and Describing Change Agency	Define and describe change agency
Module 11: Coordination for Systems Strengthening	11.1	Mapping Key Stakeholders with Influence in Nutrition in Nigeria	Analyze stakeholders relevant to nutrition issues and problems in Nigeria Generate ideas regarding improved coordination for nutrition in Nigeria Identify challenges to coordination with creative ways to address them
	11.2	Coordination among Key Nutrition Stakeholders in Nigeria	
	11.3	Identifying Barriers and Challenges to	

MODULE AND TITLE	MODULE SESSIONS		MODULE LEARNING OUTCOMES
		Coordination with Ways to Overcome	
Module 12: Team Building	12.1	Team Development Stages with SWOT Analysis	Describe the characteristics of an effective team Describe the four stages of team development Know how to do a SWOT with teams Identify strategies, tools and strategies for team building Identify challenges that affect effective team building among multi-sectoral key stakeholders with ways to successfully address them Learn strategies to address conflict
	12.2	Team Building Strategies, Tools and Techniques	
	12.3	Identifying Challenges to Team Building among Key Stakeholders	
	12.4	Conflict Management	

Role of the Facilitator

(Adapted from Gosling and Cohen, 2007; and Kanjo & Uribe, 2014)

The facilitator is responsible for coordinating each session, maintaining a conducive learning environment, engaging participants in an interactive manner and presenting background material and activities clearly.

Good facilitation skills include:

Non-verbal communication

- Maintain eye contact with everyone in the group when speaking.
- Be sure to include everyone and give each participant an opportunity to speak.
- Move around the group without pacing or distracting the group.
- Be sure to stay in a place where you can easily be seen by all participants at all times.
- Practice active listening by nodding, smiling, and engaging in other actions that show you are listening.
- Be relaxed, direct and confident when standing in front of the group.

Verbal communication

- Ask open-ended questions that promote responses. Follow up on yes or no responses to get more explanations
- Ask other participants if they agree with a statement someone makes, or if they have anything to add to it.
- Maintain a pleasant and neutral tone of voice.
- Speak slowly, clearly and enunciate.
- Avoid using slang or jargon.
- Let participants answer each other's questions. Say:"Does anyone have an answer for that question?"
- Encourage participants to speak and provide them with positive reinforcements.
- Paraphrase participants' statements in your own words. You can confirm your understanding of what they are saying and reinforce their statements or receive clarification.
- Reinforce statements by sharing relevant experiences.
- Summarize the discussion and ensure that everyone understands the main points.

Preparing for the workshop | Setting the learning environment

- Review all the materials and activities for each session before the session so you are fully prepared and understand the content and process.
- Ensure you have all the materials you need for the session.
- Ensure that any preparatory work has been completed
- Work with the participants to establish group rules for starting on time.
- Create a friendly and comfortable atmosphere between yourself and the participants
- Prepare responses and examples to help move discussions forward.
- Review the sessions (activities, presentations) to adjust for length of the session

- Be sure to provide linkages between previous and current sessions

During the sessions

- Use facial expressions that show interest, a tone of voice that is engaging, reinforcing and have a clear, and a relaxed and confident appearance.
- Provide the expected learning outcomes stated at the beginning of each module. Put them up on a piece of flip chart paper and leave them up till all the sessions in the module have been completed.
- Create an atmosphere that encourages group interactions – e.g. rearranging the furniture, or removing tables and sitting in a circle to promote active engagement.
- Pay attention to participants' non-verbal cues, e.g. facial expressions and body posture, to show if participants are engaged and understanding the information.
- Introduce group exercises clearly and write instructions on a piece of flip chart paper, if necessary.
- Go round each group to make sure they understand the task, to stimulate discussion
- and respond to any clarification questions. Go round again 5 minutes before the end time to remind them to finish on time, or check if they need more time.
- At plenary, ask participants to identify key lessons learned from pertinent group activity.
- Guide discussions at plenary and write up key points on flip chart.
- If discussions seem to be going off track, summarize the key issues being discussed and then make specific suggestions as to how to refocus the discussion.
- Manage time by balancing participants' needs to discuss information with time available for the workshop activities.
- Help participants draw general conclusions from the experience. Allow time for reflection.
- Encourage participants to discuss how the information learned can be helpful to their work.
- Discuss challenges participants may experience in applying or adapting what they have learned to their own or different situations.
- Discuss what participants may do to help overcome difficulties they encounter when applying their new learning.

Closing sessions

- Review the learning outcomes to ensure they were met during the session
- If any activities that are essential for future sessions did not take place, think about how to include these in future sessions
- Indicate to participants how future sessions will reinforce what they learned or how \ sessions are linked.
- Wrap up in depth discussions by letting participants know that while the time for formal discussions have ended, conversations may be continued during any breaks or perhaps in future sessions, time permitting.
- Help participants leave with a positive feeling about what they just learned in the session. You may ask them to share one important thing they learned.

Acronyms

AFSNS	Agricultural Sector Food Security and Nutrition Strategy
BMGF	Bill & Melinda Gates Foundation
BMS	Breast Milk Substitute
CBO	Community Based Organization
CF	Complementary Feeding
CMAM	Community Management of Acute Malnutrition
CSA	Civil Society Alliance
CSO	Civil Society Organizations
CS-SUNN	Civil Society-Scaling Up Nutrition in Nigeria
DHS	Demographic and Health Surveys
DRNCD	Diet Related Non-Communicable Disease
EBF	Exclusive Breast Feeding
FAO	Food and Agricultural Organization
FBO	Faith Based Organization
FGD	Focus Group Discussion
FMARD	Federal Ministry of Agriculture and Rural Development
GRIN-LAC	Groupo de Resiliencia Integral de Nutrición para América Latina y el Caribe
HSSP	Health Sector Strategic Plan
IPPF	International Planned Parenthood Foundation
IYCF	Infant and Young Child Feeding
LBW	Low Birth Weight
LGCFN	Local Government Committees on Food and Nutrition
MBNP	Ministry of Budget and National Planning
MDA	Ministries Department and Agencies
MEAL	Monitoring Evaluation Accountability and Learning
MNCH	Maternal, new-born and child health.
MUAC	Mid-Upper Arm Circumference
NCFN	National Committee on Food and Nutrition
NGO	Non-Governmental Organizations
NPFN	National Policy on Food and Nutrition
NSPAN	National Strategic Plan Action for Nutrition
ORS	Oral Rehydration Solution
PHC	Primary Health Centre
RUTF	Ready-to-use Therapeutic Food
SAM	Severe Acute Malnutrition
SCFN	State Committee on Food and Nutrition
SCI	Save the Children International
SGA	Small for Gestational Age
SUN	Scaling up Nutrition

SWOT	Strengths Weaknesses Opportunities Threats
TOR	Terms of Reference
UN	United Nations
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
WASH	Water Sanitation and Hygiene
WHO	World Health Organization

PART 1: ADVOCACY

- Nutrition Basics for Advocates
- Advocacy Skills
- Advocacy Strategies
- Translating Research to Acton
- Budget Advocacy Basics
- Nutrition and Health Budget Analysis in
- Practice
- Resource Mobilization

MODULE ONE

Nutrition Basics for Advocates

Module 1:
Nutrition Basics for Advocates

Keywords: Malnutrition, Undernutrition, Overnutrition, Stunting, Wasting, Overweight, National Committee on Food and Nutrition (NCFN), Policy, Coordination, Framework, Infant and Young Child Feeding (IYCF)

Session Guide

Session Topic

Session	Topic
1.1	**Understanding Basic Nutrition Concepts**
1.2	**Understanding Nutrition Policy**
1.3	**Understanding Nutrition Coordination and Institutional Framework for Nutrition in Nigeria**
1.4	**Best Practices for Infant and Young Child Feeding**
1.5	**Best Practices for Maternal Nutrition**
1.6	**Nutrition System in Nigeria**

Introduction

Citizens need to be motivated and empowered to advocate for nutrition as a priority for development. This module will introduce participants to basic nutrition concepts, the framework on malnutrition and how to achieve maximum fetal and child nutrition. The module will provide an overview of the nutrition coordination framework, structure, and highlight some policies and the opportunity for advocacy engagements to scale up nutrition in Nigeria.

Learning Outcomes

At the end of this module participants will:

- Define nutrition, malnutrition and list the causes of malnutrition as well as issues and interventions
- Identify nutrition policies and the framework for coordination in Nigeria
- Understand the nutrition systems in Nigeria with stakeholder roles
- Understand essential practices of maternal nutrition and infant and young child feeding (IYCF)

- **Required Training Materials**
- Flipchart paper + stand + markers + paper tape
- Post it notes
- Writing materials for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation
- National Policy on Food and Nutrition (NPFN)

Session 1.1: Understanding Basic Nutrition Concepts

1. [Group Activity]: Defining Nutrition

a. Facilitator provides post- it notes and ask participants to answer the question,

"What is nutrition?"

b. Participants paste individual definition on the wall

c. Divide participants into groups and ask them to select one participant from each group to place similar definitions in the same group.

d. Each group takes one set of definitions and tries to come up with a reworded definition that captures the definition of the groups.

e. The groups provide the different definitions in plenary for discussion

2. Facilitator offers the following definitions in plenary for discussion and to identify common keywords.

Definitions

Nutrition 1: The process of taking in food and using it for growth, metabolism, and repair. Nutritional stages are ingestion, digestion, absorption, transport, assimilation, and excretion. (Medicinenet.com)

Nutrition 2: Is the intake of food considered in relation to the body's dietary needs. A good nutrition-an adequate, well-balanced diet combined with regular physical activity- is a cornerstone of good health. Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity (WHO Definition)

3. **[Group Activity]: Defining Malnutrition**

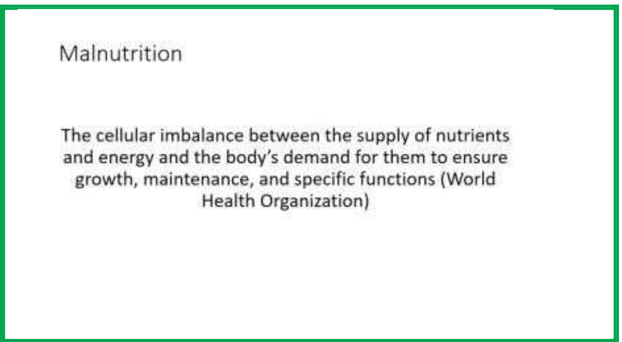
a. Facilitator issues two different coloured sheets of paper to participants and asks them to define undernutrition and overnutrition

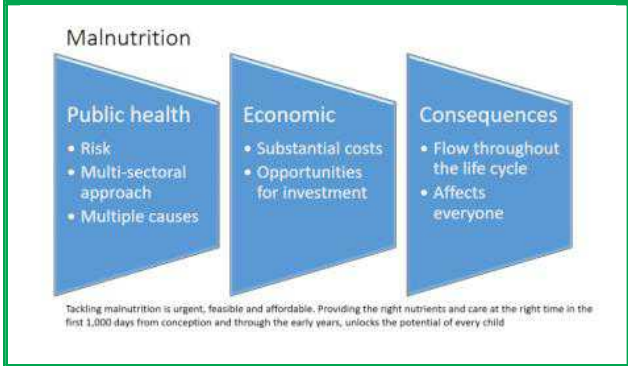
b. All definitions are pasted on two separate pieces of flip chart paper pasted on the wall with the appropriate label

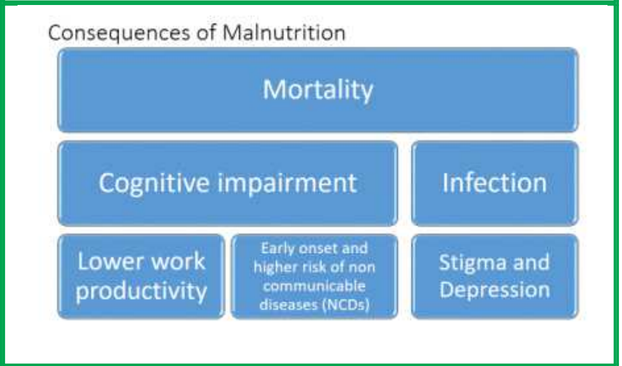
c. At plenary, participants discuss and facilitator helps to clarify any misconceptions

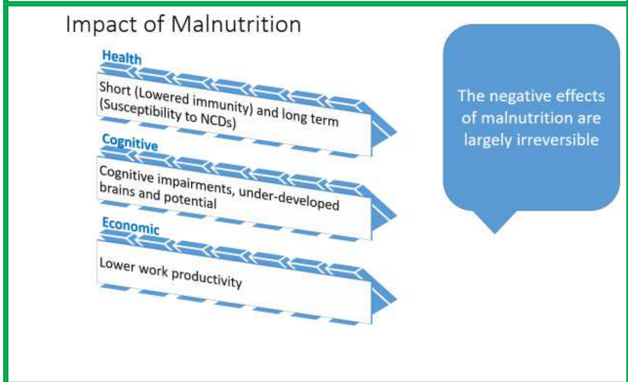
4. **Facilitator makes presentation on malnutrition**

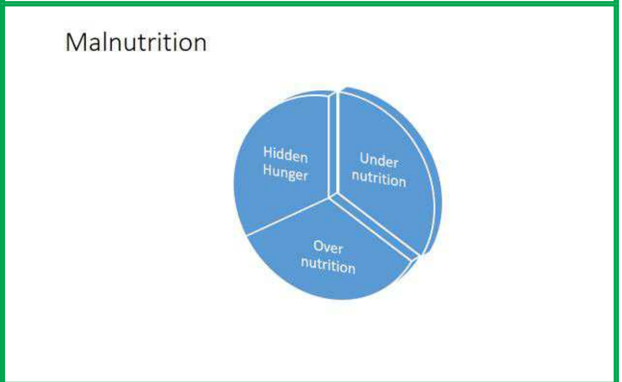

The Scourge of Malnutrition
Stunting. Wasting. Underweight. Overweight
The negative effects of malnutrition are largely irreversible

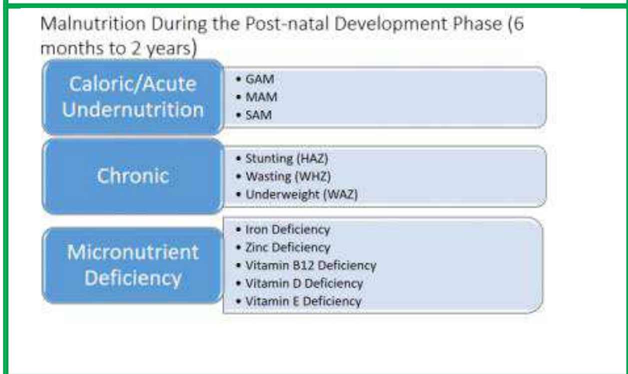

Malnutrition
The cellular imbalance between the supply of nutrients and energy and the body's demand for them to ensure growth, maintenance, and specific functions (World Health Organization)

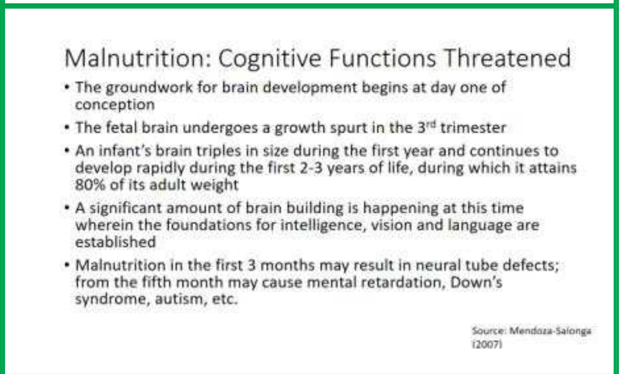

Malnutrition
Public health
• Risk
• Multi-sectoral approach
• Multiple causes
Economic
• Substantial costs
• Opportunities for investment
Consequences
• Flow throughout the life cycle
• Affects everyone
Tackling malnutrition is urgent, feasible and affordable. Providing the right nutrients and care at the right time in the first 1,000 days from conception and through the early years, unlocks the potential of every child


Consequences of Malnutrition
Mortality
Cognitive impairment
Infection
Lower work productivity
Early onset and higher risk of non communicable diseases (NCDs)
Stigma and Depression


Impact of Malnutrition
Health
Short (Lowered immunity) and long term (Susceptibility to NCDs)
Cognitive
Cognitive impairments, under-developed brains and potential
Economic
Lower work productivity
The negative effects of malnutrition are largely irreversible


Malnutrition
Hidden Hunger
Under nutrition
Over nutrition

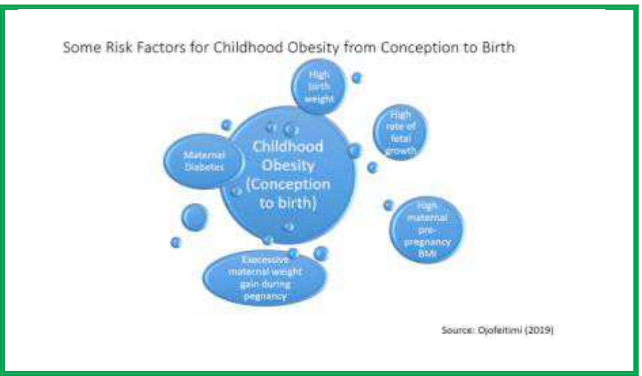

Malnutrition During the Post-natal Development Phase (6 months to 2 years)
Caloric/Acute Undernutrition
• GAM
• MAM
• SAM
Chronic
• Stunting (HAZ)
• Wasting (WHZ)
• Underweight (WAZ)
Micronutrient Deficiency
• Iron Deficiency
• Zinc Deficiency
• Vitamin B12 Deficiency
• Vitamin D Deficiency
• Vitamin E Deficiency

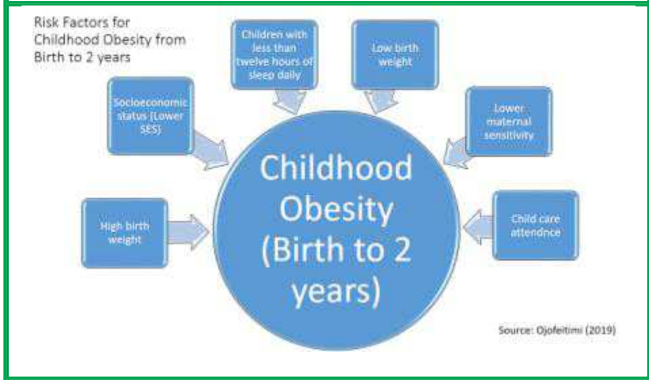

Malnutrition: Cognitive Functions Threatened
• The groundwork for brain development begins at day one of conception
• The fetal brain undergoes a growth spurt in the 3rd trimester
• An infant's brain triples in size during the first year and continues to develop rapidly during the first 2-3 years of life, during which it attains 80% of its adult weight
• A significant amount of brain building is happening at this time wherein the foundations for intelligence, vision and language are established
• Malnutrition in the first 3 months may result in neural tube defects; from the fifth month may cause mental retardation, Down's syndrome, autism, etc.
Source: Mendoza-Salonga (2007)

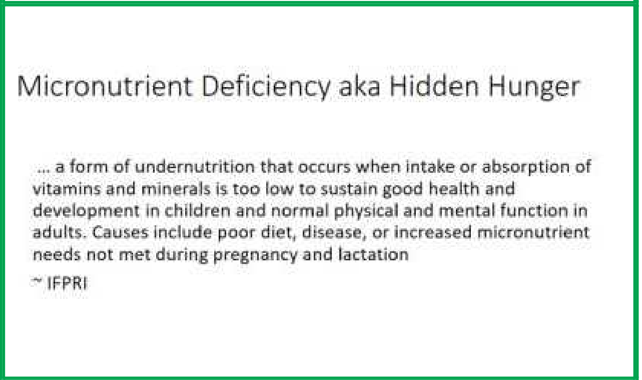

Wasting
Child too thin for height and age
Source: Vanguard

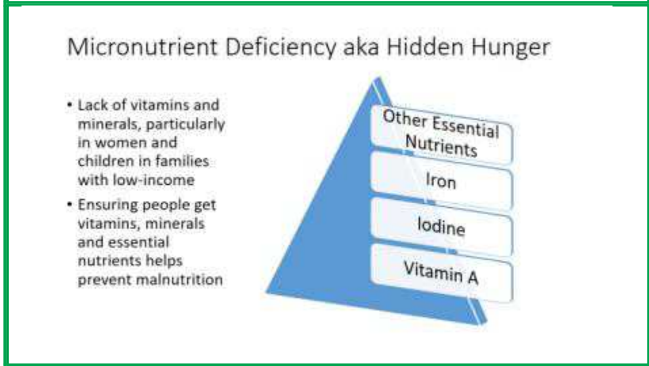

Stunting
Child too short for age and height
Source: UNICEF

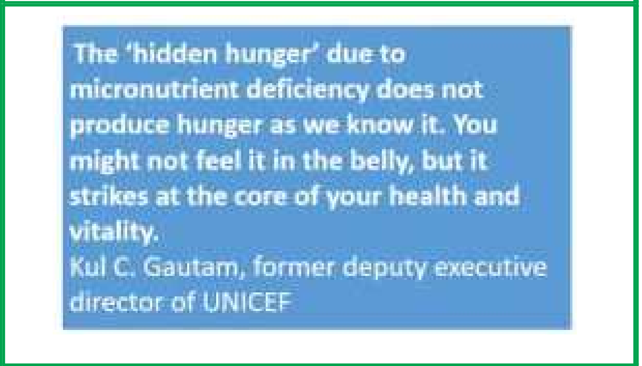

Overweight aka Obesity
Too much food. Body Mass Index (BMI) greater than average

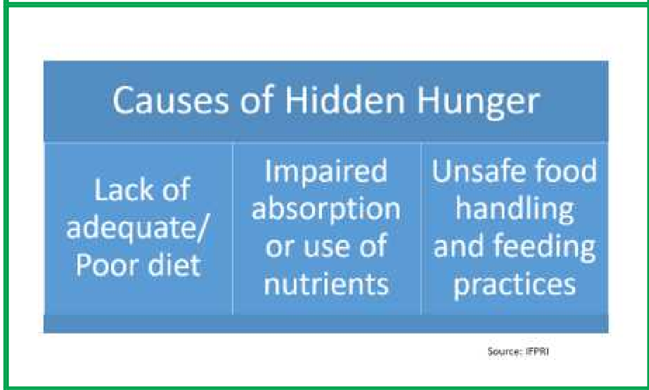

Some Risk Factors for Childhood Obesity from Conception to Birth
Childhood Obesity (Conception to birth)
High birth weight
High rate of fetal growth
Maternal Diabetes
High maternal pre-pregnancy BMI
Excessive maternal weight gain during pegnancy
Source: Ojofeitimi (2019)


Risk Factors for Childhood Obesity from Birth to 2 years
Children with less than twelve hours of sleep daily
Low birth weight
Socioeconomic status (Lower SES)
Lower maternal sensitivity
High birth weight
Child care attendnce
Childhood Obesity (Birth to 2 years)
Source: Ojofeitimi (2019)

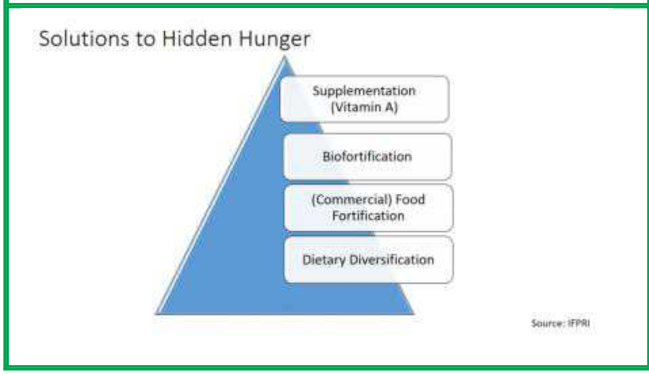

Micronutrient Deficiency aka Hidden Hunger
... a form of undernutrition that occurs when intake or absorption of vitamins and minerals is too low to sustain good health and development in children and normal physical and mental function in adults. Causes include poor diet, disease, or increased micronutrient needs not met during pregnancy and lactation
~ IFPRI


Micronutrient Deficiency aka Hidden Hunger
• Lack of vitamins and minerals, particularly in women and children in families with low-income
• Ensuring people get vitamins, minerals and essential nutrients helps prevent malnutrition
Other Essential Nutrients
Iron
Iodine
Vitamin A


The 'hidden hunger' due to micronutrient deficiency does not produce hunger as we know it. You might not feel it in the belly, but it strikes at the core of your health and vitality.
Kul C. Gautam, former deputy executive director of UNICEF


Causes of Hidden Hunger
Lack of adequate/ Poor diet
Impaired absorption or use of nutrients
Unsafe food handling and feeding practices
Source: IFPRI


Economic Toll of Hidden Hunger
Health costs
Negative impacts in lost human capital and reduced economic productivity
Impairs physical growth and learning
Limits productivity
Ultimately perpetuates poverty


Solutions to Hidden Hunger
Supplementation (Vitamin A)
Biofortification
(Commercial) Food Fortification
Dietary Diversification
Source: IFPRI


Essential Components to Fight Hidden Hunger
Behaviour Change Communication
Messages to promote best practices
Social protection for improved access
Women empowerment by increasing access to education
Source: IFPRI

Facilitator's Note

Malnutrition is a broad term that refers to all forms of poor nutrition. It is caused by a complex range of factors including dietary inadequacy (deficiencies, excesses or imbalances in energy, protein and micronutrient), infections and socio-cultural factors.

The high disease burden resulting from Nutrition related challenges (Malnutrition) result from either undernutrition or overnutrition.

Nutrition has a powerful influence on growth, development and the productive life of every individual. Optimal nutrition at each stage of the lifecycle is, therefore, a fundamental human right, with malnutrition viewed as a denial of that right. At least the 12 of the 17 sustainable goals contains indicators that are highly relevant for nutrition, reflecting nutrition's central role in sustainable development. Source documents: 2016 Global report, from promise to impact, NSPAN 2014-2019

It is widely accepted that malnutrition has many causes, from lack of food and improper feeding and caring practice to economic and political structures and Nigeria suffers from all of these factors.

Undernutrition is defined by UNICEF as the "outcome of insufficient food intake and repeated infectious disease" nutrition, nutrition, survival & development. UNICEF (2006) Undernutrition can result from inadequate dietary intake (quantity/quality), where a person receives inadequate nutrients, which is then compounded by common infectious diseases, such as diarrhea and pneumonia, which is manifested as undernutrition includes being underweight for one's age, dangerously thin for one's height, i.e., wasted, too for one's age, i.e., stunted, and deficient in vitamins and minerals, micronutrient deficiencies. These conditions can overlap-for example, a stunted child may also be wasted and have micronutrient deficiencies, which increases the risk for morbidity and mortality.

1. **Wasting: thin for height**

2. **Stunted: Short for age**

3. **Micronutrient deficiency:** underweight for age also known as hidden hunger.

4. **Overnutrition:** this can result from excess consumption of food and is associated with a number of diets related non-communicable diseases (DRNCD) such as hypertension, diabetes, and cardiovascular disease.

5. **[Group Activity]: Examining the Causes of Malnutrition**

a. Facilitator displays the UNICEF conceptual framework of malnutrition b. Facilitator divides the participants into groups of 4 or 5

c. Facilitator asks participants to study the conceptual framework and list some economic, political, social, educational and cultural factors impacts on malnutrition. Each group to be given one factor to discuss

d. After 30 minutes the groups make their presentations at plenary e. Facilitator provides clarification as required

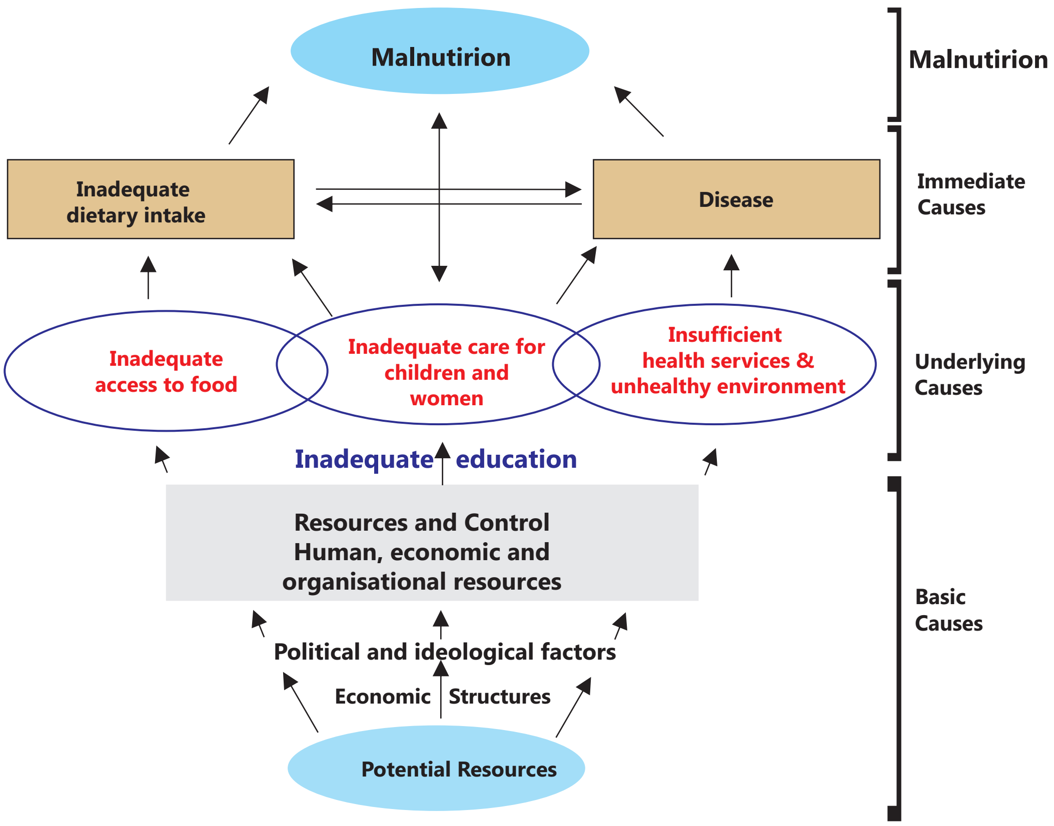


Figure 1: UNICEF Conceptual Framework of Malnutrition

6. **[Group Activity]: Identifying Types of Nutrition Interventions**

a. Facilitator divides the participants into groups and asks them to list the different nutrition sectors and their roles, interventions (Sensitive/specific) and what Civil Society Organizations (CSOs) can do to support these roles. It is best to give each group a different issue.

b. Participants return to plenary to present their work from the respective groups for discussion.

Identify the current nutrition issues and interventions

Many different sectors contribute to achieving better nutritional outcomes in Nigeria and the following are particularly important: food security, social protection, education, public health, water sanitation and hygiene (WASH), national development, and poverty alleviation.
Nutrition is a multifaceted issue and it must be approached as such, this requires partnership, efforts, funding and approaches of many different sectors and partners to enable the reduction of malnutrition in Nigeria.

Nutrition interventions are divided into two main types:

Nutrition-sensitive interventions: addresses the underlying causes of malnutrition including poverty reduction, food security, inadequate health services and caregiving, poor sanitation and hygiene, cash transfer programs

Nutrition-Specific Interventions: addresses the immediate determinants of fetal and child nutrition and development-adequate food and nutrient intake, feeding caregiving (Infant young child feeding programs) and parenting practice and low burden of infectious disease like approaches to reducing micronutrient deficiencies, treatment of acute management of malnutrition in children and women (MAM), fortification, distribution of Vitamin-A capsules

7. Facilitator asks if there are any questions on nutrition, malnutrition, causes of malnutrition or types of nutrition interventions and provides clarifications and/or additional resources as required.

Session 1.2: Understanding Nutrition Policy

1. **[Group Activity]: Nutrition Policies**

a. Facilitator divides participants into groups according to respective sectors

b. Facilitator asks participants to provide a list of known nutrition policies, their corresponding sectors and list strategies, type of interventions and platform for implementation.

c. Each group presents their work at plenary, with additions from other groups, as necessary.

2. **The facilitator provides clarification as required**

Facilitator's Note

In 1990, the Federal Government of Nigeria established a National Committee on Food and Nutrition (NCFN) as an institutional arrangement to coordinate and provide comprehensive leadership and actions that could effectively reduce malnutrition in Nigeria. Membership of the Committee is drawn from relevant ministries, departments and agencies of government as well as representatives of tertiary institutions dealing with issues of food and nutrition. The NCFN is domiciled within the Ministry of Budget and National Planning (MBNP), is responsible for the implementation of the National Policy on Food and Nutrition (NPFN), and also has a coordinating mandate.

The NCFN ensures that the representatives of relevant sectors on the committee undertake effective implementation of their various policies and programmes, and further advises on the formulation of appropriate strategies for programme monitoring and evaluation. In order to achieve the objectives of the NPFN and implement its programmes, there are State Committees on Food and Nutrition (SCFN) and Local Government Committees on Food and Nutrition (LGCFN) Source: National Policy on food and nutrition in Nigeria 2016
Nigerian efforts in Nutrition: Food and nutrition prior to 1990, were carried out sectorally, thus giving rise to severally policies addressing food and nutrition outcomes in different development sectors. Addressing the problems went beyond health sector actions, in view of the causal analysis espoused by nutrition and development experts on the UNICEF conceptual framework of the causes of malnutrition. These activities were very limited in scope, uncoordinated, and largely ineffective in addressing nutritional problems comprehensively.

Nutrition policy: The "National Food and Nutrition Policy" is a document that provides the framework for addressing the problems of food and nutrition insecurity in Nigeria from the individual, community and up to the national level. The Policy guides the identification, design and implementation of intervention activities across the different relevant sectors. In recognition of the multi-sectoral and multi-disciplinary nature of nutrition, various sectors in Nigeria have developed policies and strategies to address the nutrition perspective based on their sector mandates. These documents include:

1. The National Health Policy and Guidelines;
2. The National Agricultural Policy Now Revised as The Agricultural Transformational Policy
3. The National Policy on Education

These are corresponding Strategies developed

1. Health Component of National Food and Nutrition Policy - 2014-2019
2. The Agricultural Sector Food Security and Nutrition Strategy- 2016-2025
3. The National multi-stakeholder strategic plan (State-specific plans)

Session 1.3: Understanding Nutrition Coordination and Institutional Framework for Nutrition in Nigeria

1. **[Group Activity]: Understanding the role of CS-SUNN in the Scaling-up of Nutrition**

a. Facilitator asks 4 participants randomly to explain the nutrition coordinating structure in Nigeria

b. Rapporteur is asked to write the answers as proffered on the flip chart and paste on the gallery

c. Facilitator displays the coordination structure as seen below and encourages discussion

2. At plenary facilitator reviews the structure for coordination in Nigeria with participants, which may be found in the National Policy on Food and Nutrition

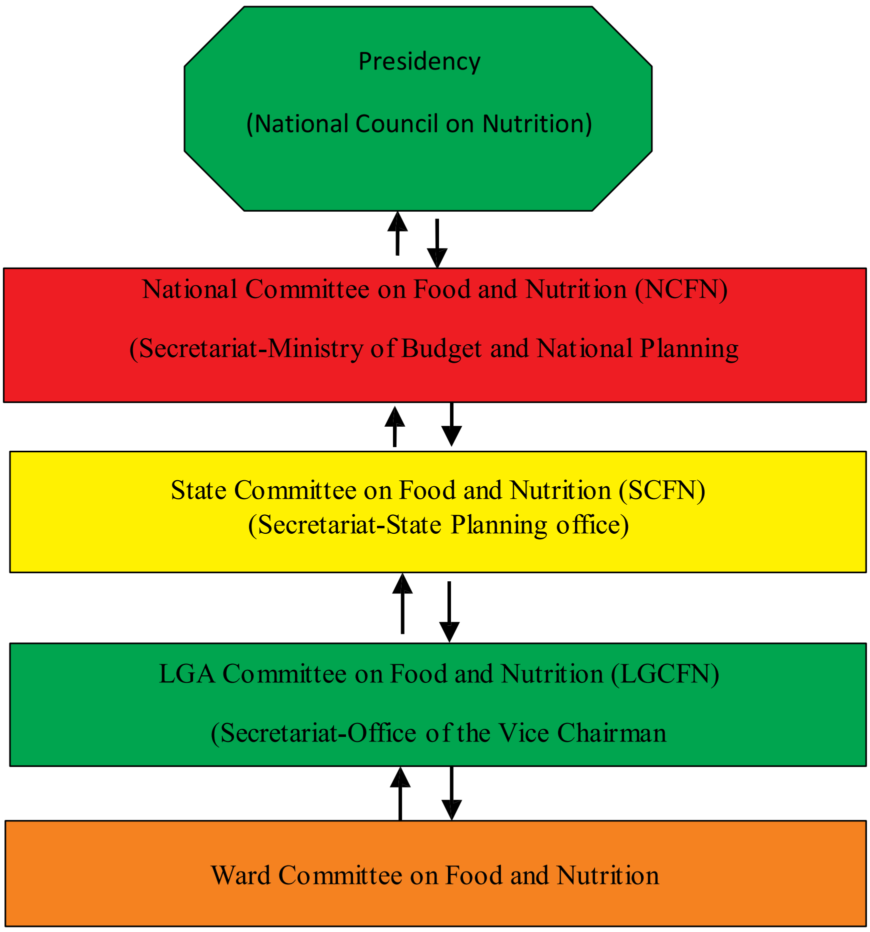
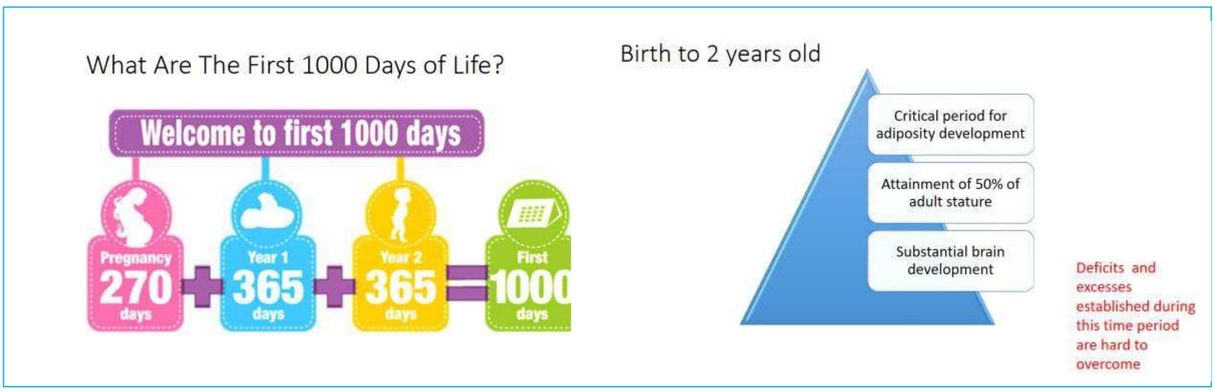


Figure 2: Institutional Structure for the Coordination of Policy Implementation

Session 1.4: Best Practices for Infant and Young Child Feeding (IYCF)

1. The facilitator explains the concept of IYCF



Window of Opportunity to be Nurtured

Optimal Nutrition During the Critical 1000 Days

- is the bedrock of human well being
- Allows brain functioning to evolve without impairment
- Is crucial to a child's cognitive capacity
- Allows immune systems to develop more robustly
- Is crucial to physical growth

What Can Be Done?

Early Initiation	• Within one hour of birth
Exclusive Breastfeeding	• From 0 to 6 months
Continued Breastfeeding with Complementary Feeding	• From 6 months to 24 months

Importance of Hygiene, Safe Preparation and Storage of Foods

- Wash your hands with clean, running water and soap before preparing food, and before feeding your baby. Baby's hands should be washed also. Wash your hands after changing nappies or going to the toilet
- Wash all bowls, cups and utensils with clean water and soap. Dry on a rack and keep covered before using
- Prepare food in a clean area and keep it covered. A baby should have his or her own cup and bowl.
- Serve food immediately after preparation.
- Thoroughly reheat any food that has been kept for more than an hour.
- Babies gradually learn to feed themselves. An adult or an older child should encourage the baby to eat enough food and ensure that the fod remains clean.
- Parents should ensure that the baby has received the food that he or she needs each day

Early Initiation

- Provides anti-infective properties against pathogens in infant gastrointestinal tracts
- Promotes natural bonding between infant and mother
- Suckling promotes production of breast milk
- Potential to reduce infant mortality rates, when the risk of other factors are mitigated
- Aids in vision and cognitive development, motor systems and development of active synapses in the brain
- Recommended within one hour of birth.

Breastfeeding – the main source of active and passive immunity in the vulnerable early months and years of life – is considered to be the most effective preventive means of reducing the death rate of children under five – Brown, 2008

Exclusive Breastfeeding

- Safest, healthiest, least expensive and strongest predictor of infant survival
- Enhance optimal neonatal growth, health and prevention of respiratory tract infections
- Supremacy over other feeding methods
- Protects the baby from non-communicable diseases such as obesity, diabetes and hypertension in adulthood
- Prevents vitamins A, C, E and Iron deficiencies in infants
- Decreases risk of transmission of HIV by 3 or 4 times compared to mixed feeding
- Strongest predictor of infant survival world wide

Benefits of Exclusive Breastfeeding

For Mother

- Decreases risk of breast and ovarian cancer and type 2 diabetes
- Helps mobilize fat stores accumulated during pregnancy, thus promoting return to pre-pregnancy weight
- Reduces risk for metabolic diseases
- Shorter postpartum bleeding
- May prevent ovulation and promote child spacing
- Saves cost of purchasing high cost formula and serves as a source of food security for child

For Child

- Bioactive compounds help develop intestinal tract for digestion and absorption of nutrients for growth and development
- Protection against gastrointestinal and respiratory infection and allergy
- Reduction in development of inflammatory bowel disease
- Higher intelligence quotient with longer breastfeeding
- Decrease in Type 1 diabetes
- Promotes good jaw development

Benefits of Exclusive Breastfeeding to the Nation

- Exclusive breastfeeding for the first six months guarantees healthy babies, thus national health costs
- Exclusive breastfeeding reduces infant and under-five mortality rates, thus preserving the future workforce
- Exclusive breastfeeding promotes a clean environment with no waste or plastic bottles
- Provides savings from infant formula purchase positively impacting household income
- Improves cognitive function, thus community and national development with productive human resources
- Supports and enhances child spacing, thus reducing population growth rate
- Promotes healthy post menopausal women with reduced risk of breast and ovarian cancers, type 2 diabetes, osteoporosis and cardiovascular diseases, thus reducing long term health care costs

Barriers to EBF: Maternal

- Caring for the immediate well being of other family members, household chores, etc.
- Mothers returning to work, hawking food, working in offices that do not have crèches
- Mothers struggle with sufficient breast milk production
- Mother's health issues such as blocked or cracked nipples, breast abscess, swollen and/or painful breast, inverted nipples
- Maternal hunger and food insecurity, leading to low energy
- Lack of knowledge on proper positioning and attachment
- Wealth (can afford formula and equipment to maintain hygiene)
- Maternal illness

Barriers to EBF: Family Members

- Lack of paternal support – moral and financial support required. Fathers can take care of other children and assist with household chores
- Pressure from mother, mothers-in-law and grandmothers for mixed feeding, solid foods and/or water
- Familial: Pressure from elders to introduce water, solid food, honey, light porridge or other prelacteal feeds to the infant

Barriers to EBF: Infants

- Illness prevents infants from suckling, inconsistent suckling may impair the mother's ability to breastfeed exclusively
- Infant's inability to suckle due to weak jaw development

Barriers to EBF: Socioeconomic

- Culture
- Familial level of education
- Traditional practices
- Gender inequality
- Income

Barriers to EBF: Social, Cultural and Traditional

- Social: inability to breastfeed in public , perception of unattractiveness when breastfeeding, return to work, aesthetics of breasts (Sagging/Flattening)
- Cultural: Beliefs and practices
  - Discarding colostrum (Yellowish and "dirty")
  - Breast milk insufficient to satisfy hunger and/or thirst
  - Concoctions made from different roots and leaves should be given to babies after birth to make them strong and to avert depressed anterior fontanel

Barriers to EBF: Gender Inequality

- Husband as the major decision maker can determine the length of breastfeeding, or if at all.
- Gender of child may also be a determining factor in the duration of exclusive breastfeeding
  - Girls have been reported to be breastfed longer than boys due to the erroneous belief that boys consume more, thus breast milk will be insufficient to satiate hunger

Barriers to EBF: Inadequate Education/ Training

- Level of education significantly and positively enhances the practice of EBF
- Higher prevalence of EBF practice among mothers with higher levels of education though duration typically shorter.

Barriers to EBF: Income Level and EBF

- Household wealth is significantly associated with high EBF practice, though with shorter duration
- Poorer households who practice EBF tend to do so for a longer duration

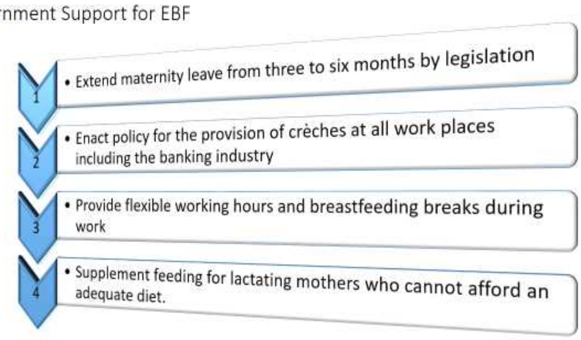
Barriers to EBF: Lack of Effective Health Policy on EBF

- Health care providers have opportunities to promote EBF and need to be properly trained on EBF practices, benefits, and risks and how to help mothers

Common Cultural Issues Around EBF

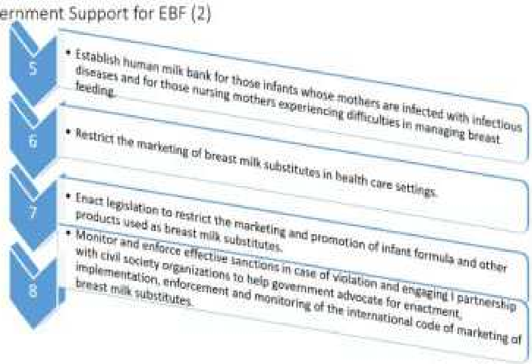
- First born child sent to grandparents to nurture (Northern)
- Insufficient water for child in breast milk (All)
- Sagging breasts

Government Support for EBF



Source: Ojofeitimi, 2019

Government Support for EBF (2)



Source: Ojofeitimi, 2019

Ways to Improve EBF

Breast milk vs Cow milk for Infants

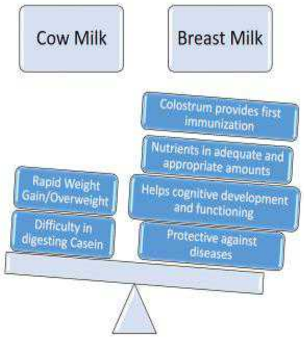
Breast Milk

- Higher levels of unsaturated fatty acids, essential for brain development and functioning
- Better motor development and cognitive functions, extending to intelligence in adulthood
- Higher concentration of lactose, preventing aerobic bacteria-causing diarrhea
- Antibodies protect neonates from bacterial and viral infections
- All nutrients, including water, are in enough quality and quantity to meet infants' nutritional needs

Cow Milk

- Higher concentration of protein, potassium, calcium, sodium, phosphorous and chloride
- Precipitate high renal solute load in infant kidneys
- Unabsorbed solute strains infant kidneys, potentially leading to dehydration

Advantages of Breast Milk over Cow Milk



Formula is not an acceptable substitute to breast milk because formula is just food whereas, breast milk is a complex living nutritional fluid containing antibody enzymes, long chain fatty acids and hormones, many of which cannot be included in formula.
(UNICEF)

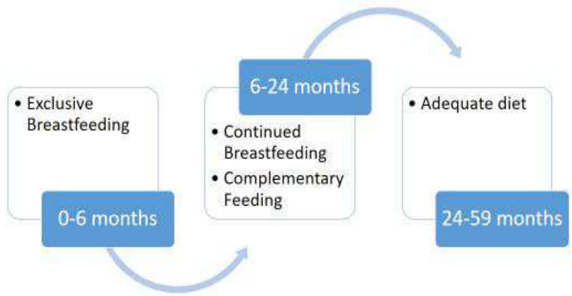
Breast Milk Substitute (BMS) Code

- Includes all milk products
  - Infant formula
  - Follow-up formula
  - Growing up milks
- Inappropriate and unnecessary use of BMS is associated with an increase in the risk of respiratory and diarrhoeal diseases as well as an increase in deaths in children under five
- Promotion of BMS undermines breastfeeding
  - The aggressive marketing is a major barrier to breastfeeding

BMS Code (2)

The widespread promotion of BMS leads to the circulation of misinformation about breastfeeding which influences decisions that families make about feeding their infants and young children. UNICEF

Infant and Young Child Feeding



Complementary Feeding

The most crucial time to meet a child's nutritional requirements for optimal growth and development is the first 1000 days (from birth to 24 months) and improved quality complementary feeding should be initiated at the right time – Ojofeitimi, 2019.

What is Complementary Feeding?

Complementary feeding is the act of introducing other foods to infants after the age of six months while breastfeeding continues to 24 months. Complementary feeding becomes necessary to fill the nutrient gaps since breast milk alone can no longer meet the nutrient requirements for rapid growth and development of infants.

(Ojofeitimi, 2019)

Reasons for Complementary Feeding (CF)

- Effective strategy for improving health while reducing and preventing morbidity and mortality among infants
- CF practices help infants get accustomed to the eating habits of the family and community from 6 months
- Infant at 6 months reaches a general and neurological stage of development (chewing, swallowing, digesting, and excreting
- CF prevents growth faltering and mental impairments

Complementary Feeding

- It is important to introduce appropriate complementary foods to children by 6 months
  - Breast milk insufficient to satisfy nutrient needs after 6 months
  - Facilitates appropriate growth
  - Helps prevent malnutrition
- Texture progress is important in the first year of life
  - Textures develop oral motor capabilities,
  - Textures reduce risk of feeding problems and
  - Textures optimize the acceptance of healthy foods

A Noteworthy Caveat

- All babies develop at a different pace, parents should pay attention to developmental signs to know when the baby is ready for solid foods
- Complementary feeding should be initiated not before the beginning of the 5th month (17 weeks) and not after the beginning of the 7th month (26 weeks)

Source: EFCNI

Tips for Complementary Feeding

- Introduce complementary foods one at a time
- Avoid cow's milk and honey (not fully pasteurized) in the first year of life
- Avoid sugar sweetened beverages, fruit juices and infant teas

Considerations for Complementary Feeding: AFATVAH

- A – Age of infant/young child
- F – Frequency of feeding
- A – Amount of foods
- T – Texture (thickness/consistency)
- V – Variety of foods
- A – Active or responsive feeding
- H – Hygiene

Source: SPRING

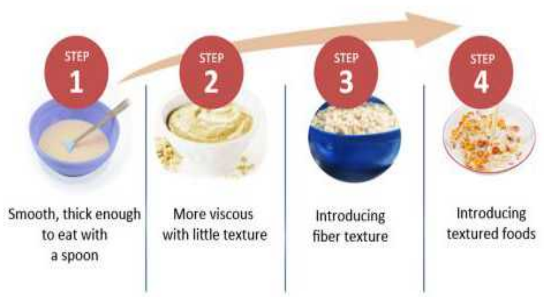
IYCF Recommendations (WHO)

- Continue frequent, on-demand breastfeeding until 2 years of age or beyond, as long as the mother and child desire
- Practice responsive feeding
- Practice good hygiene and proper food handling
- Start at 6 months with small amounts of food and increase gradually as the child gets older
- Gradually increase food consistency and variety
- Use fortified complementary foods or vitamin-mineral supplements as needed
- During illness, increase fluid intake including more breastfeeding and offer soft, favourite foods

IYCF Recommendations (WHO) - 2

- Increase the number of times the child is fed as the child grows older
  - 6-8 months: 2-3 meals per day
  - 9-23 months: 3-4 meals per day with 1-2 additional snacks as required

Progressive Textures in Complementary Feeding



Complementary Feeding

- A snack is extra food between meals
- A cup is 250ml
- Young Children have Specific Nutritional Requirements
  - They need up to 7 times more nutrients than an adult (per kg body weight). Therefore, with every spoon, a child has to eat significantly more nutrients than an adult.
- Children in aged 1-2 years require nutrients (per kg body weight) higher than require of adults person.
- Example young children need 5.5 times as much iron per kg as adults.

Energy Needs in Children

0 up to 6 months	• Breastmilk supplies all the energy needs
From 6 up to 12 months	• Breastmilk continues to supply about half the child's energy needs. The other half must be met with complementary foods
From 12 up to 24 months	• Breastmilk continues to supply about one-third (1/3) of energy needs; the missing energy needs must be supplied by complementary foods

Begin to Feed at 6 months

Type of Food	How often	How much
• Soft gruel • Well-mashed food	• Two to three times each day	• Two to three tablespoons at each meal

Source: SPRING

From 6 up to 9 Months

Type of Food	How often	How much
• Mashed food	• Two to three times each day • One to two snacks	• Two to three tablespoons up to half (1/2) cup at each meal

Source: SPRING

From 9 up to12 Months

Type of Food	How often	How much
• Finely chopped or mashed food • Foods baby can pick up with his or her fingers	• Three to four times each day • One to two snacks	• Two to three tablespoons at each meal

Source: SPRING

From 9 up to12 Months

Type of Food	How often	How much
• Finely chopped or mashed food • Foods baby can pick up with his or her fingers	• Three to four times each day • One to two snacks	• Two to three tablespoons at each meal

Source: SPRING

Summary

- For the first 6 months, exclusively breastfeed your baby (no other milks, foods, or liquids, not even sips of water).
- When your baby reaches 6 months, begin to introduce other foods and continue breastfeeding on demand both day and night.
- Breastmilk continues to be an important part of the diet until the baby is at least 2 years.
- When feeding a baby between 6 and 12 months old, always give breastmilk first before giving other foods.
- After 6 months of age, children should receive vitamin A supplements twice a year. They also need de-worming medicine twice a year, beginning at 12 months.

Summary (2)

- Give your baby one or two tablespoons of soft food three times each day. Gradually increase the frequency, amount, thickness, and variety of food.

- Your baby needs more than breastmilk and porridge. Offer a variety of foods, like mashed fruits, vegetables, and tubers and animal-source foods.
- Infants only need a very small amount of oil (no more than half [1/2] teaspoon per day.)

Five Star Meals

Class of Food	Examples of Locally Available Foods
Cereals (previously referred to as staples)	Grains: maize, wheat, rice, millet and sorghum Roots and tubers: Cassava and potatoes
Legumes	Beans, lentils and peas, groundnuts and seeds (e.g. sesame and beniseed)
Vitamin A-rich fruits and vegetables Other fruits and vegetables	Mango, pawpaw, passion fruit, oranges, dark leafy greens, carrots, orange-flesh sweet potato, pumpkin Banana, pineapple, avocado, watermelon, tomatoes, eggplant, garden egg, and cabbage.
Animal source foods	Meat, chicken, fish, liver, cheese, and eggs, and milk and milk products
Oil and fat	Oil seeds, margarine, and butter (no more than half a teaspoon daily)

Source: SPRING

UNICEF

Sample Local Meals for infants 6 months+

- Carrot, fish and sweet potato puree
- Rice with vegetable and chicken puree
- Plantain with vegetable and fish puree
- Pasta, carrots and chicken puree
- Mashed plantain with okro
- Mashed sweet potato with ogbono soup
- Plantain with vegetables and fish puree

Source: Whyte (2018)

2. **[Group Activity]: Identifying Complementary Foods Around You**

a. Divide participants into 3 and allocate an age group to each group (6-9 months, 9-12 months and 12-24 months)

b. Groups discuss what foods are available in their communities

c. Ask the groups to review the UNICEF IYCF guidelines and suggest what specific foods should be fed to the children in the age each group has been allocated.

d. Each group presents their work at plenary.

https: //www.unicef.org/nutrition/files/Nigeria_c-iycf_counselling_cards.pdf
Use this as a resource for the group activity on Infant and Young Child Feeding

Infant and Young Child Feeding (IYCF): IYCF encompasses the set of feeding practice needed to prevent malnutrition. These feeding practices are essential for nutrition, growth, development and survival of infants and young children. Breastfeeding should be initiated within 30 minutes of delivery, and infants should be exclusively breastfed for the next six months of life, while thereafter breastfeeding should continue up to two years complement with the introduction of soft safe food at six months.

Be sure to emphasize the need for exclusive breastfeeding from 0 to 6 months, with complementary feeding started afterwards.

Complementary Feeding: Means giving other foods in addition to breast milk; when an infant is 6 months old, breast milk is no longer adequate to meet the child's nutritional needs and therefore other food and liquids should be given to the child in the right proportions along with the breast milk.

Meals used for Complementary Feeding

Usually, meals served during complementary feeding are made from locally available, affordable nutritious food. Introducing soft semi-solid food in the right proportions a little at a time allows the infant to get accustomed to the flavour of the food. The infant is fed frequently and as they grow the portions also increase in size

Energy Needs in Children

From 0 up to 6months: breastmilk supplies all the "energy needs" of the child
From 6 months up to 12 months: breastmilk continuous to supply about half (1/2) of the energy requirements of the child; the other half must be filled with complementary foods.
From 12 months up to 24 months: breastmilk continuous to supply about one-third (1/3) the energy requirement of the child; thus the missing energy requirement must be supported with complementary feeding

3. The facilitator asks participants to categorize the identified food items into “Go, Glow and Grow” foods for easy memorization of the type of locally available foods.

4. Facilitator may provide the following categorization as a handout for reference

Table 1: Common Locally Available Foods

Types of Locally Available Foods Commonly Found in Our Communities	
Food Type	Sample Foods
Grains	Maize, wheat, rice, millet, Sorghum,
Roots and tubers	Cassava and potatoes
Legumes and seeds	Beans, Lentils, peas, groundnuts, sesame/benniseed.
Vitamin A-rich fruits and vegetables	Mango, pawpaw, passion fruit, oranges, dark -green leaves (pumpkin leaves (Ugu), spinach, hospital leaf) carrots, orange flesh sweet potato
Other fruits and vegetables	Banana, pineapple, avocado, watermelon, tomatoes, eggplant/garden egg and cabbage
Animal source foods: (Note Animal foods should be started at six months)	Red meat, chicken, fish, liver, eggs and milk and milk products.

Table 2: GO GROW GLOW Categorization of Foods

GO Foods	Contain the Grains Group foods that provide the body with energy. It is the first group on MyPlate and the foundation of a healthy diet. Children learn that GO foods......"help me run, jump and play all day." **"GRAINS mean GO"**
GROW Foods	Contain the Milk and the Meat & Beans Group foods that help the body grow and develop strong bones and muscles. Children learn that GROW foods...."help me grow bigger and stronger."
GLOW Foods	Contain the Vegetables and the Fruits Group foods that supply the body with vitamins and minerals to keep the body healthy and functioning properly. Children learn that GLOW foods..."make my hair shine and eyes sparkle "

Based on the US. Department of Agriculture's (USDA) "MyPlate", Go Glow Grow nutrition curriculum simplifies

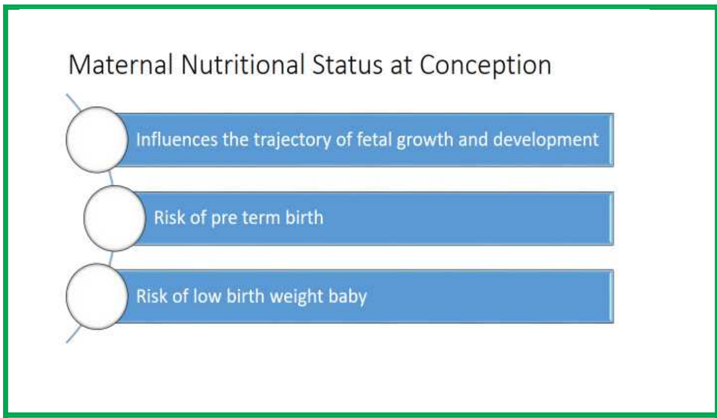
Facilitator's Note

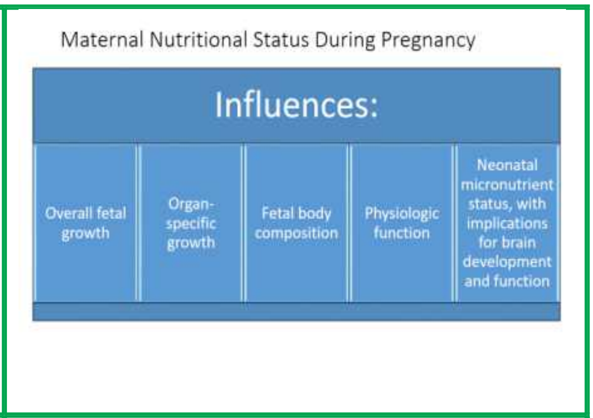
This MyPlate concept can be used to illustrate categories of food to mothers during food demonstration activities while explaining food complementary feeding for children. Physical activity is incorporated into each lesson to enhance the connection between eating healthy foods and daily exercise

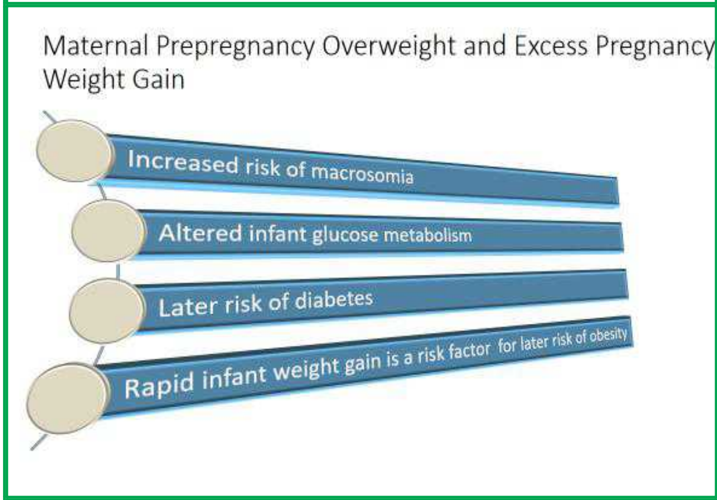
Check https://naqld.org/app/uploads/2013/11/FSS_FS33a-Go-grow-and-Glow-Foods-Teachers-guide.pdf for more information.

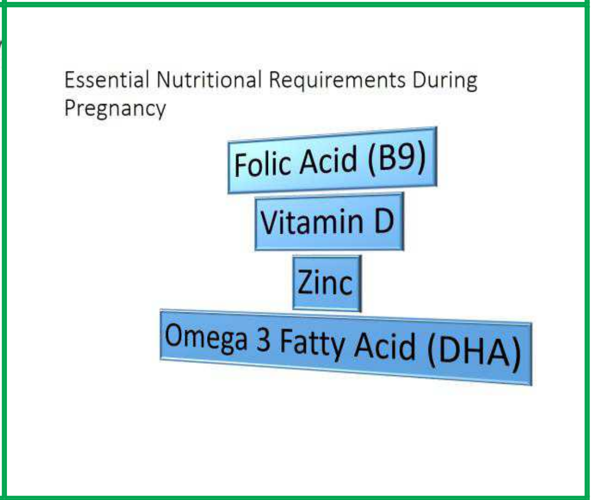
Session 1.5: Best Practices for Maternal Nutrition

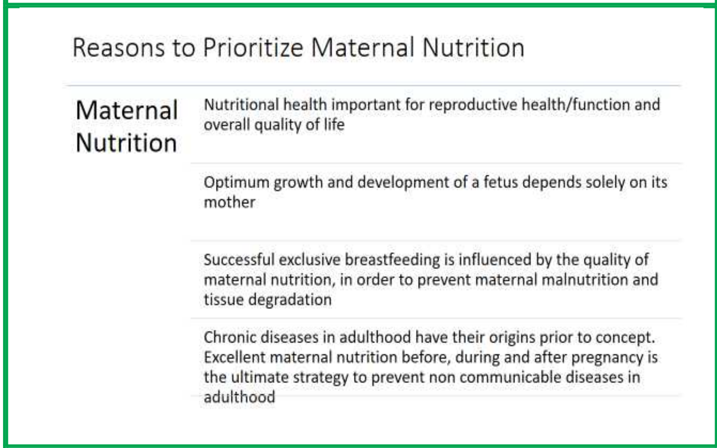
1. Facilitator starts a discussion at plenary as to why maternal nutrition is essential and important for the health of the baby in order to prevent malnutrition.
2. Facilitator enlists the assistance of participants to list key points on the flip chart board
3. Facilitator clarifies any assumptions, responds to questions and presents important information about maternal nutrition.

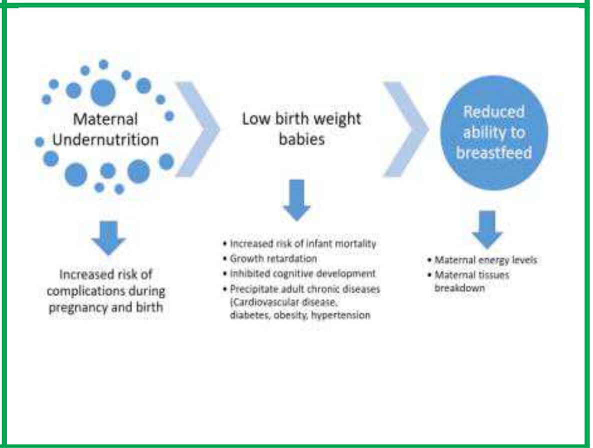

Maternal Nutritional Status at Conception
Influences the trajectory of fetal growth and development
Risk of pre term birth
Risk of low birth weight baby

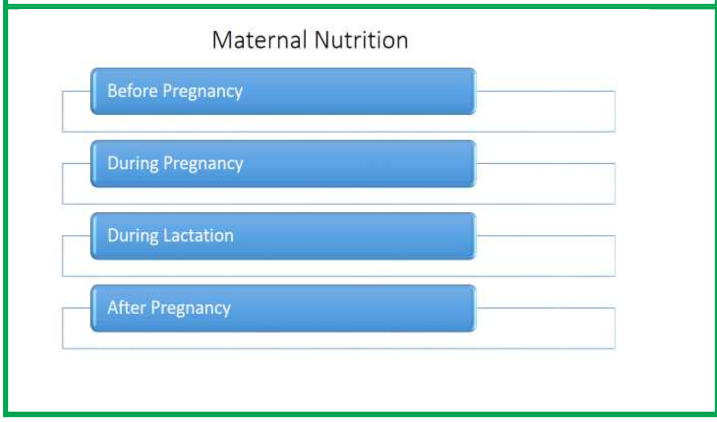

Maternal Nutritional Status During Pregnancy
Influences:
Overall fetal growth
Organ-specific growth
Fetal body composition
Physiologic function
Neonatal micronutrient status, with implications for brain development and function

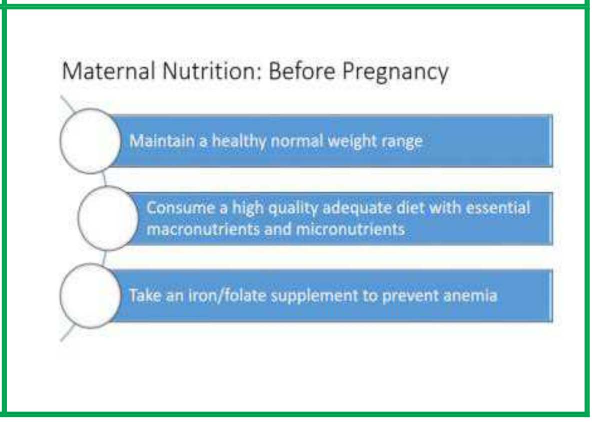

Maternal Prepregnancy Overweight and Excess Pregnancy Weight Gain
Increased risk of macrosomia
Altered infant glucose metabolism
Later risk of diabetes
Rapid infant weight gain is a risk factor for later risk of obesity


Essential Nutritional Requirements During Pregnancy
Folic Acid (B9)
Vitamin D
Zinc
Omega 3 Fatty Acid (DHA)


Reasons to Prioritize Maternal Nutrition
Maternal Nutrition
Nutritional health important for reproductive health/function and overall quality of life
Optimum growth and development of a fetus depends solely on its mother
Successful exclusive breastfeeding is influenced by the quality of maternal nutrition, in order to prevent maternal malnutrition and tissue degradation
Chronic diseases in adulthood have their origins prior to concept. Excellent maternal nutrition before, during and after pregnancy is the ultimate strategy to prevent non communicable diseases in adulthood


Maternal Undernutrition
Low birth weight babies
Reduced ability to breastfeed
Increased risk of complications during pregnancy and birth
• Increased risk of infant mortality
• Growth retardation
• Inhibited cognitive development
• Precipitate adult chronic diseases (Cardiovascular disease, diabetes, obesity, hypertension
• Maternal energy levels
• Maternal tissues breakdown


Maternal Nutrition
Before Pregnancy
During Pregnancy
During Lactation
After Pregnancy


Maternal Nutrition: Before Pregnancy
Maintain a healthy normal weight range
Consume a high quality adequate diet with essential macronutrients and micronutrients
Take an iron/folate supplement to prevent anemia

Facilitator's Note

Maternal Nutrition The intergenerational transfer of undernutrition begins with the poor nutritional status of women, both before and during pregnancy. Women who are short, thin, and gain inadequate weight during pregnancy and are deficient in micronutrient are more likely to give birth to low birth weight (LBW) infants. They are also at an increased risk of obstetric complications and of maternal death. Globally, 32 million babies are born small for gestational -age (SGA) annually-representing 27% of all births in lower-middle income countries. Foetal growth restriction causes more than 800,000 deaths each year in the first month of life more than a quarter of all newborn deaths. These newer findings contradict the widespread assumption that babies who are born SGA by contrast with pre-term babies are not a substantially increased risk of mortality. Neonates with foetal growth restriction are also at substantially increased risk of being stunted at 24 months and of development of some type of non-communicable diseases in adulthood. Source: NSPAN 2014-2019

Essential Practices of Maternal Nutrition

- Attend antenatal care at least four times during pregnancy, beginning during the first three months
- During your pregnancy, eat three meals each day plus one extra small meal or "snack"
- Eat different types of locally available foods each day
- Drink plenty of clean water and fluids every day.
- Adolescent mothers need more food, extra care, and more rest.
- You need iron and folic acid tablets during pregnancy for at least three months after your baby's births, take the iron tablet with food to increase absorption
- Take vitamin A supplements immediately after births or within six weeks after delivery to ensure that your baby receives the vitamin A in your breast milk

- Sleep under an insecticide-treated mosquito net every night to prevent malaria

Exclusive Breastmilk Feeding: The 1000 days threshold

Nutrition plays a significant role in a child's growth. The nutrition of children in the first 1000 days of life is crucial for survival and future cognitive functions. The ultimate consequences of acute malnutrition are stunting if the child survives. Breastfeeding within the 1000 days ensures that children get good nutrition, and get protection against illness, provides intimacy, and comfort that promotes healthy child development

Breastfeeding should be initiated within 30 minutes of delivery, and infants should be exclusively breastfed for the next six months of life, while thereafter breastfeeding should continue up to two years complemented with the introduction of safe and hygienic food at six months. The initiation of breastfeeding early helps the baby learn to breastfeed while the breast is still soft, helps reduce your bleeding, and helps ejects the placenta.

Hold your newborn skin-to-skin immediately after birth. This will keep your baby warm and breathing well, help a child reach the breast easily, and help you and your baby feel close

Colostrum

The thick yellowish milk that comes out first is good for your baby because it helps protect your baby from illness and removes the first dark stool.

Important: Baby does not need additional water or other liquids before the milk comes in, or for the first 6 months of life. Do not give water or other fluids- This is not necessary and is dangerous for your baby.

Hygiene

According to the WHO "Conditions or practices that help to maintain health and prevent the spread of disease, especially through cleanliness. Personal hygiene refers to maintaining the body's cleanliness. Hygiene is a broad term which includes such personal habits choices as how frequently to bath, wash hands, trim fingernails, and change clothing. It also includes attention to keeping surfaces in the home and workplaces, including during pregnancy, child bathe and breastfeeding periods.

Some regular hygiene practices may be considered good 'habits' by society, while the neglect of it can be considered disgusting, disrespectful, or threatening. Good hygiene (Cleanliness) is important to avoid diarrhoea and other illness. Some good habits are:

- Use clean utensils and store foods in a clean place.
- Cook meat, fish and eggs until they are well done.
- Wash fruits and vegetables with vinegar or salt before eating
- Feed your baby using clean cups/bowls and spoons; never use bottles as this is difficult and may cause the baby to get diarrhoea
- Wash your hands with soap and water before preparing food, before eating, and feeding the baby
- Wash your babies' hands and face with a clean cloth before you feed them.

Session 1.6: Introduction to Nutrition Systems in Nigeria

1. **[Group Activity]: Nutrition System Gallery Walk**

a. Facilitator displays prepared definitions of system and sector on flip chart on the wall. (Facilitator prepares the flip chats before the session begins)

b. Facilitator asks the participants to walk round and stand by the definitions they most agree with and reach a consensus on why they chose it.

c. Facilitator then goes round the hall and probes each group to explain why they think their choice of definition is the best

d. Participants return to plenary and the facilitator displays the SPRING definition for further discussion and to put the definitions in context.

Facilitators Note

Drawing on the learning's from the SPRING paper on nutrition system, which defines the nutrition system based on the UNICEF Nutrition framework (2013). This framework highlights the causes of malnutrition, actors, interventions, responses, sectors, and players in the system as the as seen in session 1.2 and 1.3 of this manual. It seeks to build on this framework by broadening them to include cross cutting factors affecting and interacting with the causes of malnutrition, it also includes other players that interact to ensue good nutrition for example food production, consumer, policies & governance, financing and market, information and communications, infrastructure, resources and supplies, service delivery and production, and the sociocultural environment.

According to the SPRING Definition of systems & sector:

System: A system is a set of connected things or parts forming a complex whole.

Sector: A distinct part or branch of a nation's economy or society or of a sphere of activity such as education

System thinking requires program planners and policymakers to look at the forest and the trees in any situation

See interrelationships among system rather than linear cause- and- effect chains whenever events occur

See processes of change among systems rather than discrete snapshots of change, whenever changes occur

See the system in any situation, by identifying the inputs, processes, and outputs, as well as their interactions and feedback loops.

The UNICEF framework (2013), first developed in 1990 as part of the UNICEF strategy, continues to guide nutrition planning, defining immediate, underlying, and basic causes of malnutrition. The framework highlights the need for multiple actors, discipline, sectors and systems to work together to reduce malnutrition

Building on the UNICEF framework, considering the World Health Organizations building blocks for health system (WHO 2010), and broadening them to include the producer, consumer, and nutrition sub-systems outlines by Sobal et al. (1998), SPRING identified several cross-cutting factors that influence, interact, and impact one another and nutrition outcomes

2. Facilitator reviews the cross-cutting factors that influence, interact, and impact one another and nutrition outcomes

3. [Group Activity]: Examining the Nutrition System in Nigeria

a. The facilitator shares the "SPRING working report on System Thinking and Action for

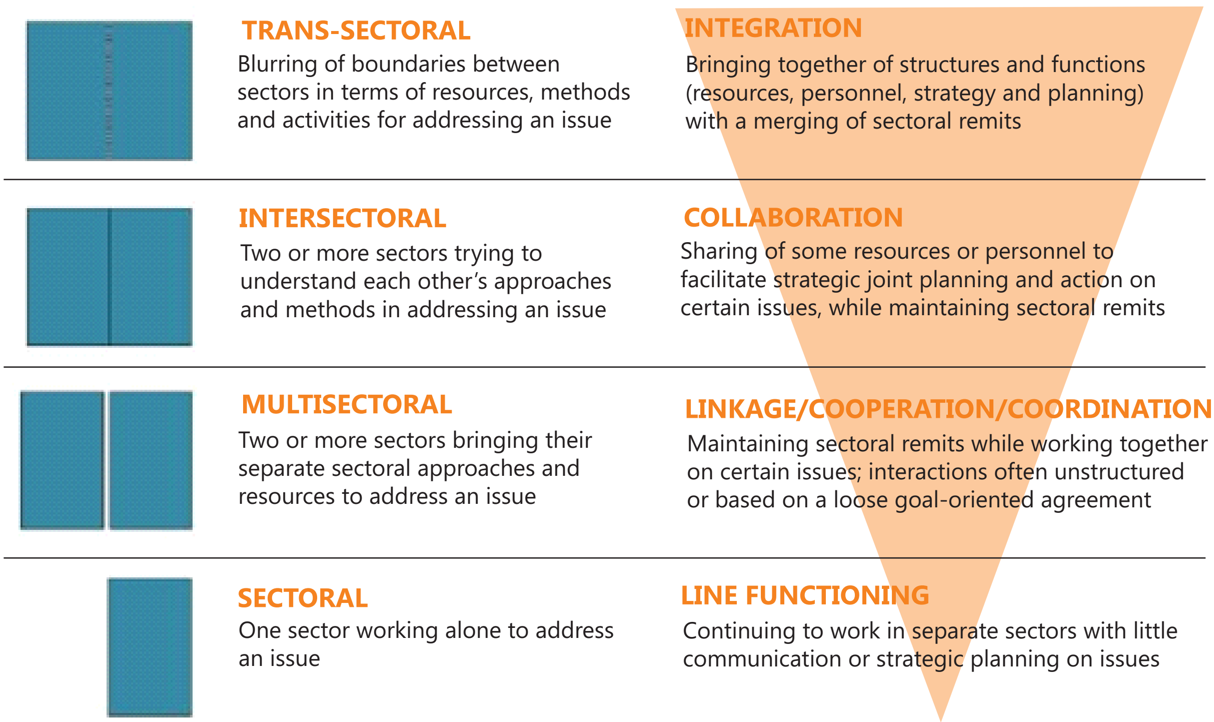


Figure 3: SPRING (2015) Cross-Cutting Factors

Nutrition" and divides the participants into groups. Suggested groups may be combined based on the number of participants and feasible groups

i. Group 1 - Policies and Governance

ii. Group 2 – Infrastructure and markets iii. Group 3 – Inputs and services

iv. Group 4 - Financing

v. Group 5 - Information and communications vi. Group 6 – Household Resources

vii. Group 7 - Sociocultural Environment

b. Participants are asked to identify actors and factors in the assigned areas

c. Groups return to plenary and discuss the different factors and actors, working to identify interrelationships, interconnections, and interactions among them.

4. Facilitator leads a discussion on the following:

a. Describe the current nutrition system in Nigeria,

b. List the different nutrition sectors,
c. Identify factors that positively and negatively impact the current nutrition system
d. Identify opportunities for strengthening the nutrition system in Nigeria.

5. At plenary, participants discuss the role of civil society alliances, such as CS-SUNN and how State chapters may work on identifying the nutrition structures in their respective States and how to engage with them.

Facilitator's Note

Together these factors form multiple interdependent systems that shape nutrition. Examples are given below to illustrate the relationship of each of these factors to malnutrition.

Policies and governance affect food, care, health, and the environment—although their impact varies according to adherence and enforcement. For example, maternity-leave policies and legislation can have an impact on breastfeeding practices in countries where the majority of women are formally employed. Likewise, laws regarding smoking in public establishments have had an enormous impact on smoking practices in the United States. Elsewhere, food subsidies and social safety nets affect agricultural practices and food- related decision making

A system approach –the application of system thinking –to nutrition may not be easy; however, given the many factors, sectors and disciplines that affect nutrition, it is needed that they begin to think of it holistically than singularly within one sector, it is only by doing this, that a more sustained improvement in nutrition at the larger scale becomes possible.

Evaluation

1. What are some basic, underlying and immediate causes of malnutrition?
2. What are nutrition sensitive/specific interventions? What are the benefits of each?
3. What is the structure for nutrition in Nigeria and what are some of the guiding policies?
4. What is the importance of the first 1000 days and optimal maternal, infant and young child feeding practices?
5. SPRING identified several cross-cutting factors that influence, interact, and impact one another and nutrition outcomes. What are some of these factors?

MODULE TWO

Advocacy Skill

Module 2:
Advocacy Skills

Keywords: Advocacy, Advocacy Process Cycle, Lobbying, Situation Analysis, Stakeholder Analysis, Power Analysis, Goals, Objectives, Targets, Influentials, Beneficiaries, Action Plan.

Session Guide

Session Topic

2.1 Understanding Advocacy
2.2 Learning the Advocacy Process Cycle

Introduction
CS-SUNN is the Civil Society platform to continually advocate for the scaling up of Nutrition in Nigeria. Its vision is a country where every citizen has food security and adequate nutrition. Accordingly, CS-SUNN's mission is to mobilize Non State Actors to generate evidence, build capacity, advocate and stimulate communities to scale up nutrition in Nigeria. This module is to empower selected Change Agents to become adequately skilled in Nutrition policy advocacy based on sound evidence.

Learning Outcomes
At the end of the session, participants:
- Successfully define advocacy
- Understand the role of advocacy in promoting change
- Know the stages in the advocacy cycle
- Distinguish between advocacy and lobbying with the appropriate function of each.

Required Training Materials
- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 2.1: Understanding Advocacy
1. **[Group Activity]: Defining and Understanding Advocacy**

a. Participants sit while the facilitator stands in front of them at plenary next to a flip chart stand with a blank flip chart and a market. The facilitator asks participants what comes to their minds when they hear advocacy and writes down all contributions on the flip chart.

Definitions of Advocacy (To be pre-pasted)
"Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes in the lives of people based on the experience and knowledge of working directly with them (the people), their families and communities."

[From Advocacy Matters]
"Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause" Policy project, 1999.

"Advocacy is the deliberate process of influencing political decision makers" CARE, 1999.

"Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers towards a solution" IPPF.

*Note, these may also be created as colourful posters. The sources should also be left off and shared after the exercise is completed.

b. The facilitator uncovers the definitions of advocacy pasted on flip chart paper (or posters) around the room, asks participants to walk around the room to read each definition and stand next to the one they believe most represents the best definition of advocacy.

c. After everyone has chosen a definition, ask participants, in groups around the definitions, to discuss the main features. Give them 5 to 10 minutes to do so.

d. Ask each group to share their thoughts with one another while still standing next to their respective definitions.

It is important for the facilitator to encourage groups to focus their comments on the aspects of their selected definition that they consider positive, not on those of the other definitions that they consider negative

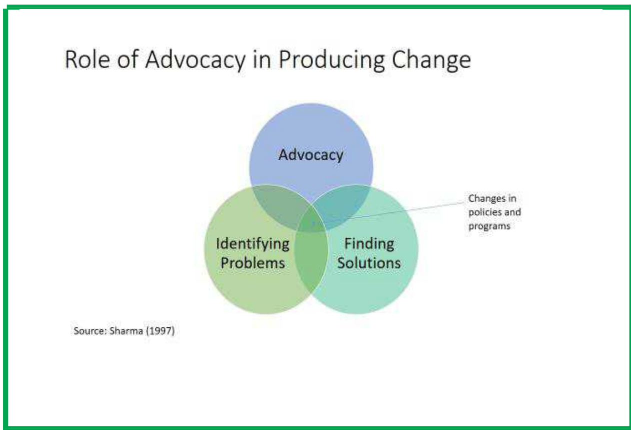
e. Facilitator informs participants that all the definitions are good definitions of advocacy by various stakeholders.

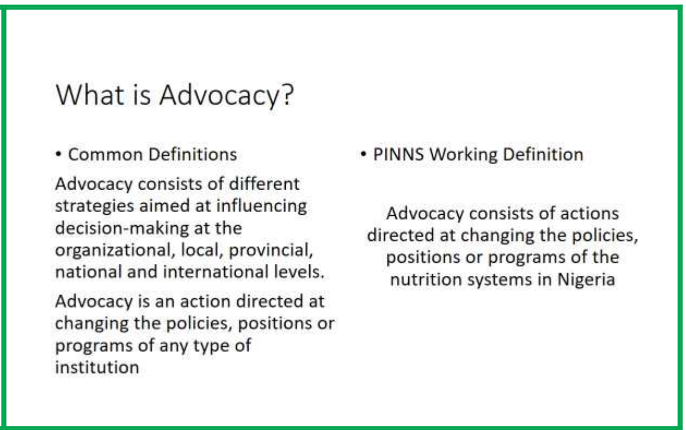
f. Facilitator asks participants which terms are most relevant, underlines them with a marker and prompts further discussion as required. The facilitator then concludes with thoughts regarding the components highlighted by participants.

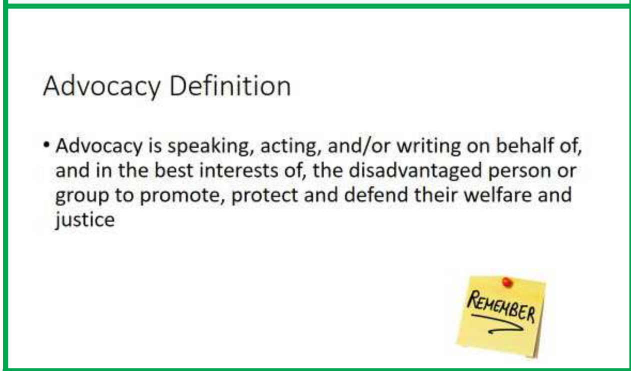
The facilitator may further explain:

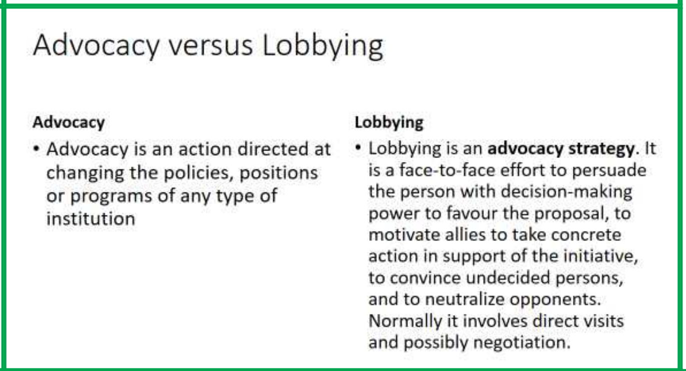
- Advocacy is speaking out for the people and empowering them to speak out for themselves.
- Advocacy aims to change policies and legislation so they will have a positive effect on people's lives.
- It is also about making sure that policies designed to benefit the people are put into practice.

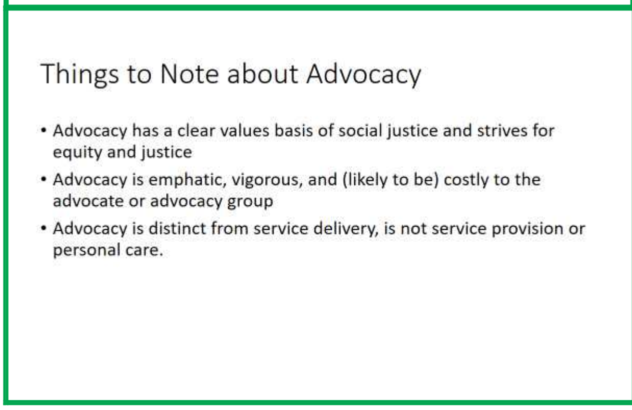
2. Facilitator presents a short PowerPoint on advocacy:

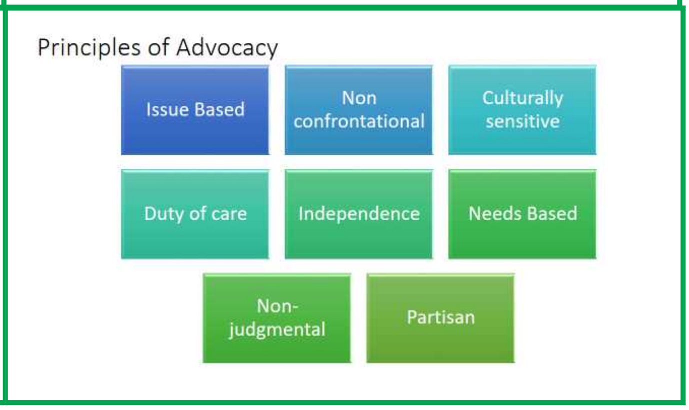












Facilitator Note

Note that some folks may be confused regarding the difference between advocacy and lobbying. Be sure to spend sufficient time clarifying any confusion. Ensure you are prepared to facilitate a discussion around the ethics of lobbying and some donor requirements regarding lobbying.

Session 2.2: Learning the Advocacy Cycle

1. Facilitator leads the participants in discussing the "Need for Advocacy" in nutrition in Nigeria
a. At plenary the facilitator leads a discussion on the need and purpose for advocacy and lists key words on flip chart paper, The following questions may be used to stimulate discussion:
i. Why is advocacy for nutrition necessary in Nigeria?
ii. What is the purpose of advocacy for nutrition in Nigeria?

2. **Facilitator asks at plenary: "What is the advocacy cycle?"**

The Advocacy cycle is a step by step approach through each stage of the process of developing an advocacy strategy, or an advocacy component within a broader project or programme strategy.

3. **[Group Activity]: Learning the Advocacy Cycle**
a. Divide participants into groups, ask them to stand in different parts of the room and provide twelve pieces of paper to each group with each piece of paper showing one step in the advocacy cycle. Note that these will be pre-printed. They may also be hand written boldly using markers.

Steps in the advocacy cycle:

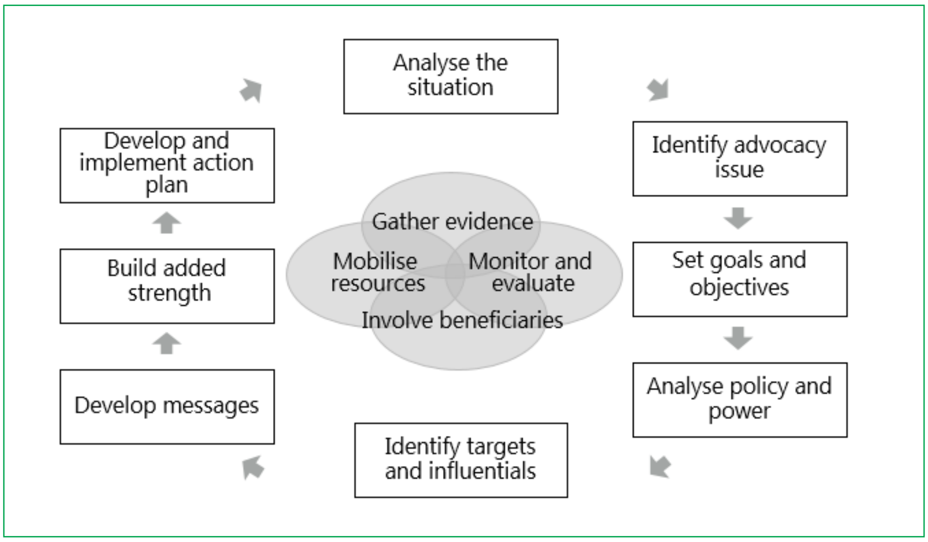
- Analyze the situation
- Identify advocacy issue
- Set goals and objectives
- Analyze policy and power
- Identify targets and influentials
- Develop messages
- Build added strength
- Develop and implement action plan
- Cross Cutting Steps
- Involve beneficiaries
- Gather evidence
- Mobilize resources

- Monitoring and Evaluation

b. Instruct each group to arrange the pieces in the way they think the sequence is in the advocacy cycle.

c. Ask each group to present their process.

Note this is best done by having other groups stand around the table (or floor) where the pieces have been arranged. Depending on space constraints, the process may be adapted. The idea is that each group of participants think through how they believe the advocacy process should go



d. Project the correct process (below) and then discuss each step.

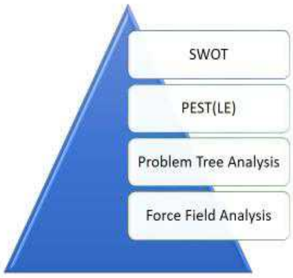
4. **Discuss Step One: Analyze the Situation**

a. Facilitator should guide participants in a discussion during plenary around what sorts of things should be analysed around the nutrition situation in Nigeria that need advocacy.

The following questions may be used as a guide to prompt robust discussions

i. What is the health situation in Nigeria like?
ii. How strong is the health system in Nigeria?
iii. How is the health sector behaviour?
iv. What are some human rights perspectives that may be applicable to health systems in Nigeria?
v. How will advocacy make the difference?
vi. What evidence is available for advocacy?
vii. What pledges and commitments have policy makers made?
viii. What do policy makers know about the nutrition situation in Nigeria?
ix. What do policy makers want to do about the commitments and the likely issues for advocacy?
x. Who is responsible for what in the policy space at National and sub- national levels?
xi. What opportunities are available for advocacy?
xii. Who are the likely opponents against the change that advocates what to bring about?

Analyze the Situation - Tools



SWOT Analysis

- "SWOT" asks participants to define the current Strengths, Weaknesses (of the organization), Opportunities and Threats (facing the organization).
- It is most often set out as four quadrants on a page, which has some advantages in allowing participants to scan from one quadrant to another in their analysis

SWOT Analysis

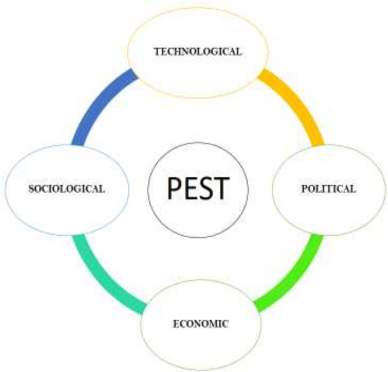
"SWOT" is powerful as it directs participants away from the surface working of an organization towards the internal dynamics, attitudes, values and feelings of participants towards the organization.

SWOT Analysis

PEST Analysis

- PEST analysis is a systematic way of looking at the broad external environment in which your organization exists or in which the project will be implemented.
- It works with a SWOT analysis, reminding you to think about the ***political***, ***economic***, ***socio-cultural*** and ***technological*** factors which affect your work, and which can either offer opportunities or be threats.

PEST Analysis



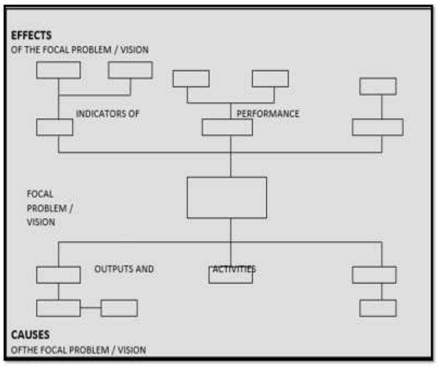
PEST Analysis

- Political factors can include government regulations such as employment laws, environmental regulations, government procurement procedures and health policies. Other political factors are political stability, citizen demands and expectations and accountability to citizens.
- Economic factors affect your budget, ability to increase your funding, and what patients can afford to pay for health services. Economic factors also include interest rates, inflation and currency exchange rates, and donor countries' economic growth, which can also affect your resource availability.

PEST Analysis

- Social factors include population growth, age demographics and attitudes towards health and health care.
- Technological factors may be threats – such as the difficulty of maintaining your ambulances and other vehicles, or opportunities – such as the increased use and lower cost of mobile phones which offer new ways to reach out to and communicate with stakeholders, or to collect and compile data very rapidly and cheaply from all health facilities

Problem Tree Analysis



Problem Tree Analysis

First
- Brainstorm the problems of the issue you are considering (e.g. State X under-budgeting for Nutrition)

Second
- :Of those things you have brainstormed, decide which the "focal" problem is - the one to which all others relate

Third
- Begin to group the other problems into causes and effects and start building the "roots" or CAUSES of the focal problem and the "branches" or EFFECTS of the focal problem.

Fourth
- Having completed your problem tree and used up all your brainstormed problems, now start to turn the negatives to positives.

Problem Tree Analysis

You will find that the focal problem has become either the purpose, or if you were thinking wider, the goal of your project. The causes of the focal problem become potential outputs and activities that will overcome the focal problem and therefore achieve your purpose and goal. The effects of the focal problem are good indicators of achievement as if we achieve our purpose, then the effects will go away.

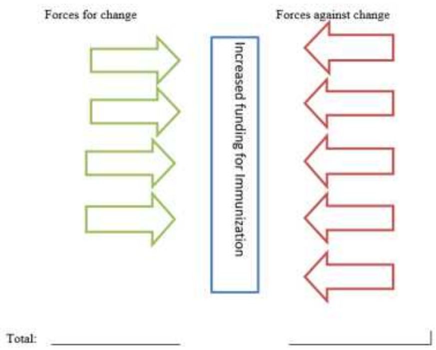
Force Field Analysis

Step 1 Describe your plan or proposal for change in the middle

Step 2 List all forces for change in one column, and all forces against change in another column

Step 3 Assign a score to each force, from 1 (weak) to 5 (strong)

Force Field Analysis - Example



Force Field Analysis

- The Force Field Analysis is interested in the forces – not the actors – that influence a policy, based on interviews, reading, and stakeholder workshops.
- Helps determine whether a project is feasible (i.e. whether research can be implemented to policy).
- Once you have carried out an analysis, you can decide whether your project is viable. In the example above, you might initially question whether it is worth going ahead with the plan.

Force Field Analysis

- Where you have already decided to carry out a project, Force Field Analysis can help you to work out how to improve its probability of success. Here you have two choices:
  - To reduce the strength of the forces opposing a project.
  - To increase the forces pushing a project.
- Often the most elegant solution is the first: Simply trying to force change through may cause its own problems. People can be uncooperative if change is forced on them.

Facilitator's Note

Several tools can be used for situation analysis. Perhaps the most commonly employed is SWOT analysis. There are others that may be particularly useful for the Nigerian situation. Four are presented here with explanations, however, the facilitator may expand and/or substitute these as appropriate

The "SWOT" is a good opening analysis as it is easy to understand, easy to do (as everyone has views about the current organization and leads positively into the "visioning" session

c. **[Group Activity]: Using the SWOT Analysis**

Facilitator's Note

Unless the workshop is very small (6 or less), SWOT is best undertaken in group "break-out" sessions with a plenary session to compare results. Unless workshops are very large (25 or more) four groups can normally be formed and all can provide feedback their results. Where groups are very large, it is possible to get one (pre-selected) group to present their feedback and obtain comments on differences from the other groups.

I. Label flipchart papers with Strengths, Weaknesses, Opportunities, Threats and place them on the wall in four different corners of the room.

ii. Divide the participants into four groups and assign each group to start on one of each of the flip chart papers E.g. Group 1 starts from Strengths, Group 2 starts from Weaknesses, Group 3 starts from Opportunities and Group 4 starts from Threats. Each group should be given a different coloured marker

iii. Each of the group gets five minutes to write everything they can think of for the assigned group, then they rotate to the next chart to fill in everything they can think of that is not already listed on the chart. Each group does this until every group has had the chance to get to every chart, rotating every 5 minutes.

iv. Group participants into four new teams, with each team having a representative from each group e.g. Team A will be made up of one person from Group 1, one person from Group 2, one person from Group 3, and one person from Group 4.

v. Each team then gets one flipchart to work on categorizing the listed items into similar themes and then identify the themes.

vi. The themes for each of the Strengths, Weaknesses, Opportunities and Threats are then discussed and agreed upon by participants.

Facilitator's Note

Emphasize the importance of involving all stakeholders in the process of the SWOT analysis in order to get a robust view of the organization's overall status.

d. The facilitator asks the participants for new insights having gone through the activity] and how they will take the SWOT analysis forward in their advocacy efforts.

5. Discuss Step Two: Identify Advocacy Issue

a. At plenary, the facilitator helps participants think through how to identify the advocacy issue. These questions may be used as a guide:

i. What are the problems in the existing policy and practice?
ii. Is it about lack of implementation of policy or lack of policy/protocols?
iii. Is it a problem where political/social leaders need to take action (e.g. lack of resources etc.)?
iv. What is the process for decision making regarding the issue that needs to change?
v. What has been done on the issue in the past or being done about it right now?
vi. What are the expected outcomes?
What specific change do advocates want to see at the end of the efforts in the policy space?

What decisions are policy makers expected to make as a result of the advocacy?
What behaviour change(s) are expected on the part of the targets whose responsibility it is to take the decision(s)?

b. [Group Activity]: Identify an Advocacy Issue

i. Divide the participants into four groups
ii. Give each person an index card and ask them to identify individually what issue they would like to advocate on.
iii. After two minutes, ask each participant to share their advocacy issue in their group and then discuss amongst themselves to agree on one advocacy issue for their group. This may take up to five minutes
iv. Ask each group to share their advocacy issue at plenary and discuss how feasible it is.

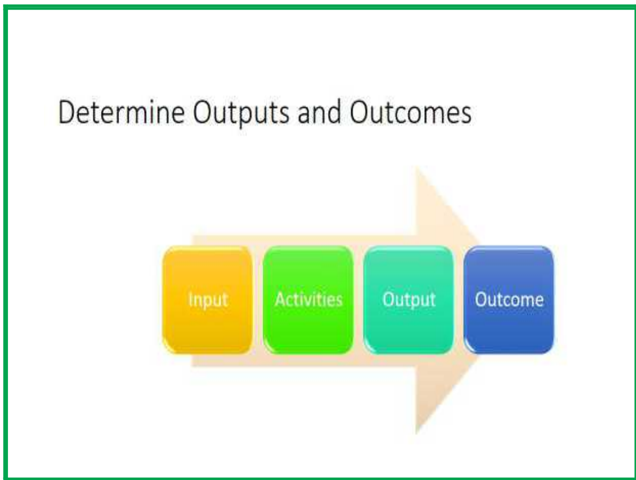
Facilitator's Note

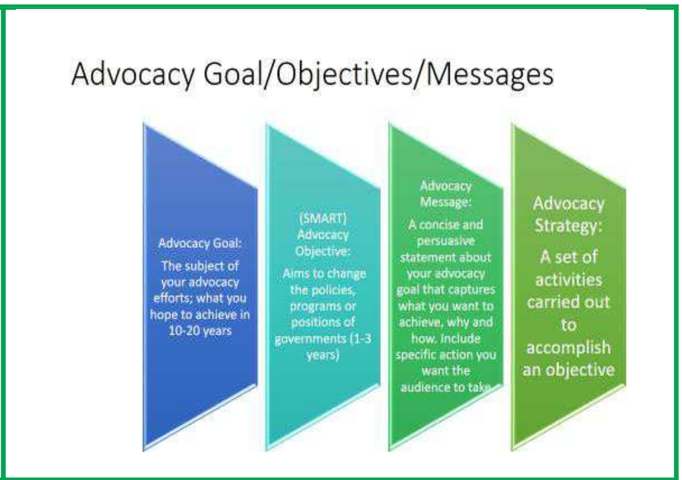
Emphasize to participants that it is always better to start with issues that are easier to advocate on (low hanging fruits) and then later take on issues that are high up.

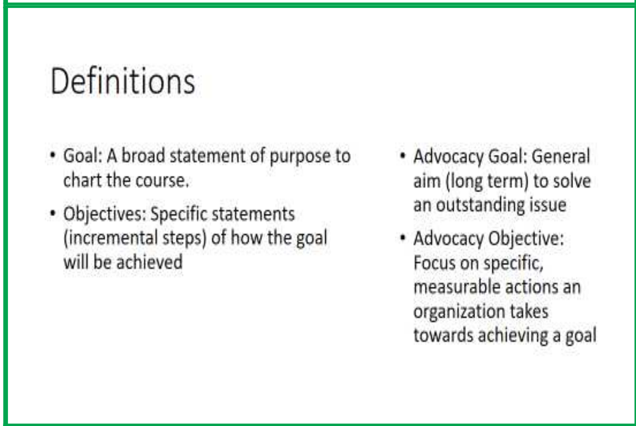
c. Facilitator helps participants identify one or two key takeaways they will use in their advocacy work.

6. Discuss Step Three: Set Goals and Objectives

a. Facilitator prompts a discussion at plenary regarding general knowledge of goals and objectives, especially related to advocacy. Key ideas are placed on a piece of flip chart paper.
b. Facilitator does a presentation on the process of setting goals and objectives for advocacy

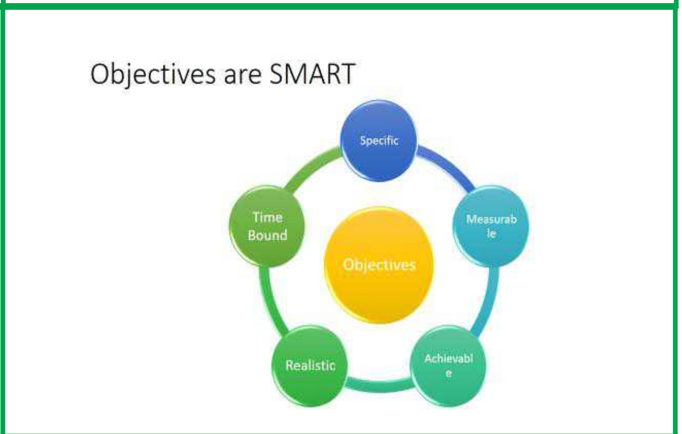

Determine Outputs and Outcomes
Input
Activities
Output
Outcome


Advocacy Goal/Objectives/Messages
Advocacy Goal:
The subject of your advocacy efforts; what you hope to achieve in 10-20 years
(SMART) Advocacy Objective:
Aims to change the policies, programs or positions of governments (1-3 years)
Advocacy Message:
A concise and persuasive statement about your advocacy goal that captures what you want to achieve, why and how. Include specific action you want the audience to take
Advocacy Strategy:
A set of activities carried out to accomplish an objective

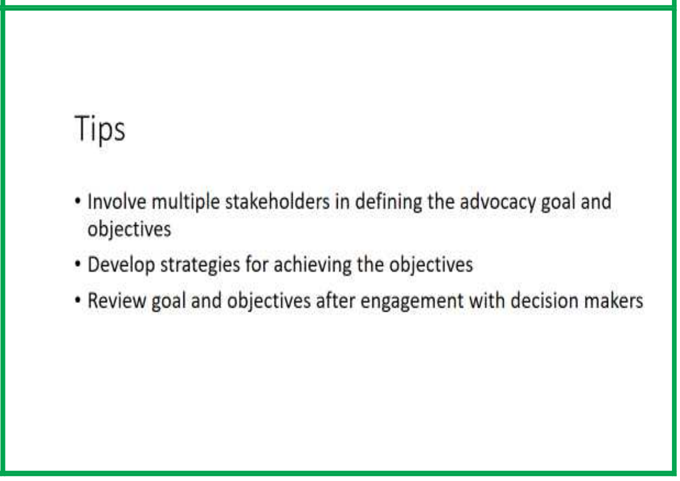

Definitions
• Goal: A broad statement of purpose to chart the course.
• Objectives: Specific statements (incremental steps) of how the goal will be achieved
• Advocacy Goal: General aim (long term) to solve an outstanding issue
• Advocacy Objective: Focus on specific, measurable actions an organization takes towards achieving a goal


Defining Advocacy Goal and Objectives
What do we want to change?
By how much do we want it to change?
By when do we want to see the change?
Who can make that change?


Advocacy Objectives
Decision maker
Policy action
Timeline and Degree of change


Objectives are SMART
Specific
Measurab le
Achievabl e
Realistic
Time Bound
Objectives


Information Needed to Define Advocacy Goals and Objectives
Strategic Plans
Policies
Research Reports
Annual Reports
Work plans
Workshop reports


Tips
• Involve multiple stakeholders in defining the advocacy goal and objectives
• Develop strategies for achieving the objectives
• Review goal and objectives after engagement with decision makers

Facilitator's Note

The desired outcome is the change (result) you want to see being brought about by your advocacy target(s). What exactly do you want the target(s) to do? What decisions do you want the target(s) to take or what actions do you want them to carry out? Can the target make the change? Sometimes, such actions or decisions may come as Primary Outcome (the ultimate decision or change) and/or Intermediate Outcome (the change before the ultimate change). Outcomes are expected results that come as a consequence of the outputs that you deliver from your activities.

Your outputs are the results that must occur as a consequence of your funded activities. So the donor makes money available to you to carry out activities. These activities lead to certain outputs and a set of outputs lead to outcomes
– Intermediate or primary.

c. At plenary, facilitate a discussion around inputs, activities, outputs, primary and intermediate outputs as they relate to nutrition advocacy.

7. **Discuss Step Four: Analyze policy and power**

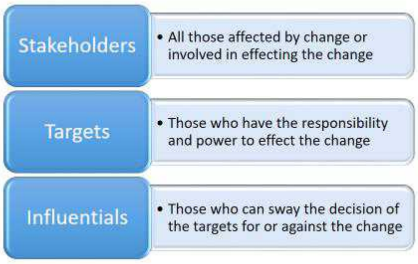
a. Facilitate a discussion around power and interest at plenary

Facilitator's Note

Two factors are particularly important about the stakeholders around any issue. The interest of the stakeholder and the power of the stakeholder in contributing to the change or in blocking the change. In the wider sense, it is necessary to do a Political Economy Analysis or a Landscape around the issue selected. A simple analysis around the issue will inform the plan for advocacy

b. Present information on analyzing policy and power in advocacy

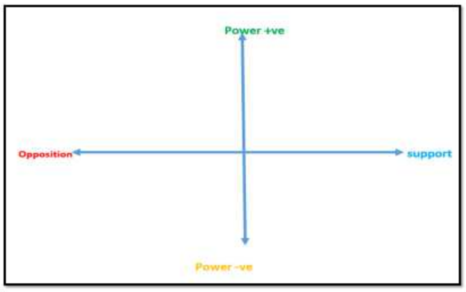
Definitions



Important Stakeholder Factors

Political Economy Analysis or Landscape around the selected

Policy and Power Analysis Tool – Power Map



What is Power Mapping?

Creating a “Power Map” to determine support and opposition of policy/decision makers on an issue

Questions to Identify Potential Supporters

1. Who supports the objective (or a closely related objective) already?
2. Who will benefit if your objective is achieved (beneficiaries and implementers).
3. Will anyone benefit financially if your objective is achieved?
4. Which government ministries, departments or agencies will gain if the objectives are achieved.
5. What civil society group including religions will benefit if the objective is achieve
6. Which influential will benefit if the objective is achieved.
7. Do any official philosophically support the objective?

Questions to Identify Potential Opponents

1. Are any organizations or individuals opposed to your objectives?
2. Which groups of individuals will lose (money, power, programme control, followers, etc.) if your objectives are achieved?
3. Which influential will lose if the objective is achieved?
4. Do any officials philosophically oppose the objective?

C. (Participant Activity During Plenary): Policy and Power Analysis

i. Ask for 3 volunteers to provide a nutrition advocacy issue. Write them on flip chart paper.

ii. Ask participants to vote on the issues and select the one with the most votes for the power mapping activity.

iii. Project the power map to be filled and ensure that everyone understands the assignment.

iv. Ask one of the participants to facilitate the discussion on identifying supporters for the issue along with the power/influence they have and note on flip chat paper

v. Ask another participant to map the identified supporters in the appropriate quadrant

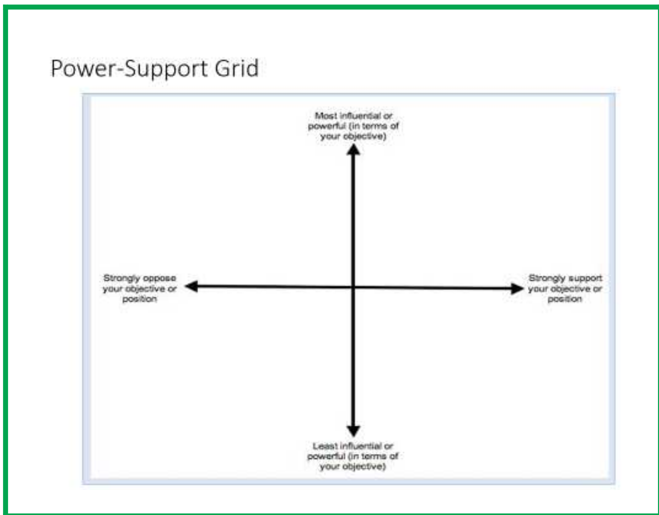
vi. Ask another participant to facilitate the discussion on identifying opponents for the issue along with the power/influence they have

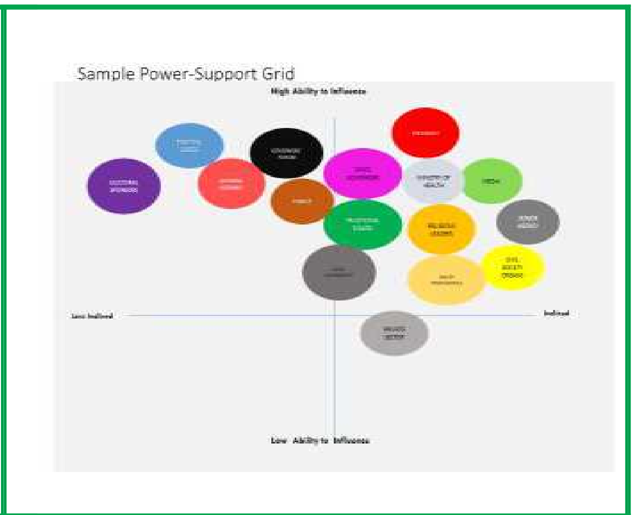
vii. Ask another participant to map the identified opponents in the appropriate quadrant

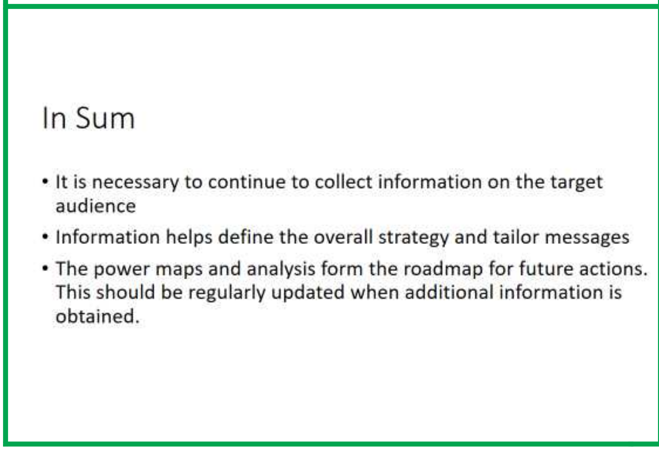
viii. Facilitate a discussion on the finished product. The following may also be presented as an example of what a power map could potentially look like.

Facilitator's Note

This activity may also be conducted by dividing participants into groups and having them work on the same issue then present their different maps at plenary.

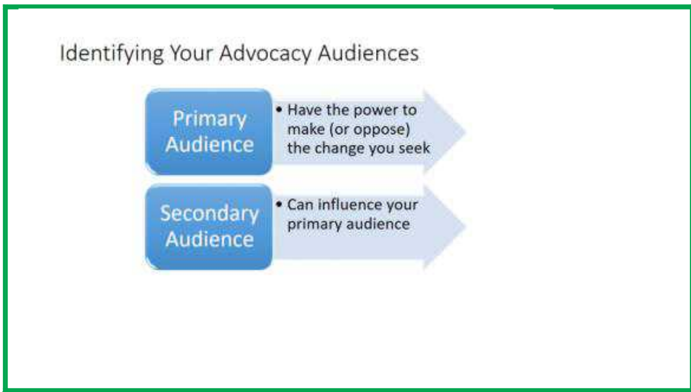


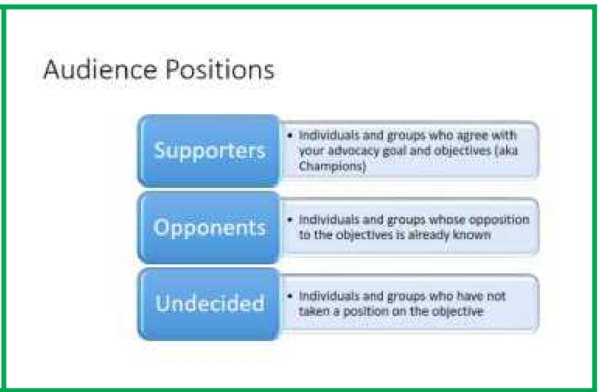


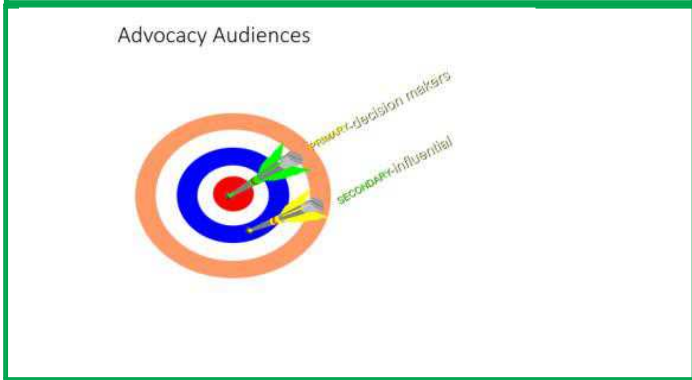


8. **Discuss Step Five: Identify Targets and Influentials (Advocacy Audience)**

a. Facilitator provides a brief presentation on advocacy audiences







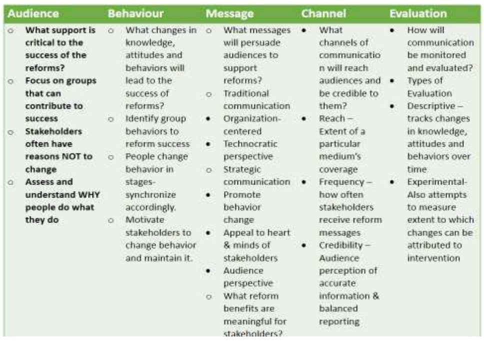
Primary Audience: the individuals and /or body with decision-making authority (Advocacy Issue)	Level of knowledge about the issue (rank 1-5) 1- low; 5- high	Level of previous support demonstrated 1- low; 5- high	Level of pervious opposition demonstrated 1- low; 5- high	Undecided or position unknown	Potential benefits to Audience related to the issue
Secondary audience: The individuals and/or bodies that can influence the primary audience.					

For each issue selected				
Target Main Decision makers, not organizations	Influencers Those who can influence the Decision makers the likely form of their influence	Power of the target To bring about change High/med/low	Will of target to make change happen Strong/Med/weak	Interest of target in relation to advocacy and where you want them to bring about change

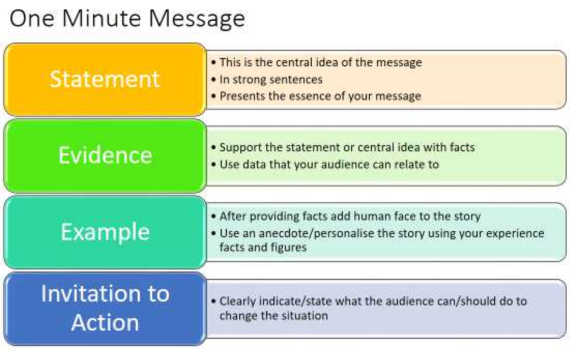
b. At plenary, participants should revisit the power map created in the previous step and determine if they are primary targets or influencers.

9. **Discuss Step Six: Develop Messages**

a. Facilitator makes a presentation on developing and communicating advocacy messages



Audience	Behaviour	Message	Channel	Evaluation
○ **What support is critical to the success of the reforms?** ○ **Focus on groups that can contribute to success** ○ **Stakeholders often have reasons NOT to change** ○ **Assess and understand WHY people do what they do**	○ What changes in knowledge, attitudes and behaviors will lead to the success of reforms? ○ Identify group behaviors to reform success ○ People change behavior in stages- synchronize accordingly. ○ Motivate stakeholders to change behavior and maintain it.	○ What messages will persuade audiences to support reforms? ○ Traditional communication • Organization-centered • Technocratic perspective ○ Strategic communication • Promote behavior change • Appeal to heart & minds of stakeholders • Audience perspective ○ What reform benefits are meaningful for stakeholders?	• What channels of communicatio n will reach audiences and be credible to them? • Reach – Extent of a particular medium's coverage • Frequency – how often stakeholders receive reform messages • Credibility – Audience perception of accurate information & balanced reporting	• How will communication be monitored and evaluated? • Types of Evaluation • Descriptive – tracks changes in knowledge, attitudes and behaviors over time • Experimental- Also attempts to measure extent to which changes can be attributed to intervention



Facilitator's Note

Emphasize that what is needed for advocacy is strategic communication rather than traditional communication. The idea is to change the behaviour of decision makers so that they can take positive steps to effect the desired change.

Also highlight the fact that the choice of the messenger is as important as the message. Who the messenger should be has to be strategically decided as the message is always perceived to be as important as the messenger by the audience

b. [Group Activity]: Advocacy Message

I. Participants should be divided into groups of 4 and all groups should work on the same advocacy issue

ii. Ask each group to select a specific target and develop a, using the one minute message format.

iii. At plenary, two people from each group should role play with one acting as the target policy maker and the other acting as the nutrition advocate. This should be timed and evaluated based on the content of the one minute message.

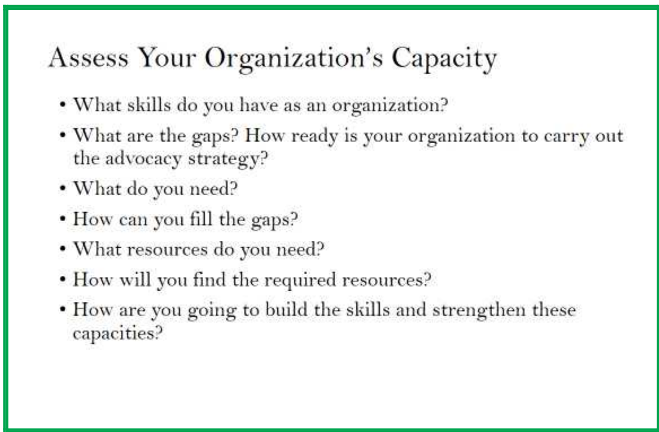
iv. Other participants should provide feedback after each role play

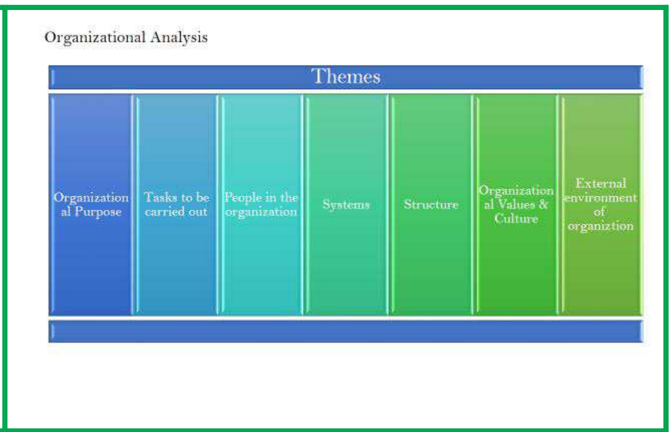
v. After all groups have presented, facilitator should help participants solidify learning on developing advocacy messages for specific audience types.

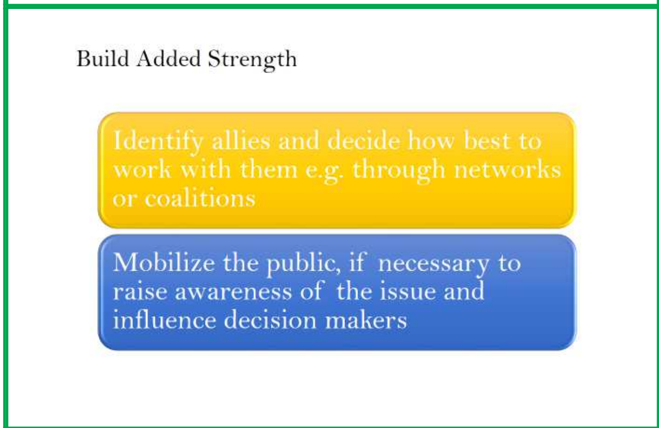
10. Discuss Step Seven: Build Added Strength

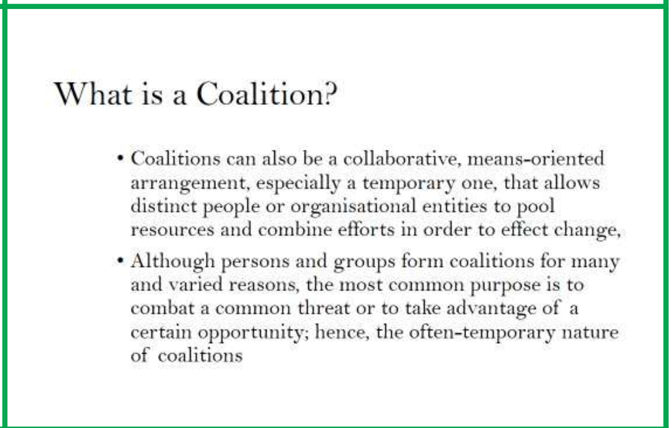
a. At plenary, facilitate a discussion around the strengths each participant organization feels like they have to conduct advocacy. List those on a piece of flip chart paper.

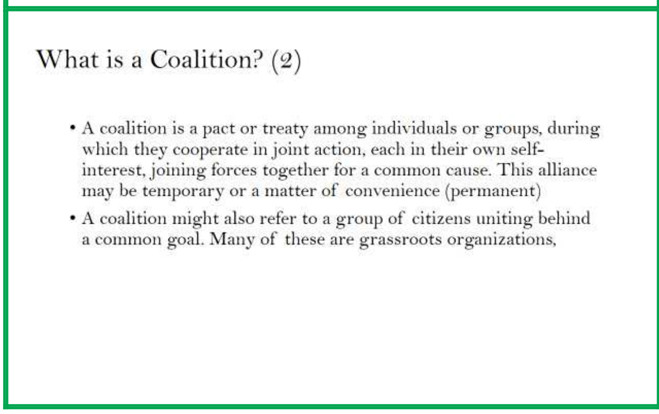
b. Present information on organizational assessment and participating in coalitions.

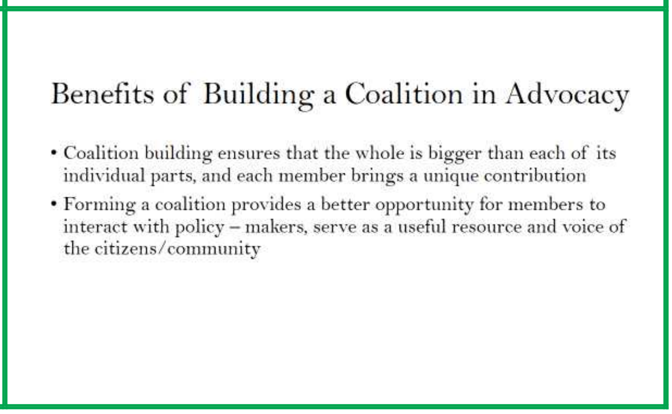


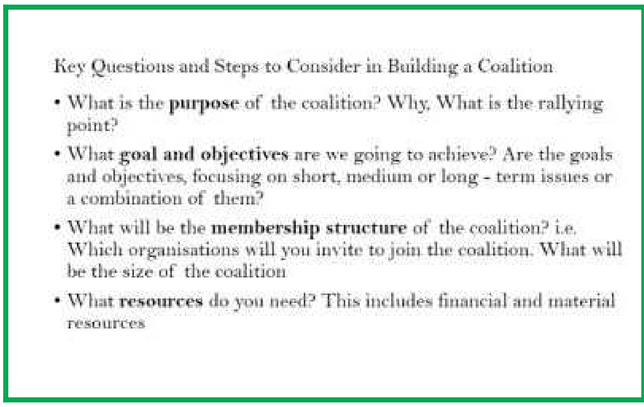


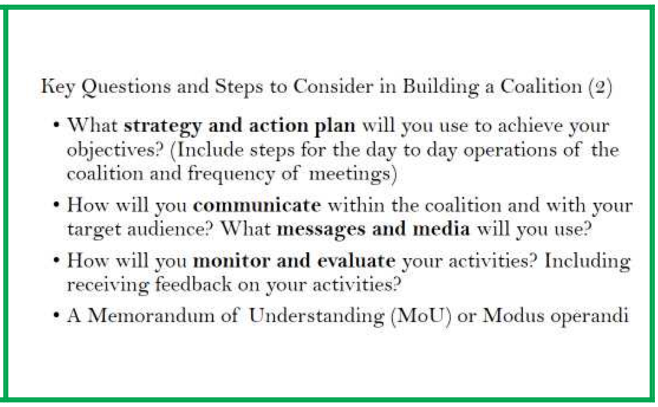










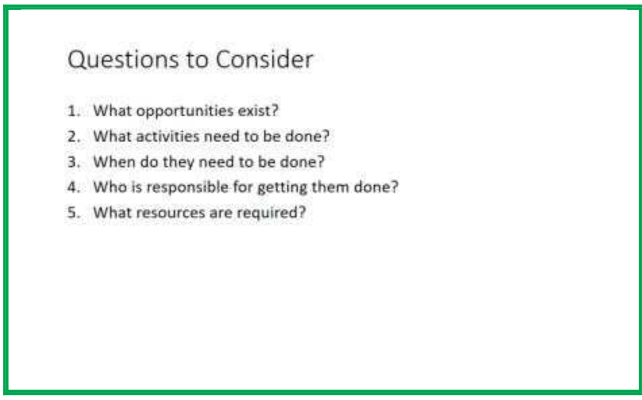


c. Ask each participant to assess their organization based on the information presented

d. At plenary, ask participants to brainstorm how belonging to CS-SUNN can facilitate better advocacy and how each organization may participate.

11. **Discuss Step Eight: Develop and Implement Action Plan**

a. Facilitator presents on developing and implementing action plan



b. [Group Activity]: Creating an Action Plan

i. Participants are divided into groups of 4 or 5, into State chapters, if feasible.

ii. Groups create an action plan keeping the following in mind:
Who is/are the advocacy targets??
What is/are the potential advocacy message(s)?
Where will the advocacy take place?
How will the advocacy be conducted?
When will the advocacy be done?
What gaps in capacity need to be filled?
What research is needed to generate evidence for the advocacy?
What resources will be needed?
What strategies and tactics will be used?

iii. Groups present a draft of their action plan, with smart goals, realistic timelines and core messages, at plenary. These may be refined after they leave the training session.

12. **Discuss Cross Cutting Steps:**

a. Involve beneficiaries b. Gather evidence

c. Mobilize resources

d. Monitoring and Evaluation

Facilitator's Note

Involve beneficiaries should deal with citizen engagement

Citizen engagement can enhance development results. Engaging citizens can improve the delivery and quality of public services, enhance the management of public finances, and bring about greater transparency, accountability and social inclusion, resulting in tangible improvements in people's lives.

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist it in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives, and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Paradigm shift – extent of engagement

Evaluation

1. What elements are essential in a good definition of advocacy?
2. What are the processes in the Advocacy Process Cycle?
3. What are some tools used to analyze the situation?
4. What are some advantages of a coalition in advocacy work?
5. What are some key elements in drawing up an action plan?

MODULE THREE

Advocacy Strategy

Module 3:
Advocacy Strategies

Keywords: Targets, Allies, Opponents, Attribution, Strategy, Monitoring, Evaluation, Intermediate outcomes

Session Guide

Session Topic

3.1 Advocacy Strategy Development
3.2 Monitoring and Evaluation in Advocacy

Introduction

This is part two of the module on Advocacy. The first module introduces advocacy and how advocacy is central to the work of CS-SUNN. It also introduces trainees to the elements of the advocacy cycle and goes into details on the first eight elements of the cycle. This module takes participants through the steps of developing an advocacy strategy and ensuring that an advocacy process is professionally monitored.

Learning Outcomes

At the end of the session, participants will:
Gain confidence in leading the development of an advocacy strategy
Understand effective monitoring and evaluation of advocacy efforts.

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing materials for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 3.1: Advocacy Strategy Development

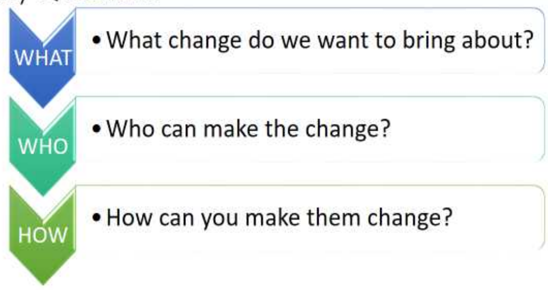
Facilitator's Note

Once the advocacy cycle is well understood, developing an advocacy strategy takes a cue from it. There are three key questions to be answered and ten steps to be taken

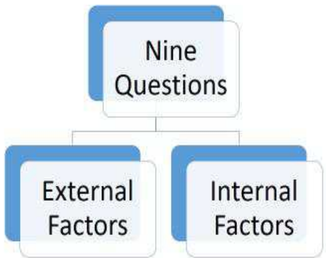
1. Facilitator leads a discussion at plenary about what is necessary in developing an advocacy strategy for nutrition advocacy.
2. Facilitator gives a presentation on the process of developing an advocacy strategy

Advocacy Strategy Development: Using the Advocacy Cycle

Key Questions



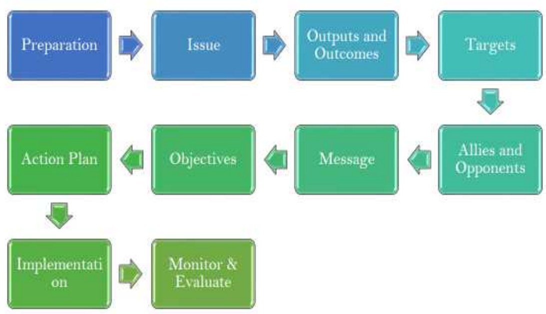
Advocacy Strategy Questions



External Factors

Internal Factors

How to Develop an Advocacy Strategy in Ten Steps



Facilitator's Note

Questions to consider

What change do we want to bring about?

WHAT is going wrong?

- Provide strong, unambiguous evidence
- WHAT must change?
- Be very clear about what must STOP, what must CHANGE, or what
- ALTERNATIVE SOLUTION should be adopted

Who can make the change?

- WHO has the POWER to make the change happen?
- Be clear that they can actually make the change
- WHO are our ALLIES and OPPONENTS?
- Be clear about who we work with, and who we have to overcome

How can you make them change?

HOW are we going to win?

- Produce a clear, effective plan of action
- HOW will you see whether the change has happened?
- Produce a clear plan for monitoring and evaluating the advocacy and amending your plan if necessary,

3. Provide the handout, "Developing an Advocacy Strategy" to participants

4. Facilitator leads a discussion on developing an advocacy strategy and the next steps for participants

Handout: *Developing an Advocacy Strategy, adapted from SCI, 2013*

The following list shows the steps you need to go through to develop your advocacy strategy.
How to develop an advocacy strategy in 10 steps

Purpose: This list provides an overview of the main components of an advocacy strategy. The advocacy strategy planner worksheet provides a format to write up your strategy.

How to use it: As a checklist for the advocacy strategy, to ensure you have considered all the basic steps, which are covered in more detail in the toolkit. You will need to go back over the different steps several times. For example, you may need to revise your targets when you have considered your tactics in more detail.

Why?

Before you start

- Form a team to develop your advocacy strategy
- Make sure you understand what advocacy means for CS-SUNN and how an advocacy strategy fits in
- Consider how women, children and young people might be involved in advocacy
- Consider how you will cooperate with other Alliance members (State chapters) in Nigeria
- Consider the implications of rights-based advocacy
- Assess your organizational competence

What ?

Issue

- Identify the relevant issues and problems
- Select issues that require policy change and lend themselves to advocacy
- Prioritize among issues.
- Is the issue rooted in your experience/partners' experience? Do we have enough experience and evidence?
- What are the risks of failure for our program(s) and our reputation?
- Is there sufficient movement for change? (Would we be on our own or are there others we could work with as a part of an alliance?)
- How much leverage is there? Are the positions fixed or is change achievable?

3. Outcomes and Outputs

- Establish a long-term goal or vision for change
- Establish clear strategic medium and outcomes in relation to the issues you have identified (there could be a number of Primary and Intermediate outcomes per strategic issue but these have to be specific).
- Make them "SMART" (specific; measurable; achievable; resourced and time bound)
- Frame your outcomes in terms of policy change/institutional change.
- Consult your beneficiaries (particularly mothers and children) to make sure your 'asks 'reflect their needs – this is crucial for legitimacy and credibility.
- Formulate milestones – intermediate outcomes that will show you are making progress
- Establish a framework for monitoring impact and gathering information as a baseline.

Who?

4. **Who are the Targets**

- Identify targets, i.e. institutions, individuals and other bodies that have the power t to change policy or enforce their implementation.
- Research their decision making process(es), establish who has the power to make the changes and how they can be influenced
- You may need to refine your advocacy objectives after analyzing your targets

How?

5. **Who are your allies (and opponents)?**

Think widely since you might find unlikely groups useful allies

- Where can opposition to the changes we want to achieve come from?
- Decide whether or not to form coalitions, or work with some that already exist if they could help to achieve your objectives
- Consider joint advocacy approaches with Alliance members in country
- Think how children could be involved

What is your message?

- Establish a clear, simple message of what change you want to happen.
- Adapt core message to produce different messages for different audiences.
- For public campaigning – simplify your message but don't oversimplify.
- **Consider:** message-channel- audience – a combination of all three are essential for communication.
- If children are to be involved advocacy, provide an opportunity for them to adapt the
- content, language and style of messages.

7. **How will you achieve your objectives?**

   Consider different strategic activities and associated risks, as appropriate:

- Research
- Dissemination of information
- Opinion forming
- Media work
- Publications
- Lobbying (some donors like BMGF and USAID will not allow lobbying)
- Forming alliances, building coalitions and civil society platforms
- Public campaigning

There are many variations on the above that could form a part of useful activities to help achieve policy changes. In every case, remember to:

- Identify and use allies beyond coalitions.
- Make sure the different component parts of your strategy inter-relate and support each other.
- Involve 'beneficiaries', particularly women and children

8. **Action plan:**

   Who, what, where, how, when

- Establish when there will be opportunities for advocacy activities
- Have a realistic timescale (including any additional research)
- Carry out risk analysis, especially bearing in mind any risks to children
- Identify existing resources and what is missing:
- Develop a capacity-building plan to cover any gaps. work with colleagues responsible for securing funds to incorporate advocacy funding in existing or new proposals
- Write up your strategy and action plan, (using the Advocacy Strategy Planner Worksheet).

9. **Put your plan into action**

10. **Monitor and evaluate your plan— (adapted from SCI manual 2013)**

- Monitor and evaluate progress as you implement your plan. It is important to identify problems at an early stage before they become major threats or turn into insurmountable obstacles.
- Feed the lessons learnt back into the planning process. Revise objectives, targets, messages and tactics if necessary
- Produce simple documentation so all concerned in the advocacy know what is going on, and can form the basis of evaluation later
- Assess the intended and unintended

Advocacy Goal: Specific, Measurable, Achievable, Results-based, Time-bound

Impacts: What we want to have happen

Advocacy Goal: Specific, Measurable, Achievable, Results-based, Time-bound

Interim Outcomes: Specific, Measurable, Achievable, Results-based, Time-bound

Who can make it happen?	Target Audiences
What do they need to hear?	Primary messages and secondary messages for each target audience
Who do they need to hear it from?	Messengers for each target audience (individuals and institutions)
How can we get them to hear it?	Approaches & opportunities (lobbying, campaigning, media, partners, etc.)
What do we have/ need to develop?	Capacity assessment and how to address gaps
How can we begin	Advocacy action plan (activities that link to interim outcomes and advocacy goals, and who is responsible for doing them
How do we tell it is working?	Monitoring and Evaluation Plan (users of M&E data, how will they use M&E data, data collection tool s, and responsibilities, indicators, targets, assumptions

Session 3.2: Monitoring and Evaluation in Advocacy

1. At plenary, facilitate a discussion around monitoring and evaluation in advocacy.

Facilitator's Note

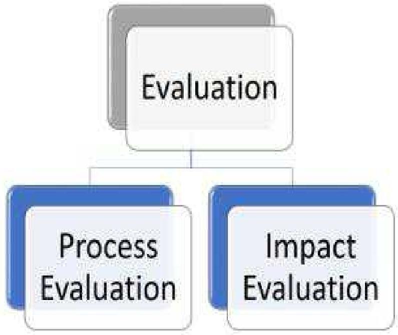
If necessary, ensure all participants understand the difference between monitoring and evaluation:

Monitoring is the measurement of progress towards the achievement of set objectives, noting which activities are going well and which are not. Evaluation is about judging the quality and impact of activities. Evaluation asks why some actions went well and others did not, and why some activities had the desired impact while others did not. Both process evaluation (how you worked) and impact evaluation (what changed) need to be considered

2. Ask participants to list the various stakeholders involved in advocacy

3. Facilitator presents a PowerPoint on monitoring and evaluation in advocacy

Evaluation is about judging the quality and impact of activities. Evaluation asks why some actions went well and others did not, and why some activities had the desired impact while others did not..



Importance of Monitoring and Evaluation

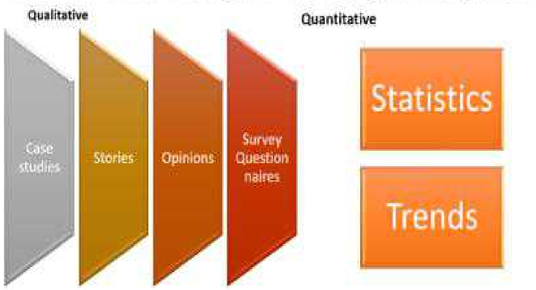
Benefits of Monitoring and Evaluation

- It helps the advocate know when to change strategy and when to review collaboration with partners.
- It also helps the advocate give account to donors and to all stakeholders.
- It helps to understand when opposition is developing and helps the advocate come up with actions to deal with opposition.
- Advocacy evaluation can also help donors understand the complexity of policy change and manage expectations about what grantees can accomplish in what timeframes.

Monitoring and Evaluation should be considered when planning an advocacy strategy to ensure that all stakeholders have a shared understanding of the strategic goals and how success will be measured and documented.

Monitoring advocacy is everyone's responsibility but the M&E expert is expected to take the lead.

Methods of Monitoring and Evaluating Advocacy Work



Choose monitoring methods according to the indicators you have selected to evaluate the impact of your work

Sample Monitoring Methods

- Keeping records of meetings, correspondence or conversations with target audiences and the responses elicited
- Tracking when your key messages or briefing notes are used by elected officials, other key influencers or the media
- Carrying out surveys and interviews to determine the impact your actions have had and the recognition they have received
- Monitoring the media and keeping track of coverage of your topic in the media

Evaluation should be based on the goals and objectives that were set at the outset of the advocacy planning process.

Sample Evaluation Questions

- Have you achieved your objectives?
- How many meetings have you had with key target decision-makers and what were the outcomes of those meetings?
- What actions were taken by these target decision-makers?
- Is the situation better than before? By how much?
- If there is no change, how might you change your advocacy methods?
- What would you do differently next time?
- Are the people involved with the advocacy effort happy with the results and the way the work was implemented?
- Are they still involved?

Other Considerations

- Links between policy-influencing activities and policy changes
- Getting honest feedback from advocacy targets
- Explore solutions on how to monitor and measure advocacy (AKUBAH)
- Document activities and collect multiple sources of evidence
- Use policy experts as sources of information
- Measure contribution

	Meaning	Further Explanations	Indicators
A K U	Awareness Knowledge Understanding	CLARITY – Willingness to listen, interrogate the issue and discuss options	Positive pronouncements and articulation in public and documentation
B A	Believe Attitude change	PERSUADED – an option has been selected but will to act still lacking	Policy release and sign-off government functionary
H	Habit (Behavior change)	ACTION – political commitment achieved	Budgeting and release in a timely version. Transparency and Accountability on the issue

Political will paradigm

Facilitator's Note

How is advocacy M&E different from programmatic M&E?

As with programmes, the design of advocacy interventions determines the monitoring and evaluation approaches you can use. Monitoring advocacy initiatives employs many of the same approaches as 'standard' M&E. The main difference is in the kind of indicators and measures of progress you track, and the evaluation approaches you use.

Advocacy initiatives are typically complex and involve a number of players, often working in coalitions. The policy process is influenced by many factors, a large number of which are beyond our control. Advocacy strategies and objectives are rarely static and typically evolve over time. They can shift quickly depending on changes in political opportunities.

Policy change is also a long-term process. Accordingly, advocacy initiatives often take place over long periods of time, and policy changes may only become apparent after an advocacy initiative has ended. Decision-makers, who are usually the direct targets of our advocacy work, can be our adversaries in some cases. This can have implications for data collection, and gaining honest feedback from policy-makers

Why is monitoring and evaluating advocacy important?

Monitoring and evaluating advocacy is important for the same reasons as monitoring and evaluating programmes: performance management, learning and accountability. It enables you to understand what factors and approaches lead to change, to be accountable to donors and internal and external stakeholders, and helps improve your advocacy strategies. Advocacy evaluation can also help donors understand the complexity of policy change and manage expectations about what grantees can accomplish in what timeframes. Ongoing monitoring and real-time information gathering is particularly important for advocacy as political opportunities can change quickly, requiring you to react and 'course correct' your strategy swiftly. You should consider monitoring and evaluation with your team when you are planning an advocacy strategy. This will ensure that you have a shared understanding of what your strategy is trying to achieve and how success will be measured and documented.

Who has responsibility for monitoring advocacy?

Advocates are responsible for the day-to-day M&E of an advocacy initiative – monitoring evidence of changes in the policy environment. M&E specialists can help advocates develop advocacy MEAL frameworks, advise on data collection methods and tools, and ask critical questions to assess the strength of evidence about an advocacy initiative's contribution to policy change.

Adapted from
https://www.open.edu/openlearncreate/pluginfile.php/128097/mod_resource/content/1/Monitoring%20and%20evaluating%20advocacy.pdf

1. [Group Activity]: Monitoring and Evaluating Advocacy in Nigeria

a. Ask participants to break into groups of 4 to 5 to discuss the following questions

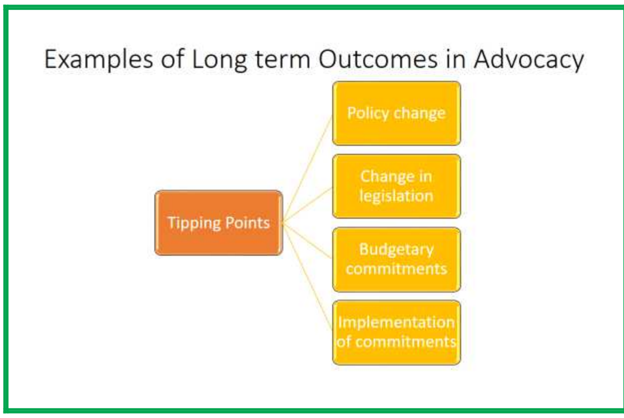
i. In a difficult environment like Nigeria, what are the challenges to monitoring and evaluating advocacy?

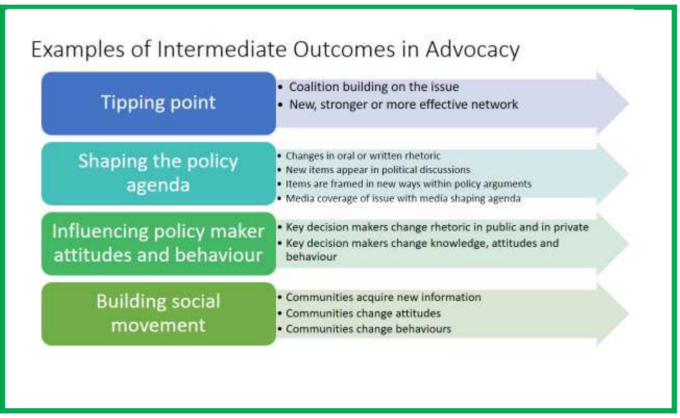
ii. How should advocates deal with the challenges?

iii. In a difficult environment like Nigeria, what are advocates expected to do through advocacy to convince donors that progress is being made?

b. At plenary, have each group present and note key words/themes on flip chart paper.

Present examples of long-term and intermediate outcomes





Long-term and intermediate outcomes for advocacy, *adapted from SCI/Open University*

Examples of long and intermediate outcomes to monitor in advocacy	
Long-term outcomes	**Tipping points** ▪ Change in policy ▪ Change in legislation ▪ Budgetary commitments ▪ Implementation of commitments
Intermediate outcomes	**Coalition building** ▪ New or stronger networks ▪ More effective network activities **Shaping the policy agenda** ▪ Changes in oral and written rhetoric ▪ New items appear in political discussions ▪ Items are framed in new ways within policy arguments ▪ Coverage of issue in media **Influencing policy maker attitudes and behavior** ▪ Key decision makers change rhetoric in public and in private ▪ Key decision makers change knowledge, attitudes and behaviors **Building a social movement** ▪ Communities acquire new information ▪ Communities change attitudes ▪ Communities change behaviors ▪ Communities acquire a new strength within democratic processes (voting, speaking to the parliamentarians, getting involved in decision -making processes

1. Facilitator responds to questions and clarifies any confusion regarding outcomes in advocacy or anything else covered in the session.

Facilitator's Note

Responsibility for Monitoring Advocacy
Everyone carrying out advocacy should be very clear on the need to monitor advocacy and to know that Monitoring Advocacy is different from monitoring service delivery intervention. Everyone should be able to write clear and concise reports with evidence
Usually, the donor is interested in reports that can be independently verified. So involving the media is important because their coverage of the advocacy efforts can serve as independent and reliable source of evidence for the donor. Web based reports, including blogs and news items are especially important for donors to have access to sources that can be used to authenticate the advocate's claim. M&E experts have roles in guiding the M&E plan and delivery as well.
Links between policy-influencing activities and policy changes

- Policy change takes a long time most of the time especially in a place like Nigeria.
- Several actors are also advocating on the same issue most of the time and sometimes without communicating with each other.
- Besides, many times, advocacy is carried out in a coalition and attributing the change to a single organization is often very challenging.
- What is important is that the advocate must endeavor to document all that has happened including the changes carefully. The report should include photographs, quotes from policy makers and possibly video coverage.
- Proving attribution (i.e. to what extent we caused the policy change) is challenging, in part, due to the difficulty of constructing robust counter-factual, the state of the world in the absence of the intervention. Because of this, is difficult to prove that a policy change occurred primarily or exclusively as a result of a specific organization's work.
- For this reason, we generally try to identify how we 'contributed', i.e. how an advocacy initiative helped or influenced (along with other factors and actors) to achieve a policy change.

Getting Honest Feedback from Advocacy Targets
In Nigeria as it is in many difficult climes, policy makers are not likely to come out to attribute the reason for a change in decision to a particular advocacy effort or to a group. This is one of the reasons that advocates must have a strategic mechanism to monitor the change in behavior of the policy makers and track their policy statements in order to know the shift in direction. Sometimes, targets may indeed become adversaries and make data and information difficult to get making life difficult for the advocate. Sometimes, advocacy efforts may not lead to the result originally desired and may require a change in direction with a totally different 'ask'. It is the case that the donor will have to be contacted and educated for understanding and concurrence.

Solutions: How we can Monitor and Measure Advocacy
As the process of influencing policy change and translating policies into practice can be a very long and iterative one, it is important that we document incremental progress towards our

advocacy objectives to ensure that we are moving in the right direction. In order to measure progress towards your final advocacy objectives and assess what you have achieved on the way, you need to define, track and measure intermediate outcomes.

You need to establish the targets current position and behavior on the issue at the begging of the advocacy effort along the Political will paradigm

Document your Activities and Collect Multiple Sources of Evidence

Even if it is hard to establish absolute scientific evidence that our advocacy intervention influenced a policy change, there are things that you can do to get around this challenge. It is important that you document your activities on an ongoing basis and collect evidence of the policy changes they may have inspired. As much as possible, you should aim to collect multiple sources of evidence (anecdotal, documentary and evidence from different sources) to build a credible evidence base to support your judgments of influence.

Ongoing monitoring and real-time evidence gathering are particularly important for your advocacy strategy. Political opportunities are changeable, requiring you to react and 'course correct' your strategy swiftly

Use Policy Experts as Sources of Information

You may find it challenging to get 'honest' evidence from your direct advocacy targets about the factors shaping their choices. One solution could be to try to consult other policy experts or 'bellwethers' who are not directly linked to the policy process that you are engaging in. Bellwethers are knowledgeable thought leaders whose opinions about policy issues carry substantial weight and predictive value in the policy agenda, and who know the issue and context well (Harvard Family Research Project, 2007).

The 'bellwether' methodology provides information about an advocacy strategy's success to date and information for shaping its future strategy. The method was developed to determine where a policy issue or proposal is positioned on the policy agenda, how decision-makers and other influential actors think and talk about it, how likely they are to act on it, and how effectively advocates have increased an issue's visibility (Harvard Family Research Project, 2007).

Measure contribution

As discussed above, there are challenges in attributing policy changes directly to our advocacy work and we can only realistically measure the extent to which we contributed to or influenced a policy change. The evidence you collect will help you or an external evaluator assess your contribution to the policy outcomes.

Contribution analysis assesses the contribution an intervention made to observed outcomes that were achieved. It involves identifying the specific role that you played and the contribution you made. This is also important if you worked in a coalition or a network. Alternative explanations for what may have caused the policy change should also be assessed, and the evidence supporting these explanations weighed up.

Good contribution analysis is often a comprehensive evaluation process that takes time and resources. If you are having difficulties in collecting all the necessary information yourself, or coming up with alternative explanations, or if different lines of evidence point in different directions, an external evaluator can help you to answer the contribution question (Mayne, 1999).

To enable us to conclude that an advocacy initiative has influenced a policy decision, we would need a 'credible performance story'. Such a story would include:
a well-articulated presentation of the advocacy initiative's/campaign's context and its aims a plausible theory for how the policy change happened evidence that there is an association between the advocacy initiative's activities and the outcomes that have been achieved
Interviews of targets who have taken the decision or who made the change to happen or those who influenced them.

Summary
Developing an advocacy strategy follows closely the advocacy cycle discussed in module 2. Developing an advocacy strategy starts with some critical questions:

- Where are we?
- Where do we want to be?
- What changes do we want to bring about?
- How do we get there?
- Who can make the change?

In addition, there are critical steps similar to the ones under the cycle. These include forming a strategy team, deciding the issue(s), deciding outcomes/outputs, deciding who the targets of advocacy are as well as allies and opponents. After deciding targets, allies and opponents, messages for behavior change will be developed, then development on how to achieve the objectives, development of action plan, implementation and monitoring/evaluation.

Policy advocacy is difficult to monitor because it is different from service delivery. So a political will paradigm grid is developed to understand and record shift in position on the advocacy issue by policy makers.

Evaluation

1. What are the external and internal factors in developing an advocacy strategy?
2. How is advocacy monitoring and evaluation different from programmatic monitoring and evaluation?
3. What are some monitoring questions to ask?
4. What are some evaluation questions to ask?
5. What are some examples of intermediate outcomes of advocacy work?

MODULE FOUR

Translating Research to Action (R2A)

Module 4:
Translating Research to Action (R2A)

Keywords: Policy pie, Evidence, Research, Knowledge translation, Network mapping, Context Mapping, Policy brief

Session Guide

Session Topic

4.1 Knowledge Translation Between Researchers and Policy Makers

4.2 Communicating Research for Action

4.3 Context Mapping - Linking Research to Important Stakeholders in the Policy Making Process

Introduction

Evidence is central to the efforts of CS-SUNN to carry out its advocacy efforts in order to influence policy of government. Evidence is needed to convince policy makers to take the right decision and make the right choices. It is therefore important that advocates understand generation of evidence, packaging research for advocacy and using these to score the performance of the Government. This module is to bring participants up to speed on translating evidence to action.

Learning Outcomes

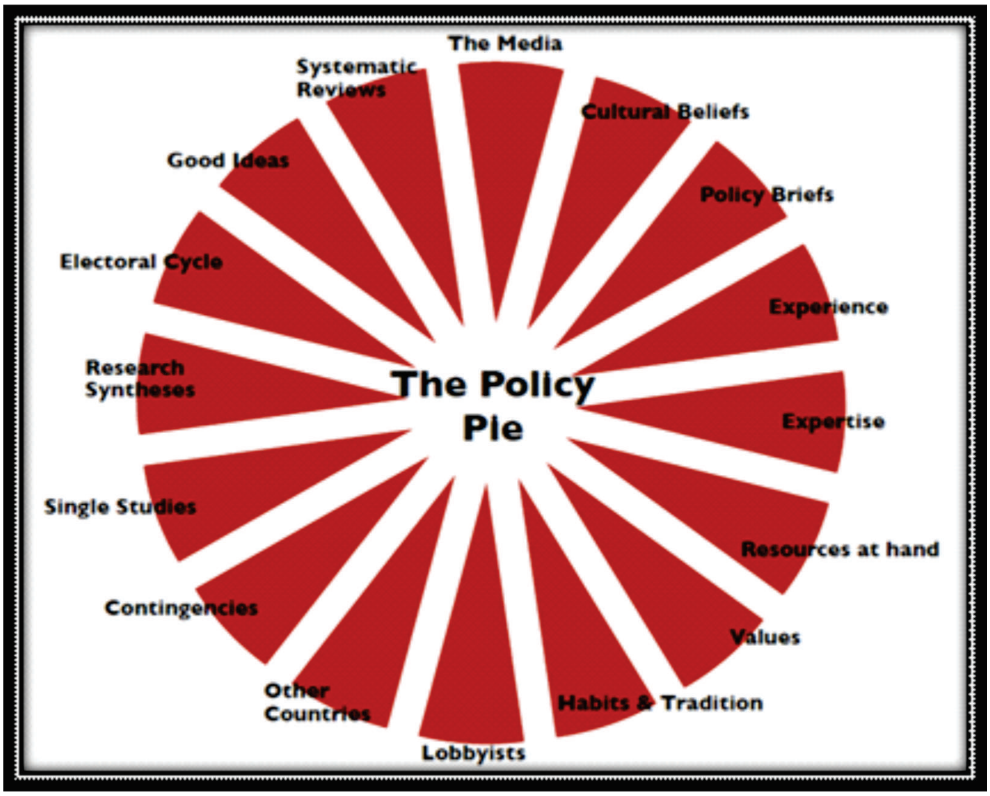
At the end of the module, each participant will be:
Equipped with the skills and competences to plan and implement effective dissemination and use of research findings by policy makers
Able to advocate for a culture of evidence-based decision-making to policy makers

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 4.1: Knowledge Translation between Researchers and Policy Makers

1. At plenary, facilitator displays the policy pie. This may either be via PowerPoint, or printed out and provided to participants. It may also be printed and pasted on flip chart paper.



2. **[Group Activity]: Policy Pie Factors**

a. Participants are divided into groups of 4 or 5 and, asked to study the policy pie and select three most likely factors on which policy makers typically base their decisions at the National and sub-National levels in Nigeria

b. Participants report at plenary with key factors listed on flip chart paper on two separate sheets, one titled National and the other titled sub-National.

c. Using a tally system, identify the top three factors under each category – National and sub-National.

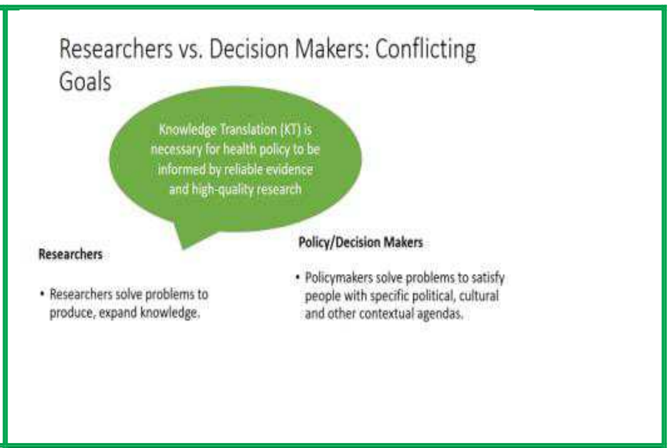
3. Facilitate a discussion around the results. Some questions to consider:

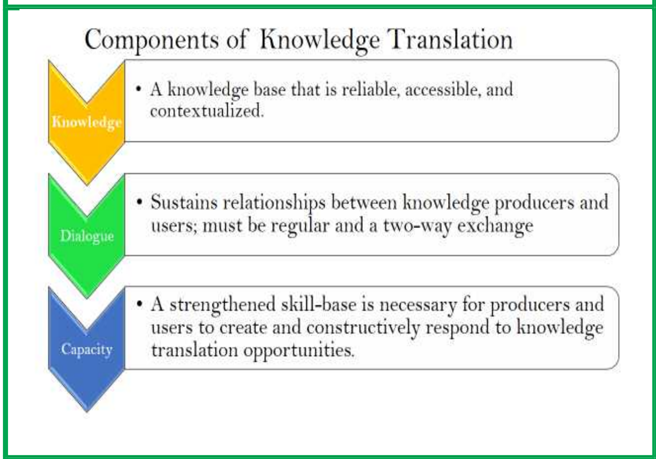
a. What are the differences in the factors at the National level versus the factors at the sub-National level?

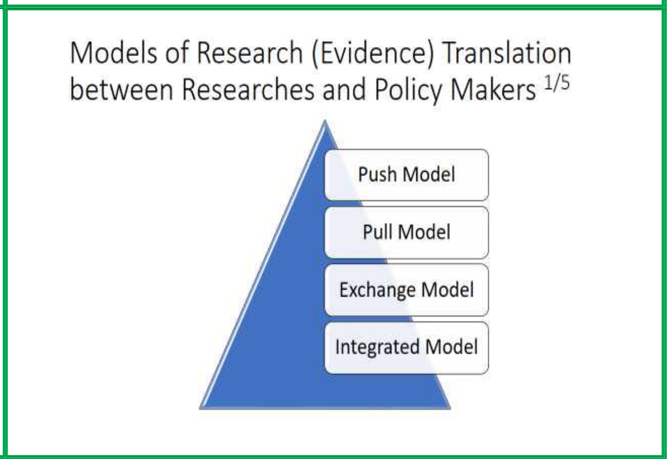
b. What are some potential causes of those differences?

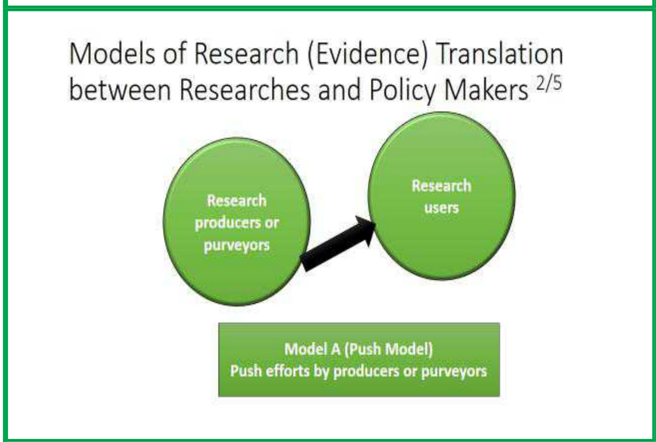
c. What is the position of evidence in those factors?

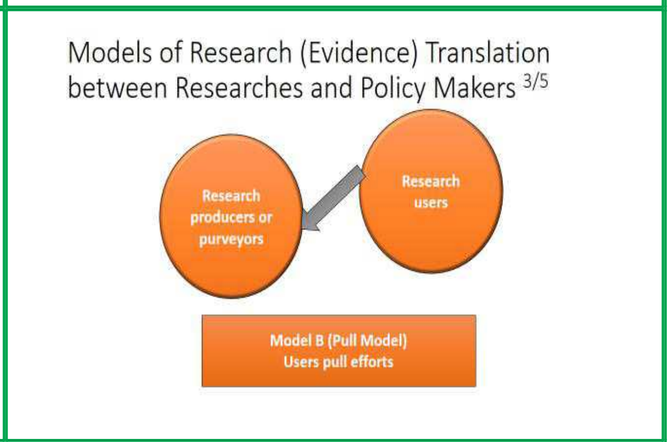
4. Facilitator presents further information on translating knowledge between researchers and policy makers.

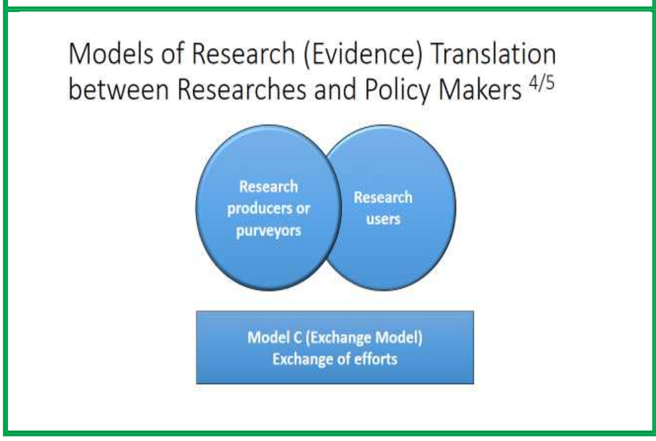


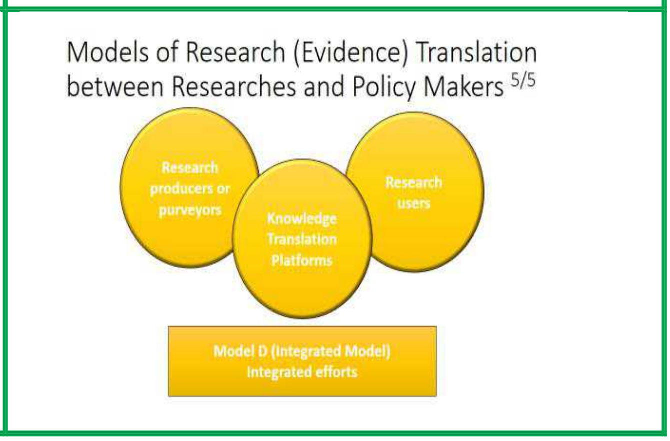












5. Facilitator leads the participants in a brief discussion regarding the benefits and appropriate usage of each model.

Facilitator's Note

Knowledge translation strategies are an approach to increase the use of evidence within policy and practice decision-making contexts (Armstrong et al., 2013)

There is a strong link between the type of evidence being shared, with whom it is shared, for what purpose, and the actual methods for knowledge translation that are adopted (Rushmer et al., 2018).

Models of Knowledge Translation:
Source: Adapted from Lavik et al. (2006)

Push model: Focus on the researcher, whose knowledge is the principal catalyst for change. Push techniques include developing attractively packaged tools (e.g. syntheses, policy briefs, videos) that make research processes and findings more accessible to decision-makers and other research-users. Push efforts are ideal for situations where decision makers may need information on a particular topic.

Pull model: Focus on research-users, with their desire for more information or skills being the main driver of action. Decision-makers may seek evidence on a particular topic, conduct a review of programs or services to determine whether new evidence warrants changes, or participate in a training course on how to critically appraise evidence or on understanding how and where to use research evidence in decision making.

Exchange model: Focus on partnerships, with both researchers and research-users collaborating for mutual benefit. Such partnerships may be short or long-term, may occur at any point in the research or policy process, and may include such activities as priority-setting exercises, collaborative research projects, and creating knowledge systems (e.g. databases).

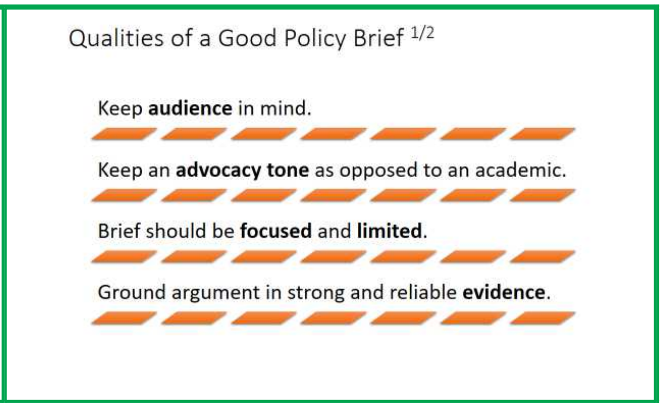
Integrated model: The use of a national or regional-level institution who work to foster linkages and exchange between the researcher, policy, and public dialogue.

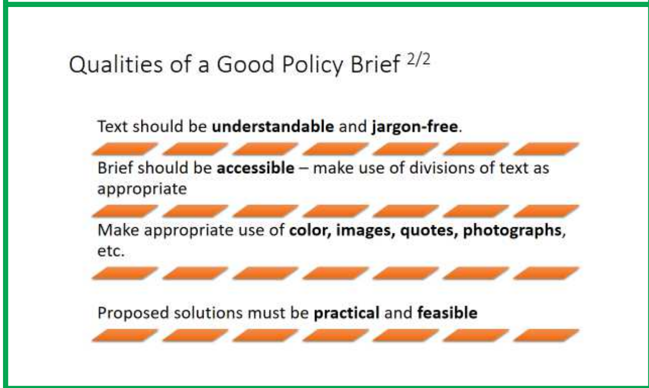
Session 4.2: Communicating Research for Action

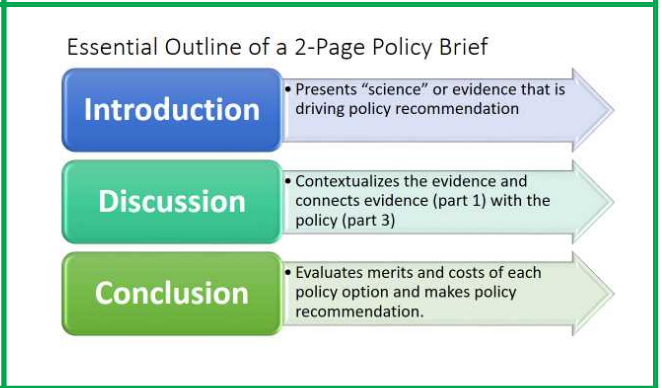
1. Facilitator at plenary leads a discussion on the different tools used in communicating research for action.

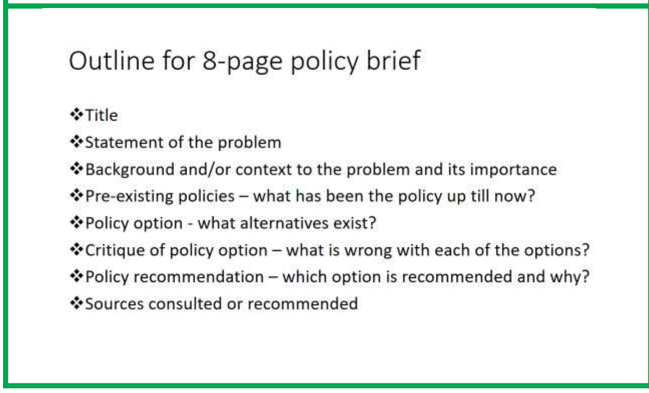
a. Participants list specific tools and ways they have used them or seen them used. b. Tools should be listed on flip chart paper and familiar tools identified.

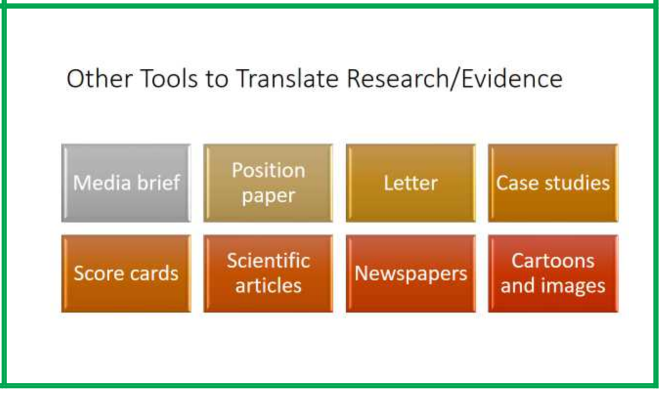
2. Facilitator provides a presentation on ways to communicate research for action











3. Facilitator provides samples of policy briefs to participants and asks them to critique the briefs using the guidelines provided.

4. **[Optional Group Activity]:** Research Briefs

a. Divide participants into groups and give them summaries of research conducted by CS-SUNN.

b. Ask participants to develop research briefs for presentation at plenary. Note that this may be assigned as homework.

c. Use the following guidelines to evaluate the write-ups:

i. What are the major findings of the research?

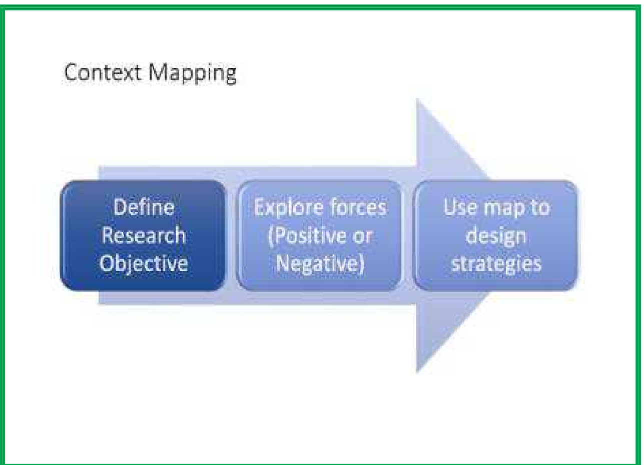
ii. For whom are the findings of greatest relevance?

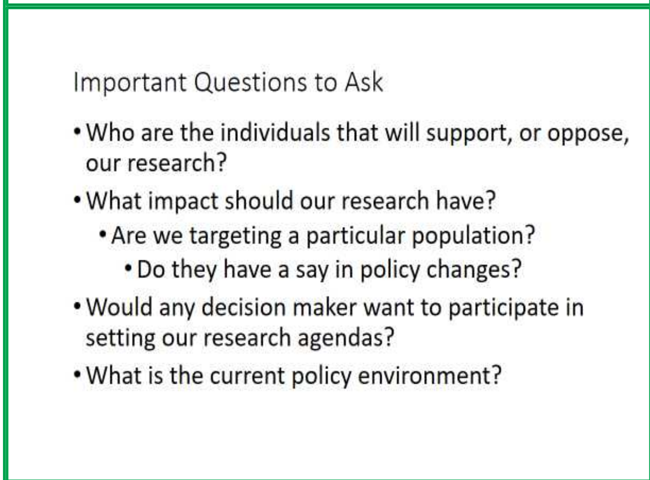
iii. What should those targeted by the research brief do differently as a result of the information provided by the research?

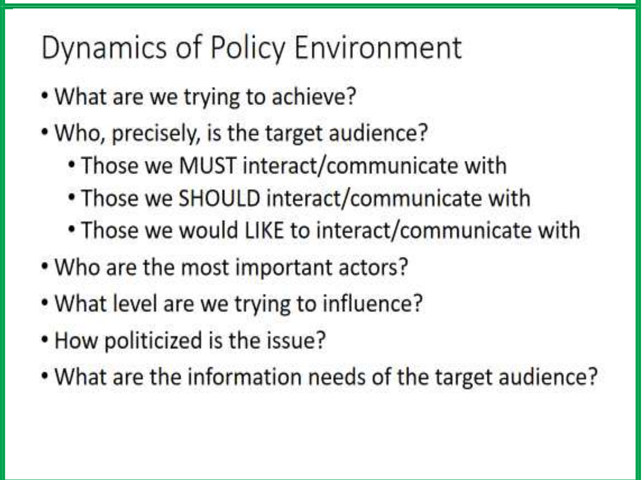
5. At plenary, facilitator encourages participants to share potential challenges with communicating research for action to policy makers and all brainstorm ways to address them, including any capacity gaps.

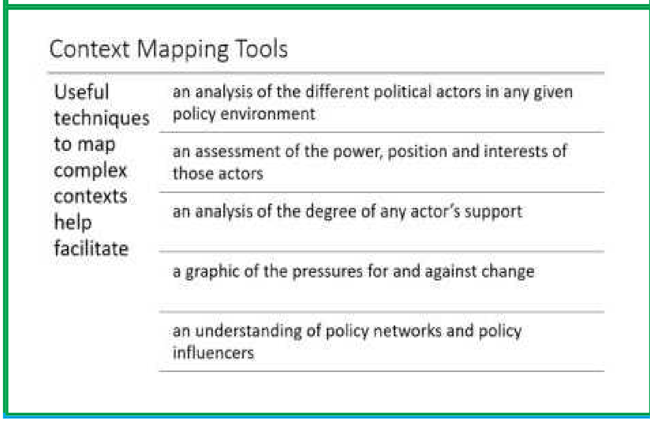
Session 4.3: Context Mapping - Linking Research to Important Stakeholders in the Policy Making Process

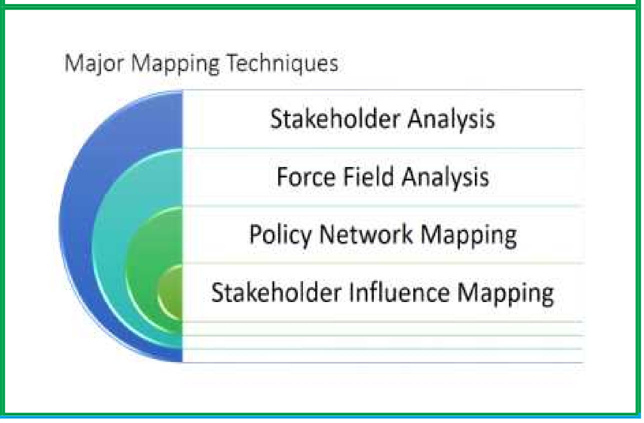
1. Facilitator leads a discussion on context mapping at plenary
2. Facilitator presents information on context mapping

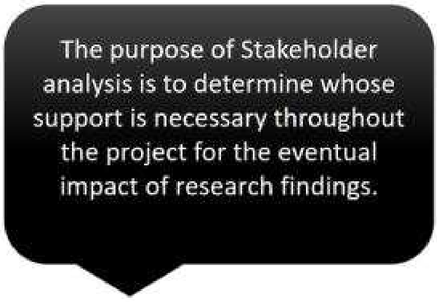


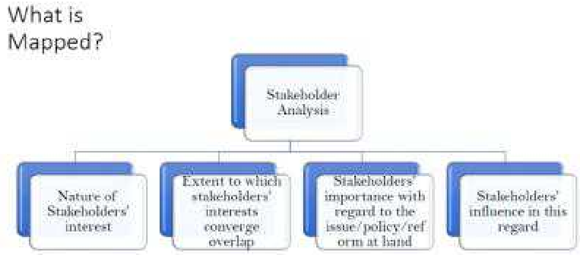












1. **[Group Activity]: Stakeholder Analysis**
a. Divide participants into groups of 4 or 5.
b. Provide blank templates of both the Stakeholder table and the Stakeholder matrix to each group
c. Ask each group to follow the steps for stakeholder analysis to list the stakeholders that are involved in effective budgeting for their assigned States.
d. Each group presents their results in plenary and a common list of stakeholders is identified after discussion.

2. At plenary, facilitator helps participants bring out key takeaways.
Handout: Stakeholder Table Template (adapted from Bennet & Jessani, 2011)

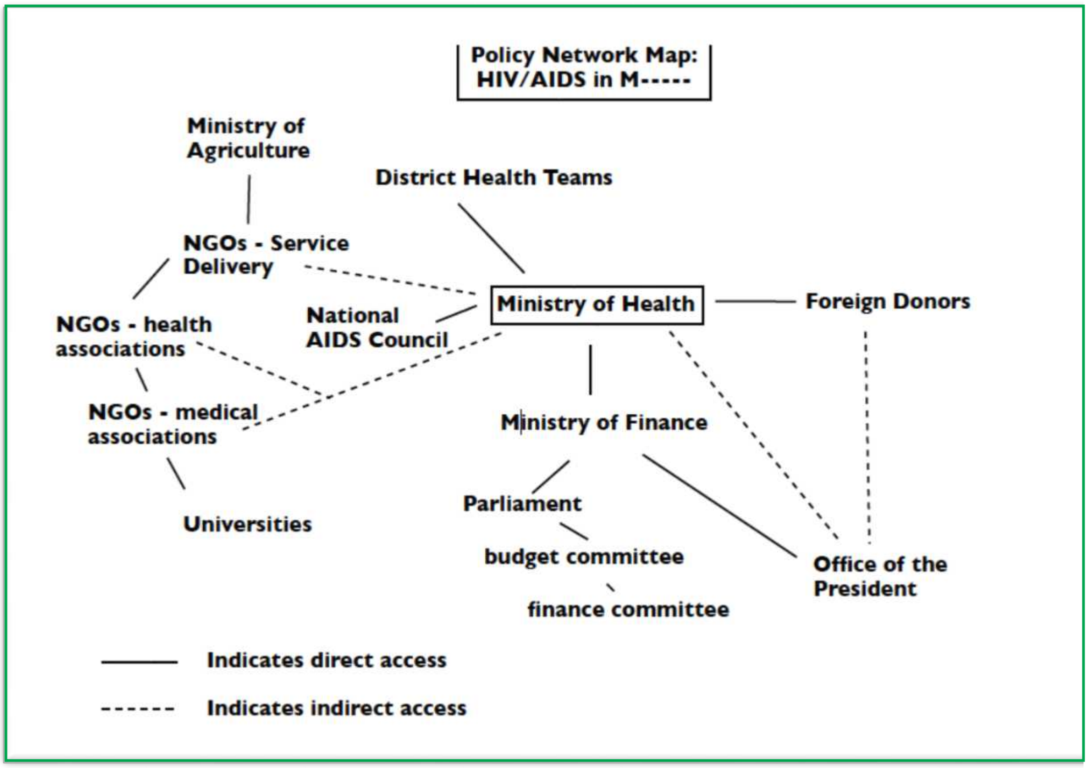
Primary stakeholders (Beneficiaries of the research and those impacted by it)	Interest	Potential project impact (What is their impact on the research project [Positive or Negative]?)	Relative priority of interest? (Rate stakeholders 1,2,3, …)
Primary stakeholders			
Secondary stakeholders			

Level of Interest = the research effect on the stakeholder, i.e., how much a stakeholder cares about the outcomes. Are they beneficiaries or can there be negative effects?
Power = stakeholder's influence on the research project, i.e., the degree in which a stakeholder can make or break the project

Handout: Stakeholder Matrix
The stakeholder matrix gives an indication of which kind of engagement strategy is useful for each group of stakeholders

Keep Satisfied ***High Influence, Low Interest*** These stakeholders are highly influential but they don't have a lot of interest, nor are they actively engaged in your project . Consider their objectives and keep them satisfied to ensure they remain strong advocates. Getting them off side poses a risk.	**Engage Closely and Influence Actively (Manage)** ***High Influence, High Interest*** These are your key stakeholders. They have a lot of influence and a strong interest in the outcomes. Manage these stakeholders well to build strong relationships and ensure you retain their support. Involve them in decisions and engage regularly.
Monitor (minimum effort) ***Low Influence, Low Interest*** These stakeholders sit on the periphery of the project. They are neither interested or have much influence. Monitor their activity from time to time to stay on top of their involvement. Their relevance may change over time. Communicate to keep them informed and encourage their interest.	**Keep Informed** ***Low Influence, High Interest*** These stakeholders have a strong interest in your project but very little power to influence it. Anticipate their needs and keep these stakeholders informed to ensure their continued support. Consult on their area of interest and use their input to improve your chances of success

Handout: Policy Network Map Example (adapted from Bennet & Jessani, 2011)



Facilitator's Note

You may want to reinforce the definition of a stakeholder before the stakeholder analysis exercise.

Note that the stakeholder matrix allows participants to group stakeholders by their level of influence and how to manage relationships with them.

Refer to Module 2 for more coverage of force field analysis.

Note that for policy network mapping

In situations where decision-making processes include complex, multi-actor issues, a policy network can sketch out relationships between players, show degrees of access, and lines of authority. This reveals how advocacy or evidence may need to move to achieve the desired influence (Bennet & Jessani, 2011)

Summary

Advocates want policy makers to take policy decisions based on sound evidence. If that happens, advocacy would have achieved its goal. But this is not happening most of the time. Policy makers do not want evidence because it complicates decision making process for them. It is therefore important that advocates have a clear understanding of what research is needed to get the policy makers to take the right decision. It is also important that research is packaged in such a way that policy makers will be able to understand research findings and how to use them for policy making

Evaluation

1. What are some factors in the policy pie that may influence decisions at the National and sub-National levels?
2. What are the differences in the models for evidence translation between researchers and policy makers?
3. What is mapped when context mapping is conducted?
4. How are the needs of the four major types of stakeholders addressed?
5. What are the key elements of a good policy brief?

MODULE FIVE

Budget Advocacy Basics

Module 5:
Budget Advocacy Basics

Keywords: Budget, Income, Expenditure, Formulation, Enactment, Budget, Execution, Auditing

Session Guide

Session Topic

5.1 Budget Advocacy in Practice

5.2 Planning Budget Analysis and Advocacy Activities

Introduction

One of the major challenges facing effective implementation of nutrition interventions in Nigeria is lack of funding for implementation of plans at National and sub-national levels. Advocates need to understand budget basics in Nigeria and be able to carry out analysis in order to be able use evidence to advocate to policymakers. This module is to introduce the budget process to learners so that they can become quite strong in budget advocacy.

Learning Outcomes

At the end of the module, participants will

- Have clear understanding of public budget basics
- Have the ability to plan for budget analysis and advocacy activities
- Be equipped to carry out Nutrition and Health budget analysis in practice

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 5.1: Budget Advocacy in Practice

1. Facilitator elicits a discussion on advocacy, budgets, budget analysis and budget advocacy at plenary

2. Facilitator presents information on understanding the basics of budget advocacy in an interactive manner, asking participants questions to elicit responses before displaying the slide.

Advocacy is a set of organized activities designed to influence the policies and actions of others to achieve positive changes for children's lives based on the experience and knowledge of working directly with children, their families, and communities

Source: Advocacy Matters

Advocacy

- is speaking out for beneficiaries and empowering them to speak out for themselves.
- aims to change policies and legislation so they will have a positive effect on beneficiaries' lives
- is also about making sure that policies designed to benefit beneficiaries are put into practice

Nutrition and Health Advocacy

- about influencing Nutrition and health policy and practice so that it will have the greatest possible impact in the lives of (especially) mothers and children.
- about appropriate tactics to change the way public resources are used to deliver quality Nutrition and Health services for all.
- about influencing how the government prioritizes Nutrition and health through its policies and financing by analyzing how healthcare is funded, how budgets are drawn up and how services are provided

What is a budget?

A budget – whether for a family or a government – is a document that sets out how much money (income or revenue) is coming in, where it is coming from, and what it will be spent on (expenditure).

What is a Budget?

- Financial expression Government's plans and progress
- Usually yearly
- Main economic policy document (State)

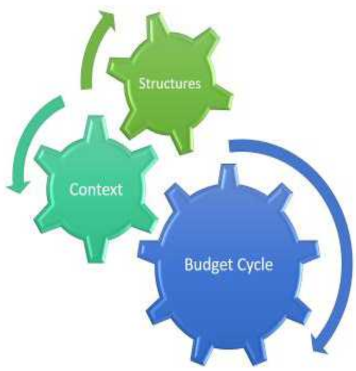
Budget Goals

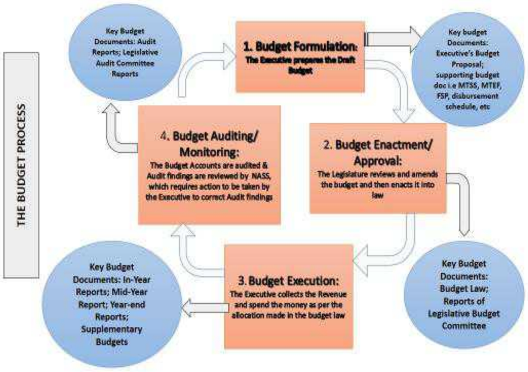
1. Allocate public goods to citizens
2. Income redistribution
3. Economic Growth, Social Development and National Stability

Budget Components

- Macroeconomic Estimates
- Revenue Estimates
- Expenditure Estimates
- Debt Estimates

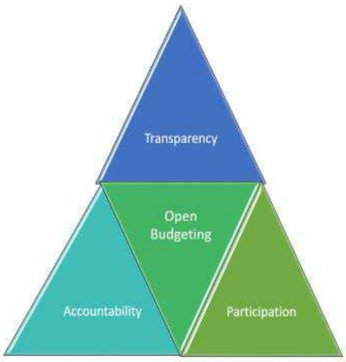
Budget System





Principles to Guide the Public Budget Process

Principles Guiding Open Budgeting



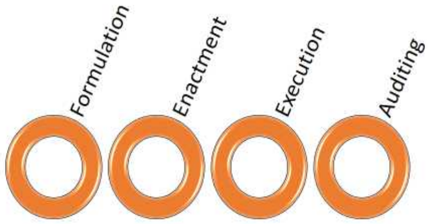
Documents for Open Budgeting

- Pre-budget proposal
- Executive budget proposal
- Enacted budget
- Citizens 'budget
- In-year report
- Mid-year report
- Year-end report
- Audit report

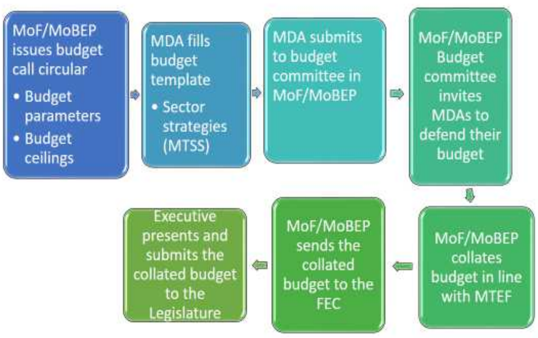
People Responsible for Public Budgeting at National and sub-National levels in Nigeria

- National government officials
- State officials
- Local government officials
- Parliament and the legislature
- Health managers or governing structures
- Ministry of Finance officials
- Ministry of Budget and National Planning/Economic Planning
- Development partners
- Civil Society Organizations

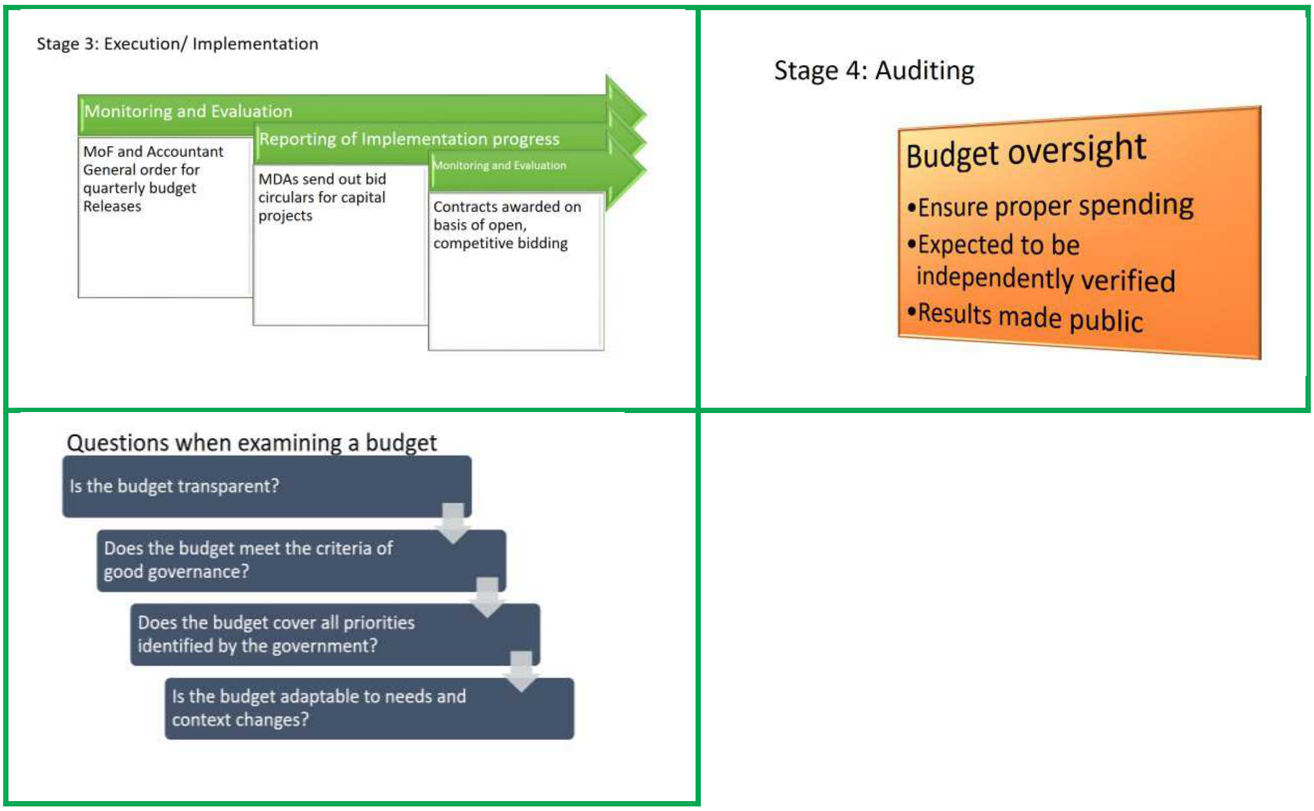
Stages of the Budget Process



Stage 1: Formulation



Stage 2: Enactment



3. **[Group Activity]: Nigeria's Open Budgeting Index Rating**

a. Divide participants into groups of 3 or 4

b. Ask them to visit the international budget partnership website determine Nigeria's rating. Some things they may look at include but is not limited to:

i. Nigeria's overall current rating

ii. How Nigeria's rating has changed over the past 5-10 years

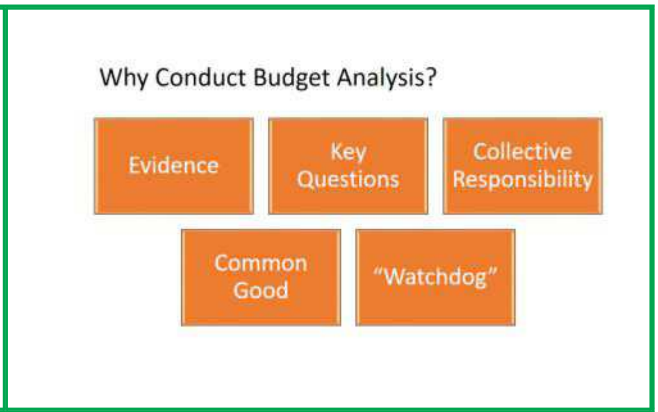
iii. How Nigeria ranks compared to other countries in sub-Saharan Africa

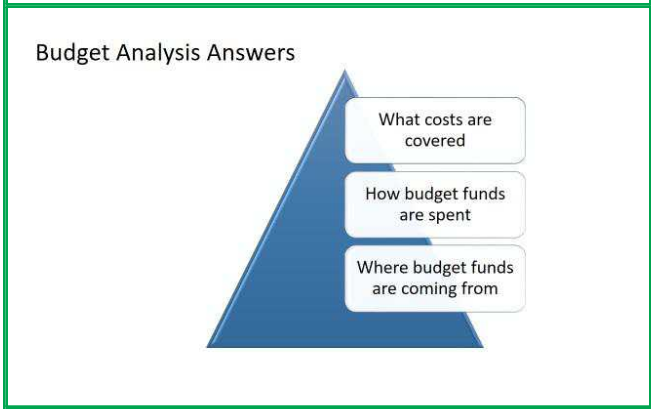
iv. How comprehensive and useful are key budget documents provided by Nigeria

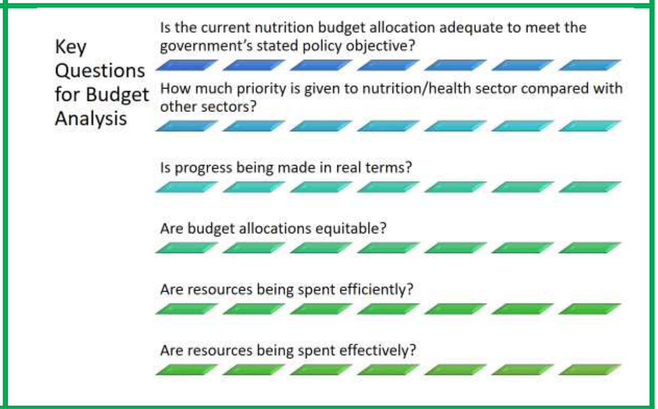
v. How public participation in Nigeria compares to other countries in the region

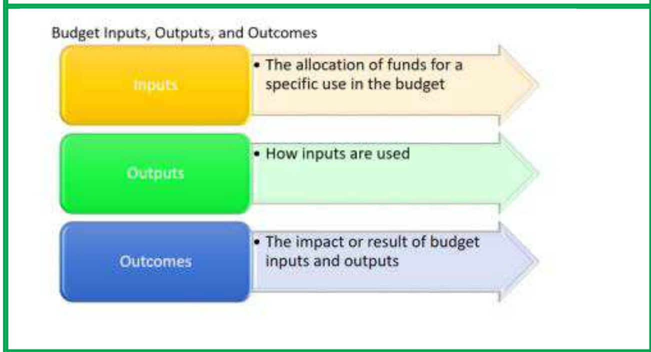
c. Representatives from each group make presentations at plenary with common themes examined.

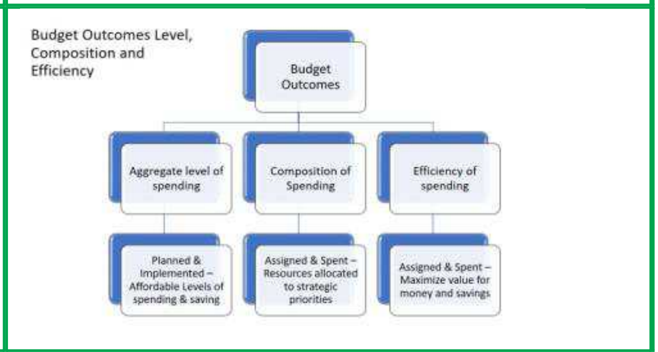
4. Facilitator provides information on Budget Analysis

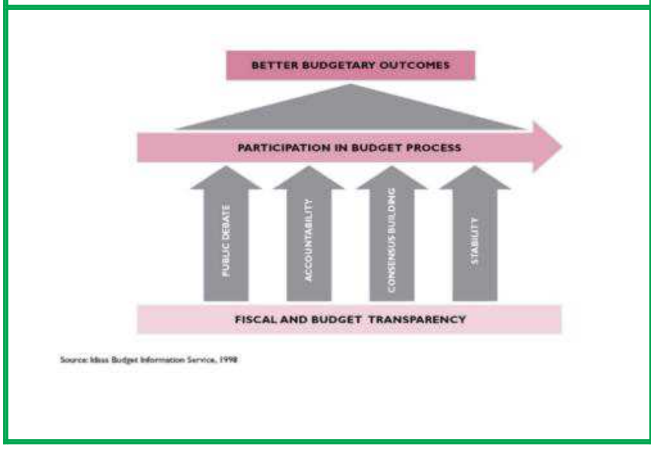












5. **[Group Activity]: Preliminary Budget Analysis of Health/Nutrition Budget**

a. Divide participants into groups of 4 or 5

b. Facilitator provides a State health/nutrition budget to participants

c. Participants are asked to conduct a preliminary analysis of the budget by identifying all the nutrition related items in the assigned budget.

d. If there is a member of the ministry of health present, s/he may provide more insight into the process of budgeting at the ministry level along with potential points where members of civil society organizations, such as CS-SUNN State chapters, may advocate for nutrition budgets in their respective states.

e. Participants hold a discussion at plenary to share observations

6. Facilitator leads a discussion about the importance of prioritization of nutrition in the budget and how budget analysis helps to provide evidence for advocacy.

Facilitator's Note

Open Budget Index is by International Budget Partnership
https://www.internationalbudget.org/open-budget-survey/rankings

Budget Cycle

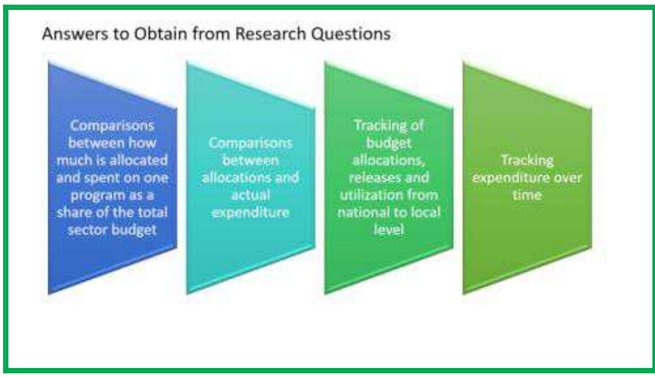
- **FORMULATION:** budget is usually drafted by the budget office in the Ministry of Finance.
- **ENACTMENT:** the draft budget is discussed in parliament, approved (sometimes with amendments) and enacted into law.
- **EXECUTION:** the government implements the budget by disbursing funds and monitoring expenditure to ensure that it is in line with budget
- **AUDITING:** the auditor- general checks whether the budget was implemented efficiently and in line with plans

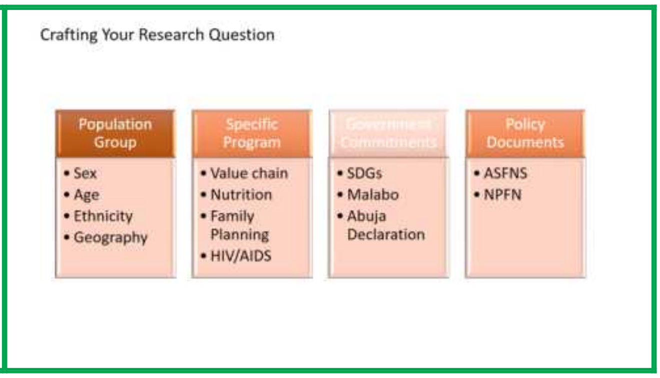
Budget Analysis

- Budget analysis can help you to answer some key questions.
- Analyzing your government's nutrition/health budget will help you to ensure that your
- advocacy is evidence-based.

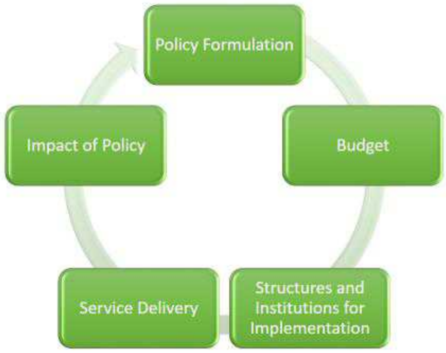
Session 5.2: Planning Budget Analysis and Advocacy Activities

1. Facilitator presents information on how research questions contribute to planning for budget analysis and advocacy





The Cycle of Policy formulation, budget and service delivery



Harmonize Advocacy Strategy with Budget Analysis

- What are your aims?
- What are your objectives?
- What is your theory of change?
- Who are your key targets and allies?
- What are your key messages?
- What advocacy activities and outputs are you planning?
- What are the risks and contingency measures?
- How will you monitor and evaluate?
- Who will carry out coordination and give leadership?
- Have you drawn up clear budget for your budget advocacy?

Building Strategic Alliances

- There is a need to curry all strategic support of all allies in carrying out budget advocacy
- All government officials who can support
- Research bodies and academic institutions
- "Champions" within parliament and other decision-makers who can raise issues in the appropriate forums
- Work in networks of organizations

1. **[Group Activity]: Beneficiary Involvement in Budget Advocacy**

a. Divide participants into groups of 4 to 5

b. Ask them to brainstorm how to involve beneficiaries, particularly women and children, in

Budget advocacy

i. In planning for advocacy

ii. In budget analysis

iii. In developing the strategy

iv. Any other way they can think of

c. Each group reports out at plenary and common themes are curated. One or two participants may be assigned to compile a list as a handout.

2. **[Group Activity]: Budget Cycle Advocacy Activities**

a. Divide participants into 4 groups, to correspond to 4 parts of the budget cycle

b. Brainstorm various advocacy activities that may be done during the assigned part of the cycle (i.e. Formulation, Enactment, Execution, and Auditing)

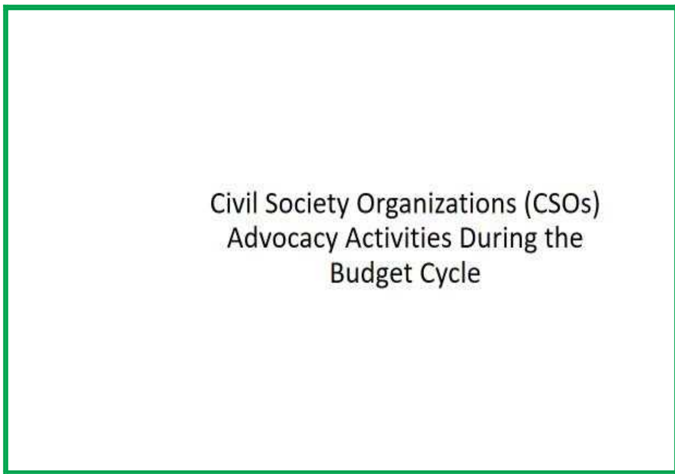
c. Participants report out at plenary

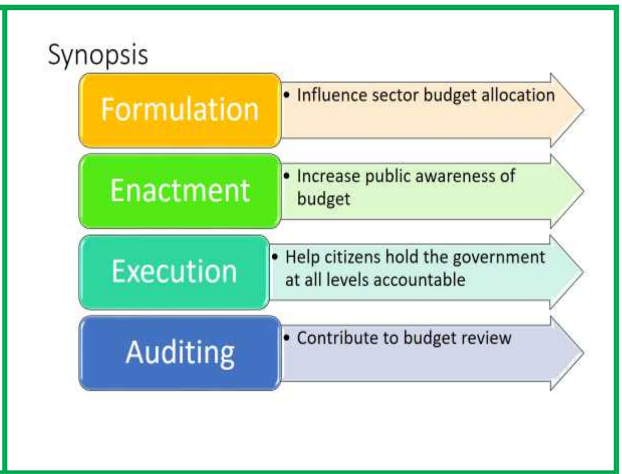
3. **At plenary, facilitator leads a discussion on:**

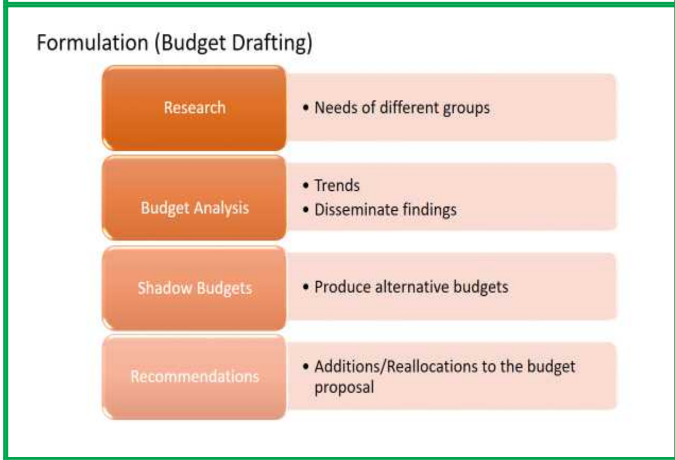
a. Sources of information for budget advocacy

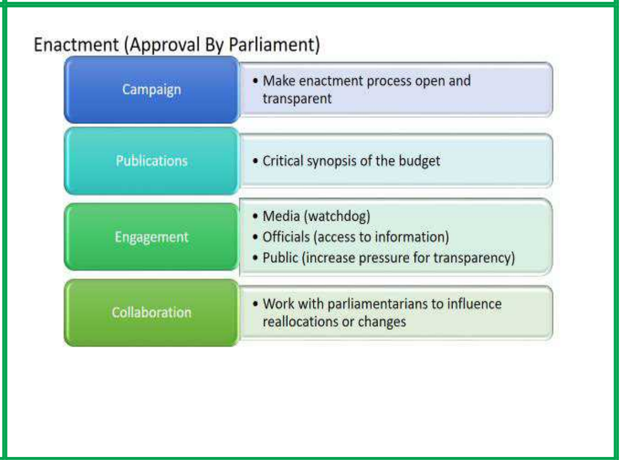
b. Challenges they are likely to face in looking for budget information

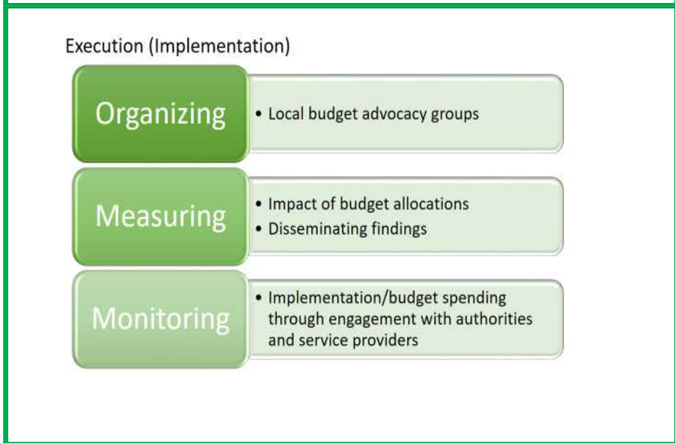
4. Facilitator presents information to follow up on the group activities

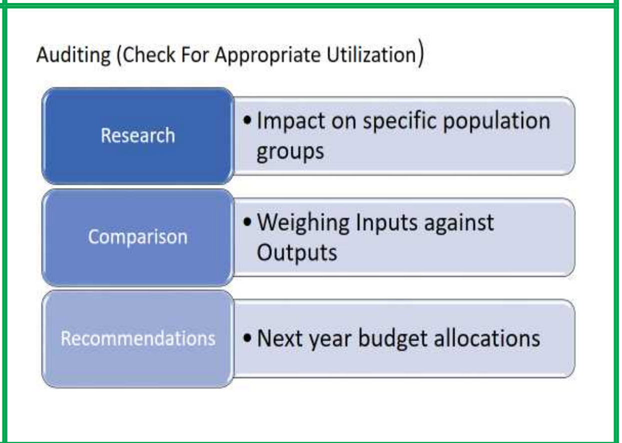

Civil Society Organizations (CSOs)
Advocacy Activities During the
Budget Cycle


Synopsis
Formulation
• Influence sector budget allocation
Enactment
• Increase public awareness of budget
Execution
• Help citizens hold the government at all levels accountable
Auditing
• Contribute to budget review

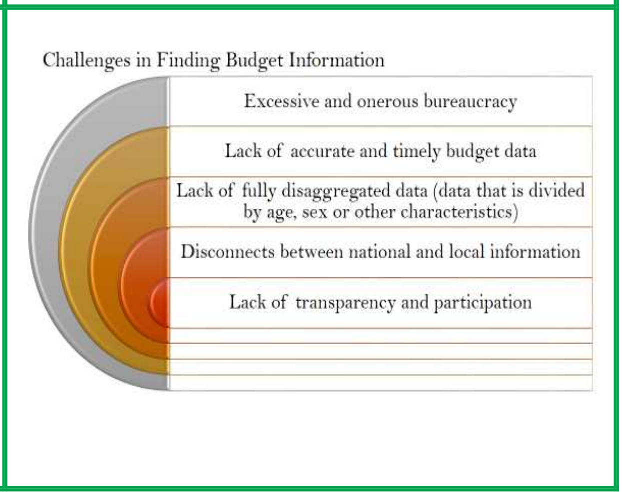

Formulation (Budget Drafting)
Research
• Needs of different groups
Budget Analysis
• Trends
• Disseminate findings
Shadow Budgets
• Produce alternative budgets
Recommendations
• Additions/Reallocations to the budget proposal


Enactment (Approval By Parliament)
Campaign
• Make enactment process open and transparent
Publications
• Critical synopsis of the budget
Engagement
• Media (watchdog)
• Officials (access to information)
• Public (increase pressure for transparency)
Collaboration
• Work with parliamentarians to influence reallocations or changes


Execution (Implementation)
Organizing
• Local budget advocacy groups
Measuring
• Impact of budget allocations
• Disseminating findings
Monitoring
• Implementation/budget spending through engagement with authorities and service providers


Auditing (Check For Appropriate Utilization)
Research
• Impact on specific population groups
Comparison
• Weighing Inputs against Outputs
Recommendations
• Next year budget allocations


Sources of Information for Budget Advocacy
• Budget documents and spreadsheets
• Government statistics
• Sector (e.g. Health, Nutrition, Education accounts)
• Audit reports
• Agriculture/ Education/ Health etc. plan/strategies
• White papers setting
• The constitution
• Relevant legislation
• Public expenditure reviews
• Academic budget analysis
• Annual Sector reports
• World Bank reports
• Government policies
• Quantitative service delivery surveys
• Medium – term budget policy statements
• Medium – term expenditure frameworks (MTEFs)
• Relevant sectoral indicators
• National and provincial budget speeches
• International comparative statistics
• UN committee Reports and General comments
• Relevant (to sector) World statistics


Challenges in Finding Budget Information
Excessive and onerous bureaucracy
Lack of accurate and timely budget data
Lack of fully disaggregated data (data that is divided by age, sex or other characteristics)
Disconnects between national and local information
Lack of transparency and participation

4. Facilitator asks participants to discuss potential ways to address identified challenges in nutrition budget advocacy work in Nigeria.

Facilitator's Note

Summary

Nutrition and Health advocacy is about influencing Nutrition and health policy and practice so that it will have the greatest possible impact in the lives of (especially) mothers and children. Budget advocacy is central to public policy advocacy. There are four elements of the Budget cycle including formulation, enactment, implementation, and auditing (monitoring). Further the Budget system is made up of the Budget cycle, structures and context. For Public Budget to be acceptable, it must be guided by 7 principles just like open budgets are also guided by three principles of Transparency, Participation and Accountability. There are eight documents that must be provided in timely version for a country to do well in Open Budget Assessment. Finally, advocates need to develop skills in carrying out Budget analysis in order to be able to convince the policy maker on the need to pay attention to the advocacy issue and prioritize it by adequately budgeting for it.

Evaluation

1. What are the four stages of the budget cycle?
2. What are advocacy opportunities and activities Civil Society Organizations may carry out during various stages of the budget cycle?
3. What are the eight documents a country needs to provide to do well in the Open Budgeting Assessment?
4. What is the rationale for budget analysis?
5. What questions does budget analysis answer?

MODULE SIX

Nutrition and Health Budget Analysis in Practice

Module 6:
Nutrition and Health Budget Analysis in Practice

Keywords: Budget, Income, Expenditure, Formulation, Enactment, Budget, Execution, Auditing, Deflator, Inflation, Per Capita

Session Guide

Session Topic

6.1 Budget Analysis in Theory
6.2 Analysis of Government Budget in Practice

Introduction
Budget analysis is quite essential for advocates to be able to carry out advocacy effectively. It starts with a number of research questions which will lead the direction in which to take the analysis. To answer many of the questions related to comparing allocation/spending over time, the analysis has to correct for inflation and change in population over the years. Analysis and articulating the changes over time can be a very powerful advocacy tool in the hands of the advocate.

Learning Outcomes
At the end of the module, participants will
- Understand budget analysis in theory
- Have an ability to analyze Government budgets

Required Training Materials
- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation
- Calculators for participants

Session 6. 1- Budget Analysis in Theory

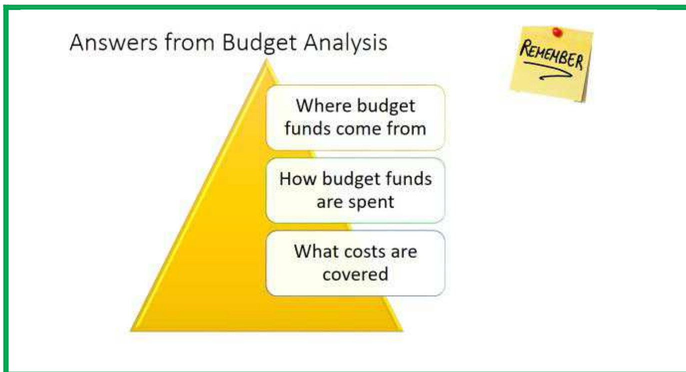
1. **[Group Activity]:** The Role of National and sub-National Budgets in Decision Making
a. Facilitator divides participants into two groups and assigns the following topics to them:
I. About 50% of children dying in Nigeria have fundamental nutrition problems, therefore 50% of Nigeria's health budget should be spent on Nutrition interventions especially Infant and Young Child Feeding (IYCF).
ii. In the face of dwindling resources, Government cannot afford to spend 50% of its health budget on preventing malnutrition. There are other more pressing burdens of disease.

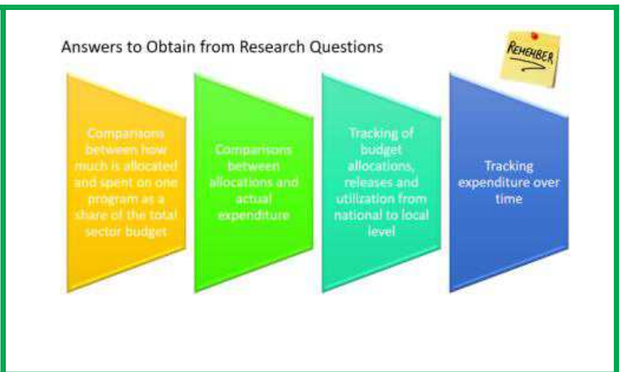
b. Each group prepares their topic and select two representatives to present their arguments at plenary

c. Each group provides the other group feedback on the following:
i. Points based on budget information/preliminary budget analysis
ii. Presentation style
iii. Audience engagement
iv. Keeping to the allotted time
v. Level of persuasion of arguments

d. At plenary, facilitator leads a discussion on the importance and role of national and sub-national budgets in making life altering decisions.

2. Facilitator presents information on budget analysis





Comparing Allocations by Sector, Programme or Area

- What proportion of the total government budget is allocated to nutrition? How does this compare with other sectors?
- Has the share of the budget allocated to nutrition increased or decreased (as a share of total government budget), compared with previous years? Is it sufficient to adjust for population growth? Is it responsive to any changes? Is it responsive to any changes in the burden of disease? Does it reflect political commitments (e.g. National Policy on Food and Nutrition)
- How much is allocated to different areas within the nutrition(such as nutrition-sensitive vs. nutrition-specific)?
- What proportion of the nutrition budget comes from donor agencies?
- Do any of the allocations towards the various nutrition programmes discriminate against, or exclude, certain regions or sections of the population by not providing sufficient funding to related programmes?
- How do nutrition budgets differ across line Ministries across States in Nigeria?

Comparing Allocations with Actual Expenditure

- How much funding was this particular department supposed to receive for nutrition and when?
- What budget lines or line items were the funds intended to be used for ?
- Has the full amount been received? If not, is there any explanation as to why? Were there delays in disbursements? Or has there been a change in priorities and the equivalent amount allocated to another programme or sector? If the funds were not received, is there any evidence at all as to where they were spent instead?
- Has the full amount been spent? What was it spent on? Was it spent on the purpose intended in the budget? How much was not spent as a share of the total funds? Was this amount returned to the Treasury? If not, what happened to these funds?

Tracking Trends over Time

- Have resources allocated to nutrition increased, decreased or stayed the same over the past five years?
- Have resources allocated to various nutrition programmes increased in real terms (adjusted for inflation) compared with previous years? Are they set to increase in the coming years as well?

IMPORTANT NOTE

In analyzing the trends over time, you need to adjust for inflation (Nominal versus Real allocations)

What is the Deflator and Why Adjust for Inflation?

- Deflator is a factor usually made available by Bureau of Statistics to adjust for inflation over the years
- You can only compare allocations from year to year by adjusting for inflation.

Let's Get Practical

		A	B	C	D	E	F
		2013	2014	2015	2016	2017	Average medium-term growth rate 2013-2017
1	Nominal health expenditure	100	110	108	130	125	
2	Real health expenditure						
3	Real growth rate of health expenditures (%)						
4	Total government budget						
5	Real Total government budget						
6	Real health expenditure as a share of total government expenditure (%)						
7	Population						
8	Per capital allocation to health						
9	Deflator						

Formulae

- Deflator
- Real Value
- Real Growth Rate
- Sector as a Share of Total Budget
- Per Capita Allocation

Deflator

$$\text{Deflator} = \frac{\text{Present Year Inflation}}{\text{Base year under consideration}}$$

Convert Nominal Allocations to Real Allocations

$$\text{Real value} = \frac{\text{nominal value}}{\text{deflator}}$$

Real Total Government Expenditure

Real Total Government Expenditure

$$= \frac{\text{Total Government Expenditure}}{\text{Deflator}}$$

Real Growth Rate

Real growth rate enables you to work out how much spending increases year by year.

Growth Rate (%) =

$$\frac{\text{Real spending in year 2} - \text{Real spending in year 1}}{\text{Real spending in year 1}}$$

Annual Average Real Growth Rate

- Annual Average real growth rate for sector (e.g. nutrition) over the medium term =

$$\frac{C3 + D3 + E3}{3}$$

Calculate Nutrition as a Share of Total Expenditure

- Real nutrition expenditure as a share of total government expenditure (%) =

$$\frac{\text{Real nutrition expenditure}}{\text{Real total expenditure}} \times 100$$

This formula will help you compare percentage spending on nutrition from year to year

Per Capita Allocations

Per capita allocation to health =

$$\frac{\text{Real health expenditure}}{\text{Population}}$$

NASARAWA STATE HEALTH BUDGET(2014-2017)

Year	State budget	Approved budget	Releases	% Vs releases	% Vs state budget
2014	#113,076,391,968	#11,611,549,095	#5,151,150,742.68	44.36	10.27%
2015	#107,174,001,804	#8,898,652,141	#4,603,626,866.88	51.73	8.30
2016	#79,301,850,598	#7,260,881,317	#4,948,217,466.17	68.15	9.15
2017	# 67 billion Proposed # 69,971,427,596	About 7 Billion	-	-	10

Campaign Strategy and Advocacy Activities

- Identify opportunities to influence
- Identify targets and audience groups
- Arrange private meetings with powerful stakeholders
- Arrange public meetings to encourage debate and discussion
- Hold audiences with members of parliament
- Hold seminars, workshops, and conferences to share information with other stakeholders
- Organize marches, petitions and other forms of peaceful protest
- Hold media briefings
- Hold public-awareness campaigns
- Disseminate written outputs

3. At plenary, the facilitator asks for a volunteer participant to practice finding the inflation rates for Nigeria.

4. [Group Activity]: Calculating Deflator

a. Divide participants into groups of 4 or 5

b. Ask each group to calculate the deflator for 2014-2018

i. The first step is to have inflation rates for each of the years under consideration. For instance, if you want to study trends over a five-year period from 2014 to 2018, you will start by finding inflation rates in 2014, 2015, 2016, 2017 and 2018.

ii. The first year is taken as base year for the comparison and so the inflation rate for the base year is calculated thus:
Inflation rate in base year ÷ Inflation rate in base year = deflator for base year = 1

iii. For each year, deflator is obtained by dividing the Inflation rate for the particular year with inflation rate for the base year.

c. Each group presents at plenary

5. Facilitator clarifies any questions participants may have regarding how to calculate the values on the worksheet.

Facilitator's Note

Deflator Definition: Inflation as measured by the annual growth rate of the GDP implicit deflator shows the rate of price change in the economy as a whole. The GDP implicit deflator is the ratio of GDP in current local currency to GDP in constant local currency.
A crucial element of advocacy work is a good campaign strategy. Once you have developed the messaging about the budget that you wish to promote, there are a number of activities your campaign strategy can include.

Session 6.2: Analysis of Government Budget in Practice

1. Facilitator reinforces the learning from Session 6.1 and uses the opportunity to clarify any confusion.

2. **[Group Activity]:** Analysis of Nutrition/Health Sector Budget
a. Participants should be divided into groups of 4 to 5
b. Using the budget analysis worksheet and State budgets, each group should work through for nutrition and/or health.
c. Participants present their worksheets at plenary

3. [Group Activity]: Analysis of Nutrition Budgets Compared with Other Sector Budgets
a. Using the same groups, participants should also analyze other sectors of the State budget, particularly the following areas:
i. Nutrition allocation and expenditure compared to Health and Agriculture allocations and expenditures
ii. Nutrition allocation over the past 5 years
b. Participants present their work at plenary, providing a chance to compare the Nutrition, Health and Agriculture across States.

4. At plenary, facilitator leads a discussion on how participants can take the knowledge forward in their nutrition advocacy efforts.

		A	B	C	D	E	F
		2014	2015	2016	2017	2018	**Average medium-term growth rate 2014-2018**
1	Nominal nutrition expenditure						

2	Real nutrition expenditure						
3	Real growth rate of nutrition expenditures (%)						
4	Total government budget						
5	Real Total government budget						
6	Real nutrition expenditure as a share of total government expenditure (%)						
7	Population						
8	Per capital allocation to nutrition						
9	Deflator						

Facilitator's Note

Summary

Budget analysis is quite essential for advocates to be able to carry out advocacy effectively. It starts with a number of research questions which will lead the direction in which to take the analysis. To answer many of the questions related to comparing allocation/spending over time, the analysis has to correct for inflation and change in population over the years. Analysis and articulating the changes over time can be a very powerful advocacy tool in the hands of the advocate

Evaluation

1. What is a crucial element in analyzing budget trends over time?
2. What is the importance of the deflator and how is it calculated?
3. Which formulas are crucial to know in order to successfully analyze a budget?
4. What are key elements in budget analysis?
5. How can budget analysis information be used in advocacy?

MODULE SEVEN

Resource Mobilization

Module 7:
Resource Mobilization

Keywords: Resource mapping, Resource Mobilization, Donor Mapping, Donor Life Cycle, Donor Pyramid, Proposal Writing

Session Guide

Session Topic

7.1 Defining Resource Mobilization
7.2 Resource Mapping
7.3 Resource Mobilization Mechanisms
7.4 Donor Life Cycle
7.5 Resource Mobilization Donor Pyramid
7.6 Donor Mapping and Research

Introduction

Resources are necessary for advocacy work. Resources include human, material and financial resources. This module focuses on mobilization of financial resources, looking at issues around mapping necessary resources, resource mobilization mechanisms, donor life cycle, pyramid, mapping and research. Knowledge of resource mobilization will help members of CS-SUNN State chapters explore funding options for advocacy activities at the sub-National level.

Learning Outcomes

- Have a comprehensive understanding of resource mobilization
- Understand resource mapping
- Understand resource mobilization mechanisms
- Understand the donor pyramid
- Understand donor mapping and research

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Index cards
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 7.1: Defining Resource Mobilization

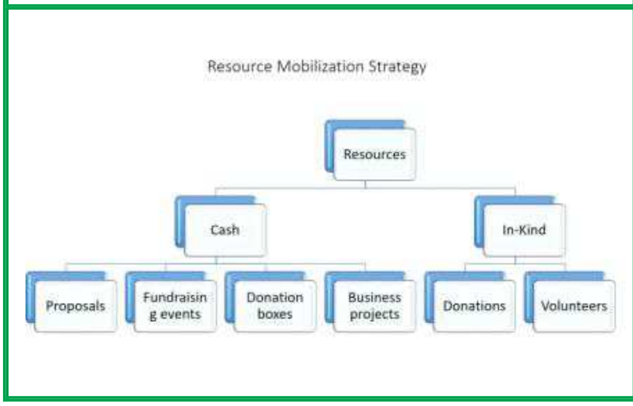
1. [Group Activity]: Defining Resource Mobilization
a. Group participants into four or five.

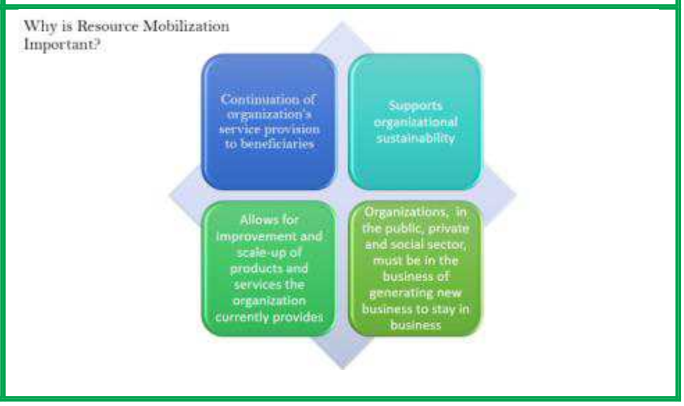
b. At each table, give each participant an index card, then leave an extra index card on the table for the group.
c. Ask each participant to define resource mobilization (3-5 minutes)
d. Ask participants to share at each table their individual definitions and then agree on one definition for the table (10 minutes)
e. Each table presents a representative to share their definition of resource mobilization at plenary.

2. Work with participants to tease out common elements from all the definitions to come up with an agreed definition of resource mobilization.

Definition
Resource mobilization is a process that includes identifying, building and managing relationships with people who share the same values and concerns as your organization.

3. Facilitator provides further information on resource mobilization





What is Sustainability?

Programmatic	• Deliver products and services that respond to beneficiaries needs • Anticipates new areas of need
institutional	• Strong, yet flexible structure • Accountable, transparent governance practices
Financial	• Draw on various sources of revenue • Support ongoing efforts and undertake new initiatives

Important to Note:

The strategic plan is the anchor, in which an organization's programs, structure and systems, as well as financials are reviewed and new business opportunities are identified (Seltzer, 2014)

ABCDE of Mobilizing Resources

A Putting your "house" in order

B Researching potential donors

C Making contact

D Managing the relationship

E Proposal writing

A: Putting Your House in Order

Strategic Plan	Due Diligence & Accountability Mechanisms	Case Statement
• Clear focus and unique positioning • Inspiring goals and strategies • Outcome orientation	• Governance • Finance • Legal	• Problem Organization Addresses • Change to be Produced • Difference work makes • Reasons for partnership

B: Researching Potential Donors

Learn	Find Information	Person behind the donor
• Websites • Internet searches • Newspapers • Annual reports	• Peer organizations • Funders • Annual reports	• Information about the funder (values, thematic focus etc.)

C: Contact 1/5

Respond to the donor's (unspoken) questions

Do your homework

Prepare for the meeting

Pay attention to the dos and don'ts

C: Contact 2/5

- The donor's (unspoken) questions:
- Who is contacting me?
- How much do they want?
- Why do they want it?
- What will they do with the money?
- How does this fit with our own priorities?
- Do they have the capacity and track record?
- Who in my network knows them? (our grantees, donor colleagues)

C: Contact 3/5

- Do your homework
  - Research the person
  - Research the organization
  - Send the right representative, based on your research
  - Be on time, get all the required information ahead of time (location, directions, etc.

C: Contact 4/5

Dos
- Seek an introduction (via email or face to face)
- Answer the donor's unspoken questions AND specific questions to find the fit
- Keep it short, solicit interest
- Inspire, offer an opportunity to make a difference

Don'ts
- No cold calls
- Don't run down other organizations
- Don't make claims you cannot substantiate

C:Contact 5/5 – The Meeting

- Introduce yourself
- Find out how much time you have
- Ask questions and answer questions
- Make your case (Case statement)
- Share your thinking about risks, challenges, and problems as well as successes)
- Show leadership
- Agree on next steps
- If the answer is NO, be graceful (acknowledge why the donor can't fund you)
- Turn NO into a MAYBE
- Ask for other potential donors
- End on time

D: Managing the Relationship	E: Proposal Writing
• Thank the donor within days • Create and update donor profiles, donor requirements • Stick to promises, be timely • Keep donor informed and involved • Acknowledge funders in your publications	

1. **[Group Activity]:** Identifying Resource Mobilization Roles and Responsibilities

a. Ask participants to return to their groups to identify roles and responsibilities for resource mobilization, using the worksheet, "Resource Mobilization Roles and Responsibilities"

2. Return to plenary and discuss.

3. Provide the Handout, "Resource Mobilization Roles and Responsibilities" for participants to compare with theirs and use in their organizations moving forward.

Facilitator's Note

Explain that in a sustainable organization, everyone is responsible for resource mobilization. Resource Mobilization

Adapted from
https://www.awid.org/sites/default/files/atoms/files/resource_mobilization_skills_building.pdf Mobilizing resources is making connections and building relationships (that may or may not result in funding)
Be sure to emphasize that this session only scratches the surface of resource mobilization. Encourage participants to share experiences and resources regarding resource mobilization

Worksheet: Resource Mobilization: Roles and Responsibilities, adapted from FHI 360 & USAID (2012)

Instructions: For each of the staff member roles in the left column below, enter the resource mobilization role(s) and responsibilities in the right column next to it. See the example under Board of Directors.

Players in Resource Mobilization	Roles and Responsibilities
Board of Directors/ Board of Trustees/General Assembly	Represent the organization at high level official functions, conferences and meetings
Chief Executive Officer/ Executive Director/ Managing Director	
Senior Managers	
Program Staff/ Field Staff	
Finance Staff	
Administrative Staff/ Procurement Staff	

***Handout:** Resource Mobilization Roles and Responsibilities, adapted from FHI 360 & USAID (2012)*

Here is a summary of possible roles and responsibilities of NGO Board, management and staff. Note that it is in everyone's best interest to reach out and share your NGO's work and successes with the wider community and, in turn, bring back important news, connections and leads that may help your organization thrive.

Players in Resource Mobilization	Roles and Responsibilities
Board of Directors/ **Board of Trustees/** **General Assembly**	▪ Network with potential donors and implementing partners ▪ Provide leadership and input to strategic planning activities ▪ Oversee the Managing Director (CEO or Executive Director) ▪ Share the organization's work and successes with the wider community ▪ Inform management of important news, connections and leads ▪ Represent the organization at high level official functions, conferences, and meetings.
Chief Executive Officer/ **Executive Director/** **Managing Director**	▪ Manage all resource mobilization activities ▪ Lead or supervise business development/ proposal development ▪ Manage relationships with government ▪ Monitor relevant trends and new developments at international or national level ▪ Represent the organization at high level official functions, conferences and meetings ▪ Network with potential donors and implementing partners at international or national level ▪ Provide leadership and input to strategic planning activities ▪ Share the organization's work and successes with the wider community ▪ Inform staff of important news, connections and leads
Senior Managers	▪ Contribute to proposal development ▪ Monitor relevant trends and new developments at local levels ▪ Represent the organization at local functions and meetings ▪ Develop project budgets

	▪ Provide leadership and input to strategic planning activities ▪ Inform management of important news, connections, and leads.
Program Staff/ Field Staff	▪ Maintain awareness of donor and implementing partner actions at local level ▪ Maintain relationship with government at local level ▪ Share important information with senior leadership ▪ Maintain relationships with local communities ▪ Share the organization's work and successes with the wider community ▪ Share important news, connections, and leads
Finance Staff	▪ Collect and analyze all financial information ▪ Contribute to budget development and financial projections ▪ Share the organization's work and successes with the wider community ▪ Inform management of important news, connections, and leads.
Administrative Staff/ Procurement Staff	▪ Contribute to cost calculations ▪ Collect pro forma invoices and perform other procurement functions ▪ Share the organization's work and successes with the wider community ▪ Inform management of important news, connections, and leads.

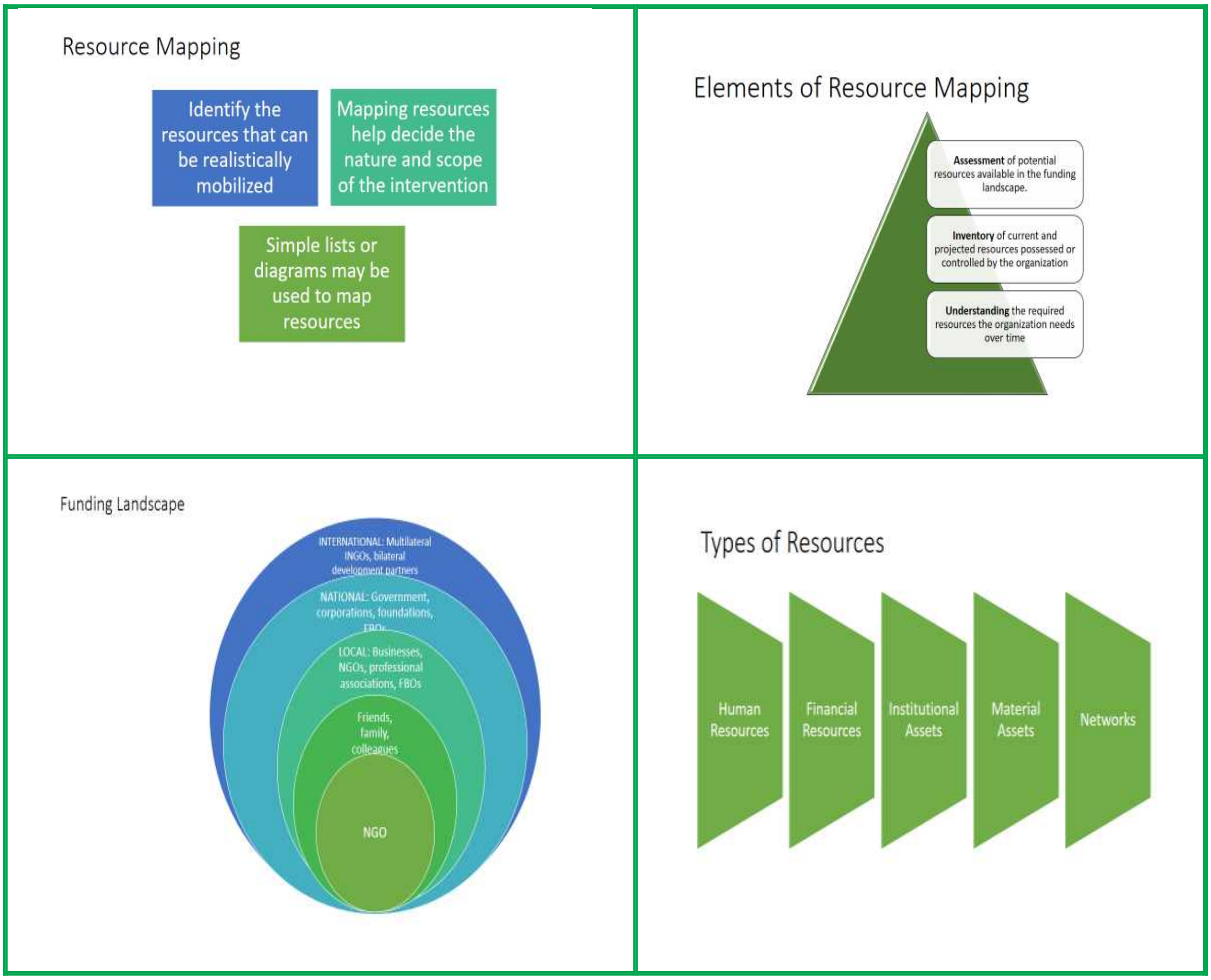
Session 7.2: Resource Mapping

1. At plenary, project a definition of resource mapping and facilitate a discussion around it. Ask participants questions such as:
a. How many of them have done resource mapping,
b. What were the benefits of the mapping?
c. How did the mapping help with resource mobilization?
d. What are some essential elements of resource mapping?

Definitions
Resource mapping guides organizations through a process of actively exploring and connecting with the people in the community who have various degrees of affinity with your programs (FHI360 & USAID, 2012)

Resource mapping is a process for organizations to identify resources they have, resources they need, and opportunities to obtain available resources. Organizations may then use this information to plan more effective use of their current resources and create the necessary partnerships to fill existing resource gaps

2. Facilitator gives a presentation on resource mapping:



3. At plenary, ask participants to identify specific resources available to CSOs within each of the 5 categories.

Types of Resources

- Human resources (volunteers, staff, interns, youth corpers – add knowledge, skills and experience)
- Financial resources (funding sources, cash, fees for products or services)
- Institutional Assets (organizational/coalition strengths, credibility, public profile, etc.)
- Physical/Material resources (building, meeting/office space, electronic equipment, communication materials, boreholes, wells, printers, scanners, other physical assets)
- Networks (alliance, coalitions, etc.)

4. Ask participants to work individually, using the worksheet, "Resource Mapping" to identify resources they have, resources they need, and opportunities to obtain needed resources.

5. Come back to plenary and share, with each individual contributing. List opportunities for resource mobilization on flipchart paper and turn into a handout for each participant to take with them.

6. At plenary, discuss the funding landscape and provide the Handout on "Charting the Funding Landscape" to participants.

7. **[Group Activity]:** Mapping the Funding Landscape
a. Ask the participants to break into groups and use the Worksheet, "Funding Landscape," to identify potential donors for nutrition advocacy
b. Each group reports at plenary with subsequent groups adding other things to the first group's presentation

8. At plenary, facilitate a discussion around how the funding resource mapping session will be taken forward.

Worksheet: Resource Mapping

S/N	CURRENT RESOURCES	NEEDED RESOURCES	TYPE OF RESOURCE (HUMAN, FINANCIAL, PHYSICAL/MATERIAL)	OPPORTUNITIES FOR RESOURCE MOBILIZATION (COMMUNITY, FRIENDS/FAMILY, DONORS, ETC.)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Handout: Charting the Funding Landscape, adapted from FHI 360 & USAID (2012)

FUNDING TYPE	DESCRIPTION
National Governments	Often a source of development funds either directly or as a channel for bilateral and multilateral donors. It is important to establish close relationships with the relevant line ministries (Health, Education, etc.) in order to understand their priorities and procurement procedures.
Bilateral Development Partners	Typically provide funds directly to national governments or to NGOs through competitive funding programs making them one of the most impor tant actors in the funding landscape. Bilateral donors often maintain an office in the host country making them an excellent target for face to face networking.
Multilateral Development Partner	Often work through host country systems such as government line ministries or provide credit and financial services directly to national governments. Some offer competitive project funding to NGOs and private sector firms making them good contacts for local NGOs. Multilateral donors are often also a critical source of primary research about a local country context.
Foundations and other private sources of funding	These are becoming increasingly important globally. Each foundation has its specific focus and rules. A module of this kind cannot guide you through these, but a careful reading of their published requirements, combined with the general principles you have learned here, can lay the groundwork for useful dialogue with the ones most interested in your needs.
International NGOs	INGOs have a dual role in the funding landscape. They can serve as a potential donor by providing grants or subcontracts, or they may serve as a potential partner or collaborator. International NGOs are usually headquartered in another country but might maintain a local office.
Local NGOs	Some well -established local NGOs may also make sub grants with funds from national or international development partners. Local NGOs who receive sub grants may seek partners to implement activities for which they do not have the capacity or experience.

FUNDING TYPE	DESCRIPTION
National Corporations/Local Businesses	Partnerships with corporations can be more flexible than working directly with bilateral or multilateral donors. Support might be in cash or in kind and come with fewer compliance requirements. Successful pa rtnerships with corporations often have a connection between the mission of the organization and the core business of the corporation.
Faith- based Organizations/Networks	FBOs or religious communities are frequent supporters of small, grass roots organiz ations. Such partnerships typically have a spiritual as well as financial dimension and, as with private sector support, often come with fewer compliance requirements, making them easier to manage

Worksheet: The Funding Landscape, adapted from FHI 360 & USAID (2012)

DONOR TYPE	NAME OF DONOR
National Governments	
Bilateral Development Partners	
Multilateral Development Partner	
Foundations and other private sources of funding	

DONOR TYPE	NAME OF DONOR
International NGOs	
Local NGOs	
National Corporations/Local Businesses	
Faith- based Organizations/Networks	

Session 7.3: Resource Mobilization Mechanisms

1. [Group Activity]: Identifying Resources Available to CSOs
a. Divide participants into groups of 4 or 5
b. Ask participants to brainstorm the types of financial and non-financial resources available to Civil Society Organizations (CSOs)
c. Encourage each group to find a creative way to share the resources they identified e.g. drawing, song, play, etc.

2. Provide information on the four major ways of mobilizing financial resources, noting that one may use one or all four, as necessary.

MOBILIZING FINANCIAL RESOURCES	
International Aid and External Funding from Donors While this type of financing is often attractive to NGOs, it can make an NGO vulnerable. NGOs who are heavily dependent on aid funding are at risk when this type of funding ends.	***Self-Financing/Income Generation*** ▪ Sale of products and services (e.g audio-visual materials, sale of expertise) ▪ Rentals (e.g office facilities, equipment) ▪ Membership fees and subscriptions ▪ Self-contribution ▪ Interest from investments
Local Fund-Raising ▪ Donations from the general public: mailing, appeals, special events, campaigns, games and lotteries; ▪ Assistance and support from the national government, e.g., grants, project financing, tax exemptions, capital goods, expertise; ▪ Assistance and support from local governments-similar to national government; ▪ Assistance and support from local charities and foundations; ▪ Assistance and support from local corporations and businesses.	***Loans*** An NGO might borrow money, e.g., ▪ Venture capital (repayable) to help an NGO engage in a viable commercial activity, purchase a subsidiary, or build on land as an investment. ▪ Funds to establish a revolving loan and credit fund. The intention here would be that the fund would become self - supporting and would produce a surplus as income.

3. Provide information on non-financial resources:Non-Financial Resources

- Partnership/Network Building (e.g. advocacy for policy reform, improving service quality)
- Leveraging Technical Assistance (e.g. Internships, staff secondments)
- Media Engagement (e.g. enhancing public recognition, credibility, relevance in community)

Community Volunteers.

4. Discuss other ways of mobilizing financial and non-financial resources not already covered.

Facilitator's Note

There are key questions that an organization should take into account when deciding how to mobilize resources. The questions are:

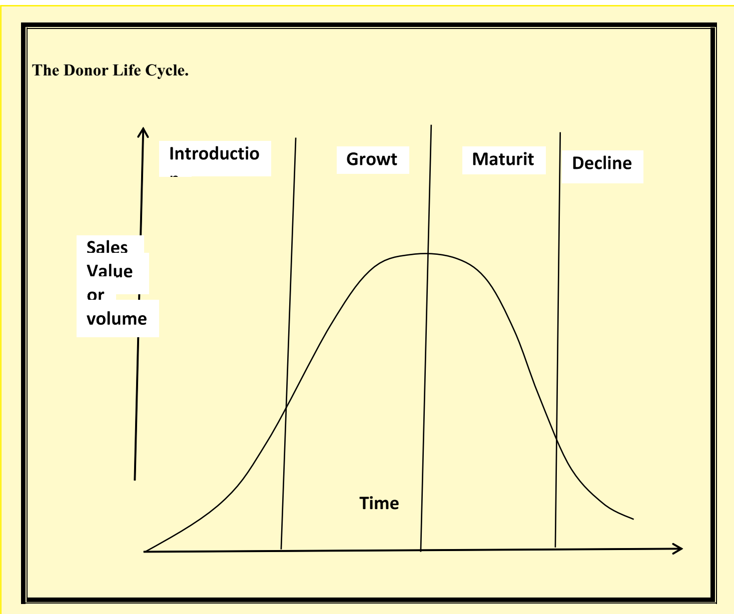
- **Vulnerability:** Does this strategy make us too dependent on others, thus increasing our vulnerability to external events and outside organizations

- **Sensitivity:** How sensitive is the organization to potential changes in the resource?
- For example, an increase in the price of materials, or changes in personnel might affect the ability of an organization to complete a project. Low sensitivity means that external changes do not cause immediate severe disruption, high sensitivity means that they do.
- **Criticality:** How critical is the resource to the operation of the NGO or the specific activity? Can the resource be easily replaced by another resource?
- For example, it might be difficult for an organization to replace a core technical person. Resources that cannot be easily replaced are "highly critical."
- **Consistency:** Can the mix of resources be adapted or changed without jeopardizing the organization or the specific activity? For example an organization might or might not be able to change the composition of human resources on a project implementation team. High consistency resources mean that an NGO can alter the resource profile without compromising itself.
- **Autonomy:** Will the use of this resource affect the organization's ability to make independent decisions, to negotiate terms and to say no when necessary? For example, a donor might provide funding but might specify the funds can only be used to purchase equipment that is manufactured in the donor country.
- **Compatibility:** Is the new resource compatible with old resources? If the new resource is not compatible with the old, it might mean replacing the old resource, or modifying the organization in some way. For example, a new piece of computer software might not be compatible with an old computer operating system.

Generally, resources that reflect: Low vulnerability, low sensitivity, low criticality, high consistency, substantial autonomy, and high compatibility are more desirable as they enable the NGO to be more adaptive.

Session 7.4: Donor Life Cycle

1. At plenary, display the graph of the donor life cycle and discuss, with individuals bringing their experience to the forefront.



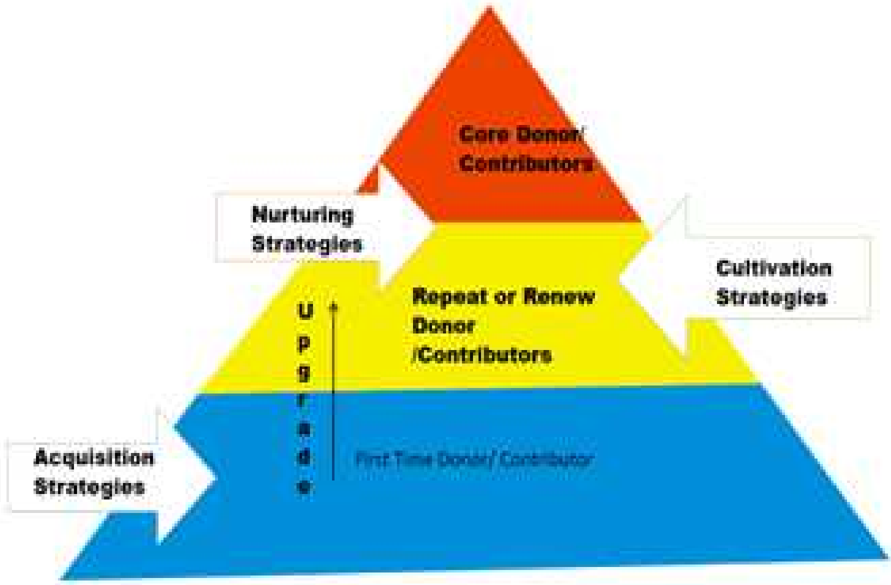
Facilitator's Note

Explain the non-permanent nature of donor institutions.
Emphasize on the curve of the graph explaining each phase of the life cycle as typical of all donor resources.

Participants therefore need to realize that before the resource decline phase, even from the introduction phase their organizations need to plan for alternate resource source to ensure that before the funding of a particular resource closes out they have through that source being able to identify and engage another but more enduring funding.

Session 7.5: Resource Mobilization Fundraising Pyramid

1. At plenary, present the information on the donor pyramid and discuss, with input from participants



Facilitator's Note

- Help participants understand that the fundraising pyramid is a traditional starting point for defining the donor acquisition process.
- It illustrate the "bottom up" fundraising approach: Prospects and Supporters followed by First Time donors, Repeat donors, Transitional donors, Major donors, Capital Campaign donors and Legacy (or Planned Gift) supporters.
- Let participants know that "moving up" the pyramid is not as much the goal as is procuring the right mix of contributions in the different areas of the pyramid and or donor life-cycle to allow for a consistent revenue stream.
- While also focusing only on Major Donors is short-sighted and ignores the Transitional donors, those that have demonstrated consistent giving for over five years.

- Further, a non-profit needs to focus on the "long view," sustaining a relationship over time so as to manifest a steady stream of lifetime donors, those that donate to your organization every year.
- A Lifetime donor is a loyal supporter who contributes consistently over a long period of time, in addition to perhaps being involved in other activities such as volunteering or attending an event.
- Procuring first-time donors often requires huge staff effort and typically more marketing expense. Retaining donors, therefore, is that much more critical.
- Penelope Burk said in The 2012 Cygnus Donor Survey, "Fundraising profit is not improved by acquiring more and more donors through costly and hard-hitting appeals: it is improved by retaining a reasonable number of donors longer and by securing significantly more generous gifts from them over time."
- Each phase of donor development demands a valuable donor experience. All donors expect recognition regardless of the gift size. Thanks to social media, the "universe" of prospects is less anonymous than in the past. Sentiment of donors can be gauged and thanked with a variety of digital tools, emotionally connecting even the most disparate potential supporters to a cause.
- Donor segments are interconnected, necessitating the need for integrating Major Gifts and Gift Planning within development efforts.
- Today it's important to understand the different type of supporters at your non-profit and then determine what actions will keep donors most engaged throughout a long, happy relationship, wherever they are on the pyramid or in the Donor Life Cycle

Adapted from Amy S. Quinn
http://blog.abila.com/the-fundraising-pyramid-and-the-donor-life-cycle/

The donor pyramid in general is a tool that guides non-profits organizations. It helps to identify and keep track of the various categories of resources available to them in segments, describing their level and length of engagement in terms of years and the value of resources received from them. It helps give the non-profit organization an overview of their resource sustainability and donor management.

More information on the application of the donor pyramid may be found here: http://blog.abila.com/the-fundraising-pyramid-and-the-donor-life-cycle/

1. [Group Activity]: Discussing the Fundraising Pyramid
a. Break participants into groups of four or five. Ask them to discuss the following questions:
i. Who are donors they have or have worked with in the past?
ii. What strategies worked in terms of recruiting first time donors?
iii. What strategies worked in terms of upgrading first time donors to repeat donors? and
iv. Which strategies worked to retain a core group of contributors?

b. Ask participants to return to plenary and share. Note strategies on flip chart paper and ask volunteers to turn into a handout for participants.

2. Summarize and conclude by helping participants understand the importance of the fundraising pyramid to resource mobilization.

Session 7.6: Donor Mapping and Research

1. **[Group Activity]:** Identifying Nutrition Donors in Nigeria
   a. Break participants into 2 or 3 groups, depending on the size. Each group should have 6-8 participants.
   b. Ask participants to brainstorm all donors working and/or supporting work in Nigeria that they are aware of. Be sure to note that this is not only donors funding nutrition or nutrition-related work. You may provide the following instructions:
   c. List all donors whether you have a link to the donor agency or not. Include major international NGOs.
   d. List the donor regardless of the funding, technical or programmatic area. In other words, do not limit your thinking to only those funding your current area of focus or expertise, for example, HIV/AIDS, or testing and counselling.

2. Ask each group to present their final lists at plenary either on flip chart paper or using PowerPoint

3. **[Group Activity]:** Mapping Donors

   a. Ask the groups to stay in the same groups
   b. Using the "Mapping Donors" worksheet, ask the groups to select one donor from their list and provide as much information as feasible.
   c. Inform them they may then use the worksheet for additional donors at their convenience.
   d. Ask each group to share their Worksheets at plenary and ask other participants to fill in any gaps, if applicable
4. At plenary, discuss how participants will take this information forward in their work.

Worksheet: Mapping Donor, adapted from FHI 360 & USAID (2012)
DONOR NAME: .

FUNDING	RESPONSES	
What does the donor fund?		
	List any information you have no matter how basic	
Does your organization have *current* programs with it?		
	Is the program successful/well received by the donor?	
	Do you have a good relationship with the donor?	
Does your organization have *past* programs with it?		
	Was the program successful/well received by the donor?	
	Did you have a good relationship with the donor?	
People	**Responses**	
Do you know of someone working for this donor?		
	If so, list the name regardless if you have a link to them or not.	
	Do you have a link to this person?	

FUNDING	RESPONSES	
Do you have a link in your organization to someone who works for this donor?		
	If yes, list each contact person and the staff/board member with strongest connection.	
Areas of exploration	**Responses**	
If you do not have a link to someone working for this donor, but know a name, think about possible connections through your network to link to this person		
	▪ Other donors ▪ NGOs ▪ Vendors ▪ Government contacts	
Who would you like to know at this donor?		
	If you do not have a contact name, what type of person, i.e., what's the job title/position of the type of person you would like to have a connection with at this agency? Executive Director?	
What would you like to know about the donor?		
	▪ Funding trends? ▪ Funding priorities? ▪ Programmatic prioirites? ▪ Technical areas of interest? ▪ Target populations/audiences? ▪ Other?	

Evaluation

1. What is resource mobilization?
2. What is the ABCDE of resource mobilization?
3. How can the fundraising landscape be mapped?
4. How can the fundraising pyramid be used?
5. How can donor research and mapping for nutrition in Nigeria be conducted?

PART 2: LEADERSHIP

- Leadership Basics for Advocates
- Systems Thinking in Leadership
- Change Agency
- Coordination for Systems Strengthening
- Team Building

MODULE EIGHT

Leadership Basic for Advocates

Module 8:
Leadership Basics for Advocates

Keywords: Leadership, Management, Effective leadership, Leadership styles, Action logics

Session Guide

Session Topic

8.1 Defining Leadership
8.2 Leadership versus Management
8.3 Leadership Styles

Introduction

Leadership has been defined in a myriad of ways and there are many different discussions on what leadership is and how it manifests. CS-SUNN understands that one does not need to be in a position of leadership to practice leadership. This module explores some leadership concepts, touches on the differences between leadership and management, though they are two sides of the same coin, and gives participants a chance to understand how they lead when given the opportunity.

Learning Outcomes

- Clearly define leadership
- Understand the interconnectedness of leadership and management
- Articulate effectiveness in leadership
- Differentiate between leadership and management roles
- Understand leadership styles and how they may manifest in influencing others

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing materials for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 8.1: Defining Leadership

1. At plenary, ask the question, "What is leadership?" and invite participants to respond based on their understanding. Write key words on a flip chart.

2. After everyone has had a chance to contribute, invite participants to rank keywords in order individually on a sheet of paper, then invite discussions about the top three as to why they chose those as their top three, etc.

3. Project the definition of leadership below, ask participants to identify the keywords, and hold a discussion around the similarities and differences between the keywords on the flip chart and the ones highlighted

Leadership definition

Leadership is the art of motivating a group of people to act towards achieving a common goal. (Ward, 2019)

Note: This leadership definition captures the essentials of being able to inspire others and being prepared to do so.

Another definition of Leadership:

"Leadership is enabling groups of people to face challenges and achieve results in complex conditions." -Management Sciences for Health (MSH)

Key concepts: enabling others; achieving results; working in complex environments

4. Ask participants to break into groups and discuss the idea of effective leadership. Facilitate discussions and a working definition at plenary.

Effective leadership

Effective leadership is based upon ideas (whether original or borrowed), but won't happen unless those ideas can be communicated to others in a way that engages them enough to act as the leader wants them to act. Put even more simply, the leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his or her direction. (Ward, 2019)

The transformational theories propose that effective leadership is a combination of traits, circumstances of birth, and learned behaviours and skills. It emphasizes the value of employees and their right to ethical and fair leadership. It believes that it's better for organizations to promote leadership at all levels because what you want in an organization, ideally, is a lot of leadership behaviour

"Effective leadership is not about making speeches or being liked; leadership is defined by results, not by attributes". – Peter Drucker

5. Write the following three questions on flipchart paper and ask participants to take some time individually to reflect on their individual effectiveness as leaders.

a. Where are you looking to anticipate change?

b. What is the diversity measure of your network?

c. Are you courageous enough to abandon the past?

6. Then, provide the following list of leadership behaviors to determine what needs improvement and what is already working well for participants. This is to be done individually as part of their leadership reflection.

a. Adapts to Change

b. Shows a Genuine Interest in Team Members

c. Embraces a Coaching Mindset

d. Practices Effective Listening
e. Cultivates an Inspiring Vision
f. Builds Relationships
g. Exhibits Calmness
h. Encourages New Ideas
i. Demonstrates a Positive Attitude.

Facilitator's Note

To clarify any potential confusion, be sure to explain that "leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations" (Wikipedia)
During the reflection portion of the activity, be sure to encourage participants to be truthful with themselves because one needs to identify areas for improvement prior to being able to take action.

Session 8.2: Leadership versus Management

1. At plenary, engage participants in a discussion on leadership versus management
   Share the following quote "Leadership is doing the right thing. Management is doing it right. Peter Drucker" and then facilitate a discussion on what it means to participants.
   Note that he is saying that leaders have a moral obligation to others, and that managers know how to get a job done. This is a great combination of duties and very reflective of the ideas associated with transformational leadership.
   Leadership requires traits that extend beyond management duties. To be effective, a leader certainly has to manage the resources at his/her disposal. But leadership also involves communicating, inspiring and supervising – just to name three more of the primary skills a leader has to have to be successful (Ward 2019)
2. Share this quote to emphasize the interconnectedness of leadership and management"Those who seek to lead, but fail to manage... are not relevant to their organizations or to their societies." Peter Drucker
3. Distribute the leadership and management skills handout and facilitate a discussion around it.
4. Individual reflection:

a. Where are your greatest strengths at the moment?
b. Are you using your leadership or management strengths as much as you would like in your current position or situation?
c. Is there a particular area of leadership or management that you would like to strengthen?
d. Ask participants on volunteer basis to share any insights from the reflection.

Facilitator's Note

Leading skills include scanning, focusing, aligning/mobilizing and inspiring.
Managing skills include planning, organizing, implementing and monitoring and evaluating.

Handout: Leadership and Management Skills. adapted from Management Sciences for Health

LEADING	MANAGING
SCANNING ▪ Identify client and stakeholder needs and priorities. ▪ Recognize trends, opportunities, and risks that affect the organization ▪ Look for best practices ▪ Identify staff capacities and constraints ▪ Know yourself, your staff, and your organization – values, strengths and weaknesses. ORGANIZATIONAL OUTCOME: Managers have up -to-date valid knowledge of their clients, their organizations, and its context; they know how their behavior affects others.	**PLANNING** ▪ Set short-term organizational goals and performance objectives. ▪ Develop multi-year and annual plans. ▪ Allocate adequate resources (money, people and materials) ▪ Anticipate and reduce risks ORGANIZATIONAL OUTCOME: Organization has defined results, assigned resources, and an operational plan
FOCUSING ▪ Articulate the organization's mission and strategy. ▪ Identify critical challenges ▪ Link goals with the overall organizational strategy. ▪ Determine key priorities for action. ▪ Create a common picture of desired results. ORGANIZATIONAL OUTCOME: Organization's w ork is directed by well - defined mission, strategy and priorities.	**ORGANIZING** ▪ Set short-term organizational goals and performance objectives ▪ Develop multi-year and annual plans ▪ Allocate adequate resources (money, people and materials) ▪ Anticipate and reduce risks ORGANIZATIONAL OUTCOME: Organization has functional structures, systems and processes for effective operations; staff are organized and aware of job responsibilities and expectations.
ALIGNING/MOBILIZING ▪ Ensure congruence of values, mission, strategy, structure, systems, and daily activities. ▪ Facilitate teamwork ▪ Unite key stakeholders around an inspiring vision ▪ Link goals with rewards and recognition ▪ Enlist stakeholders to commit resources.	**IMPLEMENTING** ▪ Integrate systems and coordinate work flow ▪ Balance competing demands ▪ Routinely use data for decision making ▪ Coordinate activities with other programs and sectors ▪ Adjust plans and resources as circumstances change
ORGANIZATIONAL OUTCOME: Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.	ORGANIZATIONAL OUTCOME: Activities are carried out efficiently, effectively and responsibly

LEADING	MANAGING
INSPIRING ▪ Match deeds to words ▪ Demonstrate honesty in interactions ▪ Show trust and confidence in staff, acknowledge the contributions of others ▪ Provide staff with challenges, feedback and support. ▪ Be a model of creativity, innovation and learning. ORGANIZATIONAL OUTCOME: Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.	**MONITORING AND EVALUATING** ▪ Monitor and reflect on progress against plans ▪ Provide feedback ▪ Identify needed changes ▪ Improve work processes, procedures and tools ORGANIZATIONAL OUTCOME: Organization continuously updates information about the status of achievements and results and applies ongoing learning and knowledge.

Session 8:3: Leadership Styles

1. Ask participants at plenary what leadership styles they know and write them down on flip chart paper.

2. Provide the Handout, "Most Common Leadership Styles" to participants for discussion at plenary. Identify which ones were previously listed. Note that there are more leadership styles than listed in the handout. Participants may be encouraged to conduct more research to find out more about leadership theories and leadership styles.
3. Help walk participants through the rapid individual "Leadership Style Assessment" to drive home the point that leader may have a mix of leadership styles that may be used in a variety of situations for effectiveness.

4. Facilitate a discussion at plenary on the results of the assessment and which style(s) can be useful for nutrition advocacy at the national and sub-national levels in Nigeria

Handout: Most Common Leadership Styles, adapted from Becker (2020)

S/N	Leadership Style	Description	Effectiveness
1.	Democratic leadership	This is an all -inclusive style of leadership. The leader makes decisions based on the input of each team member. Although s/he makes the final call, each employee has an equal say.	Commonly effective

2.	Autocratic leadership	This is the inverse of democratic leadership. In this leadership style, the leader makes decisions without taking input from anyone who reports to them. Employees are neither considered nor consulted prior to a direction, and are expected to adhere to the decision at a time and pace stipulated by the leader	Rarely effective
3.	Laissez-Faire leadership	This is the least intrusive form of leadership. The leaders who embrace this style give nea rly all authority to their employees, which may help empower them but can limit their development and overlook critical company growth opportunities, therefore it is important that this leadership style is kept in check	Sometimes effective
4.	Strategic leadership	Strategic leaders sit at the intersection between a company's main operations and its growth opportunities. S/he accepts the burden of executive interests while ensuring that current working conditions remain stable for everyone else. This is a de sirable leadership style in companies but may be detrimental to the leader if boundaries are not recognized.	Commonly effective
5.	Transformational leadership	This style focuses on "transforming" and improving upon the company's conventions. Employees may have a basic set of tasks and goals that they complete regularly but the leader is constantly pushing them outside of their comfort zone. This is a highly encouraged form of leadership among growth -minded companies because it motivates employees to see wh at they're capable of however, transformational leaders need to ensure their direct reports get the right kind of coaching to guide them through new responsibilities.	Sometimes effective
6.	Transactional leadership	Transactional leaders typically reward their employees for precisely the work they do. While a transformational leader may focus on results, a transactional leader will likely focus on activities and meeting targets. Transactional leadership helps establish roles and responsibilities for each employee, but it can also encourage bare minimum work. This style can use incentive programs to motivate employees, but they should be consistent with the company's goals and used in addition to *unscheduled* gestures of appreciation.	Sometimes effective

S/N	Leadership Style	Description	Effectiveness
7.	Coach-Style leadership	Similar to a sport's team coach, this leader focuses on identifying and nurturing the individual strengths of each member on his or her team. They also focus on strategies that will enable their team work better together. This style offers strong similarities to strategic and democratic leadership, but puts more emphasis on the growth and success of individual employees. This leader focuses on creating strong teams that can communicate well and embrace each other's unique skillsets in order to get work done.	Commonly effective
8.	Bureaucratic leadership	The bureaucratic leader typically goes by the books. The leadership style might listen and consider the input of employees, unlike autocratic leadership, but the leader tends to reject an employee's input if it conflicts with company policy or past practices. Employees under this leadership style might not feel as controlled as they would under autocratic leadership, but there is still a lack of freedom in how much people are able to do in their roles. This can quickly shut down innovation, and is definitely not encouraged for companies who are chasing ambitious goals and quick growth.	Rarely effective

Handout: Rapid Leadership Assessment, adapted from Becker (2020)

Below, there are outlined six action logics using open-ended sentences that help describe each one. See how much you agree with each sentence and, at the bottom, find out which leadership style you uphold based on the action logics you most agreed with.

S/N	ACTION LOGICS	DESCRIPTION	STATEMENTS	AGREEMENT
1.	**Individualist**	The individualist is self - aware, creative, and primarily focused on their own actions and development as opposed to overall organizational performance. This action logic is exceptionally driven by the desire to exceed personal goals and constantly improve their skills	**I1.** "A good leader should always trust their own intuition over established organizational processes."	
			I2. "It's important to be able to relate to others so I can easily communicate complex ideas to them."	

			I3. "I'm more comfortable with progress than sustained success."	
2.	**Strategist**	Strategists are acutely aware of the environments in which they operate. They have a deep understanding of the structures and processes that make their businesses tick, but they're also able to consider these frameworks critically and evaluate what could be improved.	**S1.** "A good leader should always be able to build a consensus in divided groups." **S2.** "It's important to help develop the organization as a whole, as well as the growth and individual achievements of my direct reports." **S3.** "Conflict is inevitable, but I'm knowledgeable enough about my team's personal and professional relationships to handle the friction."	
3.	**Alchemist**	This charismatic action logic as the most highly evolved and effective at managing organizational change. What distinguishes alchemists from other action logics is their unique ability to see the big picture in everything, but also fully understand the need to take details seriously. Under an alchemist leader, no department or employee is overlooked.	**A1.** "A good leader helps their employees reach their highest potential, and possesses the necessary empathy and moral awareness to get there." **A2**. "It's important to make a profound and positive impact on whatever I'm working on." **A3.** "I have a unique ability to balance short - term needs and long-term goals."	

4.	**Opportunist**	Opportunists are guided by a certain level of mistrust of others, relying on a facade of control to keep their employees in line. "Opportunists tend to regard thei r bad behavior as legitimate in the cut and thrust of an eye-for-an-eye world,	**O1.** "A good leader should always view others as potential competition to be bested, even if it's at the expense of their professional development."
			O2. "I reserve the right to reject the input of those who question or criticize my ideas."
5.	**Diplomat**	Unlike the opportunist, the diplomat isn't concerned with competition or assuming control over situations. Instead, this action logic seeks to cause minimal impact on their organization by conforming to existing norms and completing their daily tasks with as little friction as possible.	**D1.** "A good leader should always resist change since it risks causing instability among their direct reports."
			D2. "It's important to provide the 'social glue' in team situations, safely away from conflict."
			D3. "I tend to thrive in more team -oriented or supporting leadership roles."
6.	**Expert**	The expert is a pro in their given field, constantly striving to perfect their knowledge of a subject and perform to meet their own high expectations. The expert is described as a talented individual contributor and a source of knowledge for the team. But this action logic does lack something central to many good leaders: emotional intelligence.	**E1.** "A good leader should prioritize their own pursuit of knowledge over the needs of the organization and their direct reports."
			E2. "When problem solving with others in the company, my opinion tends to be the correct one."

Which Leader are you?

So, which action logics above felt like you? Think about each sentence for a moment ... now, check out which of the seven leadership styles you embrace on the right based on the sentences you resonated with on the left.

Action Logic Sentence	Leadership Style
S3	Democratic
O1, O2, E1, E2	Autocratic
D2, D3, E1	Laissez-Faire
S1, S2, A3	Strategic
I1, I2, I3, A1, A2	Transformational
D3	Transactional
D1	Bureaucratic

The more action logics you agreed with, the more likely you practice a mix of leadership styles. For example, if you agreed with everything the strategist said -- denoted S1, S2, and S3 -- this would make you a 66% strategic leader and 33% democratic leader. If you agreed with just S3, but also everything the alchemist said, this would make you a 50% transformational, 25% strategic, and 25% democratic leader.

Keep in mind that these action logics are considered developmental stages, not fixed attributes most leaders will progress through multiple types of leadership throughout their careers.

Facilitator's Note

Leaders carry a mix of the leadership styles depending on their industry and the obstacles they face. At the root of these styles, according to leadership experts Bill Torbert and David Rooke, are what are called "action logics." These action logics assess how leaders interpret their surroundings and react when their power or safety is challenged. This is the idea behind a popular survey tool called the Leadership Development Profile (Becker, 2020).
For more information on action logics and leadership styles:
https://hbr.org/2005/04/seven-transformations-of-leadership
For more information on the Leadership Development Framework and Profile:
http://www.clevelandconsultinggroup.com/articles/leadership-development-profile.php#:~:text=The%20Leadership%20Development%20Profile%20identifies,action%20on%20an%20everyday%20basis.
https://www.intelligentmindsets.com/tools/the-leadership-development-profile-(ldf)-16166211

Evaluation

1. What is leadership?
2. What makes a leader effective?
3. What are the leadership and management roles?
4. What are the most common leadership styles? Which are the most effective?
5. How are action logics related to leadership styles?

MODULE NINE

System Thinking in Leadership

Module 9:
Systems Thinking in Leadership

Keywords: Systems Thinking, 360 Degree Feedback, Systems Strengthening, Iceberg Model

Session Guide

Session Topic

9.1 Leadership and Systems Thinking
9.2 Leadership in Systems Strengthening
9.3 360 Degree Feedback in Leadership

Introduction

Systems thinking is a management discipline that examines the linkages and interactions between the components that comprise the entirety of that defined system. CS-SUNN, as a coalition, is a whole system comprised of sub-systems and is simultaneously a sub-system within the SUN ecosystem. The system can fail the leader and the leader can fail the system. This module provides an introduction to systemic thinking and applying to problem solving, leadership in systems strengthening and how to apply 360 degree feedback in leadership.

Learning Outcomes

- Understand systems thinking along with the connection between leadership and systems thinking
- Understand the iceberg model for seeing things systemically
- Understand the role of leadership in system strengthening
- Know how to conduct a 360 degree assessment

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing materials for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation
- Heavy object for activity
- Box with mirror inside

Session 9.1: Leadership and Systems Thinking

1. Explore current understanding of systems, the system approach and leadership in systems by facilitating a question and answer session during the plenary session. These questions may be used:

a. What is a system?

b. How does a system work?

c. What are some examples of common systems people belong to? (e.g. extended family systems, schools attended and larger educational system, the workplace, your community, your local government (LGA), States, etc.)
d. What happens if a system is functioning well?
e. What happens if a system is not functioning well?

2. Game using the human body to emphasize the importance of each part recognizing and performing its function in order to make the entire system work well. Also to recognize that when there is a problem with one part of the system, it affects the entire system. (Alternative game, have all participants try to lift a heavy object, first with only one or two expending any effort and the second with everyone contributing to show the importance of everyone doing their part(s) in the system(s) they belong to for effectiveness)

3. Plenary discussion regarding current systems in place in the nutrition space in Nigeria. Identify strengths and challenges/opportunities for strengthening.

4. Facilitator presents PowerPoint on systems, including the Iceberg model, a model to help people see things systemically.

Basic Definitions
A system is a group of interacting, interrelated and interdependent elements forming a complex whole. (Answers.com)
Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots (Peter Senge, The Fifth Discipline)

Systems thinking
Systems, like the human body, have parts, and the parts affect the performance of the whole. All of the parts are interdependent. The liver interacts with and affects other internal organs—the brain, heart, kidneys, etc. You can study the parts singly, but because of the interactions, it doesn't make much practical sense to stop there. Understanding of the system cannot depend on analysis alone. The key to understanding is, therefore, synthesis.
(Reed, 2006)

Facilitator's Note

Systems thinking is essentially holistic thinking. Many people typically use linear thinking, particularly with problem solving. For instance, if there are missing funds, linear thinking is firing the staff member, while systems/holistic thinking is looking at the processes (or lack thereof) that left room for the theft to occur and then address them.
The idea behind the question of whether or not a system is functioning well is to point to the health and efficiency of one that is functioning well, versus the dysfunction and problems in one that is not. For instance, when the body is functioning well, it is not an end in itself, but so the body may operate optimally in accomplishing something. This is the point of the system,

not for the system's sake, but for the purpose for which the system was created.
Note that systems typically exist to achieve a purpose (e.g. the body system has all the parts working together to produce good health).

Identifying current systems helps see where the strengths and weaknesses are. As Reed (2006) pointed out:

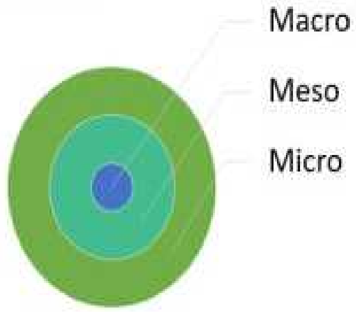
Although times and circumstances may change, systems tend to endure. We seem to be better at creating new systems than changing or eliminating existing ones.
Discussions around whether or not the current systems may be changed or whether new subsystems may be created within the current one may be valuable. Caution: There are many strong opinions about current systems in place, and many of the folks in the NCFN/SCFN are civil servants, who may be reluctant to speak up against a system that is beneficiary. You may want to push a bit to help identify the true views. Be sure to create an atmosphere of safety and non-judgment, with the goal of helping to identify areas where the system may be strengthened to achieve better nutritional status for children under 5 in Nigeria.

Reed sums the idea of systems thinking up quite nicely:
The systems thinker retains focus on the system as a whole, and the analysis in step three (the third bullet) is always in terms of the overall purpose of the system.
You may also want to introduce the idea of feedback loops here, since, as Senge suggests, the systems thinker views dynamic social systems in terms of feedback loops versus simple cause and effect relationships.

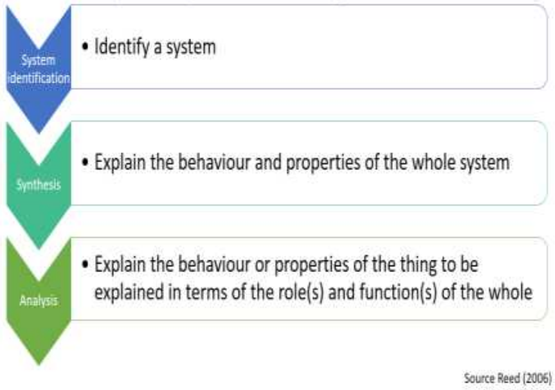
Key takeaways for system thinking:

- A system thinker looks at the big picture and identifies root causes of difficult problems. Iceberg exercise
- Note that the primary goal of this analysis is to identify and act upon a system's leverage points, i.e. places in a system where a small change creates a substantial improvement.

Types of Systems



Leadership and Systems Thinking

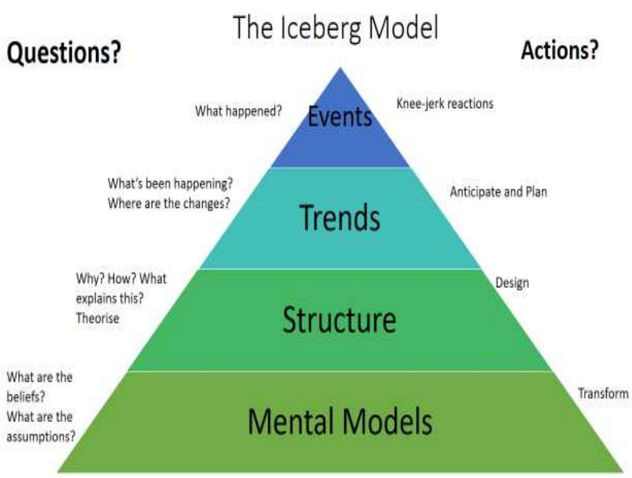


Leadership and Systems Thinking II

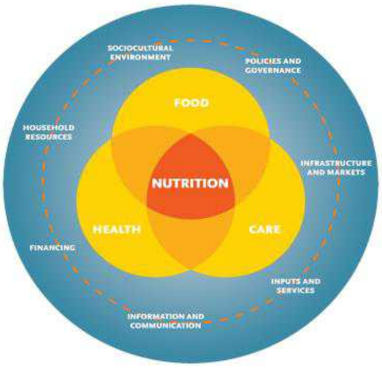
- Focus on purpose of system versus processes and procedures
- Think about patterns over time and feedback loops versus simple cause and effect relationships
- Think in terms of synthesis versus analysis, the whole over the parts
- Busyness and excessive focus on short term gains interferes with ability to use a systems approach
- Leaders must see what is actually happening versus what they want to see happen
- Leaders' dynamic system thinking suggests alternative approaches and attunes leaders to important aspects of organizational behavior

Leadership and Systems Thinking III

- The best reason for engaging in systems thinking is that it correlates t improved performance.
- Systems thinking competencies such as process orientation, systems logic and understanding of mental models have the highest correlation to improved organizational performance
- The complex world we live in requires leaders to think systemically
- Systems thinking competencies such as process orientation, systems logic and understanding of mental models have the highest correlation to improved organizational performance.
- See underlying inter-relationships and connections which create the events that occur in organizations



Applying Systems Thinking to Nutrition



1. [**Group Activity]:** Using the Iceberg Model (To better understand a system)

a. Divide participants into groups with 3-4 participants in each group. Give each group a piece of flip chart paper and ask them to draw out the iceberg model using Handout, "Iceberg Model"

b. Ask participants to use the iceberg model as a guide to examine the nutrition system in Nigeria in order to identify leverage points for change.

i. What is happening? (Identify key events)

ii. Has this happened before? Is this problem similar to others we have had in the past?

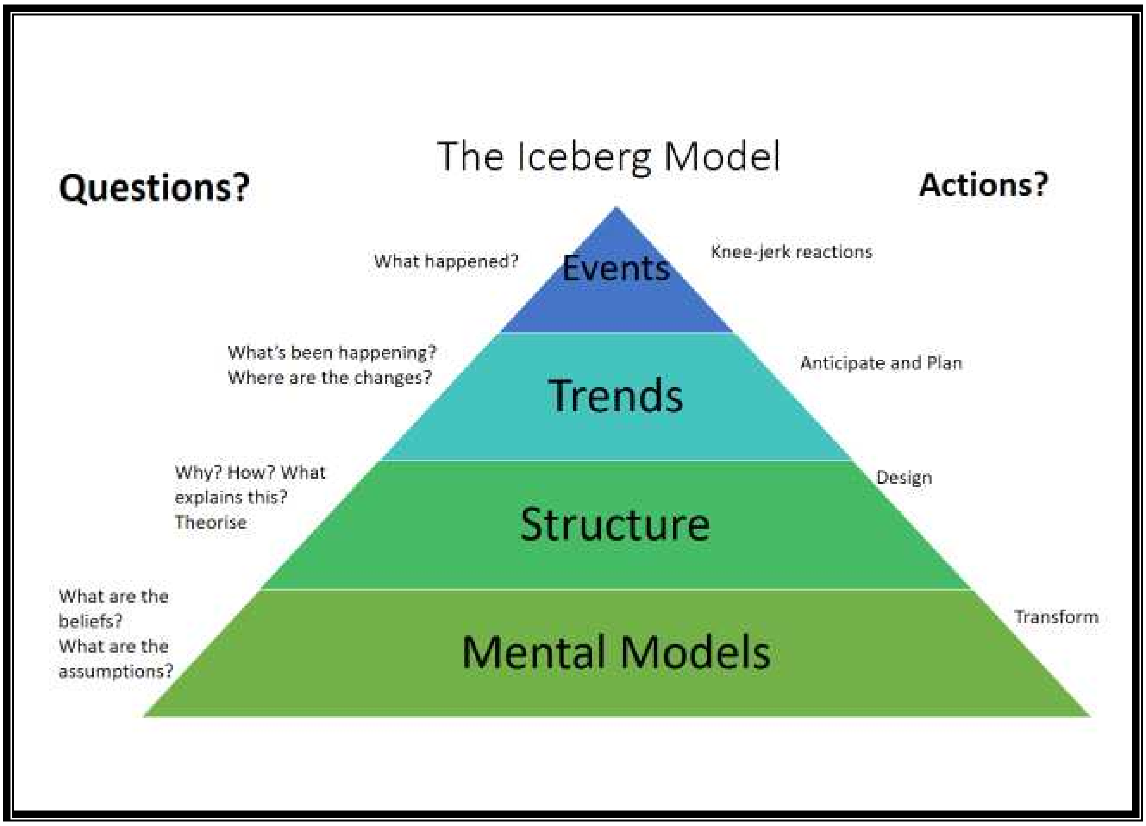
(Surface patterns/trends)

iii. What structure is driving this problem? Why do you think that? What effect has the problem had? What explains this? (Lead to structure)

iv. What is your understanding? What are our beliefs about this? What assumptions are we making and why? (Mental Models)

c. Hold a discussion at plenary to identify potential areas with opportunities to change the system.

Handout: Iceberg Model, adapted from Amber (2013)



A systems perspective is an effective means for helping leaders gain an understanding of the underlying structures, thinking and beliefs that shapes their organizations.

The first thing to notice about the "Iceberg Model" as illustrated above is that approximately two-thirds of an iceberg is under water, as the captain of the Titanic quickly discovered! The majority of the iceberg remains hidden from observation, beneath the water. This is true of the systems we interact with on a daily basis, much of the structure and thinking that produces their results remains hidden underwater.

The key to navigating and changing systems, is to see and understand the whole system. Not just that which can be easily observed, the events. Walking through the various layers of the iceberg we find the following:

LEVEL	DESCRIPTION
Events	This is the surface level of the iceberg, usually we can easily see the "events" happening. Observable events answers the question 'what happened?' Linear thinking causes us to see the world as a series of events. This is not a bad way to see the world, however it does not provide a leveraged way to introduce change. A fixation on events often leads to attributing cause and effects in a superficial way, limiting our understanding and therefore our ability to introduce change.
Trends and Patterns	As we string events together we begin to recognise trends and patterns, this provides a deeper level of understanding and along with it increased leverage, giving us a deeper level of insight; 'this event has happened before'.
Structure	After a trend or pattern is identified, the next step is to look for the dynamics that created the trend. There is some interpretation and theorising needed to develop and understand the structure. It requires that we develop a hypothesis as to what's causing the trends. The structure creates the foundation, which supports the trends and patterns, resulting in events. Structure is important as it gives us a deeper understanding of the system and can help us to predict a systems behaviour.
Mental Model	Systemic structures, in turn, are frequently held in place by the beliefs, perceptions, thinking or "mental models" – these beliefs are usually "undiscussable" theories, residing in the minds of leaders, on what constitutes quality, service excellence or customer orientation. These beliefs may also affect interpersonal dynamics – such as approaches toward conflict, leadership or the best way to introduce change. Change the organisations thinking, beliefs and mental models and you change the organisations behaviour and results
As we move down the iceberg we gain a deeper understanding of a system and at the same time gain *increased leverage* for intervening and changing the system and its results.	

The Art of the Asking Questions

One of the tools we have to help us understand and diagnose a system is the art of asking questions. Using the iceberg model to guide us, we can ask probing questions, moving from the level of events down through the pyramid to the mental model level, as follows:

Ask questions to identify key events: 'What's happening?' or 'What has happened?'
Ask questions that surface patterns of trends: 'Has this happened before?' or 'Is this problem similar to other's we've had?'

Ask questions that leads to the structure: 'What structure is driving this problem?' 'Why do you think that?' 'What effect has the delay had?' 'What explains this?

Ask questions to understand belief systems and assumptions: 'What is your understanding?' 'What are out beliefs about this?' 'What assumptions are we making and why? The primary goal of this analysis is to identify and act upon a system's leverage points. Leverage points are those places in a system where a small change creates a substantial improvement. This is part science and part art and as leaders we will need to practice moving our thinking from events to structures to beliefs, by improving what types of questions we ask, develop a theory or hypothesis as to what the structure night be and the beliefs driving the structure. This then allows us to experiment with different ways of changing the system. Wait for feedback and make further adjustments.

Session 9.2: Leadership in Systems Strengthening

1. Show the leadership video (mirror in a box) at plenary. Alternatively, have a box with a mirror and recreate activity:

   Facilitator holds a covered box with a mirror inside, without revealing the content of the box. Then asks the participants: "Who is the greatest leader of our time?" Allow responses then pass the box around with each person looking in the box to find the answer, that s/he is the most important leader of our time. Then hold a discussion about the qualities of leadership needed for our world today.

2. Facilitator provides information on leadership in systems strengthening

3. Individual reflection questions:
a. What is one of the best ways to grow as a leader?
b. What are some of the problems with receiving feedback about your performance as a leader?

4. **[Group Activity]:** Identifying Leadership within the Nutrition System
a. Divide participants into groups of 4 to 5
b. Ask them to identify leaders at every level responsible for implementing changes and maintaining system functions in Nutrition in Nigeria.
i. National
ii. sub-National
iii. Local Government
iv. Community
v. Household
c. Ask each group to report at plenary.

5. Facilitator leads a discussion at plenary for participants to share insights from activity.

Facilitator's Note
Chunharas & Davis (2016)

National policy functions—and those tasked with carrying out those functions—are clearly essential in bringing together partners and synchronizing their efforts in the pursuit of a common goal. Yet no matter how skilled or effective these leaders are, the impact of their policies in strengthening health systems and improving population health ultimately depends on leaders at other levels throughout the system who are responsible for implementing changes and maintaining system functions. With our growing understanding and appreciation of complex systems, the image of a national leader as the captain of a ship with a firm hand on the tiller issuing instructions to the crew and steering the way no longer applies in health. As our understanding of health and its determinants evolves, the influence of national leaders will become more subtle and complex and will increasingly manifest itself through interactions with leaders at different levels within the system as well as actors in other sectors. The need to look at leadership beyond macro policy decisions became even more obvious considering the fact that top policy makers often rotate through jobs rapidly while health systems evolve over time.

Leaders outside national: a few: the regional managers of health authorities, local government service commissioners, health care providers, and heads of clinical teams all have vital leadership roles. Neither must we forget the leadership of patients, families, and community groups who push for improvements to health systems and hold system leaders to account. Civil society already drives innovation in health systems, whether by actively creating new services or by passively registering dissent so that poor systems can be changed. (Chunharas & Davies)

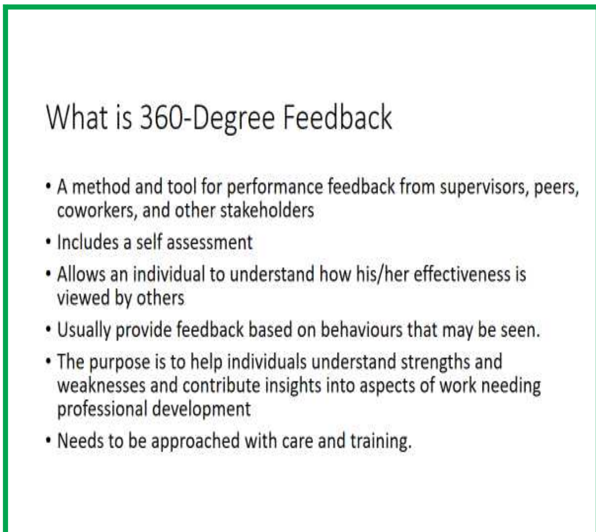
Session 9.3: 360 Degree Feedback in Leadership

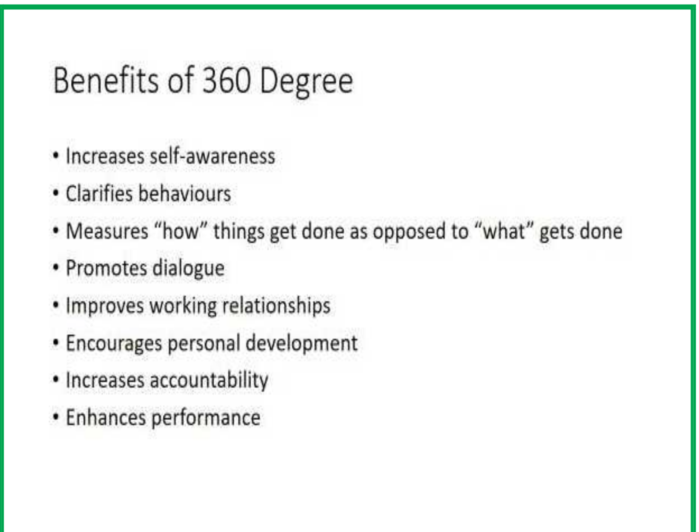
1. Facilitator, at plenary, asks about 360-degree feedback to identify who has knowledge about the assessment, who can define it, and who has had any previous experience with it.

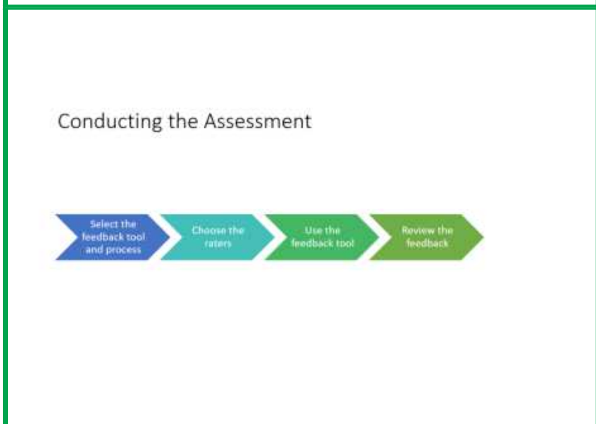
2. Reflection questions (work individually). Then discuss in pairs and then get some participants to write on a flip chart at plenary. Use these questions:

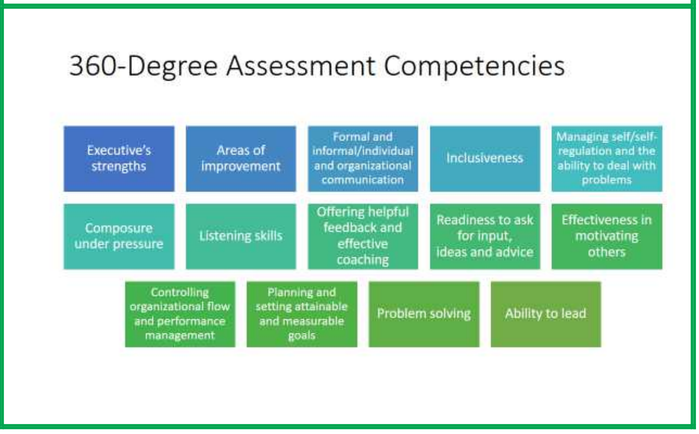
a. What are your strengths and weaknesses as a leader?
b. What is one of the best ways to grow as a leader?
c. What are some of the problems/challenges with receiving feedback as a leader?

3. Facilitator presents PowerPoint on 360 Degree feedback









1. Review handout, "Sample 360 Degree Feedback" at plenary and discuss how it may be used/adapted for the NCFN/SCFN

Facilitator's Note
Note that some may have challenges with self-awareness. You may want to have a ready list of strengths and weaknesses in the workplace that you may use as initial examples to get people to start then looking internally to identify their own unique strengths and weaknesses. Emphasize that this is mainly for them and no one else needs to see their list, we all have unique strengths and weaknesses. Identifying them will help make us better as leaders, since we can hone our strengths and take intentional steps to grow in our identified weak areas.
The Plato quote "An unexamined life is not worth living" may be useful here.

Handout: 360 Leadership Assessment Examples
http://connect.edgetrainingsystems.com/blog/what-is-a-360-leadership-assessment
When implementing a 360 degree assessment your organization needs to decide what characteristics, skills, aptitudes and attitudes you want to evaluate and, more importantly, grow in your employees. Knowing this will help in giving you a guideline for what to put in the survey. Examples of 360 degree feedback and/or sample questions and comments can help greatly in designing the assessment. Following are examples of 360 degree assessment questions and comments as well as some concerns that this sort of feedback can address.

These examples are broken down according to broad categories depending upon character traits or work attitudes that your organization wants in its employees. These questions can be used for the lower-level employee and/or for the mid- to upper-level manager/leader. The phrasing of the questions may need to be adjusted to suit the specific position.

I. Character Matters
When looking at character, the survey must explore what sort of person the individual is. It has to go beneath the "facade." Here are some examples of the character traits the 360 leadership feedback process will illumine:

Attitude toward Innovation:
1. Does this person pursue innovation and novel ideas?
2. Do they seek out new knowledge, skills and aptitudes?
3. Do they reward others for taking risks and/or learning new skills and aptitudes?
4. Do they seek to grow?
5. Are they willing to take risks?
6. Do they encourage innovation and risk taking in others?
7. Do they encourage positive change in others?
8. Do they accept change in themselves?

Example: Helen Needs to Become Innovative Again
Helen is an upper-level supervisor who prides herself on being innovative and a forward thinker; however, the truth is that she's not as much as she used to be. Over time she ceased taking the risks she used to because she craves security. Unfortunately innovators tend to be disruptive thinkers who are willing to risk more than is "safe".

Helen's subordinates have seen this change and are frustrated by it. While she talks innovation and creativity, it's within a narrow box that allows her to remain comfortable.

A 360 leadership assessment would address this issue. With such an assessment, Helen's employees can voice in a nonthreatening manner how she's starting to stifle their creativity and innovation because of her unaddressed need for security.

In the 360 feedback session, the facilitator would share the perspective of Helen's employees. Here are some comments that the facilitator might give:

"We know that you pride yourself on being an innovator and forward thinker, that you want to be progressive and on the cutting edge of the industry."

"Your employees are starting to feel that they're not free to truly innovate and take risks. They're starting to feel stifled in their creativity."

"Over time, perhaps a fear of taking a risk set in, and that's okay. We want you to know that you're free to take risks here and allow your employees to take risks too."

Strength of Character

1. Does this individual know their own strengths and weaknesses?
2. Are they self confident?
3. Are they willing to stand in the face of opposition and do the right thing?
4. Are they on board with the company's vision?
5. Do they accept responsibility for their faults, errors and mistakes?
6. Interactions with Others
7. Does this employee encourage self confidence in others?
8. Do they take criticism and negative feedback well?
9. Do they help others to grow and become better?
10. Do they serve others?
11. Are they fair and unbiased in their treatment of others?
12. Are they respectful to others?
13. Are they respected by others?
14. Integrity
15. Are they honest and truthful?
16. Are they sincere?
17. Are their interactions straightforward and direct?
18. Can they be trusted with confidential and/or sensitive information?

II. **Delving Deeper into Relationship with Others**

Under "Character Matters," the subtopic "Interactions with Others" was listed. This can be explored much deeper with 360 degree feedback.

Treatment of Others

1. Are they just plain mean?
2. Do they belittle and denigrate others?
3. Do they take advantage of others?
4. Do they take credit for work done by their colleagues or those working under them?
5. Are they respectful to others?
6. Do they respect all people regardless of their race, ethnicity, gender identity, sexual orientation, religion and/or different abilities and handicaps?

7. Are they capricious and whimsical in their decisions and interactions with others?
8. Do others feel they have to "walk on eggshells" around them?

Conflict Management

1. Do they allow for healthy conflict among team members?
2. Do they start and/or stir up conflict among team members and subordinates?
3. Do they exacerbate conflict among team members and subordinates?
4. Are they conflictual themselves?
5. Do they work to resolve conflict among team members and between their subordinates?
6. Do they pit supervisors, colleagues, subordinates and/or clients against each other?

Communication Skills

1. Does this individual listen well?
2. Do they interrupt often?
3. Do they hear what is being said?
4. Do they distort what they've heard?
5. Do they change what they say?
6. Is communication with them frequent?
7. Do they communicate in a positive manner?
8. Do they express themselves well in writing?
9. Do they communicate well on a personal level?
10. Do they encourage you to discuss your personal life, ie: family, children, hopes, dreams?
11. Do they share with you about themselves?

Example: Rob Needs to Work on His Communication

Rob is an engineer at a local plant. He's not in upper-level management, but as an engineer, he does oversee the production of the assembly line. Whenever the corporate office wants a change in the operation of the line, it is up to Rob to design and implement those changes.
After he's done designing the changes, Rob has to communicate with everyone on the line about the changes. Rob gives a presentation of the changes replete with Power Point and charts, but he doesn't do well in his presentation. His supervisor ends up having to go back and re-present his presentation.

Rob will have to continue presenting in the future, so a 360 degree assessment would be helpful in helping Rob to grow. Some helpful comments are:
"Rob, you're a strong and necessary member of this team. As you know, your technical skills and accuracy in designing are unparalleled."

"However, as your work branches further out, you'll have to spend more time giving update presentations to the line workers. Given this, it's important for you to hone your communication skills."

"You're probably aware of what we're going to say: Your verbal skills need a little bit of work. We have some tips for presenting to large groups of people that will help you to feel more at ease."

Leadership/Employee Management

1. Does this individual make sound decisions?
2. Do they take ownership of their decisions?
3. Are they willing to make hard decisions when they're for the best?
4. Do they use the time of others wisely?
5. Do they understand the consequences of their actions?
6. Do they mentor others well and teach them how to handle challenges on their own?

Facilitator's Note:

Participants may be encouraged to take the assessment, giving it to a few subordinates, peers and supervisors to get practice with using it.

Evaluation

1. How is system thinking applied to nutrition?
2. How can the iceberg model be used to propose new solutions to the issue of malnutrition in Nigeria?
3. What is the role of leadership in system strengthening?
4. What are the insights from knowledge of 360 Degree Feedback in Leadership?
5. How can the 360 Degree Feedback be useful in assessing the effectiveness of the NCFN/SCFN

MODULE TEN

Change Agency

Module 10:
Change Agency

Keywords: Change Agency, KAI inventory, Adaptors, Innovators, Johari Window

Session Guide

Session Topic

10.1 Defining and Describing Change Agency

Introduction

To sustainably carry out advocacy, CS-SUNN needs to develop change agents, who will passionately advocate for change that the individual, family, organizational and community levels. This module looks at what change agency is, competencies of a change agent, looks at how change agents may have a better understanding of their adaptation and intervention styles as well as proposes a way for critical reflection on own or others' work using the Johari window

Learning Outcomes

- Define and describe change agency

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 10.1 – Defining and Describing Change Agency

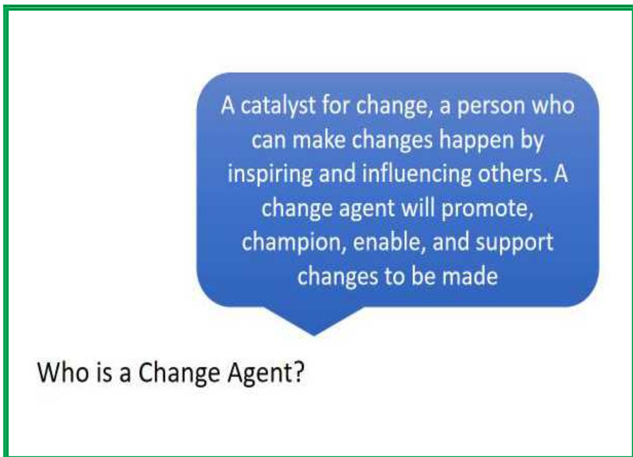
1. Facilitator leads a discussion at plenary about change agents

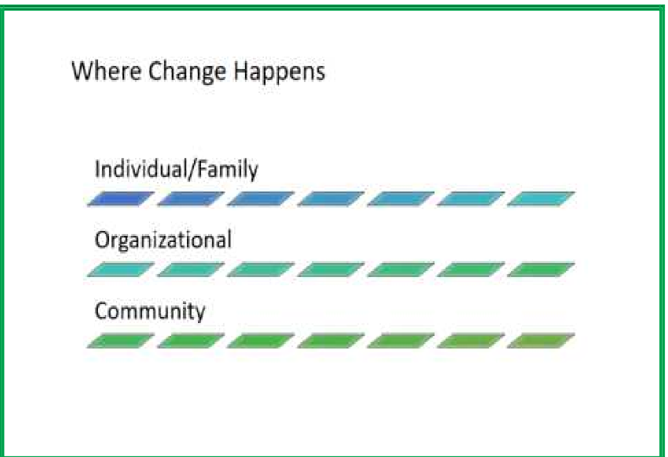
A change agent is a person from inside or outside an organization who helps an organization, or part of an organization, to transform how it operates.

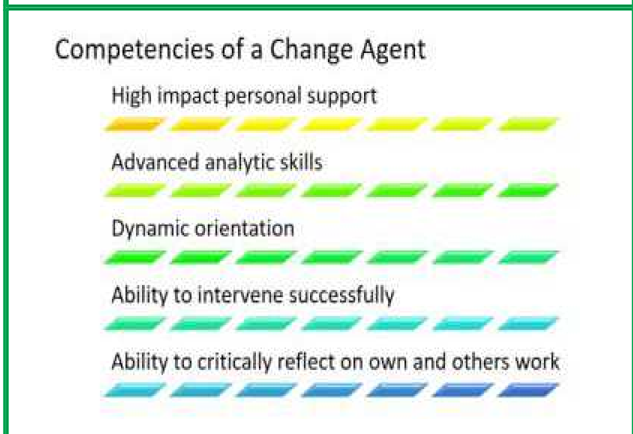
They can be thought of as a catalyst for change, a person who can make changes happen by inspiring and influencing others. A change agent will promote, champion, enable, and support changes to be made in an organization. They focus on people and the interactions between them. A change agent inspires and influences key individuals to make the changes necessary for the transformation, including changes to their desires, attitudes and behaviors.
(https://freshservice.com/change-agent-definition-roles-blog/)

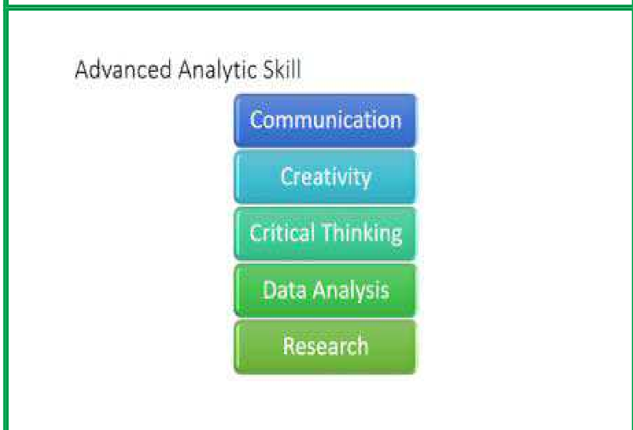
Change agents are critical to the entire change process. Change agents initiate, facilitate, implement and support organizational change from the beginning to the end. In order to be successful, the change agents need to possess a wide range of personality traits, skills, and knowledge (Cawsey et al., 2012)

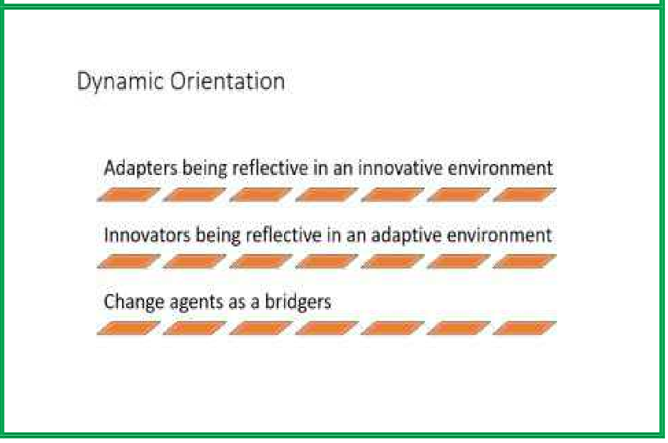
2. Facilitator presents information on change agency

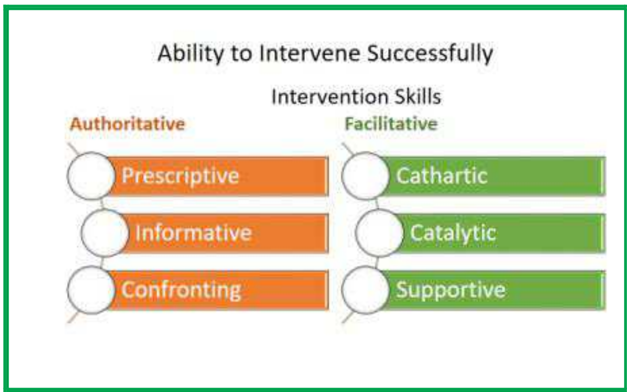


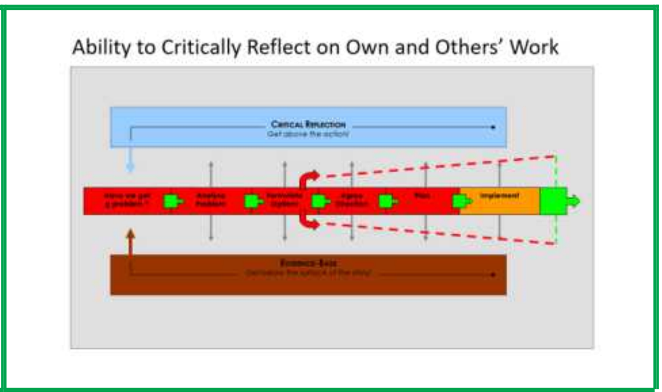


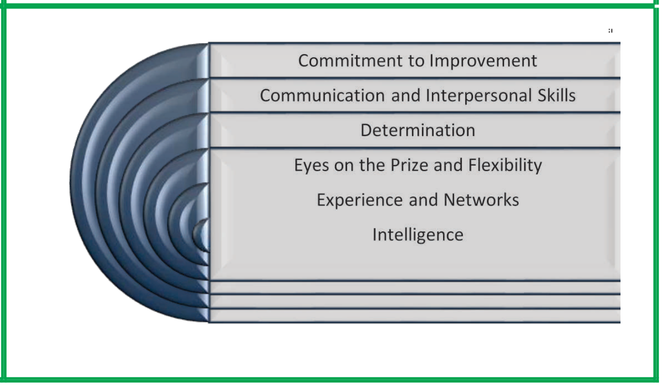












1. **[Group Activity]:** Leadership Assessment (Advanced analytic skills)

a. Ask participants to take the quiz individually at https://www.mindtools.com/pages/article/leadership-style-quiz.htm

b. Hold a discussion at plenary regarding the different leadership styles and if there were any surprises. Also discuss the benefits and drawbacks of each style

c. Ask participants to discuss the implications and/or applications of each leadership style for change agents

2. **[Group Activity]:** Kirton Adaptor Innovator (KAI) Inventory (Dynamic Orientation)

a. Questions to ask

i. How innovative are you?

ii. Are you an adaptor?

iii. Or a Bridger?The change agent who is an adaptor should try to create reflection in an innovative environment. The Innovator should try to create reflection in an adaptive environment

b. Provide the handout sample, Kirton Adaptor Innovator (KAI) Inventory with score sheet and interpretation along with the handout Adaptor versus Innovators and ask groups to discuss. They may take the assessment individually.Note that this is a copyrighted and paid assessment. The inclusion here is for training purposes only.

3. At plenary, discuss the difference between authoritative and facilitative especially in terms of their use of energy. Who dissipates more energy? The Advocate (Interventionist) or the Key stakeholder?

4. Activity: Critical Reflection (Intervention Style)

a. Ask a participant to come out. Let him/her write the title of a project s/he handled in the recent past alone or in a group. Let him/her put the paper on the floor and look down on it by standing on a chair. Let him/her say what s/he did right and wrong and what s/he would do differently if the same project is to be handled in the future

b. Provide the handout "Types of Change Agents" and discuss the advantages and disadvantages of each.

5. **[Group Activity]:** The Johari Window

a. Provide participants with the handout on The Johari Window

b. Divide participants into groups of four or five

c. Ask participants to discuss how the Johari Window can affect communication and advocacy

6. Facilitator addresses any questions and provides clarification as required.

Facilitator's Note

Some change agents will tend to act true to their type due to the nature of their personalities, predispositions, and situations. Others will move beyond their preferences and develop greater flexibility in the range of approaches at their disposal. The latter will therefore adopt a more flexible approach to change, modifying their approach to reflect the specific situation and the people involved.

High Impact Personal Support

High Impact Advocates have three important characteristics. These are explained in details below:

Passion

(It is impossible for you to succeed in your advocacy without passion)

Passionate leaders bring an energy and an enthusiasm to what they do and how they do it.

You can hear their commitment to a cause in their voice and in their words, and you can feel it when you're in the same room with them.

Their passion runs deep and enables them to study solutions from multiple angles.

They have a command of all the possible alternatives, their pitfalls and the customer's options.

Rick Gibson from HOTVentures shares his perspective on passion in this short clip (https://www.inc.com/rick-gibson/you-cant-fake-passion.html)

Persistence

Persistent leaders know that nothing works all of the time or, if it does, they're playing it too safe.

Persistence is setting goals--big goals--and pursuing them with an uncommon drive and focus.

Persistence is critical because everyone inevitably gets knocked down, shut out, ignored or neglected at some point in their professional lives.

Persistence is what enables high-impact leaders to get up again and again, recharge and be ready to keep going.

Watch this video (https://www.inc.com/founders-forum/cyrus-massoumi-persistence-is-ally.html) on how persistence is not just key it's often your only ally.

Kindness

Kind leaders understand that kindness is both critical and universal.
It's not just about being polite in front of clients or drafting e-mail messages with heart.
Kindness permeates high-impact leaders' every relationship and every interaction.
They leave every conversation with someone feeling heard and in a better place than before--even when delivering bad news.

Kind leaders skip the cheap or easy opportunities to make someone feel bad for making a mistake and instead give words of faith and encouragement.
Cultivating these three high-impact leadership characteristics is easier than you might think. Each might require a different part of your brain--or your heart--but they are all there inside of us. Allowing these traits to emerge and become part of how we're recognized and categorized as a leader is akin to a sculpture chipping away and revealing the amazing complex and beautiful figure contained within the stone. High-impact leadership is less about developing these characteristics than it is about letting them emerge. We can all develop habits that become like second nature to the high-impact ways we lead others.

Advanced Analytical Skills

Simply put: analytical skills are problem-solving skills. They're a collection of traits and abilities that emphasize a logical, rational approach to tackling new ideas, sorting information, and discovering creative solutions. ... Here are a few examples of common analytical skills:
There are five important components of this competence for you to succeed in your advocacy:
Communication. Having strong analytical skills means nothing if you cannot share your analysis with others.
Creativity. Often, analyzing requires a creative eye to spot trends in the data that others may not find.
Critical Thinking. The objective analysis and evaluation of an issue in order to form a judgment.
Data Analysis. a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.
Research. The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions

Dynamic Orientation

Based on the responses to the instrument, Kirton (2011) asserts an individual's problem-solving style falls on a continuum between adaption and innovation. This means we are not strictly adaptors or innovators but rather have a tendency towards one or the other when solving problems. In addition, there are strengths and challenges associated with both preferences; extensive research has shown that when working collaboratively, the most effective and efficient teams include people who exhibit both preferences (Lamm, Shoulders, Roberts, Irani, Unruh Snyder, & Brendemuhl, 2012).

Adaptor Style is attempting to do things better
Innovator style is attempting to do things differently

For more information:
https://kaicentre.com/about-a-i-theory/
https://kaicentre.com/1131-2/

Ability to Intervene Successfully
Intervention style assessment
Ability to Critically Reflect on Own and Others' Work
Right from the time a diagnosis is made, until implementation, there is a need for the change agent to reflect critically. Look above the process and below the process because further problem needing intervention may be below-like undercurrents.
Another critical element of critical reflection is communication. How you as a change agent handles information and communicate with others is critical to success.
Now discuss the Johari Window

Summary
High Impact Personal Support – Videos on Passion and Persistent
Advanced Analytical Skill – Leadership Preferences Inventory
Dynamic Orientation – KAI
Ability to Intervene Successfully – Intervention Style
Ability to Critically Reflect on Own and Others' Work – The Johari Window
How to Develop as a Change Agent (Cawsey et al., 2012)

Characteristics of an Effective Change Agent
Commitment to Improvement
This is the most essential characteristic a change leader must possess because their place in an organization is seeking out an opportunity to make a change that will improve an organization as a whole.

Communication and Interpersonal Skills
These change agents must have great communication skills in order for others to understand why the change is necessary and how it will be helpful, in order to be effective. Possessing great interpersonal skills is also important when dealing with conflict or resistance due to change as well as being politically savvy

Determination
A change agent must be determined to get the job done even if implementing the change seems impossible, they must do everything in their power to succeed.
Eyes on the Prize and Flexibility
Change agents must also possess the ability to focus on the job at hand by getting done what needs to be done. They must also learn to be flexible as well, in order to balance persistence and learn to adapt to the new environment.

Experience and Networks

They must be experienced with changing environments and helping to facilitate change in order to become a productive and successful change agent. They also embrace change instead of avoiding it because they understand the importance of making changes within an organization to ensure success

Intelligence

A change agent must be intelligent in order to engage in the analysis of an organization that must take place before a change can be implemented. The members of an organization also trust an intelligent individual more than they would trust someone that lacks intelligence and common sense

Handout: Kirton Adaptor Innovator (KAI) Inventory Response Sheet

Put an X in the box on the right to indicate which best describes you
How easy or difficult do you find it to present yourself, consistently, over a long period as:

A person who:

		Very Hard	Hard	Neutral	Easy	Very Easy
1	Is patient					
2	Conforms					
3	When stuck will always think of something					
4	Enjoys the detailed work					
5	Would sooner create something than improve it					
6	Is prudent when dealing with Authority or general opinion					
7	Never do anything without proper authority					
8	Never seeks to bend (much less break) the rules					
9	Like bosses and work patterns which are consistent					
10	Holds back ideas until they are obviously needed					
11	Has fresh perspectives on old problems					
12	Likes to vary set routines at a moment's notice					
13	Prefers changes to occur gradually					
14	Is thorough					
15	Is a steady plodder					

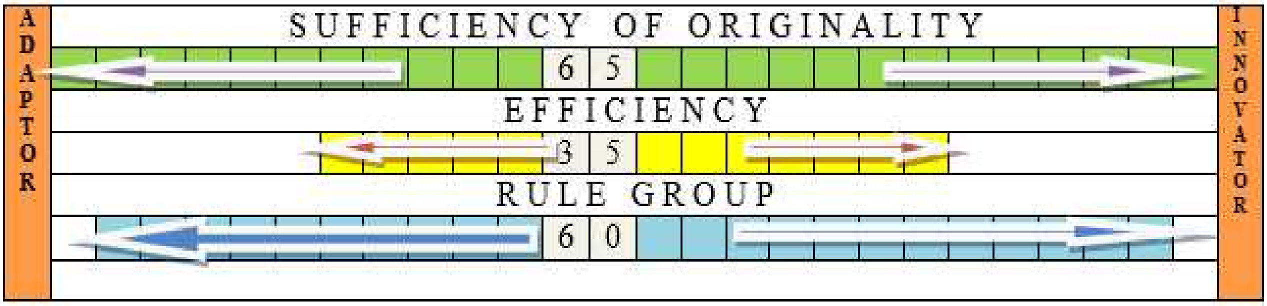
16	Copes with several new ideas and problems at the same time					
17	Is consistent					
18	Is able to stand out in disagreement alone against a group of equals and seniors					
19	Is stimulating					
20	Readily agrees with the team at work					
21	Has original ideas					
22	Masters all details painstakingly					
23	Proliferates ideas					
24	Prefers to work on one problem at a time					
25	Is methodical and systematic					
26	Often risks doing things differently					
27	Works without deviation in a prescribed way					
28	Likes to impose strict order on matters within own control					
29	Likes the protection of precise instructions					
30	Fits readily into the system					
31	Needs the stimulation of frequent change					
32	Prefers colleagues who never 'rock' the boat					
33	Is predictable					

Kai Score Sheet (adapted)

	SO	E	R					
1								
2				5	4	3	2	1
3				1	2	3	4	5
4				5	4	3	2	1
5				1	2	3	4	5
6				5	4	3	2	1
7				5	4	3	2	1
8				5	4	3	2	1

9				5	4	3	2	1
10				5	4	3	2	1
11				1	2	3	4	5
12				1	2	3	4	5
13				5	4	3	2	1
14				5	4	3	2	1
15				5	4	3	2	1
16				1	2	3	4	5
17				5	4	3	2	1
18				1	2	3	4	5
19				1	2	3	4	5
20				5	4	3	2	1
21				1	2	3	4	5
22				5	4	3	2	1
23				1	2	3	4	5
24				5	4	3	2	1
25				5	4	3	2	1
26				1	2	3	4	5
27				5	4	3	2	1
28				5	4	3	2	1
29				5	4	3	2	1
30				5	4	3	2	1
31				1	2	3	4	5
32				5	4	3	2	1
33				5	4	3	2	1
Actual								
Expected	65	35	60					

KAI Analysis Table



- How innovative are you?
- Are you an adaptor?
- Or a Bridger?

The change agent who is an adaptor should try to create reflection in an innovative environment. The Innovator should try to create reflection in an adaptive environment

Handout: Behavior Descriptors of Adaptors versus Innovators (adapted from KAI Center)

ADAPTORS	INNOVATORS
▪ Characterized by precision, reliability, efficiency; seen as methodical, prudent, disciplined	▪ Seen as thinking tangentially, approaching tasks from unsuspected angles; undisciplined, unpredictable
▪ Concerned with resolving problems rather than finding them	▪ Could be said to discover problems and discover less consensually expected avenues of solution
▪ Seeks solutions to problems in tried and understood ways	▪ Tends to query a problem's concomitant assumptions; manipulates problems
▪ Reduces problems by improvement and greater efficiency, with maximum of continuity and stability	▪ Is catalyst to settled groups, irreverent of their consensual views; seen as abrasive, creating dissonance
▪ Seen as sound, conforming, safe, dependable	▪ Seen as ingenious; unsound, impractical
▪ Does things better	▪ Does things differently
▪ Liable to make goals of means	▪ In pursuit of goals liable to challenge accepted means
▪ Seems impervious to boredom, seems able to maintain high accuracy in long spells of detailed work	▪ Capable of detailed routine (system maintenance) work for usually only short bursts. Quick to delegate routine tasks
▪ Is an authority within given structure	
▪ Challenges rules rarely, cautiously, when assured of strong support and problem solving within consensus	
▪ Tends to high self-doubt when system is challenged, reacts to criticism by	▪ Tends to take control in unstructured situations

ADAPTORS	INNOVATORS
closer outward conformity; Vulnerable to social pressure and authority; compliant ▪ Is essential to the functioning of the institution all the time, but occasionally needs to be 'dug out' of the current systems ▪ When collaborating with innovators: supplies stability, order and continuity to the partnership ▪ Sensitive to people, maintains group cohesion and cooperation; can be slow to overhaul a rule ▪ Provides a safe base for the innovator's riskier operations	▪ Often challenges rules. May have little respect for past custom ▪ Appears to have low self-doubt when generating ideas, not needing consensus to maintain certitude in face of opposition; less certain when placed in core of system ▪ In the institution is ideal in unscheduled crises; better still to help to avoid them, if can be trusted by adaptors ▪ When collaborating with adaptors: supplies the task orientations, the break with the past and accepted theory ▪ Appears insensitive to people when in pursuit of solutions, so often threatens group cohesion and cooperation ▪ Provides the dynamics to bring about periodic radical change, without which institutions tend to ossify

Handout: Types of Change Agents

TYPE OF AGENT	DESCRIPTION	
Emotional Champion	The Emotional Champion has a clear and powerful vision of what the organization needs and uses that vision to capture the hearts and motivations of the organization's members. An organization often needs an emotional champion when there is a dramatic shift in the environment and the organization's structures, systems, and sense of direction are inadequate. To be an emotional champion means that the change agent foresees a new future, understands the deep gap between the organization and its future, can articulate a powerful vision that gives hope that the gap can be overcome, and has a high order of persuasion skills	An *Emotional Champion* ▪ is comfortable with ambiguity and risk; ▪ thinks tangentially and challenges accepted ways of doing things; ▪ has strong intuitive abilities; and relies on feelings and emotions to influence others

TYPE OF AGENT	DESCRIPTION	
Developmental Strategist	The Developmental Strategist applies rational analysis to understanding the competitive logic of the organization and how it no longer fits with the organization's existing strategy. He or she sees how to alter structures and processes to shift the organization to the new alignment and eliminate the major gap between the organization and the environment's demands.	A *Developmental Strategist* ▪ engages in big-picture thinking about strategic change and the fit between the environment and the organization; ▪ sees organizations in terms of systems and structures fitting into logical, integrated components that fit (or don't) with environmental demands; and ▪ is comfortable with assessing risk and taking significant chances based on a thorough assessment of the situation.
Intuitive Adapter	The Intuitive Adapter has the clear vision for the organization and uses that vision to reinforce a culture of learning and adaptation. Often the vision will seem less dramatic or powerful because the organization is aligned with its environment and the change agent's role is to ensure the organization stays on track. The change agent develops a culture of learning and continuous improvement where employees constantly test their actions against the vision.	An Intuitive Adapter: ▪ embraces moderate risks; ▪ engages in a limited search for solutions; ▪ is comfortable with the current direction that the vision offers; and ▪ relies on intuition and emotion to persuade others to propel the organization forward through incremental changes.
Continuous Improver	The Continuous Improver analyzes micro environments and seeks changes such as re-engineering systems and processes. The organization in this category is reasonably well aligned with its environment and is in an industry	A *Continuous Improver* ▪ thinks logically and carefully about detailed processes and how they can be improved;

TYPE OF AGENT	DESCRIPTION	
	where complex systems and processes provide for improvement opportunities.	▪ aims for possible gains and small wins rather than great leaps; and ▪ is systematic in his or her thinking while making careful gains.

Worksheet: Intervention Style

Directions

The short statements here depict statements from people who might be talking to you about their lives and careers - they could be friends, colleagues, etc. These are followed by a set of 6 possible response statements. You should choose the one that you feel you would most likely make and note the number (1,2,3,4,5,6) in the box next to it. Assume that all the statements are within your reach and competence. Be honest with yourself - there are no right or wrong answers.

No	Situation	Possible Response(Intervention) ***Which of these is closest to your likely response?***	Your Choice
1	**<u>A 40 year old friend</u>** I was accused of negligence in the office yesterday and given a sack letter. That is in spite of the fact that I was "the officer of the month" last month.	1. You must go to court 2. Check page 7 of Guardian. There are vacancies 3. I warned you before, didn't I? 4. This will turn out for good I am sure 5. Let us surf the internet for job opportunities (for you) 6. I will give you monthly allowance before another appointment	
2	**<u>A 60 year old widow</u>** I am cheated by my neighbor in the payment of electricity bill. Each time she shares out the bill, she gives me the lion share.	1. You should take a separate meter 2. PHCN people can help you solve the problem 3. You should confront her with the facts 4. God will soon give you a separate apartment 5. I will give you a note to a friend who will help you	

No	Situation	Possible Response(Intervention) ***Which of these is closest to your likely response?***	Your Choice
		6. I will augment the payment for you	
3	**<u>A 50 year old co-employee</u>** I am sick and our boss has refused to allow me to go and rest at home.	1. Take some drugs from the First Aid and rest in the office 2. Oga is right. It is no longer allowed 3. I will go and tell oga that he is inhuman 4. Sorry. I hate to see you in this situation. Get well soon 5. I will call the attention of the company doctor 6. Let me stay with you for some time to help you.	
4	**<u>A 25 year old lady looking for job</u>** I graduated three years ago and have remained unemployed.	1. Go to a prayer house for deliverance 2. Your discipline is hot. Check the internet. 3. I will challenge your rich dad to set you up 4. Take it easy. You will soon land a good job 5. I will help you submit an application in MTN 6. I will give you some stipend until you land a job.	
5	**<u>A 40 year old barren woman</u>** Married for fifteen years now desperate that she will soon go into menopause without a child.	1. Go for IVF 2. I have been told the problem is with your husband 3. You 've always relied on God's time! What happens now? 4. Please don't do anything funny. Your life is precious. 5. I will talk to my gynecologist friend 6. Let my 6-year old daughter come and be living with you.	
6	**<u>Your 75 year old father</u>** The old man has urinary incontinence and messes up his room from time to time. The old man hates himself for that.	1. Always ring the bell when you need help, dad 2. The house-help is always around to help you 3. Why should you mess up your room all the time	

No	Situation	**Possible Response(Intervention)** ***Which of these is closest to your likely response?***	**Your Choice**
		4. Don't worry dad. It is part of aging. We still love you 5. You can always put your soiled clothes in that bowl. 6. I will check on you every 4 hours in case you need help	
7	**<u>A man aged 35 years</u>** I am determined to get ahead. I'm not afraid of hard work and I can take the knocks. I can see what I want in front of me and I don't mind walking over a few people to get what I want. I'm going to prove myself and really go places	1. You must be ready to carry out some sabotage at work 2. You need to be familiar with the monthly bulletin 3. You are overconfident, my dear. 4. You will get there/ Just do it slow slow 5. I am only worried about your low qualification 6. I will always support you	
8	**<u>Woman aged 26 years</u>** Two years at business school have really equipped me to be a professional manager. Competing with the men there has convinced me that women who get as far as I have are more than a match for most men. If this organization wants to keep me, they'll have to fit in with my ideas about my career progression.	1. To sustain your position, you need to keep all men away. 2. There are still some threats though. 3. That sounds like pride, my dear. 4. I really thank God for your life 5. Being a woman will continue to be a major challenge 6. Women are a great asset in any organization	
9	**<u>Woman aged 44 years</u>** I used to be very ambitious, but as I've got older success is not so important to me. I may not have been a success with the company, but I've put all my real effort into my	1. You need to resign to pay more attention to your home 2. There is a women organization that can help you 3. I am afraid you need to pay more attention to your work 4. I am proud of your modest achievements	

No	Situation	Possible Response(Intervention) ***Which of these is closest to your likely response?***	Your Choice
	family. I'm a very happy wife and mother	5. I will always come round to advise you 6. A career woman is a failure if she fails at home.	
10	**Man aged 27 years** I've come to the conclusion that if I'm not happy in the work I am doing I should try to get another job and that's it. I've hung on in this job because I spent four years at college training for it, but I think overall I'd be a lot happier if I chucked the whole thing in and did something different – even if it does mean starting at the bottom and working my way up.	1. Put in your resignation right away. 2. There is a vacancy in company XYZ 3. You have not asserted yourself enough 4. You have great potentials and you will succeed. 5. I will speak to my boss on your behalf 6. You can always count on my support	
11	**Woman aged 41 years** When I moved into this town I thought I'd make lots of new friends. Being single and living alone I've always had to make my social life happen... but it doesn't seem to be working at the moment... the work is fine, but people here aren't interested in socializing much. I think it must be me, I'm getting more closed up and into myself.	1. You should join the women fellowship 2. There are many friendly people at Adewole 3. You have always been self-centered 4. I can understand your situation. 5. I will introduce you to some friendly people 6. I will always come round to keep you company	
12	**Man aged 36 years** If it was understood that I want to do my best for my company, but I'm not really	1. You need to keep your ears to the ground 2. Yes there is a lot of security in this job	

No	Situation	Possible Response(Intervention) *Which of these is closest to your likely response?*	Your Choice
	after promotion, then I'd take the job. I really think that's what I need. It's not very spectacular, but that's not what I'm after now, to be honest. Then my wife and I can have some feeling of permanence, buy a home and really think about our future in this town. The children need an anchor too. They haven't had one, but from now on we are going to have our feet down on solid earth.	3. It does not look to me as if you have really thought it through. 4. I have always known you to be a goal getter 5. I will introduce you to some people who will help you 6. I will help explain your position to the boss	

Worksheet: Intervention Style Response Sheet

STORY NO	PRESCRIPTIVE 1	INFORMATIVE 2	CONFRONTING 3	CATHARTIC 4	CATALYTIC 5	SUPPORTIVE 6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

My highest score is style with points
My second highest is with points
My least used style is with points
Corrective Actions

If you find yourself using one style of response to the apparent exclusion of all others then you may want to take some corrective actions. Recommendations are:

i. Check with other people who know you well if you normally are judgmental, or whatever

ii. Practise repeating what someone has said, rather than interpreting it or taking it further in the conversation

iii. Consider what criticism is generally levelled against you in terms of one-to-one conversations - could this criticism fit into the above response patterns?

iv. Ask the other person before you start the conversation what they are looking for in terms of talking with you - advice? Comments? a good listening to?

Handout: The Johari Window

Objective: To show how communication occurs at two levels
About thirty years ago, Joseph Luft and Harrington Ingram created a set of squares to reveal what we know or don't know about something and what other know or don't know about something. They called it the "Johari Window of Opportunity" (from JOseph and HARrIngton):

	Known to Others	**Unknown to Others**
Known to Self	1	2
Unknown to Self	3	4

The communications process occurs at two levels:
The overt level - what was actually said.

The covert or hidden level - what is actually meantSometimes we say one thing, but mean another:
Cell 1 - Known to self and known to others. This is what we communicate to others. It is what the communication process is all about.
Cell 2 - Known to self and unknown to others. This is what we conceal from others. Sometimes there is a good reason for holding something back, e.g. gossiping. At other times it might be bad for the communication process; e.g. holding something back because it gives us a false sense of job security.
Cell 3 - Unknown to self and known others. Sometimes we communicate something we are unaware of. For example, I might say, "I'm not angry," while slamming my fist on the table.
Cell 4 - Unknown to self and unknown to others. For instance, a young man is in love with the house girl, but is unable to face up to it. His advances were not recognized by the girl and he becomes hostile towards her. The girl interpretes the hostility as hatred. The young man does not know that his advances to get attention is now perceived as hatred and the girl does not know that what she perceives as hatred is a means for the boy to get attention so as to be in a position to show sympathy and subsequently, love.

Evaluation
1. What is change agency?
2. What are some types of change agents?
3. What are competencies of change agents?
4. What are some differences between adaptors and innovators?
5. How can the Johari window be applied in change agency?

MODULE ELEVEN

Coordination for Nutrition System Strengthening

Module 11:
Coordination for Nutrition System Strengthening

Keywords: Stakeholder Analysis, Stakeholder Mapping, Nutrition Stakeholders, Coordination

Session Guide

Session Topic

11.1 Mapping Key Stakeholders with Influence in Nutrition in Nigeria
11.2 Coordination among Key Nutrition Stakeholders in Nigeria
11.3 Identifying Barriers and Challenges to Coordination with Ways to Overcome

Introduction

Nutrition systems in Nigeria have a myriad of parts, with each having differing functions. In order to avoid duplication of efforts and to provide more cost effective value added nutrition programming, effective coordination among the actors is necessary. Module 1 describes the coordination mechanism for nutrition in Nigeria. At the National level, the NCFN is the primary coordinating body, with SCFNs at the sub-National levels. These bodies collaborate with CS-SUNN, as the CSO arm of the SUN network, international donors, academic institutions, professional bodies and local and national NGOs, FBOs and CBOs

Learning Outcomes

- Analyze stakeholders relevant to nutrition issues and problems in Nigeria
- Generate ideas regarding improved coordination for nutrition in Nigeria
- Identify challenges to coordination with creative ways to address them
-

Required Training Materials

- National Policy on Food and Nutrition (NPFN)
- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation
- Post-it notes

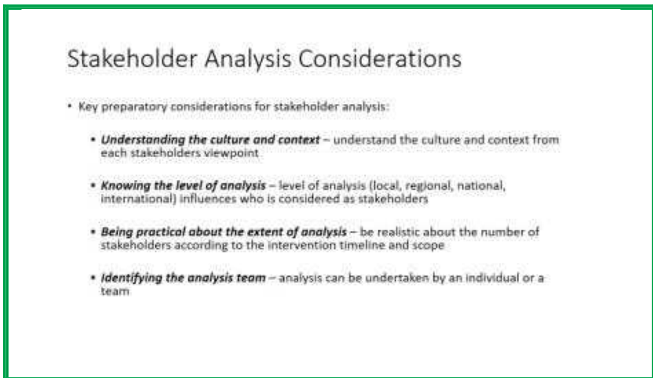
Session 11.1: Mapping Key Stakeholders with Influence in Nutrition in Nigeria

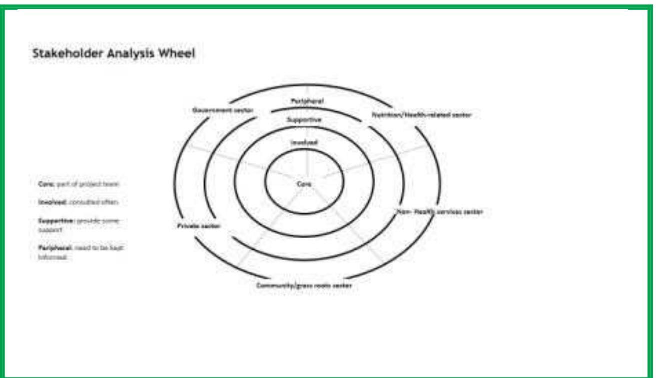
1. [Group Activity]: Identifying Key Nutrition Stakeholders
a. Facilitator breaks participants into multi-sectoral groups, if possible.
b. Each group responds to this: "Thinking about key nutrition issues surrounding malnutrition (IYCF, Maternal nutrition, Food fortification), brainstorm and list the key stakeholders against each of the following groups:
i. Government (Ministries, Departments, and agencies)

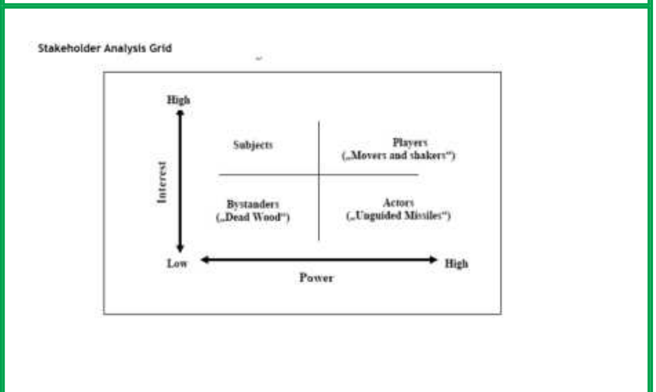
ii. Private sector
iii. Nutrition-related sectors
iv. Civil society sector
v. Academic sector
vi. Professional bodies
vii. Research and other institutes
viii. Community/grassroots sector
ix. Non-health sector (e.g. agriculture)

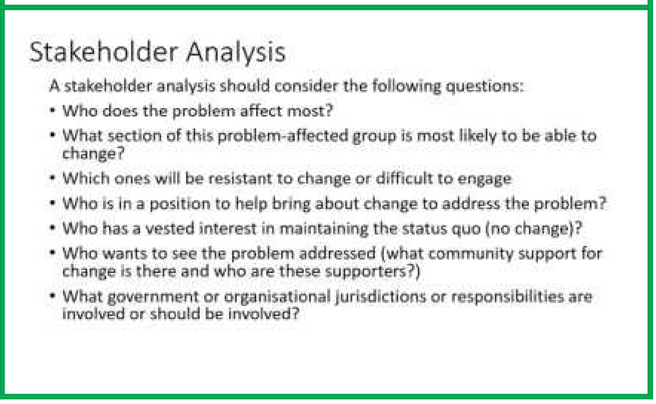
c. Ask groups to report at plenary and reach a consensus on the relevant key stakeholders

2. Facilitator presents information on Stakeholder Analysis









Mapping Key Nutrition Stakeholders in Nigeria - Policies

- Who plays a role in shaping nutrition policy and program decisions, across sectors, in Nigeria?
- Who is advocating to/pressuring who?
- Who is providing funds to whom?
- How strongly can each actor influence the shaping of nutrition policy and program decisions in Nigeria?
- What is the level of active support for nutrition each actor has over other competing priorities?

1. [Group Activity]: Stakeholder Analysis
a. Ask participants to break into groups of 4 or 5
b. Provide the Worksheets "Stakeholder Analysis Questions," "Stakeholder Analysis Grid" and Handout "Stakeholder Analysis Grid"
c. Ask groups to brainstorm and fill them in
d. Each group makes a presentation at plenary with a discussion about any new insights.

2. Facilitator addresses any questions and provides any necessary clarification on stakeholder analysis as it relates to nutrition coordination.

Facilitator's Note

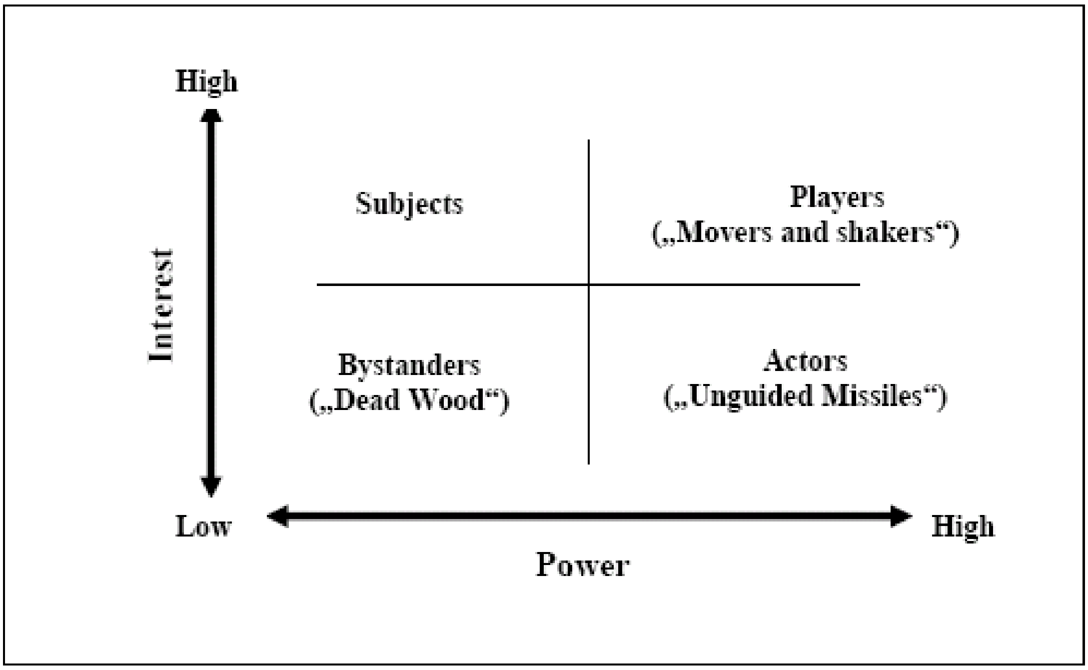
Remind participants that though they might already know some of the key stakeholders, they should endeavour to think beyond what they know to ensure they capture all key stakeholders You may have flip chart paper with the relevant titles listed and the identified stakeholders listed there after brainstorming sessions. Alternatively, post-it notes may be used.

Worksheet: Stakeholder Analysis Questions, adapted from Hughes et al. (2008) and Transform Nutrition

STAKEHOLDER ANALYSIS QUESTIONS	
Who does the problem affect most?	
What section of this problem-affected group is most likely to be able to change?	
Which ones will be resistant to change or difficult to engage?	
Who is in a position to help bring about change to address the problem?	
Who has a vested interest in maintaining the status quo (no change)?	

STAKEHOLDER ANALYSIS QUESTIONS	
Who wants to see the problem addressed (what community support for change is there and who are these supporters?)	
What government or organizational jurisdictions or responsibilities are involved or should be involved?	
Who plays a role in shaping nutrition policy and program decisions, across sectors, in Nigeria?	
Who is advocating to/pressuring who?	
Who is providing funds to whom?	
How strongly can each actor influence the shaping of nutrition policy and program decisions in Nigeria?	
What is the level of active support for nutrition each actor has over other competing priorities?	

Handout: Stakeholder Analysis Grid, adapted from Hughes et al. (2008)



Stakeholders are categorized according to the interests (low vs. high) and to their power related to the issue at hand (low vs. high). The matrix identifies 4 types of stakeholders:

- **Actors** - have little interest but high power, sometimes seen as 'unguided missiles' because they can unintentionally cause considerable damage
- **Bystanders** - have low interest and low power, hold little influence but are not really involved
- **Players –** have high interests and high power, are the 'movers and shakers' of things to happen
- **Subjects** - have high interests but low power, depend on the influence and support from key players.

Worksheet: Stakeholder Analysis Grid, adapted from Hughes et al. (2008)

Subjects	Players ("Movers and shakers")
Bystanders ("Dead Wood")	Actors ("Unguided Missiles")

Session 11.2 – Coordination among Key Nutrition Stakeholders in Nigeria

1. Facilitator makes a presentation on nutrition coordination mechanism

2. **[Group Activity]:** Improving Coordination at the National and sub-National level
a. Facilitator divides participants in 4 groups (based on particular sector, if feasible).
b. Flip chart paper with the following titles should already be on the wall
i. Functions of NCFN,
ii. Functions of SCFN,
iii. Ideas for coordination at national level,
iv. Ideas for coordination at state level

c. Each group is given a different colored marker, positioned at one of the four posters, given some time to brainstorm and write their thoughts

d. After a designated amount of time, the groups are asked to move to the next poster to write any ideas not already listed.

e. Groups continue rotate until each group has had a chance to write thoughts for every category.

f. Groups then present the information on the flip chart based on where they are standing
g. Groups return to plenary for further discussion

3. At plenary, provide the handout, "Nutrition Coordination Mechanisms Setup and Tools," to participants.

4. Facilitator present the ideas for improved coordination and invite participants to add to the list.

Facilitator's Note

Note that strengthened coordination may help improve funding, value for money and cost effective program implementation.

The handout is mainly for reference, however, a discussion may be held around it to see how, particularly SCFNs may be strengthened
Handout: Nutrition Coordination Mechanism Setup and Tools, adapted from GRIN-LAC (2019)
There are no set rules to establish Nutrition Coordination Mechanisms; this will depend on the nutrition actors present at the country level and the nutrition issues that need to be tackled. Nutrition Coordination Mechanisms can be simple working groups meeting at regular intervals to share information and progress, or official mechanisms with Terms of Reference (TORs) and monitoring and evaluation mechanisms.

Here are five suggested actions to start setting up the Nutrition Coordination Mechanism and tools that may be useful in coordination:1. Establish, strengthen or reactivate a functioning country nutrition coordination mechanism led by national and/or provincial authorities, and include participation of governmental institutions, UN agencies, NGOs, and any other stakeholders working on nutrition

It is recommended that the Government, being the authority of Nutrition at the country level, set up and lead the national coordination mechanism and coordinate nutrition activities supported by nutrition stakeholders present at the country level, and lead the process to:

- identify the Nutrition coordination authorities at the government level (e.g. Ministry)
- appoint the person responsible for Nutrition
- convene a meeting with all stakeholders working on nutrition (Governmental institutions, UN agencies, NGOs, Red Cross and others).
- explain the objective to set up or strengthen a Nutrition Coordination Mechanism:
  - have a common understanding, of nutrition actors, actions taking place, and capacities available at country level
  - identify nutrition priorities and better coordinate the nutrition actions to improve their timeliness and effectiveness
  - decide ways or channels to communicate
  - share any relevant nutrition news and documents: standards, guidelines and tools

2. Develop a contact list of nutrition partners and make an updated list easily available to nutrition partners and others (placement on UNICEF/partners websites, emailed quarterly, etc.).

Having a Contact list of nutrition partners will help give an overview of organizational presence in the country and allow individuals and groups to connect and coordinate. It is a simple but powerful coordination tool where there are a multitude of various actors.

The tool is meant to be:

- a public, searchable database of basic contact information for individuals and organizations
- easily available to nutrition partners (placement on partners websites, emailed quarterly, etc.) An adaptable contact list template in MS Excel is available here: https://www.nutritioncluster.net/ContactList
- If there are a lot of active partners conducting several activities in different locations, an advanced listing of who does what where and/or when (3W or 4W) is useful to:
- Show operational presence of nutrition partners and location
- Enable organizations to help identify potential partners
- Quickly give a very rough understanding of ongoing activities
- Superficially identify potential overlaps or gaps in activities.

The Listing of who does what where when (3W or 4W) as an Adaptable 4W in Excel to be used in Nutrition Coordination Mechanisms is available here: https://www.nutritioncluster.net/4ws

3. Assess the capacities of different partners on the ground for covering current and potential future needs

A capacity mapping tool, an MS Excel workbook for conducting capacity mapping of nutrition partners, is available here: https://www.nutritioncluster.net/resource_CM

It helps to assess:

- overall agency domains of expertise e.g. Management of malnutrition, IYCF
- current implementation capacity per area of expertise and priority target groups human resources

- staff with capacity to facilitate training
- staff in need of training (capacity development needs)
- available supplies: ORS, Zinc, Ready-to-use Therapeutic Food (RUTF), weight scales, height boards, micronutrient powders, and MUAC tapes.

4. Collaboratively develop Terms of reference (TOR) for documenting objectives, target population, expected outputs and outcomes, timeframe, the roles and responsibilities of the different nutrition partners, and the key functions.

Terms of Reference (TOR) are a document developed through consultation led by the government to define a joint workplan of the different stakeholders to better coordinate the nutrition actions to improve their timeliness and effectiveness. It:

- outlines objectives, target populations, expected outputs and outcomes, timeframes, the roles and responsibilities, communication lines of the different partners, and their key functions.
- helps partners agree on how they are represented in decision-making, how they participate in assessments, share information and develop a nutrition strategy.
- GRIN-LAC has developed a Generic Terms of Reference for Nutrition Coordination mechanisms, that contains suggestions and areas to consider when developing TORs for Nutrition Coordination mechanisms, whether national or sub-national.
- It is available here: https://www.humanitarianresponse.info/en/operations/latin-america-and-caribbean/document/generic-terms-reference-nutrition-coordination

5. Meet regularly and monitor and evaluate the workplan

Meeting regularly is important for having effective discussions, follow-up of agreed actions and tracking progress towards targets in the TORs/workplan. The plan for Monitoring and Evaluation should have a clear framework, agreed among the key stakeholders, after finalizing the workplan.

It should clarify:

- what is to be monitored and evaluated
- the activities needed to monitor and evaluate
- who is responsible for monitoring and evaluation activities
- when monitoring and evaluation activities are planned (timing)
- how monitoring and evaluation are carried out (methods)
- what resources are required and where they are committed
- An adaptable Monitoring and Evaluation framework in Excel is available here: https://www.nutritioncluster.net/M&E

Other existing coordination tools

- Financial tracking tool: An adaptable MS Excel template to help track funding requirements, funding received / committed from different sources and funding gaps. Available here: https://www.nutritioncluster.net/resource_NC_Financial_Tracking_Tool

- Meeting agenda template: Meeting agenda template to be shared with partners prior every meeting. It is important to share with partners agenda of each meeting in
- advance, so that they can prepare to the meeting and know what will be discussed. It is

necessary also to add a summary of action points from the last meeting to update all partners on progress made. There is also additional information that might be included in the meeting agenda email/template presented in the current template. Available here: https://www.nutritioncluster.net/resource_meeting_agenda

- Meeting minutes template: Adaptable meeting minutes template to record summary of discussions and main action points at the meetings. Can be used for any type of meetings (cluster meetings, working group meetings, bilateral meetings, etc.) Available here: https://www.nutritioncluster.net/resource_meeting_minutes

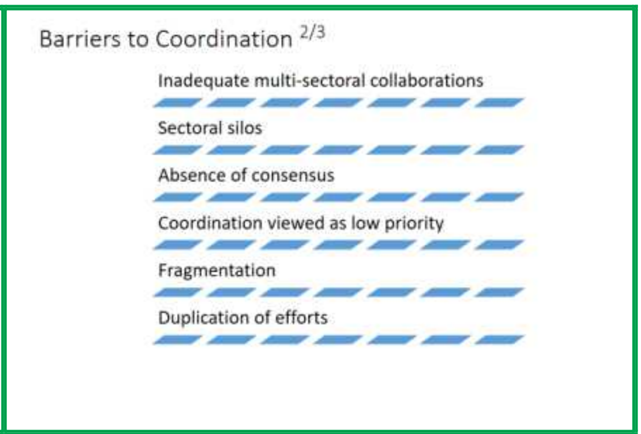
- BMS Code violations tracking tool: Tool to track breaches to the Code (distribution of breast milk substitutes in emergency situations). It is an internal document for the Nutrition Coordination Mechanism to compile code violations for further consolidation, analysis and follow up. It should not be shared widely as it contains sensitive information, such as who reported the Code violation. Available here https://www.nutritioncluster.net/BMS

IMPORTANT CONSIDERATIONS

- There should be a common understanding of the nutrition actors present at the country level (NGOs, UN agencies, civil society etc.), their specific nutrition capacities, and the activities they conduct at the national level to be able to better coordinate these and improve their timeliness and effectiveness.
- Having a Nutrition Coordination Mechanism set up before emergencies hit is a prerequisite for a successful emergency nutrition response to emergencies. It is very difficult to start a coordination mechanism in emergencies if there is no previous capacity and experience in coordination.
- Working groups can be created to focus on specific nutrition topics (e.g. prevention of overweight in schools, emergency nutrition preparedness and response) and report back to the general Nutrition Coordination Mechanism. The creation of small groups will depend on whether these are needed or not.
- Having TORs for the group increases its level of importance in the political agenda, it makes sure it is recognized and formalized. However, caution needs to be taken as sometimes TORs can be inflexible, and can be a barrier or challenge rather than a facilitator to coordination. The lack of TORs should not impede nutrition stakeholders to meet up, discuss and find ways to work together. In other words, it is recommended to develop TORs but this should not slow process down.

Session 11.3: Identifying Barriers and Challenges to Coordination with Strategies to Overcome

1. At plenary, facilitator helps participants brainstorm about barriers and challenges to coordination. All ideas should be captured without judgment during the brainstorming session.
2. Facilitator shares information on some ideas which may or may not have been captured during the brainstorming session.



1. [Group Activity]: Creating Strategies to Overcome Barriers and Challenges to Coordination

a. Participants should break into (State-specific) groups
b. Facilitator provides the Worksheet "Barriers to Coordination with Strategies to Overcome them" to participants
c. Participants work through the worksheet, keeping their unique State challenges in mind
d. Participants highlight the challenges they feel they can address within the next quarter and design action plan for addressing them as part of their advocacy
e. Group representatives share at plenary

2. Facilitator responds to any questions and provides any clarification.

Facilitator's Note

Sample common challenges include contrary interests and positions, and funding.
Sample opportunities involve capacity building and building trust.
Without being prescriptive, allow participants to brainstorm. Encourage them to think about ways they have not tried before. For every challenge, encourage participants to think about potential opportunities to address it.

Worksheet: Barriers to Coordination with Strategy to Overcome

S/N	BARRIER	EXAMPLE	STRATEGY TO OVERCOME BARRIER
Example	Coordination viewed as low priority	Some members of the NCFN/SCFN think that coordination is not really necessary and may not follow through on commitments	▪ Conduct advocacy to sectors ▪ Increase knowledge about nutrition problem and impact on their sector ▪ Build capacity to function as part of the NCFN/SCFN
1.			
2.			
3.			
4.			
5.			
6.			

S/N	BARRIER	EXAMPLE	STRATEGY TO OVERCOME BARRIER
7.			
8.			
9.			
10.			
Next Steps/Action to Take at NCFN or SCFN			

Evaluation

1. Who are the key nutrition stakeholders in Nigeria?
2. What is the role of the NCFN and the SCFN?
3. What are some ideas for strengthening coordination among key nutrition stakeholders in Nigeria?
4. What are some barriers and challenges to nutrition coordination in Nigeria?
5. What are some strategies to strengthen nutrition coordination in Nigeria

MODULE TWELVE

Team Building

Module 12:
Team Building

Keywords: Team Development, SWOT analysis, Team Building, Conflict Management

Session Guide

Session Topic

12.1 Team Development Stages with SWOT Analysis
12.2 Team Building Strategies, Tools and Techniques
12.3 Identifying Challenges to Team Building among Key Stakeholders
12.4 Conflict Management

Introduction

Advocacy work cannot be done alone. Understanding the development stages of teams, how to conduct a team SWOT and managing conflict help to strengthen the different teams at sub-national and national levels in their pursuit of nutrition advocacy. This module covers team development, team building strategies, tools and techniques, and understanding ways of successfully addressing conflict.

Learning Outcomes

- Describe the characteristics of an effective team
- Describe the four stages of team development
- Know how to do a SWOT with teams
- Identify strategies, tools and strategies for team building
- Identify challenges that affect effective team building among multi-sectoral key stakeholders with ways to successfully address them
- Learn strategies to address conflict

Required Training Materials

- Flipchart paper + stand + markers + paper tape
- Writing material for participants
- Laptop
- Projector + Projector screen
- PowerPoint presentation

Session 12.1: Team Development Stages with SWOT Analysis

1. At plenary, solicit definitions of teams, and characteristics of effective teams from participants. Allow time for a short discussion and agree on the working definition of a team to be used for the workshop.

Definition

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable.
– NuPITA & USAID (2012)

2. Ask people to work in pairs (different from any others they have worked with before) using Handout "Characteristics of Effective Teams." Instruct them to discuss the questions and take turns listening and talking through successful stories of working in and/or with teams. Ask them to tease out common themes to share at plenary.

3. At plenary:

a. Ask if anyone learned anything new about their partner or heard an extraordinary story.

b. Ask each pair to provide one core factor of effective teams, not repeating anything that has been previously noted, thereby generating a list of common characteristics on the flipchart.

c. Ask a volunteer to turn the list into a handout for participants.

4. Facilitator makes presentation on teams

Definition of a Team

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."
(Katzenbach and Smith, 1993)

Characteristics of Effective Teams

- Clear vision or purpose
- Shared commitment
- Clear roles and responsibilities
- Trust
- Mutual accountability
- Celebrate individual and team success
- Concern for group tasks and process
- Address challenges with creativity
- Inclusive in decision making
- Regular communication and feedback

5. After the presentation on effective characteristics, have a short discussion to compare the list on the flipchart and the one on the slide.

Handout - Characteristics of Effective Teams, adapted from NuPITA & USAID (2012)

Effective Teams: What Makes Them Successful?

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."

Review the definition of a team. Most of us have some experience that matches that definition in whole or in part. It may be as part of this organization or a different team. This is an opportunity to reflect on your experience and understand what made that experience effective.

A. BEST EXPERIENCE: Think about a high point--a time when you felt you were involved in a really effective team; a time that stands out as significant, meaningful, empowering, or particularly successful in meeting the definition of a team. Share the story–what made it a good team? How were you involved? What key lessons did you learn?

B. **VALUES:** We all have different qualities and skills we bring to any team. Let's reflect on those qualities and skills from different levels:

1) **YOURSELF:** Without being humble, what skills, qualities, knowledge, and/or experience do you bring to this team?

2) **YOUR TEAM:** What do you value most about being a part of this team? What best practices, skills, values, methods, or traditions are its strength?

3) **THREE WISHES:** If you had three wishes for this team, what would they be?

C. **CORE FACTORS:** Based on your conversations, think about what it takes to build high-quality teams, what is the core "life-giving" factor of teams, without which effectiveness would not be possible?

2. **[Activity]:** Team Functions, Team Development Stages
Give participants a sheet of paper and let them know that you will play a game "Follow the Directions," where you will give instructions verbally which must be followed to the letter.

a. The two rules are: Each person must remain silent throughout the game and no one may ask a question.
b. Provide the first set of instructions,
c. Review responses by having participants hold up their drawings.
d. Provide the second set of responses.
e. Discuss at plenary and relate to communication in teams.Follow the Directions
Provide these first set of instructions:

- Draw a circle
- Draw a triangle inside the circle
- Draw a square in the corner
- Write your name on the paper.

Ask participants to hold up their pictures when finished, so everyone may see. Most will be different in some way. Ask participants why their drawings were not similar. Everyone heard the same instructions, yet everyone perceived them differently.

Let participants know that there will be one more opportunity to get the right picture. Give them new sheets of paper to work with.

Provide these second set of instructions:

- Draw a circle 4 inches in diameter in the center of your paper
- Draw a triangle inside the circle so that all 3 corners are touching the circle
- Draw a 1-inch square on the bottom-left corner of your paper
- Write "your name," spelled out Y-O-U-R-N-A-M-E, on the bottom-right side of the paper

Have all participants hold up their papers and hold up the one you prepared in advance. They should match.
Emphasize the need for a team to communicate and listen to get the intended results.

3. [Activity]: Task and Maintenance Functions of a Team.
a. Cut out or download a picture of a two wheel bicycle to be used for this activity.
b. Show the bicycle picture, explaining that the front tyre represents support functions, while the back tyre represents task functions.
c. Ask the following questions:
i. What happens when task function wheel "goes flat?"
ii. What happens when the support function wheel "goes flat?"
iii. How does a lack of good leadership affect both?

4. In plenary, have participants list task and functions present in their teams (NCFN/SCFN) they need to ensure both are working optimally.Task and Maintenance Functions

All teams are made up of complex humans, thus, it is important that communication skills are developed and enhanced.

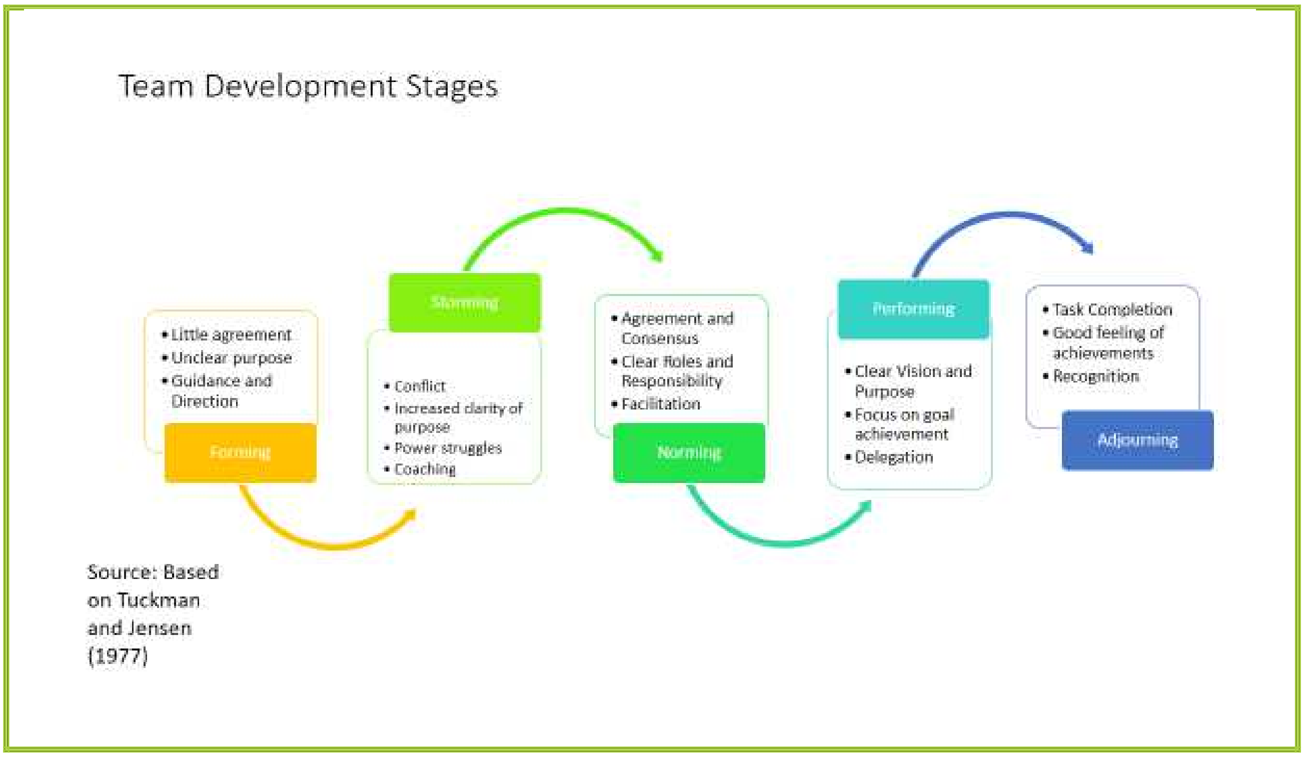
In order to be effective, teams must achieve their purpose and meet up with their responsibilities, i.e. tasks. Tools such as project planning, meetings, etc. help with task functions.

Since human beings are more than work, support is also required to maintain positive relationships. These include sharing meals, socializing, celebrating holidays and special events, having ways to resolve conflicts, etc.

These two functions are interconnected and must work together in balance, like the wheels of a bicycle. If one tyre or other is flat, the entire bicycle is affected.

Example Task Functions	Example Support Functions
• Setting objectives • Work planning • Meeting deliverables • Monitoring	• Giving/receiving feedback • Building trust • Celebrating birthdays or other events • Encouraging phone calls, messages

9. Facilitator presents PowerPoint on team stages



10. **[Group Activity]: Applying the Team Stages**

a. Break the participants into groups of 3 or 4. They will work together to identify the current stage for the team and what the team needs to get to the next stage. You may use these questions:

i. When did the team form and what were the circumstances?

i. Have you seen these stages take place in your team?

ii. What stage will you place your team in now?

iii. What does it need to get to the next stage?

b. Hold a discussion in plenary to hear different points of view on the team's development

11. **[Group Activity]: Team Case Study Analysis**

a. Ask participants to review the Handout "Team Formation: Form, Storm, Norm, Perform" and request any clarifications. They will use these with the case study analysis they will conduct.

b. Divide the participants into four groups and give each group one case study. Each group should have at least 2 people. If there are not enough people, then reduce the scenarios accordingly.

c. Allow them sufficient time to discuss the case and come up with recommendations to present to the larger group at plenary

d. During the presentation at plenary, each group reads the scenario, provides the analysis and lists the recommendations. The group also invites feedback from others

12. When everyone has presented, ask, what they have learned about supporting team development and how they may apply it to their teams moving forward.

Facilitator's Note

Stages of Team Development

Note that a team does not become high functioning/performing the day it is constituted and that they go through four stages. Some include a fifth stage, where the team is adjourned, but most typically go with the four stages for long standing teams, which will apply to the NCFN/SCFN.

Highlight the fact that each team is unique and that the team may go through the stages, from cyclically, particularly if a member leaves or joins. Encourage them with the fact that the longer the team knows one another and work with one another, the less time is spent in the first three stages.

Present the four stages using the slide and the talking points from the Handout – Stages of Team Development. Describe each stage that every group will go through either partially or totally. Note that each stage is critical to the team's development as a high-performing team.

Supporting Team Development

Note that the team leader is involved in the supporting team development, still all members share the responsibility for the effectiveness of the team.

The first part of the handout on team formation describes each stage. The second part provides a checklist of possible management actions that may be taken to support team formation. The idea is to look at the checklist of common management practices and put them into the context of team development. This will help in the understanding of the helpfulness of the different actions to a team and what issues they are addressing in support of increased team performance.

Be sure to provide any points the groups may have missed with the case studies.
Handout: Team Stages, adapted from NuPITA & USAID (2012)

Stages of Team Formation

Team Formation: Form, Storm, Norm, Perform

When teams and other groups of people come together, they typically go through a number of developmental stages. This process can take a few days or easily stretch over six months or longer. Note that the stages can play out simultaneously or in different order so it is important to be aware of the signs and signals of each stage. The leader or team manager supporting team formation cannot jump straight to "perform" but must instead facilitate the group through this process and bring the group through the four stages. The role of the leader is to help resolve issues and move the team toward performance if it gets stuck at any point.

FORMING STAGE When people first come together, they are initially polite. They find out about one another and the work to be done. There is typically a "honeymoon" period when people are excited about the newness and potential of being on the team. Some may also be fearful or timid in response to the change. Forming is best done with high task and low support to provide structure while the new group develops. Introduce people to one another with an orientation of how everyone will work together. Allow opportunities for people to socialize. Clearly communicate the vision and goals of the work to be done to help the team understand what is to be achieved. Do not overwhelm people with too much detail or expect "perform" behavior at this stage. Engage all team members and draw out quiet ones.

STORMING STAGE As the initial politeness fades and people start to work, tension forms around things that were vague or left unsaid in the last stage. Conflicts may arise regarding roles or procedures. Members may appear confused and dissatisfied. Output is generally low. Storming can be very strong if roles or objectives are unclear; the team faces external challenges, or if there is competition for formal or informal leadership. Managing the storming stage productively requires both a high-task and high-process focus. The manager asserts his/her role as leader to surface and resolve differences. Work goals and individual roles and responsibilities may need review and clarification. The key is not to let disputes continue to block team cohesion. Use the stage to develop new methods for collaboration and addressing conflicts.

NORMING STAGE As roles and personal conflicts are sorted out, the focus returns to the task and what needs to be done. Objectives are clarified and the detail of work is laid out. Group rules develop and people start to collaborate as a team. Team identity emerges. Internal clashes may be replaced with external conflicts. Managing the process requires a higher focus on process than task to provide opportunities for group members to take responsibility for people and for work. Work planning is directed toward goal accomplishment. This is more productive as people feel comfortable with the objectives and in their roles. Team members take more responsibility for forging group norms and behaviors. Emergence of regular venues for socializing and creating a "family" environment may begin.

PERFORMING STAGE Finally, the optimal level of performance is achieved. The team works interdependently and feels like a family. There is a strong sense of team achievement and pride. Mutual accountability is maintained, and personal differences are largely kept under control. Leaders can take a lower task and support role by increasing delegation of responsibilities as the need for direction decreases. Social activities and celebrations of success are important support functions. However, this is not the time to relax but rather to focus on sustaining high performance. An ongoing balance is needed between task and support functions to keep both achievement and motivation high.

Group Formation Management Checklist

The following are possible actions to manage and support team formation. Remember, if a team is having trouble in one stage, it might have not completed a previous stage very well. Review the stages until you find the one in which there are gaps and address them.

FORMING STAGE– When initiating a team, focus on gaining shared understanding and agreement of the basic purpose and structure of the team. Task functionsSupport functions

- Clarify team vision and purpose

- Facilitate orientation and introductions
- Set performance goals and timelines
- Clarify core values
- Articulate roles and interdependencies
- Promote sharing of skills and knowledge
- Identify ground rules and authority lines
- Support commitment and acceptance among team members
- Establish structures for regular communication (e.g., team meetings)

STORMING STAGE– Revisit and reinforce agreements of previous stage, making needed adjustments. Work through conflicts to develop mechanisms for addressing them in the future. Task functions Support functions

- Revisit goals, objectives, and work plans
- Facilitate team and interpersonal dialogue
- Further clarify roles, responsibilities, and structural relationships
- Identify and resolve interpersonal conflict
- Build consensus-based decision making
- Find methods for handling conflict
- Promote participatory relations

NORMING STAGE– Focus on work progress but allow the group to take larger responsibility for developing ways of working together in order to achieve that progress. Task functions Support functions

- Direct activity toward accomplishing goals
- Identify systems of mutual accountability
- Adapt data-flow and monitoring systems
- Promote communication, feedback, affirmation
- Support coordination and networking
- Develop greater involvement in decision making
- Develop strong commitment and trust
- Encourage humor and camaraderie
-

PERFORMING STAGE– Focus on monitoring and maintaining systems and norms while giving staff increasing authority according to their demonstrated skills and interests.

Task functions	Support functions
• Continue work plan development	Performance management/ personnel evaluation systems
• Undertake program monitoring and evaluation	Supervise, mentor, and provide feedback to foster achievement in others
• Engage in creative problem solving	Celebrate both individual and group accomplishments
• Capture internal lessons learned	
• Strengthen roles and interdependencies	
• Conduct regular team coordination meetings	

Team Development Case Studies, adapted from NuPiTA & USAID (2012)

Team Development Case Study #1

Unique NGO was founded 10 years ago as a community-based organization. It enjoys a good reputation with both the community it serves as well as with its donors. Most of the staff have been with Unique for at least 5 years and feel a strong commitment to the organization. This year, Unique's founder announced that he would retire. A new executive director was named and has just joined the organization. The handoff was done carefully with a lot of planning. There was a reception to introduce the new executive director to the community and the donors. It has been thought of as a time of renewal for the organization and there is a lot of excitement about the future.

Discussion Questions

1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were the new executive director, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

Team Development Case Study #2

Ms. Ubong is very proud of her administrative/finance team. It is the solid foundation for the organization with its clockwork support and strict adherence to policies and procedures. The team's reports are always accurate and on time. As a result of a new grant from NPI, the team expanded its department with two new positions. To recognize the good work of her staff, Ms. Ubong promoted one staff member to unit manager and recruited two new junior staff members to fill the gaps. As expected, everyone was very happy with this development at first. But now Ms. Ubong's day is filled with petty bickering among her staff. Some complain that the new unit manager has become arrogant in his new role and thinks he is superior to his former peers. Others complain that the new members are the cause of reporting delays. To top that off, her trusted bookkeeper has started calling in sick frequently. Exasperated, she wonders what is happening to her team.

Discussion Questions

1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were Ms. Ubong, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support your department?

Team Development Case Study #3

It has been a year since the NPI project was signed, and the start-up for the nutritional support program was a greater challenge than T. M. Pelu anticipated. Quite a difference from the project development phase where everyone was enthusiastic! There were logistical delays in getting internal access to organizational vehicles, processing vouchers, and establishing work plans. The international donor was interested only in demonstrable results according to the proposed timeline, which clashed with cultural practices of building trust and project buy-in. As a result, the community was not forthcoming with its cost share. This was not helped by the poor choices made in some of the original staff hires that had to be replaced. Thankfully, the new staff seems to be enthusiastic and is working out quite well. Now it is time to submit the one-year report. T.M. has scheduled a full-day retreat with the project staff to review their year and prepare the content of their report. He senses that everyone is tired of the delays and struggles and is ready to get on with it. With the one-year report coming up, people have started to pull out their work plans and have begun asking questions about the monitoring plan. T.M. senses that this is a critical moment and wonders how to organize the retreat to make it productive.

Discussion Questions

1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were T.M., how would you organize the retreat? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

Team Development Case Study #4

After two years as executive director of his NGO, Mr. Musa has established equilibrium within the organization. He has straightened out all the donor reporting problems his predecessor left and was able to get good people to head each department. Staff have finally gotten used to the new monitoring system and stopped their complaining and resistance. The monthly staff meeting has been established with a regular agenda. Everything is going so well it is starting to get a little boring. As Mr. Musa contemplates what to do next, he thinks about several things. Communities are being hard hit by the financial crisis, and it seems more and more are not able to pay the program fees, even as low as they are. He hears that several fathers have had to take jobs in the city nearby to support their families. Relations with his long-standing donors are good, but this funding cycle will come to an end in about 18 months. And then, of course, there is that invitation to chair the regional NGO council, which might take him away from the organization more frequently. So many directions to consider!

Discussion Questions

1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were Mr. Musa, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

Facilitator's Debrief Notes for Team Development Case Studies, adapted from NuPITA & USAID (2012)

Points to watch for in each scenario–

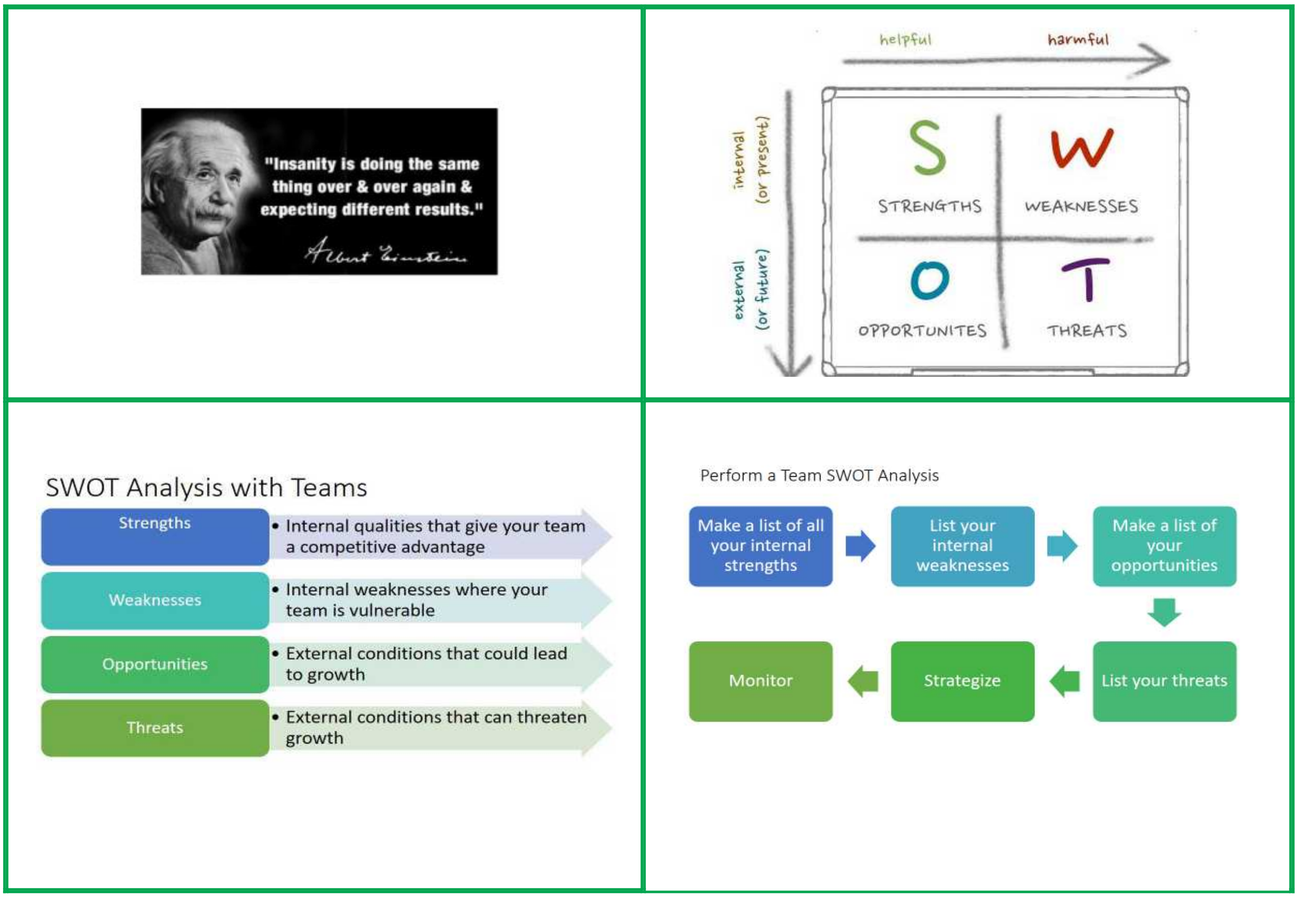
Unique NGO– Although there has been long-term stability within the organization, the arrival of the new ED has put the organization back to the FORMATION stage. Indications of this stage are that people are polite and excited about the future–a clear "honeymoon." The new ED could support this stage by holding meetings within the organization to learn of the success and accomplishments of the past and clarify values, purpose, and operational structures. She could then introduce her own vision and work with staff to harmonize the two. Focusing strongly on task while respecting team expertise will lay the ground for minimizing the STORM to come.

Ms. Ubong –Staff turnover has moved the department back to the STORM stage, as seen through arguments, blame, delayed work, and even avoidance of some staff through sickness. The initial happiness of the FORM where one colleague was promoted has given way to the reality of the new hierarchy. To help the team traverse this stage, Ms. Ubong may hold department meetings to clearly outline the new roles and expectations by demonstrating her confidence in the promotion as well as her pride in the department and concern for good relations among staff. She could then meet privately with any parties still experiencing conflict to mediate a resolution objectively, emphasizing the new structures and mutual responsibilities of each party. This will help everyone accept the new structure and turn energies to finding new ways to work together (NORM).

T.M. Pelu – Over the year, the project staff have FORMED and STORMED. Now there is evidence that people may be ready to tip toward NORM. Staff are reportedly tired of the bickering and ready to return to getting the work done. There is renewed interest in reviewing work and monitoring plans, although T.M. should be watchful of new staff still in the FORMING stage. The retreat could be very well timed to move them in this direction. It should focus on accomplishment of goals and the results of the monitoring system. Any gaps or shortcomings should not be the focus of blame to further fuel conflicts but instead used to generate plans for what needs to be done better in the coming year to be successful. T.M. can show his confidence in the team and allow staff to begin formulating the systems and work plan, rather than providing top-down solutions himself. If staff assumes responsibility for these plans and systems, they will create the basis for their new PERFORM.

Mr. Musa –While he should be congratulated for his good leadership, this is no time for Mr. Musa to relax and take his eye off his organization. Too often this happens and the organization begins to decline. This could be the perfect time to offer new challenges to the staff by capturing lessons learned to share with the NGO council or finding ways to better meet the needs of the NGO's beneficiaries. The economic situation has changed so perhaps this is the time for a new strategic planning process or operational review to lower costs. If he takes the chairmanship of the council, Mr. Musa should find key staff ready to take on additional responsibility that can fill in for some of the gap he leaves in his increased absence. This would allow these staff to develop under his mentorship and still ensure that other staff have the strong leadership they deserve.

4. Present the PowerPoint Slides on SWOT for Teams.



14. **[Group Activity]:** SWOT for Teams

a. Divide the participants into 4 groups.

b. Give them different colored markers and have 4 flip chart sheets set up on the walls with Strengths on the first, Weaknesses on the second, Opportunities on the third, and Threats on the fourth.

c. Each team starts with one of the elements of the SWOT, after a certain time, they move in a clockwise direction to the next set of elements to add items without repeating any previously listed. (Note, you may provide the Worksheet "SWOT Analysis for Teams" if desired)

d. When they are done, give each person a strip of 5 dots each for each chart to place against five things they strongly agree with or to place all dots against one issue they strongly agree with in each category, i.e., each person ranks five items each within strengths, weaknesses, opportunities, and threats. The goal is to prioritize the top 5 items.

e. The ones with the highest scores may then be typed out using the worksheet format, and presented as a handout the next day.

f. For the discussion at plenary, the top 5 priorities may be listed on fresh sheets of flip chart paper.

15. **[Group Activity]:** Resulting Actions from team SWOT

a. Ask participants to go back to their groups for discussion around the prioritized lists. Have them respond to these questions:

i. How can we maximize the use of our strengths?
ii. How can we overcome the threats identified?
iii. What do we need to do to overcome the identified weaknesses?
iv. How can we take advantage of our opportunities?

b. Come back to plenary to identify and agree on 2 to 3 actionable points in each category to include as part of the handout.
Facilitator's Note

Most people are aware of what a SWOT analysis is, however, many tend to struggle a bit in identifying opportunities. Since the team does not belong to one organization/ministry and have a joint goal, mandated by the NPFN, participants may need to think outside the box to identify the SWOT.

Remind participants that analysis provides information but that information must be acted upon, otherwise, it is useless. Build on your strengths, minimize weaknesses, implement opportunities and monitor threats.

Questions for the action plan may include: How can you build on a strength, seize an opportunity, mitigate a weakness or counteract a threat?

The action plan from the SWOT analysis could be used as part of a larger 30/60/90 day plan from the entire training, if it is designed to include a comprehensive action plan for the NCFN and SCFN

Worksheet: SWOT Analysis for Teams, adapted from Slater (2008) and London Leadership Academy

Strengths (internal)	**Weaknesses (internal)**
What is working well? What advantages does your team have? What do you do better than anyone else? What do people outside your team see as your strengths?	What needs improvement or change? What could you avoid? What do people outside your team see as weaknesses? What factors are eroding success?

What personal strengths have individuals demonstrated – Competence? Energy? Focus? Trust? Judgment?	
Team strengths	Team weaknesses
Individual team member strengths	Individual team member weaknesses
Opportunities (external)	**Threats (external)**
What opportunities are around us? Are there opportunities to develop new processes or improve the way the team works? Are there interesting trends, within our outside the committee, which team could leverage? For example, changes in technology	What obstacles does the team face? Is the team concerned about changes to individual roles? Changing technologies? Is demand for the team decreasing? Are there factors that are destabilizing the team?
Opportunities from within the team	Threats over which the team has control
Opportunities from outside the team	Threats over which the team has no control

Session 12.2: Team Building Strategies, Tools and Techniques

1. Facilitator provides information on team building

Team Building - Purpose

- The purpose of team building activities is to motivate people to work together, to develop their strengths, and to address any weaknesses. Thus, any team building exercise should encourage collaboration rather than competition

A team should operate as a mosaic whose unique strengths and differences convert into a powerful united force.

Components of Team Work

Resources
- Time
- Budget
- Educational tools
- Administrative support

Methodology
- Process aspect, includes team interactions and how members work together
- Teams, especially technical, struggle more here

Goal
- Result-oriented tasks or content
- Usually developed trough interaction with team members

Ways Successful Teams are Built to Last

1. Be aware of how you work
2. Get to know the rest of the team
3. Clearly define roles and responsibilities
4. Be proactive with feedback
5. Acknowledge and reward
6. Always celebrate success

Team Building Strategies, Tools & Techniques

Leadership

Team Charter

Team Norms

Groupthink

Sustainability

Team Building Strategies, Tools & Techniques II

Communication

Problem-solving & Decision making

Adaptability & Planning

Trust building

Challenges to Team Building Among Key Stakeholders

- Communication
- Conflict management

2. Divide participants into groups (those that work together, if possible) to discuss how these strategies may be implemented in their units.
3. Group representatives give presentations at plenary using role plays with other groups providing feedback

4. Facilitator provides Handout "Useful Questions for Team Building" to participants for their use. It may be discussed briefly during plenary.

Handout: Useful Questions for Team Building, adapted from WHO (2007)

1. Who are the team members, team leaders and team liaison members?
2. What is the reason this team exists? What is the common vision, what are the goals and targets?
3. What are the norms that will guide how the team will work together?
4. What results are expected for this team? What are the outputs expected from the team and by when? To whom should they be given?
5. What is their agreed-upon strategy?
6. What are the steps to be followed by this team?
7. What are the team roles and who will play them?
8. Who is the responsible for these roles?
9. What are the norms and methodologies about:

a. decision- making
b. problem-solving process
c. conflict resolution
d. communication, cooperation and responsibility
e. task management
f. meetings
g. rewards

10. What are the resources available to support the teamwork?
11. Who will support the team if needed?

Session 12.3: Identifying Challenges to Team Building among Key Stakeholders

1. [Group Activity]: Identifying Challenges to Team Building

a. Divide participants into groups with 3 to 4 participants per group.
b. Invite discussions around specific challenges to team building.
c. Come back to plenary and discuss, while brainstorming ways to address them.

2. Note specific ways on a flip chart and turn into a handout of strategiesFacilitator's Note

Note that communication and conflict management are two of the major challenges to team building. Make an effort to engage participants on ways communication may be more effective. The next session will discuss conflict management

Session 12.4: Conflict Management

1. Facilitator asks participants to define conflict.

a. Ask, "When I say the word 'conflict' what comes to mind?" (People are likely to have negative connotations e.g. wars, arguments, anger and frustration, tension etc.).

b. Have a discussion about the fact that conflict is not always negative.

2. Facilitator gives brief presentation on conflict management

Conflict Management

Successful leaders manage conflict. They don't shy away from it or suppress it, but see it as an engine of creativity and innovation. Some of the most creative ideas come out of people in conflict remaining in conversation with one another rather than flying into their own corners or staking out entrenched positions.

The challenge for leaders is to develop structures and processes in which such conflicts can be orchestrated productively

Ronald Heifez and Marty Linsky, Leadership on the Line: Staying Alive Through the Dangers of Leading.

Conflict Management Styles

Task vs. Relational Conflict

Task-related
- Difference in methods, styles, values, and approaches
- **Resolution**: problem-solving through accommodation, collaboration, cooperation.

Relationship-related
- Focuses on misunderstanidngs and personal feelings about other people and often involves blame. It is caused by miscommunication, authority issues, power struggles, personal dislikes, resentments, and/or competition for resources.
- **Resolution**: acceptance, keeping the peace when a relationship is important to an issue

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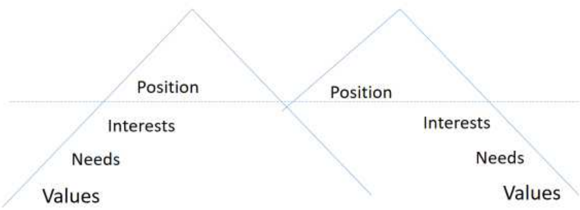
- **Resolution**: acceptance, keeping the peace when a relationship is important to an issue

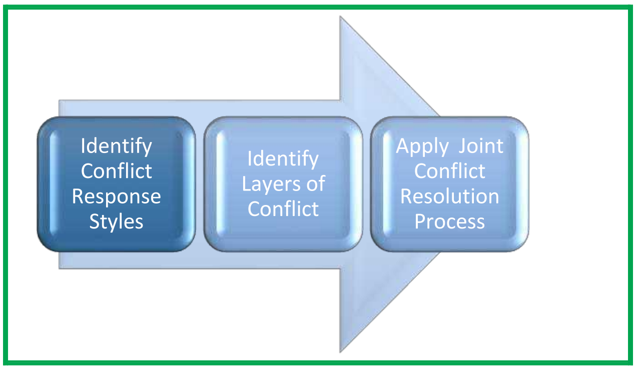
Tools for Managing Conflict

- ☐Build trust in the team
- ☐ Self-knowledge & disclosure
- ☐ Measure conflict styles
- ☐ Develop conflict norms or ground rules
- ☐ Model and practice effective communication skills
- ☐ Mine for conflict and model acceptance
- ☐ Reinforce healthy debate

> In a conflict, being willing to change allows you to move from a point of view to a viewing point – a higher, more expansive place from which you can see both sides.
>
> ~Thomas Crum, The Magic of Conflict

Layers of a Conflict





a. Ask participants to silently reflect on a recent conflict in which they were involved. It could be interpersonal, intra-organizational, or communal. Each participant should respond silently to the following questions and take notes, if they desire:

i. What was the conflict about?

ii. How did you react? What did you do?

iii. How was the conflict resolved (if it was)?

iv. If not, what were the obstacles?

v. How might the process have been different by using another style of approach?

b. Ask participants to reflect on the example and identify the reactions that were present and discuss with one other person for a few minutes.

c. In the same pairs, ask them to discuss whether or not the conflict was task or relational

d. In the same pairs, ask participants to discuss the conflict styles they are most comfortable with and typically practice.

e. Ask participants to review the Handout: "Model Conflict Management Process" and see how the conflict may have been handled differently.

f. At plenary, ask participants to share insights and new discoveries.Facilitator's Note

There are four basic styles for handling conflict. Each person, organization, and culture has its own balance and blend of these styles in the way it resolves conflict. Note that with three of the strategies, there are winners and losers. The last is a "win-win" situation.

Avoidance: Pretending that the conflict does not exist and allowing it to exist under the surface. Recognized by sensing avoidance, delaying tactics, underlying tensions, and passive aggressive behavior to deal with contests. Everyone loses.

Power: Trying to win by using one's own strengths to prevail over the objections of opponents. Focuses on the positions of the parties. Recognized by observing threats, intimidation, or coercive force to win power contests. Someone loses.

Rights: Trying to win by appealing to legal or moral authority, precedent, or other external judge. Focuses on the positions of the parties. Recognized by the presence of appeals to external authority to judge or arbitrate disagreements. Someone loses.

Interests: Trying to satisfy one's interests by reconciling them with the interests of the opponent. Focuses on the underlying interests of the parties rather than on the positions. Recognized by mediation efforts that resolve disputes by reconciling interests. No one loses.

Thomas-Kilman Conflict Mode Instrument

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

The TKI may be taken here:
https://www.uscg.mil/Portals/0/seniorleadership/chaplain/5%20types%20of%20Conflict%20Styles%20Questionnaire.pdf?ver=2020-01-16-150312-330

1. Facilitator addresses any questions and provides any clarifications.

Handout: Model Conflict Management Process, adapted from NuPITA/USAID (2012)

PART I: UNDERSTAND THE CONFLICT

1. What is the conflict about?
2. Who is involved?
3. Self-reflection

§ Clarify own needs, values, beliefs
§ What do I need (not positions)
§ What are my concerns?

4. Understanding the other persons or actors

§ What concerns do the other persons have?
§ Suspicions or assumptions about the other persons

5. How important to me is my relationship with the other persons?
6. What will happen if we fail to resolve our conflict?
7. What are the goals for this problem-solving discussion?

PART II: FINDING TIME TO TALK

Find a time for both people

- That is mutually convenient
- Offers enough time to discuss the problem
- In a place quiet and free from interruptions

PART III: THE DISCUSSION

Step 1: Goals and ground rules

- State goals for the discussion
- Ground rules: taking turns; mutual respect; listening for understanding

Step 2: Defining and discussing the problem

- Each person tells what happened, states issues and feelings (taking turns listening)
- Remember: You don't have to agree with what is being said in order to listen and understand
- Avoid blaming
- Recognize and understand emotions
- Do not use this discussion to "vent" on the other person
- Use "I" messages that reflect only your feelings and behaviour, not those of others
- Identify interests and needs (not positions); do not find solutions yet!

Step 3: Reflecting

- Summarize new understandings and progress
- Agree on the definition of the problem (interests, issues, needs)

Step 4: Finding solutions

- Brainstorm options
- Explore alternative solutions (be creative and non-judgmental)
- Determine advantages and disadvantages of each option
- Consider consequences; perform a reality check (will it work?)
- Consider how the solution will work for the future (does it need to?)
-

Step 5: Agree on a mutually satisfactory solution

- Make sure the solution(s) is/are specific and balanced. Who will do what, when, how, etc.?

Step 6: Plan for follow-up

- Agree to a specific time to check in to make sure the agreement is working
-

PART IV: FOLLOW-UP

1. Check with one another to make sure the agreement is working
2. Renegotiate, if necessary

Facilitator's Note

Note that conflict may be used to increase effectiveness, particularly when negative conflicts are reduced and resolved. Explain that conflict can also involve creative thinking, understanding all sides of an issue, and can be healthy.

Evaluation

1. What are the team development stages?
2. How does a SWOT analysis work with teams?
3. What are the five Thomas-Kilmann conflict handling modes?
4. What are the types of conflict in a team?
5. What is the process of managing conflict?

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Glossary Terms and Definitions

1000 days: The first 1000 days of life from the conception till a child turns 2 years old. This is viewed as the critical window for optimal nutrition that helps prevent malnutrition in children under 5.

Bio-fortified food: The process by which the nutritional quality of food crops is improved through agronomic practices, conventional plant breeding, or modern biotechnology.

Civil Society Organizations: Composed of the voluntary civic and social organisations and institutions that form the basis of a functioning society as opposed to state structures or commercial institutions. Civil society usually includes registered charities, development non-governmental organisations, community groups, women's organisations, faith-based organizations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups

Colostrum: The thick yellowish milk that comes out first during breastfeeding

Coordination: The organization of the different elements of a complex body or activity so as to enable them to work together effectively.

Dietary: The kinds and amount of food available to or eaten by an individual, group or population

Exclusive Breastfeeding: Giving a child only breastmilk with no water or any other foods or liquids. It is recommended for the first six months of life.

Evaluation: An assessment at one point in time that can have different purposes, but focuses on measuring your impact in terms of achieving your pre-defined advocacy objectives to see how effective your advocacy work has been in bringing about the changes you intended (see monitoring)

Food security: Food availability, accessible, utilization, and stability

Goal: Describes the change you want to see. It is the long-term result of your advocacy effort and your vision of change. The advocacy goal can be general.

Impact assessment: The systematic analysis of the lasting or significant changes, positive or negative, intended or not, in people's lives brought about by a given action or series of actions.

Indicators: Objective ways of measuring (indicating) that progress is being achieved. These must relate to the goals and objectives of the project.

Influential(s): An individual or organisation that is well positioned to influence the thinking and action of a target (see target) through a variety of means (e.g. financial pressure, status and reputation, power relationship, etc.)

Lobbying: Direct communication with decision-makers and others who have influence over them. The term comes from the word 'lobby' – an entrance area or meeting place. In advocacy, it refers to conversations and meetings where people get access to and seek to persuade those in power.

Malnutrition: Lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.

Micronutrient deficiency: Dietary deficiency is not enough of one or more vitamin and mineral deficiencies in the human body

Monitoring: Systematic and continuous collecting and analysing of information about the

progress of a project or programme over time (see evaluation).
Objective: In advocacy, this is the specific change that you can bring about that contributes to reaching your goal (see goal). It is specific and measurable and defines what you will accomplish, where, when, and with whom. Generally, the timeframe for an advocacy objective will be 1-3 years, and the objective should focus on a specific action that an institution can take. The specific change you want to bring about should be expressed in terms of what should change, who should do it, and by when.
Overnutrition: The amount of nutrients exceeds the amount required for normal growth, development, and metabolism
Overweight: Above a weight considered normal or desirable
Participation: is about having the opportunity to express a view, influence decision making and achieve change.
Programme (or program): All of the work supported by an agency within the same sector, theme or geographical area, based on a co-ordinated approach and working towards an overall goal. Programmes include direct interventions, service delivery and advocacy
Stakeholder: All groups of people who can affect or will be affected by the proposed activity – including individuals, institutions, civil society organizations, enterprises or government bodies .There are differences in the roles and responsibilities of all stakeholders, their access to and control over resources and the part they play in decision-making.
Situation analysis: The foundation for any programme plan. It provides the analysis of the problem that you are trying to change, and looks at the ways in which it can be addressed. There are different ways of carrying out a situation analysis.
Stunting: Short for age -prevent from growing or developing properly
Target(s): The key individual(s) who are in a position to bring about the policy change you seek (see influentials).
Undernutrition: Lack of proper nutrition, caused by not having enough food or not eating enough food containing substances necessary for growth and health.
Wasting: Unintended loss of weight and lean body tissue as a result malnutrition

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