

Uganda Nutrition Advocacy Planning Workshop Guide for Districts and Lower Local Governments

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Introduction to the Nutrition Advocacy Planning Workshop Package for Districts and Lower Local Governments

This package—which includes this guide and the accompanying PowerPoint—was developed to build upon the previous step of developing a multi-sectoral nutrition action plan (MSNAP), which prioritizes nutrition services and interventions in a district/lower local government (LLG). For example, in Uganda, the Food and Nutrition Technical Assistance III Project (FANTA), funded by the U.S. Agency for International Development (USAID), worked with the Office of the Prime Minister (OPM) Nutrition Secretariat, the Ministry of Local Government, and Wageningen University & Research Centre/Centre for Development Innovation (CDI) to strengthen nutrition leadership and governance at both the national and district levels in order to integrate nutrition into district activities. This partnership, known as the District Nutrition Coordination Committee (DNCC) Initiative, focused on 10 districts in Uganda’s northern and southwestern regions—Amuru, Dokolo, Kamwenge, Kasese, Kisoro, Lira, Masindi, Ntungamo, Oyam, and Sheema—and assisted them in developing MSNAPs¹.

The Nutrition Advocacy Planning Workshop Package for Districts and Lower Local Governments (LLGs) was developed to assist practitioners in-country to facilitate workshops with nutrition coordination committees (NCC) members and political and technical leadership to guide them in developing district/LLG-level nutrition advocacy implementation plans to support their existing MSNAPs as well as talking points to convey advocacy messages in districts/LLGs. Advocacy implementation plans are critical as they lay out how to conduct advocacy in a systematic and coordinated way in each district/LLG. An advocacy implementation plan should identify key audiences to be targeted in each district/LLG and determine a specific call to action for each audience that will approve and/or implement the MSNAP. Participants at the workshop will also develop one or more sets of talking points to convey nutrition advocacy messages to various audiences. District/LLG-level nutrition advocacy implementation plans can be developed after or at the same time as the process at the national level to develop a national nutrition advocacy plan. For more information on assisting stakeholders with developing a national nutrition advocacy plan, see multisectoralnutritiontoolkit.co.ug.

Tools and templates included in the package:

[Session plan](#) for the district/LLG-level nutrition advocacy planning workshop

[PowerPoint template](#) for the district/LLG-level nutrition advocacy planning workshop

[Agenda](#) for the district/LLG-level nutrition advocacy planning workshop

[Sample District/LLG-Level Nutrition Advocacy Implementation Plan](#)

[Sample District/LLG-Level Nutrition Advocacy Talking Points](#)

[Template for a District/LLG-Level Nutrition Advocacy Implementation Plan](#)

¹ For more information on how to support districts in developing MSNAPs, see multisectoralnutritiontoolkit.co.ug. For more information on one district’s experience in developing an MSNAP and securing approval from the District Executive Committee and District Council in Uganda, see *Working Towards the Sustainable Development Goals: Turning Nutrition Policy into Action in Uganda’s Dokolo District*, available at <http://www.fantaproject.org/countries/uganda/working-towards-sustainable-development-goals-turning-nutrition-policy-action-uganda>.

These materials were developed through work with DNCCs as part of the DNCC Initiative but have been adapted for use at both district and LLG levels by nutrition coordination committees (NCCs) (DNCCs, Division Nutrition Coordination Committees [DiNCCs], Town Council Nutrition Coordination Committees [TNCCs], Sub-County Nutrition Coordination Committees [SNCCs], and Municipality Nutrition Coordination Committees [MNCCs]). The package was designed as a 4-day workshop and includes an agenda, session plans, and PowerPoint presentations, as well as a sample district/LLG-level nutrition advocacy implementation plan and talking points. The templates provided should be adapted and used with the notes under each step below to assist with holding a district/LLG-level nutrition advocacy planning workshop and working with NCCs to implement the workshops. The PowerPoint slides provided include examples from Uganda to be used as a reference. The workshop may take more or less time, depending on the number of participants and their experience with nutrition advocacy. For example, if only a few districts/LLGs are represented, facilitators may be able to move through the agenda in 3 or 4 days. If participants from several districts/LLGs are present, however, and their experience in nutrition advocacy is limited (and they would like more time to practise using the talking points), 5 days may be needed.

Step 1: Identify facilitation team

Begin planning for the workshop 8–12 weeks in advance. Staff requirements include two facilitators with a combination of skills, including:

- Sound knowledge of nutrition and advocacy
- Strong facilitation skills and expertise in participatory facilitation methodologies, such as Visualization in Participatory Programmes (VIPP)*, which are based upon consensus building and participatory principles
- Knowledge of and relationships with nutrition stakeholders at the district/LLG level
- Strong writing and communication skills

Step 2: Plan a workshop to develop district/LLG-level nutrition advocacy implementation plans

Work with the local government, implementing partners, and existing NCCs in-country to plan the workshop. In particular, discuss prospective dates for the workshop and identify individuals from the local government or implementing partners who could:

- Provide welcoming remarks
- Present the national nutrition situation and policy environment

NUTRITION ADVOCACY IS ESSENTIAL TO:

- Create awareness and understanding of the importance of nutrition among the public and within government
- Ensure adequate resources and structures for nutrition services
- Increase political action and accountability among government and stakeholders

THE VIPP METHOD*

The Visualization in Participatory Programmes (VIPP) method is referred to throughout the package. It was chosen as a facilitation method to promote a consensus-based and participatory approach and to ensure that ‘everyone’s voice is heard’ throughout the process.

VIPP materials needed and information on how to use the method are included in each session plan.

- Present national strategies/corresponding materials related to nutrition advocacy and resources available to support nutrition advocacy (such as PROFILES*)
- Wrap up the workshop
- Chair the workshop

Determine which districts/LLGs to invite and create an invitation list with 5–10 invitees from each NCC and district/LLG department heads from key sectors. Invitation lists typically include 40–60 individuals, which should yield about 30–50 attendees. Send a ‘save the date’ notice 6 weeks in advance, followed by an official invitation 4 weeks before the workshop. The invitation should ask the attendees to bring to the workshop any existing nutrition advocacy materials used in their districts/LLGs. While the workshop materials have been designed for practitioners to bring together several districts/LLGs to develop district/LLG nutrition advocacy implementation plans, the materials can be tailored if a single district/LLG is interested in developing their own plan.

**PROFILES is a tool for nutrition advocacy that generates estimates on the economic and health consequences of not adequately addressing a country’s nutrition problems, and the benefits of improved nutrition, including lives improved and saved, human capital gains, and economic productivity gains. Based on these projected consequences and benefits, the results can be used to engage high-level stakeholders in a collaborative nutrition advocacy process to identify, prioritize, and advocate for evidence-based actions to improve nutrition.*

Step 3: Manage workshop logistics

Secure a venue and manage logistical needs. Meeting space and materials needed for the workshop include the following:

- 1 large room with tables to seat approximately 30–50 participants and enough room for participants to break out into small groups (one for each district/LLG)
- 1 projector and screen
- 5–7 flip charts and stands
- 2–3 boxes of markers
- 4–6 rolls of masking tape
- VIPP cards, index cards, and/or sticky notes of different colours and sizes
- Notepads and pens
- Folders for participants with agendas and workshop handouts
- Name tags
- Printer and paper
- Participant sign-in sheets
- Staff person who can provide ongoing administrative and logistical support during the workshop

Step 4: Prepare speakers and facilitators for their sessions

The agenda should be adapted to reflect the local context. The session plan template provides detailed facilitator notes to guide the workshop, but the content of the sessions should be tailored to each context as well. The times allocated for each session are flexible—some sessions may need more or less time depending on the context. Once the session plans have been appropriately updated, provide them to the speakers and each member of the facilitation team. Walk through the sessions with the team and

answer any questions. Facilitators should continue to review and practice all of the sessions before the workshop.

Step 5: Conduct the workshop

Participants at the workshop will do the following:

- Develop district/LLG-specific nutrition advocacy implementation plans, each of which includes a timeline for advocacy activities and development/dissemination of materials in the district/LLG
- Develop initial drafts of talking points for select key audiences in the plan

Step 6: Work with NCCs to implement the nutrition advocacy implementation plans

After the workshop, work with each NCC to assist them with implementing their district/LLG-level nutrition advocacy implementation plan. Determine a schedule with each NCC to provide technical assistance via email, phone calls, or supportive supervision visits. Technical assistance could include helping them develop additional sets of talking points, presentations or other materials to use with the audiences outlined in their plans, or helping them think through strategic next steps in the implementation of their advocacy plans.

Agenda for District/LLG-Level Nutrition Advocacy Planning Workshop

Day 1	
Time	Session
8:30 a.m. – 9:00 a.m.	Welcome and Introductions
9:00 a.m. – 9:30 a.m.	Session 1: Purpose of Workshop and Review of Agenda
9:30 a.m. – 11:00 a.m.	Session 2: National Nutrition Situation and Policy Environment
11:00 a.m. – 11:15 a.m.	Tea Break
11:15 a.m. – 12:15 p.m.	Session 3: National Nutrition Advocacy Strategies, Materials, and Resources
12:15 p.m. – 1:00 p.m.	Session 4: Multi-Sectoral Nutrition Action Plans and Advocacy Needed to Support Those Plans
1:00 p.m. – 2:00 p.m.	Lunch
2:00 p.m. – 3:00 p.m.	Session 4 (Continued): Multi-Sectoral Nutrition Action Plans and Advocacy Needed to Support Those Plans
3:00 p.m. – 3:30 p.m.	Session 5: Sample District/LLG-Level Nutrition Advocacy Implementation Plan and Talking Points
3:30 p.m. – 5:15 p.m.	Session 6: Audiences, Desired Changes, Barriers, and Motivators
5:15 p.m. – 5:30 p.m.	Wrap-Up and Coffee/Tea

Day 2	
Time	Session
8:30 a.m. – 9:00 a.m.	Recap of Day 1
9:00 a.m. – 10:30 a.m.	Session 1 (Continued): Audiences, Desired Changes, Barriers, and Motivators
10:30 a.m. – 11:00 a.m.	Session 2: Revision of Desired Changes, Barriers, and Motivators per Audience
11:00 a.m. – 11:15 a.m.	Tea Break
11:15 a.m. – 1:00 p.m.	Session 3: Intention of Advocacy Communication
1:00 p.m. – 2:00 p.m.	Lunch
2:00 p.m. – 2:30 p.m.	Session 4: Revision of Intention of Advocacy Communication
2:30 p.m. – 5:15 p.m.	Session 5: Activities, Support Materials, Timeline, and Responsible Person(s)
5:15 p.m. – 5:30 p.m.	Wrap-Up and Coffee/Tea

Day 3	
Time	Session
8:30 a.m. – 9:00 a.m.	Recap of Day 2
9:00 a.m. – 9:30 a.m.	Session 1: Revision of Activities, Support Materials, Timeline, and Responsible Person(s)
9:30 a.m. – 11:00 a.m.	Session 2: Indicators and Means of Verification
11:00 a.m. – 11:15 a.m.	Tea Break
11:15 a.m. – 12:15 p.m.	Session 2 (Continued): Indicators and Means of Verification
12:15 p.m. – 1:00 p.m.	Session 3: Revision of Indicators and Means of Verification
1:00 p.m. – 2:00 p.m.	Lunch
2:00 p.m. – 3:45 p.m.	Session 4: How to Convey Your Message: Development of Talking Points
3:45 p.m. – 5:15 p.m.	Session 5: Review of Talking Points and Feedback
5:15 p.m. – 5:30 p.m.	Wrap-Up and Coffee/Tea

Day 4	
Time	Session
8:30 a.m. – 9:00 a.m.	Recap of Day 3
9:00 a.m. – 11:00 a.m.	Session 1: Review of Draft District/LLG-Level Nutrition Advocacy Implementation Plans
11:00 a.m. – 11:15 a.m.	Tea Break
11:15 a.m. – 12:00 p.m.	Session 2: Revision of Talking Points
12:00 p.m. – 1:00 p.m.	Session 3: Practice Sessions with Talking Points
1:00 p.m. – 2:00 p.m.	Lunch
2:00 p.m. – 4:30 p.m.	Session 3 (Continued): Practice Sessions with Talking Points
4:30 p.m. – 5:15 p.m.	Session 4: Discussion of Additional Support and Resources Needed to Support District/LLG-Level Nutrition Advocacy
5:15 p.m. – 5:30 p.m.	Closing and Coffee/Tea

Session Plans

Day 1, Session 1: Purpose of Workshop

Who:	40–50 participants
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> • Review and discuss the purpose of the workshop • Define advocacy for the purposes of the workshop • Outline why advocacy is essential at the district/LLG level for progress in nutrition • Share nutrition advocacy experiences from participants • Review and discuss the content of the workshop <p>So That (The Anticipated Change): Participants understand the definition of advocacy, why it is essential at the district/LLG level, and what can be expected in the workshop.</p>
When:	<p>Day 1, Session 1</p> <p>9:00 a.m. – 9:30 a.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> • Flip charts • Markers • VIPP (Visualization in Participatory Programme) cards

What:	What For:	How:
<p>This session is structured in three parts:</p> <ul style="list-style-type: none"> • Part 1 includes introductions of participants. • Part 2 includes the purpose of the workshop, definition of advocacy, and why it is essential. • Part 3 includes expectations and content of the workshop, introduces the VIPP methodology, and sets ground rules. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Explained their organization, role, interest in, and expectations for the workshop • Reviewed the content of the workshop • Recognized the definition of advocacy and why it is essential at the district/LLG level • Set ground rules for the workshop 	<p><u>Facilitator</u> <i>During Day 1, the facilitator should ask each group to choose a rapporteur, who will be given a template of the district/LLG nutrition advocacy implementation plan and can add in the sections to the plan from each session. At the end of Day 2, each small-group rapporteur will send the draft plan for their group to the facilitator, who will print it out for plenary review during the first session of Day 3.</i></p> <p>Part 1 (10 minutes)</p> <ol style="list-style-type: none"> 1. Welcome the participants and ask each participant to introduce themselves, the organization they represent, their role in the organization, and their interest in nutrition advocacy. <p>Part 2 (10 minutes)</p> <ol style="list-style-type: none"> 1. Ask the group how they define advocacy (e.g., what has been their experience?). 2. Present the PowerPoint (PPT) slides. <p>Part 3 (10 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants to state their expectations for the workshop and have co-facilitator write each the flip chart page hanging in the front of the room 2. Review the agenda for the workshop. 3. Explain the VIPP (Visualization in Participatory Programme) methodology to the participants, specifically that VIPP is designed to ensure that everyone’s voice is heard. 4. Explain the VIPP rules and write them down on a flip chart: one thought/idea per card; use a marker, not a pen; write with the broad side of the marker; no more than three lines per card. 5. To establish ground rules for the workshop, set up one flip chart page with a vertical line down the middle, and start the game ‘topsy-turvy’, asking the question: ‘If you wanted to make this workshop not successful, what would you do?’ For example, talk on the phone during sessions, come in late, sleep, etc. Write each idea down on a VIPP card and tape the card on the left side of the flip chart. 6. Then ask, ‘So, what will make this workshop successful?’ For example, turn our phones on silent, be on time, be engaged, etc. Write each idea down on a VIPP card and tape it on the right side of the flip chart. 7. Ask the participants if they agree that the ideas on the right side of the flip chart are the ground rules.

Day 1, Session 2: National Nutrition Situation and Policy Environment

Who:	40–50 participants	
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> • Give participants an overview of the nutrition situation in the country and begin the dialogue about nutrition in their region/district/LLG • Give participants an opportunity to review/refresh themselves on the national policy environment <p>So That (The Anticipated Change): Participants have an opportunity to hear an overview of the nutrition situation in the country and in the districts/LLGs, and to review/refresh themselves on the national policy environment.</p>	
When:	<p>Day 1, Session 2</p> <p>9:30 a.m. – 11:00 a.m.</p>	
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> • PPT 	
What:	What For:	How:
<p>This session is structured in six parts.</p> <ul style="list-style-type: none"> • Part 1 includes a PPT presentation. • Part 2 consists of a question-and-answer (Q&A) session. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Discussed the country and district/LLG context for nutrition, as well as the policy environment 	<p><u>Facilitator</u></p> <p>Part 1 (1 hour, 30 minutes)</p> <ol style="list-style-type: none"> 1. Present the PPT with the context for nutrition at the country and district/LLG levels (including interventions, coverage, and challenges). <p>Part 2 (30 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants if they have any questions.

Day 1, Session 3: National Strategies and Corresponding Materials Related to Nutrition Advocacy and Resources Available to Support Nutrition Advocacy

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> • Give participants an overview of the national-level strategies related to nutrition advocacy, corresponding materials that have been developed to implement the strategies, and resources available in-country (such as PROFILES* results) to support nutrition advocacy efforts <p>So That (The Anticipated Change): Participants have an opportunity to understand national-level strategies, materials, and resources that relate to nutrition advocacy in-country.</p>
When:	<p>Day 1, Session 3</p> <p>11:15 a.m. – 12:15 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> • PPT (with examples from Uganda) • <i>[Additional handouts to be determined in-country, depending on strategies and resources available]</i>

What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> • Parts 1, 3, and 5 include a PPT presentation or handouts. • Parts 2, 4, and 6 consist of a Q&A session. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Discussed national-level advocacy strategies, materials, and resources that relate to nutrition advocacy 	<p><i>Facilitator</i></p> <p>Part 1 (15 minutes)</p> <ol style="list-style-type: none"> 1. Present any national-level strategies related to nutrition advocacy and identify what is applicable to local governments. <p>Part 2 (5 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants if they have any questions. <p>Part 3 (15 minutes)</p> <ol style="list-style-type: none"> 1. Present any existing nutrition advocacy materials in-country. <p>Part 4 (5 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants if they have any questions. <p>Part 5 (15 minutes)</p> <ol style="list-style-type: none"> 1. Present any resources available in-country to support nutrition advocacy (such as PROFILES* results). <p>Part 6 (5 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants if they have any questions.

* PROFILES is a tool for nutrition advocacy, which generates estimates on the economic and health consequences of not adequately addressing a country's nutrition problems, and the benefits of improved nutrition, including lives improved and saved, human capital gains, and economic productivity gains. Based on these projected consequences and benefits, the results can be used to engage high-level stakeholders in a collaborative nutrition advocacy process to identify, prioritize, and advocate for evidence-based actions to improve nutrition.

Day 1, Session 4: Multi-Sectoral Nutrition Action Plans and Advocacy Needed to Support Those Plans

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> • Discuss existing multi-sectoral nutrition action plans (MSNAPs)* and advocacy needed to support those plans <p>So That (The Anticipated Change): Participants have an understanding of what is currently included in the MSNAPs* for their district/LLG and begin discussing how advocacy at the district/LLG level can support the implementation of those plans.</p>
When:	<p>Day 1, Session 4</p> <p>12:15 p.m. – 1:00 p.m. and 2:00 p.m. – 3:00 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <p>_____</p> <ul style="list-style-type: none"> • Copies of MSNAPs* for each district/LLG • Any advocacy materials currently being used at the district/LLG level to support the MSNAPs*

*An MSNAP consists of prioritized nutrition services and interventions needed based on the nutrition situation in a given district/LLG. Typically, Nutrition Coordination Committees (NCCs) are responsible for development of an MSNAP and advocacy is needed for Executive Committees and Councils to approve an MSNAP. If a district/LLG has not yet developed an MSNAP, it is recommended that that process take place first. Information on how to develop an MSNAP can be found on the Plan and Budget page of the [Multi-Sectoral Nutrition Toolkit website](#).

What:	What For:	How:
<p>This session is structured in three parts.</p> <ul style="list-style-type: none"> Part 1 includes discussion of any nutrition advocacy materials that are currently being used to support MSNAPs at the district/LLG level. Part 2 includes small-group work of reviewing MSNAPs and discussing challenges that have been encountered or that participants foresee in their districts/LLGs. Part 3 includes sharing challenges in plenary and discussing how participants have dealt with the challenges thus far and if any successful solutions have been employed. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Discussed their district/LLG's MSNAP Brainstormed challenges encountered thus far or foreseen in getting approval for and implementing their district/LLG's MSNAP and any successful solutions that have been employed 	<p>Facilitator</p> <p>Part 1 (15 minutes)</p> <ol style="list-style-type: none"> Ask the group if there are nutrition advocacy materials currently being used to promote implementation of their district/LLG's MSNAP, such as talking points for speaking with key decision makers. If so, ask if the material can be shared with the group. If not, ask participants if they know of advocacy materials on other topics that they like or dislike and why. <p>Part 2 (30 minutes)</p> <ol style="list-style-type: none"> Ask participants to form groups (one for each district/LLG), review the MSNAP their district/LLG has previously prepared, and discuss challenges they foresee or have encountered thus far in getting their MSNAP approved or implemented. This could include annual planning, budget approval, resource mobilisation, etc. Give each small group 5–7 cards of one colour and ask them to write down one challenge on each card. <p>Part 3 (1 hour)</p> <ol style="list-style-type: none"> Ask each group to present each of their cards in plenary and tape these on a flip chart sheet on the wall. After each group has gone through each challenge, ask the group if they see any similarities. Ask participants to share in plenary how they have dealt with the challenges they have encountered thus far and if they have developed any successful solutions they would like to share with the group.

Day 1, Session 5: Sample District/LLG-Level Nutrition Advocacy Implementation Plan and Talking Points

Who:	40–50 participants	
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Review and discuss the sample district/LLG-level nutrition advocacy implementation plan and talking points <p>So That (The Anticipated Change): Participants have an understanding of possible information to be included in a district/LLG-level advocacy implementation plan and talking points.</p>	
When:	<p>Day 1, Session 5</p> <p>3:00 p.m. – 3:30 p.m.</p>	
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <p>_____</p> <ul style="list-style-type: none"> Sample district/LLG-level nutrition advocacy implementation plan and talking points 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 includes discussion of the sample district/LLG-level nutrition advocacy implementation plan and talking points. Part 2 includes Q&A. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Discussed the sample district/LLG-level nutrition advocacy implementation plan and talking points 	<p>Facilitator</p> <p>Part 1 (20 minutes)</p> <ol style="list-style-type: none"> Hand out the sample district/LLG-level nutrition advocacy implementation plan and talking points and ‘walk’ participants through each. <p>Part 2 (10 minutes)</p> <ol style="list-style-type: none"> Ask participants if they have any questions or any suggestions on how the documents could be improved.

Day 1, Session 6, and Day 2, Session 1: Audiences, Desired Changes, Barriers, and Motivators

Who:	40–50 participants	
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Determine the audiences, desired changes, barriers to that change, and motivators for each district/LLG’s nutrition advocacy implementation plan <p>So That (The Anticipated Change): Participants decide on which audiences are most crucial in their district/LLG to ensure nutrition services are implemented, what specific changes are needed, why that change is not already happening (i.e. the barriers), and what the motivators would be from the audience’s perspective.</p>	
When:	Day 1, Session 6, and Day 2, Session 1 3:30 p.m. – 5:15 p.m. (Day 1) and 9:00 – 10:30 a.m. (Day 2)	
Where:	[Insert location]	
Location, Space, and Materials Needed	<ul style="list-style-type: none"> VIPP cards Flip charts Markers 	<ul style="list-style-type: none"> Tape Handout of example district/LLG-level nutrition advocacy implementation plan Traffic signs Flip chart indicating meaning of traffic signs
What:	What For:	How:
<p>This session is structured in three parts.</p> <ul style="list-style-type: none"> Part 1 includes a brainstorming session on audiences to be included in district/LLG-level nutrition advocacy implementation plans. Part 2 includes group work. Part 3 consists of each group sharing and discussing the 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Brainstormed and prioritized audiences, desired changes, barriers, and motivators Presented and discussed audiences, desired changes, barriers, and motivators, in plenary 	<p>Facilitator</p> <p>Part 1 (1 hour)</p> <ol style="list-style-type: none"> In plenary, refer back to the sample district/LLG-level nutrition advocacy implementation plan handout and explain that the remaining sessions are designed to walk participants through developing each section of their own district/LLG nutrition advocacy implementation plan. In plenary, based on each district/LLG’s MSNAP, brainstorm which audiences are important to ensure that those plans are implemented in that district/LLG. Write each audience down on a separate VIPP card and post it on a flip chart sheet, categorizing those that may be similar. Once the group has come up with a list, ask them to return to their small groups and spend 15–20 minutes discussing which audiences they would like to target with their district/LLG nutrition advocacy implementation plan, writing

desired changes, barriers, and motivators for each audience.

each audience on a VIPP card and placing it on a flip chart sheet. Instruct each group that 3–5 audiences are ideal for each district/LLG’s plan.
4. Ask each small group to present their targeted audiences to the plenary, allowing time for feedback.

Part 2 (45 minutes)

1. Give each small group a blue card to write a desired change for each audience they have selected, a red card for the barriers to that change, and a green card for the motivators. Refer back to the sample district/LLG nutrition advocacy implementation plan.

Day 2

Part 3 (1 hour, 30 minutes)

1. Ask each group to place their flip charts with VIPP cards on the wall and very briefly present what they have discussed and recorded. Explain that there will be an activity where everyone will have an opportunity to discuss what the groups have developed but that they should keep their questions until then.
2. After each group has presented, introduce ‘traffic signs’—using flip chart sheets—by explaining to the group that a green exclamation point indicates something they like or are in agreement with; a yellow question mark indicates something they have a question about; and a red lightning bolt indicates something they disagree with.
3. With the help of the co-facilitator, give each participant a set of traffic signs.
4. Tell participants they have 15 minutes to review all of the flip chart sheets and place their traffic signs.
5. Then ask participants to gather around each flip chart and ask for clarification on areas where there are questions and conflicts, and point out which areas participants liked.
6. Ask the co-facilitator to take notes on a flip chart for each audience and give each small group their flip chart at the end of the discussion.

Day 2, Session 2: Revision of Desired Changes, Barriers, and Motivators per Audience

Who:	40–50 participants	
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Revise the desired changes, barriers, and motivators for each audience based on feedback from plenary <p>So That (The Anticipated Change): Participants can reach consensus on desired changes, barriers, and motivators for each audience.</p>	
When:	Day 2, Session 2 10:30 a.m. – 11:00 a.m.	
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> VIPP cards Flip charts Markers Tape Flip charts with notes from previous discussion 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 consists of small-group work to incorporate changes to the desired changes, barriers, and motivators for each audience. Part 2 includes a very brief summary from each group on what changes they made and why. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Revised desired changes, barriers, and motivators for each audience based on feedback from the larger group 	<p>Facilitator</p> <p>Part 1 (15 minutes)</p> <ol style="list-style-type: none"> Hand out the flip chart notes to each small group with feedback from plenary on desired changes, barriers, and motivators. Instruct each small group to make any necessary revisions based on the feedback given during plenary. <p>Part 2 (15 minutes)</p> <ol style="list-style-type: none"> Instruct each group to spend about 2–3 minutes presenting the final changes that were made to the larger group.

Day 2, Session 3: Intention of Advocacy Communication

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Determine the intention of the advocacy communication for each audience participants have selected <p>So That (The Anticipated Change): Participants can decide how they can address the barriers they have identified with their advocacy communication.</p>
When:	<p>Day 2, Session 3 11:15 a.m. – 1:00 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> VIPP cards Flip charts Markers Tape

What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 includes group work. Part 2 consists of each group sharing and discussing the intention of the advocacy communication for each audience. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Presented and discussed the intention of advocacy communication for each audience with the plenary 	<p>Facilitator</p> <p>Part 1 (45 minutes)</p> <ol style="list-style-type: none"> Give each small group a green card to write down the intention of the advocacy communication for each audience. Refer back to the sample district/LLG-level nutrition advocacy implementation plan. Explain that the intention of the advocacy communication is HOW they are going to address the barrier they have identified to create the desired change (i.e., influence knowledge, attitudes, or beliefs through communication). <p>Part 2 (1 hour)</p> <ol style="list-style-type: none"> Ask each group to place their flip charts with VIPP cards on the wall and present what they have discussed and recorded. Allow time for participants to give each group feedback. Ask the co-facilitator to take notes on a flip chart for each audience and give each small group their own flip chart at the end of the discussion.

Day 2, Session 4: Revision of Intention of Advocacy Communication

Who:	40–50 participants	
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Revise the intention of the advocacy communication for each audience based on feedback from plenary <p>So That (The Anticipated Change): Participants can reach consensus on the intent of the advocacy communication for each audience.</p>	
When:	<p>Day 2, Session 4 2:00 p.m. – 2:30 p.m.</p>	
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> VIPP cards Flip charts Markers Tape Flip charts with notes from previous discussion 	
What:	What For:	How:
<p>This session is structured in two parts:</p> <ul style="list-style-type: none"> Part 1 consists of small-group work to incorporate changes to the intention of the advocacy communication for each audience. Part 2 includes a very brief summary from each group on what changes they made and why. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Revised the intention of the advocacy communication for each audience based on feedback from the larger group 	<p><u>Facilitator</u></p> <p>Part 1 (20 minutes)</p> <p>1. Hand out the flip chart notes to each small group with feedback from plenary on their advocacy communication intention. Instruct each small group to make any necessary revisions based on the feedback given during plenary.</p> <p>Part 2 (10 minutes)</p> <p>1. Instruct each group to spend about 2–3 minutes presenting the final changes that were made to the larger group.</p>

Day 2, Session 5: Activities, Materials, Timeline, and Responsible Person(s)

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> • Determine which advocacy activities, materials, timeline, and responsible person(s) should be included in each district/LLG nutrition advocacy implementation plan per audience in small groups <p>So That (The Anticipated Change): Participants can work in small groups to determine possible activities, materials, timeline, and responsible person(s) to be included in each district/LLG nutrition advocacy implementation plan per audience.</p>
When:	Day 2, Session 5 2:30 p.m. – 5:15 p.m.
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> • VIPP cards • Tape • Flip charts • Markers

What:	What For:	How:
<p>This session is structured in three parts:</p> <ul style="list-style-type: none"> Part 1 includes a discussion of how participants have convinced a person or a group to take action on a particular subject. Part 2 includes small-group work to determine possible activities, materials, timeline, and responsible persons to be included in the district/LLG nutrition advocacy implementation plan. Part 3 includes discussion and feedback in plenary of activities, materials, timeline, and responsible persons to be included in the district/LLG nutrition advocacy implementation plan. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Discussed what participants have done in the past to convince a person or group to take action Determined possible activities, materials, timeline, and responsible person(s) to be included in the district/LLG nutrition advocacy implementation plan 	<p>Facilitator</p> <p>Part 1 (10 minutes)</p> <ol style="list-style-type: none"> Ask the group what they have done in the past to convince a person or a group to take action and what has been their experience. What did they think was effective? Or not effective? <p>Part 2 (50 minutes)</p> <ol style="list-style-type: none"> Refer back to the sample district/LLG nutrition advocacy implementation plan and review the activities, materials, timeline, and responsible persons. Ask participants if they have any questions. Give each small group five yellow cards (for listing possible activities), five white cards (for listing possible materials), five blue cards (for writing down the timeline), and five green cards (for listing responsible person or persons, including themselves.) During the small group work, ask participants to consider these questions. <ul style="list-style-type: none"> Which activities (one-on-one meetings, group presentations, etc.) will best reach your audience? Is the activity feasible given available resources? What do you need to carry out such an activity (talking points, PPT, leave-behind fact sheet, etc.)? Which language(s) would best reach your audiences? Would the information you want to convey be more persuasive coming from you or from someone else? <p>Part 3 (1 hour, 15 minutes)</p> <ol style="list-style-type: none"> Ask participants to hang their flip chart sheets with VIPP cards on the wall. Ask each small group to present their ideas and provide time for the plenary to give feedback. Ask the co-facilitator to record feedback from the larger group on a flip chart.

Day 3, Session 1: Revision of Activities, Materials, Timeline, and Responsible Person(s)

Who:	40–50 participants	
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Revise the activities, materials, timeline, and responsible person(s) for each audience based on feedback from plenary <p>So That (The Anticipated Change): Participants can reach consensus on activities, materials, timeline, and responsible person(s) for each audience.</p>	
When:	<p>Day 3, Session 1</p> <p>9:00 a.m. – 9:30 a.m.</p>	
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <p>_____</p> <ul style="list-style-type: none"> VIPP cards Flip charts Markers Tape Flip charts with notes from previous session 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 consists of small-group work to incorporate changes to the activities, materials, timeline, and responsible person(s) for each audience. Part 2 includes a very brief summary from each group on what changes they made and why. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Revised activities, materials, timeline, and responsible person(s) for each audience based on feedback from the larger group 	<p>Facilitator</p> <p>Part 1 (20 minutes)</p> <ol style="list-style-type: none"> Instruct each small group to make any necessary revisions based on the feedback given during plenary. <p>Part 2 (10 minutes)</p> <ol style="list-style-type: none"> Instruct each group to spend about 2–3 minutes presenting the final changes that were made to the larger group.

Day 3, Session 2: Indicators and Means of Verification

Who:	40–50 participants
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> • Discuss how we judge the success of our efforts • Develop proposed indicators and means of verification for the district/LLG nutrition advocacy implementation plans <p>So That (The Anticipated Change): Participants have an understanding of ways in which the district/LLG nutrition advocacy implementation plans can be monitored and evaluated, and can work in small groups to determine proposed indicators and means of verification to be included in each plan per audience.</p>
When:	<p>Day 3, Session 2</p> <p>9:30 a.m. – 11:00 a.m. and 11:15 a.m. – 12:15 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> • VIPP cards • Tape • Flip charts • Markers

What:	What For:	How:
<p>This session is structured in three parts.</p> <ul style="list-style-type: none"> • Part 1 includes a discussion in plenary on how we evaluate the success of our efforts. • Part 2 consists of small-group work to determine indicators and means of verification. • Part 3 includes discussion and feedback from plenary. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Discussed how the district/LLG nutrition advocacy implementation plans can be monitored and evaluated • Developed proposed indicators and means of verification for each audience • Discussed proposed indicators and means of verification for each audience 	<p>Facilitator</p> <p>Part 1 (10 minutes)</p> <ol style="list-style-type: none"> 1. Ask the group: How do we typically judge the success of our efforts? What means of verification do we use? 2. Using the PPT, explain the different types of indicators participants could use to track their progress. <p>Part 2 (50 minutes)</p> <ol style="list-style-type: none"> 1. Refer back to the sample district/LLG nutrition advocacy implementation plan for an example of indicators and means of verification. 2. Answer any questions the group may have. 3. Provide five orange cards (for the proposed indicators) and five blue cards (for the proposed means of verification) to each small group. 4. Ask each small group to brainstorm indicators based on the desired change (outcome indicators) and the intention of advocacy communication (output indicators) and activities (process indicators). <p>Part 3 (1 hour, 30 minutes)</p> <ol style="list-style-type: none"> 1. Ask each group to hang their flip chart sheet and VIPP cards on the wall and briefly present the proposed indicators and means of verification for each audience. 2. Remind participants about how to use the traffic signs, and ask them to spend about 15 minutes reviewing all of the flip charts and posting their traffic signs. 3. Ask for clarification on the areas where there are questions and conflicts, and point out which areas participants liked. 4. Ask the co-facilitator to capture any suggestions on a flip chart and provide it to the small groups at the end of the session.

Day 3, Session 3: Revision of Indicators (Continued)

Who:	40–50 participants	
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> Revise the indicators and means of verification based on feedback from plenary <p>So That (The Anticipated Change): Participants can reach consensus on indicators and means of verification.</p>	
When:	<p>Day 3, Session 3</p> <p>12:15 p.m. – 1:00 p.m.</p>	
Where:	[Insert location]	
Location, Space, and Materials Needed	<ul style="list-style-type: none"> VIPP cards Flip charts Markers Tape Flip charts with notes from previous session 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 consists of small-group work to incorporate changes to the indicators and means of verification. Part 2 includes a very brief summary from each group on what changes they made and why. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Revised indicators and means of verification based on feedback from the larger group 	<p><u>Facilitator</u></p> <p>Part 1 (30 minutes)</p> <ol style="list-style-type: none"> Instruct each small group to make any necessary revisions based on the feedback given during plenary. <p>Part 2 (15 minutes)</p> <ol style="list-style-type: none"> Instruct each group to briefly present the final changes that were made to the larger group.

Day 3, Session 4: How to Convey Your Message: Development of Talking Points

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Provide guidance to each small group to develop talking points to make the case for nutrition in their district/LLG <p>So That (The Anticipated Change): Small groups can develop talking points to advocate for implementation of their MSNAPs.</p>
When:	Day 3, Session 4 2:00 p.m. – 3:45 p.m.
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr style="width: 20%; margin-left: 0;"/> <ul style="list-style-type: none"> Sample talking points for use at the district/LLG level

What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 includes a review of the sample talking points for use at the district/LLG level. Part 2 includes group work to develop talking points that correspond with each district/LLG nutrition advocacy implementation plan. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Reviewed and discussed the sample talking points for use at the district/LLG level Developed draft talking points which correspond with each district/LLG nutrition advocacy implementation plan 	<p><i>Facilitator</i></p> <p>Part 1 (15 minutes)</p> <ol style="list-style-type: none"> Use the PPT to explain that the simpler the message, the easier it will be for the audience to remember the points made and the more impactful it will be. Instruct participants that talking points should typically have no more than three primary points (with three supporting points under each). Provide participants with sample talking points for use at the district/LLG level and discuss how these may be similar or different to what they might want to use with the audiences in their plans. Share any existing nutrition advocacy materials available in-country and let participants know they can borrow language or information from those resources, if needed. <p>Part 2 (1 hour, 30 minutes)</p> <ol style="list-style-type: none"> Using a flip chart and the sample talking points as a guide, ask each small group to spend the first 45 minutes drafting their own talking points for one audience, and the second 45 minutes drafting talking points for a second audience. Some groups may be faster than others. If groups have time to prepare talking points for more audiences in their plans, encourage them to do so.

Day 3, Session 5: Review of Talking Points and Feedback

Who:	40–50 participants	
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> • Discuss the talking points for participants and provide feedback to each small group <p>So That (The Anticipated Change): Participants can reach consensus on the talking points which correspond with their district/LLG nutrition advocacy implementation plan.</p>	
When:	<p>Day 3, Session 5</p> <p>3:45 p.m. – 5:15 p.m.</p>	
Where:	[Insert location]	
Location, Space, and Materials Needed	<ul style="list-style-type: none"> • Traffic signs • Flip chart indicating meaning of traffic signs • Flip charts from previous session 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> • Part 1 includes presentation of each small group’s initial set of talking points. • Part 2 includes a plenary session to review each small group’s talking points and discuss possible changes to the talking points. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Presented and discussed the draft talking points which correspond to one audience in each district/LLG nutrition advocacy implementation plan 	<p>Facilitator</p> <p>Part 1 (15 minutes)</p> <ol style="list-style-type: none"> 1. Ask each small group to hang their flip chart with the talking points on the wall and spend about 2–3 minutes presenting to the group. 2. Ask participants to hold their questions until the next exercise. <p>Part 2 (1 hour, 15 minutes)</p> <ol style="list-style-type: none"> 1. Remind participants how to use traffic signs. 2. With the help of the co-facilitator, give each person a new set of traffic signs. 3. Tell participants they have 15 minutes to review all of the flip charts and place their traffic signs. 4. Ask participants to gather around each flip chart and ask for clarification on the areas where there are questions and conflicts, and point out which areas they liked. 5. Ask the co-facilitator to take notes on a flip chart for each audience and give each small group their flip chart at the end of the discussion.

Day 4, Session 1: Review of Draft District/LLG-Level Nutrition Advocacy Implementation Plans

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> Allow participants to review each small group’s district/LLG nutrition advocacy implementation plan and provide feedback in plenary <p>So That (The Anticipated Change): Feedback can be given to each small group on their district/LLG nutrition advocacy implementation plan and they can make any changes necessary.</p>
When:	Day 4, Session 1 9:00 a.m. – 11:00 a.m.
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <hr/> <ul style="list-style-type: none"> Printouts of each district/LLG’s nutrition advocacy implementation plan

What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 includes a review of each district/LLG’s nutrition advocacy implementation plan in plenary. Part 2 includes time for each group to make changes to their district/LLG’s nutrition advocacy implementation plan based on feedback from plenary. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Reviewed and discussed the draft district/LLG nutrition advocacy implementation plan in plenary and made changes back in their small groups 	<p>Facilitator <i>During Day 1, the facilitator asked each group to choose a rapporteur, who was given a template of the district/LLG nutrition advocacy plan and was asked to add in the sections to the plan from each session. Each small group rapporteur should have sent in the draft plan for their group to the facilitator at the end of Day 3 to print out for plenary review during this session.</i></p> <p>Part 1 (1 hour, 30 minutes)</p> <ol style="list-style-type: none"> In plenary, provide participants with a printout of each district/LLG’s nutrition advocacy implementation plan. Ask each small group to spend about 10–15 minutes leading the plenary through their district/LLG’s plan, asking for feedback. Record the feedback on a flip chart for each group and provide to them after all of the advocacy plans have been discussed. <p>Part 2 (30 minutes)</p> <ol style="list-style-type: none"> Provide each group their flip chart with notes from the previous plenary and allow participants time to make changes to their district/LLG’s nutrition advocacy implementation plan.

Day 4, Session 2: Revision of Talking Points

Who:	40–50 participants	
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> Revise the talking points based on feedback from plenary <p>So That (The Anticipated Change): Participants can reach consensus on talking points.</p>	
When:	<p>Day 4, Session 2</p> <p>11:15 a.m. – 12:00 p.m.</p>	
Where:	<p>[Insert location]</p> <hr/>	
Location, Space, and Materials Needed	<ul style="list-style-type: none"> Flip charts Markers Flip charts with notes from yesterday’s Session 5 	
What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> Part 1 consists of small-group work to incorporate changes to the initial set of talking points. Part 2 includes a very brief summary from each group on what changes they made and why. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Revised talking points based on feedback from the larger group 	<p>Facilitator</p> <p>Part 1 (30 minutes)</p> <ol style="list-style-type: none"> Instruct each small group to make any necessary revisions to their talking points based on the feedback given during plenary. <p>Part 2 (15 minutes)</p> <ol style="list-style-type: none"> Instruct each group to briefly present the final changes that were made to the larger group.

Day 4, Session 3: Practice Sessions with Talking Points

Who:	40–50 participants
Why:	<p>The objective of this session is to:</p> <ul style="list-style-type: none"> • Allow participants to practise using the talking points they have developed with other participants and gain feedback and tips <p>So That (The Anticipated Change): Participants can feel comfortable leaving the workshop having used the talking points that have been developed.</p>
When:	<p>Day 4, Session 3</p> <p>12:00 p.m. – 1:00 p.m. and 2:00 p.m. – 4:30 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <p>_____</p> <ul style="list-style-type: none"> • Revised talking points from previous session

What:	What For:	How:
<p>This session is structured in three parts.</p> <ul style="list-style-type: none"> Part 1 consists of role play and practice sessions for each participant to play the role of either the target audience or the advocate for nutrition, and then switch roles. Part 2 includes conducting the role plays for the plenary and time for feedback. Part 3 includes additional role play and practice sessions for participants to use their second set of talking points, and a discussion on challenges and tips on making the case for nutrition. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> Practised using the talking points and provided feedback to their partners Discussed challenges and tips on making the case for nutrition 	<p><i>Facilitator</i></p> <p>Part 1 (1 hour)</p> <ol style="list-style-type: none"> 1. Explain to each small group that they will now be given a chance to practise using their talking points by doing role play with a partner. 2. Ask participants to pair up and instruct them to take a few minutes to prepare themselves for the role of either the target audience or the advocate. The target audience should ask pointed questions about why this is important to their district/LLG and what role they play. 3. Give each pair about 15 minutes for the role play, and then ask the person playing the target audience to provide feedback to the person playing the advocate on anything that was particularly compelling and what else they could have said to convince them. 4. Ask each pair to switch roles. <p>Part 2 (1 hour)</p> <ol style="list-style-type: none"> 1. After the role play is complete, ask each pair to do their role play for plenary. 2. Ask participants to comment on what was particularly compelling after each session and what else could have been said to convince the target audience. <p>Part 3 (1 hour, 30 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants to pair themselves up with a new partner and practise using the second set of talking points they have developed, providing feedback after each role play and then switching roles. 2. Ask for a few volunteers to do their role plays for plenary. 3. Again, ask participants to comment after each session on what was particularly compelling and what else could have been said to convince the target audience. 4. Discuss the challenges that participants anticipate when they go back to their districts/LLGs and what tips others can offer.

Day 4, Session 4: Discussion of Additional Support and Resources Needed to Support District/LLG-Level Nutrition Advocacy

Who:	40–50 participants
Why:	<p>The objectives of this session are to:</p> <ul style="list-style-type: none"> • Discuss other resources to support district/LLG-level nutrition advocacy <p>So That (The Anticipated Change): Participants can let the facilitation team know what other resources and support they anticipate needing when they go back to their districts/LLGs.</p>
When:	<p>Day 4, Session 4</p> <p>4:30 p.m. – 5:15 p.m.</p>
Where: Location, Space, and Materials Needed	<p>[Insert location]</p> <p>_____</p>

What:	What For:	How:
<p>This session is structured in two parts.</p> <ul style="list-style-type: none"> • Part 1 consists of pairs of participants discussing what resources and support they anticipate needing once they return back to their districts/LLGs and placing the ideas on cards. • Part 2 consists of discussion of the ideas in plenary. 	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Discussed resources and support districts/LLGs anticipate needing once they return home to support district/LLG-level nutrition advocacy 	<p><u>Facilitator</u></p> <p>Part 1 (20 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants to pair up with a partner and spend 20 minutes discussing what resources and support they anticipate needing to conduct nutrition advocacy once they return to their districts/LLGs. 2. Hand out five green cards to each pair and ask them to write down one idea on each card. <p>Part 2 (25 minutes)</p> <ol style="list-style-type: none"> 1. Once participants have finished filling out their cards, ask each pair to take turns presenting one card, which the facilitator will place on a flip chart, categorizing similar cards together. 2. Once all cards have been presented, ask if anyone has anything else they would like to add.

Sample District/LLG-Level Nutrition Advocacy Implementation Plan 2016–2018

[The plan below is meant to be illustrative and used as an example only. Information should be tailored to each country and district/LLG context.]

Background

Malnutrition is a major contributor to high morbidity and mortality among various segments of the population in the district/Lower Local Government (LLG), particularly children under 5 and pregnant and lactating women. Malnutrition in childhood results in long-term adverse effects on children's physical development and intellectual ability which consequently undermine academic performance, professional achievement, and work productivity. These effects, in turn, adversely impact human capital development and contribute to poor economic growth.

During the past two decades, the district/LLG has made gains in child survival and maternal health. However, chronic undernutrition (known as stunting, or low height-for-age) has continued to increase and remains high, at 52 percent in children under 5. Ten percent of children under 5 in the district/LLG are underweight; maternal anaemia is at 25 percent. The district/LLG faces a number of challenges from the underlying causes of undernutrition, including low household incomes, poor child feeding and care practices, poor hygiene practices and lack of access to safe water and sanitation, and inadequate secondary education, which lead to poor food access and utilization.

In 2015, under leadership from the Nutrition Coordination Committee (NCC), the district/LLG developed a multi-sectoral nutrition action plan (MSNAP), which outlines key multi-sectoral nutrition-specific and nutrition-sensitive activities to improve nutrition in the district/LLG. The MSNAP currently awaits approval from the Council. The purpose of this advocacy approach is to advance the nutrition agenda in the district/LLG and support implementation and adequate funding of the interventions and services included in the MSNAP.

Draft District/LLG Nutrition Advocacy Approach, 2016–2018

Problem	<p>Despite continued efforts these problems persist.</p> <ul style="list-style-type: none"> • Malnutrition rates in the district/LLG are unacceptably high. • Nutrition is not a high priority in the district/LLG. Consequently, there is a lack of resources and commitment to nutrition, resulting in: <ul style="list-style-type: none"> ○ Insufficient nutrition activities in annual district/LLG plans and funding for those activities ○ Lack of coordination across all stakeholders and inadequate integration ○ Lack of capacity for nutrition service delivery ○ Lack of capacity for nutrition-sensitive interventions ○ Lack of government and implementing partner understanding of the importance of addressing malnutrition
Changes the Problem Calls For	<p>Advocacy should support the following changes:</p> <ul style="list-style-type: none"> • Greater understanding among decision makers and leaders of the importance of improving nutrition • Prioritization of nutrition among decision makers • Increased political will and resources for nutrition • Strengthened capacity for nutrition service delivery • Greater engagement of all key stakeholders who can improve nutrition • Greater coordination of nutrition activities among stakeholders at the district/LLG level, with a greater understanding of what government and implementing partners are doing
Priority Advocacy Audiences at the District Level	<ul style="list-style-type: none"> • Executive Committees and Council (including district councillors) • District/LLG department heads (including health, agriculture, education, water and sanitation, trade and industry, and gender) • Implementing partners at the district/LLG level
Strategic Approach/ Framing	<p>To fully implement our MSNAP, an advocacy approach is needed to ensure that nutrition services and interventions included in the action plan are also included in annual district/LLG work plans and are adequately funded and supported with staff capacity, infrastructure, and supplies.</p>
Advocacy Activities and Materials	<p>A combination of:</p> <ul style="list-style-type: none"> • One-on-one meetings • Group meetings <div style="float: right;"> <ul style="list-style-type: none"> • Talking points • Presentation </div>

District/LLG-Level Advocacy Audiences

Audience: Executive Committee and Council (Including Councillors)

Desired Changes	<ul style="list-style-type: none"> • Approve the district/LLG's multi-sectoral nutrition action plan • Approve the district/LLG's annual work plan and budget for nutrition activities 	
Key Barriers	<ul style="list-style-type: none"> • Competing agendas at the district/LLG level • Lack of understanding of the impact of malnutrition on development, including health, education, and economic productivity in the district/LLG • Inadequate resource allocation for nutrition 	
Intention of Advocacy Communication	<ul style="list-style-type: none"> • By 2018, members of the Executive Committee and Council will have increased understanding of the impact of malnutrition in the district/LLG and their role in improving nutrition. 	
Activities	<ul style="list-style-type: none"> • Initial one-on-one meetings with members of the Executive Committee and Council on the impact of malnutrition in the district/LLG and their role to improve nutrition • Group meetings with the Executive Committee and Council to present the MSNAP and request approval • Group meetings with the Executive Committee and Council to present the district/LLG's annual work plan and budget and request approval • Follow-up meetings with key members of the Executive Committee and Council 	
Materials	<ul style="list-style-type: none"> • Talking points • Presentation(s) 	
Indicators	<ul style="list-style-type: none"> • MSNAP approved by Council (outcome indicator) • % of approved district/LLG annual work plans that include nutrition (outcome indicator) • % of approved district/LLG budgets that have increased funding for nutrition (outcome indicator) • # of Executive Committee and Council members with increased awareness of the impact of malnutrition on the district/LLG and their role in improving nutrition (output indicator) 	<ul style="list-style-type: none"> • # of talking points and presentations developed (process indicator) • # of advocacy meetings held (process indicator)
Means of Verification	<ul style="list-style-type: none"> • Meeting minutes • Approved MSNAP • Approved annual work plans and budgets 	<ul style="list-style-type: none"> • Talking points • Presentations

Implementation Matrix			
ACTIVITY	MATERIALS TO SUPPORT ACTIVITIES	TIMELINE	RESPONSIBLE PERSON(S)
Development of talking points and presentation	Nutrition advocacy package	Year 1, Q1	NCC
Initial one-on-one meetings with members of the Executive Committee and Council on the impact of malnutrition in district/LLG and their role in improving nutrition	Talking points	Year 1, Q2–Q3	NCC
Group meetings with the Executive Committee and Council to present the MSNAP and request approval	Presentation Final MSNAP	Year 1, Q2–Q3	NCC
Group meetings with Executive Committee and Council to present the district/LLG's annual work plan and budget and request approval	Presentation District/LLG annual work plan and budget	Year 1, Q4	NCC
Follow-up meetings with key members of the Executive Committee and Council	Talking points	Year 2, Q1–Q4	NCC

Audience: Department Heads (Including Health, Agriculture, Education, Water and Sanitation, Trade and Industry, and Gender)		
Desired Changes	<ul style="list-style-type: none"> • Incorporate nutrition-specific and nutrition-sensitive activities into district/LLG annual plans with a request for adequate funding to support the activities • Ensure district/LLG capacity for nutrition service delivery • Ensure district/LLG capacity for implementation of nutrition-sensitive activities • Increase coordination of nutrition-related activities in the district/LLG 	
Key Barriers	<ul style="list-style-type: none"> • Competing priorities and resources • Inadequate knowledge of impact of malnutrition on the district/LLG 	
Intention of Advocacy Communication	<ul style="list-style-type: none"> • By 2018, district/LLG department heads will have an increased understanding of the impact of malnutrition in the district/LLG and their role in improving nutrition. 	
Activities	<ul style="list-style-type: none"> • Initial one-on-one meetings with district/LLG departmental heads to discuss the impact of malnutrition in the district/LLG, district/LLG capacity for nutrition service delivery and nutrition-sensitive activities, and coordination of nutrition-related activities in the district/LLG • Roundtable discussions with implementing partners and district/LLG department heads on nutrition priorities to increase coordination • Follow-up meetings with district/LLG department heads 	
Materials	<ul style="list-style-type: none"> • Talking points • Presentation(s) 	
Indicators	<ul style="list-style-type: none"> • % increase in funding of nutrition activities in district/LLG annual work plans (outcome indicator) • % increase in trained staff for nutrition service delivery (outcome indicator) • % increase in trained staff for nutrition-sensitive activities (outcome indicator) • % of implementing partners who are consulting with the government before implementing new projects/funding (outcome indicator) 	<ul style="list-style-type: none"> • # of district/LLG departmental heads with increased awareness of the impact of malnutrition on the district/LLG and their role in improving nutrition (output indicator) • # of talking points and presentations developed (process indicator) • # of advocacy meetings held (process indicator) • # of roundtable discussion sessions conducted between government and implementing partners (process indicator)
Means of Verification	<ul style="list-style-type: none"> • Meeting minutes • Approved district/LLG annual work plans 	<ul style="list-style-type: none"> • Talking points • Presentations

Implementation Matrix			
ACTIVITY	MATERIALS TO SUPPORT ACTIVITIES	TIMELINE	RESPONSIBLE PERSON(S)
Development of talking points and presentation	Nutrition advocacy package	Year 1, Q1	NCC
Initial one-on-one meetings with district/LLG department heads to discuss the impact of malnutrition in the district/LLG, district/LLG capacity for nutrition service delivery and nutrition-sensitive activities, and coordination of nutrition-related activities in the district/LLG	Talking points	Year 1, Q2–Q3	NCC
Roundtable discussions with implementing partners and district/LLG department heads on nutrition priorities to increase coordination	Presentation	Year 1, Q3–Q4	NCC
Follow-up meetings with district/LLG department heads	Talking points	Year 2, Q1–Q4	NCC

Audience: Implementing Partners at the District/LLG Level		
Desired Changes	<ul style="list-style-type: none"> • Increase allocation of resources from implementing partners for nutrition interventions • Increase coordination of nutrition-related activities among implementing partners in the district/LLG 	
Key Barriers	<ul style="list-style-type: none"> • Inadequate prioritization of nutrition activities • Competing priorities for resources • Competition among implementing partners 	
Intention of Advocacy Communication	<ul style="list-style-type: none"> • By 2018, implementing partners in the district/LLG will understand the importance of prioritizing nutrition and increasing funding allocation to support interventions in nutrition • By 2018, implementing partners in the district/LLG will understand the benefits of consulting with the government to have a common approach to implementation of nutrition interventions in line with the government's priorities and mandates 	
Activities	<ul style="list-style-type: none"> • One-on-one meetings with implementing partners on the importance of prioritizing nutrition and increasing funding allocation to support interventions in nutrition • Roundtable discussions with implementing partners and district/LLG department heads on nutrition priorities to increase coordination • Follow-up meetings with implementing partners 	
Materials	<ul style="list-style-type: none"> • Talking points • Presentation(s) 	
Indicators	<ul style="list-style-type: none"> • % increase in funding for nutrition projects (outcome indicator) • % of implementing partners who are consulting with the government before implementing new projects/funding (outcome indicator) • # of implementing partners who understand the importance of prioritizing nutrition and increasing funding allocation to support nutrition interventions (output indicator) • # of development partners who understand the benefits of consulting with government to have a common approach to implementation of nutrition interventions (output indicator) 	<ul style="list-style-type: none"> • # of nutrition advocacy materials developed (process indicator) • # of advocacy meetings held (process indicator) • # of roundtable discussion sessions conducted between government and implementing partners (process indicator)
Means of Verification	<ul style="list-style-type: none"> • Meeting minutes • Implementing partner reports 	<ul style="list-style-type: none"> • Talking points • Presentations

Implementation Matrix

ACTIVITY	MATERIALS TO SUPPORT ACTIVITIES	TIMELINE	RESPONSIBLE PERSON(S)
Development of talking points and presentation	Nutrition advocacy package	Year 1, Q1	NCC
One-on-one meetings with implementing partners on the importance of prioritizing nutrition and increasing funding allocation to support interventions in nutrition	Talking points	Year 1, Q2–Q3	NCC
Roundtable discussions with implementing partners and district/LLG department heads on nutrition priorities to increase coordination	Presentation Final MSNAP	Year 1, Q3–Q4	NCC
Follow-up meetings with implementing partners	Talking points	Year 2, Q1–Q4	NCC

Sample District/LLG Nutrition Advocacy Talking Points for NCC Members to Use with Executive Committees and Councils

[The talking points below are meant to be illustrative and used as an example only. Information should be tailored to each country and district/LLG context.]

I. It is the responsibility of our district/Lower Local Government (LLG) to contribute to our national development goals, but our progress has slowed for one main reason: of every 10 children in our district/LLG, 5 are malnourished. Malnutrition not only impacts our health but also affects education, agriculture, and economic productivity.

- Malnourished children are more likely to get sick and die than healthy children. In fact, almost one-half of child deaths in our country are from malnutrition.
- Malnutrition slows growth and brain development, lowering intelligence and making it harder for children to succeed. Because of this, malnourished children become adults who earn less money compared to those who are well-nourished and better-educated as children.
- Poor growth in children reduces future labour productivity, which hinders agricultural production and slows development progress. Data show that, if there is no improvement in nutrition, economic productivity losses for the country will be more than US\$7.7 billion by 2025, part of which will come from our district/LLG.

II. Our district/LLG plays a vital role in improving nutrition. If we can improve nutrition, we can:

- Save mothers' and children's lives
- Improve our children's mental development and prevent permanent brain damage in children which would result in earlier school enrolment, children staying in school longer, and better performance in school
- Reap economic gains through increased productivity exceeding US\$1.7 billion for the country as a whole by 2025

III. Improving nutrition starts with us at the district/LLG level.

- The first step is to approve the district/LLG's multi-sectoral nutrition action plan, which includes services and interventions to improve nutrition in our district/LLG.
- The second step is to approve the district/LLG's annual work plan and budget requested for nutrition activities.

District/LLG-Level Nutrition Advocacy Implementation Plan

[Please refer to the sample plan for more guidance on what should be included under each section of the template. Information should be tailored to each country and district/LLG context.]

Background

[insert text]

Draft District/LLG Nutrition Advocacy Approach [insert years]

Problem	[insert text]
Changes the Problem Calls For	[insert text]
Priority Advocacy Audiences at the District Level	[insert text]
Strategic Approach/ Framing	[insert text]
Advocacy Activities and Materials	<ul style="list-style-type: none"> [insert text]

District/LLG-Level Advocacy Audiences

Audience: [insert audience and repeat section for as many audiences as necessary]

Desired Changes	[insert text]		
Key Barriers	[insert text]		
Intention of Advocacy Communication	[insert text]		
Activities	[insert text]		
Materials	[insert text]		
Indicators	[insert text]		
Means of Verification	[insert text]		

Implementation Matrix

ACTIVITY	MATERIALS TO SUPPORT ACTIVITIES	TIMELINE	RESPONSIBLE PERSON(S)
[insert activity and repeat rows for as many activities as necessary]	[insert text]	[insert text]	[insert text]