



**act:onaid**

CSO Curriculum for the  
Implementation of the African  
Governance Architecture

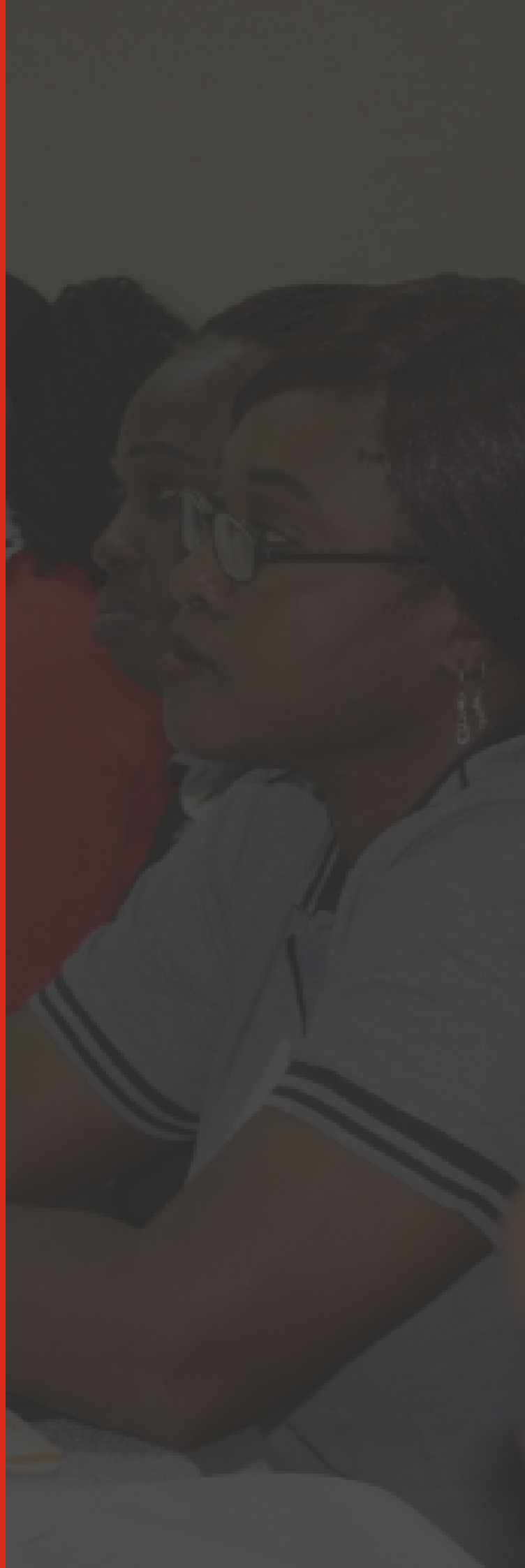
**Learning**  
**TOOLKIT**



All Rights Reserved  
Published by:  
ActionAid Nigeria,  
Plot 447, 41 Crescent,  
Off Sa'adu Zungur Avenue  
Gwarinpa, Abuja

P.M.B. 1890, Garki, Abuja, Nigeria.  
[Info.nigeria@actionaid.org](mailto:Info.nigeria@actionaid.org)  
[www.actionaid.org/nigeria](http://www.actionaid.org/nigeria)  
Phone: +234(0) 812 8888 825-7

ISBN: 978-978-971-677-7





# CONTENTS

|  |       |
|--|-------|
| Preface .....  | 1     |
| Acknowledgement .....  | 2     |
| ActionAid Nigeria .....  | 3-4   |
| PANAF Project Overview .....   | 5     |
| Executive Summary .....  | 6-8   |
| Toolkit Overview .....   | 11    |
| Background and Context .....   | 11    |
| Overall Learning Objective(s) .....                                  | 12    |
| Flow and Structure .....   | 12    |
| Methodology .....  | 12    |
| Pre and Post Learning Activities .....                               | 12    |
| Venue and Learning Room Layout .....                                 | 13    |
| Monitoring and Evaluation Framework .....                            | 13    |
| Collaboration between Stakeholders .....                             | 13    |
| <br>   |       |
| <b>MODULE 1: INTRODUCTION TO AGA AND ACDEG</b>                       |       |
| S1. Introduction and team building .....                             | 15-16 |
| S2. Introduction to Governance, AGA, and ACDEG .....                 | 17-18 |
| S3. Participants Presentation: Role of CSOs in advocacy effort ..... | 19-20 |
| <br>   |       |
| <b>MODULE 2: STRATEGIZING FOR CAMPAIGN AND ADVOCACY EFFORTS</b>      |       |
| S1. Introduction to advocacy and campaigning .....                   | 22-24 |
| S2. Evidence Gathering on ACDEG .....                                | 25-27 |
| S3. Stakeholder and power analysis .....                             | 28-29 |
| S4. Objective Setting .....  | 30-31 |
| S5. Event Making .....   | 32-33 |
| S6. Mobilizing and Engagement .....                                  | 34-35 |
| S7. Public Action Learning .....                                     | 36-37 |
| S8. Debriefing .....   |       |
| <br>   |       |
| <b>MODULE 3: ACTION PLAN AND EVALUATION</b>                          |       |
| S1. Action Plans, Evaluation and Next Steps .....                    | 39    |
| S2. Presenting Action Plans .....                                    | 40-41 |
| S3. Evaluation and Closure .....                                     | 42-43 |





# PREFACE

The African Charter on Democracy, Elections and Governance (The Charter) was adopted on 30th January 2007 as the African Union's main normative instrument to set standards for better governance across the continent. It came into force in February 2012 after ratification by fifteen (15) States in accordance with Article 48 of the Charter. The Charter aims to reinforce the commitment of the States Parties of the African Union towards the protection of democracy and the rule of law, as well as human rights. Among its paramount objectives are: Adherence to principles of democracy and human rights; Rule of law premised on supremacy of constitutions; Regular free and fair elections; Strengthening governance institutions; Promoting the fight against corruption; Promoting citizen participation and civil society; Promoting gender balance and Promoting best practices in the management of elections.

Nigeria, with a view to fully committing to these values, signed the charter in July 2007 under the then Umaru Musa Yar'adua administration but ratified five years later in January 2012 under the Goodluck Ebele Jonathan administration thereby making Nigeria a state party to the Charter. However, Nigeria is yet to domesticate the Charter in line with its national constitutional requirements. Its ratification, however, signifies the country's determination in ensuring the implementation of the Charter's objectives in its National laws and institutions and fulfilling its obligations under the Charter. As a state party to the Charter, Nigeria is expected, as its core obligation under Article 44 of the Charter to:

- Initiate appropriate measures including legislative, executive and administrative actions to bring its national laws and regulations into conformity with the Charter;
- Take all necessary measures in accordance with constitutional provisions and procedures to ensure the wider dissemination of the Charter and all relevant legislation as may be necessary for the implementation of its fundamental principles;
- Promote political will as a necessary condition for the attainment of the goals set forth in the Charter;
- Incorporate the commitments and principles of the Charter in its national policies and strategies.

It is in this light, that, ActionAid Nigeria under the European Union support is organising capacity building programmes for youths-men and women, civil society organisation, media and other principal stakeholders that are working to deepen democracy and good governance within the African Continent, through the Pan-African Project which is implemented in 8 African countries with a strong regional engagement

ActionAid Nigeria has built the capacity of over 250 young people who are currently deepening conversation and creating awareness on the African Charter on Democracy, Elections and Governance (ACDEG), using their spaces and platforms. The project is also building the of the media on the ACDEG, touching on critical issues of reportage, conducting and reporting investigative story on selected principles of the ACDEG which reflects on the daily life of the citizens.

This CSOs training materials are part of the ongoing efforts in improving knowledge, advocacy skills, and creating awareness on the ACDEG. Hence this tool would be useful for civil society organisations, individuals, platforms and movements willing to increase knowledge of ACDEG. It is simple and easy to use and equally adopts a more participatory approach to learning.

**Ene Obi**  
Country Director,  
**ActionAid Nigeria**



# ACKNOWLEDGEMENTS

This Civil Society Organization training manual has been produced as part of the Mobilising Civil Support for the Implementation of African Governance Architecture Pan-African Project. The project is supported by the European Commission and implemented by the consortium of 13 civil society organisations spread across West, South and East Africa with a strong regional approach lead by the three CSOs platforms of the 3 regional blocs; namely; West African Civil Society Forum-West Africa, Africa Civil Society Forum and-East Africa, South Africa Development Council of Non-Governmental Organization-Southern Africa

This manual was developed by Global Platform-GP based on her entrenched knowledge of governance, advocacy and campaign building research and development with funding from the European Commission. Kudos to all ActionAid Nigeria consultants and staff who worked tirelessly to publish this manual

**Tasallah Chibok**  
Director of Programmes  
ActionAid Nigeria

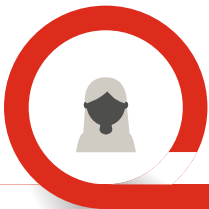


# ACTIONAID NIGERIA

## Who We Are

ActionAid is a global movement of people working together to further human rights for all and defeat poverty. We prioritise works with the poor and excluded, promoting values and commitment in civil society, institutions and governments with the aim of achieving structural changes to eradicate injustices and poverty in the world. ActionAid Nigeria is a member of ActionAid global federation. We maintain a strong relationship of interdependence and mutual accountability within the international federation while ensuring a strong balance between self-rule and shared-rule. Registered in Nigeria in 1999 as a Country Programme of ActionAid International, we have transformed into an autonomous national organisation with a strong national governance structure – a Board and a General Assembly - consisting of reputable Nigerians providing strategic oversight.

**Our strategic objectives include:** Enhancing People's power in democratic and inclusive governance; Working to protect women and girls from violence, create opportunities for economic independence and decision making; Enhancing women's leadership in accountable humanitarian and resilience system; Strengthening systems and increase resource diversification for quality programme delivery. Through these objectives, we focus on 10 key promises:



Securing women lands rights



Promoting sustainable agriculture



Holding government to account on public services



Achieving redistributive resourcing for development



Transforming education for boys and girls



Harnessing youth leadership to end poverty and injustice.



Building people's resilience to conflict and disaster



Responding to disasters through rights



Increasing women and girl's control over their bodies

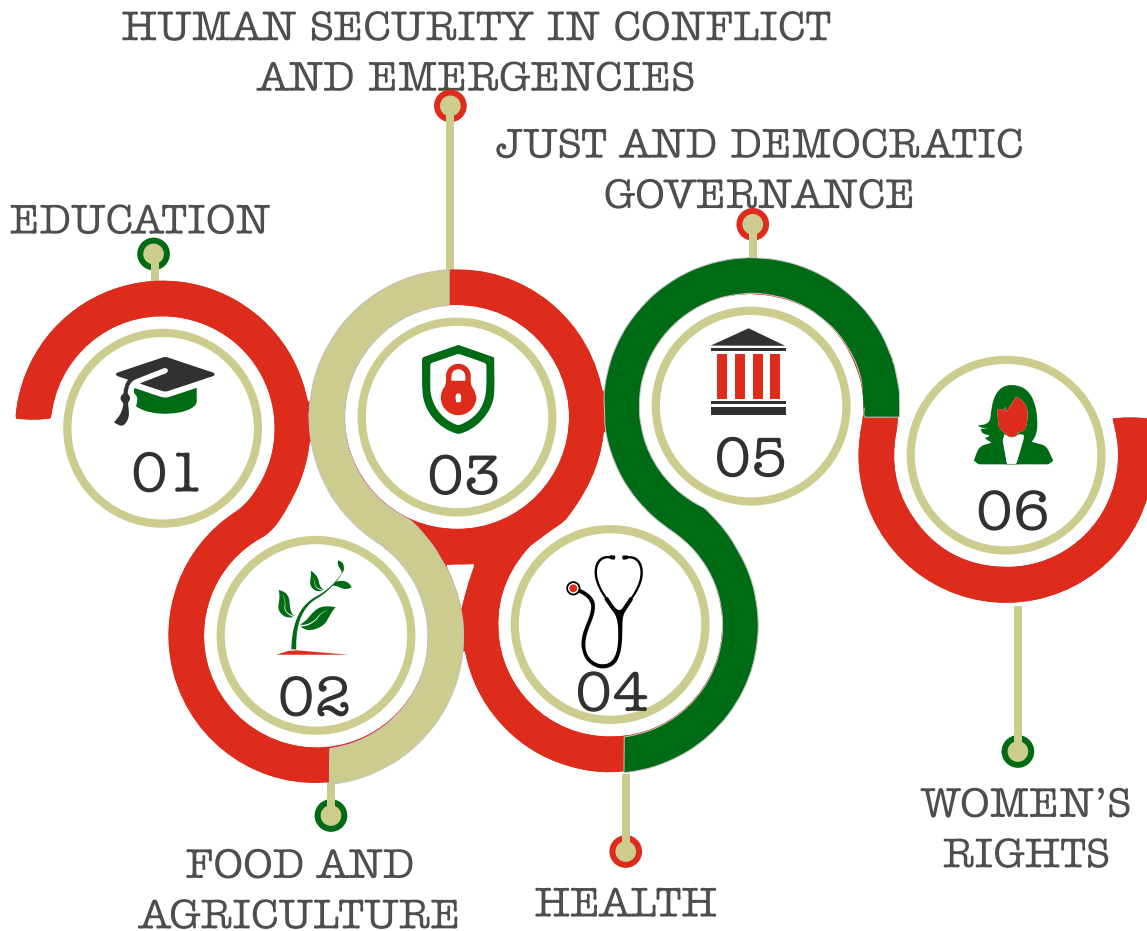


Generating women-centred economic alternatives



## Our Programmes

Central to our programmes is the full enjoyment by female and male citizens of their rights; reducing inequality; promoting gender responsive public services; and providing alternatives to the status quo in solving complex development challenges. Our programming areas are



Linking all these is our geographically based integrated **Local Rights Programme** which is being implemented in twelve states of the federation. Our projects are currently spread across the **36 States** in Nigeria and over 250 communities and are benefiting millions of people. From reflections and lessons of our programmes in Nigeria, we achieve good governance and accountable policies centred on the improvement of gender sensitive public services in Nigeria. Applying the Human Rights Based Approach, we centre our work on the active agency of citizens – males and females, young and old – thinking locally and acting globally. We build an awareness of rights, analyse and confront unequal and unjust power relations, advance women's rights, build partnerships, and are accountable and transparent. Our work is structured around the principles of empowerment, solidarity and campaigns.



## PANAF Project Overview

The Project, ***Mobilising Civil Society Support for the Implementation of African Governance Architecture*** also known as the PANAF project is a 3 years project funded by the European Commission with their Pan-African Project. The Project is implemented across 8 African Countries representing their region of the continent. The project unites strength of a consortium of 13 civil society organisations with a broad geographic coverage to facilitate national, regional and continent-wide CSO interaction with AU institutions and to promote the operationalization of the African Charter on Democracy, Elections and Governance-ACDEG.

The project seeks to increase and strengthen the role that CSOs play in ensuring that all African Union (AU) member states are more democratic and accountable to their citizens in alignment with the legal instruments, institutions and processes of the African Governance Architecture (AGA).



# EXECUTIVE SUMMARY

Knowledge transfer is a very important feature of humanity. Knowledge is what fuels our ideas for life. If learning is not planned, learning may not be effective. This AGA documents is a guideline to aid the learning of CSOs: movements at local, national, regional and continental levels, AA staff, AA partner organizations.

For one week, intensive training will be undergone by about 20-30 participants with seasoned facilitators with the sole aim of enabling CSOs in the project countries lead, plan and implement advocacy initiatives and build networks on specific focus on the ACDEG. This curriculum was developed by Anjana Luitel, Learning and Impact Manager, Youth Organizing and Activism team.

The action intends to build the capacity of CSOs/platforms/movements to conduct coordinated CSO advocacy and campaign responses at national, regional and continental level on the AGA and the ACDEG. Through a comprehensive programme of national level capacity building, CSO leaders and staff from the 8 focus countries will gain an understanding of the AGA, the ACDEG and skills in planning, strategy, coordination and networking, media and advocacy enabling them to engage effectively in coordinated advocacy on the implementation of the ACDEG with their national governments.

These activities will foster horizontal and vertical linkages between CSOs. Participation in coordinated training and learning events will build linkages with up to 100 CSO networks and platforms for more coordinated responses. There will also be a strong regional element of capacity building, working through the three co-applicants who are themselves regional CSO platforms, and who will train additional CSO members/platforms on regional level advocacy. These sessions will also widen the geographic scope of the action to include where appropriate CSOs from countries other than the original 8 focus ones. Joint advocacy plans and actions will be an output of planned coordination and review meetings.

The action will also build the technical capacities of the 3 regional co-applicants EACSOF, WACSOF and SADC-CNGO in the planning, and delivery of CSO capacity building, advocacy planning and coordination to better support and grow their membership. Similar support will also build the institutional capacity of other CSOs." Description of Action, "Mobilizing Civil Society Support for Implementation of the African Charter for Democracy, Election and Governance "

The overall learning objective for the participants is that by the end of the training, they will be able to Define AGA and ACDEG and identify linkages with CSOs and their initiatives, gather evidence through Citizen Report Methodology, strategize advocacy and campaign initiatives in relation to ACDEG and link it across levels (local, national and regional), Develop CSO engagement strategy and plans to establish networks and platforms to further AGA and ACDEG.





The flow and structure of the training is the use of learning toolkit designed to ensure proper linkages between the objective and the session. The sessions are built on top of each other to ensure the flow to enable the participants to develop advocacy efforts and organize themselves as a network and carry out activities to implement advocacy efforts.

The training will be designed on the basis of GP Learning Principle and The Expanded Learning Concept where the focus on pre- and post-learning activities will be emphasized as during the training.

Projects and trainings can only be effective through proper monitoring and evaluation systems. The trainings will be reported against the set EC reporting standards, there will also be follow up online and on paper survey administered to participants after the first phase of the project for feedback, monitoring and evaluation).

The curriculum is broken down into three (3) modules. The first module which is module 1 gives a detailed introduction to help participants Understand AGA and ACDEG. Module 1 is also broken down into three sessions for proper teaching and organisation.

#### M1S1. Introduction and team building

This session is highly participatory. The trainer will take through a name gaming process. This session will also explain the course flow using the river tool. Participants will also put up their expectations, fears and ground rules.

#### M1S2. Introduction to Governance, AGA, and ACDEG

This is a participatory session which will help enable participants understand the linkages between ACDEG and CSOs role in its implementation on the ground.

#### M1S3. Sharing of AGA

Participants will be expected to present their pre-training task in a unique and creative way.

Module 2 is Strategizing Campaign and Advocacy Initiatives. This module was broken down to seven(7) sessions.

M2S1. Introduction to advocacy and campaigning This session introduces participants to advocacy and campaign. The participants reflect on different factors that make a good campaign and how those strategies help in creating change.

#### M2S2. Evidence Gathering on ACDEG

This session enables participants to be familiar with Citizen Report Methodology. In addition to familiarization, the participants will design and facilitate Community Score Card with each other and generate learning and experience around Community Score Card.

#### M2S3. Stakeholder and Power Analysis

This session focuses on stakeholder and power analysis. The participants will learn about different types and forms of power, the stakeholder's hold and how they influence the agenda of implementation of ACDEG, positively or negatively. They will also map them with a power-mapping tool.



#### M2S4. Objective Setting

This session builds on the previous session. Hence, participants reflect on the current context and with the resources they have what could be the objective of their advocacy efforts.

#### M2S5.Event Making

This session helps participants reflect on the activities that they could plan to challenge the power of stakeholders whom might be creating barriers to realize the objective.

#### M2S6.Mobilizing and engagement

In order to create change through your advocacy efforts, you need to strategize on how you will engage and mobilize each of your stakeholder, what messages will you give them to engage and how. This session takes participants through the process of reflecting on how to increase their supporters' base and how to engage them both face to face and through digital means.

#### M2S7.Public Action Learning

This session enables participants to actually implement what they have learnt throughout the course. This provides them with an opportunity to practice and generate learning from their experience of implementing it in public.

Module 3 is for ACTION PLANS, EVALUATION AND NEXT STEPS.

Module is broken down into 3 sessions which are:

#### M3S1. Introduction to Action Planning

#### M3S2. Evaluation

#### M3S4.Next Steps



# CSO Curriculum for the Implementation of the African Governance Architecture **LEARNING TOOLKIT**



**DEVELOPED BY:** Anjana Luitel, Learning and Impact Manager, Youth Organizing and Activism Team.



**TYPE OF ACTIVITY:** Training course and advocacy.



**OVERALL AIM AND IMPACT:** The overall aim of the course is to enable CSOs in the project countries to lead, plan and implement advocacy initiatives as well as building networks on specific focus on the ACDEG.



**DESCRIPTION:** This course combines learning with action by building the capacity of CSOs in the project countries to organize themselves for advocacy efforts in relation to the implementation of ACDEG. The training will contribute to creating awareness and engagement with the ACDEG and foster an inspiring progressive vision that speaks to CSOs' role.



**DURATION:** 1 week.



**TARGET GROUP:** CSOs: movements at local, national, regional and continental levels, AA staff, AA partner organizations.



**NUMBER OF PARTICIPANTS:** 20-30.



# TOOLKIT OVERVIEW



## BACKGROUND AND CONTEXT

This course is directly linked with Output 2.1 of EC-PANAF Project where CSOs and their platforms were able to plan and coordinate advocacy on the AGA and ACDEG.

“Output 2.1- CSOs and their platforms have greater capacity to plan and coordinate advocacy on the AGA and the ACDEG”

The action intends to build the capacity of CSOs/platforms/movements to conduct coordinated CSO advocacy and campaign responses at national, regional and continental level on the AGA and the ACDEG. Through a comprehensive programme of national level capacity building, CSO leaders and staffs from the 8 focus countries will gain an understanding of the AGA and the ACDEG. They will learn skills in planning, strategy, coordinating and networking, as well as media and advocacy skills. This would in turn enable them to engage effectively in coordinated advocacy on the implementation of the ACDEG with their national governments, and also foster horizontal and vertical linkages between CSOs. Participation in coordinated training and learning events will build linkages with up to 100 CSO networks and platforms for more coordinated responses. There will also be a strong regional element of capacity building, working through the three co-applicants who are themselves regional CSO platforms, and will also train additional CSO members/platforms on regional level advocacy. These sessions will also widen the geographic scope of the action to include, where appropriate, CSOs from countries other than the original 8 focus ones. Joint advocacy plans and actions will be an output of planned coordination and review meetings. The action will also build the technical capacities of the 3 regional co-applicants EACSOF, WACSOF and SADC-CNGO in the planning, and delivery of CSO capacity building, advocacy planning and coordination to better support and grow their membership. Similar support will also build the institutional capacity of other CSOs.” Description of Action, "Mobilizing Civil Society Support for the Implementation of the African Charter for Democracy, Election and Governance "





## OVERALL LEARNING OBJECTIVES

### BY THE END OF THE TRAINING PARTICIPANTS WILL BE ABLE TO:

- Define AGA and ACDEG and identify linkages with CSOs and their initiatives.
- Gather evidence through Citizen Report Methodology.
- Strategize advocacy and campaign initiatives in relation to ACDEG and link it across levels (local, national and regional).
- Develop CSO engagement strategy and plans to establish networks and platforms to improve AGA and ACDEG.



## FLOW AND STRUCTURE

This learning toolkit is designed to ensure proper linkages between the objectives and the sessions. The sessions are progressive in nature, so as to ensure a clear flow (direction) and reduce ambiguity. This will enable the participant easily understand and develop advocacy efforts and organize themselves as a network, geared towards implementing advocacy efforts.



## METHODOLOGY

During the course of the training, the training will be designed on the basis of GP learning principles. Also, expanded learning concept will emphasize and focus on pre and post learning activities.

## PRE AND POST LEARNING ACTIVITIES

### **Pre-training activities (responsibility of a trainer)**

Participants will be asked to read the simplified version of ACDEG and make presentations on their view around CSO's role in ACDEG's implementation

### **Post-training activities (Responsibility of ActionAid Country Office)**

Participants will also be asked to:

- Implement their action plans and organize themselves to support the effective implementation of ACDEG



## LEARNING SPACE

The learning space will need to have an enabling and conducive environment with ample space to accommodate 25-30 people. It will be well furnished, so as to ease carrying out learning activities.



## MONITORING AND EVALUATION FRAMEWORK

- The trainings will be reported using the set EC reporting standards.
- Surveys will be administered to participants (online or hard copy) after the completion of the first phase of the project, for feedback, monitoring and evaluation.



## COLLABORATION BETWEEN STAKEHOLDERS

- **ActionAid Country Office:** Country Focal Persons are responsible for providing insight on country context in relation to AGA and ACDEG, provide baseline survey results to GPs, participants selection, follow up training activities and also help recruiting participants for the training.
- Anjana Luitel, YOA team is responsible for delivering the curriculum and EC-Project team is responsible for providing feedback and input.





MODULE 1 OVERVIEW:  
UNDERSTANDING  
AGA and ACDEG





## MODULE 1 OVERVIEW: Understanding AGA and ACDEG



TIME: 1 Day



### MODULE OBJECTIVES

By the end of the module, newly trained participants will be able to:

- Explain AGA and ACDEG.
- Describe status relevance of AGA and ACDEG in their context.
- Identify linkages between just and democratic governance and AGA and ACDEG.
- Critically analyse and question their understanding of AGA and ACDEG in their context.
- Abide by the values of just and democratic governance
- Demonstrate critical curiosity towards the process and outcome of implementation of AGA and ACDEG.



### MODULE SUMMARY AND SESSIONS

| M#S# SESSION TITLE  | SESSION DURATION |
|---|------------------|
| <p><b>M1S1. Introduction and Teambuilding</b></p> <p>This session is highly participatory. The trainer will take the participants through a name gaming process. This session will also Explain the course flow using the river tool. Participants will also put up their expectations, fears and ground rules.</p> | 90 mins          |
| <p><b>M1S2. Introduction to Governance, AGA, and ACDEG</b></p> <p>This is a participatory session which will enable participants understand the linkages between ACDEG and CSOs' role in its implementation on the ground.</p>  | 150 mins         |
| <p><b>M1S3. Participants Presentation: Role of CSOs in advocacy effort</b></p> <p>Participants will present their pre-training tasks. Presentations will be done in a unique and creative manner.</p>   | 120 mins         |



M1S1: SESSION TITLE: INTRODUCTION AND TEAMBUILDING



TIME: 1 hour 30 minutes



OBJECTIVES

By the end of the session the participants will

- Connect and bond with each other as a family
- Form family groups
- Have a good knowledge of the objectives of the training

PREPARATION & MATERIALS:

Develop Course flow chart



STEP-BY-STEP PROCESS

| ACTIVITY   | WHO                        |
|--|----------------------------|
| <p><b>1. Activity title: Introduction:</b></p> <p>a. The facilitator welcomes the group</p> <p>b. Name Game:</p> | <p><b>Lead Trainer</b></p> |



|   |                     |
|---|---------------------|
| <ol style="list-style-type: none"> <li>I. Make a circle.</li> <li>ii. Ask participant to share their name and one word about themselves.</li> <li>iii. The next participant introduces him/herself and also repeats the previous participant's introduction.</li> </ol>   |                     |
| <p><b>2. Activity title: Ground Rules, Expectations and Fears</b></p> <ol style="list-style-type: none"> <li>a. Expectations and Fears       <ol style="list-style-type: none"> <li>i. Divide participants into groups.</li> <li>ii. Ask them to discuss in their various groups and write down what they expect to gain from the training and what could hinder the learning process.</li> <li>iii. Each group shares, the facilitator groups expectation and fears.</li> <li>iv. Facilitator sums up.</li> </ol> </li> <li>b. Ground Rules       <ol style="list-style-type: none"> <li>i. Explain practicalities related to the training.</li> <li>ii. Ask participants in the same group to discuss ground rules for the training.</li> <li>iii. Share it in the plenary.</li> <li>iv. Sum up.</li> </ol> </li> </ol> | <b>Lead Trainer</b> |
| <p><b>3. Activity title: Course Flow</b></p> <ol style="list-style-type: none"> <li>a. The facilitator invites the participant to be conversant with the course flow</li> <li>b. The participants explain the course flow and creates time for questions and answer.</li> <li>c. Sum up.</li> </ol>   | <b>Lead Trainer</b> |

**Notes to facilitator:**

- Welcome participants and introduce facilitation team, ask them how they can make the training a more effective/comfortable zone for each other. With the participants' findings, make ground rules. Hang the flip chart on the wall so they can all see it.
- To make the training more participatory divide the participants into 4 groups such as –Hall management, entertainment, reporting, and overall management. Describe the responsibility of the groups.
- Thank them for their participation and agreement on the next training day's modalities, and punctuality.



MIS2: SESSION TITLE: INTRODUCTION TO GOVERNANCE, AGA, AND ACDEG

🕒 TIME: 2 hour 30 minutes

★ OBJECTIVES

When the session ends the participants will be able to:

- Link AGA with their context governance structures.
- Describe what AGA and ACDEG are, gaps and advantages.
- Be inspired to advocate and organize for the implementation of the charter.

PREPARATION & MATERIALS:

Flip charts, Marker, Sticky tag Markers, Projector

- Prepare a PowerPoint presentation on the AGA and ACDEG background
- Have the summarised AGA handouts ready
- Cut out articles of ACDEG into pieces

➔ STEP-BY-STEP PROCESS

| ACTIVITY   | WHO                        |
|--|----------------------------|
| <p><b>1. Activity title: Introduction to Governance</b></p> <p>a. The facilitator shares the framing of the session and the activities.</p> <p>b. The facilitator divides participants into groups and ask them to brainstorm on what governance is and give examples of governance structure.</p> | <p><b>Lead Trainer</b></p> |



|  |                                |
|--|--------------------------------|
| <ul style="list-style-type: none"> <li>c. The facilitator invites them to share in the plenary.</li> <li>d. The facilitator presents the definition of governance and governance structure.</li> <li>e. Create time for Q&amp;A.</li> <li>f. Sum up the session.</li> </ul>  |                                |
| <p><b>2. AGA and ACDEG background, definition and explanation</b></p> <ul style="list-style-type: none"> <li>a. The facilitator shares the framing of the activity</li> <li>b. <b>ACDEG exercise</b> <ul style="list-style-type: none"> <li>i. The facilitator explains the exercise.</li> <li>ii. Handover cut out pieces of ACDEG articles to the participants (each participant gets 2 articles).</li> <li>iii. Ask participants to draw the article handed over to them.</li> <li>iv. Participants explain their article</li> <li>v. The facilitator sums up the exercise by presenting on AGA and ACDEG with a focus on countries that have signed, ratified and domesticated the charter and explains the importance of CSOs' role in its effective implementation.</li> </ul> </li> </ul> | <p><b>Lead<br/>Trainer</b></p> |
| <p><b>Discussion and sum up.</b> When the presentation is done, the facilitator may invite questions, ask participants questions or clarifies any confusions.</p>  |                                |

**Notes to facilitator:**

- When you present on governance and governance structure, make sure to refer to what the participants shared.
- Make sure to link it with why it is important for CSOs to advocate for ACDEG's implementation.



**LINKS TO LEARNING MATERIALS**

- Introduction to governance:  
[https://drive.google.com/open?id=1V0VpEMf9p\\_liVr6YTIPzEdcqt9lu2E14](https://drive.google.com/open?id=1V0VpEMf9p_liVr6YTIPzEdcqt9lu2E14)
- Introduction to AGA and ACDEG:  
[https://drive.google.com/open?id=1VjrDX1yn04jpoexZSf-5ELpUCW\\_8Aqkn](https://drive.google.com/open?id=1VjrDX1yn04jpoexZSf-5ELpUCW_8Aqkn)
- Simplified version of The African Charter  
[https://drive.google.com/open?id=1yVcyZZEqvx-9klhEN\\_nmO5lck2eWJSP](https://drive.google.com/open?id=1yVcyZZEqvx-9klhEN_nmO5lck2eWJSP)
- Aga framework online:  
[https://drive.google.com/open?id=1QVAHeIUTgGgAT8LZ\\_xjGU-49ABV8bTvy](https://drive.google.com/open?id=1QVAHeIUTgGgAT8LZ_xjGU-49ABV8bTvy)





M1S2: SESSION TITLE: PARTICIPANTS SHARING ON PRE-TRAINING ACTIVITY: IMPORTANCE OF CSOS ADVOCACY IN IMPLEMENTING ACDEG



TIME: 2 hours



OBJECTIVES

By the end of the session participants will be able to:

- Explain the importance of CSOs' role in advocacy for effective implementation of ACDEG.
- Develop linkages between their ideas.
- Reflect on the importance of organizing for effective implementation of ACDEG.

PREPARATION & MATERIALS:

Flip charts, Marker, Sticky tag Markers, Projector

- Set the training room to a theatre set up.
- Collect the presentations from participants.



STEP-BY-STEP PROCESS

| ACTIVITY  | WHO                        |
|---|----------------------------|
| <p><b>1. Introduction:</b></p> <p>a. The facilitator introduces the session's aims, flow and the world public speaking format. (See resource on public speaking).</p> | <p><b>Lead Trainer</b></p> |



**2. Sharing**

- a. The room is set for a conference with all participants facing one side.
- b. The participants pick numbers from a box to prepare presentation sequence.
- c. Each participant will have 3 minutes to present their thoughts on CSOs engagement in advocating for ACDEG's implementation and visions on building network among CSOs (as a part of their pre-training task).
- d. After each presentation create time for Q&A.
- e. Facilitator notes down participants' views and makes a mind map.
- f. Facilitator sums up the entire session.

**Lead  
Trainer**

**Notes to facilitator:**

- Hang the mind map in the room and make sure to make a reference in the coming days so they will be familiar with it.



**LINKS TO LEARNING MATERIALS**

- Resource on Public speaking:  
<http://publicspeakingpower.com/public-speaking-outline-example/>





## MODULE 2 OVERVIEW: STRATEGIZING CAMPAIGN AND ADVOCACY INITIATIVES





## MODULE 2 OVERVIEW: STRATEGIZING CAMPAIGN AND ADVOCACY INITIATIVES

TIME: 3 Days

OBJECTIVES

KNOWLEDGE:

By the end of the module, the participants will be able to:

- Explain campaigning and advocacy.
- Strategize on campaign and advocacy efforts.
- Plan and execute campaign activities and be able to mobilize stakeholders both face to face and online.
- Monitor and evaluate campaign and advocacy efforts.

### PREPARATION & MATERIALS:

Flip charts, Marker, Sticky tag Markers, Projector

- Prepare a PowerPoint presentation on the AGA and ACDEG background
- Have the summarised AGA handouts ready
- Cut out articles of ACDEG into pieces

### MODULE SUMMARY AND SESSIONS

| M#S# SESSION TITLE   | SESSION DURATION             |
|--|------------------------------|
| <p><b>M2S1. Introduction to advocacy and campaigning</b><br/>           This session introduces participants to advocacy and campaigning. The participants reflect on different factors that make a good campaign and how these strategies help in creating change</p> | <p>1 hour and 30 minutes</p> |



|  |         |
|--|---------|
| <p><b>M2S2.Evidence Gathering on ACDEG</b><br/>This session enables participants to be familiar with Citizen Report Methodology. In addition to familiarization, the participants will design and facilitate Community Score Card with each other and generate learning and experience around Community Score Card.</p>  | 4 hours |
| <p><b>M2S3. Stakeholder and Power Analysis</b><br/>This session focuses on stakeholders and power analysis. The participants will learn about different types and forms of power the stakeholders' hold and how they influence the agenda of implementation of ACDEG, positively or negatively. They will also map them with a power-mapping tool.</p>   | 2 hours |
| <p><b>M2S4. Objective Setting</b><br/>This session builds on the previous session, participants reflect on the current context and with the resources they have, they are to determine the objectives of their advocacy efforts.</p>   | 2 hours |
| <p><b>M2S5.Event Making</b><br/>This session helps participants reflect on the activities that they could plan to challenge the authority of the stakeholders who might be creating barriers to realize the objective.</p>   | 2 hours |
| <p><b>M2S6.Mobilizing and engagement</b><br/>In order to create change through your advocacy efforts, you need to strategize on how you will engage and mobilize each of your stakeholders, what information will you give them to engage and how. This session takes participants through the process of reflecting on how to increase their supporters' base and how to engage them both face to face and virtually.</p> | 2 hours |
| <p><b>M2S7.Public Action Learning</b><br/>This session enables participants to actually implement what they have learnt throughout the course. This provides them with an opportunity to practice and learn from their experience of implementing it in public.</p>  | 5 hours |



MODULE 2 SESSION 1: WHAT IS ADVOCACY AND CAMPAIGNING



TIME: 1 hour and 30 minutes



OBJECTIVES

By the end of the session participants will be able to:

- Explain campaign and advocacy.
- Explore the role of CSOs in campaigning and advocacy to realize ACDEG.
- Reflect on the importance of campaigning and advocacy.

PREPARATION & MATERIALS:

- Presentation on the introduction to Campaign and Advocacy



STEP-BY-STEP PROCESS

| ACTIVITY  | WHO          |
|---|--------------|
| <p><b>1. Introduction:</b></p> <p>a. The facilitator introduces the module and the session overview</p>   | Lead Trainer |
| <p><b>2. What is advocacy and campaigning?</b></p> <p>a. Ask the participants if they know any good campaigns throughout history, from any country, or that they've been involved in whether it is an advertising campaign, an election campaign, a CSO led campaign or any other social justice campaign.</p> <p>b. Write down the names of the campaigns mentioned on a flipchart.</p> <p>c. Every time someone mentions a campaign then ask “what made the campaign good?” and write down these comments as well. In the end, you have a long list of what makes campaigns good.</p> <p>d. Sum up the discussion by presenting on what advocacy and Campaigning is.</p> <p>e. Create time for questions and provide answers.</p> <p>f. Facilitator sums up the entire session.</p> | Lead Trainer |

Notes to facilitator:

- Make sure your presentation is interactive.

LINKS TO LEARNING MATERIALS

- Presentation on Advocacy and Campaigning: [https://drive.google.com/open?id=1e2VafaxDr9bQImRB57wuECbKx6uP\\_vig](https://drive.google.com/open?id=1e2VafaxDr9bQImRB57wuECbKx6uP_vig)





JUDICIAL PROCEEDING



MODULE 2 SESSION 2: EVIDENCE GATHERING ON ACDEG

TIME: 4 hours

OBJECTIVES

By the end of the session participants will be able to:

- Explain the Citizen Report Methodology.
- Develop linkage between advocacy efforts and Community Score Cards.
- Design and facilitate community score cards.
- Generate evidence to support advocacy efforts.

PREPARATION & MATERIALS:

- Print the template for Citizen Report Methodology.
- Prepare presentation on CRM and its processes.

STEP-BY-STEP PROCESS

| ACTIVITY   | WHO                        |
|--|----------------------------|
| <p><b>1. Introduction:</b></p> <p>a. The facilitator introduces the session's overview</p> | <p><b>Lead Trainer</b></p> |



|   |                                |
|---|--------------------------------|
| <p><b>2. Citizen Report Methodology</b></p> <ul style="list-style-type: none"><li>a. Conduct a PowerPoint presentation on Citizen Report Methodology.</li><li>b. Explain each procedure and component of Citizen Report Methodology.</li><li>c. Create time for question and answer</li><li>d. Sum up the session</li></ul>   | <p><b>Lead<br/>Trainer</b></p> |
| <p><b>3. Introduction: What Is A Scorecard?</b></p> <ul style="list-style-type: none"><li>a. The facilitator explains what a scorecard is and how it will be used as a key tool in the project (Make sure to create linkages with the Citizen Report Methodology).</li><li>b. Create linkages and provide examples of how Community Score Cards are linked with advocacy initiatives.</li><li>c. Create time for question and answer.</li><li>d. Sum up the session.</li></ul>  |                                |
| <p><b>4. Designing A Scorecard</b></p> <ul style="list-style-type: none"><li>a. The facilitator takes participants through stages of coming up with a scorecard.</li><li>b. Focus on how to draft questions in relation to a service being monitored.</li><li>c. The facilitator explains the template for community score cards that was created as part of the Citizen Report Methodology.</li><li>d. Create time for question and answer.</li><li>e. Sum up the exercise.</li></ul>  |                                |
| <p><b>5. Action Learning: Experimenting A Scorecard</b></p> <ul style="list-style-type: none"><li>a. Explain the exercise.</li><li>b. Divide participants into groups</li><li>c. Each group develops a question and facilitates trying to collect data through community score cards with each other.</li><li>d. After one group finishes, the other group facilitates.</li><li>e. Debrief the exercise and document lessons learnt.</li><li>f. Sum up the exercise by summarizing key points, benefits, challenges of using community score cards.</li></ul> |                                |

**Notes to facilitator:**

- Make sure your presentation is interactive and ensure breaks in the presentation as the presentation might be too tasking for the participants.
- Make sure to link discussions on CRM and CSC to CSOs' role in advocacy efforts. Make sure to emphasize that Action learning is a part of a learning process for us to be prepared for actual work.
-



## LINKS TO LEARNING MATERIALS

- Info on Action Learning:  
<http://drive.google.com/open?id=1tUqqvrVsTA-uNoeQm07HetdD26x3E5QN>
- Citizen Report Template:  
<https://drive.google.com/open?id=1I3yg3HHQRD-ipuoKS5j4it6JHLk1LLub>  
<https://drive.google.com/open?id=1u09CctmuTw3T-4mIK0NI1TJVMeUAHoTP>
- Citizen Report Methodology PowerPoint:  
[https://drive.google.com/open?id=1Q89m1suSHp\\_SXVH\\_Knqs\\_YY6GgcurU-V](https://drive.google.com/open?id=1Q89m1suSHp_SXVH_Knqs_YY6GgcurU-V)
- Community Score Card:  
<https://drive.google.com/open?id=1oIIAcHIL4SFM3Q8KC0pnjFKZz0Hw5sHm>  
Using evidence to establish accountability, Go to chapter 12:  
[https://drive.google.com/open?id=1i-iIZmWAtSN\\_DuHqkXVWdY9aqMIP69M\\_](https://drive.google.com/open?id=1i-iIZmWAtSN_DuHqkXVWdY9aqMIP69M_)
- Preparing for Community Score Card:  
[https://drive.google.com/open?id=1CP1\\_CtZvcf2VivDUyqw-fPjmrRhv0A3D](https://drive.google.com/open?id=1CP1_CtZvcf2VivDUyqw-fPjmrRhv0A3D)



MODULE 2 SESSION 3: STAKEHOLDER AND POWER ANALYSIS



TIME: 2 hours



OBJECTIVES

By the end of the session participants will be able to:

- Explain different forms and types of power.
- Analyse the stakeholder and map their power.
- Be conversant with a power mapping tool.

PREPARATION & MATERIALS:

- Prepare the power mapping tool.
- Make a flip chart on different types and forms of power.



STEP-BY-STEP PROCESS

| TIME  | ACTIVITY  | WHO          |
|-------|---|--------------|
| 5 min | <b>1. Introduction:</b><br>a. The facilitator introduces the session's overview | Lead Trainer |



|        |   |              |
|--------|---|--------------|
| 30 min | <p><b>2. Stakeholder and Power Analysis</b></p> <ol style="list-style-type: none"> <li>Explain the session.</li> <li>Ask participants to reflect on what power means to them.</li> <li>Explain different types and forms of power.</li> <li>Create time for question and answer.</li> </ol>   | Lead Trainer |
| 90 min | <p><b>3. Introduction: What Is A Scorecard?</b></p> <ol style="list-style-type: none"> <li>Explain the power mapping tool.</li> <li>Divide participants into groups.</li> <li>Ask them to conduct a power analysis in relation to CSOs' role in advocating for ACDEG's implementation.</li> <li>Participants debrief the exercise.</li> <li>Sum up the exercise.</li> </ol> |              |

**Notes to facilitator:**



**LINKS TO LEARNING MATERIALS**



Different Power Analysis Tool:

[https://drive.google.com/open?id=15\\_4Y9atkDMEoNzaYaViHUciWRaandbm5GLiN3LvEZO](https://drive.google.com/open?id=15_4Y9atkDMEoNzaYaViHUciWRaandbm5GLiN3LvEZO)



Different types and forms of power:

<https://drive.google.com/open?id=1e0Ed42JcQtyvdMNcaezK49d2-5y5teys>





## MODULE 2 SESSION 4: OBJECTIVE SETTING



**TIME: 2 hours**



### OBJECTIVES

By the end of the session participants will be able to:

- Explain SMART Objectives.
- Use Campaign Star Model.
- Set SMART objectives for campaign and advocacy efforts.

### PREPARATION & MATERIALS:

- Prepare a Campaign Star Model and example for each.
- Prepare SMART model and an example of SMART objectives.



### STEP-BY-STEP PROCESS

| ACTIVITY   | WHO          |
|--|--------------|
| <p><b>1. Introduction:</b></p> <p>a. The facilitator introduces the session's overview</p>   | Lead Trainer |
| <p><b>2. Campaign Star Model</b></p> <p>a. Introduce campaign star model (10).</p> <p>b. Go through the model beam by beam and explain how to use the model.</p> <p>i. Target: The group writes the target they have decided based on their stakeholder analysis, in the first beam.</p> <p>ii. Next beam is the context for the campaign.</p> <p>iii. Context: Each participant writes down their immediate thoughts on the context of the campaign on separate post-its and then shares the post-its with the rest of their group.</p> |              |



Then they have a joint talk on their ideas and add new post-its. Then one of the group members summarize what the context of this campaign is and the group moves on to the next beam.

- iv. Time and milestones: Joint talk within the group about the timeframe for their campaign and determine if there are any important milestones to consider when making a campaign strategy. Like women's day, elections etc. Write down the timeframe for the campaign on post-its and add the different milestones you have discussed on separate post-its.
- v. Resources: Brainstorm on the different resources you have to actually win the campaign. This includes economic resources, time, staffs, coalitions, access to influence etc. You can have as many post-it as you can come up with but be realistic.

### 3. Exercise on Campaign Star Model

- a. Divide participants into groups.
- b. Summarize the discussion so far.
- c. Ask participants to reflect on the exercise and work on Campaign Star Model until resources.

### 4. SMART model

- a. Present the SMART model for all the groups in plenary and ask them to consider whether their objective is SMART (specific, measurable, achievable, realistic, timely). Give the groups some time to re-formulate their objective if it is not already SMART.
- b. **Intermediary objectives (30).**
- c. The groups brainstorm on intermediary-objectives to reach the final campaign objective.
- d. They should look at their evidence gathering and their stakeholder analysis. Based on this knowledge, they should try to formulate sub-objectives.
- e. The idea about the campaign star is that there are different factors taken into consideration when the campaign objective is formulated.

#### Notes to facilitator:

- The participants might need support in writing SMART Objectives, so make sure to provide support when needed.



#### LINKS TO LEARNING MATERIALS

- Campaign Star:  
<https://drive.google.com/open?id=1553UAg0H6ceNaGid-Q1nqtzPNFZVZSNa>
- SMART Model:  
<https://drive.google.com/open?id=1sMcRdJrWZgCUqrlOxxh4l8nAX3zmgQs>



## MODULE 2 SESSION 5: EVENT MAKING



**TIME:** 2 hours



### OBJECTIVES

By the end of the session participants will be able to:

- Explain the importance of event making as a series of events in campaigning and advocacy.
- Plan events targeting different stakeholder.
- Reflect on the power of nonviolent actions.

### PREPARATION & MATERIALS:

- Prepare brainstorming wheel.
- Print event planning template.



### STEP-BY-STEP PROCESS

| ACTIVITY   | WHO                 |
|--|---------------------|
| <p><b>1. Introduction</b></p> <ol style="list-style-type: none"> <li>Introduce the session by addressing the role of events in campaigning.</li> <li>Emphasize by sharing that events are a tactic of campaign and not the purpose in themselves.</li> </ol> | <p>Lead Trainer</p> |



**2. Event Making**

- a. Ask the participants what events they have seen or participated in that were good and why they worked.
- b. Present on campaign tactics, what to consider when planning them and share some examples of effective actions.
- c. Present examples of events, ad busting, creative non-violent activism and discuss with the participants what worked and why.
- d. Sum up by sharing that an event can be a variety of actions from physically putting your body in the way of something (Green peace and sit-down protest style) through to symbolic actions.

**3. Association exercise and thinking out of the box**

- a. Facilitate a small exercise that opens up the participants' minds to new ideas and associations. This exercise is good before a brainstorm.

**4. Brainstorm on events**

- a. Start by reminding the participants of the brainstorming rules: No criticisms, quantity instead of quality, encourage wild ideas and build on top of each others ideas.
- b. In the campaign groups the participants should brainstorm on what tactics they could and should use in their campaigns when they look at their objectives, inter objectives, audiences, resources etc.
- c. The participants brainstorm 20 minutes silently using a brainstorm wheel. The facilitator helps to keep time and remind the participants to think out of the box.

**5. Building on top of ideas**

- a. Getting the new innovative idea is often about combining concepts and thoughts in new ways by “stealing” elements from different places.
- b. The participants are encouraged to walk around and explore ideas from other groups as well as their own ideas. They have 15 minutes to choose 3 ideas from other groups or their own that they will work with after the tea break.

**6. Develop one good idea**

- a. The participants get 15 minutes to combine the ideas and focus on one idea to work with more in-dept.

**7. Event planning**

- a. Ask participants to plan an event focusing on the event's target group and how it will challenge the power structures, resources required and also facilitate the same groups to plan one of their events in an event-planning template.
- b. The participants will share their ideas and hang all the events on the wall.
- c. Sum up the exercise.
- d. Sum up the entire session.



## MODULE 2 SESSION 6: MOBILIZATION AND ENGAGEMENT



TIME: 2 hours



### OBJECTIVES

By the end of the session participants will be able to:

- Describe mobilizing and organizing.
- Explain pyramid of engagement.
- Devise strategies to engage different levels of supporters.
- Develop mobilization and engagement strategies to link supporters across levels.

### PREPARATION & MATERIALS:

- Prepare presentation on Mobilizing and Organizing.
- Prepare Pyramid of Engagement.



### STEP-BY-STEP PROCESS

#### ACTIVITY

#### WHO

1. **Introduction: Why mobilize and organize**
  - a. Introduce the session and session objective.
  - b. Ask participants to reflect on why mobilizing and organizing is important in advocacy initiatives.
  - c. Do a PowerPoint presentation on Mobilizing and Organizing.
  - d. Provide examples on how strong organizing and people's movement have changed the world.
  - e. Provide time for question and answer.
  - f. Sum up the discussion.

Lead Trainer





**2. Mobilization and engagement**

- a. Explain Pyramid of Engagement and explain why it is important to allow the audience to be engaged at different levels of the campaign.
- b. The pyramid reminds us to make it possible for the audience to start their engagement at different levels and to travel through the pyramid. Though we aim at getting many engaged audience at the top of the pyramid, we acknowledge the importance of having people supporting our events and taking campaign actions to show solidarity.
- c. Discuss how to engage people with campaign issues at national level, and also reach beyond local level and national.
- d. Discuss how digital means can be used for the purpose of mobilization and engagement across levels.
- e. Sum up the discussion.

**3. Common toolbox for good mobilization and sum up**

- a. Prepare a blank flip chart with the headline: “Toolbox for good mobilization”.
- b. Ask the participants to give input based on the theory, reflections on their own experiences and knowledge on principles for mobilization.
- c. “What should be considered when we wish to involve people in our advocacy efforts?”
- d. Write down the input on the flipchart
- e. Sum up of the session

**Notes to facilitator:**

- The participants might need support in planning events targeting their stakeholder, so make sure to probe and challenge participants to be innovative in their event planning process.



**LINKS TO LEARNING MATERIALS**

- Brainstorming Rules:  
<https://drive.google.com/open?id=1uV5GT-grWJAJAirFk-gamXIkf0gpNNNoU>
- Campaign Strategy and Tactics:  
<https://drive.google.com/open?id=1PtQAMyLaDzEuQusWkgdpywiUrtHRthhT>
- Events and Abusing:  
<https://drive.google.com/open?id=1E1r18mVbxfcWNSt9b-dVmMweNJl4Wse>



## MODULE 2 SESSION 7: PUBLIC ACTION LEARNING



**TIME: 5 hours**



### OBJECTIVES

By the end of the session participants will be able to:

- Implement their learning in the public.
- Reflect on their action and generate learning.
- Gain confidence to implement advocacy efforts, develop networks and mobilize stakeholders/organizations in relation to effective implementation of ACDEG.

### PREPARATION & MATERIALS:

- Support participants for Public Action Learning.
- Help in connecting with relevant organization, activists, and people.



### STEP-BY-STEP PROCESS

| TIME   | ACTIVITY   | WHO          |
|--------|--|--------------|
| 5 mins | <b>1. Introduction to Public Action Learning</b><br>a. Explain the concept of Public Action.<br>b. Provide time for question and answer.<br>c. Sum up.   | Lead Trainer |
|        | <b>2. Preparation</b><br>a. Divide participants into three groups<br>i. Evidence Gathering.<br>ii. Event Making.<br>iii. Mobilization and Engagement.<br>b. Ask participants to prepare actions on the above mentioned topics.<br>c. Provide time for preparation.<br>d. Ensure support to the groups.<br>e. Groups present their plans and receive feedback.<br>f. Groups incorporate feedback and are prepared for Public Action Learning. |              |



|  |   |  |
|--|---|--|
|  | <p><b>3. Public Action Learning</b><br/>a. Participants execute their plans in the public.</p>  |  |
|  | <p><b>4. Debrief</b><br/>a. Debrief the Public Action Learning.<br/>b. Ask questions around what worked well, what needs to be improved and what they learnt.</p> |  |
|  | <p>5. Sum up the session by presenting on “how to monitor and evaluate advocacy efforts”</p>  |  |

**Notes to facilitator:**

- Make sure the participants feel challenged and create an avenue for them to grow.



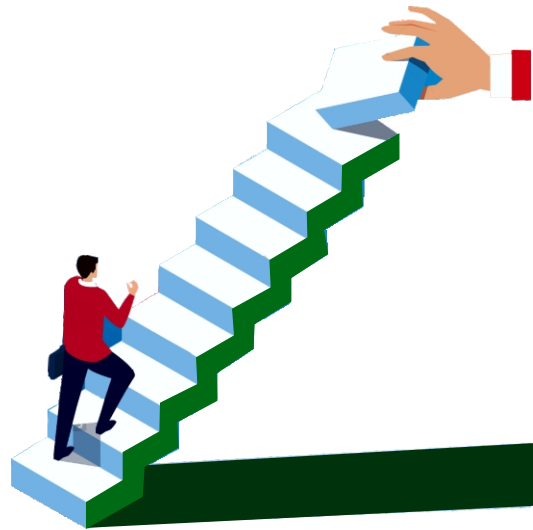
**LINKS TO LEARNING MATERIALS**

- Information on Public Action Learning:  
[https://drive.google.com/open?id=12Mq8km5iB6biPWUxr9txgNID\\_FWXYQ\\_m](https://drive.google.com/open?id=12Mq8km5iB6biPWUxr9txgNID_FWXYQ_m)





**MODULE 3 OVERVIEW:**  
**ACTION PLANS, EVALUATION AND  
NEXT STEPS**



## MODULE 3 OVERVIEW: ACTION PLANS, EVALUATION AND NEXT STEPS



TIME: 1 day



### OBJECTIVES

By the end of the module, trained young people will be able to:

- Develop actions to implement their learning and to create impact.
- Reflect on the effectiveness of their actions.
- Demonstrate commitment towards collective actions.
- Critically reflect on their own learning processes.



### MODULE SUMMARY AND SESSIONS

| M#S# SESSION TITLE                    | WHO               |
|---------------------------------------|-------------------|
| M3S1. Introduction to Action Planning | 2 hours           |
| M3S2. Evaluation                      | 1 hour 30 minutes |
| M3S3: Next Steps                      | 1 hour 30 minutes |



### LINKS TO LEARNING MATERIALS







## M3S1: PRESENTING ACTION PLANS



TIME: 2 hours



### OBJECTIVES

By the end of the session participants will be able to:

- Share action plans.
- Demonstrate commitment towards collective actions.

### PREPARATION & MATERIALS:

- Invite ActionAid staff.



### STEP-BY-STEP PROCESS

#### ACTIVITY

#### WHO

**Introduction:** Here, the facilitator introduces the aims and flow of the day and emphasizes that although it is the last day, advocacy does not end here. What participants have learnt and planned on doing after the training are not just plans, but should be implemented appropriately.

**Group work on action plans:** In groups, pairs or individually, participants' work on the action plans, and develop measures on how to continue the advocacy after the training. After each presentation the facilitator gives feedback on the action and how they would be able to support it.



**Sum up:** The facilitator summarizes the session by identifying the action plans that are going to be supported (financially or logistically) by the EC and AA country offices and drawing the next steps (e.g. next meeting) for those action plans. Participants are also informed that they will receive their certificates after they have implemented and reported on the actions in their action plans.

AA Focal point shares follow up plans and agrees with the Participants. Also, a copy of the action plans is documented by AA Focal Point.



### LINKS TO LEARNING MATERIALS

- Template Action Plans:  
<https://drive.google.com/open?id=185L7BauwzJ0HQB9OwdkQlyvuB-Eo6qNm>

Please find the links to the training materials used for this session.



## M3S2 EVALUATION AND CLOSURE



**TIME:** 1.5 hours



### OBJECTIVES

By the end of the session participants will be able to:

- Evaluate the course orally and in writing.

### PREPARATION & MATERIALS:

- Download and print the evaluation sheet.



### STEP-BY-STEP PROCESS

| ACTIVITY  | WHO |
|---|-----|
| <b>Introduction:</b> the facilitator introduces the importance of evaluating the training, and how it should be carried out.  |     |
| <b>Written evaluation:</b> Participants are asked to complete an evaluation form in all its components.   |     |
| <b>Oral evaluation - group work:</b> Participants are asked to discuss in groups for 15 mins and identify what to adopt, what to Improve and what to Drop about the course. They should also share key learnings that they got out of the course. |     |
| <b>Oral evaluation - Sharing:</b> Each group shares the oral evaluation and their key learnings. The facilitator notes down on two different flipchart – one for evaluation, the other for the key learnings.                                     |     |
| <b>Sum up:</b> The facilitator summarizes the main points of the presentations and gives the final remarks.   |     |



## LINKS TO LEARNING MATERIALS

Please find the links to the training materials used for this session

- End of Course report:  
<https://drive.google.com/open?id=1KcwzRm6bawKfzpclcftBeaAkmJ1W4sc3>
- Evaluation Form:  
<https://drive.google.com/open?id=1FhrjL-ZbkuqZjCHUFI-WBfg5JhjPWQgj>









Published by **ActionAid Nigeria** with funding from



European Commission

# act:onaid



**Abuja**

**ActionAid Nigeria**  
Plot 477, 41 Crescent,  
off Sa'adu Zungur Avenue  
Tel: +234 (0) 812 888 8825-7  
info.nigeria@actionaid.org  
www.actionaid.org/nigeria



**Lagos**

**1A, Adeboye Solanke Street**  
**Off Allen Avenue (behind Zenith Bank)**  
**Ikeja, Lagos.**  
Tel: +2348126644268



**Maiduguri**

**No 3, Gombole Street,**  
**Off Gombole Road**  
**Old GRA, Opposite Giwa Barracks**  
**Maiduguri**



[www.actionaid.org/nigeria](http://www.actionaid.org/nigeria)



[ActionAidNigeria](https://www.instagram.com/ActionAidNigeria)



[@ActionAidNG](https://twitter.com/ActionAidNG)



[ActionAidNigeria](https://www.facebook.com/ActionAidNigeria)



[ActionAidNG](https://www.youtube.com/ActionAidNG)

Send your feedback: [feedback.nigeria@actionaid.org](mailto:feedback.nigeria@actionaid.org)