CAPACITY STRENGTHENING AND SHARING COURSE

A Manual
For Refugee-Led Organisations

Written and Developed by:

Cohere Charity Organisation (Formerly known as Xavier Project) and our Community Partners

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Capacity Strengthening and Sharing Course for Refugee-Led Organisations

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To the staff, interns and volunteers who have added creative input to the compilation of the manual and the implementation pilots.

Introduction

Cohere and its Community Partners have developed this training manual with the aim of strengthening the skills of the leaders, managers and staff of Refugee-Led Organisations all over the world.

In these modules, RLOs will evaluate their visions, define their goals, and acquire and refine the skills to implement their community projects successfully and independently. Learning is achieved through knowledge exchange in participatory sessions that encourage the sharing of experiences and in participant-led discussions that catalyse organisational improvements. This course does not impose solutions or dictate the decisions taken by a RLO, however, it aims to guide RLOs to thoroughly assess their operations in support of their desired goals.

This manual has detailed lesson plans for the facilitator to follow. The first 5 modules are designed to be followed sequentially, while modules 6 to 20 can be delivered standalone if necessary. Within the modules, each lesson has a similar structure. Guideline timings are provided.

Cohere would like to thank UNHCR for the funding to create this manual as part of the UNHCR Innovation Award 2019. We would also like to extend our greatest gratitude to our Community Partners for our years of working together as well as their input on the topics covered. These are L'Afrikana Community Organisation, URISE for Africa, Solidarity Initiative for Refugees (SIR), Resilience Action International (RAI), Turkana Christian Development Mission (TCDM), Tomorrow Vijana, Bondeko, Tenda Wema, and Community Alliance for Youth Empowerment (CAYE).

The Role of the Facilitator

As a facilitator, it is important to have a deep understanding of the community group you wish to take through the course. There can be no "one size fits all" mode of delivery -- yet one can tailor-make the course to suit the needs and requirements of the specific group participating. To this end, as the course progresses, the facilitator should develop a relationship with the group in order to understand their work better, and should aim to make the discussions and activities in the course more relevant to their needs.

This RLO Capacity strengthening Program is facilitated, not taught. It is an approach that provides the participants with active, positive and encouraging learning opportunities to generate critical, positive thinking, and to envision opportunity. To

ensure that this occurs, you must also ensure that you leave room for new ideas, thought processes, and only offer nonjudgmental guidance.

We advise that you should read through the entire manual before you deliver it. This will enable you to familiarise yourself with the content, make notes on aspects that you think need more elaboration, and then develop hand-outs that best suit your method of delivery.

For this course, there are notes that guide the facilitator that are written in normal prose handwriting while the text in italics is a narrative of what you can choose to say. Please note that you should not have to say everything as it appears in the manual, but only use this as a guide to help you come up with your own talking points. This manual is a guide that you should custom make to your own 'voice'.

There are also supplementary learning materials -- slideshows and handouts -- that go with this course and are hosted on Cohere's website along with this document. If you see reference to a hand-out or powerpoint that you are not able to access please email Ruth Njiri at r.njiri@wearecohere.org and it will be shared.

Here are a few guiding principles for facilitation:

- Guide the group- do not share your personal opinions/values/beliefs instead let the group guide those and remain open minded
- Keep confidentiality- assure participants that everything that is shared in the sessions is confidential (and mean it!) Do not discuss anything that happened in the room outside of it
- Time management – keeping time is important to build trust and security in the sessions- please be sure to keep time.
- The manual is structured to give guidelines for what you could say during the sessions. The instructions are in normal text and the sample guidelines of what you could say are in *italics.* However, modify it, read in advance and be sure to communicate to your participants in your own words as they are guidelines on what you can say.
- Listen to active participants- listening sensitively and openly to response is so important – do not cut participants off, rush them. Nod to show you are listening, and show encouragement. If someone is way off, be kind and guide them in the correct direction by asking the other participants if they agree with what the participant is being said, or if there is another way to look at it, or if anyone has anything else to add
- Answer questions- take all questions seriously and try to answer them. If you do not know the answer, tell them you don't know and will seek an answer. If you don't understand the question- be sure to ask for clarification
- Give time for all participants to speak- make sure no one is dominating the conversation and everyone has time to share and people respect each other's time. If someone is taking too much time you can say "I am sorry to cut you

off, but we need to move on" or "I think it is time we heard from other participants"

- Adapt activities- if you think an activity is not going well but have a better way to do it- adapt it to meet the needs of the participants
- Offer time out- tell participants if they need to leave the room or find an activity too difficult or emotional, that they can always opt for a timeout and observe or leave for a bit
- Make sure group work is understood by all members
- Give positive and encouraging feedback, not critical feedback – being a facilitator means supporting the learning in positive ways
- During activities, asking important questions may be very useful to go deeper into the thoughts, beliefs and values of the participants. The following questions may be very helpful in many activities:

> - Does that situation relate to you or your community?
>
> - Do you feel like that can constitute a change in your community?
>
> - What sort of change do you think you can make?
>
> - What are you taking out of this session; will you apply it to your organisation? How?
>
> - What would you do differently next time?
>
> - Is this something realistic that you and your community members can do?

For the sake of simplicity, this training manual will refer to your trainees as either participants or RLOs throughout this manual.

Target Audience

We have compiled this training manual for *implementers* wishing to train members of Refugee-Led organisations (RLOs), locally run and founded NGOs, or any groups willing to develop their communities collaboratively. As an implementer or course facilitator we assume that you have prior experience in working in community development, that you have prior experience in running training, and that you have some experience working in the context that your participants are working in.

This manual is designed to help you deliver the capacity strengthening course, however the manual does not replace the need to plan your sessions. You may find from this manual that there are ways you need to adapt your content or add additional activities – this is encouraged. If you try to use this manual in a session without reading it through in advance and without planning you will find yourself ill-prepared to deliver the course.

Introduction to the course for participants

00.00 Welcome the participants and introduce yourself as the facilitator of the course

00.03 Ask to the participants to introduce themselves and take notes of their names and their roles in the RLO

00.10 Explain the objectives and structure of this course

With this course we aim to strengthen the skills of Refugee-Led organisations to re-evaluate their vision, re-define their goals, function effectively and work towards sustainability.

Module 1 - Understanding and Describing Your Community: You will learn how to understand, examine and describe your community

Module 2 - Analysing Community Problems Together: You will learn how to identify, analyse and address community problems

Module 3 - Forming and Communicating a Vision: You will learn how to collectively formulate and communicate the RLO's vision

Module 4 - Strategic Planning: You will learn about strategic planning and know how to incorporate it to RLO's plans

Module 5 - Resource Mapping: You will learn how to identify and exploit existing resources in your RLO and community.

Module 6 - Leadership: You will learn about cultivating a genuine, effective and long lasting form of leadership in your RLO.

Module 7 - Governance: You will learn how to make their governance system effective so as to sustain the RLOs activities.

Module 8 - Proving Impact: You will learn why proving impact is important for an RLO and how to do it.

Module 9 - Financial Accounting and Management: You will learn about establishing a financial system that is most suitable to your RLO as well as how to manage financial resources with the expectations of different donors.

Module 10 - Managing Fraud: You will learn about fraud, how to avoid it by mitigating the risk of the fraud and the impact it can have on your organisation.

Module 11 - Proposal Writing for Our Community Projects: You will learn how to write proposals that are effective for fundraising for a community project. You will also learn how to ensure your fundraising efforts are strategic for your RLOs sustainability.

Module 12 - Managing Community Projects for Donors: You will learn how to manage a project successfully for donors and how to report effectively to the donors intended expectations.

Module 13 - Gender and Inclusivity: You will learn about gender inclusion. You will also learn how to ensure your organisations, your programmes as well as the community at large create a positive environment for gender inclusion.

Module 14 - Building and Sustaining Partnerships: You will learn how to build and sustain successful partnerships and alliances that promote the optimum operation of your RLOs activities.

Module 15 - Risk Management: You will learn how to identify, manage and mitigate risks that your organisation is exposed to so that you can achieve your intended goals and objectives.

Module 16 - Safeguarding: You will learn about safeguarding as a whole with the emphasis of creating mitigating measures that aim to protect children and vulnerable adults from harm from your organisation, your activities and any associated external partners.

Module 17 - Bonus Module - Child Protection: This particular module focuses on safeguarding children and you will learn about the particular safeguarding concerns that are unique to children and how to go about them.

Module 18 - Developing and Implementing an Advocacy Strategy: You will learn how to develop an advocacy strategy aimed at addressing a problem within your community.

Module 19 - Disability Inclusion: You will learn how to provide support to Persons with Disabilities in a manner that allows them the same opportunities to participate effectively in your programmes and organisation as a whole.

Module 20 - Peacebuilding in our Communities: You will learn how to develop a peace building initiative in your community.

00.30 Explain the dynamics and guidelines of the course

Explain your role as a facilitator

Explain to the participants that the person who is directing the course must not be seen as a teacher. This is because the role of the facilitator is to stimulate discussions and among the RLO members

00.35 Set up a schedule with the participants

Module 1: Understanding and Describing Your Community

Introduction to the module

It is important for RLOs to understand their community -- what a community is, and the specific nature of the communities they work in. Anything we do in a community requires us to be familiar with its people, its issues, and its history. Carrying out an intervention or building a coalition are far more likely to be successful if they are informed by the culture of the community and an understanding of the relationships among individuals and groups within it.

Taking the time and effort to understand the local community well before embarking on a community effort will pay off in the long term. A good way to accomplish that is to create a community description -- a record of exploration and findings. It's a good way to gain a comprehensive overview of the community -- what it is now, what it's been in the past, and what it could be in the future.

In this module, the RLOs will examine the community in some detail and set down their findings in a community description.

Session One – Understanding Your Community

> **Resources:** Display the **PowerPoint** entitled "Module 1 – Understanding and Describing Your Community" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to understand your community

You will learn which tools you can use to examine your community

You will learn to describe your community

- 00.05 Introduce some of the aspects that define a community, using the next slide

A community is any group sharing something in common:

Locale, Experience, Interest

- Instruct participants to discuss in pairs for three minutes. *What are some other aspects to consider in your community?*

- 00.10 Request feedback and have an open discussion based on their responses

- 00.15 Go to the next slide and discuss the various bullet points.

Try to launch an open discussion. Here are a few pointers to help you discuss the individual bullet points. Look out for context specific contributions from the participants. This is an introduction

Physical aspects. Most communities have a geographic area or areas they are either defined by or attached to. It's important to know the community's size and the look and feel of its buildings, its topography (the lay of the land -- the hills, valleys, rivers, roads, and other features you'd find on a map), and each of its neighbourhoods. Also important are how various areas of the community differ from one another, and whether your impression is one of clean, well-maintained houses and streets, or one of shabbiness, dirt, and neglect.

If the community is one defined by its population, then its physical properties are also defined by the population: where they live, where they gather, the places that are important to them. The characteristics of those places can tell you a great deal about the people who make up the community. Their self-image, many of their attitudes, and their aspirations are often reflected in the places where they choose -- or are forced by circumstance or discrimination -- to live, work, gather, and play.

Infrastructure. Roads, bridges, transportation (public or private transportation) electricity, landline and mobile telephone service, wifi services, and similar aspects, or lack thereof, make up the infrastructure of the community.

Patterns of settlement, commerce, and industry. For example, where are the poorer areas? Which areas are closer to business centres, or industrial activity? Are some parts of the community dangerous, either because of high crime and violence or because of unsafe conditions in the built or natural environment?

Demographics. It's vital to understand who makes up the community. Age, gender, race and ethnicity, marital status, education, number of people in household, first language -- these and other statistics make up the demographic profile of the population. When you put them together (e.g., the education level of black women ages 18-24), it gives you a clear picture of who community residents are.

History. The long-term history of the community can tell you about community traditions, what the community is, or has been, proud of, and what residents would prefer not to talk about. Recent history can afford valuable information about conflicts and factions within the community, important issues, past and current relationships among key people and groups -- many of the factors that can trip up any effort before it starts if you don't know about and address them.

Community leaders, formal and informal. Some community leaders are elected or appointed. Others are considered leaders because of their activities or their positions in the community -- community activists, RLO founders, teachers, pastors, health care workers, NGO workers (for example). Still others are recognized as leaders because they are trusted for their proven integrity, courage, and/or care for others and the good of the community.

Community culture, formal and informal. This covers the spoken and unspoken rules and traditions by which the community lives. It can include everything from community events to norms of behaviour -- turning a blind eye to alcohol abuse or domestic violence -- to patterns of discrimination and exercise of power. Understanding the culture and how it developed can be crucial, especially if that's what you're attempting to change.

Existing groups. Most communities have an array of groups and organisations of different kinds – NGOs, RLOs, faith groups, youth organisations, sports teams and clubs, groups formed around shared interests, as well as groups devoted to self-help, advocacy, and activism. Knowing of the existence and importance of each of these groups can pave the way for alliances or for understanding opposition.

Existing institutions. Every community has institutions that are important to it, and that have more or less credibility with residents. Schools, libraries, religious institutions, hospitals -- all of these and many others can occupy important places

in the community. It's important to know what they are, who represents them, and what influence they wield.

Economics. Who are the major employers in the community? What, if any, business or industry is the community's base? Who, if anyone, exercises economic power? How is wealth distributed? What are the economic prospects of the population in general and/or the population you're concerned with?

Government/Politics. Understanding the structure of community government is obviously important. What is the role of local government? Which parallel structures exist, such as responsibilities of UN organisations or community elected entities? Whatever the government structure, where does political power lie? Understanding where the real power is can be the difference between a successful effort and a vain one.

- 00.35 Discuss with participants *Why Understand and Describe your Community?*

*What is the impact of **not understanding** your community? Have you ever seen examples of this happening?*

Explain the image of Marie Antoinette and the Mosquito Net misuse. Marie Antoinette is "supposed" to have said "let them eat cake" when starving peasants were thronging around her palace in Paris in the 1770s begging for food. It is often highlighted as an example of ignorance and arrogance, of not understanding the desperation of the starvation facing normal people, who didn't even have bread let alone cake. A few years later there was a revolution and she was executed by the same peasants. Misunderstanding her community had dire consequences for her!

The other example shows the handing out mosquito nets to fishing communities is often not going to achieve the intended objective – again because of a lack of understanding. Fishing communities are more likely to focus on getting food for survival than avoiding disease, even if malaria still poses a big threat to them.

- 00.55 Discuss how the community description can be used and explain these basic principles for understanding the community:

View the community as the teacher and yourself as the student.

There are not always simple explanations for everything you find in your community

Question the accuracy of all information.

- **01.00 Explain the exercise they must complete before the next session.**

They should divide into five groups and divide between the groups the aspects discussed above at 00.15. Each group should go out and learn about that aspect of the community and be prepared to share what they learn with the rest of the group. Give the team the option of feeding back the information in the form of a verbal presentation, an artistic/graphic layout, a short documentary made on a smartphone, or a newspaper article.

- **01.10 Ask each group to think about target audiences for their research, what methods they want to use to get the information they are looking for.**

Observation will be the key method and possibly some informal interviews. Please note that this is not an academic exercise, but more carried out out of interest. They should not feel the need to set-up long interviews or focus group discussions at this stage as this will come later.

Give the group at least a full day to complete this exercise. This activity therefore works best when the training is being held at the RLO's location.

Session Two – Describing Your Community

> **Resources:** You may need large manila papers with coloured pans and sticky notes. You may need a collection of smart phones for making a documentary. Or paper and pens for writing up a newspaper article. You do not need a projector unless you want to recap session one.

- 00.00: Introduction

In this session you will give feedback to the team on what you have understood about your community. You will learn from others in your group about the aspects they were researching.

This session can be loosely structured, or you can let the RLO select a participant to chair the session. Encourage the participants to engage in lively discussions about their findings. You can use the opportunity to observe and learn about this community – by now they should know more about it than you do.

- 00.01 Understanding Continuum.

In this exercise the participants form themselves in a line that displays a continuum of understanding of their community. Line up the chairs in a straight line. Fix the extremes of the continuum in the following way: go to one end of the line and explain that this end represents full understanding of the community the other end represents complete ignorance of the community. The participants should place themselves along the line according to how well they feel they understand the community.

At the far right end the statement could be "*I fully understand the community I live in. I am well acquainted with all its features, demographics and trends.*"

At the far left end the statement could be "*I have no understanding of this community, its people and its trends.*"

Ideally most participants will place themselves at a point along the continuum and not at either of the ends. This is because even after researching the community in recent days there is no way they can understand everything about it.

Ask some of them to explain a few reasons why they placed themselves where they did. Was it based on their own research, or on the presentations of their peers or both? What more do they still feel they need to research to understand the community better?

It could also be interesting to ask the participants to now place themselves on the line according to where they believe they were before session one. This way you can visually see the impact of these two sessions. With their permission you could take two photos to demonstrate the change over the two sessions.

ASSESSMENT FOR LEARNING (AFL): This exercise will give you insight into how much the participants have learnt in the last two sessions. You may identify some participants who have not found the sessions helpful enough in understanding their community, or perhaps even the whole group have not increased their understanding as much as you would like. In this case you need to be ready to adapt. Perhaps they need more time to research, perhaps they need to revisit some of the concepts in session one. Perhaps some of them need a one-on-one session. As the facilitator, use your judgement to take the best course of action. If they are seriously struggling at this stage it will make your job more difficult in later sessions so don't rush on to the next session.

Session Three – Describing Your Community 2 (optional)

In this session the participants write up their findings in a more academic way. This exercise would be useful if the RLO would like to publish their findings for their community members to read, or if they want to use their findings as part of funding proposals in the future. Ways you can run this exercise include:

- Each group write up a paragraph for each of the features they were looking at in session one
- A volunteer from the group with good literacy could write up two sides of A4 based on the presentations he or she observed
- As the facilitator you could offer to write up the two sides of A4 and present it back to the group
- You could set this exercise as homework to be done between your visits and perhaps sent to you to review by email.

Some guidelines: If possible you can display these guidelines on the powerpoint (see PPT) or print them off for the participants.

- *If you want to use data to back up your argument, make sure it is specific and ideally backed up by a source.*
- *Give a balanced account, with equal weight to each feature you are studying. For example, don't write one side of A4 on the geographic layout of your community, leaving only one page for everything else you have studied.*
- *Talk about positives in your community as well as challenges you may observe.*
- *Try to base your points on observations that were included in your research rather than on a whimsical opinion.*
- *Be careful with the statements you make. For example, don't say, "most of the time most teachers don't turn up to school," unless you are sure that a majority of teachers fail to turn up to school the majority of the time. "Most" is a very loaded word because it assumes a majority without giving much specificity.*
- *Think about your audience and be sensitive. Avoid stereotyping and be careful about pointing fingers at a particular demographic for an issue you have identified in your community. If you must highlight demographic differences, make sure your point includes input from that demographic group, that it is backed up with evidence and gives an unbiased representation of what you believe to be the truth about your community.*

- *Keep sentences simple and short like this one. Avoid subordinate clauses, by which I mean phrases, inserted haphazardly within larger sentence constructs such as this one, which add little value to what you, as the writer, are trying to say.*
- *End your community description with a message of hope! Your community is already great, it's just that you want to make it a bit greater.*

Module Summary

By the end of this module, the RLO should have a clearer idea of what community they are a part of. They will have subconsciously or consciously referred to problems in their community and how they could be addressed, setting you up well for the next module.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 2: Analysing Community Problems Together

Introduction to the module

In this module the RLO will get closer to defining the problems they witness in their community and choosing the problems they want to address as a team. The phrase "as a team" is vital for this module as it is in these sessions that they will start to think about how their vision as a group has to be a shared vision. This will take compromises from everyone because not everyone's interests and priorities can take centre stage when working as a group.

Session One – Why are you here?

> **Resources:** Display the **Powerpoint** entitled "Module 2 – Analysing Community Problems Together" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will think about why you are here and start identifying a shared vision as a team

You will learn how to identify and analyse community problems

You will select which problems you want to address as a group

- **00.05 Discuss the objectives of session one with them and introduce the activity.**

Divide the participants into groups of four, ideally with two pairs facing each other. Participants should spend five minutes discussing with the person opposite them why they are here in this room. When the five minutes are up the participants should

turn to the person next to them and spend a further five minutes telling each other what the colleagues opposite them have told them. This way they are relaying second hand what someone else has told them about motives. They should then spend five minutes openly discussing their motives as a group of four. They should try to make a rough list of all the various motivations in their groups.

- **00.30 Display the first slide about internal and external motivations.**

Ask the group what they believe is meant by internal or external motivations. An internal motivation is a motivation that comes from within you to try and achieve a goal. An external motivation is a motivation from outside of you, a motivation that is outside of your control.

- **00.35 Before showing the next slide**

Ask the group to divide up their various motives into internal and external motives. Perhaps they have additional motives now that they are reflecting on internal and external.

- **00.40 Show the next slide that gives some examples of internal and external motives.**

Get feedback to see whether there are any similarities or overlaps with what the groups have in their list.

- **00.45 Show the next slide on positive and negative motivations and discuss the differences**

Ask the groups to consider whether they have both positive and negative motivations

- **00.50 Divide the room into four corners that represent the four boxes of the motivations matrix in the slide**

Ask the participants to put themselves into the box that best represents their motivations for joining and being part of this group. Hopefully the majority of the participants stand in the positive internal motivations box. Ask participants to justify why they selected that corner. It is great if participants are open. It is likely that participants do have positive internal motivations and they may need to take time to consider these. However, don't force the discussion too much. This is a topic which you will come back to in later modules. The idea is that having shared motives deep down will be good for the team and they need to be happy to discuss these motives openly.

- 01.00 Discussing Motives

Explain that having shared motives deep down will be good for the team and they need to be happy to discuss these motives openly. Congratulate them on being open about their motives. Give a brief explanation about how this session will have been relevant for the next session (see below).

Session Two – Identifying Problems in your Community

> **Resources:** For this activity you need pens, sticky notes and large sheets of manila paper. Display the **Powerpoint** entitled "Module 2 – Analysing Community Problems Together"

- 00.00 Introduction

Some of the participants may have mentioned addressing social problems in their motives, whether in their internal motives in terms of being an agent for change, or in their external motives because this social problem may be affecting them directly and causing them to act as a way of protecting themselves or their families.

In this session, the group will start to cluster these community problems and analyse whether their desires to address them are internal or external. They will see how many overlaps there are in the community problems they have identified. This will enable the group to start focusing their attention on key problems they want to address as a RLO. First let's look in more detail at what a Community Problem is.

In this session you will more fully understand what is meant by a Community Problem

You will start grouping problems and looking at our motivations for addressing them

Link this session to the last session by asking the group to recall community problems that came up in the discussion about motivations.

- 00.15 Community Problems

The next 20 minutes is heavy on chalk and talk so try to keep the conversation as interactive as possible.

Share the list of example community problems. Prompt a discussion as to whether these problems are present in their community. Don't allow the conversation to get carried away.

- 00.20 Why do we analyse community problems?

To better identify what the problem or issue is.

For example, youth might gather on a street. Sometimes they drink; sometimes they get rowdy. What is the problem here? The drinking? The rowdiness? The gathering itself? Or, the possible fact that youth have nowhere else to go and few positive alternatives for engagement? Before looking for solutions, you would want to clarify just what is the problem (or problems) here. Unless you are clear, it's hard to move forwards.

To understand what is at the heart of a problem.

A problem is usually caused by something; what is that something? We should find out. And often the problem we see is a symptom of something else.

To determine the barriers and resources associated with addressing the problem.

It's good practice and planning to anticipate barriers and obstacles before they might rise up. By doing so, you can get around them. Analysing community problems can also help you understand the resources you need. And the better equipped you are with the right resources, the greater your chances of success.

To develop the best action steps for addressing the problem.

Having a plan of action is always better than taking a few random shots at the problem. If you know where you are going, you are more likely to get there.

In general, when you tackle a problem, it's better to analyse it before you begin. That way, you've got a deeper understanding of the problem; and you've covered your bases. There's nothing worse for member involvement and morale than starting to work on a problem, and running up against lots of obstacles -- especially when they are avoidable.

When you take a little time to examine a problem first, you can anticipate some of these obstacles before they come up, and give yourself and your members better chances of coming up with a successful solution.

- 00.30 Criteria for Addressing Community Problems

When identifying and prioritising problems in your community, you may want to consider some criteria:

- The problem occurs too frequently (frequency)
- The problem has lasted for a while (duration)
- The problem affects many people (scope, or range)
- The problem is disrupting to personal or community life, and possibly intense (severity)
- The issue is perceived as a problem (perception). A problem often becomes a more invasive problem when it is also perceived as a problem by the community at large, but just this perception is disruptive.

The problems that really need to be addressed more urgently are problems that display several of these criteria.

- 00.40 Problem Spamming.

Depending on the size of the group, either divide them up into manageable groups of six or fewer or ask them to work as one group. Ideally for this activity you need sticky notes and large sheets of manila paper.

Ask the group to make a collection of problems faced by their community on sticky notes. The title of the problem should be underlined at the top of the sticky note. Under the title, the group should list criteria that the problem meets, such as frequency, duration, scope, severity and perception. You may notice some groups only coming up with very broad problems such as "poverty" or "displacement", and other groups might be overly specific such as "the fallen tree in zone C blocking the road". Try to nudge them towards more of a middle ground. If this doesn't work, use a model example and demonstrate to the group as a whole.

- 00.50 Problem Clustering and Complex Problem Mapping

Having the problems listed on sticky notes enables the group to move them around on the manila paper. Ask them to cluster or bunch the problems together into categories. They may find at this point that there are different "levels" of problems. For example, one sticky note might say "lack of road markings", whereas another sticky note might say "poor infrastructure". Road markings are a feature of roads, which are a feature of infrastructure, so eventually the roads markings would go under "poor infrastructure". See if the group notices this themselves. Either way, encourage them to cluster these types of problems together and acknowledge the differing layers.

It is very likely at this point that complex or wicked problems will emerge – or vicious cycles of problems. An example would be, "the population is unproductive because of malnutrition. There is malnutrition because the population is unproductive." Show the slides of possible ways they can cluster or map their problems. This section will take initiative from you as a facilitator as it is difficult to predict what problems will emerge and how the group will choose to visually present them.

- 01.10 Example: Nile Perch

When this conversation has gone to its logical conclusion, prepare to pause the session for a break. As a plenary you could show them the complex problem associated with the introduction of Nile Perch to Lake Victoria, see slide.

Nile Perch were introduced to Lake Victoria 40 years ago and preyed on all other species with profound effect, disturbing the natural ecosystem and the health of the lake as a whole. Originally they were introduced to improve food security.

Session Three – Root Causes

This session is a continuation of the previous problem spamming and clustering session. You will try to bring to order some of the thoughts about the problems faced by this community. This will not be straightforward – don't worry if everyone's thoughts, including your own, continue to seem entangled. The key thing is that there is some consensus on a collection of root cause problems.

- **00.00 Discuss the objectives of this session**

In this session you will look at the root causes of the problems you have identified in the previous session

You will start to decide as a group on which root problems you would like to address

- **00.05 – Recap on the complex problem of Nile Perch being introduced to Lake Victoria.**

This is an example of how trying to fix one problem leads to more problems. Trying to address the ecological imbalance that Nile Perch has caused will cost significant resources that could also affect the original problem of food security. On a related issue, certain types of fishing in Lake Victoria have been banned, ostensibly for environmental reasons. This might have long term positive consequences on the ecology of the Lake and subsequently food security, but in the short term fishing communities around Lake Victoria are starved of income and an array of economic and social issues, such as alcoholism, HIV infections and domestic violence may get worse in the process. In a situation like this it is hard to look at the root cause of the problem.

- **00.15 Introduction to root causes of problems**

Root causes are the basic reasons behind the problem or issue you are seeing in the community. Trying to figure out why the problem has developed is an essential part of the "problem solving process" in order to guarantee the right responses and also to help citizens "own" the problems.

- **00.20 Explain that not all problems have one root cause.**

Give the two examples of corruption and business productivity, as well as high skills and education from the PowerPoint.

- **00.25 Show that while problems might be cyclical, each problem also has multiple root causes.**

For example, corruption might exist because government salaries are not high enough, and also because the state or the system does not do enough to prevent corruption.

- **00.30 Show that cycles of problems have themes that overlap.**

For example, the reduced productivity of business leads to reduced government revenue, as well as fewer jobs. Reduced productivity might affect the cycle of problems related to education, as well as the cycle of problems related to corruption in government.

- **00.35 In the next slide, show that by overlapping these problem cycles and looking at various themes you can start identifying prominent root causes.**

Activity – *Arrange your problems in a way that enables you to identify overlapping themes or root causes.*

If the groups are struggling with this exercise you could introduce to them the "But Why?" concept. For example, if they say that too many people in their communities have problems with alcoholism, they should ask "but why?" Once they come up with an answer to that question, probe the answer with another "but why?" question, until they reach something closer to the root cause.

- **00.55 Ask the groups to either present their root cause problem trees or if they are in one group, have an open discussion about the way they have presented it.**

ASSESSMENT FOR LEARNING (AFL): Try to encourage all group members to contribute to the discussion. Take a note of the participants who have engaged with the exercise and contributed to the problem tree. For those who seem not to be fully understanding the process, arrange a way to talk to them in a smaller group or one on one.

- **01.10 – Interventions and focus areas.**
Start a discussion as to how best the RLO could intervene. This is an introductory discussion which you will come back to in later modules. Hopefully the group will have come up with a number of root causes or overlapping problems. It can be possible to think of interventions that the problem cycles. In this activity you

should think about which of these root causes the group might be best placed to address.

For example, three root causes given might be: LACK OF EDUCATION OPPORTUNITIES, LACK OF A FREE MEDIA, and ENVIRONMENTAL DEGRADATION. If the group is made up of participants with a teaching background they may choose to think about improving education opportunities. The answer could be very different if they are a group of exiled journalists, or environmental scientists.

Module Summary

By the end of this module, the RLO should have a clearer idea of the problems in their community, how they interrelate, and what some of the root causes to these problems are.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 3: Forming and Communicating a Vision

Introduction to the module

In this module the RLO will focus on the problems they want to address. They will visualise a future in which this problem or set of problems are solved. It is important that the imagination of the participants is triggered so that they can picture a future with different realities to the problems they see today. It is important that they believe that this future is possible. The final step is articulating this vision in a way that other people can start to also believe it is possible. At this point, and only at this point, a vision statement can start to be defined.

Session One – Use Your Imagination!

Resources: Display the **PowerPoint** entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Give a brief introduction to the session.**

Go through the objectives of the module, linking the objectives to previous sessions on understanding the community and identifying community problems.

In this module you will imagine a different future

You will agree as a group on what kind of better future is possible

You will find a way of describing this better future (vision) and communicating it

- **00.05 Revisiting some questions from Module 1 and 2**

Giving a brief review about some sessions from Module 1 and Module 2 will induce the participants to rethink about the RLO's current state. Having previously identified and analysed the characteristics and problems of the RLO, the facilitator

may ask the participants to answer this questions again to assess the newer perceptions towards the community and start formulating a shared vision:

What is the community now? What could it be in the future?

Why are you here? Why are we all here as a group?

- 00.10 Ask the class

Why is having an imagination important?

Here are some ideas you could discuss in response, or you can use your own examples.

Having an imagination is vital. It is one major thing that makes humans different from animals – we can imagine what life might be like in five minutes, in one hour, tomorrow or when we are old. We can imagine millions of possible future outcomes and select which outcomes we want to aim for. This helps us to make plans and making plans helps us to live more productively and in a more fulfilling way. For example, if we see big clouds we can imagine that it might rain soon. If we don't have a house we can imagine having a house and how it would be better to be in a house when it rains rather than out in the open air getting cold. This imagination enables us to build a house *before* it rains.

Another example would be planting crops. When we see a small seed, we have the power to imagine this seed turning into a huge maize stalk. We are imagining this huge maize stalk whenever we go and water our seeds, waiting for weeks or months for it to grow. Without the power of imagination what would we do with that seed?

There are no limits to the human imagination, just the limitations that we ourselves put on it.

- 00.20 Activity - Lead the group through a reflection writing piece

Dream Big. It doesn't cost you anything. Using your imagination, visualise a parallel world, or an alternative future in which your community did not experience the problems you identified in recent modules.

Imagine your community the way you would like it to be. Write out your ideas and don't worry about how they sound. The wilder and seemingly unrealistic the better, as long as it is what you would like to see.

Here are some prompts to help you think:

What does your community look like physically? What kinds of buildings are there? What kind of public spaces? Is it safe to walk around it during the day and at night?

What kind of work do people do? Who has what kind of jobs? Do people like their work? How do people exchange goods, services and money? What possibilities are there for young people, old people, and everybody in between?

How do people get along with each other? Do people from different groups communicate and get along? Do younger and older people have contact and good relationships with each other?

How do decisions get made? Are things fair for different groups? Does every group have a fair say? Are many people involved in sharing their ideas and solving problems?

- 00.45 Direct participants into pairs and request they share their vision for a better future with their partner.

They should be prepared to challenge their partner on the vision they present to see if it is really the ideal. As a facilitator you can listen to these conversations and challenge them as well. Often participants will not be ambitious enough in their dreams. In other words their imaginations are being reined in for one reason or another. To give an example, their ideal world might see 100% enrollment of children at primary school. However, surely an ideal world would also see secondary and even post-secondary educational opportunities for everyone for free? What is more, the class sizes would be no bigger than 30, and classrooms would be very well equipped with resources.

If the group resists this on the ground that it is unrealistic, remind them that there are parts of the world where all these things exist. In Germany, for example, there are no tuition fees at university. Lithuania has an average class size of 16 students per class at primary level. Even South Korea, which not long ago was a country with the same GDP per capita as most African countries, now has an average class size of 34 students per class.

ASSESSMENT FOR LEARNING (AFL): Request the participants to share their written visions. You can look through these after the session to get an idea of the types of vision each participant envisions. Take note of persuasive written work, innovative ideas, and clarity of thinking.

- 01.00 Group Discussion

How do these idealistic visions relate to the root cause problem you wanted to address as a group?

If the root cause problem you identified in the last module didn't exist, which part of your ideal future would this affect?

This discussion is important because at the end of the last session the group identified a root cause problem they wanted to address, partly because of the

severity of the problem and partly because they feel best placed to address it as a group due to the talents of the team. In this activity they reflect on what the best case implications could be of addressing this problem. This is useful because it adds motivation to creating social change – they are not just avoiding negativity, they are aiming higher.

- 01.10 Is this possible?

In this activity you assess how confident the team feels about the best case implications ever being achieved in their community. You are not discussing WHY NOT? It is just to see how positive they feel about their vision ever coming about.

Either: make four statements based on the problem and the vision they are focusing on. These statements could be in increasing levels of positivity. For example – "I feel confident we will see free quality education to the age of 18" followed by "free secondary education may be possible but not in my lifetime" followed by "secondary schools in our community will always have fees" followed by "we are unlikely to even have universal access to primary school in this community". Put one statement in each corner and ask participants to stand in the corner with the phrase that best represents their beliefs.

OR: Request participants to collaboratively make a line with the most positive person at one end and the least positive at the other end. Having "joint" positive group members is allowed but they should try and find out the order of positivity by asking each other questions about how possible the imagined future is. Another way to distinguish comparative positivity is for them to state how long they think it will take for their vision to be achieved and create the order that way.

This is a plenary activity which you will come back to in the next sessions. There is no need to spark an extensive group discussion based on the layout of the room.

ASSESSMENT FOR LEARNING (AFL): Both of these activities would give you insights into how positive the group members are that the vision they are starting to form will ever possibly be achieved. You can take a record of the layout in the room, and with their permission even take a photo (which you will show them in a decade when their vision has been achieved!!). It is likely that many of them will feel daunted by the realities of life and the scope of the problems they face. It is fine to recognise this and in future sessions you will look at how to address these problems in bite-size chunks, with a view to getting a tiny bit closer to the vision. However, in future sessions (and you could introduce this way of thinking gently now) you will want to encourage the group to believe that their vision is possible. As community leaders they have to be the ones to believe in a different future, as if they don't it is unlikely the people they lead will believe it.

Session Two – Believe in your vision

By this point in the course there should be a consensus forming as to the root problems in the community that the group wants to address, the reasons why they want to address that particular problem or set of problems (maybe based on their skills) and a consensus forming on what the ideal world could look like if that problem was solved.

In this session the group will have a chance to find a compromise between the ideal world they envisaged in the last session and a vision that they all feel is realistic.

In this session you need to be flexible as a facilitator because different groups will have made varied amounts of progress by this stage. For example:

- The group may still have differing views on the root problems they want to address. Their visions will also therefore be quite different. At this point, they can either find a way to merge these competing ideas into something broader or settle on one. For instance, one vision might be for universal free healthcare, while the other is for a reduction in drug addiction. Do they prefer to choose one or could they come up with a broader vision around general well-being or public health?

For this see activity A – merging or selecting

- There may be unanimity on the theme of work, but a lack of consensus on what is feasible or possible. In this scenario you may need to help them find a compromise, encouraging the more cautious members to think big, while encouraging the more ambitious members to understand why other members in the group may have concerns

For this see activity B – is it possible, YES why, can this be accepted by the community?

- There may be unanimity on the theme of work and what is feasible, but a lack of clarity on what kind of a role the group wants to play. For example, one RLO might want to have a holistic spectrum of priorities, acting as a conduit for smaller groups of community members to address more specific problems. This is fine. Another type of RLO may feel they have a niche answer to a specific problem, such as bringing on-line work to a refugee settlement to

address the problem of unemployment (for example). This is also fine. It is possible that varied group members may have differing views on what kind of a role their RLO can play. This debate will come up again in the next module, but if it is causing a rift at this stage it needs to be discussed.

For this see activity C

However, it is also possible that the group has a consensus on what problems they want to address, the vision of a better future they want to bring about and the general role the group would like to play in achieving that. If you are sure this is the case, skip to **00.40**

For other cases, identify which of the activities you need to run between **00.10 – 00.40**

Activity A – merging or selecting.

Go back to the exercise in session two of module one called "clustering and complex problem mapping". The group should have their maps graphically arranged. Try to see where the division in opinion comes in as to the best problem to address. You can start to ask the group some of the following questions:

Can more than one problem be addressed with similar ideas?

Are there other actors better placed to address one of the problems identified? If so, can an initial step made by the RLO be to engage these actors?

Can the RLO play a more overarching role in addressing multiple problems? Would the group members want to play this role?

Now that these questions have been answered, is there a clearer vision as to how the future could look better and the role the group would play in getting there?

Activity B – Is it possible?

During this activity you are helping the group find a compromise. On the one hand, it is possible to be unrealistically optimistic. Some group members may have a vision for a future that is almost certainly not possible within our life-times. "The end of employment", "universal peace (and end to war)", "Nakivale Aeronautics and Space Association", "Uganda is renamed the Republic of Wakanda", "Kakuma to host the Winter Olympics", "invent artificial rain and control weather systems". E.g. such visions. It might be nice to have such visions on an individual level, but remember we need to communicate this vision to a population who are currently focused on achieving basic living standards. It will not be possible to sell this vision wholesale to such a group and it would not be sensitive to try to do so.

A more common problem will be for group members to lack faith in bringing about even far more achievable visions. This is natural and is a feeling we all share. It is

especially understandable in people who have experienced extreme hardship, living conditions that have deteriorated over time and/or an increased suppression of rights. The challenge of the next few modules will be to lay out a credible plan as to how reasonable visions are in fact achievable. Today though, you need to try and show that it is possible by giving examples in history when collective efforts have overcome incredible odds and adversity. It is up to you to choose a suitable narrative. Take time to research the story and involve other team members in its telling.

- *The end of Apartheid*
- *The civil rights movement*
- *The end of the widespread global slave trade*
- *The collapse of expansionist colonialism (maybe including the story of Gandhi)*
- *The transformation of Singapore*

More localised examples to East Africa would be:

- *Wangari Mathai and the Greenbelt Movement*
- *Peter Tabichi and Keriko School Science Students*
- *Phiona Mutesi (the Queen of Katwe)*
- *Denis Mukwege and the Fistula Foundation*
- *Stephen Kiprotich (Olympic Marathon Runner from Uganda)*
- *Michael Werikhe the Rhino Man*

All these stories show that things can improve and visions can be achieved with targeted and sustained actions. In all the locations where the RLOs you are working with are based, it is possible for life to improve and for a better future to come about. It will be important for the RLO to really believe this so that when they start communicating their vision to the rest of the community they can spread their vision credibly.

Activity C

Have an open discussion and see if you can encourage a consensus. If you feel there are polarised views on this it might make sense at this stage to divide the group into two, with one group forming a technical task force on a specific issue, and another group forming a RLO that will have a more holistic approach.

- 00.30 Defining what is vision and mission

By this point the group must have consensus over three aspects: root problems, feasibility of the imagined future and the role that the RLO wants to take. It is important to explain the differences between vision and mission and provide

examples. Having a mission will allow the RLO to make use of the previously discussed information and express their intended actions to achieve their vision.

1. **Vision Statement:** describes WHERE the organisation wants to be upon achieving its mission. This statement reveals the WHERE of an organisation, also considering the future state of its community or the world as a result of the organisation's service.

   Examples of Vision:

   - Alzheimer Association: A world without alzheimer
   - Teach for America: One day, all children in this Nation will have the opportunity to attain excellent education
   - Microsoft (at its founding): A computer on every desk and in every home

2. **Mission Statement:** It can be seen as an action-oriented vision statement, declaring the purpose of the organisation serves to its audience. It can also be seen as the roadmap to achieve the vision in which you intend to clarify the "what", "who" and "why" of an organisation.

   Examples of Mission:

   - Doctors without Borders: To work in nearly 70 countries providing medical aid to those most in need regardless of their race, religion, or political affiliation.
   - Teach for America: Growing the movement of leaders who work to ensure that kids growing up in poverty get an excellent education
   - Invisible Children (NGO working against violence in Africa): To end violence and exploitation faced by our world's most isolated and vulnerable communities

- 00.35 Writing the Vision and Mission

Now that we have a clear idea about the Vision and Mission, spend 5 minutes discussing and writing the Vision and Mission for the RLO.

- 00.40 How Long?

In this section you will be discussing how long it will take for this vision to be achieved. Have a five minute discussion in which you give a rough estimate as to when it could come about.

- 00.45 Ten Years

It is likely that the date set in that activity will be in the remote future, say 25 years or a lifetime. If so, try to work out how things will look in ten years. For example, if the lifetime vision is to see free tertiary education for all, a ten year vision might have university places to affordably accommodate secondary school graduates looking to go on to further study. A ten-year vision is suitable in terms of making strategic plans, and it is easier to communicate to the rest of the community. Beyond ten years it is not even clear whether the same individual RLO group members will still live in the vicinity, let alone be willing to commit their efforts to this cause.

- 00.50 Newspaper article

Guide the group through the following exercise, which is designed to enable them to articulate their vision in an imaginative and detailed way. The main objective of this exercise is to demonstrate the progression and feasibility of the community's vision and build up trust and motivation among the participants. The activity is structured in two parts.

Part one: Writing an article

The participants can start an exercise that would train their communication skills and capacitate them to transmit and discuss their future plans with other members of the community.

Divide the participants into 6 groups. Every group will be asked to imagine themselves as reporters who are visiting their community in different time periods. The groups will have to choose between 6 different time spans (10 years, 5 years, 2 years, 1 year, 6 months, 3 months) and write a newspaper article about the current state of the RLO and the challenges that the community has gone through until that time.

Part two: The 10-year vision timeline

Guide the participants through the following steps in an open discussion to build the 10-year vision timeline and make sure to be taking notes to document the exercise:

1. *You will ask the groups to read their newspaper article starting with the group "10th year" group and finishing with the "3rd month" group.*
2. *Discuss which goals should be accomplished by then in order to reach the vision written in the top of the board. We will call these "transitional goals".*
3. *Ask the participants to place the previously identified root problems in the timeline depending on the time in which they think they would be resolved.*

3rd month 6th month 1st year 3rd year 5th year 10th year

ASSESSMENT FOR LEARNING (AFL): Collect the newspaper articles at the end of the session. Read them and assess the achievements of the group so far based on how realistic vs ambitious the visions are, how clear the visions are, how well articulated and detailed they are, and how much consensus there is as a group. These could be interesting documents to look at again in ten years time, and hopefully by then a real reporter from a national newspaper might be able to make similar headlines.

Session Three – Communicating Your Vision Part I

Resources: Display the **PowerPoint** entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally.

You will also need print-outs of HOW TO COMMUNICATE YOUR VISION TO OTHERS taken from the Community Tool Box of Kansas University (see resources library)

- 00.00 Give a brief introduction to the session.

Go through the objectives of the session, linking the objectives to the previous sessions.

In this session you will consider why it is important to communicate your vision to others

You will think about when and how to communicate your vision

You will then make a plan for how you will communicate your vision with your community and get feedback

- 00.05 Explain why it is important to communicate your vision to others

Why communicate your vision to others? Because no one can decide to follow you until they know what direction you're headed in.

If your vision is one that touches a chord with many people and if you can communicate it well, people will join you in reaching your goals.

Sharing a vision is a central role of a leader--a vision gives people a bigger picture of what things can be like. It helps people raise their hopes and expectations; it inspires them. When people are inspired, they are more likely to work on something.

- 00.10 How to communicate your vision to others

Hand around a two page print-out called HOW TO COMMUNICATE YOUR VISION TO OTHERS taken from the Community Tool Box of Kansas University. Request the team members spend ten minutes reading this document.

- 00.20 Facilitate the conversation on the print-out

What ideas and suggestions stood out for you while reading this?

Hopefully the group will mention some of the following and more. If they don't you could prompt them:

- Talk about your vision a lot
- Enable others to take ownership of the vision
- Don't talk too much – listen
- The "balancing act" section mirrors the compromise activities the group carried out in the last session

- 00.30 Making plans to start communicating the vision

Over the next 30 minutes, the group should make plans as to how they intend to communicate the vision with the community and get feedback. They need to decide on the format, the key principles, the feedback tools, and ideas for iteration.

Format – the following formats could be used to communicate the vision in the community

- One on one conversations with a variety of community members
- Conversations in pairs or small groups
- A larger focus group discussion
- A mobile survey
- Others? / all of the above

Key principles to bear in mind

- A format should be chosen that encourages the community to talk, rather than just listen
- Clearly let people know you are looking for their feedback
- Make clear what you're going to use the feedback for
- Guarantee anonymity
- Group members should remember to create a balancing act in terms of what is going to be credible
- Group members should be sensitive to the challenges and hierarchy of needs faced by community members. For example, someone struggling with grief or hunger may not want to talk about a future ten years from now

The group need to decide how they will record this feedback

- By making notes after the conversations
- By making notes during conversations or group discussions
- By recording or filming conversations
- Asking participants to write their own comments, or even a journal

- A combination of above

The group needs to think about what they will do with this feedback

- Plan a group debrief session to examine the feedback and see how it affects the way the group formulates the vision
- Work in the feedback into the next modules in terms of strategic planning
- Write up the feedback and design additional documents that outline the shared vision in multiple forms of media

- 01.00 Community Feedback

Based on these decisions, send out the RLO into the community to start communicating their vision and getting feedback. Plan a time or date for the next session.

Session Four – Communicating Your Vision part II

- **00.00 Give a brief introduction to the session.**

Go through the objectives of the session, linking the objectives to the previous sessions.

In this +session, you will examine the feedback from the community and see how it affects the way your group formulates its vision

You will use multiple forms of media to communicate your vision

- **00.05 Spend 10 minutes discussing the feedback from the community on the vision.**

Has the feedback encouraged the group to reformulate their vision? If so, try to analyse why with them and see whether their reasons for editing ideas are justified. Spend a further fifteen minutes in this discussion if this is the case.

- **00.30 Communicating a vision on multimedia**

It is crucial that the group can articulate the vision in a few sentences. This is sometimes known as the "elevator pitch" which refers to the amount of time it takes to ride in an elevator (1 to 2 minutes) – that should be how long it takes you to communicate your vision.

The elevator pitch for the group's vision should describe what the vision for a better future looks like.

It should explain why the group feels it is important to reach this better future.

It should explain why they feel it is possible.

This will be using content derived from all of the previous sessions as well as the feedback from the community.

In order to deliver an effective elevator pitch, there are some steps that must be followed:

- Step 1: Start with a question or an impressive fact that catches the attention of the audience
- Step 2: Present yourself and say what is your role in the community
- Step 3: Go over the main problems and needs that were discussed in Module 2

- Step 4: Talk about the solutions that were proposed to tackle the problems
- Step 5: Talk about the main benefits that the community will have and specifically to the person who is listening to you
- Step 6: Give arguments about why your project is the ideal one for the community
- Step 7: End the elevator pitch with a call for action. (Ask for a telephone or e-mail address to send more information, ask for feedback or ideas, and invite to further meetings.)

- 00.45: Elevator Pitches

Spend 10 minutes practising to perform the elevator pitch in small groups.

One of the group members could volunteer to perform the elevator pitch on camera, perhaps using a smartphone video function. This can be used later on a website or social media.

The group may feel ready to communicate their vision in one "soundbite" sentence. This is not vital at this stage. A few examples to help prompt the group, though, in case:

"A world without Alzheimer's disease." – Alzheimer's Association

Oxfam: "A just world without poverty"

Save the Children: "A world in which every child attains the right to survival, protection, development, and participation."

Kiva: "We envision a world where all people – even in the most remote areas of the globe – hold the power to create opportunity for themselves and others"

Habitat for Humanity: "A world where everyone has a decent place to live."

Disney: "To make people happy"

If the group is able to come up with their soundbite vision statement then that is great. Come up with ways in which it can be recorded, perhaps:

- On a flyer
- On a website
- On social media
- On a governing document

ASSESSMENT FOR LEARNING (AFL): Hopefully you now have a recording of one of the group members performing the elevator pitch describing the group's vision. As the group leaves the session, encourage them to communicate their vision on one of the other formats just discussed, be it on-line or in written form, or any other

formats. This does not need to be done immediately, and there are later modules on "branding", but one of the take-away activities could be to get started on that.

Module Summary

By the end of this module, the RLO should have a vision for a better future and be able to communicate that vision in an interactive way.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 4: Strategic Planning

Introduction to the module

In module one, the RLO studied and described their community, in module two they identified problems in their community, and selected problems they wanted to address. In module three they imagined what a different future would look like if those problems did not exist (and better) and found a way to communicate that vision. However, there are still big gaps in thinking between recognising problems today, imagining an ideal future, and coming up with ways to bring that vision about. This is where strategy comes in and this module concerns this topic.

There are (at least) two schools of thought as to how you should plan strategically. The traditional school of thought envisions a specific future and makes a step by step plan as to how to bring that about. Session one will cover this approach. Another school of thought accepts that you don't know what the future will look like, it is the way of planning and continually readjusting that is important. This approach is known as Design Thinking and will be the topic of session two. In session three this course proposes a blend of these approaches and gives the group the opportunity to choose which approach best suits the way they will make plans.

An optional session four can enable the group to make more detailed strategic plans, although it should be noted that strategic planning should be an on-going process that the RLO continually engages in – this course is designed to give them the skills to do that.

Session One – Traditional Strategic Planning

Resources: Display the **Powerpoint** entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally. You will need post-it notes, pens and ideally manilla paper

- 00.00 Give an introduction to the module.

Go through the objectives of the session, linking the objectives to the previous sessions.

By the end of this module you should know how to plan strategically

You will know which form of strategic planning you would like to employ as a group

You will learn about traditional strategic planning, design thinking and blended approaches

- 00.05 Discuss the objectives of this session

This session you will learn about traditional strategic planning

For this process it is important to have a precise picture of what success looks like. Targets to be reached at the end of the strategic planning period should be specific, measurable, achievable, relevant and time bound. Most people plan strategically this way and it is a very effective way of working, especially when you know exactly where you want to get to.

To demonstrate this process, you will strategically plan how to make ugali (this assumes all your groups are familiar with ugali / posho).

- 00.10 Strategic Planning

To understand this form of strategy, you will strategically plan how to make ugali. Making ugali is a good example of this type of strategic planning because you know exactly what result you want at the end of the strategy.

Everyone should have a flat working area, ideally a large piece of white paper, and as many "post-it" notes as they like.

Ask each individual group member to write out a plan for making ugali.

Each process in the plan should have its own sticky note and the sticky notes should be placed in the correct order in terms of the step by step instructions for making Ugali.

For example, "add water to the sufuria" should have its own sticky note / step, and so should "add flour to the sufuria".

Note that a sufuria is a term used to describe an aluminium cooking pot in Kenya.

Do not give too many instructions, just see how the individuals logically make their plans. It is common when doing this for the first time for participants to use around six steps. For example,

- Boil water in a sufuria
- Add flour to the boiling water
- Stir the flour until you reach the right consistency
- Allow the ugali to sit for a few minutes
- Serve the ugali

- 00.20 Sharing our Plans

Make groups of three or four and share the steps you have taken. Make one unified "make ugali" plan, with as many steps as you like.

When the individuals collaborate in larger groups, they soon realise that others have included steps that they missed out, but that none of them are incorrect. This leads them to decide that the process should actually have many more steps if the instructions are to go into a deeper level of detail. Instruct the group to make new instructions that incorporate all the necessary steps. This will typically lead to chains of steps numbering 12 + eg:

- Prepare the stove
- Light the charcoal on the stove
- Put your sufuria on the stove
- Go to the water basin and fetch water
- Add water to the sufuria
- Go to the flour store and open the flour container
- Fetch flour

And so on…

- 00.35 Merging Plans

When smaller groups have made these strategic plans of 12+ it is possible to merge into one large group and make an even bigger logical chain of plans number 20 or 30+. This can be done on a huge sheet of paper at the front of the room, or on a whiteboard, still using sticky post-it notes. Typically the steps will go down to minute details such as "open the match box" followed by "select a match". At this stage there can occasionally be debate as to what steps come first. Eg, should you light the stove first or fetch water first. Interestingly, it has been found that the plan will be more comprehensive if you ensure that this part of the exercise is done *in silence*.

It can be preferable to put a time limit on this exercise. Aside from the strategic benefits of this exercise, this activity is also an interesting team building exercise!

Often, the end result is also more specific after this exercise. Instead of simply "serve ugali" the last steps might concern what the ugali is served with, how hot to

serve it, whether or not it is enjoyed, swallowed and digested. In other words, the process of strategic planning also makes the vision more vivid.

- 01.00 Feedback

When this exercise is over, have a feedback session inviting the participants to share their experiences of strategic planning. Ask them how well their plan to make ugali fits into the metrics of being specific, measurable, achievable, relevant and time bound. Ask them to loosely explain how this way of planning could be employed in the case of their own vision as an organisation. Would it be possible to start laying out these steps in a similar way? This is a question that will be more fully answered in session four.

ASSESSMENT FOR LEARNING (AFL): Take photos of the "make ugali" processes, comparing the individual, small group, and large group representations. Analyse how incrementally the participants increased their level of detail in making strategic plans. Compare this with their responses in the plenary session.

Session Two – Design Thinking

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to previous sessions on traditional strategic planning. It is important to remind the participants that this is a different approach to strategic planning.

By the end of this module, you should be able to:

- *Define Design Thinking*

- *Illustrate exactly what it involves*

- *What Design Thinking Matters or Its Value*

- *How Design Thinking Works*

- *Describe the Benefits of Design Thinking*

Go to the next slide

- 00.05 Introduce the concept of Design Thinking

Design thinking is a systematic approach to handling problems and generating new opportunities. It is an approach that is used for practical and creative problem solving. It focuses on the humans, or the people first, seeking to understand what they need and come up with effective solutions to meet those needs. Simply put, it is a solution-based approach to problem solving.

Ask the participants –

What is the difference between solution based and problem based approaches?

Give the class 5 minutes to discuss with each other before you discuss with them the answer below. Go to the next slide, discuss the chart and determine whether it can be a tool used for solution-based approaches.

As the name suggests, solution-based thinking focuses on finding solutions; coming up with something constructive to effectively tackle a certain problem. This is the opposite of problem-based thinking, which tends to fixate on obstacles and limitations.

Go to the next slide.

- 00.10 The Design Thinking Process

Now that you understand what design thinking is, let us discuss the process of design thinking. The design thinking process can be described as very progressive and user-centric.

The Four Principles of Design Thinking

- **The human rule:** No matter what the context, all the strategic design activity is social in nature, and any social innovation should be focused on the people.
- **The ambiguity rule:** Ambiguity is inevitable, and it cannot be removed or oversimplified. When trying to design a strategy one must think outside and beyond the 'box'
- **The redesign rule:** All design is redesign. While technology and social circumstances may change and evolve, basic human needs remain unchanged. We essentially only redesign the means of fulfilling these needs or reaching desired outcomes.
- **The tangibility rule:** Making ideas tangible in the form of prototypes shall enable you to communicate those ideas more effectively.

- 00.20 The Five Phases of Design Thinking

Based on these four principles, the Design Thinking process can be broken down into five steps or phases, they are: Empathise, Define, Ideate, Prototype and Test. Let's explore each of these in more detail.

Phase 1: Empathise

Empathy provides the critical starting point for strategic planning using Design Thinking. The first stage of the process is spent getting to know your audience or beneficiary and understanding their wants, needs and objectives. This means observing and engaging with people in order to understand them on a psychological and emotional level.

Ask the participants – *Can you give examples of who you think your beneficiary is and what they want in your community?*

Allow ten minutes for discussions in groups and with everyone together.

Phase 2: Define

The second stage in the Design Thinking process is dedicated to defining the problem. You'll gather all of your findings from the empathise phase and start to make sense of them: what difficulties and barriers are your beneficiaries coming up against? What patterns do you observe? What is the big user problem that your community or team needs to solve? By the end of the define phase, you should have a clear problem statement. The key here is to frame the problem from the "people's or the beneficiaries" perspective. Once you've formulated the problem into words, you can start to come up with solutions and ideas.

Ask the participants – *In those same groups, please discuss what you think are the problems that are affecting your community?*

Allow ten minutes for discussions in groups and with everyone together.

Phase 3: Ideate

With a solid understanding of your beneficiaries and a clear problem statement in mind, it's time to start working on potential solutions. The third phase in the Design Thinking process is where creativity happens. Here you should hold brainstorming sessions with your stakeholders, beneficiaries and the community at large in order to come up with as many new angles and ideas as possible. Towards the end of the ideation phase, you'll narrow it down to a few ideas with which to move forward.

Allow ten minutes for discussions in groups and with the participants as a whole.

Ask the participants – *Can some of the groups share some of the ideas they have come up with?*

Take home assignment: Get the participants to get actual feedback from a couple of beneficiaries in their home area and present the feedback during the next session. See if the feedback aligns with their ideas.

Phase 4: Prototype

The fourth step in the Design Thinking process is all about experimentation and turning ideas into tangible products. A prototype is basically a scaled-down version of the product which incorporates the potential solutions identified in the previous stages. This step is key in putting each solution to the test and highlighting any constraints and flaws. Throughout this stage, the proposed solutions may be accepted, improved, redesigned or rejected depending on how they are perceived.

Allow ten minutes for discussions in groups and with the participants as a whole.

Ask the participants – *Can some of the groups share some of the prototypes they have come up with?*

Allow the participants to give substantive feedback on this and ask questions or assist to polish the ideas better.

Phase 5: Test

After prototyping comes user testing, but it's important to note that this is rarely the end of the Design Thinking process. In reality, the results of the testing phase will often lead you back to a previous step, providing the insights you need to redefine the original problem statement or to come up with new ideas you hadn't thought of before.

Ask the participant.

Do you think that Design Thinking is a linear process?

Allow the participants 5 minutes to discuss this before you move to the next slide and give the answer below, be keen to link it to the images showing the nature of the design thinking process.

No! You might look at these clearly defined steps and see a very logical sequence with a set order. However, the Design Thinking process is not linear; it is flexible and fluid, looping back and around and in on itself! With each new discovery that a certain phase brings, you'll need to rethink and redefine what you've done before — you'll never be moving in a straight line!

- 01.20 What are the benefits of Design Thinking?

As a community leader, you have a pivotal role to play in shaping the projects or ideas that your RLO has in your community. Integrating Design Thinking into your strategic planning process can add huge value, ultimately ensuring that the projects you decide to implement are not only desirable for beneficiaries, but also viable in terms of your available resources.

With that in mind, let us consider some of the main benefits of using Design Thinking at work:

- ***Significantly reduces time-to-market:*** *With its emphasis on solution based problem-solving, strategic planning using Design Thinking can significantly reduce the amount of time spent on design and development*
- ***It saves costs:*** *Getting successful projects to implementation faster in the community ultimately saves resources.*
- ***Improves beneficiaries' community engagement:*** *Design Thinking should ensure community engagement by focusing on the beneficiaries.*
- ***Can be innovative:*** *Designing your strategy using Design Thinking allows you to be innovative in your projects and allows you to be creative. It will also help you to be creative when thinking about your beneficiary.*

ASSESSMENT FOR LEARNING (AFL): Remind the class of their take home assignment and that they need to get feedback from their beneficiaries. They would need to engage with their actual communities and document the feedback. Also remind them to keep their notes and the feedback they received from their fellow participants so as to enable them to refine their strategies for the sake of having and delivering better projects and services to their respective communities.

Session Three – Blending Approaches and Choosing a Way Forward

- **00.00 Give a brief introduction to the session.**

Go through the objectives of the session, linking the objectives to the previous sessions.

In this session you will compare traditional strategic planning with design thinking

You will look at how these approaches could be blended

You will settle on a way of working for your RLO

- **00.05 Pros and Cons of Different Ways of Planning**

Divide the participants into groups of three or four. Ask them to compile a list of pros and cons for both traditional strategic planning and design thinking. Here are a few non-exhaustive points:

Traditional - pros	Design Thinking – pros
You are able to envisage a very detailed vision It is therefore easier to communicate this vision It is possible to make a plan that starts today and ends in ten years' time with the vision achieved	It is very flexible It makes mistakes an asset because of learning, which is good because there are always mistakes It is very collaborative You might end up with a future that is even better than what you could originally envisage
Traditional – cons	Design thinking -cons
It might not always be possible to identify one version of a better future, or find consensus for one vision	It is harder to communicate because you don't really know exactly where you are going

Once you have made a plan, it is harder to deviate from it, even if the plan isn't working	It therefore can be harder to get support and "buy-in"
In reality, the steps rarely go to plan exactly as envisaged	You can't plan so far ahead

- 00.20 Ask the group to feedback their responses.

One way of planning might have more pros and fewer cons than the other. This might give you an idea of which way of planning the group feels more confident with. Maybe you will pick this up from the tone of how they discuss each way of working.

- 00.25 Although different, both approaches do have a lot of similarities as well. Ask the group if they can highlight those similarities?

- They are both designed to produce measurable changes

- They are both designed to be people oriented and make a lasting difference to the community

- They are both based on logic, just different processes

Can it be possible to merge both ways of thinking?

Two ways you could possibly merge the two approaches:

1. You could use the process of traditional strategic planning, while benefiting from some of the principles of design thinking. For example, could you create a range of creative ideas at each step? Could each step of a strategic plan have community feedback built into it?

2. You could make a traditional strategic plan with multiple steps. Then you could switch to the process of design thinking as you try and get to that step. While you are prototyping and testing solutions to get to that step, you could build in mechanisms for redesigning your longer-term plan based on the feedback. For example, instead of moving on to the next step once you feel you have completed one step, use that milestone as an opportunity to redesign your long term plan, and even redefine your vision.

Discuss these ideas with the group and try to get a sense for where they feel most comfortable.

- **00.40 Encourage the group to make a commitment as to how they intend to conduct their strategic planning.**

What does it mean to them to ideate creative ideas? To engage community feedback? To test and prototype? To assess and re-strategise? This conversation could be a warm up to the next session when they start the actual process of strategic planning.

Session Four – Strategic Planning Workshop (optional)

The group should now have the skills necessary to start strategic planning. For their work to be sustainable, they should be able to plan *without* your regular presence. However, they may request you to join them for their first session. While you are away encourage them to continue strategic planning so that their own plan is developing as this course progresses.

ASSESSMENT FOR LEARNING (AFL): During this process, if the group put any of their planning down on paper, ask them to share it with you so that you can assess their capacity to plan strategically, and plan any necessary recap sessions. Later in the course, they may want to put their strategic plan down on paper in a way that can be shared with external supporters but that does not need to happen now.

Module Summary

By the end of this module, the RLO should be able to have the skills to develop their own strategic plan or modify their existing strategic plans. This should be an ongoing process and should be done by thorough consultation with the entire RLO and even its partners. Keep tracking the RLOs progress against its strategic plans development as well as the targeted objectives.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 5: Resource Mapping
Introduction to the module

On-going strategic planning will get easier when the group has completed some of the subsequent modules. In this module the group will look at the resources they already have within their environment and how to maximise their value and potential. In the first session they will look at the resources in their group, focusing on the experience, talents and motivations they bring as individuals and as a whole. In session two, the group will look at the resources available in their immediate community. Session three considers how the group can tap into these existing resources to add to their strategy and achieve their vision. To be clear, this module is not about fundraising (this comes later on in Module 11) but about how to maximise the value of the resources in their environment.

Session One – Resources Existing in the Group

Resources: Display the **Powerpoint** entitled "*Module 5 – Session 1 – Resource Mapping – Resources Existing in the Group.*"

If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Give a brief introduction to the session.**

Go through the objectives of the module, linking the objectives to the definition of resource mapping.

In this module, we will look at resource mapping. By the end of this module, you should be able to:

- *Define Resource Mapping*

- *Look at the resources available in your group*

- *What resources do you bring in as a group*

Go to the next slide

- 00.05 Introduce the concept of Resource Mapping.

Allow five minutes for each of the discussions below.

Ask the participants – *Can anyone define what they think a resource is?*

A resource is a stock of materials, staff, money or other assets that can be used by a person or organisation in order to function effectively.

Ask the participants – *Can anyone define what resource mapping is?*

Resource mapping is the process of aligning resources available to a group towards a specific strategy, goal or expected outcome. When you map your resources, you are able to make better decisions about how to achieve your goals. With a resource map, you can have greater insight to what is available for you and your community, effectively decide how to distribute your resources, as well as keep track of their usage.

Ask the participants.

Knowing that, what are the benefits of resource mapping?

Go to the next slide

Some of the benefits of resource mapping can help communities to accomplish a number of goals, including:

- Identifying new resources;
- Insuring that all youth have access to the resources they need;
- Avoiding duplication of services and resources;
- Cultivating new partnerships and relationships;
- Providing information across agencies that work with youth; and
- Encouraging collaboration.

- 00.20 Go to the next slide

How to Look at the Resources Available to Your Group.

Step 1: Create a Map

Divide the participants into groups of five people and facilitate the following activities. Provide each group with a piece of flip chart paper and a marker pen to illustrate. Allow 15 minutes for each of the discussions and activities.

How can we look at and identify the resources available in our respective group? In groups, construct a map illustrating the main natural and physical resources of the

area. You can use a flipchart and/or other materials to represent the different resources available in that area and their distribution in the map.

This exercise encourages effective participation and participants are able to make as many corrections as they need to. After an agreement has been reached on a first sketch as a good representation of the project site, participant representatives can then transfer it on a clean flip chart.

Step 2: Discuss with the Participants

In each of the groups, have them discuss the following questions.

1. Who has access to which areas and the resources described on the map?
2. Who does not benefit from rights to access resources in particular areas of the map? why? (Indicate restrictions/barriers).
3. What rights, if any, apply in the area?
4. What resources are managed under a legal contract? By whom?
5. What regulations apply in what areas?
6. Are any resources depleting? Finishing?
7. What livelihoods depend on what resources?
8. What conflicts are there on natural resources?
9. How do we contribute to the resources in the area?
10. What resources are under our control?
11. Can we leverage partnerships to attain more resources?

Step 3: Uses and Benefits Analysis

Working in the same groups, ask the participants to discuss how their beneficiaries would use the resources mapped and how they benefit from them. Use the following questions as a guide:

1. What resources in the map are used to satisfy your needs (resources that benefit you)? List the resources and the satisfied needs using a table on a flipchart (Remember needs can be direct and indirect).
2. Describe the resource in terms of abundance, seasonality (if natural resources) and/or functionality (if physical resources).
3. How do you use the resources?

Ask the participants to divide up the resources discussed into the table below:

Resources	Abundance	Accessibility	Seasonality	Functionality	Direct and Indirect Benefits

Abundance: 1 very rare, 2 few, 3 some, 4 abundant, 5 very abundant

Accessibility: 1 difficult to access, 2 relatively easy to access, 3 very easy to access

Benefits: The participants list some direct and indirect benefits from the natural resources, such as their use for food, trade, health care, and mobility

- 01:20 Assessment for Learning (AFL)

During this community mapping process, take pictures of the maps created and of the discussions. Get each group to go round the class evaluating each other's maps comparing their understanding of their environment and the resources available to each of them

Session Two – Existing Resources in the Community

Resources: *Display the* **Powerpoint** *entitled "Module 5 – Session 2 – Resource Mapping –Existing Resources in the Community "*

If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to the definition of resource mapping and the previous session. Also give a recap of Module One, Session one on Understanding your community, it will help to recap the key points from that module as the participants discuss their existing resources.

In this module, we will look at the existing resources in each of your communities. By the end of this module, you should be able to:

- *Identify the Existing Resources in Your Community*

Go to the next slide

- 00.05 Introduce the concept of how to identify existing resources in your community.

Ask the participants – *Now if you could all look at your own community, picture your environment, and try to visualise, what do you believe are the resources you can use. Take five minutes to reflect on your own.*

- 00.10 Now get into groups of five and take turns discussing each of your resources.

Make sure to ask why one person chose one thing over the other. What they feel is the most important resource to them and why is that so?

Some of the resources can be:

- It can be a *person* -- Participants can be empowered to realise and use their abilities to build and transform the community. The local community leader who organises a meeting to address a problem they are facing and so on.

- It can be a *physical structure or place* -- a home, school, hospital, church, library, recreation centre, or a field. It might also be an unused building that could house a community space that is ideal for meetings. Or it might be a public place that already belongs to the community.
- It can be a *community or local organisation service* that makes life better for some or all community members - public transportation, shared community facilities, cultural organisation.
- It can be a business opportunity that provides jobs and supports the local economy.

You and everyone else in your community are potential community resources. Everyone has some skills or talents, and everyone can provide knowledge about the community, connections to the people they know, and the kind of support that every effort needs - making phone calls, taking initiatives, giving people information, moving equipment or supplies - whatever needs doing. This suggests that everyone in the community can be a force for community improvement if only we knew what their resources were, and could put them to effective use.

- 01:00 Discuss in your groups why you feel that we as community leaders should identify existing community resources?

Allow ten minutes for discussion and within that time allow some groups to share with the entire class their findings.

Some of the reasons can be:

- They can be used as a foundation for community improvement.
- External resources from NGOs or donors may not be available. Therefore, the resources for change must come from within each community.
- Identifying and mobilising community assets enables community residents to gain control over their lives.
- Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire.
- You can't fully understand the community without identifying its assets. Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs.
- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasises the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.

ASSESSMENT FOR LEARNING (AFL): During this process of getting the community leaders to identify their existing resources available to them make sure you encourage each community group to speak and talk about what resources they have available to them and get the participants to give feedback of how realistic they are, take pictures of the discussions.

Session Three – Exploiting Existing Resources

> **Resources:** *Display the* **Powerpoint** *entitled "Module 5 – Session 3 – Resource Mapping – Exploiting Existing Resources "*
>
> *If you do not have a projector you can create print-outs or run the session verbally.*

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to the definition of resource mapping and the previous session. Get the participants to give a short recap on the previous sessions. It would be helpful to also give a short recap session on module four on strategic planning.

In this module, we will look at how exactly we can exploit or fully utilise existing resources in each of your communities. By the end of this module, you should be able to:

· *Identify and align your existing resources to your strategy*

· *Exploit your resources to achieve your goals*

Go to the next slide

- 00.05 Introduce the concept of aligning your resources to your strategy

Now that you've established a clear direction and the road map to get there, you and your team are ready to align the strategy to resources, you align resources to the strategy. Accomplishing this task can be simple or complex, depending on how detailed you want to get.

The simple approach is to review your goals and objectives and look for any areas where you need additional resources to successfully accomplish the activity.

Ask the class –

· *Do you have your resources aligned to your goals and objectives?*

· *Do we have the right people to achieve these goals and objectives?*

· *What are your engagement or communication methods with your beneficiaries or community?*

Allow the participants to get into groups and discuss the questions above together. Allow ten minutes for discussion and get each group to present their ideas for five minutes each.

- **00.30 Discuss with the participants some key tips on how they can best exploit their existing resources by aligning them to their strategies in ways that work.**

Key Tips on How to Align Your Resources to Your Strategies

Set realistic expectations

First, understand that you as the Community leader or Refugee-Led organisation thus far have developed the skills to understand your community, identify its problems and come up with solutions on how best to solve those problems. Sometimes, you may find that some projects you want to accomplish are not aligned with the overall strategy so from the beginning, you need to have a thorough understanding of what that strategy or that goal is.

Consult key stakeholders

This is important because each key stakeholder or beneficiary you intend to work with will have an opinion or an idea for why a project was taken on and why it is important. From this information, you can learn things about how to effectively take on the project you intend to achieve, which will help you better understand where or why the project fits into the strategy at the current moment.

Remember: change happens

A community is a living entity. A famous boxer once said something to the effect of "everyone has a strategy until they get punched in the mouth." The same idea applies to your organisation's strategy. It is great and perfect until its first engagement with the real world. So you have to be prepared and understand that your community development projects and strategy are living entities that will grow and change as they engage with the world. This can be either a positive event or a negative event; you must be able to adapt and to adjust to fit into this.

It's okay to stop and start again

Finally, the most important thing to remember maybe, it is okay to stop projects. The idea of trying to save a sunk cost can really trip up an organisation. No matter how rational it is to stop throwing good money after bad on a project that is misaligned

or so far off track that there is never anyway that value will be captured from the project, many organisations become so stuck on a single idea that they continue to make every effort to recoup something from the project but end up going on heavy losses that seriously affect them. To more effectively align your resources to your strategy you have to come to the realisation pretty quickly that it is not just okay, but required that in case something is not working, you can stop, start again and this time align your resources in the right place.

- 00.50 Introduce the First Activity

Divide the participants into groups and get them to discuss the following questions:

How can resource mapping help with strategic planning?

Are strategies to be formed and resources available related?

How can one make a sustainable strategy using the tools discussed in the resource mapping sessions?

Finally, get the participants to share ideas on the questions above and get their feedback from the group in general.

ASSESSMENT FOR LEARNING (AFL): During these discussions try and make the sessions as interactive as possible, encourage the participants to really think realistically about the strategies they choose in module four and now realistically align what they have and what is available to them for their intended community development projects. Encourage them to talk amongst themselves, their beneficiaries and stakeholders, putting down the feedback where they can on paper so as to document the journey.

Module Summary

By the end of this module, the RLO should be able to see the value and potential of all the resources that are readily available in their community and how to maximise their value for the benefit of the RLO.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 6: Leadership

Introduction to the module

In this module, the RLO management will look at different forms of leadership, different attributes of leadership and different motives around leadership. The objective of this module is to promote a form of leadership that is not only the most genuine, but also the most effective and long lasting – leadership through service. By leading through service, inspired by empathy, solidarity and compassion, the RLO leaders will unite the community towards a common vision.

Session one will look at the concept of leading through service, while session two focuses on leading peers. Session three enables the participants to look more closely at leadership attributes needed for day to day leadership.

Session One: Community Leadership – Why Lead?

> **Resources:** Display the **PowerPoint** entitled "Module –Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need a print-out of the worksheet – "five words most closely associated with leadership"

- **00.00 What is Leadership?**

Ask the participants to circle **only** five words or phrases that they would associate with leadership. There are 14 words/phrases so they need to prioritise. Ask them to write their name on the document as you will be returning to these at the end of session three.

- **00.05 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about different forms of leadership

You will explore deeply the concept of leading through service

You will learn attributes for leading your peers as well as focusing on day to day leadership attributes

- 00.10 *By setting up this group you are taking on the role of community leaders – WHY?*

Ask the group to discuss this question

Prompting questions from the slide:

Why are you doing this?

Why are you doing this?

Why are you doing this?

Have a 15 minute discussion about why the participants feel they should take on this challenge of leadership. Your responses may revolve around:

- We are committed to our community members, to bringing about positive change for them

- We have a clear vision for the community that we have been able to define and communicate

- We believe in our vision, others do not yet believe in it

- The vision is there, but we need people to kickstart it, someone has to take action, catalyse

- We have the skills, the good faith and the confidence to bring the community with us.

If they don't, try to use these bullet points to provoke discussion.

- 00.25 - Show the slide with the following prompts

People Centred Leadership

Otherwise known as Leading to Serve

Who *are you leading?*

Ask the group whether they know the people they are leading?

Let the group stop and think for a few minutes.

You are leading people with unique lives who all have a story to tell. Think of two people in this community with unique stories. Be prepared to share the stories (maybe anonymising the individuals).

Allow the group to share the stories. There do not need to be any themes drawn from the stories, they exist purely to show the humanity of the people in their community.

- **00.35 The next slide shares the following insights which you can reflect on.**

Leadership through service is the most effective and the most natural form of leadership.

Service Leadership Depends on Empathy.

Empathy, Solidarity, Compassion.

The next slide is designed to be informative, so you can read through the three short paragraphs with the group.

Cognitive empathy is the ability to understand how a person feels and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us relay information in a way that best reaches the other person.

Emotional empathy is the ability to share the feelings of another person. Some have described it as "your pain in my heart." This type of empathy helps you build emotional connections with others. This can also be described as solidarity.

Compassionate empathy goes beyond simply understanding others and sharing their feelings: it actually moves us to take action, to help however we can.

This level of empathy will spur a leader who wants to serve into action.

- **00.40 In this section, go into more detail on each of the three aspects of empathy.**

Cognitive Empathy – Discuss with the group

What is needed to understand how a person feels and what they are experiencing?

- *Ability to listen*

- *Check your biases and prejudices*

- *Take time to engage with others*

Emotional Empathy – Solidarity

This level of empathy goes beyond understanding how someone feels to <u>sharing</u> how they feel. Can you think of any examples where you have felt something in solidarity with someone in your community? Share examples.

Solidarity is not just about sharing emotions with others, but also being accessible to them. To be accessible you need to open up to the possibility of learning from them, or being guided, even led, by them.

Compassion

Compassion harnesses empathy and solidarity and moves us to take action.

Compassion is an emotional response that is only possible if you are present to another person, or people and their situation.

Compassion can come with a price – it can be disturbing to really feel what others feel and involve yourself in their lives

Compassion may not only be triggered by experiencing someone's suffering, but compassion is also a part of sharing other people's hopes and dreams.

- 01:00 Take-away assignment:

Instruct the group on the following activity:

Go out into the community and listen to people. Meet a minimum of two people before the next session and let them open up to you about what they would like to see differently. Allow yourself to feel empathy and compassion for their situation. A few prompts to help you listen mindfully:

 -   Don't tell them why you are doing this exercise, other than that you just want to listen to them

-   Put aside distractions

-   Ask open ended questions (not leading questions)

-   Be conscious of what they are saying and do not interrupt.

-   Give them time to speak openly without feeling awkward

-   Encourage your respondent to tell you more

-   Pay attention to the other person's tone and body language

- *Notice your emotional responses to what is said as they arise*

After you have had these discussions, think about how you empathise with the person you were talking to. Do you feel solidarity with them? Do you think they are aware, or believe that you feel solidarity or compassion for them and their life situation?

Session Two: Feedback and Leading Peers

> **Resources:** Display the **PowerPoint** entitled "Module – Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need a large manilla paper and pens.

- 00.00 Ask the group to give feedback on their discussions.

Did listening mindfully to people in their community help them to feel empathy, solidarity and compassion for the people in their community? Does that compassion spur them into action to make changes? To what extent does this provide the motivation for them to lead? Did the people they spoke to feel in solidarity with *them?* If not, what are some of the barriers to that solidarity? *Answers could include:*

- *Coming from a different community*
- *Coming from a different demographic such as age, gender etc*

There is too much of a difference between the challenges the two of you face. For example, the RLO leader might be much better off materially than the community member and this might create a division between them in the conversation.

- 00.15 How can these barriers be overcome?

No matter the barriers, it should be possible for most people to believe you care about their lives and the challenges they face. In the end it comes down to their trust in you as leaders and your motives for leading. If you show that you are driven by compassion eventually they will believe that. Leading effectively will be easy when there is a mutual sense of solidarity between the community members and the community leaders.

- 00.30 Leading Peers – Leadership within the management committee

Is leading with empathy, solidarity and compassion relevant when leading your peers?

Yes!

Ask the group to share examples of good leadership attributes they would like to see exemplified within their group. Allow an open discussion. A whole load of

examples may come through such as leading by example, leading with compassion, taking responsibility, visionary leadership, charismatic leadership, values-based, good communication, strategic leadership and others.

Ask the group to share examples of bad leadership that they would like to avoid. Examples might be autocratic leadership, do-what-I-say-not-what-I-do, leadership based on hierarchy and positions, leadership based on fear, absent leaders, risk averse leadership, undemocratic leadership, split leadership, leadership that places too much pressure on one individual.

- **00.45 The RLO leadership charter**

Ask the group to write the leadership attributes they would like to see on one side of a Manila Paper and the attributes they would like to avoid on the other side. This will later be used as a commitment by the management committee that can be attached as an annex to their governing documents.

Session Three – Drilling Down on Day-to-Day Leadership Attributes

> **Resources:** Display the **PowerPoint** entitled "Module – Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need the print out on "leadership attributes" ideally one copy per participant. You may choose to print out some of the individual paragraphs on leadership attributes as well.

- **00.00 Discuss the objectives of the session with them:**

In this session you will focus on day to day leadership attributes

You will have the chance to reflect on which attributes you would like to improve on

- **00.05 Hand out the worksheet on leadership attributes.**

Ask the group what each attribute means to them and to fill in the boxes for each attribute.

Some resources for this section:

(On Inspiring Better Implementation)

*The way to assess whether the radical changes are due to your intervention is to ask yourself the following question. If your colleagues could pinpoint how you have left your footprint on your department what would they say? If the answers are very mundane then it is likely that you are doing what you think is expected of you rather than **owning** your programme and setting your own targets. For example, if the answer is that you have re-indexed the filing cabinet, or designed some nice business cards for your team, then it is likely that someone else is doing your creative thinking for you. If the answer is that the strategy for your department has been realigned to fit with the long term vision of the organisation and there has been a thorough overhaul of how the strategy is implemented – because of you – then you are on the right track. Every department in an organisation from business development, to communications, finance, HR, logistics, and programme departments can increase its relevance in the strategic plan for the organisation as a whole and there is no one stopping you from bringing that innovation.*

(On taking responsibility)

Taking responsibility is about owning both successes and challenges. This means avoiding blaming other people when things go wrong. When you blame someone for something you are effectively stating that you are not able to lead in the situation and rectify the problem. Blaming people does not solve the problem and usually the person you are blaming did not mean to make a mistake. But taking responsibility also means you can point to successes when they come and go on to share with others the secrets of those successes. On a practical level, taking responsibility also means going beyond the limits of your "job description" or role and helping out your fellow team members when they need help, without any expectation of being "paid back" for it. Overall you should be willing and ready to put in more than your fair share and do more than you will ever expect to be recognised for. If everyone does this you have a very happy team!

(On establishing a safe, transparent and honest working environment)

It is important as a leader that your organisation complies within the rules and laws that have been made in your area or country. Aside from keeping you out of trouble, this is also a part of leading by example and shows that you fit legitimately within the bigger picture of your state or nation. But to keep your staff and participants safe you may need to go beyond the laws and regulations and set up your own policies designed to protect them in your specific line of work. And feeling safe is not the only aspect of a welcoming working environment. Staff and participants should feel emotionally and socially supported. Again you will have to lead by example on this, because if you are not interested in sustaining a positive working environment, others won't be either. It also means being aware of the dynamics within your team and taking steps to promote good relationships.

- **00.25 Ask the group to form pairs and discuss each attribute and think about what they could do differently to meet each attribute target.**

- **00.35 After hearing some feedback on the previous session, ask the group to reflect on which leadership attributes they should collectively work on as a management committee.**

- **00.45 Find the leadership charter and ask the group if they would like to add or subtract commitments on the charter based on this session.**

- **00.55 ASSESSMENT FOR LEARNING (AFL):**

Return to the first exercise in this module, the print-out asking participants to circle the five words that they most closely associated with leadership. Ask them to carry out the exercise again with a different coloured pen. They should make a 'key' that shows which colour they used before and which colour they used after.

- **01:00 Request that the participants turn the paper over and answer this question on the back.**

If your five words have changed, WHY have they changed? Has your view on leadership changed during the course of this module?

- **01.05 Ask one of the students if you can take a picture of their worksheet, to show the difference between the before and after. Give time for any further discussion or questions.**

Module Summary

By the end of this module, the RLO should have a clearer understanding of the type of leadership they want to have in their RLO. As leaders and managers, they should also be able to assess their own leadership attributes and skills and then see how they are adding value to their RLOs and/or identify key areas of growth.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 7: Governance

Introduction to the module

In this module, the RLO management will pick up from the previous module on Leadership and put it into practice by understanding what governance is and why it is important to have good governance practices in their organisations. The objective of this module is to get the RLOs to evaluate their current governance practices and improve them. They shall also discuss in detail different governance structures they could adopt and how to make them effective. They shall also get to assess their existing constitutions, section by section, understanding and evaluating the importance of each and how they can put the statements into everyday practice. They will also be learning how to ensure their governance contributes to the sustainability of their organisation.

Session One – Understanding Governance

> **Resources:** Display the **PowerPoint** entitled "*Understanding Governance*" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand the meaning of governance

You will learn the importance of governance for RLOs

You will also learn some basic guidelines for governance and power

You will also learn the importance of having an effective decision making process

- **00.05 Introduce some of the aspects that define a governance, using the next slide**

Ask the participants.

What is Governance?

Allow for some responses before aligning them to the definition below.

Governance is a set of rules, values, practices and processes by which an organisation is directed and controlled. Governance is a system by which your RLO can be directed and controlled. It is concerned with the structures around your RLOs day to day activities as well as the processes in place for decision making, accountability, control and the general behaviour of the team at the top. Good governance can be seen through positive outcomes of your organisation.

Better yet, governance can be defined as the combination of your RLOs policies, systems and structures that together with a strategic and operational framework aligns your organisation's leadership to take actions so that they can make effective decisions and be held accountable.

Instruct a participant to read the case study below. Allow five minutes for the reading.

Case study of the 'Community for Change AIDS Project'

Two neighbours who had children who had died of HIV and AIDS related illnesses within the same year decided to do something to help other parents. They felt that if only they as parents had been more involved in their children's lives, things would have been different and now they thought they had an opportunity to impact and hopefully save many lives amongst the youth. They thought one of the main problems African youth face is the cultural barriers that hinder parents from speaking openly to their children about safer sexual practices, or youth who are sexually active being secretive about their sexuality are all factors that are contributing negatively to the spread of HIV and AIDS.

They decided as parents they will come together to create awareness programs that will teach youth safer sexual practices as well as break the stigma around sex, speaking about sex and having healthy sexual habits. One of the two parents had a house that had room for training. They started with the children from their neighbourhood and soon their information sessions attracted a number of youth and parents from the different areas. As their training programs became more frequent, a number of people within the community who were affected by the impact of HIV and AIDS felt they needed to be involved with this project and soon the two parents had eight volunteers.

Their services soon became very popular and they were invited to many other communities, churches and schools to conduct their talks. One day the project volunteers and leaders sat down and discussed the way forward for their project. They realised that the community was demanding more from them and that they had to make some decisions. The costs attached to their training had been money

from donations from good Samaritans as well as money from their own pockets. All these sources were now no longer enough. They had heard that if they wanted to get funding to expand their activities, they would have to be registered with the government.

They decided to try and become a formal structure and to call themselves the 'Community for Change AIDS Project'. The two parents who founded the organisation became part of the Board and some of the regular volunteers were also recruited to be part of the Board. This meant that they were no longer workers in their project and had to allow others to take over their day to day work. Creating more structure in the organisation also meant that they needed to have a Manager to take over the running of the organisation while the board became less active in the daily activities of the organisation but more in the strategic direction of the organisation. This was a very difficult time for the organisation as the two founders were very passionate about their work, having started the organisation.

The organisation was nearly divided as the manager came in with her own ideas on running the activities which made the founders often upset and interfering with their work. The board was not always happy as they felt their project was changing unnecessarily. They then decided to come up with clear rules and guidelines that would help facilitate the new direction and although this phase was difficult, at the end of it the organisation became stronger and was able to position itself for more funding to achieve greater impact.

- **00.10 Request feedback and have an open discussion based on their responses to the story**

Try to facilitate an open discussion. Guide the participants to point out the following statements as they also reflect on their own experiences in their own organisations. Some of these are recaps from previous sessions, try and keep the discussions to one example each to save on the time spent.

- How and why the parents came together – their problem
- What they aimed to do – their vision
- How they started and operated
- Why they decided to formalise their activities
- How did they formalise?
- What challenges did they have?

- **00.20 Go to the next slide and discuss the following.**

What is the importance of Governance?

Allow a couple of responses from the group before giving the responses in the bullet points.

It is important for organisations to adopt good governance practices because it:

Preserves and strengthens the confidence of members of your organisation: *It gives members the trust and enables them to support the efforts of your organisation more.*

It is the foundation of a high performing organisation: *Just like the example above, good governance is important because it enables an organisation to achieve its goals as achieving that goal requires input and support from various levels of an organisation. A higher level of accountability provides the framework for planning, implementation and monitoring the performance of those goals.*

Ensures the organisation is well placed to respond to their growing needs: *In order to better be able to handle your community's growing needs, an organisation must adapt a suitable governance structure.*

Can you think of why adapting a governance structure is important for your organisation?

Allow a few responses before moving on.

Many RLOs such as the case study above emerge to address a problem in a community and sometimes may operate for many years in an informal and unstructured way. RLOs such as these are important because they come together to fill the gap between the needs of their immediate communities and the services that the government is unable to provide. It is the work of many small, dedicated groups of people such as these who are passionate about their causes that bring about change within various communities.

Many RLOs can sometimes, because of how they came about, be very informal in the way they operate and in their structure. By informal we mean the organisations have never fully either operated under defined rules or guidelines that control the way they operate. This however does not mean that it is a must for every RLO to adopt a more formal structure; this is just in the case that that formalisation, such as the case study above, shall go towards their own development. For most RLOs if they are functioning well as they are without any formalisation, they may just choose to remain that way. However, sometimes under-pressure from the growing need in their community and in order to gain more credibility or the desire to get financial support from funders who expect certain structures, then these RLOs may choose to organise themselves in a more formal way.

Like the case study above, if you felt like your structure was limiting your growth, then you decided what kind of organisations you wanted to become (by adopting

the legal structure of a RLO), then you developed the rules and procedures for how the 'formal' organisation will be run (by creating a constitution), then you selected a group of people who will oversee and guide the organisation (by electing a governing body), and then ensure that there are people to do the work (by appointing a management team to run the day to day work activities). It is important as a facilitator not to dictate any one structure to these organisations that have often been functioning in an autonomous way for many years, but to suggest options (and why this could be beneficial) and to educate on those areas that are legally required. Many of the suggested structures and approaches covered in the learner's guide can be adapted to suit differing organisations and environments.

- 00.40 Go to the next slide and ask the following question.

What is power? Do you think that adapting a governance structure makes you lose power?

Allow some answers from the group, direct answers from particular members of the group so as to get different perspectives on the answer such as:

- Founding members
- Members of the organisation
- Management teams
- Day to day workers of the organisation

Give only five minutes for the discussion and move on.

Power is the capacity of an individual to influence the behaviour of an organisation. The reason the concept of power is important when discussing governance is to understand that governance serves as a form of decentralising power within an organisation by instituting controls that help make an organisation more efficient and ultimately work better.

It is important to note that some structures can be counterproductive in that they may slow down the effectiveness of an organisation. This is where it is important for your organisation to carefully map out a set of rules and principles that help determine everyone's roles and clearly stipulate what power(s) are acceptable.

- 00:50 Before going to the next slide and ask the following questions:

Can anyone tell us who makes major decisions in your organisation?

What do you think constitutes a major decision in your company?

Allow for some answers from the session, you can prompt some responses such as:

What is the meaning of a decision? Can a major decision be…?

- *Attending this capacity strengthening session?*
- *Partnering with an organisation?*
- *Allocating financial resources to specific activities?*
- *Making the activity plans for the next year?*

Allow for some answers from the session, before asking the follow up question below:

- *When the person(s) you have mentioned have made a major decision in the organisation, is there anyone who holds them accountable to ensure that the decision gets done?*
- *Is there anyone who holds the entire RLO accountable for any of their activities and how they have managed their resources throughout the year?*
- *Are there times when you have mapped out a specific plan, come up with a budget but did not manage to execute the plans as intended? What happened?*
- *Do you think having such a person(s) will help your organisation?*

Allow for some answers from the session, before going to the next slide.

A decision maker is a person who is responsible for resolving an issue, or responsible for having the final say on a major matter within an organisation. The person(s) are usually in charge of resources, activities and people.

Making good decisions is a skill that must be learned. Some decisions may be easy but others may be hard. Some of the hard decisions in the organisation that require a lot of resources require more evaluation and more transparency.

Like the case study, the decision they made to register their organisation and distribute their organisation into a board, a management team and people who do the day to day activities required a consensus from the entire team, not just the founders. That being said, when the decision was made, the founders were appointed into different roles than their day to day management jobs and they found it very difficult to not get involved with the day to day issues.

Sometimes, just like in the case study, some levels may want to get involved in other levels, this is why it helps to have a document that regulates the different roles such as a constitution. This helps at every level understand their roles and the limitations and scope of those roles. We shall discuss this in another session.

- **01:10 Go to the next slide and organise the group in the following activity. Divide the group into even groups.**

ASSESSMENT FOR LEARNING (AFL): Ask the participants to think about their organisation's governance structure and the distribution of power within their organisations. Have each group discuss every individual in the group's role and what powers are associated with each role. Also, ask them to discuss who is charged with any governance within their organisation, do they know what those roles are, who is to perform them and what is expected of them?

Allow twenty minutes for discussion above. After this, allow one founder or one member to present their answers and allow other members to add on or adjust the presentations. Give ten more minutes for this.

Session Two – Common Board Governance Models that Can Be Used by an RLO

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand the meaning of a board governance model

You will discuss within a models of governance, a board and the common types of boards and their roles

- **00.05 Introduce some of the aspects that define a board governance model, using the next slide**

Ask the participants.

What is a Governance model?

Allow for some responses before aligning them to the definitions below.

A governance model is a framework that describes how the organisation makes decisions, outlines the roles and responsibilities of each entity. It is important for RLOs to agree to work with a specific model that suits your unique characteristics and suits your capabilities and activities well.

From the definition of governance from the previous module, a governance model can also refer to how your RLOs policies, systems and structures interface with each other and where the responsibilities lie.

As a RLO, there are different types of governance models that you can adopt; however, you must make sure that they are suitable for your requirements as an organisation. For instance, one must find a suitable model that allows your RLO policies, systems and structures to interact effectively with each other and with the

organisation. Furthermore, it must outline specifically whether the responsibility for that interaction lies with the board as a whole, or with the individual board members.

It is important to note that board governance models for nonprofit and for-profit organisations are different. Many board governance models can be used for either non-profit or for-profit entities, but some of the governance models may have to be amended to suit the needs of your organisation; however , some models are more appropriate for non-profit organisations, while other models are more appropriate for for-profit organisations. It is common for an organisation to form a combination of board governance models that caters to the features of the organisation and the composition of the board. This must be specified in the constitution.

- **00.10 Before moving to the next slide allow for a discussion on the points above while also asking if anything needs to be clarified further.**

Ask the participants.

What is a Board?

Allow for some responses.

- **00.12 Go to the next slide:**

A board is a group of people elected as directors of an organisation to provide oversight functions over various aspects of an organisation. A board member is an elected participant tasked with the roles of providing oversight over certain management functions and leadership for an organisation. They serve as agents of the owners or founders of an organisation and are obligated to look out for the safety and soundness of an organisation. There are several common types of boards each having distinguishing characteristics:

Collective Board: *A collective board is a group of people with a shared focus or purpose. They make decisions collectively and each individual represents themselves and their own interests within the organisation.*

Governing Boards: *This type of board leads the organisation using authority to direct and control policies provided by the owners and the legal act of formation. They set the initial direction and have the full authority to act in the owners' or founders best interests. Governing boards function at arm's length from the day to day operations of the organisation. They focus on the big picture, future-oriented and act as a single entity.*

Working Boards: *This is a board that leads the organisation but are also active day to day staff members of an organisation. These are common in RLOs. Working boards often get caught up in day to day operational project management and sometimes set aside the governing function.*

Advisory Boards: This type of a board serves to provide insight and perspective to the CEO or leader of the organisation. An advisory board typically does not have authority of its own but works to educate the management team on particular areas of operation.

Managing Boards/Executive Boards: This type of Board is formed by a group of people who actually manage the operations as a collective group (instead of a single CEO). They are not the same as a governing board but may work under one. They make the day to day decisions of what gets done and the long term decisions about how to organise operations to achieve the organisation's purpose.

Fundraising Boards: This type of board is often only a "board" in its name alone; its real purpose is to use its members' connections and influence to raise funds and resources for the organisation.

Policy board: A policy board is any board, typically a governing board, that directs operations by developing policies which guide operational decisions rather than making the actual yes or no decision themselves. The CEO with their management team is then expected to carry out all policies.

- **00:40 Before going to the next slide and ask the following questions:**

Can anyone tell us which Board they believe is best and why they think it is best?

What type of Board is currently in operation in your RLO?

What do you think are the main roles of your Board? Or What Do you think Should be their Main Roles?

Allow for some answers from the participants then go to the next slide.

A board has nine basic responsibilities:

Hiring
- Senior most executive running the organisation e.g the Founder, Executive Director or CEO

Support
- Day to day guidance and evaluate performance for the Leadership team and CEO*

Vision and Strategy
- Determine and/or advise on strategic direction

Planning
- Ensure there is effective organisational planning

Resource Mapping
- Assure availability of resources and protection of assets

Management Oversight
- Maintain oversight of programmes and services

Public Relations
- Enhance public image

Accountability
- Assure legal and ethical behaviour and accountability

Capacity
- Build governance capacity and evaluate boards own performance

Which of the nine tasks above would you believe are the main or the most important tasks that a board should have?

Give the participants five minutes to discuss amongst themselves, and then allow for some answers from the groups.

00:50 Go to the next slide.

Ideally, over and above the nine tasks above, the board's main tasks should be direct oversight over the management team, ensuring there is proper management of financial resources and finally ensuring the organisation has a sound strategy and is on track to achieving its vision.

Overseeing the management team

Vision and strategy

Financial resources

A board must ensure they spend enough time on each of the categories above. In the case study in the previous session, we saw the founders of the Community for Change AIDS Project, as Board members get heavily involved in management activities, this can be a huge distraction for a board member and should be immediately resolved. In such a situation having a constitution to regulate the roles of board members can be helpful. Ideally the board should only interact constantly with the senior most members of the team.

The board should be particularly responsible for the careful and prudent use of money within an organisation. In order to do it, the board should determine or approve financial policies that the management team must follow. Most importantly, the board should help develop and approve the annual budget. This is a significant responsibility because approving the annual budget has an effect on all other priorities within the organisation. It is important that the approval is done by no one else—not even the management or finance committees. Furthermore, they should oversee the operating budget, making sure the organisation is running as per its plans. The management team should send them financial and accounting balance sheets and reports. This ensures that everybody is up to date on the financial situation and changes can be made if necessary. Lastly, the board members as a whole should be insistent upon an annual audit for the organisation. If possible, this should be done by an independent auditor.

Additionally, the Board should make efforts towards providing resources for the RLO to run, however, this will be dependent on the individual board members and their ability to interact, attract and influence donations from various partners. They can set fundraising goals with the CEO and formulate strategies to ensure they have the funds and resources necessary to operate effectively.

Finally the Board is responsible for ensuring the RLO has enough financial and human resources to achieve its vision. The Board should ideally also help the organisation develop realistic goals and achievable strategies to get to this vision. They are also able to hold the management team accountable to those set goals and strategies and to ensure the entire team is working towards attaining them.

- **01:00: Ask the participants if they have any questions, and if they are agreeable with the three main tasks above.**

Assure them that this capacity strengthening course is a working document and can also be improved and added onto. Go to the next slide

Reviewing the Governance Model

It is not just enough to choose a suitable governance model or a board; an organisation has to ensure that the model is working effectively. Since the Board is responsible for all the major actions and decisions of an organisation, it will need to

have specific charters, policies, and similar governance documentation to guide organisational behaviour. Such documents should clearly outline the following:
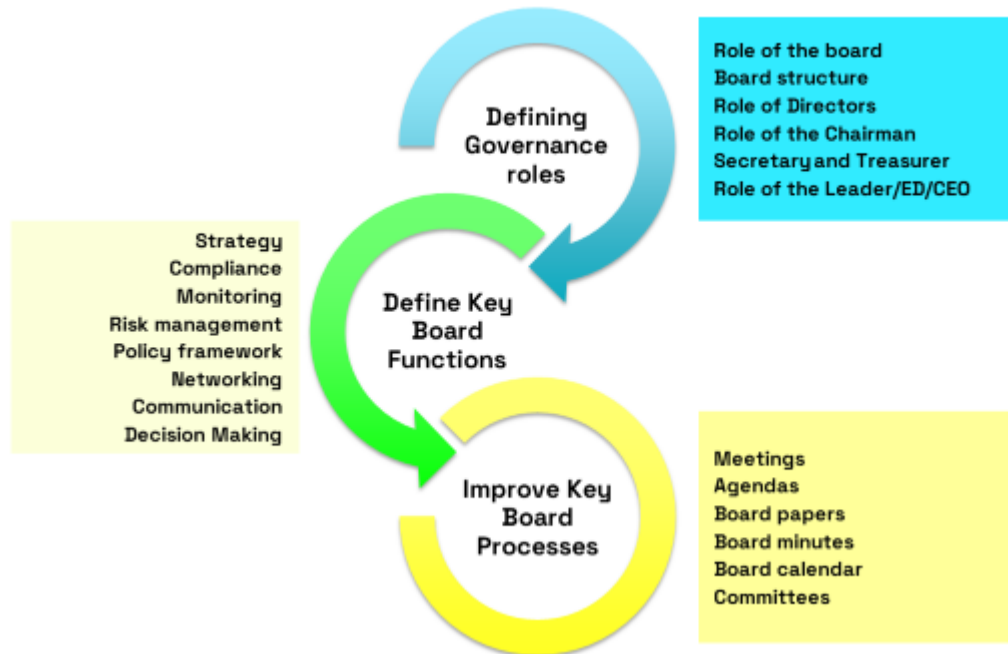
These documents should be developed in consensus with all major stakeholders in the organisation so as to ensure they are inclusive and relevant to the organisations' operations.

- **01:05 Go to the next slide**

What is Effective Governance?

Ask the participants this question above, allow for some few answers of what they think before giving them the definition below.

Good governance is about good leadership. Effective good governance means that your RLO is able to thrive, improves its impact while making sure its assets are protected and funds are used appropriately. An effective governing model must ensure that a RLO has:

- *A good mix of skills in their boards and management teams*
- *An effective Chairperson and CEO/ED*
- *Committees for specialist tasks such as finance and procurement*
- *Well-managed meetings that are participatory and decisions can be made effectively*
- *Forums that allow for different expression of opinions*
- *Strategic partnerships and alliances that provide perspective or insight on various matters in the industry*

- A good system of evaluation and accountability *(we shall touch on this in the next module on **Proving Impact**)*
- *Understand the difference between governance and management*

For many RLOs it may be difficult to expect a thorough and clear cut distinction between governance and management. This is because in most cases, most RLOs have a working board. Can anyone remember what a working board means?

Prompt a member of the class to answer and encourage them not to refer to their notes before they answer the question. Have them define it from memory in their own words.

With a working board, it can be a challenge to separate issues of strategic governance from day-to-day management because there might not be many staff or members so people perform multiple roles. However, as your organisation develops and grows, having this distinction will become increasingly important.

The difference is that governance is the role of leading an organisation and management is its day-to-day running or operating. Governance is the job of a governing body, such as a Board, that provides direction, leadership and control. Management is typically the job of a management or executive team, led by a CEO or ED and his/her staff and volunteers. The governing body's role is to oversee management and not to manage.

Can we see how the case study from the previous session had quite a few challenges? That said, during transition, such challenges are expected and provided there are mechanisms to resolve such conflict, with an open mind, and room for flexibility, all will be well.

No one can claim to have a perfect governance system. It is impossible. However, one can aim to promote good governance practices by building an amicable relationship between the governance level and the management level.

- **01:10 Go to the next slide and organise the group in the following activity. Divide the participants into even groups.**

ASSESSMENT FOR LEARNING (AFL): Ask the participants to think about their organisations in depth and determine what type of board they have and what types of boards they desire to have. Get them to determine what roles their boards should have. If they determine that the boards are not doing the roles as desired, help them come up with targets to ensure that they implement the desired changes.

If you have members from different RLOs and organisations in the session, make sure you divide them up so that each group has only the members of one RLO that is

their own. This will make their analysis and feedback on the issues more practical and relatable.

Allow the participants a break of at least one day to prepare for the next session. Ensure the participants of each group meet within that time period and prepare for the next session. They shall make the presentations during the next session.

For the next session, have the RLOs come with a copy of their constitutions, they shall be reviewed in detail then. You will also need the RLOs to have access to the RLO Sample Constitution handout. Please be sure to inform the RLOs that the next session will be very long, approximately 2 to 3 hours. Make arrangements for them to avail time for it.

Session Three – Governance - Bringing It All Together

Please Note: This entire session can be seen as an **Assessment for Learning Section**, therefore, is a very long session with mini-sessions and presentations. Ensure that your participants are able to dedicate an entire half day (3 hours) for the session or if you break it up into sections that they keep the momentum flowing between sessions by having them follow each other back to back.

> *Resources:* Display the **PowerPoint** entitled "Governance - Bringing it all Together" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need all the participants to have access to the RLO Sample Constitution Handout.

- 00.00 Introduce the session, using the next slide

Now that we have gone through a lot of theory regarding governance, this session shall be more practical and we shall all thoroughly discuss what governance structures we all have in our RLOs, seeing how they are working and putting down the principles learned in a constitution.

- Discuss the objectives of the module with them (5 mins):

In this module you will practically analyse your RLO governance system and its effectiveness and come up with or redefine your existing constitution to reflect these changes.

From our last AFL, we had some presentations to do. Let us organise ourselves into our groups and present our thoughts on the activity.

Refresh their memory of the activity.

Remember the activity was for you to critically think about your RLO and determine:

- *If you have a governance model? If yes, which one is it?*
- *Do you have a Board? If yes, what type of Board is it?*
- *What types of Board do you desire to have?*
- *How can you get your RLO to implement these changes?*

Allow a five to ten minute discussion as they organise themselves into their various groups. Go to each group and make sure they have effectively answered the questions above and are ready to present.

Give each group at least 15 minutes to present their findings, if you have only one group, you can make the time longer but do not exceed thirty minutes.

- **00:30 Go to the next slide**

Great work everyone, I see you have really given some thought towards your governance and now what is left is to make those plans a reality.

One way to work towards making a proper and effective governance system is to have a working constitution. We know that most RLOs have a constitution, however, but can we say our constitution now is aligned with all the wonderful work we have developed as part of this capacity strengthening course. Perhaps yes or no, either way let us discuss our constitutions.

What is a constitution? What does your constitution mean to your RLO?

- **00:35 Allow for some answers from the group, if not prompt them with the bullet points in the next slide.**

A constitution can be defined as a document that contains the principles by which it governs its daily operations. It also should establish the specific rules by which your RLO should function. When you write or reanalyse your constitution it will help you clarify your purpose (as was seen in module one) , delineate your basic structure and provide you with a platform to build an effectively governed group.

What do you think should be covered in a constitution? Please refer to your existing constitutions and give the general outline of each category.

Do you agree with these categories you gave? Are they practical and do they effectively represent your group's interests?

Allow for some answers from the group, picking some participants at random.

We shall discuss below a basic guideline or outline of the standard information that we think should be included in a constitution. Our main objective with this section is to enable you to re-evaluate your constitution and maybe even reword it.

The sample outlined below is a basic guideline that you can follow, please note that you can either amend some of the sections if you feel they are not relevant to your RLO or you can also add other sections that you think are relevant.

Give out the hand-out entitled *RLO Sample Constitution* **and have them make references to it for the next part. Have them note that this is an example and not what they should have, and the sections below are only a guideline. They can opt to not have some of the sections.**

We shall now move into discussing each of the sections in detail, some may be longer than others, but ensure that you discuss each section in detail, posing after each section to get feedback from the participants on its relevance and whether it is practical to their activities.

Ideally a constitution should have:

Title of Document: Constitution of 'Organisation's Name'

Preamble: A one paragraph statement of the mission or vision of the RLO, telling why it was created

1. Name of the RLO

This is just the legal name in full

2.   Purpose of the RLO

This section discusses why the constitution exists.

The section can also outline why it was created, what community it operates in, where it operates and what are its objectives.

3.   Management Committees (or Leadership)

This section outlines who makes up the management of the RLO who are either elected or nominated to act on behalf of their RLO in either a management capacity or as a Board governing capacity. It must be clear that the members in this section are not the participants or the beneficiaries of the RLO but the managers (and governors i.e. a Board).

Sometimes a RLO has participants who contribute towards their activities that are sometimes referred to as registered members. It is important to note that one must make that distinction and perhaps give them another name because as per definition, members are elected or nominated to their roles.

This is because this section also must outline the voting rights of each member above and when the membership period is applicable, how the membership comes about, and when the membership can be terminated.

4.   Composition of the RLO

This section outlines what conditions make up the entire structure of the RLO.

a.   Organisational Structure

In this section it is important to outline the entire structure of the RLO and what positions there are. For example:
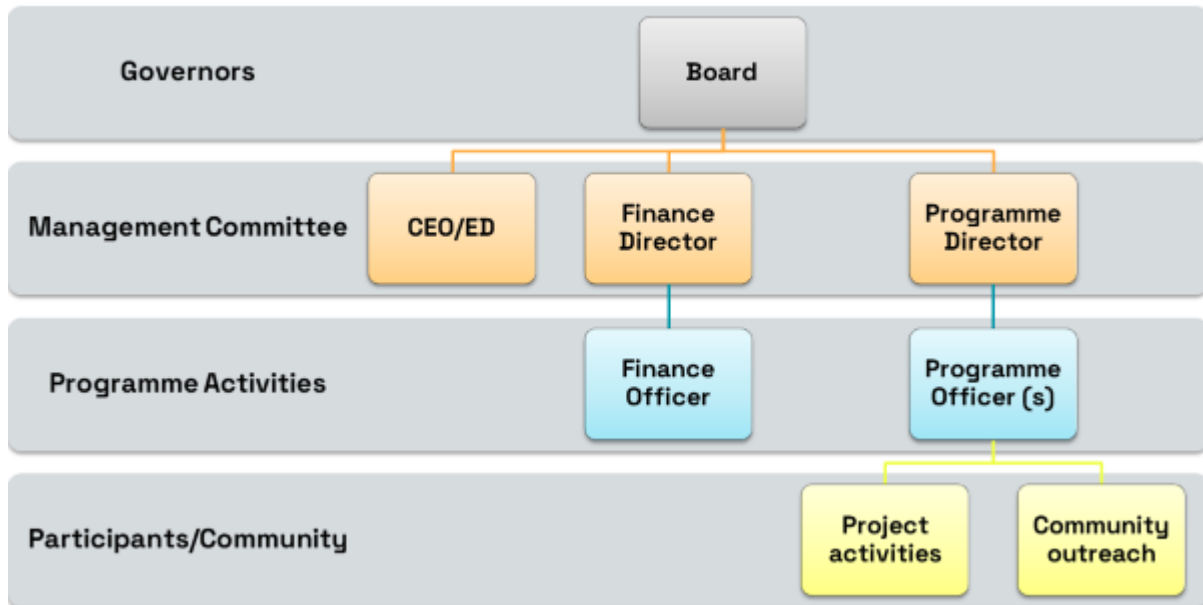
b.   Officials

This section outlines the elected or nominated managers or board governors in terms of what positions are available. The list above is a guideline and not conclusive, remember it your RLO and your RLOs activities that will dictate this structure above

c.   Elections and Appointments

This section outlines what positions or levels are elected positions, what positions are nominated positions, and the conditions for the elections. It should also clearly outline special conditions that may arise that may call for a suspension or an immediate election over misconduct.

d. Terms of Office

This section will determine how long the appointments in the previous section shall be viable.

e. Powers

This section should clearly outline the powers that each of the officials have in each of the levels of the organisation, especially when it comes to **decision-making**. It should also show who has more powers than others especially when it comes to voting over important decisions. It should also outline what level such as the management committee is responsible for decision making and in the event of a tie, which position has the power to break that tie, for example, the Chairman.

f.   Governing Rules

This section should outline what your RLO believes to be effective governance principles that they should follow in their governance.

5.   Meetings

This section should detail what would constitute each meeting, and who has the power to call for and convene a meeting. There are different types of meetings (for example a management team meeting, board meeting, annual meeting and general meeting) and their membership and attendance should be distinguished.

a.   Resolutions, Voting and Powers at Board, Management Committee, Annual and General Meetings

This mini section should outline what issues can be determined at each meeting. They should also determine who can vote and what powers are at such a meeting.

b. Quorum

This clearly states what conditions make a meeting able to proceed such as attendance and perhaps the presence of particular officials.

c.   Procedures during Meetings

This section outlines at each meeting level who takes charge and who takes notes at each meeting level. It can also detail the structure of the meeting.

6.   Dispute Resolution

This mini section outlines the conditions to resolve disputes that may arise in the or among the different levels of the RLO. It should also determine in the event that a dispute cannot be resolved, what measures can be put in place to resolve it such as mediation by an independent third party.

7. Amendment of the Constitution

This section clearly outlines what conditions are necessary to amend the constitution, such as who has the authority to call for such an action and what procedure is required to see such an amendment come to pass.

8.   Termination/Dissolution of RLO

This mini section discusses the conditions that will lead to the termination of the RLO and all its operations. It should also discuss who will handle the dissolution of assets and funds.

Ask the participants.

What do you think of the list above, do you agree with the sections?

- 02:00 Responses

Wait for some responses; prompt answers by asking them to compare with their current constitutions. Do they have the same sections? Do they think they are too many? Too few? What can be added or removed?

Now let us move into our final activity of the session on Governance. In the same groups, we need to develop constitutions or amend our constitutions as per the feedback we have just given.

Please remind the class that you are not influencing them to change their constitutions but from their own feedback, and their knowledge sharing from this and previous sessions, if they believe they have areas in their own constitutions that can be amended or reworded, added or removed, then, now is the time to work on them and see them come to action.

Give the groups an hour each and take notes on the actions they want to take and ensure that you follow up in the coming session(s) on whether they saw these changes they made come to action.

Session Four – Governance and Sustainability

- **00.00 Introduce the session, using the next slide**

After that intensive session, today we will look at how we can make our Governance structures work for the sustainability of our organisations.

- **00.05 Discuss the objectives of the module with them (5 mins):**

In this module, we will be learning about how our Governance structures support the sustainability of our organisations.

We will also learn about conflict and how to manage conflict within our organisations and for the sustainability of our organisations

- **00.10 Go to the next slide and Introduce the First Activity.**

This activity will be best if all the participants are from the same organisation. If you have a mixed group, try and divide the participants into groups of the same organisation. Give them the instructions below.

In our last session, when we were discussing the various sections of the constitutions we discussed Organisational structures. Can we take a few minutes to draw our organisational structures of our organisations, making sure to put the names of the people who are in these positions.

Give the participants about five minutes to complete the exercise. You can go around and offer support where needed. When everyone has finished, you can ask one member to come to the front of the participants and draw out their organisational structure. They can also draw out support and clarifications from other team members. Ensure the structure drawn is a team effort and collaborated and agreed by all as the true organisational structure of the organisation. Note that

the structures may differ depending on the team dynamics, activities and length of time the RLO has been operational.

A sample organisation structure can be:
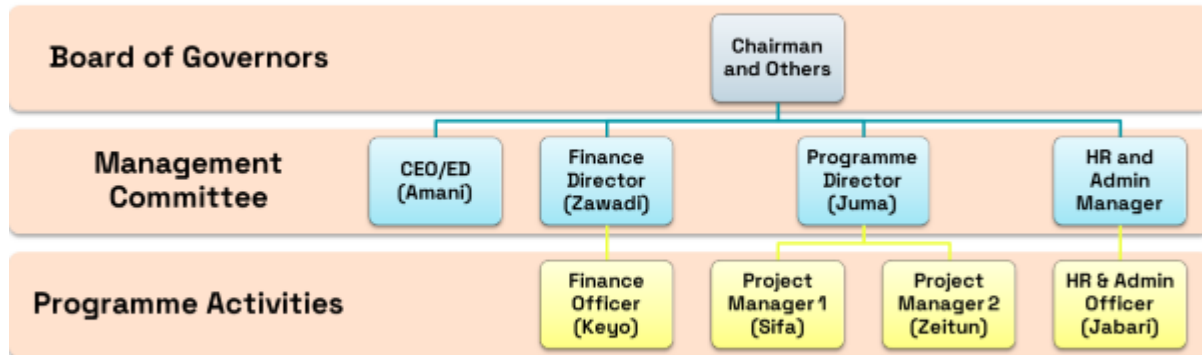
Allow the participants to comment on the proposed governance structure, clarifying any roles and responsibilities of every individual. The example above is just a sample and should not determine the participants' results. However, the structures the participants develop should have some form of distinction between levels and roles. There can also be a vast majority of team members at each level. You can prompt some debrief questions on the exercise from the bullet points below:

- Is your Board of Directors, Governors or Advisors active?
- If yes, how often do they meet? What do they discuss? Do their deliberations have an impact on the organisation? Is the management team accountable to them and how are they accountable?
- If not? Do you have one? Would you consider getting one? What role would you like them to play in your organisation?
- How effective is the management team as a group?
- Is there a leader that the management team is accountable to? How?
- How are the different program or project activities coordinated by the management team?
- How does one become a member of the Board?
- How does one become a member of the Management Committee or Team?
- How does one become a member of the Program or Project Activities?
- If elected, how is that process managed at all levels and by whom?
- If appointed, what is the process like and is it transparent?
- If recruited, what does the process involve and how is it controlled?

Remember to keep asking different participants to answer different questions as well as elaborate further. Encourage the participants to be open and honest and really critique how their organisational structures have been working. If there have been any areas they have taken note of for improvement, encourage them to note that down as their assignment and keep following up on their progress in the

modules to come. Remember to put that into your feedback notes after the session, so that you may also remember to keep track.

- 00.45 Go to the next slide on Governance and Sustainability

Read the participants the following case study:

Imagine that you are the leader of a successful RLO that is supported by a big international donor. You have a good team that is led by a key player who we will call "Imani". One day, Imani did not come to the office. He happens to be the person who oversees many projects and coordinates every team members' activities. There's a deadline coming up for your project for your biggest donor and no one in the team is aware of what needs to happen to achieve this. What do you think will happen next?

Allow for some responses. You can prompt some responses with the bullet points below: (The list below is not exhaustive, allow and take note of more consequences from the group)

- The deadline will not be met making your donor disappointed with the project outcome
- The departure of Imani leaves the team demotivated and confused and with unnecessary pressure to figure things out with a tight timeline
- The culture of the organisation will be negative due to confusion and chaos caused by Imanis departure

Ask the participants.

Can someone define the meaning of succession planning?

- 01.05 Go to the next slide on Succession Planning

Allow for some responses before aligning them to the definition below:

Succession planning is a strategy for identifying and developing the future leaders or your organisation. This is not only for senior roles but for all roles within an organisation. It is a deliberate and intentional process that all organisations should strive to do. A succession plan ensures that the organisation is still able to run smoothly if the person in a key position moves away, gets a better opportunity, retires or dies.

Now based on that, and from the previous exercise, let us answer the questions below:

- What happens at any one of these levels or to any one of the roles in your organisation, when someone resigns, gets fired, or cannot perform their duties any more?

- Does your organisation have a succession plan?
- If yes, how was it determined? Has it been working in the past?
- If not, would you consider getting one?

No organisation is too small to have a succession plan. A succession plan can really come really important when key members of the organisation can no longer perform their duties and it ensures that there is smooth running of the activities. Succession planning is also important because it also spreads the power and responsibilities of individuals in an organisation.

Succession planning in any organisation can help with knowledge management and talent retention. It is the process of identifying the knowledge, skills and abilities required to perform a certain function and then developing a plan to prepare multiple team members to potentially perform those functions. Usually an organisation can have a Director, Manager and Officer, all with clear roles but all also learning what it takes to perform each role.

In the case study above, this is where succession planning is necessary and critical for the success and sustainability of an organisation. The RLO made the mistake of having just one person who knew everything that was going on in the organisation. Even the leader had no idea what Imani was doing, and Imani himself was only sharing limited information with particular team members that is needed to get things done, but is not considerate of the overall sustainability of the organisation without Imanis influence.

In such a case, Imani should be encouraged to involve more people in project planning, decision making and reporting. Imani should also be training every person in his team on how each of their activities fit into the overall project outcome. He should also encourage other team members to learn other roles and how they complement each other. The leader should also be involved in the day to day activities by having frequent debrief meetings that update everyone on progress as well as upcoming plans or deadlines.

Has such a similar ordeal ever happened in your organisation? Have you ever lost a critical team member abruptly? How did you manage? What did you learn from the process?

Allow for some responses. Encourage the participants to share openly and honestly. This is a learning process and reminds them to take note of areas they have proposed to improve in their organisations and take note of the same and follow up with them in future modules.

- **01.15 Go to the next slide on Conflict Management**

Ask the participants.

Have you ever had conflict within the organisation? If yes, what happened? How did you resolve it? Have you been able to move on since the incident?

Allow for some responses.

Conflict is inevitable. It is part of life as with all human interactions. It is also one of the major challenges that can lead to people leaving organisations or getting fired. This can leave the organisation, a project or role in a critical position if it is not handled properly.

Conflict management refers to the techniques and strategies that you can use to reduce the negative effects of a conflict in your organisation and enhance the positive outcomes for all the parties involved in the conflict.

In order to avoid finding yourself stuck in a situation where you don't have any positive options and solutions, you need to craft policies and ways of managing conflict beforehand. During the conflict, you also need to genuinely self-reflect and encourage your team to do so as well. Ultimately the best conflict resolution strategies are the ones that manage to get your team back on track. Some ways to help manage conflict can be to:

- *Evaluate and understand every team member's emotional responses to conflict: People react differently to conflict and knowing your team and how they handle conflict is really important. Sometimes and where possible, allowing for the confling parties to take a day or two to cool down before dealing with the issue can help people react more objectively.*
- *Self-Awareness: Get yourself and your team to really evaluate what kind of person they are when faced with a conflict and how to deal with it. You can then use this knowledge to try and manage emotions and encourage parties to seek solutions. You can all as an organisation come up with a method that can work for everyone such as involving a third and impartial party to help during a conflict.*
- *Research the Conflict Thoroughly: Listen to all parties, hear their views and perspectives and even try and see how you or they could have been involved in creating an environment for the conflict to occur. As you do this, get the parties to also present amicable solutions that they think would end the conflict as soon as possible.*
- *Identify the Root Cause of the Conflict: Sometimes, what has happened on the surface is not really the issue, it could be something deeper that has enabled the conflict to occur such as a management level or other person, lack of policy or support function, or a culture that has gone on in your organisation. Try to find out what is really going on in a situation and take steps to solve that problem.*
- *Accept People for what they are and what they are not: Different team members have different roles, different strengths as well as weaknesses. People are different, and so they will retain, interpret, and process*

information in very different ways. Similarly, they will typically use very tactics to manage their activities and sometimes that may cause a clash with others. Knowing how your team members work is very important to knowing how to assign duties to them in such a way that their strengths are useful.

- ***Get Regular Feedback:*** *Conflict typically happens when an issue isn't addressed while it is still small. It festers like a wound and grows too big and complicated to be solved quickly. To avoid this from happening, you can hold regular meetings where the whole team gives feedback about what is working and what isn't and brainstorms on what to do going forward. That way, you deal with issues while they are still minor.*

- ***Create a Conflict Resolution Guideline:*** *You can ask your team to get together and come up with some conflict resolution protocols that they are buying into. Whatever they come up with, it is likely to work in the long term because everyone had a hand in creating it.*

- ***Create Guidelines of Communication:*** *Not all kinds of communication are helpful or productive in an organisation. It could be that much of the conflict in your organisation is caused by people communicating in the wrong way. You can, therefore, invite your team to come up with some guidelines for the kinds of communication that are conducive. They should be guidelines that everyone buys into, just like the conflict resolution guidelines above. You should also be part of this exercise because you might be communicating with your team in the wrong way. Either they find your tone overbearing and dismissive or they find that it discourages them from openly communicating themselves. Then be sure to enforce all these measures developed in a collaborative and positive way.*

- ***Invest in the Right People for Your Organisation:*** *One of the most effective ways of managing conflict in an organisation is to make sure you have the right person to begin with. Sometimes it's not about the conflict. Sometimes the issue isn't the issue; the person is the issue. You may have tried everything you know to deal with conflict and even got the team to come together and contribute ideas to deal with conflict, but find that one or more people are always at the centre of major conflicts. They are either constantly aggrieved or constantly the aggressor. In such situations, you should evaluate whether the skills of that particular person would be better suited in a different team or role altogether. If you find that they don't fit anywhere, even when you consider putting them in a different position or team, then you should think about whether that person is the right match for your organisation. Losing someone can be a tiresome and challenging process and should be the last option. However, sometimes, the benefits of letting that person go may contribute to creating a positive working environment and culture as well as contribute to the overall sustainability of that organisation.*

As we end the session, please think about how you have handled and managed conflict in the past in your organisations. Do you see any room for improvement on your existing processes, if yes? What would that be?

This can be another take home assignment.

- 01.30 ASSESSMENT FOR LEARNING

This session has three take home assignments, they are:

- *How is your organisational structure contributing to the sustainability of your organisation? Any changes that need to be made to support this further? (as part of the general overview of the debrief questions in the first activity?*
- *Have you ever lost a critical team member in your organisation abruptly? How did you manage the loss? What did you learn from the process?*
- *How you have handled and managed conflict in the past in your organisations. Do you see any room for improvement on your existing processes, if yes? What would that be?*

These questions are to be worked on and be sure to make a follow up of how the organisations are implementing the changes they have determined to make. Set a reminder in your training work plan to follow up on their progress and implementation of the changes.

Module Summary

By the end of this module, the RLO should be able to evaluate and assess their governance structures and how effective they are towards the management and sustainability of the RLO. The RLO should also be able to see how to create and modify governance systems and models that work for them and their activities.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 8: Proving Impact
Introduction to the module

Showing the good things you're doing through simple but important Monitoring and Evaluation methods

In this module you will cover why Monitoring and Evaluation methods are important for RLOs. In the first session you'll go over perhaps the most important lesson — *why* proving impact is important. This includes the way RLOs can use this proof to improve the projects they're doing, as well as to reach new donors and funding opportunities. Session two and three go into more details on specific Monitoring and Evaluation methods. The final session goes into detail of how to develop an M&E system that works for the RLOs activities.

It is recommended that you read the entire module before delivering it. Also, there is an accompanying slideshow for projecting a few key images, if you have access to a projector.

Session 1: Why Do We Need to Prove Impact?

> **Resources:** Display the **PowerPoint** entitled "Module 8, Session 1 – Why Do We Need to Prove Impact" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on. You will need a stable internet connection to display a [video] during the session. Alternatively, you can share the video in advance to participants so that during the session you can discuss it.

- **00.00: Introduction to the module:**

We may have good ideas for projects that benefit our communities, but we also need to PROVE that those ideas are good.

In this module we will learn why proving the impact of our projects is important, as well as specific ways we can collect data to do this. This process is also often called

"Monitoring and Evaluation" -- or even "Monitoring, Evaluation, Accountability and Learning", or MEAL for short.

- 00.01: Introduction to session: why is proving impact important?

First off, we're going to look at WHY proving impact is important. To phrase this another way: why would we want to prove that our projects are doing good things? Do they have good results?

Ask the participants for ideas. Write them down on the board.

Thanks for all the ideas, everyone! I see you've got most of the reasons covered. Today let's talk about two important reasons in particular. These reasons are:

- *To make our projects better*
- *To show donors and other potential funders that our projects do great things that they should support*

- 00.10: Making our projects better

Now I want to talk about how we can make our projects better. There's actually a very simple cycle we can use to do this.

Draw the following cycle on the board, or project it using the accompanying slideshow:

Now, a lot of people think of projects or ideas as a straight line, with a beginning, middle and end. But instead, I want you to start thinking of your projects as a cycle, like this one.

In the beginning, you have your idea. Then you put your idea into practice. But that's not all! Then you can LEARN what can be done better — that's where <u>proving impact</u> comes in — and then you use those lessons to make the whole project better, by <u>improving your original idea</u>.

This cycle can happen as many times as you want! In this way, a project can <u>continuously improve</u>.

I want you to divide into groups, and each group will spend a few minutes describing how this cycle can be used for different activities.

Divide the participants into 4 groups. Ask each group to apply the cycle to the following mini "projects":

1. Cooking a new recipe
2. Tailoring a new kind of outfit
3. Making a new kind of jewellery
4. Running a farm

Ask the participants to:
- Describe their idea in detail
- Describe how they will measure if the idea is a success or not
- Describe how they will make the original idea better based on that feedback

Give the participants time to complete the exercise.

Once they've completed the exercise, ask each group to present the cycle for their specific project.

Thanks everyone! I hope we've all learned a little about how valuable it can be to collect data on our projects and then put what we've learned into practice.

- 00.50: "Failing Forward"

Now I want us to talk about failure. Or, more importantly, I want to change your view on what other people call "failure".

There's an expression that is used a lot in engineering that is called "failing forward". That means if something goes wrong -- or if an idea doesn't do well -- then you don't declare it a failure and stop trying. Rather, you LEARN from the mistakes or failures and use that information to try again and DO BETTER!

It's the same idea as the cycle we talked about earlier -- but this time you have to not let yourself be disheartened by failure. In fact, you could even plan to EXPECT failure (or at least challenges, mistakes, and unforeseen consequences) in your project -- and you could plan to LEARN from them before they even happen! Engineers do this all the time, usually by testing their machine or product to breaking point, and then seeing HOW it broke and therefore HOW it can be made better.

Display the video below for the participants and then debrief after.

> [Video on this topic](#).

The main lesson here is to change how you view failure. Instead of being the END of something, our difficulties become part of the LEARNING PROCESS.

The trick here is to collect data regularly -- and to not be afraid of data that challenges our assumptions, or that shows the project idea isn't as good as we thought. Then the cycle we talked about today can help you <u>constantly improve</u> your project and make it a success.

- 01:10: Data for Donors

Discuss with the participants.

Another big reason we need to collect data is for donors -- that means, showing we're doing good work so people will give us money to deliver our projects, and will CONTINUE giving us money by showing those projects are successful.

The process of raising money for our projects is called fundraising, and we will be covering how to do that in another module. But proving our impact by getting good data is a BIG part of fundraising. In the next two lessons we will look more on HOW to get that data and HOW to prove our impact.

Now I want to end the session with a fun activity. I want you to imagine you are a very rich philanthropist who has $1 million US dollars you want to do good with. You don't want to give it to just 1 organisation -- instead, you want to invest or donate to MANY organisations or RLOs. Knowing that:

- What kind of projects or organisations would you choose?
- How would you select them?
- How much would you give each one?

Give the class time to complete the exercise, and then ask each person to share their ideas.

Thanks everyone for sharing. You've just had the chance to think like a donor! Our job, as people seeking funding from donors, is to make our projects stand out from the crowd and show that it has the best value for money, by PROVING that it has a good impact.

Session 2: Quantitative Methods

> **Resources:** Display the **PowerPoint** entitled "Module 8, Session 2 – Quantitative Methods" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- 00:00: Introduction to Session: Stories vs Numbers

Hello everyone! To start this session, we are going to talk about types of data.

Write the words "Qualitative" and "Quantitative" on the board.

Does anyone know what these words mean?

See if the participants have any answers. If they don't know (and even if they do), write "stories" under Qualitative, and "numbers" under Quantitative.

So these are just science-words for the main types of data we can collect:

"Qualitative" means to do with Quality -- that is, the kind of impact our projects have on the thoughts, feelings, emotions and mindsets of our participants or community. They use words, images and videos to tell the story of how our project does good.

"Quantitative" means to do with Quantities -- that is, numbers. This means the specific, countable ways our projects impact our participants and communities.

These types of data are just as important as each other. It is really important to be able to detail the numbers for your project -- how many people it reaches, for example. But a photo of those participants doing the project makes it "real" for people in a way that numbers can't.

Now let's look at some types of data and decide whether they're qualitative or quantitative.

Read out the following types of data (in the left column) and ask the participants to decide if they're either Qualitative/Stories or Quantitative/Numbers. Write their answers under each heading on the board.

Answers and explanations for your benefit are also provided in the right column (DO NOT read these out: they are for you in case you need to explain why to the

participants). If the participants are finding it difficult, ask them to think whether the data is numbers-based, or is telling a story.

Data	What type?
Attendance records	Quantitative
Photos of Activities	Qualitative. Photos tell stories!
Test results	Quantitative
Quotes from participants	Qualitative
Describing a project for a donor	Qualitative
Number of items given out	Quantitative
Usage numbers	Quantitative

Thanks everyone! For the rest of the session we're going to talk more about Quantitative data and how to collect it -- that is, how to show your project is doing good through NUMBERS.

- 00:20: Counting the Basics

For any project or any organisation, you must count all its key numbers and keep track of them at all times. Take a look at what Cohere when it was still Xavier Project had on its website in 2019:

Show the class the following picture. Project it if possible, or print copies.

Our **Impact**

9
COMMUNITY PARTNERS THAT HOST A VARIETY OF COURSES INCLUDING ICT, LANGUAGE & ENTERPRISE COURSES.

6,200
REFUGEES THAT HAVE GRADUATED FROM OUR ENTERPRISE COURSES

25%
GRADUATES THAT GAINED EMPLOYMENT AS A RESULT OF THE SKILLS LEARNED ON THE COURSES

24%
STARTED A BUSINESS USING THE SKILLS LEARNED ON THE COURSES

6
CHILDREN LEARNING HUBS ACROSS EAST AFRICA

12,000+
CHILDREN DIRECTLY ENABLED TO ACCESS SCHOOL SINCE 2008

8,439
REFUGEE CHILDREN SPONSORED TO GO TO SCHOOL

100+
SCHOOLS WE ARE WORKING WITH TO IMPROVE QUALITY OF LEARNING FOR STUDENTS

All of this is quantitative data. Most of it is just a simple count of the number of participants, partners, and locations Cohere was working in 2019. Although it is basic data, it is important because it gives people an idea of Cohere's reach, size and abilities as an organisation. These 8 numbers describe Cohere simply and directly to any person who doesn't know about them.

I now want you to do something similar for your own organisation. I want you to come up with 8 numbers that show your organisation's key facts. These might include:

- Number of participants reached
- Number of locations you work in
- Number of men vs women reached
- Number of disabled people reached
- Number of staff
- Number of partners
- Number of items given out

Give the participants time to come up with their organisation's key numbers, and have a representative present them.

That's great, thanks. Before the next session, I want you to create a 1 page document with these 8 numbers, along with a short description of what your organisation does. You can then use this 1 page document as a template for any future funding applications.

- 00:40: Before and After

Now let's take it up a level. Having these numbers is great, but to better demonstrate the impact of a project or organisation it sometimes helps to show your key numbers alongside what the situation was like BEFORE you started.

For example, an organisation might have the goal to build public latrines in their community. By counting the number of latrines that exist before they start, and counting the number at the end, they may be able to say something like:

"Before our organisation started, there were only 2 public latrines in our area. Now, thanks to our work, there are 10".

This is very powerful information to have. Other examples, for other imaginary organisations, might include:

"Before we started delivering tailoring lessons to women in our community, there were no vocational training options open for women at all. Now, thanks to our work, 30 women have graduated our class and are starting tailoring businesses."

Or...

"Before taking our class, the children scored an average of only 40% on a literacy test. Now all the children who took our class have an average score of 80%".

So comparing numbers before and after (or before and during) the project, shows both ourselves, and any donors, that what we're doing has an impact.

These Before and After comparisons are very important if you're doing any kind of teaching activity, and you want to show that your participants have gained skills as a result of your training. You do that by giving them a test at the BEGINNING of the course, and then doing the SAME test at the END of the course, therefore showing how much they have IMPROVED by.

Let's now talk a little more about tests, percentages and averages.

- 00:50: Tests, Percentages and Averages

We sometimes have to use maths to make our data simple and presentable to other people. Look again at the image of the Cohere data. You will see two percentages, for example "25% of graduates gained employment as a result of the course". What does that mean?

Ask the participants.

Well done. Yes, it means that for every 100 participants, 25 of them got a job after doing the course -- or that every 1 in 4 got a job.

A percentage is a portion of something. To calculate a percentage, we take the number of that portion -- in this case, 25 people -- and divide it by the total number (in this case, 100). So 25 divided by 100 is 0.25 -- or 25%. It's as simple as that.

Another example might be a test you give a class. Say there are 20 questions, and a participant gets 17 of them correct. What is their percentage score?

Ask the participants to do the calculation.

(The answer is: 85%)

Let's now do some percentage exercises with ourselves! How many of us are in this room?

Ask the participants for some responses and write down the number.

Great. I'm now going to ask everyone some opinion questions, and we're going to work out the percentage of us with that opinion. Please use the calculators on your phones to help me with the calculations!

Ask the participants the following questions (you can answer too!) and lead them in calculating the percentages:

- How many of us like eating rice?
- How many of us like dogs?
- How many of us are women?
- How many of us have more than 4 children?
- How many of us like Coca Cola?

Ask the participants for 2 or 3 more ideas for questions, and lead them in calculating the percentage.

Thanks everyone. You've done really well. I now want to talk about one more math calculation you can do to make your numbers and data more simple to understand, called finding the average.

Say you have 50 participants on a course, and they all do a test. They all get different scores. How do you show a donor the kind of scores they got? You can't show the donor all 50 separate scores -- instead, you find the average.

You do that by ADDING UP all the test scores up and then DIVIDING them by the number of participants who took the test. This is also called the "mean average", and it's the most common way of doing the calculation.

Let's find some averages for our group here!

Once again, ask the participants the following questions and lead them in calculating the average for each one:

- What's our average shoe size?
- What's our average height?
- What's our average age?
- What's our average number of children?

Ask the participants for more ideas for questions, and lead them in calculating the average.

For tests and education, you sometimes have to find the AVERAGE PERCENTAGE for a group. For example, you might have 15 participants, all with very different percentage scores on the test. If you add up those percentages and divide them by the number of participants, you will get the average percentage score for the class.

Note: if the participants have taken a long time to get the hang of percentages and averages, you can break here and continue the session at another time.

- 01:20: Counting more difficult things: Using 5-point scales

Sometimes we want to get data from a group of people that is more difficult to put into numbers. Instead of yes/no questions, or test results, we want to ask how they feel about something and put a number on it. To do this, we have to use a scale.

A good example of this is used in Cohere's learning hubs. To get a good measure of how people feel about the Hub's safety, we ask people to answer the following question:

You can project this, or write it up.

How safe do you feel in the Hub?
1. Very unsafe
2. Unsafe
3. Neither safe or unsafe
4. Safe
5. Very safe

This scale goes from 1, which is Very Bad, to 5, which is Very Good. By asking lots of people this question, we can calculate the AVERAGE safety rating of the Hub, out of 5! This number then gives us a good indicator of how well we're doing in providing a safe learning space. For example, a rating of 3.8 shows we need improvement, but 4.6 would show us we're doing well. By the way, it's VERY important to have number 3 in there -- a middle option which is neither good or bad -- because sometimes things are just like that, neither good or bad and just average.

Let's do some of these ourselves. I want you to rate the following things on a 1 to 5 scale, with 1 being very bad/not at all and 5 being very good/a lot, with 3 being in the middle.

Ask the participants the following questions, go round the room and ask each participant for their rating, and lead them in calculating the average.
- How much do you like chips?
- How is Manchester United as a football team?
- How is the food at a local restaurant?

Ask the participants for 3 more things they can rate, and lead them in calculating the average.

Well done everyone! So now you have 3 key tools in your data collection arsenal -- percentages, averages, and ratings out of 5. These will take you a long way. Before we get on to how to actually collect this kind of data, I want to talk about one very special calculation you can do which donors will find VERY important -- and which is important for you as an organisation, too.

- 01:40: Cost-per-participant

At the end of the day, donors want to get the biggest impact for their money. As an organisation, you should too. After all, money is limited, and you need to use it wisely.

Many donors will ask for something called the "cost-per-participant". That means how much the project costs to deliver for EACH PARTICIPANT. It's a way of assessing the project's value for money.

To calculate it, you take the total cost of the project and divide it by the number of participants it reaches. For example, if a project costs 100,000 KES, and it has 70 participants, that means it costs 1428 KES per participant. Can someone please check the maths on their phone's calculator to make sure I got it right?

Now let's do some quick exercises to work out the cost-per-participant for some imaginary projects.

Read out the following and lead the participants in the calculations:
- A latrine-building project that costs 20,000 KES per latrine, and each one can be used by 40 people.
- A children's learning hub that costs 350,000 to build, and can reach 4000 children.
- An app project that costs 900,000, but can reach only 60 children.

As a general rule, donors want a project's cost-per-participant to be <u>reasonable compared to the expected outcome</u>. Most donors are looking for good value for money -- so that means a low cost per participant -- but if a project is too cheap then they may question its quality.

- 01:55: Logistics of collecting data -- tools you can use

Note: this section requires you to be familiar with online tools for data collection. The best are either Google Forms (www.forms.google.com) or SurveyMoney

(www.surveymonkey.com). **Please familiarise yourself with one of these before delivering this part of the session. This part of the session also requires a computer with an internet connection.**

Now let's talk about ways we can collect data -- specifically, tests or quizzes for participants. First, it is very possible to write these down on paper, or ask participants the questions orally. But there are some very helpful free online tools we can use to make the process a lot easier.

These tools provide easy ways to create forms, collect data from participants, and even have ways to download and display your data using graphs and ready-made images.

Show participants the basics of Google Forms or SurveyMonkey using your computer, or via a projector if you have one.

As homework, I want your organisation to design a 5-question survey that you can use in one of your existing projects, using this online tool. Perhaps it could be an exam of sorts, or a questionnaire on participants' experiences with your organisation.

Session 3: Qualitative Methods

Resources: Display the **PowerPoint** entitled "Module 8, Session 3 – Qualitative Methods" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- 00:00: Homework Recap

Ask a representative to present their digital survey to you.

Ask another to present their 1 page document with the organisations' key facts and figures and their description of activities.

Thanks for that! Last session we talked a lot about collecting good data in the form of numbers to help us prove impact. This session I want to talk about the other side of proving impact -- the qualitative data.

- 00:10: Focus Group Discussions

Focus group discussions -- often abbreviated to "FGDs" -- are one of the simplest but most powerful ways of getting information from people. They are essentially just discussions with a small group of people on a specific topic. For organisations, their most important uses are as follows:

- Helping you understand a community's needs. This can help you create ideas for projects.
- Helping you understand their feelings about your project. This can be a particularly good source of feedback for the project cycle discussed in session 1.
- Helping you understand a particular viewpoint that is important to them.

Usually these discussions will be led by a facilitator (from your organisation), with 1 or more specific questions that will help lead the discussion. The facilitator can either take notes, or record audio of the session for later review.

The ideal number of participants is anywhere from 3 to 8. While you can certainly hold FGDs with more people, it becomes difficult for everyone to have a say. When it comes to time, around 1 hour is usually enough -- although going up to 1 and a half hours is fine. Anything more and the discussion can become tiring!

It's also important for the facilitator -- that is, the person from your organisation leading the discussion -- to be neutral and non-judgmental throughout the discussion. Some FGDs may be on sensitive topics, for example gender issues, and for those it's important to make the participants feel as safe and respected as possible. So, depending on what's being discussed, it may not be a good idea to have a man leading a FGD with a group of women, and vice-versa. Also, in some circumstances, it may be better to have 2 people from your organisation facilitating the FGD instead of just 1.

It's also important to accept the NEGATIVES. As we discussed earlier, they are not a sign of failure -- they can be used to make the project better.

Now let's do an activity where we hold our own focus group discussion! We will spend the next 20 minutes getting a feel for how they work.

Lead the participants in a focus group discussion using the following questions:

- What has been your experience of these Capacity Strengthening sessions so far?
- Which session has been your favourite and why?
- What other topics would you like to have sessions on?

Thanks everyone for your participation!

- 00:40: Photos, Videos and Stories

Aside from focus group discussions, the other main source of qualitative data is collecting photos, videos, and written stories about your project. There are many ways to collect these, but there are some common rules for all these forms of media:

- These stories should be about PEOPLE. Although you're collecting the stories in support of your project, they are not ABOUT your project -- they are about why your project has improved the life of <u>this specific person</u> (or family, community, etc). So make sure all photos you take have people in them, same with all video footage -- and that any written stories you tell have a "main character" (or many) who the audience can connect with.
- Highlight people's dignity, not their suffering or hardship. We all know about those pictures of starving children that big UN agencies used back in the 70s and 80s. A lot of people didn't like them, because they felt the UN agencies were exploiting the children's suffering to raise funds. Same with us. We should not use the suffering of others as a tool to raise money. Instead, focus on people's resilience, their spirit, their perseverance. That's not to say some stories can't describe people's hardship -- but the hardship should NEVER be the focus. We want our audience to feel respect and admiration, not pity or guilt.

- Keep them brief, and choose quality over quantity. One great photo is better than 20 mediocre ones. A 5 minute (or even 3 or 2 minute) video with great footage is better than a longer one. And a brief 300 to 500 word story is better than 1000+ words.

- 00:50: Bringing it all Together: The 3 Levels of Data

Now that we're coming to the end of the module, I want to introduce a way of thinking about data and our impact that we can employ on an organisational level. We do this with the "3 levels of data":

Describe the table below to participants. It can also be projected.

	Data Examples	Reasons we do this
Level 1 "Outputs" "Activites"	Numbers of participants and deliverables, photos of activities, gender ratios, numbers of marginalised people participating	This shows ourselves (and our donors) that we have done the project's activities as planned
Level 2 "Impact" "Outcomes"	Increase in participants' skills, learning, income, and quality of life measured through test scores, self-reported questionnaires, interviews, focus group discussions, etc. Long-term changes in the way things are done	This shows the impact the project has on people. Data (and thinking) on this level helps us IMPROVE projects by seeing what works and what doesn't. We can use the cycle discussed in Session 1 to constantly improve our projects. Accept the negatives, and remember there's no such thing as failure. Use what you learn to improve things and move forward.
Level 3 Comparing projects	Comparing data for different projects, particularly when it comes to their impact and their cost-per-participant / value for money	Do this on an organisational level to decide where to focus energy and resources

- 01:00: Bringing it all Together: Monitoring and Evaluation Plans for Existing Projects

Now that we've looked at the 3 levels of data -- as well as a variety of data collection techniques to help us prove impact -- let's apply it to our real-life projects, or ideas for projects.

I want you to choose a project that your organisation is doing, or planning to do, and brainstorm the best ways you can collect data for it (or improve your current data collection systems). We will do this activity for 20 minutes before presenting our ideas. Feel free to ask me any questions you have.

Make sure your strategy to prove impact covers the following points:

- How will you prove the project has reached people?
- How will you prove the project has positively impacted people?
- Does the project represent good value for money?

You can project these questions using the accompanying slideshow. Otherwise, write them up.

You can split the participants into groups if they have multiple projects they want to work on. During the 20 minutes, answer their questions but otherwise don't get involved. Once they're finished, they can present their ideas to you (or to the rest of the class if they're split into groups).

Session 4: Developing Your Own M&E System

> **Resources:** Display the **PowerPoint** entitled "Module 8, Session 4 – Developing Your Own M&E System" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- 00:00 Homework Recap

Hello everyone: last lesson we looked at how we can apply M&E methods and the 3 different levels of data to our own projects. I asked you to go away and think about how these things can be applied to your organisation as a whole.

Today we are going to do just that. We are going to go through the process together, asking ourselves questions to prompt discussions through which we will formulate a M&E strategy for your organisation.

- 00:02 M&E Methods Recap

Before we do that, I want us to recap the M&E methods we have learned about so far.

Go through this table with the participants, project it, or print it off for them as a guide during the discussions.

Quantitative Methods (Numbers)	Qualitative Methods (Stories)
Counting (eg participants, deliverables, activities)	Focus Group Discussions
How many before vs. How many after	Change stories, told by participants
Percentages	Photos
Averages	Videos
5-point scales	Observational Reports
Cost per Participant	Participant Feedback (ideally written and filed)

- 00:10 Brainstorming Key Data and Data Collection Methods

So now I'm going to ask you some questions: after each one I want you to talk the matter over. I can write down what you decide on the board – and I urge you to write it down too. These discussions will help you formulate and M&E system for your organisation.

Okay, so here are the questions:

- What are your organisation's most important activities (or projects?)? Choose at least 3, but more than that is okay too.

Give the participants time to discuss it, and make a note of their answers. The more key activities they identify, the better for them.

- From the table and everything you've learned, what would be the best ways of proving impact for each of these activities? What SPECIFIC data would showcase their success the best, or gives us information we can use to improve them, and what methods would you use to collect it? You can choose multiple for each activity. Remember to have a good mix of quantitative and qualitative methods.

Give the participants time to go through each one, and thoroughly discuss each. This will take time! Make sure they are thinking about collecting data for both showcasing and project improvement purposes.

- Out of these data and data collection methods, which ones best showcase your organisation's mission and vision?

Give the participants time to discuss. Again, make sure to be noting down their answers. You may want to prompt them to choose a manageable

- 00:50 A System to Collect our Organisation's Headline M&E

Excellent work everyone. This specific data and information will be your organisation's "headline" data that clearly showcases your impact to the outside world. Now let's work on a plan to continuously gather this data.

For this, I want you to think of 3 things:

- How often do you have to collect the data?
- What specific resources do you need to collect this data?
- Who would be responsible?

Lead the participants in discussion and help them write it down, preferably in a table format like this:

Data to be collected	How often?	Resources needed	Person responsible

Thanks everyone. Now, ideally we would do this for every single type of data we want to collect, as we identified in the last activity. If we have time today, we can do that. If not, please do it in your own time.

- 01:20 Assessment for Learning

Thanks everyone, we've had a great session today in which we've identified the best data to prove our organisation's impact as well as the methods to collect it. The best thing to do is to insert this data collection plan into a broader organisational Work Plan (which you have discussed/will discuss in the Project Management Module). Remember: this data won't just help you showcase your work, but will enable you to continuously improve your activities and projects too.

Module Summary

By the end of this module, the RLO should have a better understanding of the type of M&E data they need in order to prove the impact of the work they are doing. They should also be able to develop an M&E system that works for their organisation and activities.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 9: Financial Accounting for Our Community Projects and Organisations

This module will be delivered by Finance Professionals. In case of any further assistance and coordination on this, reach out to Cohere's Head of Finance, Mildred Mugenya via m.mugenya@wearecohere.org

Introduction to the module

When you have received funds from a donor, you will need to manage the project. A major part of the management of this project is in the proper management of the funds received by the donor. In this module, the RLO is going to learn some of the ways they can financially account and report for their community projects successfully. This module also goes through strategies of managing project finances with the expectations that different donors may have.

During project implementation, it is important for an RLO to have appropriate financial processes in place to help them account for their money effectively. This module is aimed to take your RLO through the process of basic bookkeeping, creating proper financial records and reconciliation processes, developing cohesive financial statements and establishing internal controls.

Additional Notes to Consider for Preparation: In order to make it as practical as possible, constant reference to the RLOs activities and projects will be necessary so be sure to arrange to have access to the RLOs day to day financial records and understanding of their key activities. Remember that their information and records shared are confidential and be sure to reiterate that to the participants and emphasise that access is only to support the learning process.

Session One - Understanding Basic Bookkeeping

> **Resources:** Display the **PowerPoint** entitled "Module 9 – Understanding Basic Bookkeeping'" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. Your participants will need access to [CSSC M9 Handout 1](#) as well as [CSSC M9 Handout 2A](#) and [CSSC M9 Handout 2B](#).

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn about the basics of bookkeeping and how to go about basic bookkeeping.

You will also learn about some best bookkeeping practices you can adopt in your RLO.

- 00.05 What is Bookkeeping?

Ask the participants.

What do you understand by Bookkeeping?

Request answers from the participants. Write their responses on the flip chart. Let the participants discuss the meaning first, before giving suggestions and aligning their responses to the definition below.

- 00.10 Define Bookkeeping

Bookkeeping is the process of recording and organising all the transactions that have occurred in your organisation. To explain even further, Bookkeeping means that you write down all the money that comes into your RLO and all the money that goes out of your RLO. The bookkeeping system refers primarily to recording the financial effects of financial transactions only.

- **00.15 Introduce the next activity (20 mins)**

Activity 1

For this activity you will need the participants to have access to Handout 1 on Role Play.

Divide the participants into two groups, Give group A Role Play 1 and Give group B Role Play 2. Ask them to take 5 minutes to prepare to practise their role play and after that each group should take 5 minutes to present to the entire group of participants.

After the first five minutes have elapsed ask the participants to get back to their seats and Group A to start their role play. After they are done, ask Group B to start their role play.

- 00.35 Debrief

Ask the participants.

With the first role play, what is the woman's problem? What could she have done to avoid this problem?

Remember to ask for responses from different participants and align them to the answers below.

(answer) **She had spent all her money without thinking about the school fees that she had to pay. She does not even remember what she has spent her money on. She could have kept records of her income and expenses and planned for the payment of the school fees.**

Ask the participants.

In the second role play, Why were the group members angry? What could they have done to avoid this problem?

Remember to ask for responses from different participants and align them to the answers below.

(answer) **The group members were angry because nobody knew what had happened with the money from the fees paid by the students accessing the RLO's activities as well as the income from the cyber. If they had kept records, they would have known how much money came in and went out of their RLO. It would also have helped them to know whether they were making a profit or not.**

- **00.45 Benefits of Recording Transactions**

Ask the participants.

In pairs, can we discuss the benefits or advantages of recording your organisation's transactions?

Give them a few minutes to discuss amongst themselves and then allow for some responses from the group. Write down the answers on the flip chart and discuss with them.

After the discussion read out to the participants the following, they might have mentioned most of them during the discussions so try and align your feedback to their responses. Please emphasise on the highlighted parts.

Transactions are the activities related to receiving and spending money, or instances related to buying and selling something.

The importance of recording transactions is that:

1. *You will know how much **money you have received**, how much you have **spent** and **how** you spend it.*
2. *You can **calculate whether you are making a profit or a loss** and also know your break-even point.*
3. *You can keep records of **buying and selling on credit.** That is, you will know who your debtors are and how much they owe you, and who your creditors are and how much you owe them.*
4. *You can keep records of money coming in and going out of group businesses or projects. This will **prevent misuse of money and avoid mistrust among group** members.*
5. *It can help you in the **monitoring and controlling of your stock levels**, knowing when to make a new order and how much to order.*
6. *Knowing how much to order and when it **will reduce costs** associated with stocking and ordering (transport, rent ,telephone calls etc) by deciding whether to buy in bulk to take advantage of discounts .*
7. *By comparing your **actual records with your planned budget,** you can determine if you are on the right track during your operational year.*

To summarise this, Bookkeeping is defined as the process of recording financial information and transactions, therefore bookkeeping and record keeping are the same thing. Do you agree with this?

Allow for some responses before moving on.

- 01.00 Characteristics of Good Bookkeeping

Launch an open discussion asking the participants to describe which financial records they keep in their RLO and why they keep them? Ask the participants.

Describe where you record and keep your financial records?

Allow for some responses from the participants.

Make sure to note that what they are describing is how they are currently recording their financial transactions. **The answers will vary depending on the size and activities that the RLO undertakes.** Write down the answers on the flip chart.

The discussion should generate examples like these below or you can prompt responses using the bullet points below:

- **Cash Book** - Used to record money coming into the RLO and Money being paid out by the RLO
- **Inventory Record Book** - Used to record the RLO's current stock
- **Credit Record Book** - Used to record the creditors, these are people the RLO owes money
- **Debtor Book** - Used to record the RLO debtors. These are people that owe money to the RLO
- **Fixed Asset Book** - Recording Fixed Assets that belong or are in the custody of your RLO

Ask the participants.

*What are the **best bookkeeping practices** we can pick up from those discussions? Can you add anything different that you are doing or can do in your RLO?*

You can prompt responses using the bullet points below:

- *Regular updating of the records (weekly or daily recording)*
- *Cash and bank reconciliation- Ensuring that the cash balance matches the bank balance. Separate RLO bank account from personal account.*
- *Monthly reviews*

- 01.20 Discussion on the Best Bookkeeping Practices for your RLO

(This section should be an open and candid discussion with the participants, you will ask the questions and read out the explanations after the participants have given their input.)

Depending on the bookkeeping practices in your RLO, it is important for the information recorded to be characteristic of the following elements. Therefore, what information should the books provide?

Allow for some responses before aligning them to the explanation below:

- *A complete record of all the financial transactions of the organisation*
- *When transactions have taken place*
- *A reference code for finding the backup documentation*
- *Analysis of incoming and outgoing money*
- *Who money has been paid to*
- *From whom money has been received*
- *Totals for a period*

Ask the participants.

Who should be involved in bookkeeping?

Allow for some responses before giving them the answer below.

The entire management committee, not just the finance officer or treasurer is jointly responsible for the proper management of the finances. If the funds are misused or if the organisation cannot meet its debts then some or all of the management committee might find themselves personally liable. But it is impractical for the whole committee to be involved in every transaction, or to check through the books every day to make sure all is in order, so it is advisable for the committee to choose one of its members to take on the role of Treasurer .The treasurer is an officer of the committee and they it can be a paid or unpaid role. The role of the treasurer is to make sure that all the financial tasks get done; this does not mean that the treasurer has to do everything. For some organisations it might be best to set up a finance committee so the work and responsibilities are shared out. If there are paid workers they are often delegated the task of day to day book-keeping.

Ask the participants.

What equipment is required for bookkeeping?

Allow for some responses as you remember to take note of their ways and only advise on how they can improve them if necessary with the responses below.

Some of the equipment that is files or books you require for bookkeeping include:

- *Account book with an appropriate number of columns, or spreadsheet, or other recording system*
- *Files for paid invoices (kept in cheque number or reference number order)* **should be stamped paid.**
- *File for unpaid invoices*
- *File for bank statements and bank mandate*
- *File for income receipts*
- *File for grant documentation (for example terms and conditions of grants, applications for funding)*
- *Envelope file (for storing cheque books and paying in books)*
- *Duplicate receipt book*
- *File of bank reconciliation statements*

Not every RLO will manage to have this, so just remember to customise it according to the size of the RLO and the activities they undertake.

Ask the participants.

When should the books be done?

Allow for some responses.

Your RLOs books should be updated **regularly**! *It is important to form a regular routine and you must stick to the routine. It is always difficult to remain on top of your transactions, if you get behind, and will usually lead to more work in the long run. A general guide for an organisation might be:*

Weekly – *update your account (cash) book, bank money, pay bills.*
Monthly – *add up your account book and agree (reconcile) with the statement from the bank. Add up the money in the petty cash tin and make sure it agrees with the cash book.*
Quarterly – *provide information to the committee on the financial position and performance. This may be done more often if required by the committee.*

Ask the participants.

How does your RLO usually pay for something?

Allow for some responses.

Paying out money - How do you pay out money?
When paying out money there are a number of things that you should check:
- *Do you have an invoice for the payment required?*

- *Is the invoice added up correctly? Is the invoice in the RLO's name?*
- *Were the goods or services on the invoice ordered? Who by? Is the price correct?*
- *Were the goods or services delivered or received? Is there a delivery note? It is usually a good idea to attach the delivery note to the invoice.*
- *If you are happy that the invoice can be paid then you need to get the invoice authorised. You can either get one of the cheque signatories to sign the invoice, or attach an authorisation document (see handout 2A and handout 2B for example) and get them to sign that. At this stage it is also beneficial to record which analysis column (heading) and fund the expenditure should be allocated to.*
- *It is usually best to file invoices in cheque or other reference number order.*
- *All invoices and back-up documentation need to be kept for six years.*

Ask the participants for feedback on this procedure before moving on.

How does your organisation receive money?

Allow for some responses.

Receiving Money.
What should you consider when you receive money?
When receiving money you...
- *Need to determine what the money is for, for example, Is it a grant or payment for an invoice?*
- *Need to establish if you have all the supporting documentation for receiving the money? Is it because of a grant, a donation or a payment for a service or good?*
- *When you receive the money, it is always best to give a duplicate receipt for cash. There is no proof otherwise that you have received the money.*
- *It is sensible to bank any money you receive as often as possible – for security reasons as well as to further legitimise the activities of your RLO. Also there is the problem of security with regard to cash or cheques left on the premises. If possible, request for the money to be paid directly into your RLOs official bank account.*
- *Remember to enter full details on the bank paying in the Cash Book.*
- *All money received, in the form of cash or cheques, needs to be entered into the Cash Book before being taken to the bank. If the money was paid directly into the bank, be sure to record it into the Cash Book.*
- *File the document for each item in order of date banked, and give it a unique reference number.*
- *If you receive funding from grants it is a good idea to keep a file with the original application form and the terms and conditions of each grant you receive.*

Ask the participants.

How will you know you have a good financial recording system?

Allow for some responses, they will vary but they should have the following characteristics:

A good record keeping system should:
1. ***Be Easy to use.***
2. ***Record the necessary information details****. Depending on the complexity of the business, the amount of detail will vary. Some businesses will want to keep accurate records down to the enterprise or location level.*

- 01.55 ASSESSMENT FOR LEARNING (AFL)

Wrap up the session by asking the participants if they feel that they have a good understanding of bookkeeping. Remember they will need time to also review their own existing mechanisms and where necessary advise on ways to improve what is already existing or build something entirely new. As the facilitator depending on their level you will need to advise them on developing a suitable bookkeeping system that can work with their activities and already existing capacity.

Session Two - Financial Records 1 - The Cash Book

> **Resources:** Display the **PowerPoint** entitled "Module 9 – The Cash Book'" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need a flipchart and markers. Your participants will need access to the CSSC M9 Handout 3, CSSC M9 Handout 4 and CSSC M9 Handout 5.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about the Cash Book and how to record transactions in the Cash Book.

- **00.05 Refresher from Bookkeeping**

Ask the participants.

Can someone please recap our previous session on bookkeeping.

Allow for some responses before giving your own recap.

Bookkeeping is the process of recording and organising all the transactions that have occurred in your organisation. Bookkeeping means that you write down or record all the money that comes in and the money that goes out of your organisation. When you are recording this, the following symbols will be used:

Examples: *Kenya Shilling symbol can be* **Ksh** *and Uganda Shilling can be* **UGX** *or whatever currency you are using.*

Ask the participants.

What are the sources of income or money that comes into your organisation?

Allow for some responses and write them on the flipchart.

Write the answers on the flip chart.

Money In = *money becomes more, so we use the addition sign* **+**

Ask the participants.

What are some of the expenses of your organisation?

Allow for some responses from the participants and write this out on the flip chart.

Money Out = *money becomes less, so we use the subtraction sign* **-**

After recording the money in and money out, now we need to introduce the **Cash Book.**

Ask the participants.

What is the meaning of a Cash Book?

Allow for some responses before giving the meaning below.

- 00.15 The Cash Book

The book in which we write all the money that comes in and goes out is called a ***'cash book'***. *You can use a regular arithmetic exercise book as a 'cash book'. All* **money that comes in** *is usually written on the* **left side of the book** *and all the* **money that goes out** *is written on the* **right side of the book.** *Here is an example:*
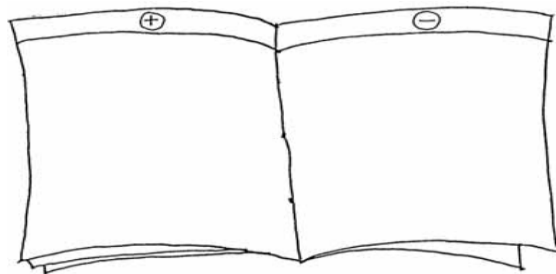
Does your organisation have a Cash Book? What does it look like? Is it similar to the example above?

Allow for some responses before moving onto the next activity.

- 00.20 Introduce the Next Activity

Draw a 'Cash Book' on the flipchart. You can just draw a table with two columns similar to the example above. Explain to the participants that you are going to read out a list and from that list, they can pick a few volunteers to come and

write on the flip chart which items mean they have received money and which ones mean that they have spent money.

Read out the following.
- *Buying of materials*
- *Refreshments*
- *Income from sales*
- *Transport costs*
- *School fees, school uniforms*
- *Community workers incentives*
- *Gifts from friends, donors*
- *Loans from banks, money lenders or others*
- *Statitionary*
- *Learning materials*
- *Collections from savings group*
- *Internet*
- *Salary payments*
- *Airtime*
- *Construction materials*

The list can be endless, reminding participants to add in what other sources of income they have and what they spend on and ensure the list is as relatable as possible.

Now invite participants to come and write the answers on the correct side of the 'Cash Book'. *Accept all answers. You can further prompt responses from the bullet points below:*

*Now from this list, you can see clearly from which sources you **Receive Money**? In that case, the money increases that is:*

*(Money becomes more**+***

Therefore, the correct answers should be:

- *Income from sales*
- *Gifts from friends, donors*
- *Loans from banks, money lenders or others*
- *Collections from savings group*

*From the other side, you can clearly see what you **Spend Money** on. In that case, the money decreases, that is:*
*(Money becomes less); **-***

You can clearly see that you spend money on:

- *Buying of materials*
- *Refreshments*
- *Transport costs*
- *School fees, school uniforms*
- *Community workers incentives*
- *Statitionary*
- *Learning materials*
- *Internet*
- *Salary payments*
- *Airtime*
- *Construction materials*

Ask for feedback before moving on.

- 00.25 What is a Cash Book?

Ask the participants.

What is a Cash Book? Does your RLO have one?

Allow for some responses before aligning them to the definition below.

*The book in which we write all the money that comes in and goes out is called a **'Cash Book'**. You can use a standard arithmetic exercise book as a 'cash book'. When writing down what money goes in and what money goes out, it is known as a **Simple Cash Book Entry.** When you do this, the following symbols are used:*

- *Money in, meaning that Money becomes more, so we use the addition sign (+) All money that **comes in** is written on the **left side of the book** (LEFT)*
- *Money out, meaning that Money becomes less, so we use the subtraction sign (-) All the money that goes out is written on the **right side of the book** (RIGHT)*

- 00.30 Simple Cash Book Entry

Now you are going to demonstrate to the participants what a simple cash book entry should look like. Draw a cashbook on the flip chart draw (Below is an example). You can also use the table below to instruct participants how to draw a cash book in their own notebooks. Each of the lines explain what should form part of the simple cash book entry.

CASH BOOK	
Left Side = Money In (or income)	**Right Side = Money out (or expenditure)**
1st Column = Date: the day that you received the money	1st Column = Date: the day that you pay the money
2nd Column = Source of Income	2nd Column = What the money was spent on
3rd Column = How much money	3rd Column = How much money

After this demonstration, you can also draw out the table below to give the example of a blank cash book. Remember the left hand side represents money into the organisation and the right side represents money out of the organisation.

Table 1: Example of a Blank Cash Book

DATE	MONEY IN	AMOUNT		DATE	MONEY OUT	AMOUNT
	Total				Total	

After this, together with the participants fill out the cash book with entries. You could use the examples the participants had shared earlier or alternatively you could ask for some examples. The table below also shows some examples of entries you can use.

Table 1a and 1b: Example of a Filled in Cash Book

The tables below demonstrate simple book entries in Ksh and their equivalents in UGX.

Date	Money In	Amount (Ksh)	Date	Money Out	Amount (Ksh)
20-01-09	Sold 10 pieces of kitenge	2,000	01-01-09	Purchased equipment	3,000
25-01-09	Sold 14 pieces of bananas	2,800	07-01-09	Payment of incentive/wages	1,200
29-01-09	Sold 20 pieces of kitenge	4,000	16-01-09	Transportation of items to office	800
	TOTAL	8,800		TOTAL	5,000

Date	Money In	Amount (UGX)	Date	Money Out	Amount (UGX)
20-01-09	Sold 10 pieces of kitenge	65,725	01-01-09	Purchased equipment	98,588
25-01-09	Sold 14 pieces of bananas	92,015	07-01-09	Payment of incentive/wages	39,435
29-01-09	Sold 20 pieces of kitenge	131,450	16-01-09	Transportation of items to office	26,290
	TOTAL	289,190		TOTAL	164,313

- 00.45 More on Simple Cash Book Entries

Now open the flipchart where you had drawn the sample cash book and then read the following transactions to the participants and let them direct you on to which column and side each of the transactions should be recorded. The transactions are in Ksh and you can calculate their equivalents in UGX.

Ask the participants, if they feel that all the records are in the right column and to explain whether the transaction is an expense or an income. You can also ask for more examples from their experience and you can help put them in the right sections.
Review the cash book entries to ensure that the participants understand that all income is recorded on the right hand side and all expenses on the left hand side. Ask for any feedback and questions before moving on to the next activity.

- 01.00 Introduce the Next Activity

For this activity, you will need to distribute CSSC M9 Handout 3. Instruct the participants to work in groups of two or three. The handout has all the instructions and would require the participants in their groups to develop a:

1. Cashbook

Give the participants about ten minutes to work on the activity and you can go around helping each group understand the concept and offer assistance and guidance if anyone may be struggling. If any group or participant has any questions or difficulties please clarify for them.

- 01.15 Setting up the Analysis Section in the Cash Book

Normally the left hand page of the book is used for income and the right hand page for expenditure.

Column headings for the income side of the book are normally set out as follows:

Date	Description	Reference	Banked	Amount	Analysis columns*
Date of Banking	Name of the person / organisation giving the money	Reference number to identify where backup documentation is filed	Total of Amount Banked for that day	Total Value of the Individual Transaction	Value of total Column analysed into Categories

Column headings for the expenditure side of the book are as follows:

Date	Description	Reference	Fund	Amount	Analysis columns*
Date of Banking	Name of the person / organisation giving the money	Cheque Number or Payment slip Number that will be used to identify the document when filed	Initials from the funds in which they were paid	Total Value of the Individual Transaction	Value of total Column analysed into Categories

Ask the participants.

What is the purpose and the meaning of analysis columns in your cash book?

Allow for some responses before aligning them to the explanation below.

Analysis columns *are columns on your cash book that give more information on the transactions they support. Providing more information on a transaction that was received or spent enables you to see clearly how much money has been received from a particular source, and how it has been spent. The analysis column headings will vary from organisation to organisation. You will normally find that you need fewer analysis columns for the money received side of the book than you will for the payments side. In order to produce reports comparing the figures with the budget easily and simply, it is strongly recommended to use the same headings on your analysis columns as you do for your budget.*

Some analysis headings will be common to most organisations and these will typically include:
- *Income: Grants; Donations; Subscriptions; Sundry (Miscellaneous).*
- *Expenditure: Salaries, Electricity , Rent, Postage, Stationery, Travel, Telephone.*

When entering Income Transactions in the Cash Book it is important to:
- *List cheques and cash in your bank paying-in book and total them up*
- *Enter date of banking in the date column*
- *Enter the name of the organisation from whom money was received in the details column.*
- *Enter sequential reference number in the reference column*
- *Enter total banked on the paying in slip in the bank column*
- *Enter income amount individually in the amount column and appropriate analysis column*
- *Record date and sequential reference number used in the cash book on the supporting paperwork*
- *File document in reference number order*

When entering Entering Expenditure Transactions in the Cash Book, it is also important to:
- *Complete the cheque for payment. Always fill in cheque stub.*
- *Enter date of cheque in cash book.*
- *Enter name of organisation/individual to whom cheque is payable in cash book.*
- *Enter cheque number in cash book (they should be entered in cheque number order).*
- *Enter D/D and S/O for Direct Debit and Standing Order respectively.*

- Enter initials of the fund from which expenditure is made in the fund column (if appropriate).
- Enter the total amount of cheque in the total column and in the appropriate analysis column.
- Record date and cheque number on supporting invoice.
- File invoices in cheque number order; Direct debits and standing order payments should be filed in date order.

- 01.30 Direct Payments Through the Bank Account

Sometimes grants are paid directly into the organisation's bank account. Organisations may also choose to make regular payments by Direct Debit or Standing Orders. All these direct payments should be recorded on a list, which should be kept at the front of your bank statement file including information on the date of the transaction, the organisation it is from or to, and the amount. The list is for checking purposes and should not be used for entering transactions into the cash book. The source document for entering these transactions will be the bank statement.

- 01.35 Using a Spreadsheet instead of a paper Cash Book

A spreadsheet is a very useful tool in analysing and totaling the transactions. You can build your own or borrow from the examples in Handout 4 - Cash Sample 1 and Handout 5 - Cash Sample 2. You can look for as many examples as possible and take as much time as possible to ensure the participants are comfortable and confident with the spreadsheet.

- 01.55 ASSESSMENT FOR LEARNING

By this point, your participants should have set up a cash book and they should also feel confident in filling it in. Where possible and with the resources available, the participants should also have a digital platform to record their transactions and this can be in the form of a spreadsheet or Quickbooks or something similar. Before moving on, you must ensure every participant feels confident analysing their RLOs transactions. For the next session, you will need to request the RLOs to come with their cash book and a copy of one of their bank statements. This will be useful for the sessions as it will be practical examples of the activities and exercises to be done. If the RLO is just setting up a cash book, you will need to give them some time to develop one before the next session.

Session Three - Financial Records 2

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about other financial records that are important for the financial accounting of your RLOs activities.

- **00.05 Introduce the First Activity.**

In the first session where we learned about bookkeeping, we mentioned some of the various books that your RLO should be keeping to record all their financial transactions and activities. Can we mention these books?

Allow for some responses and write them down on the flipchart and ensure they resemble something like this.

- *Cash Book*
- *Inventory Book*
- *Creditors Book*
- *Debtors Book*
- *Fixed Assets Book*

In our previous session, we have discussed in detail about the Cash Book, today we will move on and discuss the other books and records that your RLOs should be having.

Ask the participants if in their RLO's they have any stocks or inventory. Stocks are the items that the RLOs have for sale perhaps for their income generating activity or for use in a particular project)

If one participant says yes, ask them to describe and draw on the flip chart how the inventory or stock book looks like.

- 00.10 Introduce the concept of Inventory Records

An Inventory Record keeps a record of physical items or stock that your organisation has at any point in time. It includes what you had at the beginning of the year, what has been added to those items through purchases and production and how much has left your organisation through sales, consumption, planned use in the implementation of a project or losses. An Example of an inventory record is shown below.

Draw the table below as an example on the flip chart.

No.	Description	Beginning	addition	Sales	Loss	Total
	Art	5	15	10	1	9
	Bracelets					

Introduce the next activity that will help explain more on how to put together clear inventory records. Read out the instructions below to the participants.

We will now be filling in the table through an activity we will be working on together. Please follow the instructions below.

RLO Z Sells computers and computer accessories in their local area. They have the following transactions.
January 1, Opening Balance 5 Computers Printers for sale 2
January 10th, Bought 2 Computers and 4 Printers for sale
January 15th, Sold 1 computer and 2 Printers
January 30th, 1 computer and 2 printers we stolen
Record the transactions on the inventory book.

Allow the participants to work on this for about three to five minutes as you go around checking their work before filling the template on the flip chart with their feedback. The correctly filled table should look as follows.

No.	Description	Beginning	Purchases	Sales	Loss	Total
1.	Computers	5	2	1	1	5
2.	Printers	2	4	2	2	2

Now not all stock is related to business activities. In the case of a project activity that requires you to utilise some materials, you can adopt an inventory book with a format as follows.

Draw the table below for another example of an inventory record for items used for a particular project.

Item							
Supplier							
Total Quantity							
Received by:				Sign:			
Stored by:				Sign:			
REF NO:	Date Received	Amount Received	Date of Use	Number of Used Items	Balance of Items still in stock	Officer name and sign

- **00.30 Introduce the Credit Book**

Ask the participants.

Do you have any clients or donors who you sell to or implement activities for on credit? How do you keep track of them?

Allow for some responses before aligning them to the below.

It is likely that your RLO at some point will have to manage activities on credit, or sell items on credit. In such a case, you need a systematic way of keeping track of that credit. A good way to do this is to record it in your credit book.

A Credit Book keeps the record of all the money the customers or donors have to repay for goods and services purchased on credit. In the case of a donor, sometimes they may have agreed to fund a project and you have a signed contract on the same but the funds may not have been disbursed into your bank account or cleared yet the project should have already started. In such a case you may have to start implementing the project and use other resources and you refund your resources once the money has cleared in your account. An example of a credit book is shown below.

Draw the table below on the flip chart and tell the participants to create the same template in their notebooks.

CUSTOMER CREDIT BOOK

Name					
Address					
Date	Description	Credit			Signature
			Payment	Balance	

Introduce the next activity that will help explain more on how to record transactions clearly in the RLOs credit book. Read out the instructions below to the participants.

We will now be filling in some transactions for an activity in our credit books through an activity we will be working on together. Please follow the instructions below.

> *The following transactions also occurred in RLO Z.*
> 1. *June 2, 2011 Credited 5 gallons of honey for Ksh 900 or UGX 29,572 to Fatuma Business Center to be paid in 15 days.*
> 2. *June 15, 2011 Siah credited 2 baskets of Melon costing Ksh 800 or UGX 26,286 from Jumah Business Enterprise.*
> 3. *June 20, 2011 Flomo took 3 pieces of Kitenga for Dweh Centre on credit for Ksh 500 or UGX 16,429.*

Please fill them in the sample credit book.

Allow the participants to work on this for about three to five minutes as you go around checking their work before filling the template on the flip chart with their feedback. The correctly filled table should look as follows.

CUSTOMER CREDIT BOOK

Name					
Address					
Date	Description	Credit			Signature
			Payment	Balance	
June 2nd 2011	5 Gallons of Honey	Ksh 900 or UGX 29,572	0	Ksh 900 or UGX 29,572	
June 15th 2011	2 Baskets of Melon	Ksh 800 or UGX 26,286	0	Ksh 800 or UGX 26,286	
June 20th 2011	3 pieces of Kitenge	Ksh 500 or UGX 16,429	0	Ksh 500 or UGX 16,429	
TOTAL		Ksh 2,200 or UGX 72,287		Ksh 2,200 or UGX 72,287	

Can we include a sample of a template on how to record a project managed on credit?

- **00.45 Introduce the Debtors Book**

Ask the participants.

Does your RLO have a debtors book and how do you usually handle debtors?

Allow for some responses before aligning them to the explanation below.

*A **Debtor Book** keeps a record of all whom the business or the organisation owes. To explain further, debtors are those who have supplied goods and services to the business or organisation on credit. An example of a debtors book is shown below.*

Draw the table below on the flip chart and tell the participants to create the same template in their notebooks.

DEBTOR BOOK				
Date	Description	Debt		
			Payment	Balance

Introduce the next activity that will help explain more on how to record transactions clearly in the RLOs debtors book. Read out the instructions below to the participants.

We will now be filling in some transactions for an activity in our debtors books through an activity we will be working on together. Please follow the instructions below.

The following transactions also occurred in RLO Z.
- June 2, 2011 Credited 5 gallons of honey for Ksh 900 from Fatu Business Centre to be paid in 15 days.
- June 15, 2011 Siah Enterprise credited 2 baskets of Melon costing Ksh 800 from Jumah Business Enterprise.
- June 20, 2011 Flomo Inc. took 3 pieces of Kitenge for Dweh Centre on credit for Ksh 500

Allow the participants to work on this for about three to five minutes as you go around checking their work before filling the template on the flip chart with their feedback. The correctly filled table should look as follows.

DEBTOR BOOK				
Date	Description	Debt		
			Payment	Balance
June 2nd 2011	Fatu Business 5 Gallons of Honey	Ksh 900 or UGX 29,572	0	Ksh 900 or UGX 29,572
June 15th 2011	Siah Enterprise 2 Baskets of Melon	Ksh 800 or UGX 26,286	0	Ksh 800 or UGX 26,286
June 20th 2011	Flomo Inc. 3 pieces of Kitenge	Ksh 500 or UGX 16,429	0	Ksh 500 or UGX 16,429
TOTAL		Ksh 2,200 or UGX 72,287	0	Ksh 2,200 or UGX 72,287

Debtors book and Credit Book should be kept by all RLO's to keep track of their stock, customers, vendors and activities that they are engaged with. Ask for feedback and input from the participants before moving on.

- 01.00 Introduce the Fixed Asset Register

Ask the participants.

What are fixed assets? Does your RLO keep a fixed asset register? If yes, what information does it have?

Allow for some responses from the participants before aligning their feedback to the explanation below. You can also choose a participant to come to the flip chart and draw out the format of their fixed asset register.

Fixed assets are the items that your organisation owns which continue to hold value year after year, they include things like computers or furniture. When you buy the item and record it in your cashbook, you should also record the item on a separate book or page in what is known as an asset register. An asset register can also be used for insurance purposes. The information that you need to record here about each item is as follows:
   1. *Date of purchase*
   2. *Original Cost- This is the value of the asset*

3. Condition - Is the asset new or used
4. Funder/Donor- where did the funds come from to buy the asset

Below is an example of an asset register.

Date bought/ donated	Item	Original cost/ Value	Condition	Funder/Donor
13th April 2018	Laptop Lenovo C58 Series 9 S/N LNH-09/HU	Ksh 60,000	New	UNHCR
2nd January 2019	Learning Centre desk	Ksh 5,000	Used	Cohere

Ask for feedback from participants on their own assets and how they have been recording them. You can also use the remaining time to get feedback and clarify anything that is needed and ensure that all participants feel comfortable with the financial records in the session.

- 01.10 ASSESSMENT FOR LEARNING

For this session it would be important to ensure your RLOs have established their own inventory books, credit books, debtors books and fixed asset registers. If they already have them in place, use the session to work on ways to improve the way they are recorded such as digitisation or just aligning them to current trends in finance.

Session Four - The End Of Month Tasks and Bank Reconciliation

> **Resources:** Display the **PowerPoint** entitled "Module 9 – The End of Month Tasks and Bank Reconciliations'" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need a flipchart and markers. You will also need the RLOs to come with their cash book and a copy of their bank statement. If none of these are available, you will need access to a cash book and a bank statement. Please use this example if they do not have a bank statement Bank Reconciliation Example 1, Example 2 and Example 3.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to perform end of the month tasks and bank reconciliations.

- **00.05 Introduce the concept of End Month Tasks**

Ask the participants.

What is a month-end close? What do you understand when we say 'end-month tasks'?

Allow for some responses before giving them the explanation below.

In accounting, a month-end close or end-month task(s) is a series of steps an organisation follows to review, record, and reconcile their financial accounting information. It can also be referred to as closing your books.

Ask the participants.

From the definition we have just heard, can you describe your RLOs end of month tasks ?

Allow for some responses, they will vary but they should have the following characteristics:

*1. **Record incoming cash**: When closing your books monthly, you need to record the funds you received during the month. Some incoming cash you might need to record includes:*

- *Revenue*
- *Donations*
- *Loans*
- *Invoice payments*

Compare your invoices with your records to make sure you aren't missing any payments. If you have a business, make sure you send an invoice to every customer you completed work for during the month or if it is requesting funds for managing a project, make sure you send an invoice to the donor on the expenses made on the project as per the agreed budget. If you find any discrepancies, fix them right away.

*2. **Update accounts payable**: During your month-end close, cross-check your records to make sure you paid all bills and invoices.*

*3. **Reconcile accounts**: To do this, match your records to your account statements from outside entries, such as the bank. Make sure your records for the month are accurate by performing a bank statement reconciliation.*

*4. **Review petty cash**: If you use petty cash or have a petty cash fund especially for your day to day operational expenses, you need to account for those expenses at month-end, too. Record all of the receipts for items you purchased using petty cash. Make sure your receipts and records match the balance of your petty cash fund. If it does not, chances are you are missing a transaction. To compare your petty cash fund to your records, physically count the leftover cash in your fund. If it does not match up, you might be missing a receipt. Or, you might have forgotten to record the used petty cash in your books. This is why it is very important to be recording all financial transactions as soon as they happen in the cash book.*

*5. **Look at fixed assets:** Your fixed assets are long-term items that add value to your organisation. Things like buildings, equipment, furniture, vehicles, and land are considered fixed assets. Your fixed assets usually do not convert directly into cash but they enable you to implement projects effectively. Fixed assets are generally larger purchases, they can depreciate in value over time. When closing your books at the end of the month, be sure to also record any payments related to your fixed assets.*

*6. **Count inventory:** If you want to make sure your inventory is correct, you need to perform monthly inventory counts. Counting your inventory monthly allows you to accurately record inventory levels in your books at month-end. Plus, doing a monthly inventory count can help you decide what items you need to replenish and how frequently. You might need to monitor some types of inventory more than others. If*

you don't accurately track your inventory, you could experience problems like inventory shrinkage. This means that if you have an income generating activity such as a restaurant and you make tea every morning with milk, you have milk in your inventory and because milk is perishable (meaning it can get spoiled quickly) you would need to check your perishable food inventory more frequently. This would be different if you were only offering learning programs and needed notebooks for the lessons, you can count and update your inventory before and after every cohort. Use your inventory count to make adjustments and reconcile your books when you complete your month-end close.

7. Organise and review financial statements: At the month-end close, you have the responsibility of organising and reviewing all of your financial statements. These mainly include your:
- General ledger
- Business balance sheet
- Profit and loss statement

Please note that we will be looking at the financial statements in more detail in later sessions.

Ask the participants to review their RLOs end-month tasks and see if they feel that this would be something they can adopt or align too. Also get feedback on if there is any other activity they may do that you could add onto the list above.

- 00.35 Introduce the concept of Bank Reconciliation

Ask the participants.

What is a bank reconciliation?

Allow for some responses. This should be a discussion, allow for as many suggestions and definitions as possible, and align the response to the explanation below:

A bank reconciliation is the process that you go through to ensure that the bank account statement and the cashbook 'agree' or add up to one another.

Ask the participants.

In that case, why would the bank account statement and the cash book disagree? Or not add up? To put it differently, what causes the difference between the bank statement and the cashbook?

Allow for some responses before aligning them to the explanation below.

It is important to ensure that the organisation's records are both complete and accurate. At a particular date the balance on the bank statement may be different to that of your cashbook due to:

- **Unpresented cheques** – cheques that your organisation has written, and which are included in the cashbook but which the person receiving the cheque has not yet paid into the bank, or which the bank has not yet cleared.
- **Receipts not credited** – money you have paid into your bank but which does not yet appear on your bank statement, because it has not been cleared through the banking system at the statement date.

These are valid differences that are called **'reconciling items'** as they reconcile the cashbook and bank statement balances.

Other differences or reasons they may not add up (agree) arise from items on the bank statement that need to be written into the cashbook before reconciliation can be performed. Such items may include:

- **Direct debits** – varying amounts paid directly to other organisations (with your authority) by the bank.
- **Standing orders** – regular payments of fixed amounts at stated dates to certain persons or companies paid directly by your bank.
- **Bank charges** – amounts that the bank has charged your organisation.
- **Bank interest** – interest that the bank pays on any balance in your account.

Finally there may be errors that require correction, such as duplicated entries. These could be errors on the part of the bank or the person managing the organisation's books.

Can you think of any other reasons we may have left out? Or some of the examples your RLO may have experienced that you can share with everyone?

Allow for some responses before moving on.

- **00.55 How to do a Bank Reconciliation at the end of the month.**

Introduce the next activity to the participants.
For this activity, you will need to get out your cash book and a copy of your back statements. Please follow the instructions below:

1. Checking The Bank Statement Against The Cashbook

2. Ticking The Correct Transactions

3. Highlighting Missing Or Different Transactions(Unpresented Cheques, Receipts not Credited, Direct Debits and Bank Charges)

4. List Of All Bank Reconciliation Errors Or Differences

5. Cash Book Adjustments(Transactions On Bank Statement Missing From Cash Book, Transactions In Cash Book That Were Entered Incorrectly,

6. Reconciling the bank Balance- By either using the Bank Reconciliation Template or Adjusting the Cashbook

Be sure to go around each participant and help them to track some of the errors and offer assistance and explanations where you can. Encourage them to try and find solutions first before offering your input before moving on.

The above steps 1 to 4 should be done before totalling up the cashbook at the end of the month so that any additions or adjustments can be made to the cashbook before the columns are totalled up (for a paper cashbook). The same needs to be corrected if the cash book is on a spreadsheet or an alternative bookkeeping system.

Ask for feedback and any clarifications on this before moving on to the next instructions.

7. *Draw a line across the cashbook and total up for the month end. You can also use the totaling formulae in your spreadsheet. Check for errors by 'cross-casting' (this means. adding up all the analysed totals and checking if it agrees with the total column).*
8. *All the items on your bank statement should now be ticked in your cashbook.*
9. *That said, there may be unticked items that could be:*

   - *Cheques issued but not yet presented to the bank.*
   - *Income banked but not yet cleared in the banking system.*

These items should account for the difference between the bank balance and the cash book balance.

How To Know When To Use A Reconciliation Worksheet Vs Adjusting The Cashbook

There are always two main steps to get the bank account and cashbook balanced to each other if they are unbalanced.

- **First Step:** *Adjust the cashbook*
- **Second Step:** *Use a bank reconciliation worksheet template*

Sometimes it will only be necessary to process just the first step, or just the second step, depending on what transactions are missing or wrong. If you deal with purely

modern online banking and do not issue or receive checks/cheques, you will not have to use a Bank Reconciliation Template.

This list will help you decide if you should adjust the Cash Book or use a Bank Reconciliation Worksheet or to do both.

- If you know that a transaction in the Cashbook this month will be on next month's Bank Statement, don't adjust the Cashbook. Use the Bank Reconciliation worksheet.
- If a transaction is on this month's Bank Statement but not in the Cashbook, then you must adjust the Cashbook by entering the transaction into the Cash Book this month. Don't use the Bank Reconciliation Worksheet.
- Any deposits that are showing in your Cashbook but not on the Bank Statement, use the Bank Reconciliation Worksheet
- Any checks/cheques issued by you in your Cashbook but not on the Bank Statement, use the Bank Reconciliation Worksheet
- Any deposits on the *Bank Statement but not in your Cashbook, adjust the Cashbook by entering the deposit into the Money In column.
- Any withdrawals on the *Bank Statement but not in your Cashbook, adjust the Cashbook by entering the withdrawal in the Money Out column.
- Even if the bank has made an error on their Statement, because you will let the bank know and they will adjust their system next month so that it shows on the Bank Statement next month; then next month you can adjust your Cashbook to match.

How To Use A Bank Reconciliation Worksheet

- Unpresented checks/cheques and unpresented deposits must all be calculated into the mix using a Bank Reconciliation Worksheet (not entered as adjustments in the Cashbook as previously mentioned).
- Unpresented Checks / Cheques - Unpresented checks/cheques are those that you issue to your suppliers or vendors or any other business or person but which they did not deposit to their bank before the month ended. These will show up on your next month's Bank Statement, so they will not be entered as adjustments in the Cashbook, they will instead be added to the Bank Reconciliation Worksheet to take the Bank Balance back up (as if these expenses were never entered).
- Outstanding Deposits - Outstanding deposits are payments you receive into your Cashbook on say the last few days of the month, but which you don't drop off at the bank until say the first day of the next month. These will be on next month's Bank Statement; therefore, they will not be entered as adjustments in the Cashbook but will instead be deducted on the Bank Reconciliation Worksheet to reduce the Bank Balance down (as if these deposits were never entered).

You will need to go around again to each participant ensuring that they have understood the steps and that their bank balances have been correctly reconciled. If they do not, also get them to think of what may have caused the discrepancies before moving on. Take your time with this section.

- 01.20 Reviewing the Bank Reconciliation

To sum this up, when reviewing your bank reconciliation, the adjusted bank balance should agree to the cash book balance. If it does not, the reason for the difference should be identified and corrected. This may involve checking:

- *The addition of the cashbook.*
- *That the bank balance has been correctly copied from the*
- *statement.*
- *That the cash book balance has been correctly calculated.*
- *The ticked items to ensure that the amounts per the statement and the cashbook agreed exactly.*
- *That all un-ticked items on the cashbook are represented correctly in the reconciliation.*
- *That there are no un-ticked items still on the bank statement.*

Once the two balances have been reconciled review the reconciling items to ensure that they appear valid. Any item that appears unexpectedly should be investigated to ensure it is correct. With regard to receipts, remember that income should never take more than a few days to clear the banking system and hence any 'old' uncleared receipts are suspect. These should be checked to ensure, for instance, that the income has not been entered in the cashbook twice in error.

- 01.30 ASSESSMENT FOR LEARNING

This section requires you to support the participants and establish a routine of end month tasks in their RLO. It would need you to investigate their activities and then get them to customise a month end close sequence of activities that they can stick to. For the next section, you will also have to ensure that the participants feel comfortable with their bank reconciliations, that is why it may be important to do the exercise multiple times and guiding and coaching as you go along until they can successfully do it on their own.

Session Five - Financial Statements

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about the different types of financial statements that your RLO should have.

- **00.05 Introduce the concept of Financial Statements**

Ask the participants.

Please describe what type of financial statements your RLO produces?

Allow for some responses before aligning them to the explanation below.

There are two types of financial statements that RLO's will need to prepare, they are the:

- *The statement of Receipts and Payments / Statement of Financial Activities (Profit and Loss)*
- *The statement of Assets and Liabilities (* *Balance Sheet)*

- **00.10 Introduce the concept of Surplus**

Ask the participants.

What is the meaning of Surplus? What do you understand by it and explain in your own words?

Write all the examples given on the flip chart. Then read out the following explanation.

Profit is equal to the total amount you get from the total sales of the item minus the total cost of the item. Basically,
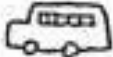
PROFIT = TOTAL SALES less TOTAL COST

- 00.15 Introduce the First Activity

Read the following case study to the group.

A women's group is running a poultry project. They buy chicks and feed them until they are mature. The chicken food can easily be bought in the village. Sometimes chickens get sick and they have to buy medicines. The chickens are sold on market days in town, about 15 kilometres from their village. They always take the bus to get there. In town they pay a porter for carrying the chickens from the bus station to the market. At the end of the market day all the chickens are sold.

Draw a cash book on the chalkboard. Tell the story again, item by item. Let the participants tell you which actions bring in money and which actions require you to spend money. Ask individual participants to draw the appropriate symbols in the correct columns on the chalkboard. You can use the table below as a guide to help you guide the participants, but be sure to write the correct items as they should appear on the cash book.

⊕	⊖
1000 (sale of chickens)	(chicks)
	(chicken food)
	(medicines)
	(transport)
	(porter)

- 00.20 Debrief

After the Participants have correctly put the expenses in the right column, ask the participants to estimate the amounts that each item will cost. The costs will vary from region and area of operation, be sure to prepare accordingly. (For example in Ksh this can possibly be, Sales 10000 chicks Ksh 2000 Food 1000 Medicine 700 Transport 500 porter 100, Please do the same according to the market value of each of the items in Uganda) Use the figures they suggest to tell the participants to calculate the profit made by the women's group.

Allow them to work on this for about five minutes before calculating it together on the flipchart. The filled out cash book should look like this below.

CASH BOOK	
+	**−**
Sale of Chicken 10,000	Buying chicks Ksh 2,000
	Buying chicken feed Ksh 1,000
	Buying medicine Ksh 700
	Transport to the market Ksh 500
	Porter at the market Ksh 100

Profit can be measured and calculated. So here is the formula:

PROFIT = TOTAL SALES less TOTAL COST

The table below shows another example of how to calculate profit and loss. If you have sold items worth 100,000 and the cost of the item was 75,000, then the difference is 25,000 which means you made a profit. On the other hand, if you have sold items worth 100,000 and the cost of the items was 125,000, then it means you lost 25,000, meaning you made a loss.

The same can also be considered when managing a project. That is why when you are making the budgets to manage your community projects you need to make sure that they do not cause you to operate at a loss, meaning that it costs you more to manage the project than what is being donated.

Draw the table below on the flip chart to explain the above instructions.

Example of a Filled in Profit or Loss Formula

Sales	Costs	Profit or Loss
Ksh 100,000	Ksh 75,000	Ksh 25,000 (Profit)
Ksh 100,000	Ksh 125,000	Ksh 25,000 (Loss)
Total Sales greater than total costs		= Profit
Total costs greater than total sales		=Loss
Total sales = total costs		=Break-even

Share ideas with the participants about the formula to be used for profit and loss in business.

Then explain the following and draw the formula on the chalkboard:

Money in   -   Money out   =   Profit or Loss

Profit - *means that there is more money coming in than there is going out.*

Loss - *means that you spend more money on producing or buying your products than money you earn by selling the goods.*

Ask the participants to ensure that they have captured all the expenses incurred in the business or organisation by asking themselves the following questions.

- What is the money that goes out of your business to produce your goods (or provide your service)?
- What materials do you buy;
- What services do you pay for;
- How much do you pay for work someone has done for you;
- How much do you need for replacements and repair of your tools and equipment?
- How much do you receive by selling the same goods (or by providing the Works or service)?

The cash book will help you to remember how you have spent the money that has gone out of your business or organisation and how much money has come in from your sales or services.

- ## 00.40 Introduce the next activity

Brainstorm with the participants on the following questions, or choose other examples of businesses that are more familiar to your participants:

What is the income and the expenditure concerned with operating an artisan shop? What is the income and the expenditure involved in buying and selling Kitenge ?

When it comes to the business,

- *What materials do you buy?*
- *What services do you pay for?*
- *To whom do you pay wages?*
- *Do you need money for replacements and repairs?*

For both examples draw a cash book on the flip chart and draw the symbols in the correct columns. Get them to give ideas on the expected transactions and put them into the cash book.

When it comes to point three on wages, have a lengthy discussion to get your participants aware of the importance of wages.

Remind the participants of the previous case study on the women's group with a poultry project. To further expound on the wages discussion, ask the participants.

Which of the following group members in the poultry project should be paid for their work?
- *The members who feed the chickens and clean the chicken house?*
- *The members who sell the chickens in town?*
- *The members who are part of the group but do not do any work in the project?*
- *All members that do work on the project should be paid for their work.*

Allow for some responses before giving them the explanation below.

If people are helping you in your business they will have to be paid a salary. If your own household members are assisting you, you may choose not to pay them, but you will have to pay for their food and clothing. You also have to think about the amount of money you will be able to withdraw from your business money as your own 'salary' (or pay), so that you do not mix up your personal and business expenses. In a group business, you will have to decide how you will share the benefits (profits) between the group-members.

- ## 00.50 Introduce the Profit and Loss Statement

Now that the participants have learnt how to calculate the profit and loss in their business we need to look at how to prepare financial statements.

Ask the participants.

Can someone explain what a profit and loss statement is?

Allow for some responses and write the answers out on the flip chart, the answers should vary as participants give as many explanations as they can. Encourage them to feel comfortable and use their own words before aligning them to the explanation below.

A Profit and Loss statement is a financial statement that represents or shows or summarises income and expenses of a business or an organisation in a period.

Ask for feedback on this definition before moving on.

- 00.55 Introduce the next activity

Assist the participants to create the profit and loss statement from the information below.

On the flip chart, write the **RLO X,** Profit and Loss Statement for the Period ending (Insert the Month) Then you need to extract information from the cash book and record the income (Money in) at the top, and then record all the income. Total them and then underline.

After this, record the expenses (Money out) extract expenses only (please note to inform participants that the purchase of machinery is an asset therefore not recorded in the balance sheet) The profit and loss statement should look like this:

RLO X
PROFIT AND LOSS STATEMENT
FOR THE PERIOD ENDING (insert month)

INCOME

Sales of Kitenge	**2,000.00**
Sales of Melon	**2,800.00**
Sales of Kitenge	**4,000.00**
Total Income	**8,800.00**

EXPENSES

Salaries	3,000.00
Transportation	800.00
Total Expenses	**3,800.00**
Profit	**5,000.00**

A profit and loss statement must have the following:

- **Include the title and period.** *When creating a profit and loss statement, the document is titled at the top of the page with "Profit & Loss Statement." Under the title, include the period of time that the statement covers. A profit and loss statement normally covers one month, one quarter or one year. This is written using words such as "For the Month Ending January 31, 2011."*
- **Record all business transactions.** *A profit and loss statement should not be created until all transactions for the period have been recorded and posted into the appropriate accounts in the company's general ledger.*
- **Assets should not be recorded in profit and loss statements.** *An asset is an item that is purchased for the organisation's use and not for resale with a long life span. Computers, machinery and equipment fall under this category.*

For this section, we will be using CSSC M9 Handout 3 as well as the cash book you created for session 2. Inform the participants.

For the next example, we will refer to the cash book we created from this handout exercise in Session 2. Using the transactions recorded in the cashbook we had prepared in Session 2, we will create a profit and loss statement for the Edward Company and Fast Track.

Using the Exercise 2 cashbook create the next profit and loss account statement, on the flip chart. Get the participants to help you key in the correct data for the Profit and Loss Statement for the Edward Company. As they prompt you ensure you have the correct information guiding them where necessary and ensuring they feel confident with their inputs before moving on to the next example.

Allow the participants to work in groups of two or three on the Profit and Loss statements for Fast Track Limited for about five minutes. Go around checking their work and hearing their inputs guiding them where necessary.

Invite the groups to present their profit and loss statements.
A sample of a profit and loss statement is shown below.

Profit and Loss Statement Template

[Company Name]

[Street Address], [City, ST ZIP Code]
[Phone: 555-555-55555] [Fax: 123-123-123456]
[abc@example.com]

Profit & Loss Statement

For the Period Ended _____

Income	$	$
Sales	0000000	
Services	00000000	
Other Income	00000	
Total Income		**0000000**
Expenses		
Accounting	0000000	
Advertising	000000	
Assets Small	000000	
Bank Charges	000000	
Cost of Goods Sold	00000	
Depreciation	00000	
Electricity	000000	
Hire of Equipment	00000	
Insurance	00000	
Interest	00000	
Motor Vehicle	00000	
Office Supplies	00000	
Postage and Printing	00000	
Rent	00000	
Repairs and Maintenance	000000	
Stationary	0000	
Subscriptions	00000	
Telephone	00000	
Training/Seminars	00000	
Wages and On costs	00000	
Total Expenses		**00000000**
Profit/Loss		**00000000**

- **01.15 Introduce the Balance Sheet**

Ask the participants.

Have you ever heard of a balance sheet? You can also get an idea from our previous discussions.

Lead them into a discussion to describe what they know as a balance sheet by asking them the following questions:

- *Where does a balance sheet come from?*
- *What is a balance sheet?*
- *What information is contained in a balance sheet*

- *When should a balance sheet be prepared?*

Write their feedback on the flip chart and align their responses to the definitions below.

A balance sheet is a financial report that shows the financial picture of a company at a given time. A balance sheet is a financial statement that reports an organisation's assets, liabilities and shareholders' equity.

*Balance sheets are usually done monthly or quarterly depending on the nature and size of the organisation. The basic principle of the balance sheet is to **show what you own (assets), what you owe (liability) and how much you personally have invested in your organisation (capital).** It gives you an idea of whether or not you can pay your creditors, how you manage your inventory and how you manage your billing and what is the worth of your organisation. It is a valuable tool to improve your business.*

Ask the participants.

Do you have an idea of how a Balance Sheet is structured?

Allow for some responses as you also call on some participants to come and draw their examples on the flip chart before leading them to create the correct format as shown below.

*There are two columns to a balance sheet. The **first column (on the left hand side)** lists what you own, or your **assets**. This includes your **cash on hand**, **accounts receivable** - what other people owe you and **inventory** - your stock.*
*In the **second column (on the right hand side)** you would list your **liabilities**. These include **loans** that you owe, **accounts payable** and **taxes** that you may owe. It is important to note that the profit or loss calculated from the profit and loss statement is recorded on the right side of the balance sheet.*

To calculate the capital or equity of the business you add all the assets (the left column) and take away all the liabilities (the right hand side). Both numbers on the sheet should equal each other, hence the name balance sheet. If they do not, you know you have missed something and should go back through your accounts again. To summarise:

Assets = Liabilities + Capital + (Revenue – Expenses)

The table below shows the example of a blank balance sheet.

ASSETS	AMOUNT		LIABILITIES & OWNER EQUITY	AMOUNT
=				

Total -		Total -

Left Side = Assets (Property of the Company)	Right Side = Liabilities & Equity (Debt & Capital of the Company)

- ## 01.30 Introduce the next Activity

Read to the participants the following.

RLO X has the following transactions to be recorded in a balance sheet.
1. *Cash at Bank Ksh 7000*
2. *Sales on credit Ksh 3000*
3. *Purchase of credit 1200*
4. *Purchased goods Ksh 5000*
5. *Short term loan Ksh 3,000*

Let us create a balance sheet for the RLO together.

On the flip chart and with the help of the participants please generate a balance sheet. Draw the two columns and record the assets on the left side and liabilities on the right side. The complete filled in balance sheet should resemble the one below.

Assets	AMOUNT		Liabilities & Owner's Equity	AMOUNT
Cash at bank	7,000	=	Purchased payable	1,200
Sales on credit	3,000		Short term loan	3,000
Purchased Goods	5,000		Capital	10,800
Total	15,000		Total	15,000

Information Provided by the Balance Sheet

The information on your balance sheet can help a bank or donors decide whether to lend your business or RLO money or not. This is one point you would like to know exactly what's going on all the time in your business or organisation. You have a chance to improve your organisation by making the sheet more appealing to the donors, investors and bank. It can show you if the financial position of your organisation can handle hiring more employees or giving the current ones more money. Once you've done the sheets for a year, you can see how your business or organisation is growing or if the market is declining. You can see if there are areas where you want to cut back or maybe spend more money. Just by maintaining this one financial form, you can have a wealth of information at your fingertips.

- 01.40 Introduce the next Activity

Now you are going to lead the participants into discussing some examples they can work on individually and in groups so as to get more comfortable with creating the balance sheet.

Fast-track courier services operate in X Refugee Camp. Below is a list of transactions they made:
- Cash book balance brought forward 50000
- July 1st, 2018: Paid office rent of Ksh 2,000
- July 1st, 2018: Paid monthly salary ofKsh 3000 each
- July 5th, 2018: Purchase of 5 new computers worth Ksh 5,000 each – paid by cash
- July 15th, 2018: Other electrical connections with a total expense of Ksh 5,000 –
- July 17th, 2018: Ksh 20,000 received as an advance from ABC Company (an existing client) for a courier services order booked by them.
- July 18th, 2018: Advertising expenses of Ksh 8,000
- July 20th, 2018: Registration services amounted to Ksh 2,500

With the information above, instruct the participants to generate a profit and loss statement and Balance sheet for Fast- track as at 31 July 2018.

They will need to first generate a cash book , then a profit and loss statement and then finally a balance sheet. Give them five minutes to work on this in pairs. Be sure to go around and check their work and ensure they are confident and comfortable with the transactions.

After they are done, get the different groups to present their completed cash book, profit and loss statement and balance sheet. You can ask each group to volunteer one member to come to the front and fill in their information on the flip chart. Keep

asking for feedback from the other participants as the groups fill in the figures. Use the tables below as a guide.

FAST TRACK CASH BOOK					
July					
Money In			Money Out		
Date	Details	Amount	Date	Details	Amount
1st July	Cash B/F	50000	1st July	Rent	2000
17th July	Sales	20000	1st July	Salary	3000
			5th July	Computers	15000
			15th July	Electrical connections	5000
			18th July	Adverting	8000
			20th July	Registration fees	5000
				Bal C/f	32000
TOTAL		70000	TOTAL		70000

Fast Track		
Profit and Loss Statement		
For the period ending 31st July 2018		
Income		
Sales	20,000	
Total Income		20,000
Expenses		
Rent	2,000	
Salaries	3,000	
Electrical connections	5,000	
Advertising	8,000	
Registrations	5,000	
Total Expenses		23,000
Profit of Loss	-3,000	

FAST TRACK				
Balance Sheet				
For the period ending 31st July 2018				
Assets			**Capital and Liabilities**	
Fixed Assets			**Liabilities**	
Computers	15,000			
Total	15,000			
Current Assets			**Capital**	44,000
Cash	32,000			
Total	32,000			
			Loss for July	3,000
Grand Total	**47,000**			**47,000**

- ## 01.50 ASSESSMENT FOR LEARNING

This session requires you to keep prompting the participants' ability to feel confident in understanding and preparing their financial statements. As much as possible try and make the examples relevant to their particular contexts and organisation capabilities.

Session Six - Internal Controls

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn about internal control systems and how to come up with proper internal control systems for your RLO.

- ## 00.05 Introduce Internal Controls

Ask the participants.

Please can you describe the financial payment process in their RLO? Please describe starting from when the expenses were incurred to when it was recorded and paid for.

Allow for some responses by inviting at least two more volunteers to give their examples. Lead their explanations to find out the following:

- Authorisation - who authorised the transaction to take place
- Segregation of duties - Is the person paying for the expenses the same person authorising the expenses
- Recording of the transactions - Who is responsible for recording the transactions?

- ## Introduce the Case Study

Read the following case study to the group and then ask them the questions after.

A group of women have a small bakery in a village. They bake sugar bread, tea bread and buns. The group members take turns in baking the bread. They also take turns in buying the stock. Evelyn, who is the treasurer, is tasked with purchasing the goods and recording the cash book. Every other day she goes to town to buy the bags of

flour that are needed plus the other ingredients, sometimes she is busy and includes her own personal items in the same list promising to deduct them later but forgets. The group realises that they are not making any profits and they are almost closing the bakery. The group sat down and started reviewing the receipts and noticed that most of the items purchased were not for the business but for Evelyn home use.

Ask the participants.

What do you think the group should do now? What changes should they make to their activities?

Allow for some responses before aligning them to the explanation below.

Internal controls *are the things you do to help manage the risk of an error or a fraud. They include something like getting two people to approve a payment. Internal controls should be documented or written down as part of your financial procedures.*

You need to make sure that you not only have effective control procedures, but also that your organisation can actually apply them, and that needs to be led from the top. Your directors or management team need to get behind and support your financial internal controls, and that culture change is often far more challenging than identifying what procedures should be put in place.

Apart from a few troublemakers, no one sets out to get things wrong, but it still happens. Sometimes, people may forget to include payments that are debited directly from your bank account, or may write 7,363 instead of 3,763, add up cash collections wrong, allocate income to the wrong project, and the list goes on. So it just makes sense to have some processes that have checks for errors and guard against temptation.

Can you relate to such instances in your RLOs?

Allow for some responses on incidents that could have been avoided if there were internal controls in place.

- ## 00.15 Good Internal Control Systems

A good internal control systems have the following features:

- ● **Reviewed regularly:** *You need to review your controls regularly to check that they are working, and that they aren't overdoing it so is it worth the cost in administration time to go over every single expense claim, or could you spot check a sample for the smaller ones? 'A good control is one that is both efficient and effective.' For each control activity such as authorisation controls, bank reconciliations, taking references for new staff, think about*

the risk that it is supposed to be tackling and how effectively it does that. Authorisation controls are often not thought through, just because someone is senior, does not automatically mean they are the best person to sign off a purchase.

- ***Key controls must be in place:*** *There are certain controls that are particularly useful because they tackle several risks, check your data against external information, or the control element is integrated into a piece of work you are already doing.*
  - ***Segregation of duties****: this is an overarching principle rather than a specific control. It is about managing the risk of people making mistakes (or defrauding you) when they are buying things or receiving your money by making sure that your processes do not allow for one person to do everything end to end. For example, from approving and ordering something to receiving and paying for it. This is where stories about people using RLO's money to pay personal expenses come from such as in the case study above.*
  - ***Bank reconciliation****: this is a regular task where you check that what you have recorded in your books as going in and out of the bank matches what is in the bank statements. Checking against external records grounds you in reality, meaning that if what you are showing as the cash balance in your books matches the balance on your bank statement on a given day (give or take some uncleared items that you know about) you know you have got something right and you can build the rest from there.*

- ***Review performance against budget and improve reporting to your Governance Boards:*** *when you are setting a budget and then reviewing performance against it, you might not immediately see that as a control activity, but checking why things are different from budget inevitably throws up some errors as well as more meaningful management information. This is helpful when reporting to your Governance boards and proving the organisation's financial accountability.*

- ***Levels of authority are clear and understood:*** *you need to make sure that your staff are aware of what they can commit the organisation to. Different levels of authority give different people rights and permission to make payments and decisions on behalf of the RLO's. This should be made clear. This should be written and trained on regularly.*

- 00.25 Introduce the First Activity

Start a discussion to get the participants to think about ways in which the payment process in the case study as well as their RLOs can be improved to be more transparent.

Let us relook at the RLO case study above of the women's group bakery. How does the purchasing process start? What do they need to do when they find that they do not have enough ingredients for the week?

Allow for some responses and as they speak, let them also relate the situation to a practical example in the RLOs.

Let us say that no one is incharge of the ingredients store, since all the members bake. They should have someone who will be in charge of the store so that they can alert Evelyn of any new purchase needed.

Can you think of similar activities in your RLOs and projects you implement that could use some segregation of duties?

Allow for some responses before moving on.

In the case study, since Evelyn is the treasurer and therefore the person making the payment another member needs to be responsible for buying the ingredients. The list of ingredients needed should be approved by other members too. The final payment request should also be approved by another member who authorises the disbursement. When the ingredients are bought, the receipts of the purchase will need to be submitted to Evelyn who will record the transaction. At the end of the week all the members can review the transactions.

To break this segregation of duties down as a process, let us consider the steps below:

1. Requisition done for a purchase order by the member in charge of the stock
2. Approval of the purchase order done by other member
3. Purchase order or going to the shop by another member or the member requesting for the stock
4. Update stock levels after purchase by member in charge of stock
5. Processing of payment by Evelyn and final payment to be approved by other member
6. Payment done by Evelyn (if direct transfer) or the member who went to the shop if buying via cash
7. The member buying the stock will submit the invoice, receipts and delivery note to Evelyn

8. *Evelyn will update the cashbook, file receipts and generate the profit and loss.*

The reason for segregation of duties is to ensure that there is transparency in the payment process and members can be held accountable.

In summary, financial controls help the RLO come up with clear steps of managing the RLO's resources. Processes or steps make it easier to explain to someone what or in many cases donors how you are intending to manage their money in your community project. RLO's must come up with steps that are to be followed in the organisation. Do you agree with this? Can your RLO adopt such procedures and what would they look like? Putting names at each point.

Allow for some responses and even for a participant to come up and design their control procedure. Take note of how they want to do it and ensure to follow up on whether this was implemented in the coming months.

- 00.45 Introduce the Second Activity

Instruct the participants.

Now let us try and go a step further in mapping out internal controls. From the above case study, can we try and describe the process of selling the bread. Let us imagine that the RLO has a shop in the city centre where the breads are baked and sold from. They sell their bread and bank the money the next day.

Let us discuss the process of recording the sales and banking the money. Should the person selling receive and record the money? How can the RLO check that the figures are correct?

Allow for some feedback from the participants, asking different members to give their opinions and feedback. Write this on the flip chart and where necessary guide and steer the discussion into the correct processes.

After this, ask the participants.

What is the importance of good internal controls in accounting for your community projects?
Allow for some responses before aligning them to the explanations below.

The Importance of Internal Controls in Accounting is that:

1. ***Internal Controls help to understand and mitigate risks:*** *Internal controls are usually established based on a risk-oriented approach to ensure that your organisation focuses on high risk areas. For example, when a staff member*

constantly complains why the petty cash box is locked, you may immediately sense that stealing cash is a risk. Understanding risks will help you to determine if there are adequate controls to mitigate the risks in those areas. You may question if there are other internal controls in place to mitigate the risk, such as whether the petty cash gets reconciled and reviewed? Who is responsible for preparing the reconciliation and who reviews and approves it? How often does petty cash get reconciled?

2. ***Internal Controls help to address financial statement assertions:*** *One of the purposes of internal controls is to safeguard the organisation's assets and thus address financial statement assertions (meaning their existence, rights, completeness and accuracy). A familiar example is performing a physical count of inventory used internally by all organisations. Count inventory and track them in the accounting system to ensure their existence. Count cash receipts in retail sales before recording them to verify accuracy.*

3. ***Internal Controls help to prevent and detect fraud:*** *Segregation of duties (SOD) is a fundamental element of internal control. Internal controls including proper SOD help to prevent fraud. The principle of SOD is to share responsibilities in a key process such that no one individual should perform two of the three functions: custody, recording and authorization. When the three responsibilities are properly segregated, fraud can be effectively prevented or detected. For example, when a treasurer or finance officer both receives and records cash, the accountant could commit fraud easily. But when one member receives cash, another member records the cash and another member approves the cash disbursement, committing fraud will not be that easy. At the same time, having a member of the management team to review the cash records and reconciliation to detect any errors or fraud, which makes committing fraud even harder. Another familiar internal control to prevent fraud is to limit access to only authorised personnel, such as preventing unauthorised personnel from getting access to your storage areas and stealing inventory for resale. Another control can also be allowing only team members in finance and management involved with finance to access accounting systems.*

4. ***Internal controls help to prevent misstatement of financial statements:*** *Internal controls help to prevent errors and misstatement of financial statements. For example, reconciliation is a critical internal control procedure in accounting and can ensure the account balances on the balance sheet are correct to prevent misstatement of financial statements. Reconciliation also helps management and other users to detect errors and understand your organisation's operations.*

5. ***Internal controls help to establish good organisational practices:*** *If you do not have documented evidence of internal controls, you cannot prove*

internal controls exist. Most organisations have documentation for their internal controls, such as flowcharts and/or narratives, because documentation is critical to communicate internal controls with your partners, donors, external auditors and within your organisation. Good and proper quality documentation can be used to train new staff on your procedures. By following internal controls documentation, staff can get a better understanding of the organisation's processes and practices, which helps to establish the company's practices.

- 01:00 Developing the RLO's Internal Control Systems

For this section, you will need the RLOs to work as a group to develop a proper internal control system for their organisation. This would entail the RLOs mapping out and listing down their finance processes and procedures and establishing internal controls that can be managed and implemented. Give them time to work on this together and allow them use of the flipchart and rearrange the room to suit the discussion. If the RLO does have internal controls, they will need to carefully map them out and then also determine if they are effective by thoroughly reviewing them. Take note of the changes they have made and be sure to follow up in the next coming weeks on the implementation.

- 01:20 ASSESSMENT FOR LEARNING

Follow up with the participants ensuring they implement the changes on their internal control systems in the coming weeks.

Session Seven - Creating a Finance Policy Your RLO (Optional)

Under this module we would like to discuss with participants and help the RLO come up with a Finance manual to be used by the organisation. Documents to be developed under this session: See Template in word [Finance Procedures Manual and Template](). It is a discussion that needs to be led by the RLO.

Module Summary

By the end of this module, the RLO should have a clearer idea of how to account for their community projects. It is important for the RLOs to have a foundation in finance and accounting to do this effectively. During facilitation, always try to make references to their community projects providing examples of how that knowledge, be it in bookkeeping, the creation of financial records, financial statements or internal controls can be practical towards their community projects. On top of this the RLOs will have made some suggestions of changes to be made in their organisations, make sure to keep track of them and follow up on their implementation in the weeks and months to come.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Finance Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 10 : Managing Fraud
Introduction to the module

It is important for RLOs to understand what fraud is and the impact it can have on the organisation. The RLO should be aware of the risk and implications of fraud to the stakeholders they work with. The module also shows how an RLO should be prepared to reduce and mitigate the risk of fraud.

Session One – What is Fraud?

Resources: Display the **PowerPoint** entitled "Module 10, Session 1 – What is Fraud?" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module understand what is fraud and how to identify fraud

You will also learn about Bribery and the difference between Fraud and Bribery

You will also learn what creates an environment for Fraud in your organisation.

- **00.05 Define Fraud using the next slide**

Ask the participants.

What is the meaning of fraud and have you ever come across it?

Allow for some responses.

Fraud is an act of deceiving or misrepresenting.

Financial fraud is one of the most common types of fraud in an organisation. It can be defined as the intentional distortion of financial statements or other records by persons internal or external to the organisation which is carried out to conceal the misappropriation of assets or otherwise for gain.

Ask the participants.

Do you agree with those definitions? If not, please explain.

With that definition in mind, have you encountered fraud in your RLO or your community? Can you give some examples?

Remind and encourage the participants to share openly and honestly and that this is a safe space. Talking about fraud may make some participants feel like you as the facilitator are judging their credibility but remind them that we have all encountered fraud in one way or another. Feel free to also give your own example. They can protect the identity of the culprits.

- 00.15 Request feedback and move to the next slide on Examples of Fraud.

Allow for some responses or you can prompt responses based on the list below. Remember that this is not intended to be exhaustive but gives examples of matters which are likely to be classed as fraudulent. Please align each of the participants' responses with the list as well to help contextualise the meaning of fraud further.

Some instances or examples of fraud may include:

- *Claiming for services not performed, such as an overtime payments*
- *Travel claims for example false journeys claimed, expenditure inflated*
- *Expense claims such as excessive or inappropriate expenses claimed*
- *Petty Cash usage with no vouchers or receipts submitted but expenditure incurred*
- *Selecting friends or relatives for procurement or business partnerships without proper procedures and protocols being followed*
- *Misappropriation of income*

- 00.30 Go to the next slide on Bribery

Ask the participants.

What is bribery?

What is the difference between Fraud and Bribery?

Allow the participants to discuss in pairs for two minutes.

Try to launch an open discussion. Here are a few pointers to help you bring out the difference. Look out for specific contributions from the participants and where possible ask the participants to give examples so as to help understand the terms better.

Bribery is defined as the offering, promising, giving, accepting or soliciting of money, a gift or other advantage as an inducement to do something that is illegal or a breach of trust in the course of carrying out an organisation's activities. Fraud and Bribery are two very different things, although they overlap.

*Fraud is when deception is used to gain a dishonest advantage over another person. Fraud does not have to be a financial issue and examples include making false claims to qualifications or experience when seeking new employment or claiming a product has features or qualities when it doesn't. Fraud can also be a sin of omission meaning failing to make people aware of something that they should know; or an act of dishonesty to avoid an obligation. The key point is that **it is deliberate dishonesty to gain a personal advantage**.*

*A bribe is **to give a financial or other advantage to another individual in exchange for improperly performing a relevant function or activity** (In this context function means an activity conducted during the course of your interaction with the person). It could be a bribe, for example, to induce someone to promote your product over another's, thereby denying people the opportunity to choose the product that is best for them.*

Clearly you can offer a bribe in order to gain a dishonest advantage so it is possible to commit fraud and bribery at the same time. However, bribery is more easily described as corruption than simple fraud.

Do you agree?

Allow for some responses before moving on.

- **00.45 Go to the next slide on Examples of Bribery**

Ask the participants.

What are some examples of Bribery?

Allow for some responses before giving the examples below. You can align the responses to the bullet points below.

Some examples of bribery may include:

- *Offering a gift for example excessive hospitality to a donor organisation in return for approval of a grant application*
- *A potential supplier offering money or a gift in order to influence a tendering process*
- *Offering payment to a government official in order to speed up or complete a process they are otherwise required to perform, such as*
- *border/immigration control.*
- *A job applicant offering to pay you to increase his/her chance of being offer employment*

- 00.55 Go to the next slide on Why do People Commit Fraud?

Try to launch an open discussion and ask participants.

Can you come up with some reasons why people commit fraud?

Allow for some responses. Here are a few pointers to help align the participants' responses with.

There is no single reason behind fraud and any explanation of it needs to take account of various factors. However, looking from the fraudster's perspective, it is necessary to take account of:

- *the motivation of potential offenders*
- *the conditions under which people can rationalise their prospective crimes away*
- *the opportunities to commit crime(s)*
- *the perceived suitability of targets for fraud*
- *the technical ability of the fraudster*
- *the expected and actual risk of discovery after the fraud has been carried out*
- *the expectations of consequences of discovery (including non-penal consequences such as job loss and family stigma, proceeds of crime confiscation, and traditional criminal sanctions)*
- *the actual consequences of discovery.*

That said, there are some key elements that create an environment for Fraud in your organisation, they are:

- ***Motivation:*** *In simple terms, motivation is typically based on either greed, need, debts and gambling. Many people are faced with the opportunity to commit fraud, and only a minority of the greedy and needy do so. Personality and temperament, including how frightened people are about the consequences of taking risks, play a role. Some people with good objective principles can fall into bad company and develop tastes for the fast life,*

which tempts them to fraud. Others are tempted only when faced with ruin anyway

- **Opportunity:** *In terms of opportunity, fraud is more likely in organisations where there is a weak internal control system, poor security over company property, little fear of exposure and likelihood of detection, or unclear policies with regard to acceptable behaviour. Research has shown that some employees are totally honest, some are totally dishonest, but that many are swayed by opportunity.*
- **Rationalisation:** *Many people obey the law because they believe in it and/or they are afraid of being shamed or rejected by people they care about if they are caught. However, some people may be able to rationalise fraudulent actions as:*
  - *necessary – especially when done for the business*
  - *harmless – because the victim is large enough to absorb the impact*
  - *justified – because 'the victim deserved it' or 'because I was mistreated.'*

- 01.15 ASSESSMENT FOR LEARNING (AFL)

Another major reason why people commit fraud is **because they are allowed to do so.** There are a wide range of threats facing organisations. The threat of fraud can come from inside or outside the organisation, but the likelihood that a fraud will be committed is greatly decreased if the potential fraudster believes that the rewards will be modest, that they will be detected or that the potential punishment will be unacceptably high. The main way of achieving this must be to establish a comprehensive system of control which aims to prevent fraud, and where fraud is not prevented, increases the likelihood of detection and increases the cost to the fraudster.

Session Two – Prevention of Fraud

> **Resources:** Display the **PowerPoint** entitled "Module 10, Session 2 – Prevention of Fraud" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need flipcharts and marker pens.

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to prevent fraud.

You will also learn about the negative consequences of fraud.

You will also learn about who has the responsibility to detect and prevent fraud.

From our last session we saw that fraud exists in an environment that has three elements, they are: Motivative, Opportunity and Rationalisation. Now that we have understood what Fraud is from our previous module, we must be able to put it into practice to prevent it.

- ## 00.05 Introduce the First Activity - Case Study

The next activity will be a case study. We will have one example RLO that we will use to help us understand ways in which we can prevent Fraud.

'Together We Can' is a RLO Located in X Refugee Camp. It has 14 members and 4 elected management team members. They engage in provision of ECD scholarships in the camp, in the year 2021 they were awarded a contract to provide 400 students with scholarships in the camp. The management committee members decided to hire an accountant to help manage the funds for the scholarships. The accountant they hired, John, is charged with all the responsibility of paying all the expenses of the RLO. The management committee meets once a month to discuss the RLO's obligations and activities. John noticed that some of the management team members have been using the RLO's petty cash to pay for their personal expenses without approval from the management or without paying it back. After a couple of months working for the RLO John also decides to use the RLO funds to pay for his daughters secondary school fees. Soon after, the donor sends in an auditor to audit the project as part of the project obligations. The auditor finds that John had paid school fees for his daughter as well as paid for some of his friends and relatives children who were not in the ECD schools or the agreed beneficiaries of the scholarships. The donor immediately cancels the project, blacklists the RLO and asks the RLO to refund that money John spent on his friends and relatives immediately.

Give the participants about five minutes to discuss the case and what action to take before moving to the next slide.

- 00:15 Debrief on the Case Study and on the Consequences of Fraud

Launch an open discussion by asking the questions below: Remember to keep asking different participants for responses in the group.

1. Was Fraud committed in the above case study? If Yes, what was it?

2. What consequences will the fraud have on the RLO?

Align the responses received to the following: *financial losses, public embarrassment, and diminished employee/ members morale, loss of community buy-in.*

- 00.25 Go to the next slide Strategies to Prevent Fraud

Given the prevalence of fraud and the negative consequences associated with it, there is a compelling argument that organisations should invest time and resources towards tackling fraud. There is some debate as to whether these resources should be committed to fraud prevention or fraud detection.

Ask the participants.

Do you agree with this? Where should you invest most resources in, prevention or detection and why?

Allow for some responses.

We believe that an organisation should invest resources in both of those areas.

*Based on the earlier discussion around why people commit fraud, it would seem that some of the strategies to and most effective ways to deal with the fraud is to adopt methods that will **decrease motives, restrict opportunity and limit the ability for potential fraudsters to rationalise their actions.***

Divide the participants into 2 groups, ask the participants to describe ways in which Together we Can RLO could have prevented John from committing Fraud. Give the groups the instructions below that:

Group 1 - Will look into John's Motives.

Group 2 - Will be looking at what opportunity within the RLO enabled that Fraud to take place.

Give participants about 3-5 minutes to discuss and then present their discussions to everyone.

As a response to the presentations, prompt participants to discuss the ways in which the RLO's Management would have prevented fraud by asking questions such as:

- *Do they feel it's possible to prevent fraud?*
- *How can this be done?*
- *Can we control our motives?*
- *How can we control other people's motives?*
- *Should there be unwritten rules that only management team members follow, for example using petty cash for their own expenses, even though they pay it back as in the case study above? Please explain your answer.*
- *Can we control opportunity or should we control rationalisation?*
- *How can you create an environment that does not support fraud in your organisation?*

During the discussions, the following elements should be considered and come out clearly.

Motives are personal, the RLO Management cannot prevent this while Opportunity is something that can be controlled.

Ask the participants.

How then do we prevent fraud opportunities in an Organisation?

Allow for some responses.

In the case of deliberate acts of fraud, the aim of preventative controls is to reduce opportunity and remove temptation from potential offenders. Prevention techniques include: **The introduction of policies, procedures and controls, and activities such as training and fraud awareness to stop fraud from occurring.**

- **00.40 Go to the next slide on Developing an Ethical Culture**

Ask the participants.

What is the meaning of ethical culture?

Allow for some responses.

Here are the keywords that should be included or aligned to the responses, they are: ideals, customs, moral behaviour and social behaviour of a group of people.

Ask the participants.

How do RLO members develop into the RLO's ideals or norms? Especially when it comes to preventing Fraud.

Allow for some responses and align them to the following.

If the members have attitudes that are "Ok" with fraud or can engage in fraud without any consequences, then the RLO's ethical culture will provide an environment that will allow fraud to take place.

Ask the participants if they can describe the culture in 'Together We Can' RLO?

Allow for some responses. You can prompt more feedback through the questions below.

- Is it right that the members used the organisation's funds to pay for their personal expenses?
- What sort of culture does this breed?
- If John had not seen that members can use the organisation's funds to pay for personal expenses, he could not have thought that he can pay for his own personal expenses.

All management teams and members should set good examples with their actions. Attitudes within an organisation often lay the foundation for a high or low fraud risk environment.

It is not advisable to overlook minor unethical fraud cases. For instance, overlooking minor cases like petty theft or a miscalculated expense. Even larger frauds committed by higher levels of management may also be treated in a similar lenient fashion to avoid attention from others. This is creating an enabling environment and eventually may lead to something more serious that may lead to total collapse of the organisation either through a single catastrophic fraud or through the combined weight of many smaller frauds.

- **01.05 Go to the next slide on Sound Internal Control Systems**

Ask the participants.

What do you understand about the term systems?

Allow for some responses before giving the definition below.

Systems are processes or a set of parts working together.

Let the participants discuss the term systems in the context of an RLO Organisation.

Allow for some responses below reading the statement below:

Internal control systems are processes that the RLO's should have to prevent and detect fraud.

Ask the participants to discuss what systems that Together We Can RLO should have had. Allow for some responses and you can align them to the bullet points below:

- *Payment systems- John could have required at least one management member to review and authorise the payments before he made them, this would have prevented the fraud.*
- *Purchasing systems- Authorisations from the management before any items are purchased and including the use of petty cash*
- *Hiring or Human resources systems- Background check during the hiring process of John could have revealed some more information about his character.*

An internal control system comprises all those policies and procedures that taken together, support an organisation's effective and efficient operation. Internal controls typically deal with factors such as approval and authorisation processes, access restrictions and transaction controls, account reconciliations, and physical security. These procedures often include the division of responsibilities and checks and balances to reduce risk.

Examples of the variety of such controls include:
- *requiring multiple signatures on transactions (e.g. within a finance or procurement)*
- *enforcing employees to take breaks or leave*

- **1.15 Go to the next slide Responsibility for Fraud Prevention**

The next section discusses the different stakeholders' responsibility for fraud prevention in an organisation.

Ask the participants to discuss who in the RLO is responsible for Fraud Prevention.

Allow some answers from the participants.

Primarily the role lies with the management. Why do you think that is?

Try to launch an open discussion to help the participants understand why the Management of the RLO is responsible for detecting and preventing Fraud. Do they agree with this?

Allow for some responses.

Ask the participants to discuss how the management of Together we Can failed at detecting and preventing Fraud, these are the points that the discussion should generate

- *They created a culture and environment that encourages Fraud*
- *They were already engaging in Fraud*
- *They did not have any internal control systems*

*The primary responsibility for the prevention and detection of fraud rests with both those charged with **governance of the RLO** and **management**. It is important that management, with the oversight of those charged with governance, place a strong emphasis on fraud prevention, which may reduce opportunities for fraud to take place, and fraud deterrence, which could persuade individuals not to commit fraud because of the likelihood of detection and punishment. This involves a commitment to creating a culture of honesty and ethical behaviour which can be reinforced by an active oversight by those charged with governance.*

However, everyone in the organisation has a responsibility to detect and prevent Fraud. As much as the management or governance have an important role in creating a culture, everyone too has a responsibility of embracing and enforcing that culture. There are no small acts of fraud, Fraud is Fraud, so take it seriously and deal with it seriously and protect your organisation against it.

- 01.25 ASSESSMENT FOR LEARNING (AFL)

Fraud is something that should not be tolerated in an organisation. The next session will focus on the development of a fraud response plan. Ask the participants to reflect on any instances of fraud they may have witnessed or dealt with. How did they deal with it and what did they learn from it? If you have a large group of participants, divide them into groups of a maximum of five and get them to discuss and choose the best case for presentation in the next session. Each group will be allowed about three minutes to present. They can give their feedback in the next session.

Session Three – Developing a Fraud Response Plan

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will be learning about how to respond to fraud when it is detected in your organisation.

You will also learn how to develop a fraud response plan.

- **00.05: Pick up the Discussion from the Previous Assignment**

In our last session, we had an assignment to discuss any instances of fraud we have come across or experienced and how we dealt with it as well as learned from it. Can we now present our feedback?

Allow each group to present for about two minutes each and allow feedback from the participants on their responses to the fraudulent activities and ask for alternative responses from the others.

Move to the next slide.

- **00.20 Go to the next slide on How to Respond to Fraud**

Now that we have discussed how to prevent Fraud we need to discuss how to respond when Fraud is detected.

Ask the participants.

From our case study, can we please discuss what steps that Together We Can RLO should have taken after detecting or finding the fraud committed by John.

The list can be extensive, but should include:

1. Investigation of the fraud to gather information and evidence
2. Immediate disciplinary action against John

3. Trying to recover the money from John
4. Preventing the fraud from taking place again

- 00.30 Go to the next slide on a Fraud Response Plan (Fraud Policy)

Fraud can happen in any organisation, it is therefore encouraged that every organisation has a Fraud Response Plan.

Ask that participants to discuss what they think the Fraud Response Plan is? Here are some pointers to help with the discussion.

A Fraud Response Plan is a document that outlines the organisation's approach to dealing with Fraud. It is intended to provide procedures which allow for evidence gathering and collation in a manner which will facilitate informed decision-making, while ensuring that evidence gathered will be admissible in the event of any civil or criminal action.

- 00.40 Display the next slide on Standardised Steps to Respond to Fraud

We will now look at how you and your organisation can standardise the steps to responding to Fraud.

Ask the participants.

How will you or should you hear or find out about Fraud Issues in your organisation?

Allow for some responses. You can align them to the fact that they will need to establish clear reporting mechanisms. You can prompt more discussions by asking:

● Who in your network will inform you?
● Does your organisation and community even know your position on Fraud?
● How accessible are you to receive such information?
● What platform can information about fraud reach your organisation and the leadership structures fastest? Phone, email, contact person?

You need to establish a way that a fraud case can reach you or key members of your organisation immediately such as through raising awareness that your RLO has Zero Tolerance Policy to Fraud. You need to constantly inform your community members and partners of your position against fraud and inform them of platforms that they can reach you in case anyone comes across it. You also need your organisation, at all levels, as well as your community to know your position on this, at all costs is a zero tolerance.

Zero tolerance means that you absolutely refuse to accept any variations on the rules put in place and will have very serious consequences for anyone who goes against it.

So when you do get a case of fraud, you need to:

Launch a thorough investigation: *Based on the issue raised, a key consideration in any investigation must always be how to secure or preserve sufficient evidence to prove the fraud case. It is vitally important that control is taken of any physical evidence before the opportunity arises for it to be removed or destroyed by the suspect(s). Physical evidence may therefore need to be seized at an early stage in the investigation, before any witness statements are collected or interviews conducted. If a criminal act is suspected, the police should also be consulted early in the process, before any overt action is taken and the suspect is alerted.*

Take immediate action by disciplining the individuals responsible. This should be internal as well as civil and/or criminal action against the fraud case: *The thoroughness of an investigation may depend on the course of action that the organisation plans to take with regard to a case of fraud. The organisation's policy may include any or all of the following preferred outcomes in dealing with fraud:*

- **Internal disciplinary action -** In accordance with the organisation's personnel and disciplinary guidelines. This can mean immediate dismissal and in lieu of payment.
- **A civil response** - Whereby action is taken through the civil courts to recover losses.
- **A criminal prosecution** - Whereby action is taken against the individual(s) concerned in a police managed enquiry.
- **A parallel response -** Where civil action to recover misappropriated assets is taken in parallel with a police investigation.

After this, you need to take Follow-Up Action: *There are lessons to be learned from every identified incident of fraud, and the organisation's willingness to learn from experience is as important as any other response. The RLO's should look at why the fraud occurred and what they should change to address the risk. It may be the addition of internal controls or an update to the policy. It is also important to communicate to the governance board, staff and members of the actions taken to address the fraud and how to prevent it from occurring again.*

- 01.00 Display the next slide on Communicating the Fraud Policy

It is important that all those working in the organisation as well as its stakeholders are aware of the risk of fraud and other illegal acts associated with fraud such as dishonesty or damage to property. Organisations should be clear about the means

of enforcing the rules or controls which the organisation has in place to counter such risks and be aware of how to report any suspicions they may have.

Ask the participants.

Why should you communicate the RLO's Fraud Policy or Fraud Response Plan?

Allow for some responses. You can align that feedback to the bullet points below.

- It helps all staff to understand the organisation's stand on Fraud - so as to Prevent Fraud
- It helps the staff know **Who To and How To** and **Where To** report any Fraud Cases - as a means to Detect Fraud
- If gives confidence to stakeholders

Ask the participants.

How should your RLO communicate its position on Fraud?

Allow for some responses. You can align the feedback to the bullet points below.

- Having regular Fraud Training sessions with its staff and members
- Publishing its Fraud Policy to its stakeholders such as its donors and community, through a poster, their website or via social media platforms

Session Four – Creating Fraud Policy for Your RLO (Optional)

Documents to be developed under this session: See Template in word in the resources library

Module Summary

By the end of this module, the RLO should have a better understanding of how to avoid fraud and mitigate the risk of fraud occurring in its organisation. This is so as to minimise the risk of fraud occurring as much as possible and ensure their organisation establishes principles that promote transparency and accountability with a zero tolerance approach to any kind of fraudulent activity. The establishment of such principles must be taken seriously, but it is still a learning process, therefore transparency and accountability is key to creating an organisation that does not harbour an enabling environment.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Finance Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 11 : Proposal Writing for Community Projects

Introduction to the module

It is important for RLOs to understand how to write an effective proposal necessary to fundraise for a certain community project. Fundraising is critical to ensuring the survival, sustainability and strategic progression of a RLO. RLOs operating at the front lines of their communities now are best positioned to determine and define their own humanitarian interventions and community development projects.

In this module, the RLOs will understand what and how to go about proposal writing by going through some general rules to follow when designing project proposals and applying for funding from other individuals, organisations and/or institutions. The key point to note throughout is to ensure that the RLOs fundraising efforts are strategic. This means carefully considering how potential funds will help tackle community problems and have the most benefit to the RLO's broader long-term goals, or 'vision.' Then ensure that the proposal is able to demonstrate to potential donors why a particular project is needed and the process in which positive, long-lasting and measurable changes will take place.

Before going through this module, we advise that the RLO has gone through or has a thorough understanding of the following modules:

- Understanding and Describing my Community
- Analysing Community Problems Together
- Forming and Communicating a Vision
- Resource Mapping
- Strategic Planning
- Proving Impact
- Financial Accounting and Management
- Safeguarding

> **IMPORTANT PREPARATION NOTE:**
>
> Furthermore, as the facilitator, you will be required to ensure that all your participants have access to the CBO Project and Proposal Development Handout. You will need to have sent it to the participants a few days in advance and encourage them to go through it before the sessions. The sessions will keep referring to particular sections of the handout so this is mandatory as you prepare to facilitate the session.
>
> It is important to note that the module already assumes that the CBO has identified a potential fundraising source and this only gives guidance on how to absolutely maximise that opportunity for success.

Session One – Understanding Your Funding Needs and Your Potential Donors

Resources: Display the **PowerPoint** entitled "Module 11, Session 1 – Understanding Your Funding Needs and Your Potential Donors" to your participants. You will also need your participants to have access to the RLO project and proposal development handout. You will need a flip chart and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn some key definitions and concepts around proposal writing

You will learn about how to understand your funding needs

You will learn about understanding your potential donors

- **00.05 Introduce some of the aspects that will help define proposal writing using the next slide**

Ask the group if they can define the meaning of a proposal. Allow for some answers from the group, be sure to take down some key words used to define them on the flip chart.

A proposal is a document that helps to foster a relationship between an organisation and a donor over a project to be implemented. It gives a lot of information about the intention of implementing the project, the step by step process of implementing the project, how your organisation will manage the project as well as the results to be delivered from it.

How is a concept note different from a proposal?

Allow for some answers from the group before continuing.

In some cases a concept note comes before a proposal where it gives a brief idea of the project idea.

What is the meaning of fundraising?

Allow for some answers from the group before continuing.

This can be defined as any activity that can be organised for the purpose of raising funds. Can you share some of the activities we have previously engaged in to raise funds in our organisations?

Allow for some answers from the group before continuing.

Are there different types of funding that an organisation can apply for? And can you give examples of this? What are the most common ways that the funding that can be dictated to be used?

Allow for some answers from the group. Remember there are no right or wrong answers for this, use their responses as a guide as you explain the next section.

Some funds can be grants, loans, private donations, membership payments, sales from goods and services. It is important to note that donors are not only institutions similar to the UN they can also be individuals, trusts and foundations, corporates when doing CSR initiatives (Corporate Social Responsibility), or banks or government. When thinking about which proposal to apply for it is also important to consider how the particular donor wants the funds to be utilised and usually, they are in two main ways: restricted or unrestricted. With restricted funding, the donor expects the funds donated to be only used for particular expenses that must have been pre-approved before the start of the project and remain constant throughout the project period. With unrestricted funding, the funds are donated to be used how the organisation applying for best requires and needs them. They are usually more flexible and can be used for multiple purposes.

That said, can you now explain how proposal writing and fundraising are related?

Allow for some answers from the group before continuing. Remember there are no right or wrong answers for this, use their responses as a guide to frame the relationship below.

Proposal writing is the process of writing a proposal and most of the time, the proposals written are about activities to raise funds for particular projects within our communities.

Ask the participants if they agree, allowing for some responses before asking the next question.

Why is it important to understand our funding needs?

- **00.30 Request feedback and have an open discussion based on their responses and move to the next slide**

Try to launch an open discussion, here are some pointers to guide your discussions.

Questioning the purpose and your intention for the proposal: Before starting a proposal, it is useful to question the purpose of the funds which you are requesting. This will help you to better understand how much you need and what type of funding is needed. From here, you can begin to assess who might realistically be able to provide such funds.

Reducing Risks: It is important to not only consider the one-time need to launch a particular project, but also to reflect on how funding raising efforts can reduce the risk of the RLO as a whole being unable to continue activities in the long-term. In this sense, considering the sustainability of the organisation is fundamental to fundraising efforts.

How can your RLO reduce the risks involved when fundraising and ensure sustainability beyond project periods? You can refer to the handout for some ideas on this question.

Assessing the risks of going for proposals with restricted funding or unrestricted funding: If the funding is restricted, then there are certain conditions attached which must be met, otherwise there is the risk of losing the funding. If a RLO relies heavily on restricted funding, then the risks increase. Before taking on restricted funding then, it is important to assess the current capacity of the RLO to meet the reporting requirements and timeframes, ensuring correct financial accountability and clearly understanding any agreements. It is important to think through these points before applying for restricted funding and consider how specific activities funded could help to build the organisation's resilience and how funds may support an exit strategy so that the organisation is not left vulnerable once that funding ends. Unrestricted is more flexible and useful for managing risk. It could be invested into reserves and projects which may increase your reach into other areas which may attract other donors or invest in income generating activities.

Now that we have a better understanding about our funding needs, what about our donors? Is it important to understand them? Why is it important to understand who our donors are? Why do they donate funds? What do they prefer to donate these funds?

- **00.40 Request feedback and have an open discussion based on their responses. Go to the next slide and discuss the various bullet points.**

Try to launch an open discussion. Here are a few pointers to help you discuss the individual bullet points. Look out for specific contributions from the participants and where possible ask the participants to give examples as well as their own personal experiences.

Donors always have their own preferences. While you may have a particular project in mind, there may need to be some careful adaptations to your plans made to meet

the donors requirements. **But we encourage that as you do this, ensure that you are not going against your vision, core values as well as your purpose as an organisation.** *When writing a proposal, you need to choose your selling points carefully based on what you know about the potential donors' preference for example educational projects, technological innovations and so on.*

Initially you can often tell the priorities of different donors by simply assessing a donor's websites and social media, but it is also useful to delve deeper and find their documents such as annual reports and finances.

Sometimes, it is often clear from the donor's mandate what sorts of projects they like to support. For example, focusing on early-childhood educational projects. However further research may show whether they have more specific ideas and concerns on these topics. For example, they may place emphasis on gender balanced programs, protection of human-rights, sustainable development goals or environmental sustainability and so on.

It's also useful to assess whether donors have a particular geographic or demographic focus which means whether they support projects in only certain locations targeting a certain social group for example persons with special needs or female participants. The most important thing to do is to do a lot of research to learn whether a donor is right for you before writing any proposal. Fundraising efforts require much time and resources which you do not want to waste.

Key questions to ask as you are thinking about applying with a particular donor are:

- What is the likelihood of a response?
- What will be your return on this investment?
- Are there alternative opportunities which would require less time and resources?

- 00.50 Go to the next slide and discuss the next activity.

Divide the participants into five groups. Give each group one of the following categories of donors:

- Individuals
- Corporates
- Institutional donor
- Trusts and Foundations
- Attendees of events

Each group should try to come up with reasons and priorities that motivate each donor to donate their funds and resources to a project. Each group should also come up with typical exclusions or possible reasons that the donor will not donate their funds or resources.

Give the participants ten minutes to discuss and then allow each group to present their ideas and allow for feedback from the entire group on each category. Use the

table below in the handout to aid discussion points or help summarise the points from the different groups.

Donor Type	Key Priorities	Typical Exclusions
Individuals Donations	Emotional and personal connections	• You do not know them personally • There is no location or experience connection
Corporates	Alongside social impact, there is often personal interest, and wanting some sort of return, especially for their public relations, communications and profits	• You do not identify the strategic benefit for them • You do not know them personally • You don't identify a PR opportunity for them
Trusts & Foundations	Personal connection, matches strategic objectives, can present evidence of success	• No personal connection • You do not align with their strategic interest
Attendees of Events	Personal interest, return of goods, services and experiences and social appeal	• Do not provide a adequate good or services For example, do not meet local interests or are unaffordable
Institutional Donors	Matches strategic objectives and political interests, evidence of success	• You don't understand their political ideas such as relevance to govt agenda, inclusion of hosting communities, gender inclusivity and related issues, democratic systems, and so on. • You don't meet their strategic objectives • You lack capacity to measure success

- 1.20 Take Notes of Discussion Points.

Take note on how many types of donors there are as well as their different priorities and interests. Often it may be easy to focus on the larger institutions, international organisations and trusts and foundations. However, our community members, individuals, organisations, and businesses giving donations or attending fundraising events are just as important.

- **1.25 Go to the next slide and discuss the next activity.**

Divide the participants into groups of three. Ask the groups to consider the following scenarios and instruct that they decide which donor they would choose to approach. The notes in brackets can help you as you guide their deliberations.

Imagine you are a small refugee led organisation focused on providing education to refugee children with disabilities in a rural refugee camp. Put the donors below in the order of priority in terms of likelihood of receiving support.

a) *A USA based foundation that provides funding to organisations in developing countries working with children with disabilities. Their grant sizes range from $250,000 to $1 Million for 24 month projects.*

[While the focus for this fund is good, the grant threshold would exclude a "small" RLO.]

b) *An institutional donor with an office in your country, who has a call for proposals out requesting proposals covering marginalised children in urban areas.*

[The element of "urban" would exclude this RLO who is working in a rural camp]

c) *A UK based trust that gives lots of small grants, ranging from $5000 - $20,000 for any work connected with disability, with no geographical limitations.*

[This is a good one, though their scope of funding is quite broad, however, it is certainly worth applying]

d) *A donor based in your country who supports HIV/AIDs focused work in remote areas of the country, including some refugee camps.*

[The focus of this fund is HIV/AIDs so they are unlikely to support this project. Their area of support has some overlaps so it might be worth reaching out in case they have suggestions of who else might support the project – just don't expect them to fund the work]

e) *An Australia based fund that funds lots of varied projects in your country related to children.*

[The focus of this fund is broad as there are likely to be many causes related to children in the country. It will certainly be a big gamble, but worth it if you have time to make an application]

f) A fund that was specifically set up to support refugee led organisations in whatever work they are doing.

[While this looks broad, this is a very good one to approach because the donor is funding the RLO for substantial reasons. It is likely that the fund would support the RLO with organisational support and provide longer term funding]

Some answers for prioritising might go F,C,E,D, with A and B not worth applying to. C and F are interchangeable. See what your participants decide and compare responses.

- 01.50 ASSESSMENT FOR LEARNING (AFL):

Ask the participants to think about their RLOs and how they have previously been going about their proposal writing or fundraising efforts. Have they been doing thorough research before applying or has it just been done casually? Ask the group to each go look back at their organisation's previous proposal writing efforts and for the next session come prepared to discuss a proposal they write that was successful, as well as one they wrote that was rejected.

Give the group at least a full day to complete this exercise before the next participants.

Session Two – What Does My Community Need?

Resources: Display the **PowerPoint** entitled "Module 11, Session 2 – What Does My Community Need" to your participants. You will also need your participants to have access to the RLO project and proposal development handout. You will need a flip chart and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand what your community needs

You will also learn how to observe and contextualise your community

- **00.05 Introduce the first activity and display the first slide**

The activity is a visual activity that will be led by the facilitator. Encourage participants to share feedback and give responses. Remember there can be no wrong answers. Encourage explanations and discussions. You will need a flipchart and a marker.

This activity will help us understand what our community needs. Now I want you to pay close attention to the next image.

Display the image on the PowerPoint for only 30 seconds. Then display the next PowerPoint image for another 30 seconds. Then go to the next slide. Ask the participants what the difference between the two images is. Allow some responses from the group and ask for explanations from the responders.

Image 1

Image 2

Allow for more responses and write them down on the flipchart for a few minutes or until the participants are out of ideas and then display the images again now asking the participants to add on what they may have missed. Take notes on the flipchart.

Sometimes, we may not always think we are being as observant as we think, and this means that we may miss some important details. The same happens in our communities, we may think our idea is actually helping the community when that idea may not be the best idea for the community. Understanding our community entails understanding it in a number of ways. Whether or not the community is defined geographically, it still has a geographic context -- a setting that it exists in. Getting a clear sense of this setting may be key to a full understanding of it. At the same time, it's important to understand the specific community you're concerned with. You have to get to know its people -- their culture, their concerns, and relationships -- and to develop your own relationships with them as well. Can you remember some of the aspects that define our community?

Allow for some responses before moving to the next slide.

- 00.20 Show the next slide that helps respond to the question.

We can define our community as a group of people with shared interest, location and experience. We can also define a community through its:

- *Physical aspects*
- *Infrastructure*
- *Patterns of settlement, commerce and industry*
- *Demographics*
- *History*
- *Community leaders (formal and informal)*
- *Community culture (formal and informal)*
- *Existing groups*
- *Existing institutions*
- *Economics*
- *Government/politics*
- *Social structure*
- *Attitudes and values*

Ask the participants to discuss each of the aspects and how they relate to determine what a community is.

When you have a good understanding of what your community is, then you can start to determine what your community needs. Analysing community needs is a way of thinking carefully about a problem or issue before acting on a solution. It first involves identifying reasons a problem exists and then, identifying possible solutions and a plan for improvement. Without knowing the needs that cause

problems, we cannot fix the problem or in this case our community. Jumping in and trying to fix a community need without an analysis can cause a bigger problem and waste resources. An in-depth analysis will lead to better long-run solutions.

- **00.35 Show the next slide on Problem Analysis**

Ask the participants to explain what a problem analysis of their communities can help them with. Allow them to discuss in groups and allow each group five minutes to discuss and two minutes to present their issues. List the issues on a flipchart.

An analysis can help us:

- *To better identify what the problem or issue is*
- *To determine the barriers and resources associated with addressing the problem.*
- *To develop the best action steps for addressing the problem.*

Having a deeper understanding of a problem before you start trying to solve it helps you cover all of your bases when you are trying to develop a solution through your proposal. When you take a little time to examine your community's needs and problems first you have a better chance of coming up with a successful solution.

When identifying and prioritising problems in your community, you may want to consider some criteria:

- *The problem occurs too frequently (frequency)*
- *The problem has lasted for a while (duration)*
- *The problem affects many people (scope, or range)*
- *The problem is disrupting to personal or community life, and possibly intense (severity)*
- *The issue is perceived as a problem (perception). A problem often becomes a more invasive problem when it is also perceived as a problem by the community at large, but just this perception is disruptive.*

The problems that really need to be addressed more urgently are problems that display several of these criteria.

As a RLO management team, you should do a problem analysis in your community. Every community problem can benefit from an analysis, even though you may not be able to do them all, you have to at least analyse the problems which you are seeking to propose solutions for in your fundraising efforts. There are conditions when an analysis is especially critical:

- *When the community problem is not defined clearly*
- *When little is known about the community problem or its possible consequences*
- *When you want to find causes that may improve the chance of successfully addressing the problem*

- When people are jumping to conclusions and solutions much too soon
- When you need to find collaborative partners to help take action.

- 00.45 Show the next slide on How to Analyse a Community Problem

Explain to participants.

The ultimate goal here is to understand how to analyse a community problem and learn how to deal with the situation better and more effectively.

- *Identify the problem*
- *Frame the problem – state it clearly*
- *Identify whose behaviour and/or what and how environmental factors need to change for the problem to begin to be solved.*
- *Understanding the issue – and the root cause of the problem*

Ask the participants and allow for some responses before moving to the next slide.

Who is a stakeholder and what is a stakeholder analysis?

- 01.00 Show the next slide on Stakeholder Analysis.

A stakeholder is anyone who has something to gain or lose from your project.

A stakeholder analysis is a tool used by organisations to identify the people related to their project and to help develop strategies to engage these people in the right way. They can be a wide variety of actors and identifying these stakeholders is essential to clarifying their role and relationship, as well as determining the variety of interests to which you will be accountable for when developing or implementing your project. It basically establishes who will be and how they will be involved in your project. Stakeholders can generally be placed into three broad categories:

a) Key Stakeholder: People, groups or institutions who can significantly influence or are particularly important to the success of your project.

b) Primary Stakeholder: People or groups who are directly impacted by your project. These can be both:

- *Beneficiaries – Positively impacted*
- *Dis-Beneficiaries – Negatively impacted*

c) Secondary Stakeholder: All other people or groups who have a stake or interest in the proposed project or are indirectly impacted by the project.

The range of stakeholders relevant to consider for analysis varies according to the complexity of the project you intend to implement. It is important to note that

stakeholders in all categories can be both positively and negatively impacted by your project & therefore it is important to identify your likely critics so you can find strategies to help get them onboard.

How will the community be involved?

Allow for some responses before moving on.

Community engagement is about involving the people you serve, not just as beneficiaries of your projects, but also as strategic partners in accomplishing your mission. Almost everyone young or old, rich or poor, with or without formal education — has something that they can contribute to an organisation's work. Some might have special knowledge or a unique skill to offer. Others might have the means to donate money, materials or supplies.

Community involvement in stakeholder analysis is essential in ensuring the success of any community project. An innovative approach to community involvement will ensure not only the sustainability of your project but may also contribute significantly to its success or impact. In order to achieve this effectively one will need to have conducted a proper problem analysis within their community to enable them to identify and understand the root causes of the problems affecting their community.

This will involve mapping/identifying the influential pillars of your community and finding ways of engaging with them. By increasing the level of community participation in the process, you are increasing community buy-in and likelihood that they will see the project through to the end. When people feel involved in the process, they are more likely to stay involved for the long term.

People are often inspired to act when there is a clear vision and they believe your organisation has a plan of action. Therefore, do your homework; come up with a plan that is going to work. You will only be effective at inspiring others to act if you are clear about the problem you are trying to solve, and how to go about solving it.

Remind the group to keep referring to the handout for more information on this.

- 01.15 ASSESSMENT FOR LEARNING (AFL):

Pick up on the assignment from the previous participants and ask the RLOs about their fundraising and proposal writing process. Ask them to give their experiences with the successful proposals as well as their experiences with the ones that were never responded to or ignored. Allow fifteen minutes for discussions, and take notes of some of the challenges as well as successes that the participants share.

Session Three – Project Planning for Our Communities

Resources: Display the **PowerPoint** entitled "Module 11, Session 3 – Project Planning for Our Communities" to your participants. You will also need your participants to have access to the RLO project and proposal development handout. You will need a flip chart and marker pens. You will also need your participants to recall and come with their assignments from Module 5 on Resource Mapping.

Additional Notes to Consider for Preparation: These sections are mostly revision of previous modules, hence as the facilitator, it may feel like you are going through them very fast, but structure your session to be more of a revision session and only use the text below as a refresher for the key points not as an explanation, for instance for most of the sections, ask the participants to share their homework from those sessions with the group as a reminder.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to go about project planning for your community projects

You will learn how forming and creating a clear vision has an impact on your project plan

You will also learn how goal setting and resource mapping have an impact on your community projects

- 00.05 Display the first slide and introduce the session.

Now that we have learned about observing and contextualising our communities' needs and we have been able to analyse and define them, we can move onto project planning. This is all about asking 'what if'? In Module 5, session 2, where we learned about Design thinking, this stage is called ideation. It is the process of generating ideas. Project planning is not always a linear one-way process but having a clear problem statement and understanding the context, stakeholders and your current capabilities will help guide your generation of ideas.

Now before you start working on your project plan, the first thing to focus on is defining your shared vision for the community project. A vision is the long-term goal

or impact that you want to achieve with your project based on what you as a group see as the most ideal situation.

Forming a vision requires a lot of imagination within your organisation. It is important to ensure the ideation process takes place in a safe and welcoming environment and that everyone is able to contribute. The vision should also always link back to the root causes of the problem(s) you are trying to address. Specific activities and desired outcomes will later be planned to tackle the root causes and lead your community closer towards this long-term vision.

Forming a vision also means questioning whether your organisation's ambition is big enough? For example, the group may agree that everyone going to school is a good thing. However, a vision could be everyone able to access a quality and locally relevant education which is also free. It would also be beneficial to keep your vision focused on tackling one problem, sometimes our communities have a vast variety of needs, but we also have to be realistic about which ones our organisations are best placed to handle.

Remember, a vision is a long-term aim which requires a whole range of outcomes to be achieved beforehand- it serves as a guide to which outcomes should be reached and acts as your organisation's overall mandate. Once this has been clearly established, it makes the project planning process easier as you know what your project plan will focus on achieving in the long run.

- 00.10 Display the next slide on Goal Setting.

Once you have defined your vision and have a purpose for your project plan, it is time to set specific goals. These are a range of planned outcomes following a series of inputs and activities which will collectively work towards achieving the longer-term vision. When setting goals, aim to make them SMART. This is an acronym standing for the following:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**imebound

In order to explain this further, introduce the following activity. Suggest to the participants that the group draw matching lines between the words of SMART with the examples/definitions that best match the word.

SMART	by midnight on 31st December
MEASURABLE	it fits into the organisation's vision
ACHIEVABLE	where, when, why, what, how

RELEVANT	there are data tools to measure progress
TIMEBOUND	your team have the skills to do it

*To ensure a goal is **specific**, it helps to ask the five 'W' questions; 'what, why, who, where, which'. When answering these questions, it is important to reflect on your learnings from the problem and stakeholder analysis. A resource mapping exercise will also help. For example, you need to understand the root causes of problems in your community and understand the actions of different stakeholders to know why achieving certain goals is important and what needs to be accomplished. Similarly, you need to know who will be involved, where the project activities will be located, and which resources are available.*

*Next, a goal should be **measurable** to record progress, show what should be improved and provide a source of motivation. Making a goal too broad may complicate measuring success, so try to keep individual goals specific whereby success can be shown by asking 'how much?' or 'how many?' For example, you may record the quality of education has improved when you ask 'how many' children achieved x results. Equally, you could say you reached the goal of improving household income by 80% when you ask participants 'how much' they earnt before and after vocational skills training.*

*Setting an **achievable** goal involves being realistic based on your available resources and experience. Ambition is important, and resources may increase overtime. However, you should ensure goals do not stretch your abilities to the extent that you will be unable to fulfil targets which other stakeholders are expecting you to achieve. Here it is important to assess staff capacity in terms of knowledge and time, as well as freely available material and financial resources.*

***Relevant** goals are those which support the broader vision of your organisation. For example, if your vision is more inclined on improving education in your community, setting a goal to improve local farmer yields would appear less relevant, unless an explanation is offered. Relevance will depend on the local context, the problems you analysed and the chosen timing of the intervention.*

*A **time bound** goal means it simply has a deadline. This will help you to prioritise your goals. Setting your deadline will depend on previous steps, considering when the goal will be more or less achievable, or more or less relevant. For example, you may need to obtain a certain number of resources first, or if you wait too long to act you may miss an opportunity. Also factor in the time it takes to measure the results of activities to understand if you have achieved the goal.*

A final point on goal setting for your project planning process is to consider what goals other stakeholders have set on similar initiatives. In particular, learn what local, national, and international policy has been set on relevant areas. For example, you

may want to set goals which help to meet the goals of the national government or even to provide evidence to change those goals. Often development organisations set goals which will support the sustainable development goals (SDGs) set by the United Nations General Assembly. Having goals in line with other stakeholders as well as goals in line with potential donors is a great way to align your project plan to their interests and increase your chances of success.

- 00.20 Display the next slide and introduce the first activity.

Display the slide and read the story to the participants.

Martha, a student in primary school, has decided to become a doctor. After talking with adults in different areas of her community, reading information in books, and identifying her strengths and weaknesses, she has narrowed down her choice to being a family doctor or general practitioner and perhaps being the community doctor one day. During the school holidays she has asked to volunteer at the local community clinic near her home. By the time she is ready to work as a doctor, she will have gained exposure to what the job might be like. Based on this, she has written goals that will guide her desire.

Tell the participants that they will use the story about Martha to practise writing SMART goals. Divide the participants into five groups and have each group work on one of the acronyms for the SMART goals for Mary. For example, Group one should work on the S part of the goal for Mary and Group 2 on the M part and so on. After five minutes they each shared their suggestions for the "S" goal, the "M" goal, the "A" goal, the "R" goal, and the "T" goal for Mary. Remember to write down the participant's feedback. Encourage the entire group to give feedback on each group's opinions. Remember there are no wrong answers for this.

- 00.40 Display the next slide on Resource Mapping.

If you recall, during our module on Resource Mapping we said that Resource mapping is the process of aligning resources available to a group towards a specific strategy, goal or expected outcome. When you map your resources, you are able to make better decisions about how to achieve your goals. With a resource map, you can have a greater insight into what is available for you and your community, effectively decide how to distribute your resources and track resource usage. Resource maps also highlight gaps to inform your project planning and budgeting, and therefore what you decide to request for in a proposal as well as the funding needs.

A resource is a stock of materials, staff, money, or other assets that can be used by a person or organisation in order to function effectively. You and everyone else in your community will have resources that can be shared. Everyone has talents, knowledge and connections which can be designed to be utilised to the benefit of the wider community.

During group project and proposal design, it is useful to map out what resources are available within your community. Below are some key questions to consider when making this map.

- Who does or does not have rights to access particular resources, and why? (Indicate restrictions/barriers).
- What resources are managed under a legal contract? By whom?
- What regulations apply in what areas?
- Are any resources depleting?
- What livelihoods depend on what resources?
- What conflicts are there on natural resources?
- How do we contribute to the resources in the area?
- What resources are under our control?
- Can we leverage partnerships to attain more resources?

Through these questions, you may be able to categorise resources by abundance and accessibility. Resources can be further categorised by their function, whether they provide direct or indirect benefits and how often they are available.

After this initial mapping stage, compare the findings against your plans to better align resources and strategies. This means asking whether you have the right resources and people ready to meet your desired goals/objectives for that project proposal?

To understand the extent of your resource gaps, it is important to critically question your goal setting. Resource mapping and goal setting go side by side and inform each other. Consider how realistic the project objectives are, as well as the project's timeframe. Some of your goals may be more long-term and will require a large number of resources to reach. Carefully planning what activities need to go first within your broader strategy as an organisation - prioritisation is key.

Being realistic also means assessing your capacity to manage resources and to deliver activities in a way to achieve the impact you want to see in your community. For this reason, it is best to think about small and slow solutions before jumping ahead; 'slow and steady wins the race.' Applying for large grants without having the capacity to handle such funding will likely be unsuccessful, is risky and therefore not a good use of time and resources. It is better to start projects you are confident about having the capacity and resources to manage. Donor's will recognise this, and it means you take on less risk and can be more flexible and resilient to any sudden changes.

- **00.40 Move to the next slide and introduce the next activity.**

Ask the participants.

Have you utilised the resources available in your community in your project planning and proposal writing? Can you describe what you did and how you did it?

Ask the participants to discuss in pairs for five to ten minutes. After this, allow each pair to discuss their ideas with the group and give feedback.

- 01.00 ASSESSMENT FOR LEARNING (AFL):

During this process of getting the group to set their vision, goals and identify their existing resources available to them make sure you encourage each community group to speak and talk about their previous experiences highlighting what they could have done differently in their project planning process.

During these discussions try and make the sessions as interactive as possible, encourage the participants to really think realistically about their project planning process and now realistically align what they have and what is available to them for their intended community development projects. Encourage them to talk amongst themselves, their members, their beneficiaries and stakeholders.

Session Four – Drafting a Concept Note

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session you will learn how you can input your community's needs and your vision for change into a concept note. This can later be developed into a funding proposal.

You will understand the difference between a concept note and a funding proposal

By the end of the session you will know the most important elements of a concept note.

- **00.05 Display the first slide and introduce the module.**

Now that we have gone through the underlying principles around proposal writing, we can move on to discuss how to draft a concept note.

A concept note captures the most important information a potential donor might need to know.

Ask the participants to comment on why it is important to develop a concept note when you have funding needs. Allow for some responses before aligning them to the feedback below.

Some possible answers should include:

- A concept note should include all the most important elements a donor would want to hear
- A concept note can be shared widely, even to potential donors who have not requested a funding proposal
- It helps your organisation get plans and ideas down on paper

- 00.10 Introduce the next activity

In this section we will look at the difference between a concept note and a full funding proposal. In pairs, match the characteristics with the type of document.

Ask the participants to match the characteristics with the type of document, either on a handout, or verbally.

Concept Note

Funding Proposal

Can be 5 – 20 pages long

Usually has one target audience

Can be sent to anyone

Should be 2 - 5 pages long

Usually has no template

Usually follows a template shared by a donor

Has a detailed budget

Has a summary budget

Includes a risk matrix
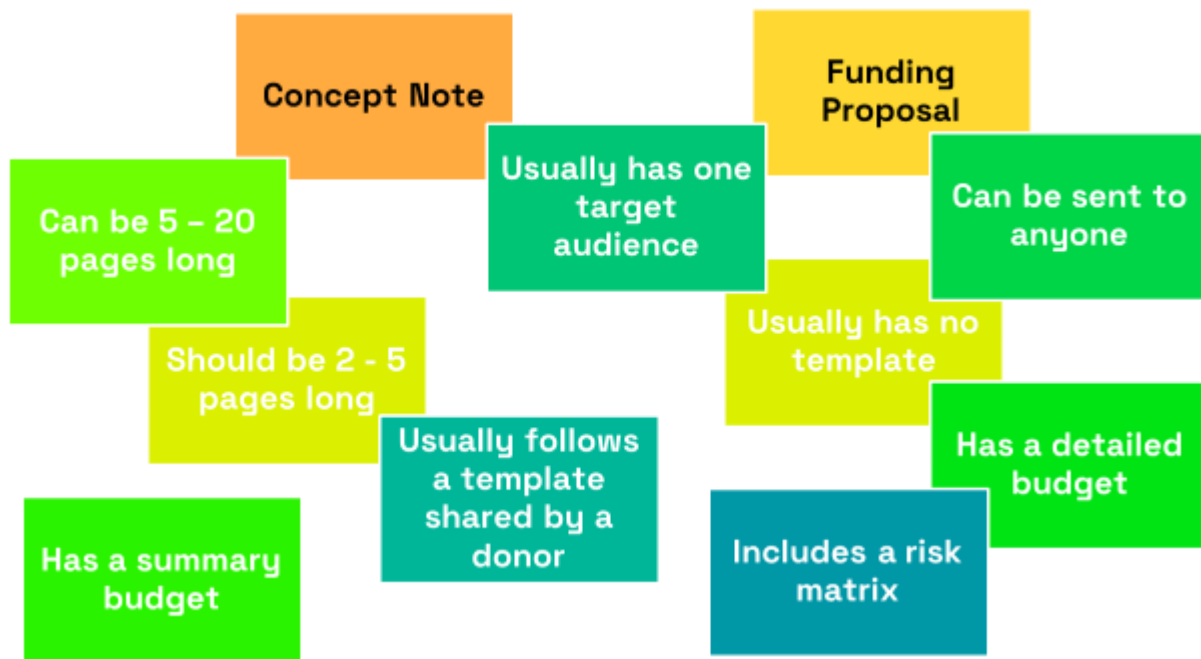
ASSESSMENT FOR LEARNING - take a note of the matching choices made by the participants to see if they already have a good idea of the difference between funding proposals and concept notes. If they do then this will make it easier for you to progress with the session.

As a summary for this exercise, explain that a concept note should be the first place to start when looking for funding. It can be written up in a format that you decide and can be sent to anyone who might be interested in your work. In contrast, a funding proposal will typically be written when a donor has an established template, with many more sections, such as a risk matrix, logframe or a detailed budget, which must be entered on a pre-designed template. It is likely that for the participants you are working with, concept notes will be a more relevant form of fundraising. (However, you can refer to more advanced sessions on funding proposals for the occasions when RLOs are required to complete funding proposals).

- ## 00.20 Display the next slide to introduce the next activity

A concept note follows a logical sequence and is designed to get the most important information across in the most efficient way possible.

Request that as a large group, the participants verbally put the following elements of the sequence in the correct order. You could also write them down on the flipchart. Allow the participants a few minutes to organise the statements below.

- So give us money please, specifically give us *this* much money
- We will prove we have addressed the problem
- Hello
- We can address the problem and this is what we will achieve
- This is the problem
- We are the best people to address it, and we can prove it

Hopefully they will select the following order:

1. Hello
2. This is the problem
3. We can address the problem and this is what we will achieve
4. We will prove we have addressed the problem
5. We are the best people to address it, and we can prove it
6. So give us money please, specifically give us this much money

Ask the participants if they can identify what each of these sections is usually called. When you have had some responses show the next slide or explain the section headings.

Section	Statement
Introduction	• Hello
The Need/Barrier/Challenge	• This is the problem
Objectives and Activities	• We can address the problem and this is what we will achieve
MEAL	• We will prove we have addressed the problem
Credentials and Expertise	• We are the best people to address the problem and we can prove it
Budget	• So give us money please, specifically give us this much money

Explain to the participants that this is all a concept note really needs, and each section does not need to be long. Go through each section and describe in more detail what each one means and ask the participants to share examples of the kinds of things they might put in each section.

- ## 00.40 The Pre-Writing Phase

Before writing anything down, it is important that you have planned out the structure of your concept note and you are confident with what you will be putting in it. In the next activity you will plan out a brief concept note, and before writing it down you will share the details with the rest of the group in a two minute presentation.

Divide the group into two smaller groups. Give each of them a sheet of A3 paper, and ideally some sticky notes. Ask the groups to divide the sheets of paper into sections according to the section headings you looked at in the last activity. Ask them to write down ideas for each section on sticky notes that can be moved around or removed, or if you don't have sticky notes, using pencils or erasable pens is preferable. Give the groups 20 minutes to write down some ideas in each section and remind them to refer to things they learnt in previous sessions, such as in the community needs sessions. The information can be written down in rough format and should not be scientific.

As the exercise goes on, keep the pressure on timings. This is the ideas and pre-writing phase so the groups should not get bogged down in details, such as exactly how much to ask for in the budget.

- ## 01:00 Recap on Activity

Pause the activity. Ask some of the participants how they found filling in the sections. If they have struggled then give them a few extra minutes to finish off.

- ## 01.05 Practising The Two Minute Pitch

Give participants the following instructions.

Your concept note should include the information you would be able to share verbally in two minutes. Prepare a two minute presentation on the information you have included in your concept note plan. You have 10 minutes to practise the pitch and to select which team members will be presenting.

- 01.15 Delivering The Two Minute Pitch

On the board or flip chart put the section headings up again. Prepare the two groups to give their pitches. In the opposite team there should be a time-keeper.

ASSESSMENT FOR LEARNING: Suggest that when the presenting team moves from one section to another the observing team signals the recognition of the beginning of a new section. For example, when the pitch moves from the introduction to the problem the observers should signal the shift. This can be done with a body movement like a wave above the head or a light percussive sound like tapping a pencil on the desk. The point of this exercise is to ensure the observers listen to the pitches keenly, and as a challenge to see how clearly each section comes through in the pitch.

- 01.25 Feedback

Give feedback to the groups on their pitches. Go into detail on their different sections and ask the observers to give feedback too.

- 01.30 Take Away Assignment

Assign the two groups to write up their concept notes, or, if they are all from one organisation, to select the one concept note they want to write up to use for fundraising. Assure them that you will have a look at their concept notes in the next session.

Session Five – Project Budgeting and Project Reporting

> **Resources:** Display the **PowerPoint** entitled "Module 11, Session 5 – Drafting a Proposal Budget" to your participants. You will also need your participants to have access to the RLO project and proposal development handout. You will need a flip chart and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to prepare a budget for your project.

You will also learn about project reporting.

Ask the group if they can define the meaning of a project budget and how they have gone about project budgeting. Allow for some responses.

- **00.05 Introduce some of the aspects that will help define project budgeting using the next slide.**

A Project budget is a tool that outlines and estimates the total cost of implementing a project. A budget is used to request for money to implement the project you are writing a concept note or proposal for. It should show the true cost of the project and should have a clear link with the project narrative. Basically, the budget should mirror the proposal.

Usually, donors want to see the true cost of the project and your anticipated income for meeting those costs. What this means is that the budget should clearly show expenses and income related to the project. The income of the project and the cost should balance, that is to say that they should be equal.

The person involved in writing the project narrative is the best person to start writing the budget with inputs from the treasurer or finance officer. The team should review and approve the final budget before attaching or sending the proposal.

Ideally the budget should be started after the project narrative because then you will have a clear picture of the costs you might need.

- **00.10 Display the next slide on Part 1: Components of a budget.**

1. *Income* - *Income is equally important while writing a grant proposal because it shows how you intend to cover the cost of the project. Some project budgets can be exceptionally large and sometimes beyond what one donor can support, therefore, it would be good for your RLO to try and find or match other sources of income to cover the other expenses related to the project. In some cases, some donors would like to know and see your contribution to the project. Here you want to list any type of income that will go into the project. This income can be received through:*
   - *Grants/Contribution: This can be the amount you are asking in the proposal*
   - *Earned Income: This is from fees charged or even sale of goods or through an income generating activity within your organisation*
   - *Grants received from other donors for the same project or a cost that is jointly shared.*
   - *Membership Dues*
   - *In-Kind Support: This is anything given to you not in the form of money but can go towards the project implementation. This can include support such as volunteer services, an existing learning or operational space or even equipment that can be used in the project. You will need to list them with their value.*

Ask the participants if they agree with this list and this section of the budget. Have they previously been including it in their budgets? Allow for some responses before moving to the next slide.

- **00.15 Display the next slide on Part 2: Components of a budget.**

2. *Project Expenses and Costs: These are different types of expenses or costs associated with implementing your project. They can be:*

Direct Project Costs: These are the costs that are necessary for the project to be implemented smoothly and all the expenses that you will incur while implementing the project. They are specific to the project. They can also be divided into:

   - *Staff Costs - These are the costs of all the staff who will be working on the project, whether full time or part time. When estimating the cost of the project staff you should also consider the time it will take your treasurer and your management committee to manage the project.*
   - *Non-staff costs - These are all the direct project costs that are not associated with staffing but are necessary for the project to be implemented. When coming up with these costs, try as much as possible to break down the*

activities and justify them in the project narrative. If the project is multi-year (that is running for more than 1 year) please factor in the inflation rate while costing subsequent years. The inflation rate is the percentage rate of change in prices of items over time. Please note that when you are writing your budget and want to include costs such as buying a computer or undertaking construction, it is a good practice to obtain at least 3 quotations from three different suppliers to help with the final estimation of the cost which you put in your budget.

Indirect Project Costs / Overheads / Operating costs *– These are costs that are needed to run the organisation but cannot be directly linked to any specific project. However, they are necessary for the implementation of the project as they support the project indirectly. They include rent for the organisation, Utilities (Water and Electricity) Security, office supplies, office internet (this is not the same as internet needed for a learning program, that is a direct cost), printing and stationery and so on. It is good practice to keep the indirect costs to a minimum percentage of 30% of the total project direct costs.*

Ask the group if they agree with this breakdown of Project expenses and costs. Also find out how they have been allocating project expenses in previous proposals. What have they called direct costs and what have they called indirect costs?

Make notes on the flip chart of their feedback.

- 00.30 Display the next slide on Budget Narrative.

When developing a budget, it may be helpful to have a separate column that has a few notes on the budget lines. This is not to replace the need for the same expenses to be justified in the proposal itself. It is instead to work as additional supporting notes to help the reviewer quickly see the relevance to the costs. It also helps show how certain figures were arrived at and what is entailed in them.

In summary, for a project budget to be complete, the income and the project costs should be equal. Please refer to [this link for a template](#) that can guide you on the structure of the budget.

Do you agree with this? Do any of you have any additional feedback or questions on the budgets?

Allow the participants to give feedback and take note of their questions. Remind the participants to look at the handout, especially part 5 for more information, examples, and templates of the budget.

- **00.40 Display the next slide on Project Reporting.**

Should a proposal be successful, and your RLO is able to access funds to launch or run a project, it will then be vital to share timely reports with donors. These reports may also come useful for accessing future funds when shared with other stakeholders.

Reports are used to clearly inform interested stakeholders how your projects are developing according to the objectives clearly set out in the project proposal and design. A report should correspond to the specific planned outputs, outcomes and impact, as well as the budget and workplan. This will ensure objectives are being met within the set time frame and funds are being properly utilised.

Not all reports are the same. A donor may request a report by a certain deadline and ask for more detailed and specific information to assess the project's value such as the cost-per-participant. On the other hand, you may choose to share a report with other stakeholders including local officials, partner organisations and also fellow community-members. Each stakeholder will have different preferences on what they want to know about your activities and have different ideas about what is a successful impact. For example, while value-for-money may be a donor priority, local officials may want to understand how your programmes are supporting local policy objectives. You may choose to share detailed inspirational personal stories with fellow community members and other RLOs. It is important to adapt reports to specific audiences.

How you report about how you prove impact will determine what information and data you have available to share with stakeholders. It is therefore important to plan your monitoring and evaluation methods according to what type of information you want to share and with whom. This will make your reporting writing process easier. In particular, some people may be more interested in key figures, such as percentage increases in the number of children attaining higher grades. Numbers can be presented in graphs and tables to read more clearly. Other people may prefer more photos or films telling a story of success. Therefore, you need to make sure during your M&E designing you cater for all the aspects that need to be reported on.

Refer to the handout for a template for a [donor report](#).

Ask the participants the questions below and allow for some feedback on each of the questions. Be sure to make notes on the flipchart.

- How have they been reporting to various stakeholders?
- Which stakeholders do you usually report to?
- How often do you report to the various stakeholders?
- Do they have a template they use?
- Does it include the sections in the handout or does it have anything else we may have left out?

- **01.10 ASSESSMENT FOR LEARNING (AFL):**

We have now come to the end of the session and the module. Be sure to have the RLOs make this information as practical as possible by encouraging them to keep practising and writing proposals.

Session Six – Drafting a Full Funding Proposal (Optional)

> **Resources:** Display the **PowerPoint** entitled "Module 11, Session 6 – Drafting a Full Funding Proposal" to your participants. You will also need your participants to have access to the RLO project and proposal development handout. You will often refer to the handout so make sure all participants have access to Part 4 of the handout. You will need a flip chart and marker pens. This session is very knowledge intensive therefore keep encouraging for feedback from participants as often as possible.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to draft some of the important sections of a full funding proposal that are usually required by donors.

You will also learn about the overall proposal structure.

You will learn about logframes.

You will learn about a theory of change.

You will learn about some monitoring and evaluation frameworks.

You will learn about risk assessments.

You will learn about work plans.

The session will be very intense, and I want to encourage you to ask as many questions as possible, take many notes and share your own experiences.

- **00.05 Display the first slide and introduce the module.**

Now that we have gone through the underlying principles around proposal writing, we can move on to discuss how to draft a full funding proposal. It is important to note that most donors already have templates for the sections below, but it is important to learn about them and understand the thinking your RLO would need to apply when dealing with those sections.

Before beginning to draft your proposal make sure to carefully check eligibility criteria, the word count and if any supporting documents like a logframe, theory of change, budget, or risk assessment are required. If you have concerns, see if the

selected donor can provide clarification. This information is generally available on the application or the donor's website with a contact given.

- 00.10 Display the next slide on the Proposal Structure.

This section gives a brief description of each section. Please refer to Part 4 of the handout for more information, notes on details of each of these sections.

As you go through each section allow participants to share their feedback and approach to each of the sections. They can also share what they have been including in each section or what they would include now with the understanding from the previous sessions.

Section	Description
Project Title	This is a summarised statement explaining the vision and aim of your project. It should be straight to the point and relevant to the donors required expectations.
Problem Statement/Background to the Problem	Provide a background to your organisation, the vision and mission and then the background to the problem or context including details on the problem being addressed.
Action Plan	Outline how you intend to tackle the problem(s) identified. It is a section where you summarise the project in a few sentences explaining what change you hope will take place as a result of particular activities over a specific timeframe. Mention how many participants will be involved and affected directly and indirectly.
Evidence for Success	Provide existing evidence supporting your methods to tackle the problem(s) being addressed. Try to use multiple sources of evidence and highlight how you know it is valid. This means explaining how the evidence was gathered in a way that it is accurate, recent, and relevant to the proposal. This section can also be used to show that other stakeholders will approve of and want this project to go ahead.
Stakeholders	This section should highlight: Who will be included in the project? How do you choose participants? How is your project inclusive of marginalised groups? How do you account for participants who may have specific needs for instance, children with disabilities?

	Will there be any tensions between participants and stakeholders? Does your project support national or international goals? Does the project align itself with the donors strategic objectives?
Expected Results	Highlight what you expect to see in the short and medium term following your project. They should be SMART goals.
Impact	Highlight what you hope to see in the long-term following the results from your project outcomes. The impact section highlights how your expected results connect with your border vision for positive change in your community.
Sustainability and Exit Strategy	Show how the project will continue to provide benefits to the community even after the proposed project ends. It is also the point where you can show what it will take to increase the reach of the project.
Capacity to Deliver	Outline why you are in a strong position to deliver your proposed plans, highlighting the skills and experience of your organisation. Try to provide examples of where you have delivered similar projects and interventions. You may even give background to certain staff members involved to showcase their skills.
Other points	This can include mentioning how your organisation will consider safeguarding and protection of project participants, environmental considerations and such.

Explain to the participants that when drafting a proposal, it is important to avoid using personal pronouns such as I will, or We Will, use third person pronouns such as The organisation has or will do, the RLO has, and so on.

Do you agree with this list? Are there any other sections we may have left out?

Allow for feedback before moving onto the next slide.

- **00.20 Display the next slide on Logframes.**

A log frame is the shorthand name for a logistical framework. They are a way of visually demonstrating how inputs (resources) enable certain activities to overcome a well evidenced problem and lead to positive outcomes of differing scale. Logframes can be quite rigid blueprints and cannot easily show all the complex

interactions between project activities and different outcomes. However, donors often make them a requirement, and they do prove helpful in highlighting how a project works in more simple terms to different stakeholders.

Display the next slide with a logframe template.

	Summary	Indicators	Means of Verification	Risks/ Assumptions
Goal/Impact				
Outcome				
Output				
Activities				
Inputs				

Logframes use vertical thinking, starting with the goal in mind and showing what it takes to get there.

- ***Goal/Impact****- the overall aim of the project. Consider how this fits into the RLO's vision.*
- ***Outcome****- the purpose. What will be achieved, who will benefit, by when?*
- ***Outputs****- the specific measurable results generated by a project activity*
- ***Activities****- what tasks need to be done to achieve the desired output?*
- ***Inputs****- the resources required to deliver the activities.*

Logframes also use more lateral or horizontal thinking to show how it is possible to know when aims are being met and what needs to take place for this to happen. Things to consider are:

- ***Indicators****- what data will show that each level of the logframe is being achieved?*
- ***Means of Verification****- what tools (For example, attendance sheets, and are used to collect data needed to indicate success?*
- ***Risk/Assumptions****- what needs to take place in order for the project to go as planned at each level?*

It is important to note that a logframe is a visual way of summarising a project already designed, it is not project design itself. This means it is important to not get too fixated on the way the logframe is designed – after all, it is not a lock-frame. Activities and targets may need to be adapted overtime based on your observations and project activities.

Refer to the handout for more details on this section. Ask the participants.

Have you ever worked on a logframe? What was your experience like?

Allow for some responses before moving on to the next slide.

- **00.30 Display the next slide on Theory of Change.**

The theory of change (ToC) is rather similar to the logical framework in that it also highlights the flow of connections between short-term outputs and long-term outcomes and impact. Critically though it is different in that it is able to visualise the bigger picture or broader context in which the project is situated.

There are multiple ways in which you may decide to create a theory of change. Most commonly there are a series of boxes connected via arrows showing how different activities link to different outputs and outcomes and how all of these pathway's feed in the broader goal/impact. This means that unlike the more rigid one-way logical framework, a theory of change could demonstrate cycles within the project. For example, an outcome may be increased income, but then that income may be used for specific purposes which feed into other outcomes or even back into the project activities themselves. This makes a theory of change often rather messy and complex, with many arrows and pieces of text. A supplementary narrative may be required to explain the diagram if it is particularly confusing but try to ensure the reader has some chance of understanding the processes being outlined.

Developing a theory of change is actually an extremely useful design process and helpful to create before designing the logframe. This is because a good theory of change will highlight all aspects of the logframe but go further to explore the local and broader context and show connections between risks and assumptions and project goals. A theory of change can:

- *Outline the problem statement,*
- *Show how different stakeholders can support or benefit, as well as potential risks for negative results*
- *Show how other on-going or planned projects may be complementary*
- *Describe what specific factors enable the project to take place (For example, pre-existing access to specific resources such as an office*

Display the next slide with an example of a logframe. For a clearer view, the participants can also refer to the handout.

Refer to the handout for more details and examples on this section. Ask the participants.

Have you ever worked on a theory of change? Does your organisation have a theory of change?

Allow for some responses before moving on to the next slide.

NOTE: If you feel the participants are getting fatigued with information, try and engage them in an ice breaker before moving onto the next slide.

- ## 00.40 Display the next slide on Monitoring and Evaluation.

Monitoring is the ongoing tracking of project implementation and performance, regularly assessing inputs and outputs. This supports short-term management and planning exercises.

Evaluation is when you review a project critically through an in-depth assessment, questioning whether the project is achieving the kind of change you expected.

*Monitoring and evaluation is the process through which we can assess whether a project is successful or not. M&E is a powerful design tool to ensure actions we take in our projects are as effective and efficient as possible. The M&E process can collect a wide range of data to learn how to **improve impact**, **ensure accountability** to key stakeholders and to **develop an evidence base** to share and support advocacy efforts which influence policy.*

In a proposal, it is important to reference your plan for monitoring the progress of a project and what will be evaluated and how to demonstrate your project is having the change you expect to see. It tells donors and other stakeholders what they should expect to learn from you and whether your RLO has the capacity to understand changes taking place and adapt overtime to ensure maximum success.

*Monitoring inputs and activity outputs is useful to show your project's **reach** and **capacity** to manage planned activities and deliver within the set time frame. Tools to do this are generally less complex; Generally, data collected during monitoring processes is more **quantitative**. This means data has more to do with quantities, numbers. Can you give examples of this?*

Allow for some responses from participants before moving on. Remind them to refer to the handout for more information.

*Tracking inputs and activities is necessary, but it does not show whether you are meeting your project's outcomes or having any real impact. Outputs do not show what difference you are making. In other words, you cannot assess the **causative links** between output and outcome.*

In order to measure outcomes and impact, more methods must be used to evaluate if your project has caused a change. This firstly requires you to work out what it is you want to specifically investigate. For example, you may want to investigate how children attending a course in basic English has improved broader learning outcomes. To do this, you may choose to compare before and after results in an

English language assessment with course participants and compare these results to children who did not access the course. The purpose of this is to try to find where a change is taking place and how this links back to your inputs and activities. This also means **testing your assumptions**. You may assume that children participating in your English course will have better results afterwards compared to children before taking the course. However, you are assuming children may not have access to other support. This shows how there are different variables which need to be tested in order to highlight how your course in particular leads to a positive change. As such, in your proposal it is important to highlight what assumptions are being made. This will also help you decide what to investigate in order to demonstrate if your activities are leading to the expected outcomes.

Numbers may be able to show and suggest why a change takes place. However, **qualitative** data is also extremely helpful, and some things just cannot be quantified. Qualitative data is all about noting **how someone feels** or perceives something. Methods to collect this data include interviews, focus groups, photographs, videos. The information is personal to a particular individual and is a way for them to share what they think about something. This can reveal **the story** behind numbers and enable you to see unknown factors influencing the project outcomes. As qualitative data is more about personal feelings and stories, it is especially useful for a RLO's communications as people can more easily relate to a personal story than a graph or table of numbers.

When outlining your M&E plan, there are some key things to consider:

- Is it focused and relevant to the project goals?
- What type of data are you looking for? Is there a balance between numbers and more qualitative data?
- Who will do it, and do they have the capacity and support from others?
- Are the data collection methods ethical? For example, is there a plan to ensure the identity of participants remains hidden?
- What is your timeframe? How regularly will you collect different types of data?
- Is the M&E plan feasible- what resources are available?

Once you have decided upon some key things you want to investigate throughout the project, an important first step is to establish a **baseline**. A baseline is information that is gathered before the project begins. Data collected at a later date can then be compared against the baseline to show a change has occurred. Although it may not show why the change happened.

A final consideration is to show the donor how your project achieves **value-for-money**. Can someone please explain what this means?

Allow for some responses before moving on.

*Value for money is something donors are especially interested in, for better or worse. To do this, we can calculate the **cost-per-participant**. To calculate it, you take the total cost of the project and divide it by the number of participants it reaches.*

As a general rule, donors want a project's cost-per-participant to be reasonable compared to the expected outcome. Most donors are looking for good value for money -- so that means a low cost per participant. Although, if a project is too cheap then they may question its quality.

Encourage the participants to keep referring to the handout and to asking questions, giving feedback with their personal experiences and overall keep active participation.

Refer to the handout for more details and examples on this section. Ask the participants.

How does your organisation do their M&E? Is it only related to project activities or do you have a larger M&E process that runs throughout the year that is aligned with your organisation's strategic objectives?

Allow for some responses before moving on to the next slide. Remember there are no wrong answers, keep encouraging participants to share feedback and their personal experiences.

- **00.50 Display the next slide on Risk Assessment.**

In recent years many development organisations have become increasingly fearful of taking risks. This has in part been driven by the donor's demands for investing in the safest options. However, community development work will always include risks- there is no such thing as a 'risk-free' option. In fact, avoiding risk entirely may block innovation and actually cause more harm than good.

Nevertheless, donors and other stakeholders will want to know that you have conducted a thorough risk assessment to ensure any risk-taking will be informed by evidence and detailed analysis, and that certain decision-makers can be held accountable.

One thing to note is that risks are ultimately subjective. This means that the level of risk will be understood differently by different people depending on their experiences and position. Therefore, producing a risk assessment and deciding which risks are worth taking will require a lot of knowledge sharing and joint decision-making. This is especially true for the relationship between RLOs and far-away donors given that donors may not understand the full realities of the local

context and have different understandings of an appropriate response. It is therefore important to include as much detail and evidence as possible to convince non-local stakeholders that risks have been fully recognised and plans adjusted to work around or with risks accordingly.

Here is an outline of the general risk assessment process.

1. **Prepare**: List possible risks and determine their likelihood of taking place
2. **Appraisal**: Planning risk responses and more detailed analysis of different risks
3. **Decision-making**: Presenting risks to leadership who will then assess the risks, including against current budgets, and make decisions on whether to continue
4. **Implementation**: Continuous monitoring and review

There are three key categories of risk. They are:

- **Contextual Risks**
- **Programmatic Risks**
- **Institutional Risks**

Refer to the handout for a sample of a risk assessment template as well as the structure of it. Ask the participants.

Have you ever evaluated your risks as an organisation? Does your organisation have a risk assessment? If they do, please share some of the risks you have included, and if they do not, what risks do you foresee including now?

Allow for some responses before moving on to the next slide.

NOTE: If you feel the participants are getting fatigued with information, try and engage them in an ice breaker before moving onto the next slide.

- 01.10 Display the next slide on Work Plans.

A work plan (also known as a Gantt chart) is a tool which shows how your activities will be sequenced over the course of the project timeline. Work Plans can simply show activities per week, month or year. Depending on the desired level of detail, they can also be more complex to include budgets, specific inputs, expected outputs and outcomes and individual staff responsibilities.

At the design and proposal writing stage, drafting your work plan is useful to check that your planned activities are realistic and achievable within the time frame you have. In the proposal, it demonstrates to the donor that the project is realistic and achievable.

At the implementation and monitoring phase, it then provides a tool to monitor your implementation – are you progressing at the expected rate? If activities are delayed, what effect will this have on later plans and the overall progress of the project? Regularly checking progress against the workplan and editing if needed should be done by both project management and M&E teams.

Display the next slide with a sample of a simple work plan. Refer to the handout for examples on the work plan as well as more information on this. Ask the participants.

What has been your experience with work plans, have they been simple or complex? Can you please explain your thinking behind your work plan?

Allow for some responses before concluding the lesson.

- 01.20 ASSESSMENT FOR LEARNING (AFL):

This lesson is bound to take longer than 1:30, so try and make sure you keep having breaks, engaging participants with ice breakers. During the discussions try to make the sessions as interactive as possible by encouraging the participants to really think realistically about their proposal writing process and giving their personal experiences to each of the sections. Try and make sure that participants actively participate, making sure to choose different participants to respond to different aspects. Engagement is key.

Module Summary

By the end of this module, the RLO should have a clearer idea of how to go about proposal writing in order to fundraise for community projects. Proposal writing is a process that takes a lot of practice to get good at, despite how tedious a fundraising initiative may be, encouraging the RLOs to be consistent by applying for opportunities but to ensure that their applications are strategic and worth their while so as to keep learning.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead as well as the Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learnings and links to on-line resources that include reference to the RLOs examples too.

Module 12: Managing Community Projects for Donors

Introduction to the module

Once you have successfully applied for a proposal, and have received funds from a donor, you will need to manage the project. This module is about bringing all the aspects about managing a project for a donor successfully. This module discusses managing projects with the expectations that different donors may have. This module also discusses more on ensuring your logframe, workplan and budget align with the project to achieve success. It also discusses ensuring you report effectively for donors expectations.

Informally, the module should also bring into consideration the management of multiple projects and multiple expectations from different donors and give insight as to how the RLO always meets the expectations of each donor and stakeholder.

Before going through this module, we advise that the RLO has gone through or has a thorough understanding of the following modules:

- Resource Mapping
- Proving Impact
- Financial Accounting and Management
- Safeguarding
- Proposal writing for community projects

We recommend that the participants especially should have completed the previous module on proposal writing for community projects. This is because this module makes a lot of reference to the contents there.

Session One – Managing Donor Expectations

> **Resources:** Display the **PowerPoint** entitled "Module 12, Session 1 – Managing Donor Expectations" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will also need flipcharts and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module, we will be picking up from the proposal writing module by discussing how to manage different donor expectations.

Can we begin by having a recap of the previous module, can we share some of the highlights?

Allow for some responses from the group before moving to the next slide.

- **00.05 Show the next slide on Donor Categories.**

What are the different categories of donors and their priorities as we discussed in our previous module?

Allow for some responses and/or prompt responses with the bullet points below.

- Individuals: Personal experience, want to make an impact, existing relationship, more emotional in approach, less about evidence-based programming

- Corporates: Also have a personal and emotional approach, but they are also huge on the PR social benefit and impact (CSR) and the strategic benefits of supporting that work, they are also keen on evidence-based programming.

- Institutional donor: Not personal or emotional, they pay close attention to evidence-based programming, strategic benefits of your work as well as the PR social benefit and especially need your work to align to their own

strategic objectives as well as political interests (overarching government agenda, involvement of hosting communities, gender inclusivity and related issues, democratic approaches to programming and so on.

- Trusts and Foundations: Usually look for a personal or emotional connection, and also pay close attention that your work aligns to their own strategic objectives. They are keen on evidence-based programming and less about the return PR or social impact.

- Attendees of events: Personal experience, emotional in approach, have an appeal to the PR and a huge return on goods, services, and experience.

- 00.15 Display the next slide on Donor Exclusions.

Ask the participants.

Now that we have discussed some of the categories and priorities of the donors, now let us discuss what could be the possible exclusions to funding from the same categories.

You can divide the participants into each of the categories, so that each group looks for possible examples in each category. Allow them to discuss for about 5 minutes and then ask for feedback. Encourage other groups to add in as well. You can use the bullet points below as reference.

- Individuals and Attendees of events: No personal and emotional connection, not a location they relate with or understand.

- Corporates: Do not see strategic benefit or PR benefit of your work.

- Institutional donor: Do not align to their strategic objectives or political objectives, you lack capacity to measure success.

- Trusts and Foundations: No personal connection and do not align to their strategic objectives.

- 00.15 Display the next slide on Types of Funding.

Ask the participants.

Can you recall some of the types of funding you can receive from a donor as we discussed in our previous sessions? Where possible can you give practical examples of any funding you may have received previously and describe how it was structured.

Allow the participants to discuss in pairs and allow for some responses. You can align the feedback into these two broad categories.

- With **restricted funding**, the donor expects the funds donated to be only used for particular expenses that must have been pre-approved before the start of the project and remain constant throughout the project period.
- With **unrestricted funding**, the funds are donated to be used how the organisation applying for best requires and needs them. They are usually more flexible and can be used for multiple purposes.

Regardless of how that funding is to be used and utilised, we need to manage the donors expectations.

- 00.20 Display the next slide and introduce the next activity.

Ask the participants to get out a piece of paper and a pen. Then, ask them to make a list of all the expectations you have for yourself and then make another list of all the expectations other people have of you. Give them at least five minutes to complete this exercise and then ask them to reflect on those expectations with the questions below. Remember to allow different participants to answer different questions and to give different perspectives on the issues and to encourage participation. Also encourage different viewpoints so keep prompting responses from different participants.

- How do the expectations you have for yourself make you feel?
- How do the expectations others have for you make you feel?
- Who places the most expectations on you?
- How does that make you feel as you deal with that 'person' above? (It also could be abstract and not necessarily a person, like society)
- How have the expectations affected you, psychologically, socially or physically?
- How have you managed these expectations?
- Has this method of managing expectations been working for you?
- How do you want to manage expectations in the future?
- Is it important to think about managing expectations?

Sometimes, in order to responsibly manage other people's expectations, it is important to also understand how to manage your own expectations of yourself. Make sure the expectations you have on yourself are carefully thought out, realistic, achievable, and most importantly work for you.

When it comes to managing other people's expectations of you, it is important to ensure that those expectations also align with what you would want to achieve for yourself. Such that it would be unfair to feel pressure to achieve someone else's expectations for you if they do not or cannot fit into the goals you have for

yourself. Yes, sometimes, it is ok to have other people push or pressure you, but only if it is for the better and is in line with something you can do.

Therefore, when it comes to donors, the same concept applies. Target donors who you know can work within your own existing capacity as an organisation. Make sure you do proper research to understand donors' expectations, and this can be through reading their annual reports, blogs on websites, and so on.

It is important to work with people you know can work with you. Also give your organisation time to grow by targeting donors who you know you can meet and manage their expectations. This is by no means meant to encourage you to push yourself for the better and to aim higher, but in that be realistic. Be disciplined in your growth and always seek mentors to also help you manage that growth realistically.

Then, once you get funding from a donor and you understand what type of funding it should be and how you should utilise it, then do your best to manage that professionally and effectively so as to build your portfolio as an organisation for the better.

That said you can also try the following:

- Deliver results and the expected outcomes to your donors every time: Be sure to complete projects as you intended to. Be efficient and true to what you said you would do. This will also help build your portfolio as well as your image as an organisation.
- Communicate with your donors regularly: Whether it is during the project or after, try and maintain a means of communication and identify appropriate channels of communication that work for them. Be sure to also communicate your value and especially how their donation has added value to your project or your organisation. Report frequently even through social media and demonstrate the impact.
- Get to know your donors: Make every partnership a personal one, and value the growth of each donor and the role that each donor is contributing to your organisation.
- Create a sense of community with your donors: Make them feel part of the process and of the change.
- Be transparent and accountable: Put policies and systems in place that will help you minimise the risk of a donation. Work towards constantly growing and being flexible to adapt to changes but also being truthful and accountable for the resources or funding given.

- 01.15 ASSESSMENT FOR LEARNING (AFL):

Throughout the session, get participants to reflect on their donor relationships and how they have managed expectations. There is no way that is set in stone because every donor, engagement and partnership is different, but it is up to every

organisation to uniquely understand their own capacity, strengths and abilities and match that with the donors expectations. When that is done, be sure to exceed expectations and create a lasting impact.

Session Two – Understanding the Basics of Project Management

> **Resources:** Display the **PowerPoint** entitled "Module 12, Session 2 – Understanding the Basics of Project Management'" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need papers, different coloured marker pens, a flipchart, cello tape, string, and manilla papers.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about the basics of project management

You will also learn about connecting the logframe and the work plan for achieving success in your community projects.

- **00.05 Introduce the basics of Project Management.**

What is a Project?

Allow for some discussions in pairs and then ask for responses before aligning their feedback to the definition below.

A project is a series of tasks with a specific objective or deliverable that should be completed within a particular timeline, and upon completion a product or service is created.

What is Project Management?

Allow for some discussions in pairs and then ask for responses before aligning their feedback to the definition below.

This is the discipline of planning and executing projects. Project management seeks to achieve defined goals by using plans, schedules, and resources to execute project activities within a set timeframe. For a community project, the project goals and objectives are defined by the organisation that applied for the funding, but they have to align with the donors' expectations. The project management process has five stages they are:

- ● ***Initiating:*** *This is the starting phase where the project manager must prove that the project has value and is feasible. This is usually when the*

organisation works on a proposal for the community development project and submits it for approval.

- *Planning: After the project proposal has been approved, the project moves into the second project management phase: project planning. The goal of this phase is the creation of the project plan, which will be the guide for the next two phases. The project plan must include every component associated with the execution of the project, including the costs, risks, resources, and timeline. During this phase, the organisation should also conduct a form of a baseline assessment or pre-project assessment that will form the basis that will prove the impact of the project.*

- *Executing: This is when the tasks and milestones outlined in the plan are tackled to produce the deliverable to the donors' expectations. Along the way, the project manager will reallocate resources as needed to keep the team working. In addition, they will identify and mitigate risks, deal with problems, and incorporate any changes.*

- *Monitoring and Controlling: This stage usually takes place concurrently with the execution phase of the project. It involves monitoring the progress and performance of the project to ensure it stays on schedule and within budget. The progress is usually indicated in a work plan that the donor can also use to monitor project milestones. Quality control procedures are also applied to guarantee quality assurance concurrently during the execution phase.*

- *Closing: During this phase, the final report with the deliverables met are presented to the donor. With some donors, this stage will also include a financial reconciliation of any funds given or an audit of how the financial resources were used during the project period. Once approved, resources are released, documentation is completed, and everything is signed off on. At this point the project manager and team can conduct a post-project evaluation to evaluate the lessons learned from the project. Depending on the project, the closure phase may include handing over especially if resources were given for the period and not donated to the organisation. In this case, it is the job of the project manager to ensure such a transition occurs smoothly.*

Who is a Project Manager?

A project manager applies project management methodologies to create a plan that establishes the resources, tasks, milestones, and deliverables necessary to meet the donors' requirements. They must cover all areas of the project related to:

- *Integration*
- *Scope*
- *Time*
- *Cost*
- *Quality*
- *Procurement*
- *Human resources*
- *Communications*

- Risk management
- Stakeholder management

A project manager is also responsible for the coordination of resources needed for the implementation of resources.

- 00.25 Introduce the First Activity.

This activity is best suited for members of the same organisation. Please do not do it if you have mixed participants, if you do have a mixed session with participants from different organisations, try and get them to divide themselves into groups of one organisation. It is important that there is enough time to do this thoroughly and to spend the time debriefing it to ensure value is gained from this activity. If the team is large (more than 10 people) consider doing this in smaller groups of people in various departments. Sometimes the discussion may get heated, we therefore recommend you brush up on your negotiation and conflict management skills.

Follow the instructions below:

First, give each team member a piece of paper.

Second, ask each person to write their name and job title at the top of the paper. Ask them to think of a project they are all working on together.

Thirdly, ask them to list the 3 KEY roles they are responsible for in a particular project. (They should not list every task, but instead key roles.) For example, a key role would be "manage logistics for company meetings," not "reserve the room, or send out the invites."

Give them five minutes to complete this. When they are finished, collect the papers and tape them at the front of the participants or on a manilla paper. Try and hang them on a wall or a space that can be viewed clearly.

Next, ask each person to come to the front and share their key roles. The team can ask questions and/or make suggestions to add/delete/or change the key roles until everyone on the team agrees about what is written on each person's paper.

Afterwards, get each person again to choose a different coloured marker. If you have a large group with people using the same-coloured markers, get one person to draw a straight line, another a dotted line and so forth. Or to write initials by each line. Be sure to indicate at the bottom which line belongs to which person as they finish.

 Again, ask each participant to come to the front and review each other person's role in the organisation. As the team review's each role, anyone who delivers or supports that person in their key tasks should draw a line from their paper to the paper of the role they support using their unique colour or line-style. Be sure to draw an arrow at the end of the line pointing towards the paper to which something is provided for

that role. In small letters along the line, write what is provided. Repeat until all the roles have been reviewed.

Then, ask all the participants to gather together and look at the work and flow of work.

You can ask the questions below to get feedback on the exercise.

- What have you learned about the roles on this team that surprised you?
- What, if any, red flags do you notice about our roles and responsibilities?
- Could something be streamlined or simplified?
- Is there anything missing?
- What, if anything, could be reorganised or redistributed to increase efficiency?

Remember to keep prompting different members of the group to answer different questions and to give feedback. Encourage alternative views and perspectives and open sharing.

The purpose of this activity was to first, understand the roles of each team member as seen by themselves and as seen by others in the organisation. This is important during project management because it enables everyone to have clear roles and expectations.

Secondly, it was important because it helped us visualise how the team member's roles intersect. During project management, there is a lot of work that needs to be done together and requires the support of particular team members. This helps us see how important everyone's role in the team is and how each of those roles work towards the execution of project activities. It also shows that there are no small roles in the team.

Thirdly, identify duplication or redundancies. With project management, some roles or activities may be completely unnecessary or are being done by many people therefore wasting resources. This activity helps us see where this may be as well and then make us adapt to those changes. It also helps us see in a particular project how we can be more efficient in our activities and maximise our resources for success.

Next, it has helped us chart out the flow of processes. This is important in project management because it shows how one person's roles and activities feed into another's and how that flow contributes to overall project success. Then, it helps us identify potential bottlenecks within which the project implementation may be affected. These may be bottlenecks that can be avoided or require the entire team to evaluate and see how to improve efficiency.

The activity also helped us to evaluate equity in responsibilities. Even though every project is unique and therefore every role in every project is unique, this exercise is

important to help organisations see how well they are distributing roles in a particular project. It also helps different team members assess if they are the right person for the role or if that role requires more support. With project management, careful assessment of each activity and the role it would play to achieve that activity is critical for success.

When there is a lack of understanding of the roles and responsibilities of your team members and how they fit into the project plan and the project outcomes there is usually confusion, inefficiencies, and conflict. It will also mean that one person would be carrying a lot of the weight and that is why involving relevant team members and thoroughly taking them through the project outcomes, goals, activities and collaborating on developing the right roles will lead to successfully managing a community project.

Ask the participants.

Can you think of any other ways to discuss roles and responsibilities?

- 01.25 ASSESSMENT FOR LEARNING (AFL):

Every project is unique and will present a unique opportunity for the organisation to innovate its approach so as to achieve success. Ask the participants what their usual project management cycles involve. What aspects can they take from this, how can they adapt their existing methodology for better success. Give them a day to think about this and to come back with feedback on the application.

Session Three – Project Management in Action (Work Plans)

> **Resources:** Display the **PowerPoint** entitled "Module 12, Session 3 – Project Management in Action" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need participants to have access to a logframe, workplan and budget which was shared in the previous module. You will need a flipchart and markers.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module we will learn how to plan and manage our projects using a project Work Plan. You already have experience with Work Plans from the module on Proposal Writing -- we will briefly go over them again and then look at how to use them for project management.

- **00.05 Display the first slide on Work Plans**

A work plan (also known as a Gantt chart) is a tool which shows how your activities will be sequenced over the course of the project timeline. Work Plans can simply show activities per week, month or year. Depending on the desired level of detail, they can also be more complex to include budgets, specific inputs, expected outputs and outcomes and individual staff responsibilities.

At the design and proposal writing stage, drafting your work plan is useful to check that your planned activities are realistic and achievable within the time frame you have. In the proposal, it demonstrates to the donor that the project is realistic and achievable.

At the implementation and monitoring phase, it then provides a tool to manage and monitor your implementation of the project.

Today we are going to make a sample work plan that focuses on 3 things: a project's activities, a project's reporting schedule, and a project's main financial costs.

- **00.10 Brainstorming a Project**

Now let's come up with an idea for a project. This project can be anything at all, but to make it most useful for your organisation it would be good to think of a project

that is close to something you can do for real. This pretend project of ours will have a total duration of 6 months -- that is, 24 weeks.

Ask the participants for ideas. Write them down on the board. Within 5 to 7 minutes you should have a good outline for this sample project.

- 00.20 Show the next slide on Planning Project Activities

Great, thanks everyone! Now I want us to plan out project activities WEEK BY WEEK using the template provided. In the first column we write down project activities: the specific things we need to do to make the project happen. Then in the boxes to the right, that correlate to the weeks in the first row, we mark whether that activity takes place or not.

Lead the group in brainstorming the specific activities that this sample project would involve, and writing them in the Work Plan's first column. Use the template provided on the slideshow, or draw one on the board.

Then take them through the week-by-week scheduling for each activity.

- 00.35 Planning Project Finances and Resources

Thanks everyone. Now let's look at the times throughout the project where big financial or resource commitments are going to be needed. This includes: procuring items, hiring new staff, making trips, and similar things.

We are going to write them down as separate activities, and map out their timings too. You can do this under a separate heading, or in a different colour, to distinguish them from the main project activities.

Lead the participants in the activity and write their suggestions on the Work Plan.

- 00.45 Scheduling Project M&E and Reporting

Alright everyone, our Work Plan is almost done. Now we just have to plan our project's M&E and reporting activities! Like the finance and resource section, we can put this in a different section to give it a different colour. So let's say our donor wants monthly reports and a big final report -- let's put those in first.

Lead the participants in this activity. Ask them what specific activities this reporting would entail and write it down for them.

Next let's think about our project's Monitoring and Evaluation -- that is, the way we prove the project's impact. What kind of M&E would this project have? Think back to the module on Proving Impact to get ideas.

Get ideas from the participants and then ask them to schedule in M&E activities depending on their ideas.

- **00.55 Show the next slide on Work Plans for Real Projects**

Thanks everyone: our Work Plan is now complete. We can now use it to track how each and every activity in our project is going. As the project progresses we can change each activity's weekly markers to different colours or different words depending if they are on schedule, delayed, cancelled or completed. How you do this is up to you: some organisations write the words out for each weekly slot -- others have a colour code, such as green for "complete", yellow for "planned", blue for "ongoing", and red for "cancelled" etc, like in this example.

Now I want you to spend the rest of the session creating a real Work Plan, either for an existing project, or a project you want to do.

Give the participants time to complete the Work Plan (around 30 minutes). You can give them brief feedback on it at the end of the session.

- **01.30 ASSESSMENT FOR LEARNING (AFL):**

Work Plans are your main Project Management tool. They enable you to track all project activities -- think of them as a "progress bar" for your entire project. And remember -- a good Work Plan includes ALL aspects of a project, including donor reporting, big finance and admin outlays, and M&E activities.

Module Summary

By the end of this module, the RLO should have a clearer understanding of how to manage a project successfully as well as manage the expectations of donors when it comes to the execution of that project and the reporting requirements. The module should also be able to discuss ways to balance multiple projects from different donors and ensure that the RLO is always able to deliver as is expected.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 13: Gender and Inclusivity

Introduction to the module

It is important for RLOs to understand the importance of gender and inclusivity in their organisations, in their communities and in their community projects. The module explores how individual perceptions, upbringing and society affect gender and inclusivity in us as individuals, our RLOs as well as in our programmes and community at large. The lesson can sometimes speak about sensitive issues, and it will be important to encourage participants to have an open mind, share freely and appreciate that this is a safe space to be honest as well as challenge their mindsets.

Session One - Gender and Sex

Resources: Display the **Powerpoint** entitled "Module 13, Session 1 – An Introduction to Gender and Sex" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

Disclaimer: This session in particular contains sensitive information; as the facilitator, you should not feel obligated to discuss everything in it but instead should use your own discretion to evaluate whether the participants will be open to discuss the topics. Some situations may differ and some perceptions to some of the topics may cause unnecessary disruptions of your session. Use the time facilitating previous modules to determine whether you can facilitate some of the content. Take time, go through it and use what is relevant. Some aspects of Gender, even though a reality, may not be an easy conversation to have, as they make people uncomfortable. Thinking of changing the status quo is always uncomfortable. That said, as a Facilitator, please encourage your participants to be open and honest, remind the participants that there are no right answers, and everyone is entitled to their own opinion and that must be respected. Encourage the participants to share openly and give honest experiences and urge everyone to let the deliberations be a safe space for sharing without judgement. However, if you do decide and wish to customise your content for your learners based on this, kindly work on your lesson plan with Ruth from Cohere.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module we will be introducing and understanding various aspects within Gender and Sex.

- 00.05 Explain why it is important to Understand Various Aspects in Gender

Ask the participants.

Why is it important to understand various aspects of Gender?

Allow for some responses.

Many people today are facing a lot of discrimination because of their Gender Identities. When working in our communities we may encounter such cases and understanding the reality of the challenges that people face is a step towards transforming the community and accepting everyone for who they are and who they choose to identify as.

- 00.10 Go to the next slide on Gender and Sex

What is Gender and What is Sex? Are they different?

When someone asks what your gender is, what do you say, and when someone asks what the sex of that person is, what do you say?

Allow for some responses before giving them the definitions below.

Gender

Gender is the socially and culturally constructed definition of men and women, and their roles in society. While sex refers to the biological differences that are attributed to male and female species due to differences in genetic composition, chromosomes, and genitalia.

Gender is determined by the conceptions of tasks, functions and roles that are attributed to women and men in society and in public life and in private life. Gender is more difficult to define as it can refer to the role that person has in society as well as that person's concept of themselves, also called their "gender identity".

This means that sometimes a person's genetically assigned sex at birth does not line up with their gender identity. These individuals might refer to themselves as transgender, non-binary, or gender nonconforming.

Sex

Sex refers to the differences between male and female species that are biological: that is, anatomical and physiological. "Sex" tends to relate to these biological

differences. For instance, male and female genitalia, both internal and external, are different. Plus genetic factors called chromosomes have defined the sex of an individual.

Chromosomes are thread-like structures that carry hereditary information for everything from height to eye colour. They are made of protein and DNA, which contains an organism's genetic instructions, passed down from parents. In humans, animals, and plants, most chromosomes are arranged in pairs within the nucleus of a cell. Humans have 22 of these chromosome pairs, called autosomes. Humans have an additional pair of sex chromosomes that make it a total of 46 chromosomes. The sex chromosomes are referred to as X and Y, and their combination determines a person's sex. Typically, human females have two X chromosomes while males possess an XY pairing.

Similarly, the levels and types of hormones present in male and female bodies are different. Both men and women have testosterone, estrogen and progesterone. However, women have higher levels of estrogen and progesterone, and men have higher levels of testosterone.

The male/female split is often seen as binary, but this is not entirely true. Binary means something that can be broken down into two things. The reason this is not entirely true is because some men are born with two or three X chromosomes, just as some women are born with a Y chromosome.

In some cases, a child is born with a mix between female and male genitalia. They are sometimes termed intersex, and the parents may decide which gender to assign to the child. Intersex individuals account for around 1 in 1500 births.

00.30 Go to the next slide on Gender Identity and Expression

Ask the participants.

What is Gender Identity? Do you know what Gender Identity you Express and Associate With?

Allow for some responses.

Language and labels are important parts of understanding your gender and knowing how to be affirming and supportive of other people's genders. However, they can also be confusing. There are so many gender terms out there, many of which overlap. Some also have definitions that shift over time or across different sources of information.

Gender Identity is an individual's view of themselves and their gender.

GLAAD (formerly the Gay & Lesbian Alliance Against Defamation) describes gender identity as one's personal sense of being a man or a woman.

Ask the participants.

Have you ever heard of a third gender or a transgender person?

Allow for some responses. Remember to keep encouraging open and honest feedback and for participants to respect each other's opinions.

Third Gender persons are a category of people who do not identify as male or female, but rather as neither, both, or a combination of male and female genders.

For a transgender person, their own gender identity does not match the sex they were assigned at birth. That is, they may physiologically have the parts of a male but they identify as a female and vice versa.

Despite the fact that most people have the gender identity of a man or a woman, girl or boy, for many other people, their gender identity does not neatly fit into those only two choices, and in some cases some people choose to either identify with both or with none.

Similarly, GLAAD describes gender expression as follows: "External manifestations of gender, expressed through one's name, pronouns, clothing, haircut, behaviour, voice, or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture."

As of 2020, there were 64 ways to define your Gender Identity. Some include: male, female, transgender, gender neutral, non-binary, agender, pangender, genderqueer, two-spirit, third gender, cisgender, and all, or none or a combination of these.

There are many more gender identities than we've listed. Gender can be complex and people are defining themselves in new and different ways as we gain a deeper understanding of identities. Some terms may mean different things to different people. There are certain terms some folks may not like to use or call themselves and some terms that they may like to use or call themselves.

To conclude, in general terms, "sex" refers to biological characteristics and "gender" refers to the individual's and society's perceptions of sexuality and the interchangeable concepts of masculinity and femininity.

00.50 Go to the next slide on Sexual Orientation

Ask the participants.

What is meant by sexual orientation?

Allow for some responses before giving the definition below.

This is a person's identity in relation to the gender or genders to which they are sexually attracted to. This is when you can be heterosexual, homosexual, bisexual, and so forth.

Ask the participants.

What is meant by the initials LGBTQ+?

LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual and Two-Spirit. The correct acronym should be:

LGBTQQIP2SAA stands for lesbian, gay, bisexual, transgender, questioning, queer, intersex, pansexual, two-spirit (2S), androgynous and asexual.
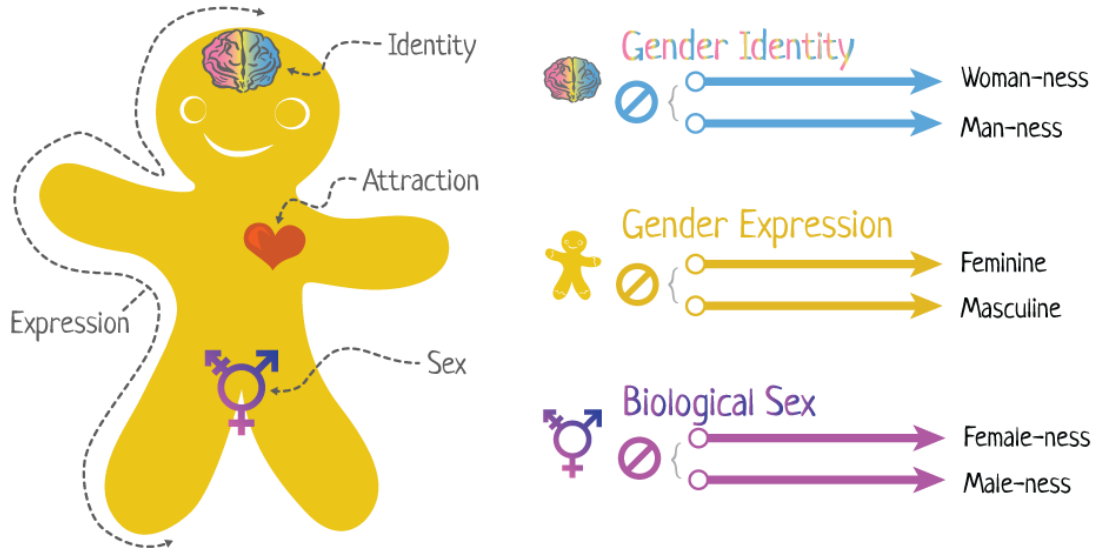
One initiative has gone ahead to put together this illustration that helps to simplify aspects of Gender.

01.00 Go to the next slide on The Genderbread Person

The Genderbread Person deconstructs gender and sexuality to clarify the differences and interrelationships but, critically not interconnectedness, of five dimensions of human identity and behaviour. The graphic emphasises the distinct, disconnected spectrums of gender identity, gender expression, biological sex, sexual attraction, and romantic attraction along which people might place themselves. Whether a person identifies strongly with "woman-ness" in terms of gender identity is independent of their biological sex.

The Genderbread Person also goes a step past the separation of biological sex and gender identity to describe gender expression – someone's presentation of their gender through dress, appearance, and behaviour, in the context of gender norms – and to separate romantic and sexual attraction. Each of these characteristics is a spectrum rather than a dichotomy. For instance, someone might place themselves near the centre of the maleness spectrum and the far right end of the femaleness spectrum within the gender expression dimension to describe the collection of appearance, dress, and behaviour characteristics which describe them.
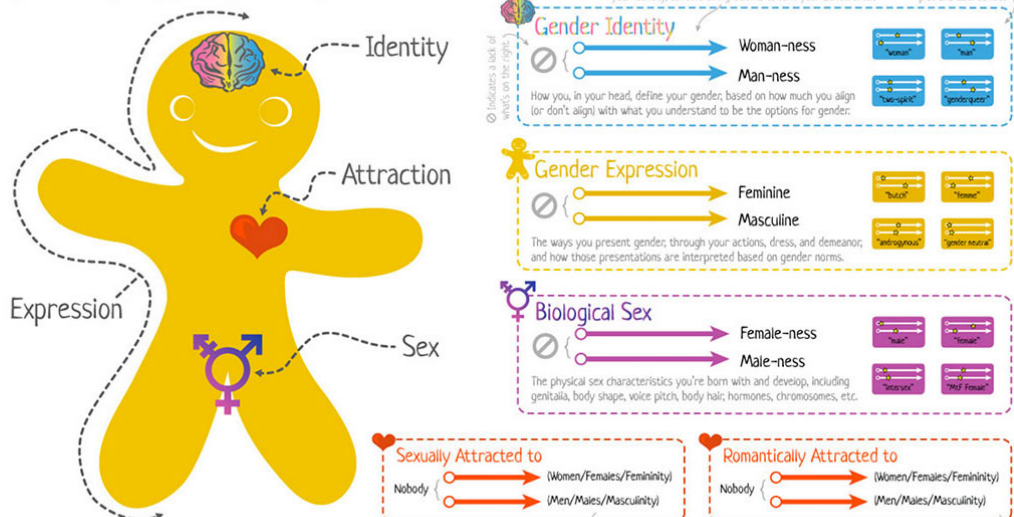
The Genderbread Person v3.2
by it's pronounced METROsexual.com

Identity

Attraction

Expression

Sex

Gender Identity
Woman-ness
Man-ness

Gender Expression
Feminine
Masculine

Biological Sex
Female-ness
Male-ness

Sexually Attracted to
Nobody
(Women/Females/Femininity)
(Men/Males/Masculinity)

Romantically Attracted to
Nobody
(Women/Females/Femininity)
(Men/Males/Masculinity)

The Genderbread Person v3.3
by it's pronounced METROsexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread.

4 (of infinite) possible plot and label combos

Identity

Attraction

Expression

Sex

Gender Identity
⊘ { Woman-ness
Man-ness

⊘ Indicates a lack of what's on the right.

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

"woman" "man"
"two-spirit" "genderqueer"

Gender Expression
⊘ { Feminine
Masculine

The ways you present gender, through your actions, dress, and demeanor; and how those presentations are interpreted based on gender norms.

"butch" "femme"
"androgynous" "gender neutral"

Biological Sex
⊘ { Female-ness
Male-ness

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

"male" "female"
"intersex" "MtF Female"

Sexually Attracted to
Nobody
(Women/Females/Femininity)
(Men/Males/Masculinity)

Romantically Attracted to
Nobody
(Women/Females/Femininity)
(Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at http://bit.ly/genderbread

01.15 ASSESSMENT FOR LEARNING

The LGBTQ+ refugee community is a threatened community globally.

In many parts of the world, lesbian, gay, bisexual, and transgender (LGBTQ+) persons face severe discrimination due to their sexual orientation or gender identity and, in nearly 80 countries, consensual same-sex acts are criminalised. The UN has highlighted the link between criminalization laws and "homophobic hate crimes, police abuse, torture, and family and community violence." Many countries do not have specific laws targeting LGBTQ+ persons, but are often unable or unwilling to protect LGBTQ+ persons whose human rights are violated or abused.

Many LGBTQ+ refugees may flee their countries due to persecution based on their sexual orientation or gender identity, or for the same reasons as any other refugee – such as ethnic conflict, political unrest, or the lack of religious freedom. However, in countries where they seek safety, LGBTQ+ refugees often risk being harassed, hurt, or even killed. They may be targeted by other refugees, host communities, or government officials and police, who may threaten to arrest and detain them.

LGBTQ+ refugees are often reluctant to seek assistance for fear of revealing their sexual orientation or gender identity to people who may subject them to further persecution. This "invisibility" has prevented many organisations from reaching out to LGBT refugees and helping them access services including critically needed support. Assistance organisations are increasingly recognizing LGBT refugees' unique needs and vulnerabilities, especially in countries that are unwilling or unable to protect their human rights.

We need to ask ourselves what can our RLOs do to break the stigma around the LGBTQ+ community? How can we start having conversations in our communities that speak against all forms of discrimination.

How can we offer support to these communities with our activities and include them in our community projects?

We need to accept everyone for who they are and who they choose to be and we have a role to play towards advocating for the rights of all within our communities.

Allow the participants to discuss this and to evaluate whether this can be possible in their communities and if yes how can they do this.

The next sessions will focus primarily on male and female gender issues but remember to keep mentioning and referring to these other gender issues and encouraging inclusivity in their community projects.

Session Two – Understanding the Value of Gender and Inclusivity

Resources: Display the **PowerPoint** entitled "Module 13, Session 2 – Understanding the Value of Gender and Inclusivity" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will also need flipcharts and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn the meaning of gender and inclusivity.

You will also learn some key concepts when it comes to gender and inclusivity.

You will learn the value of gender and inclusivity.

- **00.05 Introduce Gender and Inclusivity using the next slide**

Divide the participants into three groups and give each of the groups a question below. Allow the groups to discuss for about three minutes and share their responses with the participants. The questions are:

What is Gender?

What is Inclusivity or Inclusion?

What is Gender and Inclusivity?

Allow for some responses. Encourage participants to share openly, and you can align their feedback to the definitions below.

Gender is a socially and culturally constructed definition of men and women.

Inclusivity is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.

Gender and Inclusivity or Gender Inclusion is the practice of ensuring that all services, opportunities, and establishments are open to all people and that male and female stereotypes do not define societal roles and expectations.

- **00.15 Request feedback on the definitions before moving on.**

Ask the groups to discuss again for five minutes the question.

What determines one's gender?

Allow for some responses. You can prompt responses from the bullet points below or guide the discussions through the points.

- **Gender roles vary greatly between societies**. Gender tends to mean the social and cultural role of each sex within a given society. Rather than being purely assigned by genetics, as sex differences generally are, people often develop their gender roles in response to their environment, including family interactions, the media, peers, and education.
- **Gender roles in some societies are more rigid than those in others.** The degree of decision-making and financial responsibility expected of each gender and the time that women or men are expected to spend on homemaking and rearing children varies between cultures. Within the wider culture, families too have their norms that can influence a person's understanding of their gender.
- **Gender roles are not set in stone.** In many societies, especially today, men are increasingly taking on roles traditionally seen as belonging to women, and women are playing the parts previously assigned mostly to men.

Ask the participants whether they can name some examples of this situation when men have taken roles traditionally belonging to women and when women have done the same. Examples may include:

- o We now see may women driving boda bodas (term used to describe a motorcycle of approximately 125cc)
- o Female mechanics
- o Male nurses

- **00.30 Go to the next slide on Gender Roles, Gender Gaps, Gender Inequality, Gender Discrimination and Gender Awareness.**

When it comes to issues around gender, there are a few concepts that always come up, these concepts are on gender roles, gender awareness, gender gaps, gender inequality and gender discrimination. We will now try to define and discuss these issues together.

Ask the participants.

From our previous deliberations, we discussed a lot about gender roles, determining one's gender. So can someone please define what gender roles are?

Allow for some responses from the participants and write their feedback on the flip chart before giving the definition below.

Gender roles are learned behaviours by a person as appropriate to their gender and usually determined by the prevailing cultural norms. Gender roles determine how males and females should think, speak, dress, and interact within the context of the society. They are adopted during childhood and usually continue into adulthood. Gender roles influence men and women in almost every aspect of life.

Ask the participants.

What about Gender Gaps? Can someone please define what it means?

Again, allow for some responses, remembering to put down their feedback on the flipchart.

Gender gaps can be defined as the differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.

Ask the participants.

What is Gender Inequality?

Again, allow for some responses, remembering to put down their feedback.

Gender Inequality can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender.

On the other hand, **Gender equality** entails the concept that all human beings, both women and men, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

Ask the participants.

What is Gender Discrimination?

Again, allow for some responses, remembering to take note of their responses on the flipcharts.

Gender Discrimination is the prejudicial treatment of an individual or group due to gender.

Ask the participants.

What about gender awareness, what does this mean?

Allow for some responses from the participants, make sure to put down their feedback on the flip chart before you give the definition and perspective below.

Gender awareness is an awareness of the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different. Gender awareness aims at increasing general sensitivity, understanding and knowledge about gender equality.

Gender awareness raising is a process which helps to facilitate the exchange of ideas, improve mutual understanding, and develop competencies and skills necessary for societal change. Gender awareness means providing reliable and accessible information to build a better understanding of gender equality as a core value of society.

Gender awareness aims to promote and encourage a general understanding of gender-related challenges, for instance, violence against women and gender stereotypes. It also aims to show how values and norms influence our reality, reinforce stereotypes, and support the structures that produce inequalities within our society.

A stereotype is a widely held idea of a person such as the idea that all women should be able to cook. This is not true. Anyone can cook, provided they are taught well, and anyone can love cooking, not just women.

Gender awareness plays an important role in informing women and men about gender equality, the benefits of a more gender-equal society and the consequences of gender inequality. Gender awareness intends to change attitudes, behaviours and beliefs that reinforce inequalities between women and men. It is therefore crucial to develop awareness-raising methods that generate a safe space for exchanging ideas and solutions.

- 01.00 Introduce the next activity on How Gender Roles are Constructed

Instruct the participants.

Draw two boxes, one labelled "men"and the other "women". Ask the group to list all of the stereotypes that men and women are expected to conform to.

Probe responses by asking what men and women are supposed to act like, roles they are supposed to play in society, expectations of men and women in society. For

instance, one example can be, running or fighting like a girl, or crying or emotions are not for men to express. Write them in their respective boxes.

After you have filled in the boxes for both men and women, ask the group the following questions:

- *Where do these gender stereotypes come from?*
- *Do you feel pressure to conform to these norms? How does that make you feel?*
- *Do you think it is easier for men or women to step outside of these roles and expectations?*
- *What are the consequences of not following these norms in your person/professional/community life? What about for men?*
- *How can we support each other to get out of the box?*

Remember to ask some participants why they made those stereotypes and make sure you choose different participants for different words so as to ensure proper participants participation. During your discussions, also inquire whether this position has always been there or is it something that has changed over time. Also allow for a neutral position for some stereotypes that people believe can be for all genders. Let that organically come from the participants, if it does not, you may question at the end why they did not feel some of the things can fit in both and get their responses too.

After discussion, explain the following:

Every society has social expectations and pressures associated with being a man or a woman. We grow up with these messages from family, friends, media, school, workplaces, and society. The construction of gender is systematically done, justified, maintained and perpetuated through family, marriage, rites of passage, folklore, culture, religion, media, etc.

Explain to the participants.

That the purpose of this activity is to show underlying stereotypes that society has placed that we as individuals take on without even realising.

So, to summarise, the purpose of gender awareness?

- *to provide basic facts, evidence and arguments on various topics relating to gender equality to increase awareness and knowledge about gender (in)equality.*
- *to foster communication and information exchange so as to improve mutual understanding and learning about gender (in)equality.*
- *to mobilise communities and society as a whole to bring about the necessary changes in attitudes, behaviours, and beliefs about gender equality.*

- **01.20 Go to the next slide on Understanding the Value of Gender and Inclusivity**

Gender inclusivity is the process of understanding the importance of and ensuring that all services and opportunities are available to all people despite their gender and that stereotypes do not define their societal roles and expectations. The value of understanding gender and inclusivity is so as to challenge our own backgrounds, upbringing and societal expectations and ensure that they do not come and affect the way we handle our activities in our communities as well as in our RLOs.

- **01.25 ASSESSMENT FOR LEARNING (AFL):**

Ask the participants to think about their understanding of gender and inclusivity. This lesson is crucial to form a basis of understanding on an individual level about perceptions in and around gender. It is crucial to point out that our backgrounds, upbringing and society affect how we perceive gender and that translates into how we approach gender in our RLOs as well as in our programming. Get the participants to really go and think about their communities and their approaches to gender issues. We will continue more on this during the next sessions.

Session Three – Gender and Inclusivity in Our Organisations

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn about Gender and Inclusivity in our communities and how we can relate this to our membership and our leadership.

- **00.05 Introduce the first activity.**

Read the story below to participants.

This activity will help us discuss a little more on Gender and Inclusion in our communities. Listen to the story I am about to read and then we will answer some questions.

Grace is a young woman. Ever since she was in primary school, she has always loved eating mangoes and they were not always available in her community. She therefore started developing the dream of one day being able to own and run her own business where she can bring in mangoes as well as other fruits regularly to her community. After doing a course on entrepreneurship and working in a local market for a few years saving some capital, she decided to finally set up her own vegetable shop. When she went to look for a space she could rent in the local market, the owners of the spaces told her they did not think she was the type of person to run a business and support the rent. When she went to apply for a business permit, the local authorities told her that she was too young and delicate to have her own business. Frustrated by this treatment, she went to complain to a local RLO in her community that encouraged her to join and become a member. The RLO was doing great advocacy work in her community and she knew it would be the right platform to create change. When she joined and tried to raise the issues she was facing, she realised that every time her complaint was pushed to the next meeting or told that it was not as crucial as the other matters on the table. She noticed too that other women were facing the same challenges. Another active member called Tawi, was constantly raising issues to be discussed in the RLO such as Gender Based Violence,

Female Genital Mutilation among other issues and also faced the same challenge. Her issues were never as urgent as matters on the RLOs agenda. Tawi, had been a member for over three years and had also tried to apply for leadership positions within the RLO, but every time, did not get elected. Tawi also started questioning the RLOs attitude towards issues to do with Gender as well as female participation in their leadership. Whenever Tawi brought this up, she was told to stop being negative as the RLO was making an impact in their community. Unfortunately this impact was not being felt by the women and this made Grace approach Tawi and they began sharing on the challenges they were facing as women in this community and as part of this RLO. Their shared experiences and challenges made them realise that this was not the right platform for them. When they looked around various other RLOs in their local communities and noticed that none of the RLOs had any women in their leadership positions despite having female members. Furthermore, no other RLO really spoke about or advocated for issues that were unique to the women in their community. Tawi and Grace knew they wanted change in their community, but they had to be the ones to spearhead that change. Tawi and Grace, together with other women in their community decided to form their own women-led RLO that would advocate for the issues that women were facing in their community and raise awareness on the challenges they were facing.

Ask the participants the following questions. For each question answered try and facilitate a discussion of the issues raised and get participants to give their own personal experiences, community experiences and knowledge on the areas. It would be important for these discussions to be deliberated equally by the entire group.

1. What are the challenges that Grace faced in her community?
2. Do you think Grace could have done anything differently when trying to get a space to rent or a business permit? If Yes, please explain?
3. Did you think the RLO Grace joined was fair? Please explain.
4. Is there anything Grace or Tawi could have done differently in their first RLO?
5. Why do you think Tawi was not being elected to a leadership position in the first RLO?
6. Is there anything Tawi could have done differently in her first RLO, please explain?
7. Do you agree with Grace' and Tawi's decision to form their own RLO?
8. Do you think that the women-led RLO would have created any change within their community? Please explain.

Give the participants time to discuss each of the questions and share different understandings of the questions or different perspectives of what could have been done. Encourage participants to share freely and honestly.

- 00.40 Show the next slide on Gender and Inclusion in our RLOs

We are now moving into a sharing session that will require the RLOs to do a lot of introspective thinking about their RLOs leadership and membership structures. Mention to the participants that this is not for any form of judgement but for the purpose of evaluating our own approaches on Gender issues and challenges pre-existing mindsets that may have spilled into our RLOs.

Ask the group.

How many women are part of your membership?

How many men are part of your membership?

How many leaders officially elected are male and how many leaders officially elected are female?

How many staff are male and how many staff are female.

Allow for some responses from the groups. For every answer be sure to interrogate **why this is so**, and **how did this come about**. Is there anything they have done or should have done or could have done differently?

You can prompt some responses or discussions especially on what could have or should have been done from the bullet points below.

- **Making time for tough conversations and feedback:** As an organisation, how often do you as the leadership, the management and members make time for evaluating whether you are dealing with and listening to the issues that are unique to different genders in your community. We may be doing good work but, in that work, there could be gender related issues and approaches that we could apply that would help make our impact even greater. As a leadership team, do we have enough representation of both genders, and does that apply to other positions in the organisation as well. It may be time for some tough conversations and evaluations about whether we are trying to consider proper representation.
- **Involving your community actively:** When your members speak, listen, try and assess whether you are enabling that gender discrimination or whether you are actually trying to tackle it. This should be more evident in our programmatic approaches and our activities in the community. We should aim for proper representation.
- **Giving and allowing a seat at the table:** As an organisation, you need to lead by example, allow for both genders to be accurately represented in your organisation. If you come from a patriarchal society, allow for women, and encourage women to be a part of your leadership teams as well as your staff and not just your programmes. Give women a voice as members and hear

when they say you may not be taking their issues into account, such as in the case study above. Take a good look at yourself, your team and your organisation and make the changes for a more gender inclusive environment.

- **Focus on the innovation that comes from inclusivity:** Having a more gender diverse team will enable you to have a strong impact in your activities because you will get to evaluate how your approach can be more inclusive and relevant for everyone.
- **Do not tolerate behaviours that hurt gender inclusivity:** This includes not tolerating behaviours that marginalise certain issues because they are specific to one gender and creating a safe space for all people to raise their concerns and issues and having a way to deal with them. Pay close attention to unconscious bias and stereotypes that you may have supported without knowing. Make the entire team and membership feel important and equal.
- **Develop a gender policy and a gender taskforce:** To ensure you really tackle gender bias in your organisation, it may be helpful to develop a gender policy to help deal with issues around gender inequality. It can form guidelines that the organisation can follow to ensure they are being gender inclusive in their operations as well as programmes. Furthermore, appointing a team of members who can deal with issues related to gender within the organisation would be helpful. This will be especially useful when dealing with sensitive issues such as Gender Based Violence, Sexual Harassment and ensuring the organisation stays true to their Gender Policy.

- ## 01.10 Show the next slide on Gender Policy.

Ask the group if they have ever had a Gender Policy. If yes, what did it entail? If not, why?

Remind the group that there are no wrong answers just being truthful about how our approaches have been in the past and seeing if there may be need to have those tough conversations we spoke about in the previous section.

Allow for some responses.

A Gender policy is just a policy that an organisation makes as a commitment towards tackling gender bias and inequality as well as other gender related issues in their organisation. It also aims at integrating gender perspectives in all areas of the organisation. It does not have to be complicated, it just has to be something honest and realistic that forms your guiding principles as an organisation.

Please refer to the template for a sample gender policy. If you have one, how does it compare to this one? Are there any areas you can add on, or remove from this template?

Allow for some responses. Remember to put in your feedback on the templates, we can learn how to improve the template further through our shared experiences and relay that to the entire team at Cohere.

- 01.15 ASSESSMENT FOR LEARNING (AFL):

Gender Inclusivity in our organisations is not always an easy conversation to have, it means evaluating hard truths about how your organisation has handled gender issues or has encouraged gender inclusivity in its operations and activities. It is not enough to have representation; you need active representation and representation that is able to impact the change you are making in your community. In the next session, we will also begin to look at how inclusive are our community programmes and what can we do to improve that.

For the next session, you will require participants to fill a gender inclusion workbook, you can ensure that the participants have the workbook before the session. You can give them the workbook so that they can fill it in before the next session so as to save time. This will also enable them to do proper research on some of the questions and get perspectives for the organisation.

Session Four – Gender and Inclusivity in Our Community Projects

> **Resources:** Display the **PowerPoint** entitled "Module 13, Session 4 – Gender and Inclusivity in Our Community Projects" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need a flipchart and markers. You will also need participants to fill the Gender Inclusion Workbook, so please organise for participants to have the workbook before and during the session.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you continue learning about Gender and Inclusivity with a key focus on how this can be more applicable in our day to day activities and community projects.

- 00.05 Display the first slide and introduce the first activity.

In our last session, we began looking at understanding the value of gender and inclusion in our organisations. This meant we take a deep look and genuinely assess how inclusive our leadership teams are, our management teams are, our staff are as well as our members.

Today, we will now take all that information and look at how inclusive our community projects are.

- 00.10 Display the next slide on the Inclusion Workbook.

Hand out the inclusion workbook and have the participants fill it in. To save time you can give this handbook before the session begins so that they come ready with their answers. If that was not possible, allow the participants to fill in the workbook for about ten minutes.

Ask the participants.

We will now go over each question and try to discuss why we gave those responses.

Try and make sure you select different participants to elaborate different questions so as to include everyone in the discussion. You could also ask for alternative opinions about a question for a different view and discussion.

Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.

Discuss with the participants their responses on question 2 and 3.

When and where do you think of inclusion in your work? Who do you think of when you think about inclusion?

Allow the participants to give feedback on these areas.

More often than not, they may say they think about women when it comes to inclusion, but it could also be about Persons with Special Needs, Race, Class and so on. However, for the session, let them think about gender. If someone mentions men, ask them to explain.

If you have women-led organisations get to elaborate on why they formed these organisations as well as how they deal with gender inclusivity with men in their programs.

Allow for some responses making sure to take notes on the flip chart before moving on to question 4 and Question 5.

Do they believe Gender roles have an effect on women in their community? If so, how?

What about question 5, How do Gender roles and Gender Inequality affect men in your community?

Allow for some responses before displaying the next slide. Remember to encourage the participants to share openly and honestly, this is a learning process and our shared experiences are what strengthens our capacity.

- 00.25 Display the next slide on a Timesheet

Now looking at the timesheet on the slide, can we try and fill in what we believe a man and a woman do at these times of the day. How does their gender role impact what they do all day?

Time	Activity for Man	Activity for Woman
4:00 AM		
5:00 AM		
6:00 AM		
7:00 AM		
8:00 AM		
9:00 AM		
10:00 AM		
11:00 AM		
12:00 PM		

1:00 PM		
2:00 PM		
3:00 PM		
4:00 PM		
5:00 PM		
6:00 PM		
7:00 PM		
8:00 PM		
9:00 PM		
10:00 PM		
11:00 PM		

Ask the participants. What did they define as privilege? Allow for some responses before moving on.

- 00.45 Display the next slide on Privilege.

We can define privilege as a set of unearned benefits given to people who fit into a specific social group. Society grants privilege to people because of certain aspects of their identity. Aspects of a person's identity can include race, class, gender, sexual orientation, language, geographical location, ability, and religion, to name a few.

Ask the participants.

Do you think one gender has more privilege over another? Please explain your answer.

Allow for some responses and different perspectives on the privilege.

When developing your community projects, do you consider how one gender may be privileged in the impact over another? Please explain how your organisation goes about this.

Ask the participants.

What did they define as intersectionality? Can you give an example?

Allow for some responses before moving on.

- 00.55 Display the next slide on Intersectionality.

Intersectionality is a framework for conceptualising a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It

considers people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

When developing your community projects, do you think about intersectionality? If yes, how? If not, then how do you do things?

When it comes to refugees what are some of the different types of oppression faced by them?
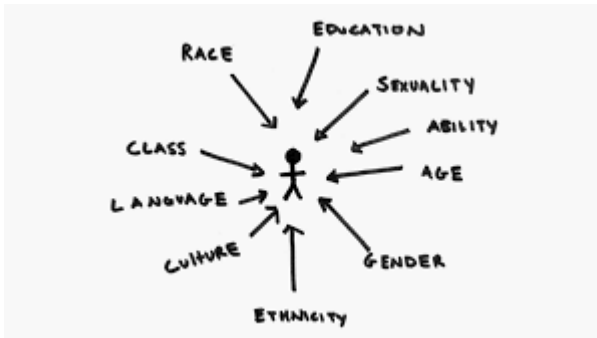
For each of the questions, allow for multiple responses from participants and different perspectives on the issues. Discuss alternative views and take notes on the flip chart.

- **01.05 Display the next slide on Equality vs Equity**

Equality refers to people who face different oppressions for example gender, religion, citizenship, among others having equal opportunities in life. *Equity* refers to equal outcomes in life for people who face different oppressions, considering differing needs, interests and aspirations.
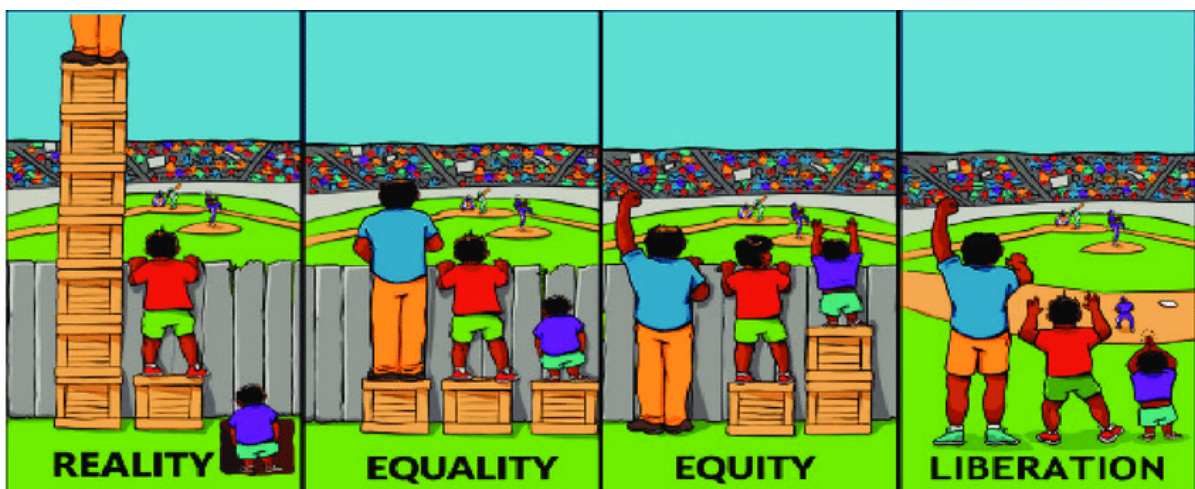
Ask the participants.

When it comes to your current community projects, what are you doing in terms of Equality and Equity?

- **01.15 Display the next slide on Gender Project Approaches**

When it comes to our community projects and how we approach gender in each of these areas, they may be one of the following:

- ***Gender Blind:*** *Gender blind projects fail to address the gender issues*
- ***Gender Neutral:*** *Gender neutral projects recognize gender issues but do not do anything about them, and so tend to reinforce gender inequalities.*
- ***Gender Aware:*** *Gender aware projects involve analysing how women and men, girls and boys, experience an issue differently and/or unequally and the power relations that sustain these inequalities. Sex disaggregated data on quantitative gender gaps is complemented by qualitative information on roles, norms, experiences and priorities. This information is used to inform program design and monitoring. A robust analysis also looks at the ways gender intersects with other forms of diversity such as race, religion, ethnicity, class and disability.*
- ***Gender Transformative:*** *Gender transformative projects actively seek to challenge existing and longstanding gender norms, promote positive and transformative social and political change for women and girls, and seek to address power inequities between genders. The main objective of this approach is to firmly challenge and change existing gender inequalities, and constantly work towards a full and inclusive world. Gender transformative programming seeks to be fully transformational at the structural, political, and economic levels. While this is the optimal approach to organisational programming, it is also the most challenging given the firm implementation of harmful traditional norms.*

Ask the participants. Go to section B of the Gender Inclusion workbook and fill in the questions. Give about five minutes before asking the questions.

Where do your community projects fall in each of these areas? Please give examples as you explain.

What would you do differently with the knowledge you have now?

- **01.25 ASSESSMENT FOR LEARNING (AFL):**

Being gender inclusive in our projects is something that has to be made with conscious effort. We need to move into actually doing the work inclusively in our communities and not just claiming to do it. It starts with a decision to make change and be the change and thinking how your resources can support your decisions so that your projects are more impactful.

Module Summary

By the end of this module, the RLO should be able to candidly reflect on how their individual perceptions, upbringing and society have affected the gender dynamics in their RLOs, their programmes and community at large. The RLOs should also be able to make changes and developments on their policies around gender inclusion in their organisations.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 14: Building and Sustaining Partnerships

Introduction to the module

It is important for RLOs to understand the importance of building and sustaining partnerships. Each session focuses on a different aspect aimed at building and sustaining a partnership. Getting into a partnership can be easy but we need to be able to make the most out of any partnership, a partnership can only be successful and long term if it is carefully thought out and professionally managed. This will have an overall positive impact on the RLO.

Session One – Understanding the Value of Partnerships

> **Resources:** Display the **PowerPoint** entitled "Module 14, Session 1 – Understanding the Value of Partnerships" to your participants. If you do not have a projector, you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand what a partnership is.

You will also learn what makes a responsible and successful partnership.

You will also learn how to value a partnership and nurture it.

You will also learn how to minimise risk in a partnership.

- 00.05 Introduce some of the aspects that define a partnership using the next slide

Ask the group if they can define a partnership. Allow for some answers from the group. Remember there are no right answers, let everyone share what partnership means to them.

Do you agree with the definitions above, are they the same within your community and your partnerships?

Allow for some responses.

A partnership can be defined as a mutual association between two or more people. The association should be based on coming together for the sake of a shared interest or activities.

Ask the group.

What should a partnership be based on? What should be your defining or underlying principles when it comes to partnership.

In case the group requires you to elaborate on the meaning of *principles* of partnership, you can give the definition below.

A principle can be defined as a foundation, or a fundamental truth that forms a belief around something.

- Instruct participants to discuss in groups of four to five people for five minutes. With each principle given, ask the groups to give an example and expound on the meaning.

- 00.10 Request feedback and have an open discussion based on their responses.

Try to launch an open discussion, here are some pointers to guide your discussions. Remember the list below is not exhaustive, allow the participants to add on what they feel is best.

Clear goals: Every partnership should be formed with a clear goal or purpose in mind. Both parties should be agreeable to it.

Clear expectations: When forming a partnership, both parties should clearly define their expectations or roles in the partnership. It is preferable to have this written down. Everyone should have certain responsibilities that are all within their capability to perform.

Mutual respect: Every partnership should be based on the idea that everyone's background, abilities and viewpoints are valid and can look beyond differences.

Equitable partnerships: Every partnership should strive to have some form of equity. Equity means having a fair distribution and impartial distribution of roles and possibly resources (in whatever form). This however does not mean equal, not all partnerships will manage to have an equal distribution of roles or resources, but the distribution can be equitable and fair.

Cross learning opportunities: Every partnership is an opportunity to learn and to share experiences and learn from one another. Every partnership should use the association as an opportunity for growth.

Transparency: Both partners should be open and honest about what they are doing within the partnership, what they can do in the partnership as well as the dealings of the partnership itself.

Ownership: Every partnership should be based on each partner taking ownership of the shared goal or the shared vision. Every partner should take ownership of the activities and expectations and aim to deliver their absolute best.

Commitment: The partnership should be formed on the principle that each partner should be in it for the long haul and should be committed to the process of seeing the partnership through good times and trying times.

Clear communication: Every partnership should establish clear communication lines and channels to be used during the partnership for coordination of activities. Ideally a focal point should be established who can be responsible for communicating with the other party and for collating the message to avoid confusion.

Accountability: Every partner during the partnership should be held accountable for their activities by the other partner. They should be able to ensure they perform their activities as agreed upon when defining the goals and expectations.

Trust: Every partner should be able to trust the other party. Everyone should be truthful in their activities and honest with the other party.

- **00.25 Go to the next slide on What Makes a Responsible and Successful Partnership**

This section of the lesson needs to be more of a sharing session. Participants need to be willing to share experiences when discussing the topics. Encourage an open and honest discussion and where possible prompt the discussions only.

Divide the participants into four groups. Give two of the groups question one below and the other two, question two below. Allow each group to discuss for about five minutes and present to the entire group.

Now we are going to discuss 'What makes a responsible and successful partnership'? In your groups I want us to discuss the following questions.

- *What makes a responsible partnership? In your experience, what has made your partnerships responsible?*
- *What makes a partnership successful? In your experiences, what has made your partnerships successful?*

Try to launch an open discussion. Here are a few pointers to help you discuss. Look out for specific contributions from the participants and where possible ask the participants to give examples so as to help understand their experiences.

What makes a responsible partnership?

The partnership should flow both ways, using the principles defined above based on:

- Equity
- Mutual respect
- Mutual accountability
- Trust and understanding
- Clear goals and expectations
- Sharing capacity and information (cross learning opportunities)
- Clear channels of communication

What makes a successful partnership?

Partners who are invested in the same goals and vision. Further explained through the achievement of each principle of:

- Mutual respect
- Mutual accountability
- Trust and understanding
- Clear goals and expectations
- Clear channels of communication
- Accountability

Participants can share their experiences of how they have interacted with their previous partnerships and how each of these factors or more factors have influenced their activities during the partnership.

- **00.50 Go to the next slide and discuss How to Value a Partnership?**

The next section discusses what participants can do to value or to make the most out of an existing partnership.

Ask the group to discuss in pairs, '*How can one value or make the most out of a partnership?*' Allow the participants to discuss this for about three to five minutes and then allow a few pairs to share their experiences. The participants should be able to give their experiences, both successful and where they could have done better when it came to valuing a partnership. Encourage the participants to share openly and even with the negative experiences to share for the sake of learning from previous experiences that can help us grow.

How to Value a Partnership?

Communicate regularly and consistently: Keep engaging with partners, update them frequently on activities.

Get regular feedback: The communication should be two way, also making sure you get feedback on whether you have achieved your expectations.

Manage conflict gracefully: Establish a means to manage a conflict in the event it occurs, come up with a method of ensuring it is managed as quickly as possible without affecting the activities of the partnership. Also establish means of moving beyond the conflict to achieve the set vision and goals of the partnership.

Sharing capacity and learning from one another: Every partnership should be an opportunity to grow you and your organisation. Furthermore, every partner should bring in something unique and different and therefore be willing to share that capacity with the other partner as well as learn from the other partner.

Staying creative and innovative: This is so as to make the best out of the partnership. You can do this by staying on top of local trends and news that may affect the partnership, as well as ways to enhance the partnership for the better.

- **01.05 Go to the next slide and discuss How To Minimise Risk in Partnerships.**

Ask the group to discuss in pairs, '*How can one minimise risk in a partnership?*' Allow the class to discuss this for about three to five minutes and then allow a few pairs to share their experiences.

Some of the ways to minimise risk in a partnership can be to:

Create a contract or a Memorandum of Understanding: When you have agreed to partner, it is better to put down those goals, expectations and roles in an agreement that can be used to help encourage accountability of both parties.

Define the risk areas that may fall on each party: Establish when negotiating what are the potential risk areas that can affect each of the parties and establish their likelihood of occurring during the partnership.

Come up with a means of regularly checking on their status: Both partners can develop a form of a risk register that can help establish whether they are monitoring the status of their risks and their likelihood of occurring within the partnership period. Regular check-ups ensure that in event circumstances change, both partners are able to manage the risk area effectively and still manage to achieve their set goals.

- 01.15 ASSESSMENT FOR LEARNING (AFL):

Ask the participants to think about their existing and their previous partnerships. How did they go about the formation and the sustaining of the partnership, was it something that was clearly thought out or did it just happen? Do they appreciate a more methodical approach to understanding the value of their partnerships or a more laissez-faire method?

During the lesson, make sure you keep encouraging participants to share openly about their experiences.

Session Two – Managing Expectations for Successful Partnerships 1

Resources: Display the **PowerPoint** entitled "Module 14, Session 2 – Managing Expectations for Successful Partnerships 1" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will also need a template with a sample MoU. You will need a flipchart and markers.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to understand how to manage expectations in a partnership

You will also learn some tips on how to launch a partnership.

You will also learn how to manage expectations for a successful partnership.

- 00.05 Introduce the first activity on Managing Expectations.

Read the story below to participants.

This activity will help us discuss a little more on managing expectations. Listen to the story I am about to read and then we will answer some questions.

Baraka is the founder of a RLO that deals with environmental sustainability. He has a goal of planting 1200 trees in a period of 12 months. That is, 100 trees planted every month for one year. According to him, this will be a great start towards combating environmental degradation in his community. Baraka, with this goal in mind applied for a grant for 2000 US Dollars from an organisation combating global warming and was successful. However, the grant was specific that the organisation had to complete this activity in six months. With this in mind, Baraka approached Bahari, his friend and a fellow RLO leader to help him achieve this goal. Bahari's RLO deals with after school programmes for young children and is located in a faraway community. Seeing as Baraka was a good friend of Bahari, he agreed to help. Baraka told Bahari he will use the grant money to buy the seedlings for the trees and then have both organisations plant the trees in Baraka's community in four months to allow for Baraka to draft a final report and share with the grant giver. After a few weeks of the activity, Bahari realised that the activity was quite challenging. Some of the challenges he experienced included, he needed people to help him plant the trees,

he was not allowed to plant the trees in certain areas and only in an area far away, the timeline given was short among others. Basically, he needed more clarity on the project as well as more financial resources to achieve the objective. Whenever he asked Baraka for more information and assistance, he was ignored and left to figure things out for himself. After weeks of trying, Bahari decided to not plant the trees anymore and threw away the remaining seedlings. This ended up making Baraka not achieve his goal and of course ruining their friendship and compromising the project altogether.

Divide the participants into five groups. Each group should discuss one question. For each of the questions, make sure that you expound on the answers with detailed perspectives and feedback.

1. Do you think Baraka's goal was realistic?
2. Do you think Baraka should have asked his friend Bahari for assistance?
3. What should Bahari have done when Baraka approached him? And what should Baraka have done?
4. Was Bahari justified to stop planting trees and to throw away the seedlings?
5. What could Baraka have done differently?

Give the participants ten minutes to discuss each of the questions and share their deliberations with the group. You can prompt some responses with the bullet points below but allow for more elaborations, alternative scenarios to be drawn out from the participants:

- The timeline was too short, Baraka should have adjusted the timelines with grant giver.
- Barakas goal was not realistic, as it did not align with the available resources.
- Baraka should have mapped the available resources to the project goal.
- Baraka should have looked for assistance with someone who was nearer to the project activities to minimise expenses.
- Baraka should have clearly explained the expectations and the project activities with Bahari.
- Baraka should have considered how much it would take for Bahari to achieve the project activity.
- What should Bahari have done differently?

- **00.35 Show the next slide on How to Launch a Partnership**

Ask the group to discuss in groups for five minutes.

How do you go about developing and launching a partnership? Has there been any methodology you have employed?

Allow for some responses from the groups. Remember to write down their feedback on the flipchart.

Every organisation is unique, and every leader may have gone about this process differently, here is an example that Cohere has used previously.

1. Scoping out a potential partner: When exploring potential new partnerships, Cohere team members follow a guideline that helps define the type of partnership to get into as well as how to partner with them. The guideline just guides the team members on engaging a partner if they feel that the potential partner:
   - Has a similar vision to theirs
   - If their activities and impact are aligned
   - Has the leadership capacity as a group or as individuals
   - Is well known within the community

   The team uses these criteria among others to determine whether they should engage a potential partner. It is not a must to have a written down criterion, but at the very least an organisation should establish some clear foundation of who they should partner with and what should be the basis of every partnership.

2. Engaging the partner: Before partnering with the organisation, Cohere's staff approach the potential partner and clearly communicate the expectations and goals of the prospective partnership. This stage is important because it is an opportunity for both parties to share their expectations and see whether the partnership will be worthwhile.

3. Due diligence: Cohere usually conducts a due diligence process where they verify the scope and roles that the partner will play as well as assess their own capacity to deliver on the desired expectations. This is also a good opportunity for organisations to identify and establish effective communication channels and a focal point for communication of matters.

4. Get into a Contract: If all parties are satisfied with the goal, roles and expectations of the partnerships, then it would be good to get into an official contract. Signing Contracts and having guiding documents is crucial to managing expectations. This is where an organisation can clearly document, expectations, objectives, strategies, processes that rule out assumptions. These documents should be drafted in collaboration and both parties should agree to the terms therein. Some of the documents used include:

   a. MoUs - A memorandum of understanding (MoU) is a type of agreement between two (bilateral) or more (multilateral) parties. It expresses a convergence of will between the parties, indicating an intended common line of action. It is often used either in cases where parties do

not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement.

b. Project Briefs - A project brief is a short description of key elements of your project. It is a quick summary for project stakeholders and cross-functional collaborators. It communicates your project requirements.

c. Terms of Engagement - These are the rules people or organisations must follow when they deal with each other.

d. ToRs - Terms of reference (TOR) define the purpose and structures of a project, committee, meeting, negotiation, or any similar collection of people who have agreed to work together to accomplish a shared goal. They show how the project in question will be defined, developed, and verified.

e. SOPs- A standard operating procedure (SOP) is a set of step-by-step instructions compiled by an organisation to help people carry out routine operations. SOPs aim to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with set regulations.

- 01.00 Show the next slide on Managing Expectations.

Ask the group to share their understanding of what managing expectations in a partnership is. Allow them to discuss in pairs for about three minutes and then to give feedback. They may even refer to the story given earlier about Baraka and Bahari.

Allow them to discuss for five minutes and allow some pairs to share their feedback with the group. Remember to take down their feedback on the flipchart.

There is a saying that goes… "If you want to walk fast, walk alone, but if you want to walk far, walk with others". This saying shows how important working together is, and this is especially critical when going into partnerships. As seen in the story given earlier, if not managed well, partnerships can be challenging and may end up failing or leading to project failure. To avoid failure, we are expected to manage expectations in these partnerships.

Managing Expectations is when you clearly communicate information to avoid assumptions between perceptions and realities.

It is common for partners, as seen with Baraka and Bahari in the story at the beginning of this session, to create assumptions that are out of touch with the reality of the ground, such that the objectives/processes/practices/strategies that would ensure the partnership is a success are misunderstood or one sided. This is because such concepts are not clearly explained, worked on together to establish proper resource allocation, and also not documented.

Managing expectations in a partnership means coming together to first collaborate during the formation of the partnership, coming together to determine everyone's roles, capabilities and resources available and agreeing to the terms together and then finally documenting this and having a means of following up on everyone's progress.

- 01.15 ASSESSMENT FOR LEARNING (AFL):

Managing expectations is something that one needs to mentally prepare for as you enter a partnership. It is about being conscious about every decision down to who you decide to go into partnership with. It is important to manage your own expectations by coming up with a criteria of who you would like to partner with. It is also good to manage the expectations of others by also knowing and being realistic about what you can offer in a prospective partnership. Successful partnerships do not happen automatically, they come from being prepared and working on the partnerships. We will continue with managing expectations in our next session.

Session Three – Managing Expectations for Successful Partnerships 2

> **Resources:** Display the **PowerPoint** entitled "Module 14, Session 3 – Managing Expectations for Successful Partnerships 1" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need a flipchart and markers.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module you continue learning about how to manage expectations for a successful partnership

You will also learn how to deal with conflict with a partner and how to transform the conflict for the sake of sustaining the partnership.

- 00.05 Introduce the first activity.

In our last session, we began looking at understanding the purpose of managing expectations. Today we will pick this up by discussing in pairs the question, 'Why is it important to manage expectations in a partnership?'

Allow the pairs to discuss this for five minutes and thereafter allow some pairs to give their feedback. Remember there are no wrong answers and put down their responses on the flipchart.

All these reasons can be summed up into three reasons, they are: It is important to manage expectations so as to

- *Help define deliverables and outline expectations*
- *To avoid misinterpretation*
- *To avoid miscommunication*

However, the foundation and basis of managing expectations is all about COMMUNICATION. How you communicate when scoping out, engaging and implementing a partnership activity is critical to the success of the partnership.

- 00.20 Display the next slide on Communication during Partnerships

When communicating with a partner, be sure to:

- ***Communicate Clearly and Frequently:*** *When communicating the expectations of the partnership or project, nothing should be left unclear. What is expected of you and your partner in terms of deliverables, activities, resources etc need to be made clear. Both parties need to collaborate on this and agree to the terms together.*
- ***Being honest and transparent:*** *Honesty and transparency are key to the success of a partnership or project. They nurture trust and ultimate respect for both partners. Honesty in terms of what the partnership goals, scope, resources and opportunities are.*
- ***Exceed expectations:*** *In a partnership, always strive to go beyond what is expected. That is only possible when you set the bar not very low but just high enough so that you can go even higher. Always push yourself and your organisation to exceed expectations and go beyond what was intended.*
- ***Being optimistic but realistic:*** *Every partnership brings hope and opens doors to possibilities. As such it is very easy to promise partners things that might not be realistic but cannot be done at the moment or under that particular project/partnership. It is important to always strictly make clear what is and what can be done. This is especially clear from the story last session and from our previous experiences.*
- ***Being flexible and open-minded:*** *When working together in a partnership, nothing should be cast on stone. Flexibility should be applied when managing expectations but only to a certain point. It is dependent on the objectives of the partnership, the resources available and the nature of the situation that calls for flexibility. It is therefore important to be able to adapt to situations that are within your control and realistic to adapt to.*

Ask the class.

Do you agree with this, can you think of any other areas we may have missed out?

Allow for some responses before asking the next question.

What are some of the benefits of properly managing expectations in a partnership?

Allow for some responses and write them down on the flipchart. You can also prompt some responses as well as tie them into the responses below.

Responsibly managing expectations leads to successful partnerships because you:

- *Achieved outcomes, goals and set objectives*
- *Happy partners*
- *Trust*

- *Time invested into the right activities*
- *More valuable engagements*
- *Less conflict*

- 00.30 Display the next slide on Managing Conflict in Partnerships

However, with all this in mind, sometimes you may get into a conflict with a partner. Conflict is part of life and sometimes inevitable but how you manage that conflict may either make your partnership fail or succeed.

Ask the group.

Can we think of a time we got into a conflict with our partners? What happened and how did you solve it? If you did not solve it, what was the reason?

Divide the participants into groups and let each of them deliberate the question. Allow them to each share their experiences within the groups and after ten minutes, ask them to share one story from each group. Take notes of some of the steps they used in handling the conflict.

You may also prompt responses with the bullet points below.

In the event that a conflict has arisen, the following steps can be employed to help manage it:

- ***Learn and define the cause of the conflict:*** *Look into the cause of the conflict deeply. Do proper research and also try and consider there can be multiple sides to a situation and not just your own. Also try and see how your actions could have contributed to the cause of the conflict.*
- ***Look beyond the most recent incidents:*** *A conflict does not usually arise out of nowhere, sometimes it could have come from a prior situation. In this case, try to identify trends that might have led to the conflict, and see if they can be avoided in future or help you determine what you can do to rectify the situation. Also consider root causes of the conflict as well as a way you or your organisation may have caused the conflict.*
- ***Look for solutions:*** *In order to deal with a conflict, you must be able to have a solution focused approach to the conflict, and genuinely want to resolve the conflict. When getting to the root cause of the conflict, also during your investigation try and ask all parties to find a solution to the conflict that will salvage the partnership (if possible). However, sometimes, there may be solutions that all parties are happy with, but they do not present themselves immediately. Although not ideal, there may be some areas of conflict that cannot be instantly revolved but can be sustained without impeding the overall constructive nature of the partnership. If all attempts to find solutions have been exhausted, an interim period of time might be needed for one party or another to reconsider.*

- **Resolution and Learning:** *In the case of a conflict being resolved, use the experience as a learning process, also try and document the process as much as possible and possibly even develop SOPs to prevent a recurrence of the conflict.*
- **Move on:** *Remember there is a partnership at stake, and at all times, the integrity that agreement should stand. When the conflict has been resolved, try and move on professionally and continue working towards the goal that was intended. If it was not resolved, take the appropriate measures to dissolve the partnership amicably and then learn from the incident and live to fight another day.*

- 01.00 ASSESSMENT FOR LEARNING (AFL):

Partnerships are a process, they evolve with time and they grow. Getting into partnerships is one way for an organisation or an individual to get to really know themselves and to grow as an organisation. Most partnerships evolve over time and require one to be flexible and adaptable to changes. Most importantly one should view a partnership as a long term engagement, and always looking for ways to enhance and to add value to it.

Module Summary

By the end of this module, the RLO should have a better understanding of how to build and sustain successful partnerships and alliances. They should also be able to reflect on how to maximise the benefit of partnerships and alliances such that their RLO is operating as effectively as possible within its surrounding environment.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 15: Risk Management
Introduction to the module

In this module RLOs will learn how to identify and manage risks that might hinder them from achieving their goals and objectives. Understanding risk management terminologies is important but the main objective of the module is for the RLO to be able to analyse their different activities and operations, identify associated risks and put in place appropriate mitigation measures. There will be a session that also delves into the physical risks or hazards that will help the RLO also identify, plan mitigation measures and develop incident protocols that will help them ensure their activities are sustainable. The module in general will have to be an entire process that will entail several brainstorming sessions involving not only the RLO management but all RLO members as well as key stakeholders.

Session One – Understanding Risk Management 1

> **Resources:** Display the **PowerPoint** entitled "Module 15, Session 1 – Understanding Risk Management 1" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will also need flipcharts and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module, we will start learning about risk management.

We will be learning what a risk is and how to identify risks.

You will also learn about identifying risks from two perspectives, that is Organisational risks Management and Project risk management

- 00.05 Show the next slide on Understanding Risk.

Ask the participants.

What do you understand by the term risk?

Open a discussion on the understanding of the term and you can encourage the participants to share some related words. They can discuss in pairs for a few minutes before allowing them to share the responses to the entire group.

Remember to take note of their responses on the flip chart. You can align their responses to the definition below.

*A **Risk** is an unexpected event that can adversely affect the people, processes, technology, and resources within an organisation thus hindering the entire organisation from achieving its goals and objectives or specific project objectives.*

Ask the participants if they agree with this before moving to the next slide.

- 00.15 Introduce the First Activity

Instruct the participants.

Now that we have agreed and understood the definition of risk, we are now going to move into groups and identify any risks that can affect our organisations or RLOs. Please list down the risks that you think can hinder your organisation from achieving its organisational goals, or that can prevent you from achieving a project goal.

Divide the participants into groups and allow them to discuss for five minutes before allowing each group to list their risks to the entire group. Take note of the risks on the flipchart.

Depending on their responses you can also prompt more discussions with the examples below. Remember this list is not exhaustive.

Some examples of risks may include:

- *Safety of staff*
- *Safety of beneficiaries or participants*
- *Fraud and Bribery*
- *Theft*
- *No growth*
- *Succession*
- *Leadership and Governance*
- *Safeguarding*
- *Poor communication structures*
- *Staff turnover/ Lack of motivation*
- *Cash flow and project planning or business planning*

- *Resource planning for projects*
- *Business collapse (in the case of an income generating activity sustaining operations)*
- *Reputational risk*
- *Activities having a negative impact on community*

- 00.30 Show the next slide on Identifying Risks.

Now we will move on to identifying risks. From our list, we need to break down which of the risks shared can be specific to the organisation or those that are related to a project or activity.

You can define to the participants that:

Risk identification is the process of determining risks that could potentially prevent the organisation or project from achieving its set objectives. It also means being able to document and communicate the risk concerns and then being able to address them accordingly.

Organisational risks are risks that can affect the overall organisation operations while Project or activity risks refer to risks that may arise due to a specific activity or project that the RLO is running.

Ask the same groups they had gotten into before, to briefly discuss this for a few minutes before getting them to share their feedback with the entire group.

Draw this table below on the flipchart. Draw it first without the given classifications as you need to allow participants to first suggest where each of the risks lie and with each risk they share, let them explain why they believe it is either an organisational risk or a project or activity risk.

Organisational Risks	Project or Activity Risks
Safety of staff	Safety of beneficiaries or participants
Fraud and Bribery	Fraud and Bribery
Theft	Theft
No growth	Leadership and Governance
Succession	Safeguarding
Leadership and Governance	Poor communication structures
Safeguarding	Staff turnover/lack of motivation

Poor communication structures	Resource planning for projects
Cash flow and project planning	Activities having negative impact on community
Business collapse	
Activities having negative impact on community	

- **00.45 Show the next slide on Risk Analysis**

Encourage further discussions by getting participants to analyse where the risks may fall or the scope of the risks with the bullet points below:

Thank you for those points on determining where the risks may fall, however:

- *Why are some of the risks in both categories and why?*
- *How should they be handled differently from an organisational perspective and from a project perspective?*

Align their responses to the following statements.

Sometimes a risk can be in both categories because it affects the organisation as well as the project in equal measure. Sometimes, the spillover effects of the risk to the organisation also end up affecting the project or activity. For example, a risk such as safety of staff can be an organisational as well as a project or activity risk. From an organisation perspective, perhaps the location where your RLO operates may be in an area that is potentially risky due to political or civil unrest. This can affect your organisation's activities because if the conflict comes close to your operational area, your staff may be at risk. When it comes to the perspective of a project or activity, the risk can be the fact that a project you are implementing is in an area or a situation or conditions that would be risky for the staff who are responsible for implementing the activities. Therefore, you need to consider how to minimise the risk for the staff by either ensuring they have security or are never alone. Sometimes, it may also mean having the foresight to even be able to say no or pausing a particular project if you feel the risks involved in implementing the project pose a greater threat to your staff. Sometimes, it so happens that where your organisation operates is risky for the staff and it also happens to be where your staff are expected to implement a particular project or activity thus showing how it can apply in both areas simultaneously.

Can you think of some examples of activities that your RLO has been involved in that can better explain the risks that are in both categories?

Allow for some responses before moving on.

To summarise, when the risks occur on an organisation front, you need to look as to how that concern affects the organisation as a whole and how to address it as an organisation.

For a project or an activity risk, you need to look at how that specific risk will prevent you from achieving your project goals and come up with ways to address it within the project. The risk can also represent itself differently for different projects.

In our next modules we will move on to discuss how these risks can be managed and how you can go about dealing with them.

- 01.05 ASSESSMENT FOR LEARNING

The main aim of the session is to get the RLOs to really think about the risks they face and how they apply from an organisational perspective and from a project or activity perspective. Get each of the members to go and think about the risks they shared and add on to that list very specific risks that are applicable to their organisation or a particular project as the next sessions will be classifying those risks into categories and creating an action plan on how to deal with them. Tell the participants to make this list as realistic and personal as possible to their RLO. They can also do this activity in groups. They can present their findings in the next session but allowing them ample time to collaborate and come up with a final list. Make sure each of the group members are members of the same RLO.

Furthermore, please make sure to keep the flipchart notes with the risks identified for the next session.

Session Two – Understanding Risk Management 2

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module, we will continue learning about risk management.

You will also learn about key risk management terminologies and how they are applied.

You will learn how to calculate your risk rating.

- **00.05 Recap on Previous Session and Assignment**

Get a few participants to summarise the last session and their understanding of risk before getting their feedback from the take home activity.

In our last session, we had a take home assignment to finalise on the risks identified and we listed. Did we have any alternative views or additions to those risks?

Allow each group to give a summary of their deliberations.

At this point, take out the flip chart from the previous session and hang it up for reference. Go through the risks that they shared and see if they would need to make any changes or additions to the list. You may need more paper in case any changes may be made.

Get the participants to agree on one final list that they can use for the session. This activity is ideal for participants who are part of the same RLO because they can assess the risks of an organisation or project they are implementing.

- **00.15 Show the next slide on Risk Management**

Ask the participants.

What is risk management?

Allow for some responses before aligning them to the definition below.

Risk management is the identification and evaluation of risks to avoid and minimise their impact. Risk management is the practice of identifying risks in advance, analysing them and taking precautionary steps to reduce or minimise their impact.

The risk management process has five steps, they are:

1. *Identifying the Risk*
2. *Analyse the Risk*
3. *Evaluate and Rank the Risk*
4. *Treat the Risk or Creating a Risk Response Plan*
5. *Monitor and Review the Risk*

In our last session, we started the process of risk management by the first step which you recognise where we identified the risks our organisations are facing. In our last session, we also went a step further, that is step two where we analysed the risks by determining their scope and link between different factors within the organisation. This was where we looked at how the risks could affect the organisation or how the risks could affect the project or an activity.

Today we will go to the next step, step three, evaluating those risks and determining their likelihood of occurrence and their likelihood of impact. When evaluating the risks, you also rank their level of occurrence and the impact of the risk in the event it happens. Some risks can be very likely to occur while others can be least likely to occur. Even in the event they do occur, some risks can have a minor effect on a project or activity or the organisation as a whole, while others can have a catastrophic impact on the organisation. This third step is really crucial because it also helps you and your organisation gain a holistic view of your organisation and projects risk exposure. A good way to evaluate those risks is to come up with a risk rating.

- **00.25 Show the next slide on Risk Ratings**

Ask the participants.

With that background in mind, what can we define a risk rating as?

Allow for some responses before aligning them to the response below.

Risk Rating is assessing the risks facing your organisation or project by classifying them as either low, medium, or high on the basis of the likelihood of occurrence and the impact on your organisation or project. Low, medium and high are called the levels of risk. The levels of risk are usually rated from 1 to 5.

The Likelihood of the Risk to Occur: *Defines the probability or chance that the risk might occur and can be rated as follows:*

Very Low - 1
Low - 2
Medium - 3
High - 4
Very High - 5

Risk Impact: *Is the estimate of the potential damage the risk may cause the organisation or project if it occurred and can be rated as follows:*

Negligible - 1
Moderate - 2
Moderate - 3
Major - 4
Disastrous - 5

- 00.35 Go to the next slide and Introduce the Next Activity

Organise the participants into the two groups and give them the following instructions.

From the list of risks that we had identified and finalised on earlier in the session, I want us to divide ourselves into two groups, where Group One to rate their likelihood of occurrence from 1 to 5, while Group Two to rate their Risk Impact from 1 to 5.

Allow the groups to discuss this for about five minutes. After they have finished discussing, draw the table below and write down their classifications. For each group, get them to also justify reasons for the figures and get other members to give feedback if they agree.

For example: The safety of staff on a particular project, the likelihood of occurrence is **2**, **meaning it is Low**, but if it does occur the impact will be **Major at 4**.

Risk	Likelihood	Impact
Safety of staff	2	4

Allow the groups to fill for the other risks in their final list.

- 01.00 Go to the next slide on Risk Rating

Therefore to summarise, the risk rating is a calculation that is obtained by multiplying the likelihood of the risk by the impact of the risk.

Risk Rating = Likelihood X Impact

Now looking back at our previous table, let us calculate the risk ratings for each of those risks such that: From the previous example you **multiply 2 by 4 to get a risk rating of 8.**

Risk	Likelihood	Impact	Risk Rating
Safety of staff	2	4	8

- 01.05 Go to the next slide on Risk Response Plan

Depending on the calculations obtained, you and your organisation need to determine what action to take. The diagram below can show you what immediate action to take when you obtain your risk ratings.
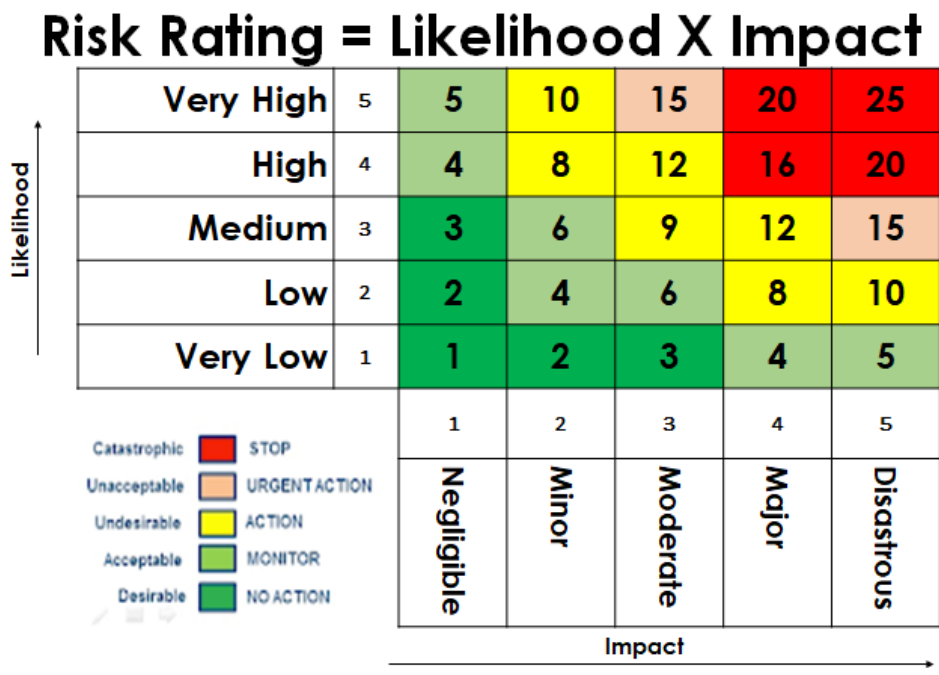
For risk ratings of 15, 16 and above, the consequences can be quite catastrophic to your RLO, therefore, ask yourself whether you can immediately stop the activity or come up with strategies to reduce the rating. With activities of such high rating, it may be wise to also consult with other partners on ways to go about it. It does not have to be all up to you, where possible seek like minded partners who can help you come up solutions.

Risk ratings of 9 to 14 are high and their occurrence may not collapse the organisation, but you cannot ignore them either. It would be best to take action by trying to come up with immediate strategies to mitigate those risks. Mitigating a risk means reducing the risk. Again work with your members or fellow partners on ideas on how to manage and reduce these risks. It is best to keep them at the lower end rather than closer to the higher end.

Risk ratings of 6 and below may seem minor, but you should still as an organisation monitor them closely. Their likelihood of escalation if not managed closely can give you a false sense of security. Even though it would be best to try and keep all risk levels below 6, the reality is not possible especially with challenges such as the COVID-19 pandemic or political/civil unrest that are beyond the control of an organisation.

Step four of the risk management process is about creating a risk response management plan which we will go into more details in the next session.

- O1.15 ASSESSMENT FOR LEARNING

Get the participants to now go back and deliberate on the risks ratings for the risks they have identified for their organisation or projects. Get them to now look at each risk and come up with mitigation measures which they can try to apply in order to reduce the likelihood of the risk occurring. After this, for each risk they should also come up with actions they can take against each risk to enable this to happen. Allow the participants a day or two to work as a team or divide up the risks if in a larger group and get them to come back with their feedback in the next session.

Furthermore, please make sure to keep the flipchart notes with the risk ratings for the next session.

Session Three – Creating Risk Management Response Plan

Resources: Display the **PowerPoint** entitled "Module 15, Session 3 – Creating a Risk Management Response Plan" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will also need flipcharts and marker pens. You will need your previous sessions' flip charts as well as for each participant to have access to the Risk Register sample template.

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this module, we will be learning how to create a risk register.

We will also be learning how to create a risk management response plan.

You will also learn how to engage the wider community in risk management.

Finally you will generate an organisational risk register and a sample project risk register.

- ## 00.05 Recap on Previous Session and Assignment

Again, we will begin today's session by having a short recap of the highlights from our previous session. Any volunteers to share their highlights?

Allow for responses from two participants.

In our last session, we also had a take home assignment to come up with mitigation measures for each of the risks you had rated. We also were to come up with immediate actions which our organisations can take to reduce these risks from happening.

Allow each group to give a present their mitigation measures and actions input from the rest of the participants on alternative views on the feedback shared or just to confirm if the actions suggested are feasible.

At this point, take out the flip charts from all the previous sessions and hang them up for reference. Make a new column for the mitigation measures as well as the

actions and take notes on their intentions. Use this to follow up on their implementation even after the module.

- **00.20 Show the next slide on Creating A Risk Register**

That take home activity is the first step towards creating a risk management response plan.

It can be added further to create a risk register which you and your RLO can use to monitor the organisation's risks.

A risk register is an itemised list of the important risk events that could affect the organisation or the project's success.

The risks in a risk register should be prioritised based on their likelihood of occurrence and their impact.

A sample risk register is shown below. (follow the hyperlink for the template)

S/N	Risk Name	Cause (IF)	Risk Event (Then)	Consequences (Resulting in)	Likelihood Rating	Impact Rating	Consequences - Impact Rating	Risk Rating	Mitigation Measures	Risk Owner

The register contains:

- *S/N: Serial number just numbering the risk identified*
- *Risk name: The risk identified defined*
- *Cause (IF): Showing what can cause the risk to happen*
- *Consequences: What would be the result if the risk happens*
- *Likelihood Rating: From 1 to 5 of likelihood of occurrence*
- *Impact Rating: From 1 to 5 of Impact on organisation or project*
- *Consequences: Detailed description of consequence to organisation or project*
- *Risk Rating: The overall calculated risk rating*
- *Mitigation measures: What can you do to reduce the risk*
- *Risk Owner: Every organisation should appoint a team member of two to be responsible for taking actions to minimise the risk or for constantly monitoring the risks likelihood of occurrence.*

Now with the risk register template, can we put down all our risks and fill it in accordingly. You can work as a team as you determine who will be responsible as well as the actions to take.

Allow the participants to work on this template. Allow them to work on this for twenty minutes and if possible they can briefly present on two of the risks.

- ## 01.00 Show the next slide on Creating A Risk Management Response Plan

A risk management response plan is basically determining ways to reduce and eliminate the risks to the organisation and the project in general. It is part of step four of the risk management process.

Ideally there are four main ways to deal with a risk, they are:

- **Avoid:** *Eliminate the risk by stopping the activity and protecting your organisation*
- **Transfer:** *Moving the impact of the risk to a third party*
- **Mitigate:** *Reducing the probability or overall impact of the risk*
- **Accept:** *Just saying all projects/organisations have risk, you just have to monitor it closely*

In our take home assignment we came up with mitigating measures, but do you feel some of the risks can be avoided, transferred or accepted? If yes, which ones and how would you do it.

Allow for some responses and make the changes on the flipchart as you go along.

There is no one way to create a risk management response plan, it needs to be specific to your organisation and the particular risk you are facing. However it would be important to follow the principle that the risk response should be:

- *Cost effective relative to the significance of the risk*
- *Scaled to the magnitude of the risk*
- *Agreed upon by the applicable project stakeholders*
- *Achievable and realistic*

Implementing a risk response plan requires the involvement of appropriate levels of management, governance, time and funding. Therefore, you should try to plan for risks especially in your project proposals and as you approach donors or supporters for your activities.

From your risk register, you can find that not every risk identified requires a risk management plan, it will be purely a judgement call you will make as an organisation depending on the severity of the risks.

At this point you can also determine who to involve as stakeholders towards helping you manage the risk. Sometimes it can be your governance structures, your management teams, your staff, other partners or your community in general.

A proper risk management plan does not need to include response plans for all risks within the risk register. The risk register contains all risks that are significant enough to warrant tracking and monitoring. It is not feasible nor necessary to develop response plans for every one. Most of the time, risk response plans are required for risks that are high in both probability and impact.

Can we try and create a risk management response plan for your highest risks? What would it entail? Perhaps you could use an example we have already spoken of.

Allow for some responses from the group. Please note that there can be no one way or template for a risk management plan. The RLO has to develop it themselves based on their available resources to handle the situation. Every response will be very unique to the different RLOs as well as different team members but they should come up with one approach as a team. For now, allow them to give feedback as to an approach, but tell them to work on this activity with the team members and stakeholders after the session and make sure to follow up and see if they have implemented it effectively.

- **01.10 Show the next slide on Risk Communication**

It is important to constantly communicate the risks to your organisation with important and relevant stakeholders. Creating the risk register in advance and sharing with relevant stakeholders will be critical to dealing with the risks in the event that they do occur.

Developing the risk register with your stakeholders is also critical to the development of effective risk management response plans. Therefore, please make sure you discuss your risk registers with your stakeholders and make a commitment to follow through on actioning the activities to mitigate or deal with the risks.

Constant check-ins with stakeholders and your organisation on the risks and their ratings is critical to success. Therefore it is advisable to appoint a member of your RLO who can have the overall responsibility in monitoring the risk register. However, that leader should have the support of different team members who have different responsibilities in mitigating different risks and report on their progress frequently. As an organisation, decide on an appropriate check in for this and stick to it.

When the risks do occur, sometimes communication during the crisis can be more important than the response itself. Therefore, because the strength of the risk management response to an unexpected event is often judged on communication, it is important that the risk register and response plans be communicated to the relevant stakeholders. Then, when an unexpected event occurs the stakeholders will not only be more supportive of the response, but the final judgement will be much more favourable.

- 01.20 ASSESSMENT FOR LEARNING

At this point the RLO should have made the commitment to complete their risk register, share it with their relevant stakeholders for input as well as develop risk management response plans for the most critical risks. They should also appoint an overall Risk Management Team Leader as well as Risk Owners for each risk and commit to have regular check-ups on the progress of the activities. These are activities that will take time to accomplish so be sure to follow up with the RLO on how they are implementing these changes.

Session Four – Managing Hazards

It is important to note that while the session is important for all RLOs, it is structured towards RLOs that have operating spaces. However, as the facilitator, you can modify the session for each RLO according to their current operating environment. For instance, RLOs that are starting out with no area of operation but have a strategic plan will benefit from mapping out their potential hazards and ways to mitigate them so that as they engage and get more funding they can have these precautions in place. For RLOs that may operate in virtual environments, they still face hazards within the confines of those operational spaces, therefore, go through the session and modify it as per the RLOs specific context. For further information on that contextualisation reach out to the Cohere location lead or the Capacity Development Lead.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this module, we will be learning about managing hazards. We will also be understanding the difference between hazards and risk.

We will also be learning how to identify some of the hazards that our organisations can face and how to mitigate them.

Finally we will also be creating protocols to deal with these hazards in our organisations.

- 00.05 Define Hazards using the next slide

Ask the participants.

What is the meaning of hazards and how is it different from a risk?

Allow for some responses before giving them the definition below.

Hazards are a specific type of risk in which a physical object presents a constant possibility of physical injury. Therefore, there are two aspects here that are important to note, a hazard presents the physicality of a risk and the constant
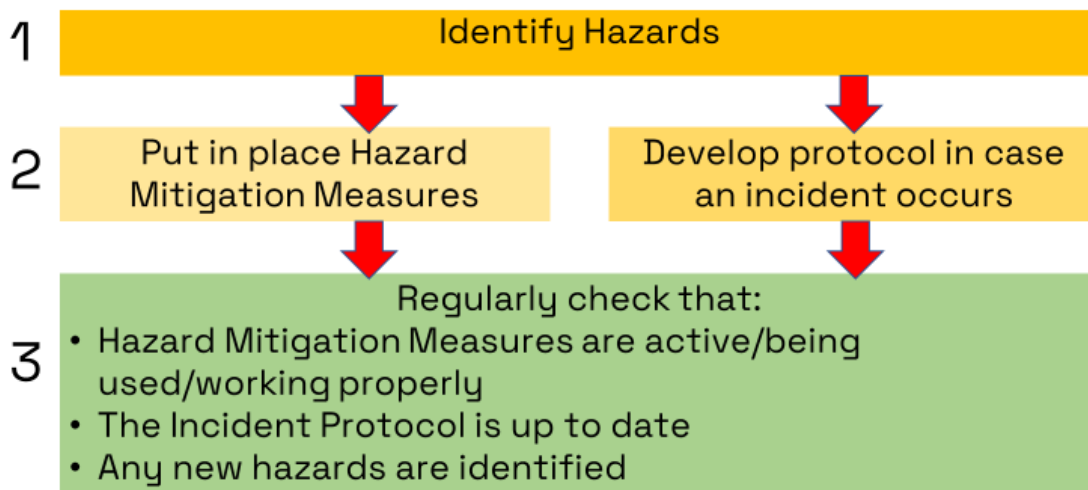
possibility of the risk occurring and therefore, they must be actively and often physically mitigated. In contrast to what we have been discussing in our previous sessions, hazards are still risks, but present consequences that are of far more dire impact to your RLO and community as they affect the lives of human beings.

- **00.10 Request feedback and move to the next slide on Hazard Mitigation**

Display the slide below and discuss with the participants.

In hazard mitigation, there are three crucial steps that your RLO must go through. They are:

Hazard Mitigation Steps

1 | Identify Hazards

2 | Put in place Hazard Mitigation Measures | Develop protocol in case an incident occurs

3 | Regularly check that:
- Hazard Mitigation Measures are active/being used/working properly
- The Incident Protocol is up to date
- Any new hazards are identified

- **00.12 Go to the next slide on Step 1: Identify Hazards**

*First is you must as an RLO **identify hazards** that are unique to your RLOs operating environment and context. For example, hazards related to the following:*

- *Fire Hazards: This includes items that present the danger of causing a fire at any moment in your RLO and they include things such as solar panel batteries, open flames that even security officers may make at night for warmth, or your RLO storing flammable materials in the area of operation.*
- *Water hazards: This when there is a significant large body of water, whether permanent or temporary, that presents the risk of someone drowning. This will include things such as lakes, rivers, seasonal laggas (water bodies), or latrines.*

- *Structural Integrity: Anywhere your RLO operates can have the risk of structural damage as it is the quality of buildings and structures.*
- *Machinery: This is in the case of when your RLO is operating near a furnace, generators and so on. These items if mismanaged or if faulty can cause serious harm to participants or your surrounding community.*
- *Vehicles: This focuses on the means of transport that your RLOs use that can get into an accident and thus injure your RLO members, staff or participants, It can be cars, boda bodas and so on.*

The list of hazards can be endless, but it is important for your RLO to identify the hazards that their RLOs are exposed to and how exactly that particular hazard is a risk.

- 00.15 Introduce the First Activity

Divide the participants into groups and instruct them to identify hazards that their RLOs are exposed to. You can also divide up the categories of hazards above for each group to discuss. Give each group a flipchart and marker to write down their hazards. Allow them to discuss for ten minutes before regrouping them back together. When each group is presenting, have them come up and stick their flipcharts on the wall and get feedback from other members on whether it was covered comprehensively.

Now that you have identified the hazards that your RLO is exposed to, you can now put step 2 of the hazard mitigation process into action. Step 2 has two elements of it, the first element is putting hazard mitigation measures in place and the second element is developing an incident protocol in case an incident occurs. The reason for this is because the two aspects complement each other and are equally as important to the RLOs overall mitigation process.

- 00.30 Go to the next slide on Step 2A: Hazard Mitigation Measures

*Now looking at the hazards we had identified in the previous section, we need to think of ways to mitigate those hazards we have identified. For each and every hazard identified, as an RLO, we need to think of specific **actions** or **policies** we should put in place to reduce the risk of them happening.*

Some examples of actions we can put in place include: Putting fire extinguishers in place, putting up signs near water bodies, putting fences around water bodies and so on.

Some examples of policies we can put in place include: All flammable items have to be stored in a separate structure, buildings have to be inspected by authorities before use, classes will not take place if there's heavy rain and risk of flooding and so on.

We can think of both immediate things we can do to mitigate these hazards, as well as longer-term measures that may require things to be purchased. This will help your RLO plan your activities and upcoming budgets to include these items.

- 00.35 Introduce the Second Activity - Actions

Divide the participants into groups according to the number of hazards identified. If the hazards are many you can combine a few hazards so as to make sure each group has the same number of hazards. Get each group to discuss what actions they can put in place to prevent their hazard(s) from occurring. Give them all flip chart papers to put down their notes. Allow them to discuss for about five to ten minutes before having a recap session. Get the other groups to give additional feedback and to comment on each other's actions until they are all in agreement. Ensure the actions are realistic and achievable within the RLOs context by also questioning their approach accordingly.

- 00.55 Introduce the Third Activity - Policies

Divide the class into groups similar to the previous section and get each group to discuss what policies their RLO can put in place to prevent those hazards identified from occurring. Allow the groups to discuss for a few minutes before requesting feedback. During the feedback session, ensure they are all agreeing on the final policy for each hazard. Ensure different participants take the lead in presentations for each activity and all RLOs present are actively contributing to the discussions. Ensure they have put in place realistic plans and policies that their RLOs can implement and take note to follow up in subsequent months on their progress.

ASSESSMENT FOR LEARNING: All participants should be fully conversant with the hazards at this point and should be able to easily identify them and should be actively contributing to ways of mitigating them by now.

- 01.10 Go to the next slide on Step 2B: Incident Protocol

Part of Step 2 is coming up with an Incident Protocol that your RLO can follow in the unfortunate event that an incident occurs in and around your RLOs operating environment and context. As an RLO, you will need to come up with specific steps you can take if someone gets injured. In this incident protocol, you will need to identify:

- *Where is the nearest medical facility?*
- *What are the relevant emergency numbers? Are they even useful?*
- *What kind of medical allowances do RLO members have?*
- *What immediate transportation options do we have on hand?*
- *Where are our fire assembly points?*
- *What protocols do other organisations have?*

This is not conclusive and each RLO can and should come up with a protocol that is unique to their context but you can use it as a guide. Now as one group, can we discuss these questions and any other additions to this you may have and start the basis of your incident protocol.

Pick one of the participants to facilitate the discussion and have them write down the key points on a flip chart. The protocol does not have to be exhaustive at this point, the RLOs may need to do further research and engage stakeholders before they put down their final version. Allow them to start deliberating and after a few minutes, tell them they will continue this as a **take home assignment.** Give the RLOs a deadline that is workable for them within the next two weeks of facilitating this session to come back and discuss this in detail.

- 01.20 Go to the next slide on Step 3: Regular Review

Now that your RLO has identified the hazards that they are exposed to, come up with mitigation measures for the hazards as well as narrowed down on an incident protocol, your RLO will need to regularly review all of these in steps 1 and 2.

With Step 1: *We review it in the case of a new project in a new area of operation or in the event that you move spaces. In that case we have to identify new hazards that we may arise accordingly. It may also be that there may be some hazards that you have not identified yet or have also come up since your last review.*

With Step 2: *We should ask ourselves the following questions each time we review the mitigation measures and the incident protocol:*

- *Are the mitigation measures still effective and operational?*
- *Is your RLO able to sustain these measures? (this is in the event that it needs a recurring cost to support the measure).*
- *Is there a more effective way we could mitigate the hazard?*
- *Are any third parties involved in the incident protocol still active? Are their contact details up to date?*
- *Are they any ways we could streamline the incident protocol or make it more effective?*

Allow the participants to discuss this for a few minutes together, however, alert them that this section can only properly be discussed after steps 1 and 2 have been in effect for a period of time, perhaps a few weeks or one quarter.

Take Home Assignment: The RLOs will need to review this section in a quarter, and therefore take note of a date that you can reconvene as a group and discuss this. In the meantime they will keep researching and coming up with ways to improve this third step.

- 01.30 ASSESSMENT FOR LEARNING (AFL)

This session cannot be concluded comprehensively in one sitting, you will need to keep track of participants actions and protocols and ensure that the RLOs complete them and put them in place. You will need follow up sessions and site visits to ensure that their plans are being implemented. You will report on this in your final assessment. The RLOs should be confident at the time of conclusion that their staff have mapped all potential hazards and they are working with their communities and relevant authorities on mitigating the hazards.

Module Summary

By the end of this module, the RLO should have a clear picture of the risks that their organisations are exposed to and how they can manage and mitigate those risks so as to achieve their goals and objectives.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 16: Safeguarding
Introduction

For any organisation working with children and vulnerable adults it is essential to consider safeguarding in the delivery of your activities, and within the space(s) you are managing. Safeguarding describes the mitigating measures that aim to protect children and vulnerable adults from harm from your organisation, your activities and any associated or external partners. It is also a method of developing policies, procedures and reporting systems to ensure that your organisation can identify forms of abuse and support victims appropriately.

It is the responsibility of every member of your organisation to ensure that you are doing no harm to your community, and protecting vulnerable members from abuse. By completing this module we hope to improve your organisation's understanding of what safeguarding is and how it can be incorporated into your work to protect children and vulnerable persons sufficiently.

As with any discussions around abuse or exploitation it is essential to remember that most people have experienced some form of abuse. Throughout this module, be mindful of these sensitivities and ensure that you are creating a safe, open and respectful environment for participants. At the beginning of each session remind participants to be considerate of what is shared and peoples' opinions or experiences.

Session One – Introduction to Safeguarding

Resources: Display the **PowerPoint** entitled "Module 16 – Introduction to Safeguarding" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need the participants to watch a video in the first activity, please be sure to have a machine that can either project or for participants to have access to a smart phone with internet connection that can access the video on YouTube.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand what safeguarding is and why it is important.

You will also learn how to identify who is vulnerable within your community.

You will also learn about the different steps of the Safeguarding Cycle.

Finally, we will look at how to recognise different types of safeguarding concerns: Internal, external, and associated

- **00.05 Introduce some of the concept of Safeguarding using the next slide**

Ask the group.

Has anyone heard of the term safeguarding and what do you understand by it?

Allow for some responses, especially prompting those who have heard of it, by inquiring, how they have heard of it, what their experience has been, and so on. Allow for some responses before giving them the definition below.

Safeguarding *is the action that an organisation takes to promote the* ***welfare*** *of children and vulnerable adults to protect them from* ***harm*** *including* ***physical, emotional, sexual and financial harm*** *and* ***neglect****.*

- **00.10 Introduce the First Activity with a Video.**

Invite all members of your group to watch the following video. You will need a device or projector that can access the internet as the video is on YouTube as well as a way for participants to listen and watch it. The video link is below.

An introduction to Safeguarding (Please only watch from 1:16 to 1:38 -- the rest of the video is not relevant to this module and context)

https://www.youtube.com/watch?v=qWO_WfnRW_U&t=75s

After watching the video, invite the participants to discuss in pairs which members in their community would be considered to be vulnerable. Give them a few minutes to discuss and then ask for their responses. Remember to ask them to describe and give reasons why those members in their community are vulnerable. Write them down on the flip chart.

Before moving on, double check that all participants have a deep understanding of what safeguarding is and which members of the community surrounding their RLO would be vulnerable. It is critical that the participants are able to see this as it will form the basis for the entire module.

- **00.30 Go to the next slide on the Safeguarding Cycle**

Now we will look at the safeguarding cycle. The safeguarding cycle helps us to understand the different *steps that all organisations and individuals should consider in their work to do no harm and protect individuals and communities.*

Draw the safeguarding cycle (as pictured below) on a flip chart or board and take time to talk through these different stages with participants.

THE SAFEGUARDING CYCLE

Ask the participants.

Now can we try and discuss what each of those steps would entail?

Allow for some responses before aligning them to the bullet points below:

The following stages describe the safeguarding cycle:

1) **Identify** - *understanding different forms of abuse and recognising that abuse is happening.*
2) **Prevent** - *taking actions to stop abuse from happening*
3) **Report** - *developing ways for incidents of abuse to be reported safely and confidentially within your organisation and in the community that you are working with*
4) **Respond** - *having procedures to respond to reported incident effectively*
5) **Investigate** - *having procedures to investigate reported incidents*
6) **Learn** - *recognising how incidents could have been prevented and improving systems within the organisation to ensure it will not happen again.*

- 00.40 Go to the next slide and introduce the next activity

Divide the participants into groups and ask them to discuss what is meant by the proverb below. You can also write it down on the flipchart.

"Prevention is better than the cure"

After a few minutes ask for responses from the group and launch an open discussion on the proverb before aligning their discussions to the explanation below.

'It is easier to stop something happening in the first place than to repair the damage after it has happened'.

Ask the participants.

Knowing that, how does that proverb and explanation apply to safeguarding?

Allow the participants to discuss in groups before requesting for their responses and discussing their views.

Abuse can lead to long-lasting psychological and physical trauma. Prevention is key. If we do not prevent the harm from happening then it can never be undone. That is why prevention is the most important element when safeguarding and why our RLOs must do everything possible to prevent any instances of abuse.

- 00.50 Go to the next slide and launch an open discussion

On the flipchart, write the following headers and launch an open discussion.

Internal Safeguarding
Concerns

External Safeguarding
Concerns

Associated Safeguarding
Concerns

Based on these headers, ask the participants to give some examples of these areas from their work or communities. Allow them to discuss for a few minutes and then launch an open discussion of each of the areas. Here are some bullet points to help you align the responses and give feedback.

- **Internal safeguarding concerns:** this area has to do with your team, staff behaviour, and the activities being implemented by your organisation.
- **External safeguarding concerns:** These concerns are related to the sexual abuse of members of the community and child abuse of children attending your community learning center
- **Associated safeguarding concerns:** This is concerned with partners you may be implementing projects with who cause harm to children or vulnerable adults

Ask the participants.

Do you agree with this? What instances and examples can you add on each of these areas that would help bring this out better?

Allow for some responses.

- ## 01.30 Go to the next activity.

Watch the video below that will hopefully give additional information about how safeguarding is related to our organisations. Be sure to correlate and explain to participants that the civil society organisations referred to in the video, can also be the RLO.

https://www.youtube.com/watch?v=cpWsw48jyuA

Invite the participants to discuss the video and share what they have learned and again keep checking their feedback and responses to see if they truly have an understanding of what safeguarding is before moving on.

- 01.45 ASSESSMENT FOR LEARNING (AFL):

Close the session by asking each participant to reflect on one thing they have learnt so far. The main aim of the session is to get participants to fully understand what safeguarding is. As an assignment, get each RLO member to go and review their community and see who is vulnerable and what safeguarding concerns they may have as an RLO. Give them at least one day to complete this exercise before the next session.

Session Two – Identifying Abuse and Safeguarding Concerns

> **Resources:** Display the **PowerPoint** entitled "Module 16 – Identifying Abuse and Safeguarding Concerns" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need a flipchart. You will need every participant to have access to sticky notes and pens for an activity. You will also need all participants to have access to CSSC M16 Handout 1 and CSSC M16 Handout 2.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to identify different types of harm and abuse.

We will also be learning how to identify various safeguarding concerns.

We will also be discussing how to identify concerns in our activities, our RLOs and our surrounding communities.

- **00.05 Recap on Session One**

Ask the participants to highlight some of the key learnings from the previous session. Depending on their responses you can further prompt them with some of the questions below:
- What does safeguarding mean?
- Why is it important?
- What are the six stages of the safeguarding cycle?
- Why is prevention key?

- **00.10 Go to the next slide on Identifying Different Types of Abuse**

For this session you will investigate the different forms of abuse. As some of the participants might be victims of abuse, please warn the group that this might be an uncomfortable conversation and participants must be sensitive and considerate. On the other hand, also encourage participants to share freely and openly reminding them that these sessions are confidential and a safe space.

As a starting point, it is important to first understand the different types of abuse or harm that children and vulnerable adults can be subjected to so you can identify how to mitigate and respond. There are different types of abuse, they are:

Note to talk through these examples and write down the key points on the flip chart.

Abuse: This is a violation of an individual's human and civil rights by any other person or persons. It can take the form of physical, psychological, financial or sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity of a child, young person or vulnerable adult.

Physical abuse: This means all forms of physical harm which includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating and so on but can also include causing physical harm through misuse of medication, restraint, or inappropriate restrictions.

Financial or material abuse: This includes theft, fraud, exploitation, pressure in connection with property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Sexual abuse: This involves forcing, enticing or coercing someone to take part in sexual activities, whether or not the vulnerable person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving a vulnerable person in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be carried out by adults or other children.

Neglect: This is the persistent failure to meet a vulnerable person's basic physical and/or psychological needs, likely to result in the serious impairment of his/her health or development. Examples include failure to provide adequate food, clothing and shelter, failure to protect them from physical or psychological harm or danger; failure to ensure adequate supervision (including the use of inadequate care-givers); or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a vulnerable person's basic emotional needs.

Psychological abuse: This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. Examples include not giving a vulnerable person opportunities

to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on a vulnerable person, which may include interactions that are beyond a vulnerable person's developmental capability. It may also involve serious bullying (including cyber bullying), or the exploitation or corruption of a vulnerable person.

Do you have any feedback or additions to this list?

Allow for some responses before moving on.

- 00.20 Go to the next slide and Introduce the First Activity

For this activity you will need to ensure that all participants have sticky notes and pens.

Divide the participants into 5 groups along the five types of abuse listed in the last section. Ask each group to consider what might be signals that a child or vulnerable adult is being abused. One group should consider one type of abuse and make sure that all the participants are divided evenly. Instruct the participants to further write down examples of signals that could alert us to these things happening.

Give the groups a few minutes to discuss.

Launch an open discussion on their feedback. Get each group to present their signals of abuse and ask other groups/participants to further add and comment on the presentations. Feel free to add in as well and guide their discussions.

- 00.30 Show the next slide and Introduce the Next Activity on Identifying Safeguarding Concerns

You will need your participants to have access to CSSC M16 Handout 1 and CSSC M16 Handout 2. Prepare to record the feedback at the end of the exercise by drawing the following grid below onto the flipchart. Leave enough room in the grid to make notes on the rating for each scenario. The same feedback grid is also in Handout 1 and the participants can use it for their notes.

Group	1	2	3
A			
B			
C			

Introduce the activity with the following instructions. Divide participants into three groups. Name the groups A, B, C or any other name they may desire.

Ask each group to nominate one person in each group to read out the scenario(s) in Handout 1 and then to answer the questions below.

Encourage people to say what they think and not to worry about being wrong. Remind the groups that we are identifying what causes us concern. We do not have to be certain that it is abuse. However they can still refer to Handout 2 for the definitions of abuse.

Handout 1 has a column written rating 1-4 and the groups should rate each scenario according to the criteria below:

1. Directly caused by the organisation
2. Indirectly caused by the organisation
3. Not caused by the organisation but the organisation can address it
4. Not caused by the organisation and cannot be addressed directly by the organisation

Allow the groups to discuss for about ten minutes and then reconvene for a recap session.

- 00.40 Recap on Activity

Bring participants back together. Ask each group to give their number rating for each of the scenarios, and explain why they have given the ratings as they have. On the pre-prepared table on the flipchart, add in each group's rating from 1 to 4.

ASSESSMENT FOR LEARNING: As the groups present their findings challenge the different ratings given by each group. You will be trying to assess the participants grasping the overall concept and contextualisation of safeguarding risks and their causes. Dig deeper by asking whether there is really nothing the organisation can do? What would it mean for the organisation to respond appropriately? You can keep referring back to the key learning points. Summarise the session by reiterating what the organisation is responsible for in terms of identifying abuse. In the next sessions we will look at how to prevent and respond to the issues in more detail.

Furthermore, highlight the need for networking and coordinating with other organisations, which can support the organisation's safeguarding measures and responses, particularly for issues that fall within category 4.

- ## 01.00 Go to the next slide and Launch Another Discussion

As a follow up to the previous activities, ask the groups to discuss if they have witnessed abuse in their RLOs, their communities and in any of the work that they have done or in their day to day lives. Instruct the participants in each group to:

- Define how they have identified if abuse was happening?
- What were the signals that showed them something was not right?
- Discuss what they did about it?
- How they ensured it never happened again.

ASSESSMENT FOR LEARNING: This activity will be critical in showing you whether the participants are grasping the meaning of safeguarding and whether they are able to identify instances of where it has occurred in their own RLOs. It will also help them see the ways in which they can contextualise the safeguarding risks when it comes to their activities and programmes. This activity will also enable the participants to identify the risk areas as well as the ways in which they could have mitigated that risk. Please be keen on the feedback and reiterate key learning points for them.

Give the groups five minutes to deliberate and then ask for their feedback. You can align their responses to the bullet points below.

- **Recognising safeguarding challenges in your programs/Identifying risks:** It is important to learn to identify and spot the signs of abuse. This will ensure that people in your organisation know what measures to take if they encounter safeguarding issues. You can do this by:
  - Recognising both poor practice and more serious abuse which can affect the culture of the organisation.
  - Being able to report issues and raising concerns, staff and beneficiaries should never feel out of place and should be able to speak up, for example having supportive team members who are open to one another.
  - Look out for any indicators that suggest a person is at risk of harm such as changes in behaviour, mood swings, low self-esteem and such that could possibly show that one is in danger.
  - Make a point of recording these indicators you have noticed. Follow-ups and records are basic measures to put in place when dealing with safety. This includes being keen especially when working with children, and mixed groups of vulnerable people.
  - Monitoring a person's emotional and physical well-being, for example, changes in physical behaviour, signs of distress or illness, sometimes weight loss or gain. This will include having mentors for different age groups to streamline the safeguarding process for example availing suggestion boxes where every individual can access.

- **Recognising common or very specific safeguarding issues and challenges:** This can be issues such as:
  - Child criminal exploitation like child labour, child trafficking whereby wrong people hide in the name of organisations and end up misusing the rights of the children.
  - Child sexual exploitation: occurs where an individual or group takes advantage of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been exploited even if the activity appears consensual. Actually where this happens, the doer is supposed to be handled by the law enforcement body of that particular country.
  - Domestic abuse or violence or neglect: for example fighting in the presence of kids, use of vulgar language, caning, unnecessary beating and any kind of mistreatment enforced on children
  - In appropriate behaviours for example taking sexually intrusive photographs with or without their permission is considered an abuse or exploitation.

*To summarise this, **Safe programming** is about strengthening and building protective environments in which programs take place through careful risk management and designing programmes in a way that creates, or contributes to a safer environment for vulnerable adults and children.*

Safe programming and quality programming are closely intertwined. In the long-term, a programme, which does not prioritise the safety of one's community, participants and child safety and well-being is unlikely to be effective and sustainable and should not be implemented if risks are not addressed.

- ## 01.25 Go to the next slide and Introduce the Third Activity

Instruct the participants.

In groups of three, discuss different ways in which we can reduce the potential safeguarding risks in our activities or programmes or in the way we work.

Allow the participants to discuss for five minutes before asking them to recap together.

In order to reduce the potential safeguarding risks in our programmes and in the way we work, we need to carefully evaluate where the potential risks can be so that we can see how to avoid them. The potential harm to children and vulnerable adults through our programming work can arise from:

- ***Lack of adequate risk assessment:** This occurs when risk assessment is conducted by staff without adequate understanding of the nature of the risks involved, the localised social, cultural, economic norms and environment or*

without the necessary "lateral thinking" to consider different scenarios and possible consequences.

- **Poorly designed programmes/projects:** *Programmes are not designed to minimise risk as far as is possible, the potential negative outcomes for children or vulnerable adults are not well considered and addressed effectively in the programme design, or technical approaches and models.*

- **Programmes or projects designed and implemented without the full participation and agreement of children, vulnerable adults and communities:** *children, vulnerable adults and communities should be given the opportunity to identify the potential risks and agree on how they can best minimise the risks. They should also not be given the opportunity to agree on what risks are acceptable to carry for the programme to go ahead.*

- **Programmes or projects implemented in 'unsafe' environments:** *the places where children and vulnerable adults are involved in present health and safety risks, and therefore special care should be taken to make them safe and conducive environments for them.*

- **Delivery of programmes and projects through 'unsafe' partners, contractors or suppliers:** *they may not have child and vulnerable persons safeguarding policies and procedures in place, or the staff of these organisations may lack understanding of their obligations to safeguard them and prevent harm or demonstrate unacceptable attitudes or behaviour towards them.*

- **Lack of adequate monitoring and evaluation of child safety:** *programmes or projects are not regularly or consistently monitored so harm arising for children or vulnerable adults is not noted or addressed, the monitoring and evaluation that does take place does not include whether the programme or project was unsafe or resulted in negative outcomes for children or vulnerable adults.*

- **Policy initiatives, which have not adequately considered the wider implications** *of the change being advocated. For instance you find organisations working with children and do not own any child protection guideline or policy, or organisations implementing activities in high risk areas, not having safeguarding policies.*

Now that we have discussed these risks, can you identify any other areas we may have missed, or see how this can apply to your organisation's current activities?

Allow for some responses, listen carefully to the participants responses and encourage them to really identify existing challenges and what they should do about them.

TAKE HOME ASSIGNMENT:

As a take home assignment, can you look at your RLOs and see what potential risks you may have in your programmes. Can you define all your programmes, partners and activities and see what safeguarding risks are there and see what you can do to minimise those risks. You can have one day to complete this assignment.

- 01.45 ASSESSMENT FOR LEARNING (AFL):

Ensure the participants by this point have a thorough understanding of safeguarding as well as they are taking the time to assess the activities within their RLOs, use the take home assignment as a guide on their perspective. Give them a day or two to complete the assignment before you resume for session three.

Session Three – Prevention is Key

> **Resources:** Display the **PowerPoint** entitled "Module 16 – Prevention is Key" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need flipcharts and marker pens. You will also need your participants to have access to CSSC M16 Handout 3.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module we will learn more about prevention and mitigation in safeguarding.

You will also be learning about the ways to prevent abuse.

You will also understand what it means to 'mitigate risk' and why it is important

Finally, we will understand what steps we can use to prevent these risks as well as how to implement those steps to mitigate the risks in safeguarding

- **00.05 Recap and Feedback on Take Home Assignment**

Start the session by getting the participants to recap on the previous session and give the highlights of the session. After some responses, remind the participants of their take home assignment and get them to present their findings.

ASSESSMENT FOR LEARNING: Remember to be keen and take note with the participants the key safeguarding risks they have identified in their programmes, their overall understanding of safeguarding and how it applies to their RLOs programmes, activities as well as their communities, and finally, what actions they have taken to reduce these risks. Do not worry if some participants have not identified ways to mitigate those risks, as that is the purpose of today's session. Take notes on the flipchart and be sure to follow up on the actions they have proposed.

- **00.25 Go to the next slide on Prevention**

Once we can identify the types of abuse that can cause harm to children and vulnerable adults it is time to consider how these can be prevented. Mitigation plans are created to lessen the opportunity for abuse or harm to happen. Organisations can choose not to undertake certain activities or practices to avoid any exposure to the threat it might pose to its staff and the beneficiaries. All activities hold some type of risk but in this session we are looking specifically at the types of harm and

abuse that have been identified in the previous session. We must note that while there are so many issues that could arise, we want your RLOs to only focus on those issues that your organisation can control, some issues will have to go beyond your organisation's ability to control and that is why engaging your stakeholders and your surrounding community will be crucial in your safeguarding strategy.

As an RLO you must acknowledge that you can say no to partners, projects and activities that you believe have risks that you can not control. After all, it is better to be safe than sorry. Have you ever come across an activity, partner or project that had high risks? Can you share some examples?

Allow for some responses before moving on.

- 00.30 Go to the next slide on Mitigation

Ask the group.

What is mitigation?

Allow for some responses before aligning them to the feedback below.

Mitigation can be defined as the action of reducing the likelihood or effects of an occurrence of something harmful or a risk. Risk mitigation includes the actions put in place to deal with issues or risks and the effects of those risks regarding work or any project you plan to work on.

- 00.35 Introduce the First Activity

Divide the class into groups and get them to discuss the following statement below.

Why is it important to mitigate risks, and how can we mitigate them?

Allow them to discuss for a few minutes before requesting for feedback and launching an open discussion on their responses. You can also align their feedback to the bullet points below.

It is important to mitigate risks because:

- *Mitigating risks makes our work safer: If the emphasis of your organisation's work is to protect your community, this should be your number one priority when running activities or programmes. When working with already vulnerable groups this is an essential consideration.*
- *Financial implications: For example, if you have creche and there are children left to play without any adult's supervision and one gets injured the organisation will incur costs of taking that child to the hospital. This is one of*

many risks that can be associated when you have a creche, can you think of any more risks?

Allow for some responses before moving on to more reasons why you should mitigate risks in your organisation. Keep this brief as you will return to this as an assignment and assessment for learning.

- ***Mitigation saves time and effort:*** *Imagine an organisation without any risk mitigation measures put in place or a safeguarding policy, can you imagine what time and effort would they spend on investigation and taking actions on any risks that occurred? Therefore thinking about mitigation before risks occur saves time and effort -- after all, prevention is key.*
- ***Improves communication:*** *In this way, all staff, volunteers, partners and the beneficiaries know and understand the different channels and mechanisms of identifying, preventing and finally reporting on different risks.*
- ***It guides on making decisions:*** *Once risks have been identified, ways to mitigate them have been established you can create a safeguarding policy. When the safeguarding policy is developed and people are trained, the next step should be implementation and all the decisions made for any risk occurred must be followed under the safeguarding policy. So it's a matter of aligning the risk with its mitigation measure, and then you know what step to take.*

For most organisations prevention plays a particularly vital role in safeguarding, as it can help with possible interventions in the future. Prevention is especially important when it comes to creating a safeguarding policy.

ASSESSMENT FOR LEARNING: Pick up the discussion on the creche by asking the participants to make an in depth analysis of what it would take to have a safe space for children in their RLOs space. Get them as a **take home assignment** to establish the risks they would need to mitigate when running a creche. This will also help show the dynamics involved when adults and children have to occupy the same space and what an organisation can do to safeguard them.

- ## 00.40 Go to the next slide on Steps to Prevent Risks From Occurring

Working with prevention in mind will help you ensure you have a structure in place that is equipped to deal with safeguarding issues. Below is a list of actions that the participants should consider for their organisation. Print out CSSC M16 handout 3 and discuss the points below as a group. Ask the participants to agree on (at least) five actions they could introduce in their organisations today.

You can also try and recap on the steps they suggested to mitigate the risks in their organisations and see how they can fit into the steps below.

Steps to Prevent Safeguarding Risks

1. ***Having a Safeguarding Policy in place.***

Whether you are a small group or a large organisation, you need a safeguarding policy. Your policy must be accessible to everyone it concerns. This can include staff, volunteers, directors, partners and your community. It is a good idea to base your policy on the idea that prevention is better than a cure.

2. ***Appoint a Safeguarding Lead.***

Appointing a lead or a group or small committee to focus on safeguarding will also go a long way in helping shape up your organisation's safeguarding policy. This is because they will take up responsibility for overseeing the safeguarding practices in your organisation. This can include data collection, training, governance, and creating and updating policies and procedures. It is important that people understand their roles and responsibilities in relation to safeguarding.

Please Note: *If you cannot appoint a safeguarding lead, then consider creating a safeguarding group. Just like a safeguarding lead, this group will be dedicated to overseeing your organisation's safeguarding strategies and practices.*

3. ***Ensure that the board and Management are well aware and informed of the policy and procedures.***

Within most organisations the overall responsibility for safeguarding lies with the board or management team. It is therefore crucial to keep them updated on factors like data reporting and any new trends in safeguarding.

4. ***Training and creating awareness throughout your organisation.***

This is very vital to the organisation as such it is important to offer regular training and awareness courses across the organisation, and not just to those who show an interest in the issues but all members within and around the organisation. (This applies to anyone joining the organisation or partnering with the organisation for whatever period needs to be aware and trained on the policy and procedures).

5. ***Adopt a person-centred Approach.***

You should put the people you support at the centre of your work and activities, as such making Safeguarding Personal means including people in the decision-making process when any concerns are raised about them. It also means ensuring that safeguarding is person-led rather than process-driven and allows people the opportunity to believe in the process, to understand it and take up ownership of the policy.

6. Personal safety.

People must also understand how to keep themselves safe from risk. Therefore it's paramount that they be made aware of ways to keep themselves safe and how to remain vigilant.

7. Conduct or carry out regular risk assessments.

Organisations should commit to regular risk assessments. These are vital to ensure that you are not placing staff, or the people in your community, at risk. The risk assessment may be about many factors, including staffing, activities, the environment, partners, volunteers, and individuals. This will better inform the organisation of any gaps and areas that need improvement.

8. Set out the safe recruitment procedures.

Prevention must also guide your recruitment process. There are a number of steps you should take when recruiting staff:

- Make sure you have enough time to verify references.
- Carry out background checks and where possible with the authorities.
- Talk about safeguarding during the interview process.
- Carry out clear inductions.
- Provide ongoing safeguarding training and evaluation.

9. Writing procedures.

This means writing down procedures to mitigate risks and to deal with the issues when they occur, as well as after they occur. As an RLO creating the culture of writing procedures that will help everyone in your organisation respond appropriately to child protection and safeguarding concerns. There needs to be specific guidance on what to do and how to do it and this step helps get that done.

10. Reporting concerns

Any organisation that works with children or vulnerable groups should have clear and detailed procedures in place for reporting concerns and safeguarding issues that may arise. This should go further to also demonstrate the follow up or referral pathways and mechanisms that should be in place in the event of an issue. All staff and volunteers should be made aware of these policies and procedures during their induction and they should be easily accessible to everyone. Staff and volunteers should also undergo regular safeguarding and child protection training to help them recognise and respond to all forms of abuse and neglect.

11. Recording information

The policy and procedures should also demonstrate how to record information regarding a safeguarding issue. One should be able to make accurate and detailed notes about any concerns you have for a child or vulnerable adult and how to investigate those concerns. You should include:

- *the persons name, age and address*
- *what the person said or did that gave you cause for concern (if the person made a verbal disclosure, write down their exact words)*
- *any information the person has given you about the alleged abuser.*

Throughout the rest of the course we will address these points and consider how your organisation can implement these actions so they are tailored to your RLOs work and relevant for the community that you work with.

Ask the participants to review their handouts and their actions, get them to speak on how they will take these actions and if possible associate timelines to the actions. Take note of the timelines and keep checking with the RLOs on their progress.

- 01.00 Go to the next slide on Implementing the Steps to Mitigate Risks in Safeguarding

Managing Safeguarding risks *means identifying the hazards that your beneficiaries, staff, partners, volunteers or your community may be exposed to and coming up with ways to minimise the risk that they may be exposed to or managing specific blind spots in the environment which may arise from your delivery.*

Instruct the participants on the next activity.

Now in groups, can we imagine a scenario where you found a staff member exposing a child to pornography. What would you do? Try and organise the steps you would take in order.

Allow the participants to discuss for a few minutes before asking for their responses. Ask a few groups to come up and demonstrate the steps they would take. You can do this by letting them organise their steps on sticky notes and sticking them on a flipchart. Make sure each participant specifically contributes to the final sequence of activities and they are able to contextualise their responses according to their specific RLO environments.

- **01.30 ASSESSMENT FOR LEARNING (AFL):**

Both of these activities would give you insights into how positive the group members are feeling about safeguarding. Remind the participants of their first take home assignment of the establishment of a safe space for children or a creche within their learning centres. Also remind them of the steps they have just come up with on dealing with a safeguarding concern and get them to align both of these activities with the reality of each of their RLOs contexts.

Important Note for Session Four: Please note that the next session is an intense session with a lot of learning, you will therefore need to make prior arrangements with the RLOs to have at least 2 to 3 hours for the session. Where possible organise for numerous breaks in the session as well as refreshments so as to keep participants engaged.

Session Four – How to Undertake a Risk Assessment, Respond and Report Safeguarding Concerns

- ### 00.00 Discuss the objectives of the module with them (5 mins):

In this module we will specifically continue looking at the steps to mitigate risks in safeguarding by learning how to do a risk assessment.

In this module you also understand what a survivor-centred approach is and why it is important when it comes to responding and reporting safeguarding concerns.

We will also recognise the meaning and importance of the six principles of safeguarding and how they apply to responding to safeguarding concerns.

And finally we will consider ways our RLOs can report safeguarding issues.

This module will be an assessment for learning where we will be collating all the information we have learned in the previous sessions into making a practical assessment on safeguarding risks and responding/reporting to concerns.

Take note to keep assessing and affirming the knowledge of participants thus far because this will help put the knowledge received into practice.

- ### 00.05 Recap and Feedback on Take Home Assignment

Start the session with a recap of the last session, asking participants for their highlights. After some responses, get a few participants to present their take home assignments.

For the first assignment on the risks that can be associated with the establishment of a safe space for children or a creche, put down all their risks on the flip chart being sure to pick out all the feedback from all participants until you have a

comprehensive list that has been developed as a group. You could also appoint one participant to lead the discussion and to note down the key points as you facilitate the engagement.

For the second assignment feedback session, you can gather the feedback in two ways:

First Option: You can model the next feedback session according to the 'Making Ugali' activity in Module 4, Session 1, Traditional Strategic Planning. You can use sticky notes to get the participants to write down their steps in order, combining the steps that are similar into one note until the entire group agrees on a sequence.

Alternatively, on another flipchart, get the participants to again list down the sequence of steps they would take with their second take home assignment. You could again have a different participant writing down the notes and having different members come and add or remove steps. Ensure you get every participant to contribute equally to the sequence of activities.
When the entire group has established a way forward of steps to follow when dealing with a safeguarding concern according to their context, you can now move on to introduce how to undertake a risk assessment.

- **00.25 Go to the next slide on Undertaking a Risk Assessment**

Using the feedback from the first take home assignment on establishing a safe space or creche for children, instruct the participants to use the template below (CSSC M16 Handout 4) to develop a safeguarding risk assessment. Break the group into groups and get them to expound on the risks they came up with.

RLO NAME:								
Activity:								
What risk or harm can you identify? (One risk per row)	Likelihood of risk or harm occurring. Score between 1 and 5. (1 is lowest and 5 is highest.)	Impact of harm that may occur (Score between 1 and 5) (1 is lowest and 5 is highest.)	Calculate Gross Risk (Likelihood X Impact) Scale: High: 15-25 Medium: 9-15 Low: Below 9	Mitigation Measures	Recalculate risk if mitigation measures are put in place L X 1 = Net Risk	Mitigation Measures: Who will be responsible?	When will this come into operation?	Last date reviewed:

Allow the class to discuss for about twenty minutes before bringing them all together to launch an open discussion on the templates developed. Go around each group and give advice where needed.

- ### 00.50 Reconvene the Groups and Launch a Discussion on Their Deliberations

Nominate one group to lead the discussion while allowing the different groups to also feed in their analysis until they agree upon one template. Ensure each group is considering their RLOs context as they break down the risks as well as come up with the mitigation measures together. Direct their discussions and actions to make the final template as realistic as possible.

ASSESSMENT FOR LEARNING (AFL): Ask the participants to think about other safeguarding risks that their RLOs may be faced with. They can now go back and use the template above to now highlight and define all safeguarding risks that are associated with all their activities. You can give the RLO a day to properly take this exercise and encourage them to meet outside the session, and also consult various stakeholders within their RLOs operating environment and then finally to collaborate as an RLO on one final safeguarding risk register. This will be a **take home assignment.**

- ### 01.10 Introduce the Concept of Responding and Reporting Safeguarding Concerns

Ask the participants.

What is a victim or survivor-centred response?

Allow for some responses before sharing and aligning their responses to the definition below.

Definition: *A survivor-centred approach places the rights, needs and concerns of victims at the centre of any interventions to manage risk.*

Instruct the participants to discuss in pairs for a few minutes why this is important. After a few minutes ask a few participants to share their feedback with the rest of the group.

- ### 01.15 Show the next slide on A Survivor Centred Approach

A SURVIVOR CENTRED APPROACH

RESPONDING

- Safety
- Consent
- Confidentiality
- Respect
- Seek Advice and support
- Understand the legal context

Having a survivor centred approach is very important when responding to safeguarding issues and it is critical to also include the six bullet points above as you deal with the issue. Can you expound on what these bullet points mean when thinking about responding to a victim of abuse or harm?

Allow for some responses before talking through the bullet points together.

Safety: Ensuring you get the victim to safety immediately.
Consent: Getting the approval of the victim or the victims guardian to disclose or discuss the matters related to the issue. This can also be for the pursuit of action against the abuser and the course of action.
Confidentiality: All safeguarding issues should be treated with confidentiality. Informing only the relevant authorities related to the issue and protecting the victim at all costs.
Respect: Respecting the wishes and concerns of the victim at every stage.
Seek Advice and Support: Seeking assistance or referring issues that may be beyond the control and expertise of the RLO and being clear with the victim on the procedures.
Understand the Legal Context: Carefully researching the legal context when it comes to all risks and coming up with mitigation measures or reporting procedures that are in line with your RLOs specific context.

- **01.25 Show the next slide on Principles of Safeguarding.**

The six safeguarding principles were originally produced for the safeguarding of adults but can also be applied to the safeguarding of children. Safeguarding both adults and children is about preventing the risk of harm from abuse or exploitation or having the ability to reduce it by raising awareness and supporting people in making informed decisions. There are six principles of safeguarding and they are:

Empowerment · Protection · Prevention · Proportionality · Partnerships · Accountability

Ask the participants.

Can we discuss in groups what each of these principles mean?

Allow different groups to give definitions and expound on the principles as you align their responses to the definitions below.

Empowerment: Ensuring people are supported and confident in making their own decisions and giving informed consent. Empowerment gives individuals choice and control over decisions made.

Protection: Providing support and representation for those in greatest need. Organisations can put measures in place to help stop abuse from occurring and offer help and support to those at risk.

Prevention: It is crucial to try and take action before harm occurs, preventing neglect, harm or abuse is the primary objective. Prevention is the act of organisations working to stop abuse before it happens. Raising awareness, training staff and making information easily accessible are all ways that they can demonstrate prevention measures and encourage individuals to ask for help.

Proportionality: We must take a proportionate and least intrusive response to the issue presented. Proportionality ensures that services take each person into account when dealing with abuse. They will respect each individual and assess any risks presented.

Partnerships: Forming partnerships with local communities can create solutions as they can assist in preventing and detecting abuse. Partnerships give organisations the opportunity to work together, as well as with the local community. Partnerships can also help organisations deal with abuse by forming referral pathways for cases that go beyond the expertise of the RLO.

Accountability: Being accountable and having complete transparency in delivering safeguarding practice. Safeguarding is everyone's business and accountability makes sure that everyone plays their part when it comes to safeguarding vulnerable people. Everyone is accountable for their actions as individuals, services and organisations.

- 01.40 Introduce the next activity

Draw out the table below on a flip chart. Ask the group to break into small groups and match the principle with its definition in the boxes below by drawing arrows that correctly match up the definitions. As they do so, ask them to come up with real life scenarios that would help explain the principles in detail and how it would apply for their RLOs in their current contexts.

Empowerment	Having complete transparency when dealing with safeguarding issues
Proportionality	Providing support and representation for those in greatest need
Prevention	Ensuring you collaborate with the relevant stakeholders to protect against detecting and reporting abuse.
Accountability	Ensuring people are supported and confident in making their own decisions and giving informed consent.
Protection	Taking the least intrusive and appropriate response to an issue
Partnerships	Taking action before harm occurs

ASSESSMENT FOR LEARNING: Observe how confidently participants are able to match up the definitions. The point of this activity is to assess how well the participants are able to internalise the principles and relate them to their RLO activities.

- **02:00 Go to the next slide on Reporting Safeguarding Issues**

Ask the participants.

What do we need to consider when reporting safeguarding issues?

REPORTING:
What ways do we receive reports?

- Formal written reports through Complaints policy – hotline, e-mail address;
- Informally via text, social media etc.
- Via community-based complaints mechanisms
- Disclosures made directly to staff members
- Through concerns or reports about others raised to staff members Rumours or gossip

Allow for some responses from the group and you can align them with the information on the slide above.

Ask the participants.

What processes does your RLO currently have in place to deal with a safeguarding issue? What has been your experience on this procedure and has it worked well or not?

Encourage the participants to share freely as this process is supposed to help improve what is existing. After a few responses, you can talk through the following reporting methods and ask the group how they could incorporate this into their work?

- Complaints boxes
- Reporting systems - email, text, social media
- Disclosure made directly to staff
- Rumours and gossip

Allow for some responses after each bullet point and then specifically discuss, whether these systems supports a victim-centred approach, that is:

✓ Empowerment   ✋ Protection

⊕ Prevention   ⚖ **Proportionality**

🤝 **Partnerships**   📋 **Accountability**

Furthermore, ask the participants to discuss in groups how they could work within their community or spaces so that this is considered.

Allow for the groups to discuss for a few minutes before reconvening and asking the groups to present their feedback. Listen keenly and ensure they give feedback that is applicable with their local contexts.

- **02:15 Go to the next slide on Managing Disclosure**

The slide below shows some of the dos and don'ts when managing disclosure. Can we go each of these together and discuss specific examples of why the Do's are important and the Don'ts can be harmful?

MANAGING DISCLOSURES

DOs

- Listen empathise with the person
- Ask who, when, where, what but not why
- Repeat/ check your understanding of the situation
- Report to the appropriate staff member
- Tell the person what you will be doing with the information they are giving you – with their permission

DON'Ts

- Become defensive
- Argue with the person
- Be dismissive
- Blame others
- Make assumptions without knowing the facts
- Make promises you can't keep
- Ignore the problem
- Try to investigate yourself

Allow the participants to discuss for a few minutes in groups and then ask groups to share their feedback together.

- **02:30 ASSESSMENT FOR LEARNING (AFL)**

As a second **take home assignment,** get the participants to research on some examples of what organisations have done when dealing with safeguarding issues. How have organisations in similar contexts responded to and reported issues to do with safeguarding. Give them a day to complete this and tell them you will be reviewing their feedback in the next session.

Important Note for Session Five: Please note that the next session is an intense session with a lot of deliberation, you will therefore need to make prior arrangements with the RLOs to have at least 2 to 3 hours for the session. Where possible organise for breaks in the session as well as refreshments so as to keep participants engaged.

Session Five – Putting What We Have Learnt Into Practice

> **Resources:** Display the **PowerPoint** entitled "Module 16 – Putting What We Have Learnt Into Practice" to your participants. If you do not have a projector, you can create print-outs or run the session verbally. You will need an entire flipchart and markers for all participants. You will also need participants to bring with them their safeguarding risk assessment templates from Session 4. Participants will need access to CSSC M16 Handout 5 and Handout 6.

Note for Facilitator: This session is going to be very intense with a lot of discussions, note taking and feedback. Therefore prepare the participants for at least 2 to 3 hours and ensure they have the time to engage fully. You can consider taking a break every hour so as to keep people engaged. Consider having different icebreaker activities to also help keep participants engaged.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this session, we will be discussing how to put everything we have learnt so far into practice.

We will also be looking at how to undergo a thorough safeguarding risk assessment and use that information to develop a safeguarding policy.

- 00.05 Introduce the Session

Now that we have had four sessions in safeguarding it is time we bring all that information into practice by making a safeguarding policy. However, before we make that policy we need to take a safeguarding risk assessment so that our answers to the questions can help us make our safeguarding policy comprehensive and inclusive of all areas that we may be open for exposure.

This session is going to rely heavily on group discussions and feedback. You must try and make the deliberations as lively as possible by interchanging the participants and encouraging different participants to lead particular sections and give alternative views. At the end of this session, it will be important for the RLOs to form their own safeguarding policies that are relevant to their unique operating environments and contexts.

- **00:10 Recap on the Previous Sessions**

Ask the participants.

What are some of the highlights from the last session? Did you manage to follow up with partners and various stakeholders on their policies and procedures around safeguarding so as to come up with best practices.

Allow for some responses from the group before moving on to the next slide.

- **00:15 Introduce the Safeguarding Assessment**

Now that our RLOs have been discussing issues to do with RLOs, we are now going to go into a series of discussions that will help us take a thorough safeguarding assessment that will enable us to develop a safeguarding policy for our organisations. The discussions we will be having now will give us the feedback that will be necessary for the formation of a safeguarding policy. Can you think of some of the sections that should be in a safeguarding policy?

Allow for some responses from the group.

Some of the sections that should be in a safeguarding policy are:

1. *Safeguarding and child protection*
2. *Methods of recognising and responding to concerns*
3. *Health and safety*
4. *Risk assessment*
5. *Recruitment and partner engagement*
6. *Documenting and storing information*

We are now going to move into groups to discuss some questions.

Divide the participants into three groups. Have each group sit at different sections of the room and give each group a flip chart and marker pens. Alternatively, print out CSSC M16 - Handout 5 so they may have reference to the questions at all times.

After the groups have sat down, introduce the first section.

- **00:20 Go to the next slide on Section 1: Safeguarding and Child Protection**

The first section is about where your RLO will need to put in place policies and procedures that will help you adhere to methods of prevention and response. In our groups, I want us to discuss the following questions. Group 1 to discuss question 1, group 2 question 2 and group 3, question three. Here they are:

You can write the questions on the flip chart or project them for the group to refer to easily. Give each group a flip chart to write down their key points.

- *Which individuals from your team will lead on safeguarding concerns? Include information about where they are based and how they can be contacted.*
- *Is this information available to members outside your organisation should any safeguarding issues arise? Where will you post this?*
- *Have you consulted members of your community about what they feel comfortable with in terms of contacting people? Can you create opportunities to discuss this and get their feedback?*

Allow the groups three minutes of discussion before allowing another three minutes each for presentations and feedback from all the participants. Make sure that all members are on the same page when it comes to the final decision because remind the participants that this will inform what they put down as their final policy.

- 00.35 Go to the next slide on Section 2: Methods of recognising and responding to concerns

Now we will move into five groups to discuss the five questions below and after that we will present our final positions on the same.

Allow the class to arrange themselves, encourage a swift reorganisation as time must be managed carefully. Ensure there are different participants in each group as well so as to gather different perspectives. Give each group a flipchart to jot down their key points.

The questions to discuss are:

- *What procedures can you implement so that everyone feels safe and comfortable about raising concerns?*
- *If you are using a comment box, or email address - who is regularly checking this and who is giving feedback.*
- *What is your procedure for managing allegations of abuse? If working with partners such as schools, NGOs, or other community groups, how would this be addressed?*
- *What is your whistleblowing procedure? Describe in detail.*
- *How do you prevent and respond to bullying that happens within your organisations, programmes, or even online? How do you monitor this?*

Allow the group's two to three minutes for discussions before regrouping for presentations. Again ensure that different participants are leading the discussion and you are getting everyones opinions and feedback. When they are all in agreement, move to the next slide.

- **00.50 Go to the next slide on Section 3: Health and Safety**

Now we will arrange ourselves into four groups to discuss the following questions as we have done before. Ensure you are not in the same group with anyone in your previous group.

Move the participants into groups quickly, moving around the participants accordingly and give each group another flip chart paper to write down their key points.

- *What health and safety procedures are necessary for your programmes?*
- *Are your team members trained in these procedures?*
- *Is any specific equipment required to maintain these health and safety standards?*
- *Are there trained professionals or partner organisations who can support you with these, or be on call should an incident arise.*

Allow the group's two to three minutes for discussions before regrouping for presentations. Again ensure that different participants are leading the discussion and you are getting everyones opinions and feedback. When they are all in agreement, move to the next slide.

- **00.50 Go to the next slide on Section 4: Risk Assessment**

For this section, the participants will need to retrieve their risk assessment from session 4, they should go over it as a group and ensure they have since not missed out on anything. Nominate a participant to lead the group as you discuss each risk and the measures supporting them and get them to finalise on what they will be using as an RLO. This discussion should be done with the entire class together as one group. Ensure their measures are realistic and sustainable.

Allow them to discuss for a few minutes before dividing them into four groups to discuss the questions below. Again, be sure to mix the groups up and have different participants take lead in the discussions and encourage everyone's participation in the discussions.

- Do you plan activities and events thoroughly in advance and put measures in place to keep children and vulnerable adults safe?
- When dealing with activities with children, do you get the necessary consent from parents, guardians and children before they participate in the activities?
- Do you have a registration form to document this consent and provide details about the needs of the individual? As well as emergency contact details?
- If accidents do happen, how are these reported by team members and what is the procedure for responding?

Allow the group's two to three minutes for discussions before regrouping for presentations. Again ensure that different participants are leading the discussion and you are getting everyones opinions and feedback. When they are all in agreement, move to the next slide.

- **01:20 Go to the next slide on Section 5: Recruitment and Partner Engagement**

It is essential that safeguarding is built into your recruitment and partnership engagement process. This is to ensure that all members of your team and partners are adequately checked before starting work with your organisations and that they are using the correct procedures as they run programmes.

Divide the participants into 6 groups. Using the same principles as before, mixing up participants and ensuring another member takes the lead, give the groups another flipchart paper to write down their feedback as they discuss the questions below:

- *Do you follow all the appropriate checks on staff, volunteers as part of your recruitment process? Do you also do the same for prospective partners? If so, how do you do this, and if not, how can you design a process that addresses this concern. These should be done before anyone formally joins your team.*
- *If any concerns or issues are raised about a potential employee, volunteer or partner, what are the procedures in place to follow up?*
- *Have you developed adequate training for new members of your team or new partners you are working with - e.g. child protection, safeguarding, data protection systems.*
- *What is being done to maintain your staff members' or partners' accountability to these procedures? Is ongoing support and training offered?*
- *Do you have a clear set of procedures that are followed by your partners, your staff and volunteers?*
- *Do you have these procedures documented so they can be referred to by your team and your partners on a regular basis?*

Allow the group's two to three minutes for discussions before regrouping for presentations. Again ensure that different participants are leading the discussion and you are getting everyones opinions and feedback. When they are all in agreement, move to the next slide.

- **01:20 Go to the next slide on Section 6: Documenting and Storing Information**

Divide the class into 4 groups. Using the same principles as before, mixing up participants and ensuring another member takes the lead, give the groups another flipchart paper to write down their feedback as they discuss the questions below:
- *How does your organisation store an individual's information? Who has access to this information?*
- *If any safeguarding or child protection issue is raised, what is your reporting procedure?*
- *Are you team trained in how to record and store sensitive information?*
- *Do individuals know what information you are storing about them? What is the procedure for accessing this information?*

Allow the group's two to three minutes for discussions before regrouping for presentations. Again ensure that different participants are leading the discussion and you are getting everyones opinions and feedback.

- **01:35 Go to the next slide on Prevention and Response**

To conclude this discussion, bring all the groups together and review each of the six sections above. Get them all to discuss some methods of prevention and responses in the case of an issue. This will require you to combine all sheets used by participants for each section. Take particular note of the methods of prevention and the responses that have been highlighted in each section as that will be critical in their safeguarding policies. Ensure that the methods of prevention and responses that their organisations have come up with are realistic and suitable to the specific contexts that they are operating in. You can allow a few minutes of discussion before concluding the session.

Well done everyone, you have now created the framework for your safeguarding policies. As an RLO you now have the scope and the information you will need to put down a comprehensive safeguarding policy that will suit your organisation.

- **01:45 Go to the next slide on Drafting Your RLOs Safeguarding Policy**

Allow the group to now draft their policies combining all the information in all the sections above into one policy. They can use the template provided as CSSC M16 - Handout 6 or the examples of the policies in the CSSC M16 resource folder. The format of the policy does not matter or does not have to follow these templates, ideally it should be up to the RLO themselves to go research and adapt their own

final structure, provided it contains all the scope and the information that has been deliberated in the previous sections. You can allow the participants to keep discussing or allow them a day or two to do more research on this, consult with various stakeholders as well and then reconvene as a group and finish drafting their final policy and then put it into action.

Make a note of following up with the RLOs to see how their progress is on this and to recap on their final policy.

Module Summary

By the end of this module, the RLO should have a comprehensive understanding of their safeguarding exposures as well as a safeguarding policy that they can implement and keep track of. The most important thing to remind the RLOs is that the safeguarding policy and the risk assessment needs to be something that is reviewed frequently. The risk assessment needs to be reviewed every quarter because risks are always evolving and the overall policy should be reviewed annually to ensure it adapts to best practices.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 17: Child Protection
Introduction

Child protection is a component of safeguarding and falls within the safeguarding realm, however, it is important to understand there are particular concerns that may be unique to children that would be vital to understand. This module focuses on that, goes a little further to issues particularly specific to children and protecting their safety within our communities.

It is important for RLOs to understand child protection and how all this will apply in the communities they work in. Anything we do in a community requires us to be familiar with its people, its issues, and its children. When dealing with the community, a project is most likely to be successful if the RLO is conscious about the circumstances that call for child protection. If a RLO takes the time to understand what a child is, how they may be at risk and what they can do about it will have a long-term impact on the safety of the community at large.

Session One – Understanding Child Protection

> **Resources:** Display the **PowerPoint** entitled "Module – Understanding Child Protection" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand what a child is and what is child protection

You will learn some key definitions when it comes to child protection

You will learn about the rights of a child

You will learn about the importance and the scope of child protection

- 00.05 Introduce some of the aspects that define a child using the next slide

Ask the group if they can define the meaning of a child. Allow for some answers from the group. Ask the group if they have ever heard of child protection and if yes, what does it mean.

The United Nations Convention on the Rights of the Child defines a child as "a human being below the age of 18 years". There are many definitions of what a child is, but at the end of the day, it is important to note that whatever the definition, every child therefore needs protection.

Child protection is the protection of children from violence, exploitation, abuse and neglect. Article 19 of the United Nations Convention on the Rights of the Child provides for the protection of children in and out of their homes.

According to UNICEF, Child protection is preventing and responding to violence, exploitation and abuse against children including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.

Child Protection consists of reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

Explain that the definition is a holistic approach to child protection and consists of four major points.

Child protection is centred around four major areas:

1. Reducing Risks (or preventing abuse)

2. Making children's rights a reality (or child rights)

3. Restoring hope and a dignified living (or well-being)

4. Creating an enabling environment (or protective environment)

- Instruct participants to discuss in pairs for three to five minutes. *Do you agree with the definitions above, are they the same within your community? Do you think there are other elements that may have been left out from the definitions? Discuss each of the four major areas giving examples to make them more understandable.*

- ## 00.10 Request feedback and have an open discussion based on their responses

Try to launch an open discussion, here are some pointers to guide your discussions.

Reducing Risks: Discuss with participants different abuses children encounter. Ask participants if they can identify any local responses in preventing those abuses from happening to other children.

Making Children's Rights a Reality: When discussing child rights, ask participants for some examples of child rights that as a community they have valued and made an effort to uphold. Many participants will say the right to education. Discuss how as a community they ensure that all children have access to education. (Some examples to illustrate may include: reduced school fees, transportation options, feeding programs, making of school uniforms, etc.) Point out to participants that a child protection problem is any violation against a child's rights. Therefore, extreme cases of abuse such as sexual abuse or abduction are child protection problems, but the lack of access to education or not ensuring that children can play are also child protection problems. The lack of one right can increase the likelihood of additional child protection problems. Ask participants if they can give examples of additional problems that can occur when a child is not educated or does not have access to health services.

Restoring Hope and a Dignified Living: Explain to participants that child protection is not only about preventing abuse but responding to abuse when it happens. Every child who has experienced a child protection problem has the right to be treated with dignity and provided with services to help restore their well-being. Ask participants if they can think of examples within the community where as a community they have responded to a child protection problem to support and restore hope to a child. Examples may include local initiatives to help returning/escaping abducted children, or responding to a child abuse case. Parenting groups, psychosocial support and also traditional cleansing ceremonies are all examples of helping to restore hope and the well-being of a child at the community level. See if participants can give examples of extreme child protection cases as well as child protection problems that are often not recognized as a problem.

Enabling Environment: Ask participants to imagine what their community would look like if children were always protected and safe. Discuss the roles of various community members: Community leaders, teachers, religious leaders, police, parents, etc. Ask how some of these roles endanger children and discuss what improvements to these roles could foster protection for children. Discuss with participants about the local laws and/or traditional practices within the community that may bring harm to children. *How can these practices protect children?* Discuss with participants whether their neighbours, friends, or participants, RLO management and leaders understand child protection. Do you think that a lack of

knowledge in what child protection is creates additional risks to children? Discuss how this might be so. *The protective environment point is the most essential point in the definition of child protection as it encompasses every aspect of our society and life. Children cannot flourish, achieve their rights, and develop fully if aspects in our environment are endangering children. This can be as big as not having a law on sexual abuse, to traditional practices that burn a child for misbehaving, to not having a response mechanism in place when children get lost, to a playground for children that is littered with glass. It means that absolutely everyone in the RLO must and needs to understand what child protection is and how to respond if they see a problem. Not just the RLO leaders and managers but also the participants and security officers. The RLO must champion and always emphasise that they prioritise child protection at every opportunity that presents itself as they continue with their community activities. Where there is a lack of information and understanding child protection problems will continue and be left untreated.*

- **00.30 Go to the next slide and discuss the various bullet points.**

Try to launch an open discussion. Here are a few pointers to help you discuss the individual bullet points. Look out for specific contributions from the participants and where possible ask the participants to give examples so as to help understand the terms better. This will be an introduction to the terms that will be used throughout this entire module on Child Protection.

Child abuse
Child abuse is any deliberate behaviour or action that endangers a child's health, survival, well-being and development. There are three types of child abuse: physical, emotional and sexual. Neglect is also considered a form of child abuse.

Child exploitation:
Child exploitation is the use of children for someone else's economic or sexual advantage, gratification or profit, often resulting in unjust, cruel and harmful treatment of the child.

Child well-being:
Child well-being can be understood as the quality of a child's life. It is a dynamic state that is enhanced when a person can fulfil his or her personal and social goals. A wide variety of domains and measures are used to assess levels of childhood well-being. UNICEF uses six dimensions: material well-being, health and safety, education, peer and family relationships, behaviours and risks, and children's own subjective sense of well-being.

Direct contact with children
Being in the physical presence of a child/children in the context of work, whether contact is occasional or regular, short or long-term

Indirect contact with children
Having access to information on children in the context of work, such as children's names, locations, photographs and case studies.

Other related terms: Female Genital Mutilation, Child Labour, Child trafficking, Discrimination, Gender norms, Foster care systems, child neglect.

- 00.40 Go to the next slide and discuss the various bullet points.

The next section details and discusses the rights of a child. Ask the participants to define what rights are and what a human right is. Allow some answers from the participants.

Rights are moral and legal entitlements to have or to do something.

Human rights are the basic rights and freedoms that belong to every person in the world.

Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are not the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights.

The Convention on the Rights of the Child sets out the rights that must be realised for children to develop to their full potential. Some of these rights include:

As you show the group the bullet points, allow for each point to be discussed individually. Ask for examples from the participants before giving the explanations of the rights.

All children have the right to an identity

All children have the right to a name and nationality from birth, ensuring his protection and support by his own country. If the birth is not registered, the child will not be recognized by the state and will not receive care nor education.

Every child also has a right to health

All children should be cared for if sick, be well-fed, protected from drugs, and enjoy living conditions which are not dangerous to their health.

Every child has the right to education

All children have the right to an education and access to skills which will help them prepare for their future.

The right to a family life

All children have the right to live with people who love and care for them, preferably their families, or by carers if their own families cannot look after them.

The Right to be protected from violence

Each child must be protected from violence, from his own family or any person who wishes to harm him. He should never be obliged to suffer or inflict ill-treatment or any act of sexual or physical violence.

The right to an opinion

All children have the right to express their views. They also have the right to be informed and give their opinion about the world around them.

The right to be protected from armed conflict

All children must be protected from war and its consequences, such as being a refugee, being injured as a result of the war, prisoner, or forced into armed conflict.

The children have the right to be protected from exploitation

A child should not be forced to work in difficult or dangerous conditions, in order to survive or support their family.

- 00.50 Go to the next slide and discuss the various bullet points.

What is the importance of Child Protection and Why Should Your RLO Be Conscious of it?

- It is a conscious effort for any RLO to show commitment in ensuring all children and other participants are "safe"
- To ensure all RLO members, staff and the surrounding community are protected since they understand how to conduct themselves around children.
- To ensure that all children within the community are protected since deliberate measures are put in place to keep them safe
- To protect the reputation of the RLO since an individual event such as an employee action can have adverse effects on the entire organisation.

Can you think of any other importance?

Ask the participants to break into four groups and have them discuss the importance of child protection in their communities. Allow five minutes for the discussion.

- 01.00 Go to the next slide and discuss the various bullet points.

Creating a Child Protection Policy

It is important for an RLO to cement all these values and principles into a policy that can guide their activities. Having a child protection policy ensures the RLO is always conscious of the fact that the children within their community need protection.

What is the scope for child protection? What and who should it apply to?

The Child protection policy applies to all board members, employees, volunteers, interns, Refugee-Led organisation members, participants and the surrounding community as well as all other parties that may have any engagements with the RLO such as donors, sponsors and journalists.

With a child protection policy in place, it is important for the RLOs to appoint a child protection focal person who will be responsible for:

a. Understanding the child protection procedures and how they work in practice;
b. Ensuring that the organisation has a system for recording Child Protection concerns at all stages, up to the point of referral to relevant authorities.
c. Encouraging the RLO to discuss issues of Child Protection at both personal and professional levels;
d. Providing support and guidance to other members
e. Raising issues or situations which may work against the interests of the beneficiaries.

Does your RLO have such a focal person? If yes, are these their responsibilities or can you think of any more that would be relevant?

- 01.10 ASSESSMENT FOR LEARNING (AFL):

Ask the participants to think about their RLOs and if they have a Child Protection Policy.

Allow the group to discuss and see if their RLO has a policy. If they do, ask them to review this policy in light of these discussions and to bring it to the next session. If they do not have a policy, ask them to go and start creating an outline of what this policy should include and what it should entail. Give them ten minutes to organise their activities and responsibilities before ending the session.

Give the group at least a full day to complete this exercise before the next class.

Session Two – What is the Child Protection Framework?

> **Resources:** Display the **PowerPoint** entitled "Module – What is the Child Protection Framework" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need flipcharts and different coloured marker pens in red, blue and black for illustration.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this session you will learn how to understand how to understand the child protection framework

You will also learn what is a child protection issue and how to identify and categorise them

- 00.05 Introduce the first activity and display the first slide

The activity is a visual activity that will be led by the facilitator. Encourage participants to share feedback and give responses. Remember there can be no wrong answers. Encourage explanations and discussions. You will need a flipchart and a marker.

This activity will help us understand the framework for child protection. We know that there are many people who are responsible for the protection of children. Can we give examples on what or who each of the rings represent?

On a flip chart paper, draw a child. Draw 6 circles around the child. Explain that there are various levels of protection around children and each ring reinforces another. Allow some responses from the group and ask for explanations from the responders. After some responses, you can draw out on another fresh flipchart the order below.
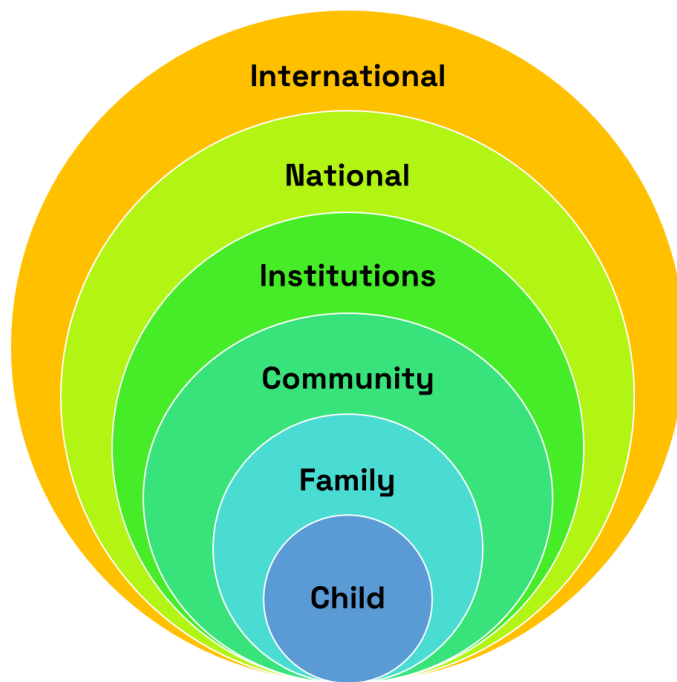
Allow for more discussions and ask if the participants agree with this order.

It is important to note that there can be breakdowns in any of the rings, affecting the protection of the child. For example, a family separation during a conflict, a family moving and having to re-establish community connections, a school burning down, laws protecting children not being enforced by the state, the international community failing to intervene, and so on.

There are times as well that one of the rings can become a risk factor for a child. For example when a parent abuses a child, when a community discriminates against a child because of the child's ethnicity, when a girl cannot continue going to school because of a community belief, when a child is excessively discriminated upon at school and wants to stop going, and so on

Ask the group who usually comes in to fill the gap when one of the rings breaks down.

Often, people say that this is the role of RLOs and NGOs. In such a situation where cases may be referred so that they may be handled by a third party. We will discuss this more under the session on referral systems. There are many ways that communities can formulate their own responses as well and a good way that this can be channelled through is via RLO activities, and awareness initiatives. In such a case, RLOs and NGOs do not want to take the place of the community or family, or act on their behalf, but rather support existing structures.

- **00.15 Show the next slide that helps in understanding the child protection framework and putting it into action.**

If we understand what child protection is, we must be able to put it into practice.

Ask the participants to define what child protection is. Allow for some answers before asking what protection means?

Protection according to the ICRC consists of —all activities aimed at ensuring full respect for the rights of the individual—in this case, the child—as set out in the relevant human rights instruments and international humanitarian law.

The definition includes a holistic framework that includes responsive action, remedial action, and action to create an environment that promotes respect for the rights of individuals.

Responsive action is aimed at preventing, putting a stop to, and/or alleviating the immediate effects of a specific pattern of abuse. An example of Responsive Action would be creating programs that prevent sexual abuse of a child, stopping sexual abuse that is occurring to a child, and taking immediate steps to help the child who has been sexually abused, for example taking the child to the hospital to receive care and emotional support.

Ask for more examples on responsive action that can be used in one's RLO or community before moving on to the next slide.

Remedial action is aimed at restoring dignified living conditions through rehabilitation, restitution and reparation; An example of Remedial Action would be providing longer-term psychosocial support to a child who has suffered sexual abuse.

Environmental building aimed at creating and/or consolidating an environment (political, institutional, legal, social, cultural and economic) conducive to full respect for the rights of the individual. An example of Environmental Building would be as a RLO ensuring that there are laws in place to protect children from sexual abuse; educating the community about risks and how to protect their children; addressing traditional practices that minimize sexual abuse; or setting up codes of conduct within organisations to prevent sexual abuse and developing a child protection policy that can be adopted and used by many institutions and using advocacy efforts within the community to ensure the child protection policies are upheld.

These three points help put protection into action. They are closely linked to the definition of child protection and create the framework for how we address child protection issues within society.

Have participants reflect on how this broader definition of protection is linked to child protection.

Ask the participants for feedback on the areas you have mentioned. Do they think such practices will put child protection into action? Ask what each of the RLOs are currently doing in the field of child protection and can they do more?

- 00.25 Show the next slide on Child Protection Issues

We explored the definition of child protection and the framework for child protection, now, this area us understand the degree of various types of child protection issues and how to avoid stigmatization and targeting by exploring what is meant by child right violations, child abuse and exploitation, and circumstantial child protection issues.

A child protection issue is a circumstance or a situation that calls for child protection.

As the participants give examples of child protection issues. Allow them to discuss in groups first and allow each group five minutes to discuss and two minutes to present their issues.

List the issues on a flipchart and depending on what they are, list them in either red (Child rights violations), black (child abuse issues) or blue (circumstantial or situational child protection issues) marker pens. Make sure you are conversant with the issues they will raise and you have prepared for this lesson and categorise them into:

As you list the issues the participants raise on a flipchart, do not explain to them yet why you are using different colours for different points. Just make sure you categorise them into the right sections. If they do not give any responses, you can prompt them with the responses below.

Sexual Abuse

Early Marriage

Children not in school

Corporal Punishment

Children without homes

Children affected by HIV/AIDS

Injuring or Burning a child

Disabled children discriminated against

Try to see if participants can determine why the issues in Blue are in blue; why the issues in Red are in red, and why the issues that are written in black are in black. Participants should call out different reasons.

Explain to participants that all of the issues that they mentioned are child protection issues; however to help us understand them better we can categorise child protection issues into three different areas. The areas overlap each other and are integrated, but to help us explore the issues in more depth, we can categorise them for better clarity.

- 00.45 Show the next slide

Explain to participants

The issues marked in Red are what we categorise as —Child Rights Violations. We must stress that if any right of a child is violated it becomes a child protection issue. From Session One, can you give examples of children's rights?

Allow for some answers before moving on to the next point.

Participants might say the right to education or —The right to health care or the —Right to a name. Explain that all of these are important for the protection of children. If one of these rights is violated further protection risks will emerge. Ask participants what might happen to a child that is not able to go to school. Have participants give examples of further child protection issues that can emerge because the right of school is not upheld.

We usually think of the most severe issues as child protection issues, like sexual abuse or defilement. However, a child not going to school can also be at risk of further child protection abuses if this issue is not addressed. It is therefore important for us to learn to recognize the various forms of child rights violations and how not upholding these rights can lead to further harm to a child.

Allow for some responses or feedback before moving on to the next point.

For any issues listed in black, they are what we categorize as – Child Abuse Issues. Can you define what is child abuse? Can you give examples of child abuse?

Child abuse includes physical, emotional, or sexual mistreatment of a child, or the neglect of a child, in the context of a relationship of responsibility, trust of power, resulting in actual or potential harm to the child's physical and emotional health, survival and development.

There are four broad categories of child abuse:

1. *Physical Abuse: any form of non-accidental injury which results from willful or neglectful failure to protect a child.*

2. *Emotional Abuse: normally to be found in the relationship between a caregiver and a child, rather than a specific event or pattern of events. It occurs when a child's need for affection, approval, consistency and security are not met.*
3. *Sexual Abuse: sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others.*
4. *Neglect: neglect can be defined in terms of an omission, where a child's health, safety, development or welfare is being avoidably impaired by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults or medical care.*

Allow for some responses and examples of each of those categories before moving on to the next point.

For any issues listed in black they are what we categorise as – Circumstantial or Situational Child Protection Issues. Can you give some examples of this?

Circumstantial or situational issues refer to a particular situation that a child might be in that could lead to further child rights violations or various forms of child abuse. It is not the situation that is the abuse, but rather the risks that can develop due to the situation.

Ask participants if they can think of examples of situations that a child might be in that could cause further harm or right violations. Below is a list of examples of some circumstantial or situational child protection issues:

- A child living in an IDP/refugee camp
- A child living on the streets
- A child living in a single-headed household (or a child-headed household)
- A child separated from their parents
- A child who has escaped from a rebel group and is trying to reintegrate into the community
- A child entering into early marriage
- A child who has lost both his or her parents and is now an orphan

Each of the above situations describes a break in the protective environment for the child. It does not conclude that every child in these situations is enduring a child protection problem, however it recognizes the situation as a risk that could lead to further vulnerability in a child and therefore the situation should be addressed in a manner to minimise these possible risks. A child's circumstance or situation is not a child protection violation; rather it is what happens to a child within this circumstance/situation that either is a form of abuse or a violation against the child's rights.

Make sure you emphasise this paragraph and really make sure the participants understand what you mean, and ensure they can distinguish between the three categories.

- 01.05 ASSESSMENT FOR LEARNING (AFL):

Pick up on the assignment from the previous session and ask the RLOs about their child protection policies. Have them discuss the framework and the child protection issues and see if any of these areas would be relevant to be included in their policies. Perhaps they need more time to research, perhaps they need to revisit some of the concepts in session one and Module eight on Governance. Perhaps some of them need a one-on-one session. As the facilitator, use your judgement to take the best course of action, but encourage them to work on their policies to be as comprehensive as possible.

Resources: Display the **PowerPoint** entitled "Module – Advocating for Child protection within our Communities to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn what to do when you are faced with a child protection issue – how to formulate a community-based referral system

You will learn how to be sensitive to child protection issues and uphold confidentiality

You will also learn how to identify and take part in best practices for community-based child protection solutions

- **00.05 Display the first slide and introduce the first activity.**

Now that we have learned about child protection, we must now look into what to do when actually faced with a child protection issue.

Divide the participants into groups of four and have them discuss what to do in the case study below:

Mary is in primary school; she is very hardworking in school but can only go during certain times of the year. She is an orphan living with her Aunt and Uncle who have 7 other children. Mary has to work to help pay for food so she often is behind in school. Mary's aunty and Uncle have put pressure on Mary to get married so that she can earn them some dowry, Mary has been refusing and she has been beaten many times by her Uncle. You found this out from your sister who is a friend of Marys.

Give the groups about five minutes each to discuss the case and what action to take before moving to the next slide.

Prompt the participants to discuss the four elements in the table below:

Surveillance	Coordination	Response	Prevention
How did you find out	Who will inform you	How will you deal with the situation	How can you prevent this from happening again?
What will you do	How will you analyse the information you receive	Who will you contact for help? Who should intervene? Can it be handled by an individual or a professional?	Is your community aware of such issues and can they identify them as child protection issues?
Are you aware of similar cases	Who else in your community can help decide on an appropriate response	If the Aunty and Uncle apologise to Mary what will you do? If the Aunty and Uncle refuse to listen to you what will you do?	Is there a child protection awareness program in your community?

- 00.20 Display the next slide

The next slide is about how you and your RLO can standardise the steps to responding to child protection issues.

*How will you **Hear the Child Protection Issue?***

Who in your network will inform you? If most people in your community do not have mobile phones, how will you hear about a case? How will a reporter or a victim contact those who may be able to help them?

You need to establish a way that a matter can reach you such as through raising awareness that your RLO can be a 'safe haven' for an issue that is arising.

*You need to **Make a Decision on what Action to Take.***

Based on the issue raised, you must immediately decide if this situation is endangering and threatening one for the child involved. How quickly must you act? What must you do? What steps can speed up the response process? What steps slow it down? If the case is life threatening, whom do you contact? If the child is in immediate danger, call the law enforcing agencies like the police immediately.

*Then you need to **Analyse and assess information and Get Help***

If the child is not in imminent danger you must decide who, or which agencies and services, must be involved for investigation and assessment of the child's situation.

Who must you contact for this support? If the case is not life threatening, how will you involve the relevant actors to assess how serious it is? Who must you contact to decide how to respond? When do you need to call a case review meeting? How do you do that? Who must you contact to respond to various issues? How quickly will they provide support?

You will need to sit down as a RLO and look at your community partners. Seek help from an organisation or a group that is conversant in matters to do with child protection. Just because you are doing this module it does not guarantee that you will be able to handle a child protection issue. The best thing to do in such a case is to act as the bridge that is necessary to help that child by referring them to a body that is better capable of handling their case.

A referral system can be defined as a comprehensive institutional framework that connects various entities with well-defined network of organisations that ensure the protection and assistance of survivors, to aid in their full recovery and empowerment, the prevention of child abuse, neglect, and violence and the prosecution of perpetrators. Referral mechanisms work on the basis of efficient lines of communication and establish clearly outlined referral pathways and procedures, with clear and simple sequential steps.

Then you need to **Follow Up.**

Every case needs some form of a follow up system. You need to monitor and see whether the child was assisted and indeed that the situation is no longer a protection issue. Come up with a mechanism in the referral system that allows for a follow up.

Make sure everything and at every stage is recorded carefully. Be sure to still maintain high levels of confidentiality as you do so but be sure to also document the report and actions taken.

Confidentiality refers to both oral and written information, data, records, and circumstances that are kept private unless there is an understood agreement or an informed consent that the information can be shared.

The key to understanding the depth of the term confidentiality is that it is an essential part of a trust building process. To be successful as a RLO working towards child protection you will need to gain the trust of those you interact with. Due to the nature of your work, you will come into contact and sometimes will be identifying and reporting child protection cases. As a result, you will often learn intimate personal details from families and children within the community. Without first establishing trust, this information will never be shared with you. Therefore, trust is the most important building block in confidentiality.

- 00.35 Display the next slide and introduce the next activity

Ask the participants what is meant by the word community sensitisation?

Sensitisation is a term often used by NGOs and community social workers to educate populations about important information often focusing on health, rights, and/or legal issues to create a change in the community to better the development and welfare of the community. What are some of the commonly used means of sensitisation in your community?

Allow for some responses before moving on.

Commonly used methods include: public meetings, radio announcements, bulk SMS messages, TV, posters etc.

Ask the participants:

When it comes to child protection, what do you think would be the most appropriate way of sensitising your community?

Divide the participants into groups of four and have them deeply look into what they can do within their communities to raise awareness on child protection. Give the group five minutes to work on a sensitisation program and then have them present to everyone in the group.

Allow for some responses and discussions after each presentation and some positive criticism on whether it is actually an appropriate response before moving on to the next group. Allow each group about two to three minutes to present their plans.

When all the groups are done, be sure to emphasise that they must really scrutinise why some methods are stronger than others when it comes to child protection and they must always aim with their response to change the behaviour of their community.

- 01.00 ASSESSMENT FOR LEARNING (AFL):

As the RLOs to formulate a community sensitisation program, they can use what they discussed in the session or work in collaboration with other members to make a strong initiative. Encourage the group to collaborate but ensure they all commit to doing the exercise in their communities.

Session Four – Creating Child Protection Policies and Procedures in Your RLO (Optional)

In this session the participants will get to work on their RLOs policies and procedural documents in a more academic way. It is purely for the RLOs to work on creating what they do not have or enhancing what is already existing.

Documents to be developed under this session:

Child protection policy

Open Door Reporting Policy

Referral System and Referral Pathways

Standard Operating Procedures (Around Child Protection Issues)

RLO Code of Conduct

Confidentiality Agreement

Consent Form

Module Summary

By the end of this module, the RLO should have a clear understanding about the particular safeguarding concerns that are unique to children and how to go about them. They should also be able to create mitigating strategies to avoid these concerns and this is especially crucial to those organisations that work with children.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 18: Developing and Implementing an Advocacy Strategy

Introduction to Module

In this module, participants will together build an advocacy strategy tailored to a problem they want to address in their community. Participants will first start by getting an understanding of the definition of advocacy. Then, participants will analyse the problem and its context to be sure of what needs to be changed, and to evaluate if change is possible in the context in which they find themselves. Participants will build their advocacy objectives in a manner that is Specific, Measurable, Achievable, Realistic and Timely, and will prioritise the objectives they will pursue according to its importance and reachability. Participants will then identify relevant stakeholders, including the advocacy targets (the decision-makers and persons able to support their advocacy) and their allies. Participants will then identify key moments and opportunities to act, before getting introduced to the advocacy tactics and modes of actions. Finally, participants will discover the basics of the monitoring and evaluation of an advocacy strategy.

Additional Notes to Consider for Preparation:

Advocacy is a skill that has to be as practical as possible. Therefore your sessions should be as dynamic and as interactive as possible. It is also important to spread out the sessions in a manner that properly allows the RLOs to effectively prepare and get substantive feedback as well as proper participation from their community at large in the overall strategy.

All the sessions work towards the development of two main advocacy strategies that will be championed by the RLO. The development begins in session two and is concluded in session nine. Therefore ensure the participants keep and are always referring to their notes and assignments as they will build on their overall strategy in every session and can keep refining them as they go along.

Finally, there are nine sessions in this module and most of the sessions are approximately 2 hours to 3 hours long. There are numerous prompts for Assessment for Learning that encourage you as the facilitator to check in with the participants on the information so that there is maximum comprehension. Take breaks during the sessions and make the activities as engaging and interactive as possible.

Modification and contextualisation is welcome. Therefore, there will be need to have proper planning with the participants on their time and availability as well as access to the 17 handouts in advance, materials and technical support (where needed) to support the sessions and make the sessions interactive such as flipcharts, markers, papers and spacious rooms. For any additional advice and support on the module please contact your Cohere Location Focal Person or the Cohere Capacity Development Lead.

All the best!

Session One – Understanding Advocacy

Resources: Display the **PowerPoint** entitled "Module 18, Session 1 – Understanding Advocacy" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this session we will learn how to define and understand advocacy. We will also learn what it means to develop an advocacy strategy and introduce the steps it takes to develop an advocacy strategy.

Do you have any expectations for the training that we can discuss?

Allow the participants a few minutes to discuss before inviting each of them to share their expectations and what specifically they would like to learn about advocacy. Please take note and write them on the flip chart. It will also help them see what pieces of knowledge they would like to strengthen and allow them to make the connection with the concepts that are about to be produced. It will also support collective engagement (sharing) with the training.

- ## 00:20 Introduce the First Activity

The next activity will enable the participants to understand and in their own words come up with the definition of advocacy. You can choose one of the Role Plays and if you have extra time, you can do both.

Role Play 1 -

Ask the participants.

"What does advocacy mean for you? Let's imagine that you are pushing for the government, an institution, or a decision-maker, to implement a change you would like to see. What would you do?"

Allow the participants sometime to discuss amongst themselves before asking them to share their feedback. Guide the participants to mention keywords that come to mind when they think about advocacy. Then, write on the board/or flipchart all the keywords mentioned by the participants.

Role Play 2 -

Read the following scenario to the participants. You can also reinvent it to adapt it to the relevant local issues.

"7 months after the lockdown, at a monthly meeting with the Refugee Affairs Secretariat attended by your RLO and several other RLOs, a person from a local NGO informs you that the registration of refugees started 3 months ago but that priority was given to refugees of one nationality only. How would you advocate for the inclusion of other nationalities? What would be your strategy?"

Divide participants into 4 groups as follows:
Group 1 - the RAS officials,
Group 2 - the local NGO,
Group 3 - your RLO leaders,
Group 4 - your RLO community members.

Communicate the instructions below:
All the groups will simulate an advocacy meeting that presents the role play above, however, there will be particular points raised by the groups as shown below. Please let the groups elaborate these scenarios further.
  - Groups 3 and 2 will organise a meeting in which they discuss the difficulties encountered during the lockdown, and then group 2 will mention the registration update.
  - Group 1 will present their decision giving reasons for their position.
  - Group 3 and 4 will act shocked and will discuss why this is an issue. They will also together present a strategy to approach and convince group 1 to change their position.
  - Group 2 can also present the ways they can support the position of Group 1 and 2.
Give the groups a few minutes to plan their talking points before allowing them to share.

After the role-play, ask the participants:

Following that, can we please come up with a definition of advocacy?

Allow for some responses and make sure to link with the keywords they used in their role-play.

- 00:40 Definition of Advocacy

Propose the following definition of advocacy:

*"Advocacy is a set of **techniques and methods** of action based on a **continuous dialogue with decision makers**, aimed at introducing **one or more significant changes**, to solve an **important issue** which concerns a group or **a community.**"*

ASSESSMENT FOR LEARNING: Ask for their feedback on the definition but make sure that the connection is made with the elements of the definition(s) and examples that have been expressed by participants from the previous activity. Ensure everyone is clear on what advocacy means before moving on.

- 00:50 Advocacy Strategy

Use the explanation below to introduce the concept of an advocacy strategy.

The best way to come up with a successful advocacy strategy is to view it like a project. Like any project, the advocacy project cycle or what we refer to within this module as the advocacy strategy contains a goal to be defined and met, objectives to be achieved, means to be mobilised, and an action plan to be implemented.

An advocacy strategy can be defined as an organised sequence of actions and activities aimed to influence and even change a certain issue. An advocacy strategy generally contains seven steps to be followed chronologically.

ASSESSMENT FOR LEARNING: Please note that we will discuss each step in detail in the next sessions following this one, so please mention that to the participants, but it may be necessary to revisit some of these steps, recapping with participants as some of these steps can overlap during the development and implementation of the strategy.

- 01:00 Introduce the Second Activity

Draw a staircase with seven steps on the board or flipchart, adding numbers 1 to 7 from the bottom step to the step at the top. Based on their experience of advocacy, their imagination or their power of deduction, ask the participants to organise themselves into groups and to propose an advocacy action plan with 7 steps.

Reassure the group that no "right" answers are expected and that this exercise aims to introduce them to the "common" advocacy strategy seven steps through an active learning process.

Allow the groups a few minutes to discuss before allowing each group to present their steps or advocacy staircase and justify the reasons why they choose their decisions.

ASSESSMENT FOR LEARNING: As they present, take note of their steps and their chronological order and when you introduce the 'correct' chronological order of the

7 steps of an advocacy strategy, be sure to link it to their thinking, and to the participants' expectations that correspond to each of these steps.

- ## 01:20 The Advocacy Staircase
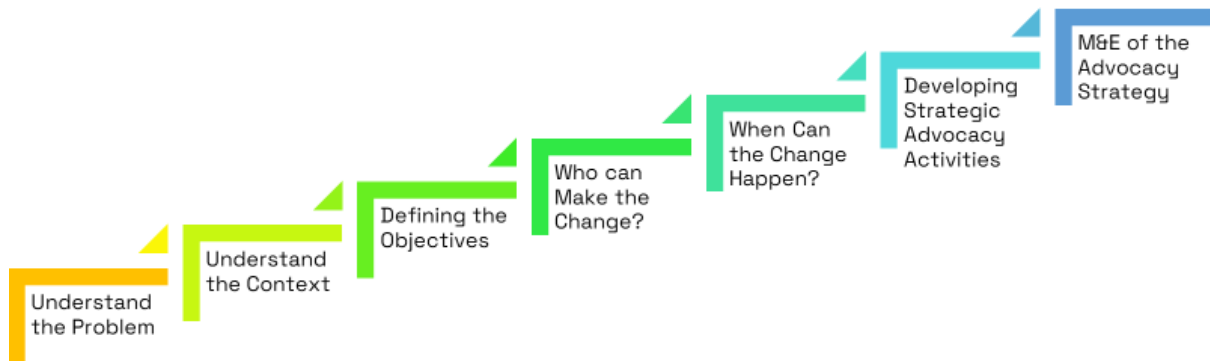
These steps can be divided into three main blocks of questions - which will correspond to the three sessions of the module.

First - *Block A: **WHAT do we want to change ?*** It is important to understand our problem (step 1) and the context in which it operates (step 2) before we start to build and define our objectives (step 3).
Second - *Block B: **WHO whan make the change? / WHEN can the change happen?*** Are we able to achieve this change ourselves through our actions and decisions? We advocate because other people, the decision-makers, have the power to do so, and we want to push them to make decisions that bring about this change. Once we have understood what we want to change, we need to ask ourselves who can change this (step 4)? and where and when can the change happen (5)?
Third - *Block C*: once we have identified the stakeholders that can provoke the change, we need to ask ourselves ***HOW can we convince them***? This is where we decide on advocacy activities, which are designed to convince and influence decision-makers (6), and where we assess whether our strategy is appropriate to our ambitions (7).

ASSESSMENT FOR LEARNING: As you conclude the session, ensure the participants are clear on the definition of advocacy and the steps of creating an advocacy strategy. This will be critical as it forms the foundation of the sessions coming up.

- ## 01.30 Take Away Assignment

Get the groups to try and choose or identify a problem within their RLOs community that they would like to develop an advocacy strategy for, they can base it on something they feel their RLO needs to tackle as well as something that they believe they can achieve.

Session Two – Understanding the Problem

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will be focusing on the first step of the advocacy staircase - Understanding the Problem. We will also be discussing the problems we intend to tackle in our advocacy strategy and introduce the problem tree as an analysis tool for the problem.

- **00.05 Previous Session Recap**

Ask the participants.

Can we quickly recap the first block A of steps for developing an Advocacy Strategy - What Do We Want to Change?

Allow for some responses before aligning them to the statement below.

It is important to understand our problem (step 1) and the context in which it (the problem) operates (step 2) before we start to build our objectives (step 3).

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
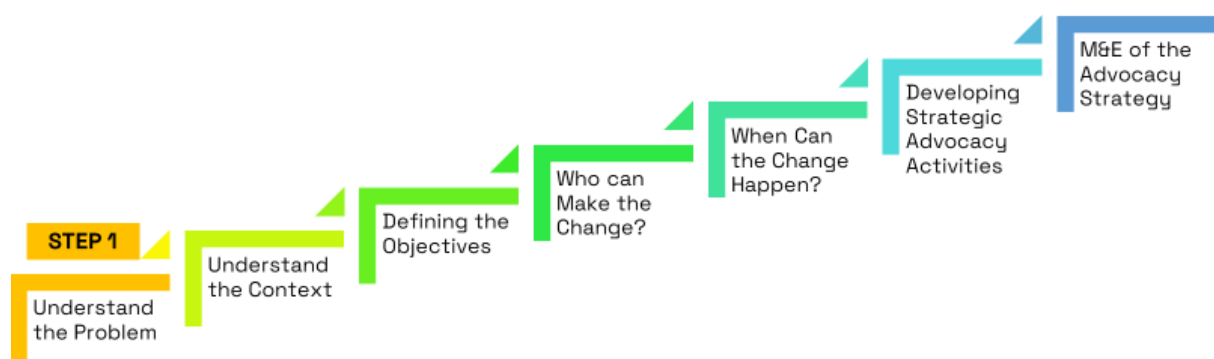
- ## 00.10 Understanding the problem

In this session we will try to understand the foundation of an advocacy strategy which is 'Understanding the Problem'. As said before, it is important to understand the problem we want to solve before we start trying to solve it.

- ## Take Home Assignment Feedback

Remind the participants of their take home assignments. They were to in their groups identify a problem they wanted to tackle as an RLO. Now participants will choose the problems on which they will work on and use during the activities in all the sessions that discuss the development of the advocacy strategy. In order to save time, energy and attention of the participants, it is recommended to get the participants **to choose two problems only so they can be in two groups**. These two groups will also run for the entire duration of the module. Make sure the RLO participants put a lot of thought into the problems they want to tackle as this will form the basis of the advocacy strategy and they need to be realistic such that whatever they work on is something they can achieve.

It is advisable to choose the problem(s) that concern the whole community as much as possible, or at least those which appear to be a priority to a majority or all the participants present. After the participants have made a decision, the problem should be written in a sentence, and should be as specific as possible.

For example, the problem should not be "poverty" but "the residents of this neighbourhood are facing poverty".

Start by listing all the issues on the board, and then ask participants to raise their hands to indicate the issues that seem to be the most important priorities. Write the number of hands raised for each issue next to the issue concerned. The two issues that receive the most votes will be used for the formation of the strategy.

ASSESSMENT FOR LEARNING: It is important they narrow down all the problems submitted to just two problems. These two problems will be used later in the session to develop a problem tree, so ensure that the problems have consensus within the RLO and are also realistic. In that they are problems that the RLO can actually do in the immediate future.

- ## 00.20 Analysing the Problem

Ask the participants.

"Why is it important to analyse the problem?"

Allow for some responses and write them down on the flipchart.

Analysing the problem is important because we need to be sure of what needs to be changed and know how to invest our energy in the right place, rather than proposing solutions randomly.
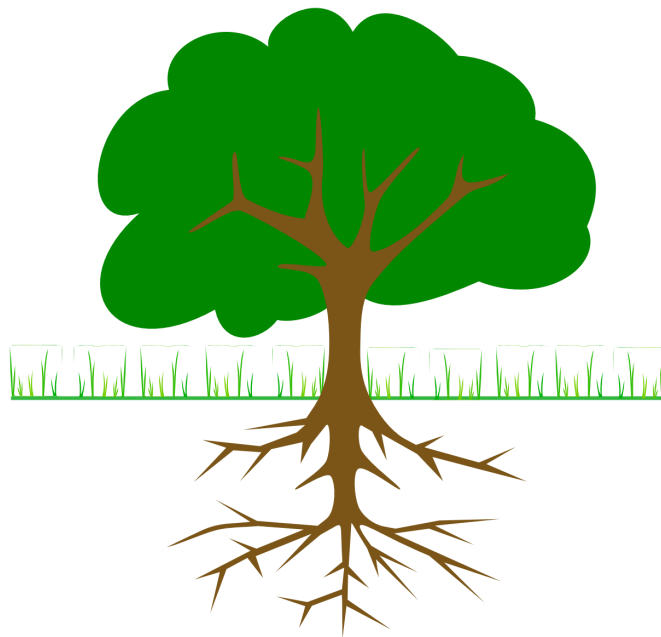
Ask participants.

From our previous modules, specifically module 2, we learned about analysing a problem. Can you recall how to do that, or suggest how we can do this?

Allow for some responses and listen to their suggestions before introducing the "problem tree" tool.

- **00.25 The Problem Tree**

Draw a tree on the board or flip chart (with roots, trunk, leaves). Then, draw two horizontal lines, one above the roots at the bottom of the trunk, and one at the top of the trunk, just under the leaves.

Write the following three words on the board or flip chart: causes, problems, consequences.

Ask the participants to place these words on the tree and to justify their choices. Allow them a few minutes to discuss in groups before showing them the image below on the next slide.

Understanding Root Causes
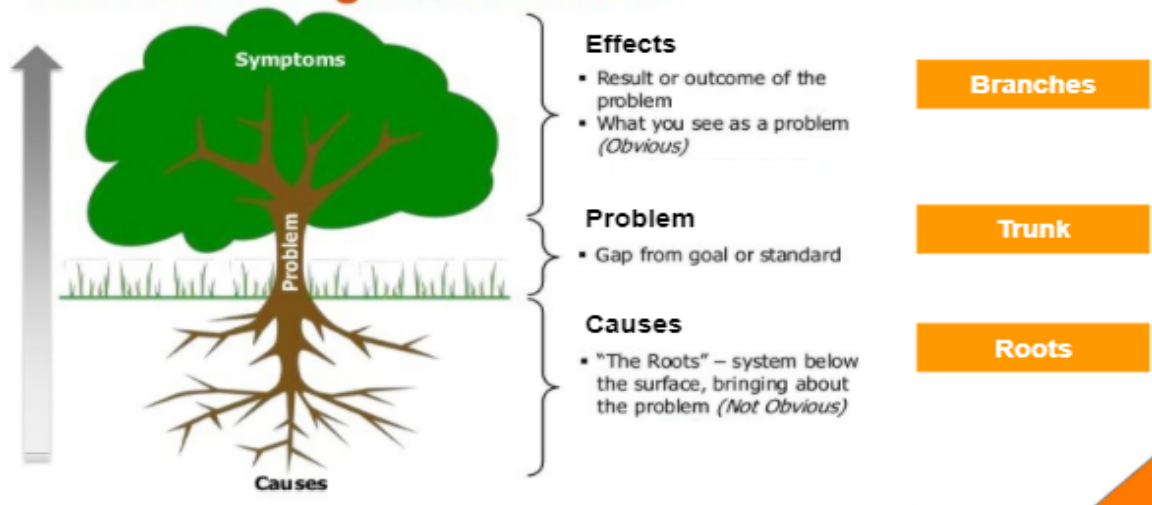
Ask the participants.

"If the tree is sick, where do you think it comes from?"

Allow for some responses before aligning them to the answer below.

If the tree was sick, the sickness would start at the roots. If the roots are diseased, the whole tree will be diseased and the leaves will have a bad colour. The leaves are the last place to display the disease as it is the most visible part of the tree and as such the visible part of the problem.

Explain that this Problem Tree is an analysis tool used to understand the roots of a problem, and that it is developed by asking the question "Why?" until the answers are exhausted. Most causes have a sub-cause under them. Sub-causes don't necessarily appear obviously. A cause can have two or more sub-causes. For example, there could be many reasons why a government does not invest enough resources because of corruption, it could be because government jobs do not pay well enough and/or because there are no anti-fraud controls in government.

ASSESSMENT FOR LEARNING: Ensure that the participants are clear on the problem tree, its structure and how it can be used as a problem analysis tool before moving on. You can also make references to module 2 - Understanding Community Problems and see what similarities you can draw from the session.

- 00.35 Introduce the First Activity

This first activity will be a group activity to help the participants to elaborate their first problem tree. It will be done through a case study (Alternatively, you can also reinvent the scenario to make it more relevant to your participants.)

Read the paragraph below.

On Soroto Island, which belongs to a country named Touroubistan, there is a problem: Children in public primary school do not have access to quality breakfast. It is an important meal of the day and without it, children cannot concentrate.

Participants in groups have to discover the causes of this problem and come up with reasons for these causes. It will be important to ensure that each participant understands that every cause has another cause under it (further down the root); indeed, most of what they think is a cause, will have a cause under it. Support the participants during their discussions and offer your help. For example, when a participant cites a cause, they should be helped to find the sub-cause: this can be done by asking the participant "Why?"

In groups, get the participants to write the problem in capital letters on the top of the page, leaving space to write the causes and their sub causes beneath.

Allow the participants time to discuss with each other in pairs before allowing them to share with everyone. The statements below can also work as prompts for discussion in the group. Keep asking the question, Why? This will help the participants really narrow down the causes. Be sure to align their responses to the feedback below:

*One cause could be that schools do not receive enough funding to provide free quality breakfast. **Why?** Perhaps because the minister of education does not get proper funding. **Why?** Because the government or administration may not prioritise the issue. **Why?** Because of mismanagement of funds. **Why?** Because of the absence of an oversight body dedicated to monitor the repartition of funds. **Why?** Because the minister is not dedicated to the public good.*

*Another reason could be that parents do not have enough resources to provide for breakfast. **Why?** Perhaps because they do not have enough income. **Why?** Because of the absence of jobs on the island. **Why?** Because the administration's investment priority is given to the Touroubistan metropolitan area. **Why?** Perhaps because inhabitants of the island are indigenous and there is racism in the metropolitan area, AND because there's a centralised economy, **Why?** … and the list can go on and on.*

- **00.55 Introduce the Second Activity**

The participants now will refer to the two problems they had narrowed down to tackle from their take home assignments and use them to develop problem trees for each of them.

ASSESSMENT FOR LEARNING: When facilitating, be mindful of the structure of the problem tree and keep referring to the tree as you have the discussions. In order to ensure the problem trees make sense, you have to make sure the roots of the causes of the problems have an explicit cause and effect link and that participants do not get confused.

Get the participants to organise themselves into two groups. Give each group a flip chart paper and marker pen for them to draw out their problem trees. Each group will tackle one of the problems they had determined earlier. Allow them a few minutes to work on their problem trees. As they do this, go to each group and check on their progress, try not to offer too much assistance as they should be able to work on their own at this point, if they have clearly understood the previous concepts.

- 01.15 Group Presentations and Feedback

After a few minutes, invite each group to present their trees. After each problem tree is presented, invite the other group to react on the tree and give feedback. As the participants present and their fellow members react and give feedback, it should be remembered that both problems are everyone's concern and that it is important to borrow the brains and have the attention of the whole room in order to achieve the best results.

- 01.25 Take Home Assignment

Get the two groups to now sit down as an RLO and properly elaborate their two problem trees. They should discuss with their entire organisation and community members as well to ensure that they have really been able to cover all the possible causes and effects that their problems could encounter. Allow them some time to complete this before scheduling the next session.

- 01.30 ASSESSMENT FOR LEARNING

The main aim of the session is to fully understand step one of the advocacy staircase – understanding the problem. The way to achieve this is through the utilisation of a problem analysis tool. This session focused on the problem tree as a problem analysis tool. Please ensure that all participants are clear on how to use it before moving on. Furthermore, the other aim of the session is for the RLO to narrow down two problems they believe they can tackle in their advocacy strategy. Ensure there is total buy in and support from all participants on these two problems as they will form the basis of the discussions of the entire module.

Session Three – Understanding the Context

> **Resources:** Display the **PowerPoint** entitled "Module 18, Session 3 – Understanding the Context - Step 2?" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on. You will also need to make reference to the information and notes from Module 2 - Understanding Community Problems. You will need all participants to have access to CSSC M18 Handout 1 and CSSC M18 Handout 2

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will continue to discuss the first block of 'What do we want to change'. To recap, step one is where we get to understand the problem and today in step two, we will be understanding the context in which the problem operates and we will be introducing a tool to assist us with this called the PESTLE.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
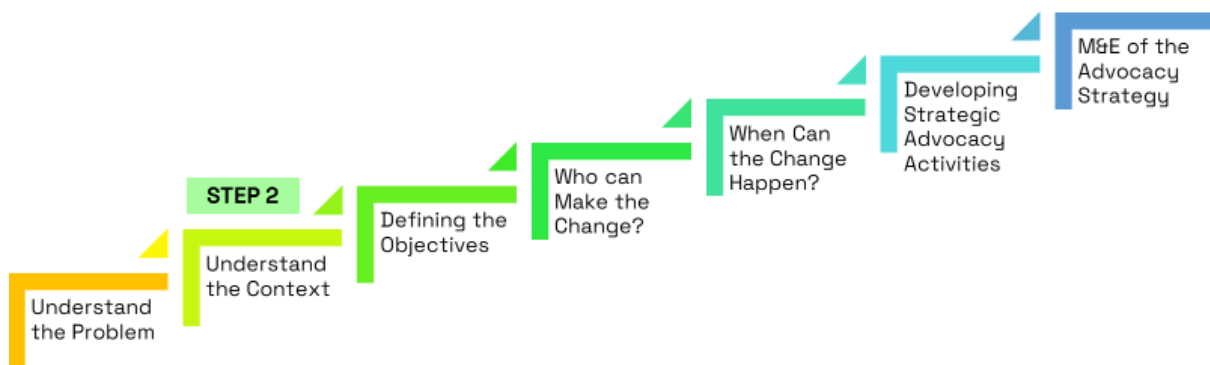
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap what we learned in our last session as well as our experience in the take home assignment. Let us update each other on the progress we made as a group and our communities take on our problem trees.

Allow the participants to give their feedback and recap on their experiences before introducing the next concept.

- ## 00.15 Understanding the Context

Tell the participants.

Sometimes, when trying to understand the problem, it is hard to decide which cause of the problem you should include in their advocacy strategy. This is especially the case if we do not take into account what is realistic and achievable in the context. We need to ask ourselves the question, 'Are we in a context where change is happening?'

What does context (surrounding circumstances) mean in your languages? Can we try and define it?

Allow them a few minutes to deliberate in pairs and then ask for a few responses before aligning them to the definition below.

The context is a set of factors surrounding an advocacy strategy that will impact it positively or negatively.

For example, the emergence of the Black Lives Matter movement can be a positive contextual factor if I am fighting against racism in my country, but the fact that the country refused to sign an international agreement against racism is a negative factor.
OR
For example, using our previous case study above, if you were a citizen of Soroto Island and you asked your County Representative to assist you with funds to grow vegetables. They give you money and without doing an analysis you plant some fruits. However, you later realise your plants cannot thrive as you have planted them in an area where they cannot survive. When you approach your County Representative again they cannot help you again and you have basically wasted resources. If you had properly done an analysis of your environment, assessed what plants or fruits could thrive best in that climate and used that information to inform your decision to plant, you would have had better results.

Before taking action you need to take into account various contextual factors such as opportunities, emerging new actors and information, concerns and needs of citizens, the environment, an underlying crisis, international and national legislation and so on.

- **00.30 Introducing PESTLE**

It is useful to break down the process of initiating the contextual analysis into parts that are subjected to a tool called PESTLE analysis. This tool emphasises the systematic understanding of the wider environment. It can also help to identify new issues and opportunities on the horizon, create scenarios and develop a coherent vision.

Ask the participants.

From our previous experience, what do we know is the meaning of PESTLE?

Allow the participants to discuss in pairs and then allow for some responses before aligning them to the definition below.

PESTLE is the acronym for Political, Economic, Social, Technological, Legal and Environmental factors or trends. This tool is used in advocacy to make sure that all the factors surrounding a strategy are identified. It is used to analyse the context of a problem.

Advise the participants to now refer to their CSSC M18 - Handout 1. You can also sketch the image below on your flipchart.
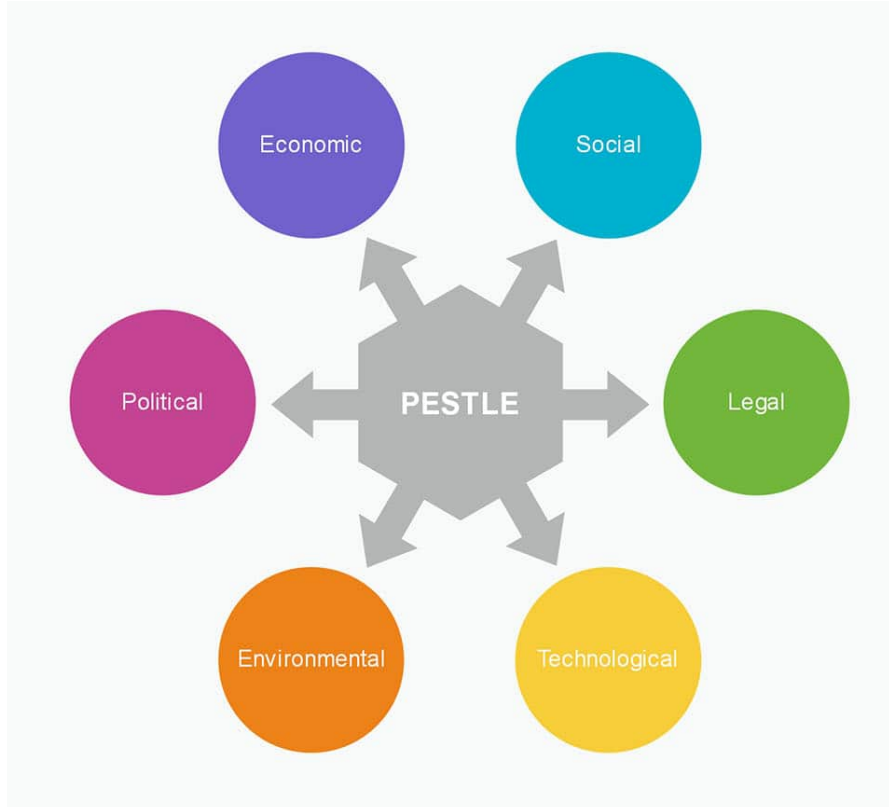
It is important to note that the PESTLE factors or trends can sometimes be causes of the problem and not necessarily the context of the problem; there can be a fine line, and you don't always have to distinguish. But sometimes the factors can be opportunities, while the causes are just negative. The factors can also be more global or specific. Each situation and analysis is unique and that is why it is important for it to be done thoroughly.

- 00.40 Introduce the First Activity - PESTLE Analysis

Ask the participants to get into their groups and provide each group with a flipchart paper that they can work with.

Now let us go back into our two groups and write our two problems on the middle of the page and create boxes that represent the acronym of PESTLE around it. In those boxes, think of all the positive and negative factors that could affect and influence their advocacy strategy. You should try and exhaust all possible options for each area.

This process of a PESTLE analysis can also be referred to as horizon scanning.

To facilitate the work, sub-groups can be organised within the groups by PESTLE categories for example, two participants on the political factors, two on the economical factors, and so on. Ask the participants to then categorise these factors as opportunities or threats. If some of the boxes are left blank, participants can brainstorm together and suggest new factors they have not yet thought of.

Inform participants that, in addition to undertaking a one-time PESTLE analysis, it is important to continue to learn about the issues they want to advocate for, as the context may change.

- 01.00 The Analysis of Risks

Introduce the concept of the analysis of risks.

The kinds of problems which are considered sensitive can vary across countries and contexts. Before launching an advocacy project, an organisation needs to consider if its advocacy involves a risk for its safety or the safety of its staff, programmes or participants. The RLO also needs to evaluate if it affects the relationships with its partners, donors, government or with legal institutions, if it undermines its reputation, its independent and non-partisan position. The RLO may also want to be sure that the strategy they develop is not contradictory with the opinions of members of its organisation. If the answer to one of these questions is yes, then the issue is considered sensitive. Please refer to [CSSC M18 Handout 2](#) for more information on this.

- ## 01.10 Introduce the Second Activity

Inform the participants to move into the groups they had worked in earlier and give them the instructions below.

In the groups that we were working in, can we look at our advocacy project and evaluate if there are any risks in them and whether these risks can be managed. If we find that we cannot manage those risks, it might be more reasonable to not advocate on that certain topic. If your RLO does not have the proper resources to manage the risks, the team may have to go through revision of their internal procedures.

Allow the participants a few minutes to discuss this, they can refer to the handout for some additional ideas.

- ## 01.20 ASSESSMENT FOR LEARNING

To conclude these last three sessions, ask the participants some questions on what they have retained until now. This will help you to evaluate their understanding of the session. You can summarise for them with the narrative below:

Advocacy is an essential tool for changing practices and policies. Ideally it should be addressing or tackling a problem which you can solve. It is fundamental to understand the causes and the consequences of the problem before trying to solve an identified problem. The problem tree we looked at in the last session will help you understand that.

The main aim of this third session is Understanding the context in which the problem lies, is critical to the success of an advocacy strategy. The PESTLE Analysis will therefore help an organisation to categorise the context in Political, Economical, Social, Technological, Legal and Environmental factors to consider in making its strategic choices.

It is vital that every participant is clear on this up until this point. Keep reiterating and reinforcing this as you move on to the next sessions.

- ## 01.30 Take Home Assignment

Get each group to finalise on the contextualisation of their problems using the PESTLE analysis. They should keep working on it outside the session and agree on a time period they can work on before scheduling the next session. They should discuss this further with more members of the RLO as well as the community. This will help them to ensure that the advocacy strategy they aim to develop will be realistic and achievable.

Session Four – Defining the Objectives

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will wrap up the discussion of the first block of questions, 'What do we want to change'. To recap, step one is where we understand our problem and step two is where we understand the context in which it operates. Today, we will go into the third and final step in this block where we will be defining the objectives of our advocacy strategy.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
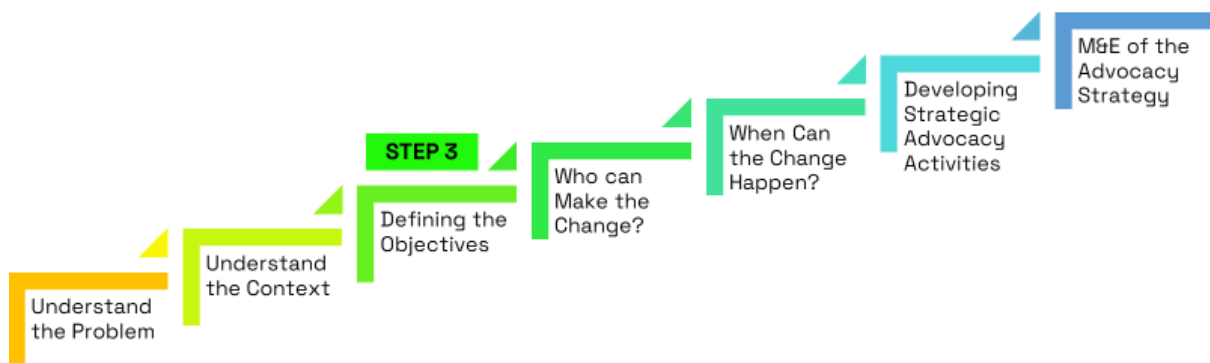
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share our deliberations of the contexts of our problems.

Allow each group a few minutes each to come up and present their findings before moving on.

- 00.10 Introduce the Session

After the recap, introduce the session.

After understanding the problem and the context in which it operates, one should try to solve it. The deep understanding of the problem that was made in the previous sessions will help us to develop clear and precise advocacy objectives, which are essential for our advocacy strategy to be robust, that is very strong. An organisation needs to be absolutely clear about what it will defend. To do this, we first need to distinguish between the goal and the objectives.

Ask the participants.

Can someone please distinguish the difference between a goal and an objective? Can you provide examples of goals and objectives in your RLO?

Allow for some discussions in pairs before allowing some responses. Align the responses to the statement below.

A goal is an outcome you want to achieve, while an objective is a specific and measurable action that can be reached in a short amount of time, often related to a goal. When written out, goals are typically broad statements rather than a step-by-step process. Objectives are the specific, concrete steps that bring one closer to a big goal. In this case, the goal is the horizon, the vision, the ultimate aim of one's advocacy. It is the long-term change envisioned. Therefore, the specific objectives are the steps that will help one achieve the final goal. They need to be achieved in the medium term as they are the specific changes expected in reference to the final goal.

- 00.15 Introduce the First Activity

This activity will help the participants understand the difference between a goal and objective. Get a piece of flipchart paper or on the middle of a board write in capital letters the following statement.

<div align="center">

"MY GOAL IS TO BUILD A HOUSE"

</div>

Ask the participants to find the objectives towards achieving this goal. Allow them to discuss and a volunteer to write them down for everyone at the front.

Depending on their feedback you can prompt some objectives such as: Find land, bricks, tools, cement or earth, human resources, time, and so on.

As they come up with their responses, specify that an objective has to be written with an action verb and is not usually a vague or broad statement. This is important to help participants develop their objectives later on as well as to help distinguish an objective from a goal. For example, instead of writing "tools" as an objective, one should write "Gather the budget to buy appropriate tools to build the house", or "Train the human resources to use the tools to build the house".

Write the objectives in lower cases below the "Build my house" goal written in capital letters, and then connect it with arrows linking the objectives to the house goal. Leave this example on the board for further use.

- 00.25 Introduce the Second Activity

After the participants conclude the first activity, introduce this next activity. The aim of the activity is to match the objectives to the goals that they are linked to. Start by writing the sentences below on a flipchart where everybody can see and instruct the participants to match them up correctly. Please note that as the facilitator, you can also customise the examples to more relevant local context.

- Explain to the villagers the modes of transmission of the virus through awareness-raising activities during the month of March 2023.
- Increase the schooling rate of girls in rural areas of the Siné Saloum region, Senegal by 2025.
- Reduce the spread of Covid-19 in northern Mali
- Equip the 3 classrooms with boards, tables and chairs
- Train a group of young people from the village to maintain the wells.
- Build a school with a capacity of 80 students in the village of Soucouta by the year 2023.
- Improve the quality of drinking water to reduce water-related diseases by 30% compared to last year.

Allow the participants to match them up together before aligning them to the answers below.

1/ Explain to the villagers the modes of transmission of the virus through awareness-raising activities during the month of March 2023. (Objective 1)
2/ Increase the schooling rate of girls in rural areas of the Siné Saloum region, Senegal by 2025 (Goal 2)
3/ Reduce the spread of Covid-19 in northern Mali (Goal 1)
4/ Equip the 3 classrooms with boards, tables and chairs (Objective 2)

5/ Train a group of young people from the village to maintain the wells. (Objective 3)
6/ Build a school with a capacity of 80 students in the village of Soucouta by the year 2023. (Objective 2)
7/ Improve the quality of drinking water to reduce water-related diseases by 30% compared to last year (Goal 3)

ASSESSMENT FOR LEARNING: Quickly recap the aim of the two activities which is to ensure all participants are clear on the difference between the goals and objectives when it comes to an advocacy strategy before moving on.

- ### 00.35 How to Apply this to Advocacy

After understanding the difference between goals and objectives, we will need to apply this into developing our advocacy strategy. You will need to help the participants to understand that to think about advocacy, they need to take a step out of the program mindset.

Ask the participants.

In advocacy, are you able to make the change yourself? Are you yourself an implementer of the objective?

Allow for some discussion before giving them the answer below.

*The answer is **NO**. For example, "If my goal is to end poverty, my objective is to create job opportunities for people. Am I (me, as the facilitator) in a position to create job opportunities? Who is in such a position? The answer is the authorities.*

It is important to note that in advocacy, the objective is an action that has to be undertaken by a decision-maker. This is why one has to get out of the program mindset where you are the one who implements or undertakes an activity. The main aim of advocacy is to convince and push for decision-makers (that have the power) to create the change.

Ask the participants to take a look at the first activity flip chart - "Build my house" goal and its objectives beneath. You can give an example of, if an RLO wants to build a house for 5 families, it might be able to realise this. But if the RLO wants 5000 families to all have a house, then it becomes more difficult to implement, because as an RLO, they may lack the power and resources to do so. This is where it becomes an advocacy goal, because the RLO wants the people with the power to create the change. Therefore it must push the decision makers who have the power to make this goal happen: that is advocacy.

ASSESSMENT FOR LEARNING: Ask and make sure that all participants are on the same page on what the aim of advocacy is. Ensure they understand that it is not about them to implement something or to be responsible for the change, but they have to convince, push or influence decision makers with the power to create that change. That is how advocacy is most effective. Ensure all participants understand this and are clear on this.

- 00.45 From the Problem Tree to the Solution Tree

Ask the participants.

Looking at the "Build my house" example, "Does this structure remind you of anything?"

You are referring to the problem tree but do not inform the participants yet. See their responses, however, if you do not get a reply, you can start drawing a tree behind the build my house example, slowly making the roots and the leaves appear. Please refer to session two for the diagram. This should prompt some responses and as they respond, ask the participants:

"Is there a problem tree here?"

Allow for some responses before telling them,

Not really, as the key components that are - the objectives of our goal - are displayed and they clearly show us how to get to our goal which is : to build one's house.

Explain to participants that this is called a **Solution Tree** and that, to find appropriate solutions to a problem, **each cause of a problem can be reformulated as an objective**. The problem then becomes the goal, and the causes of the problem become the specific objectives. **An objective can respond to several causes, just as a cause can lead to several objectives.**

Instruct the participants that to transform a problem tree into a solution tree, participants can start by reformulating the problem into a "goal" and then the causes of the problem into "objectives". Even if there isn't one objective for one cause, participants have to be sure that no cause of the problem is left unanswered by an objective.

Explain further by adding that **in addition to integrating an action verb in an advocacy objective, the objective has to mention which decision-maker will take the action that will respond to a cause of the problem.** This is important to be sure that

the thinking process is coherent and that the objectives really answer the related causes.

The objective should therefore be able to answer the questions:

- ***Who? Who is the decision maker?***
- ***Does what? What is the decision maker doing?***
- ***For what? What do we want them to achieve or change?***

Explain further that to transform a cause of the problem into an objective, participants can either:
- Rephrase the negative cause in a positive way, for example: For "Lack of a law to regulate wage gaps" the objective would be "The government and parliament to legislate the regulation of wage gaps to reduce inequality in companies".
- Step into the shoes of the decision-maker and figure what action he or she would take to address this cause of the problem. Then use that to phrase the objective.

Display this diagram for reference for the participants.

From the problem tree to the solution tree...
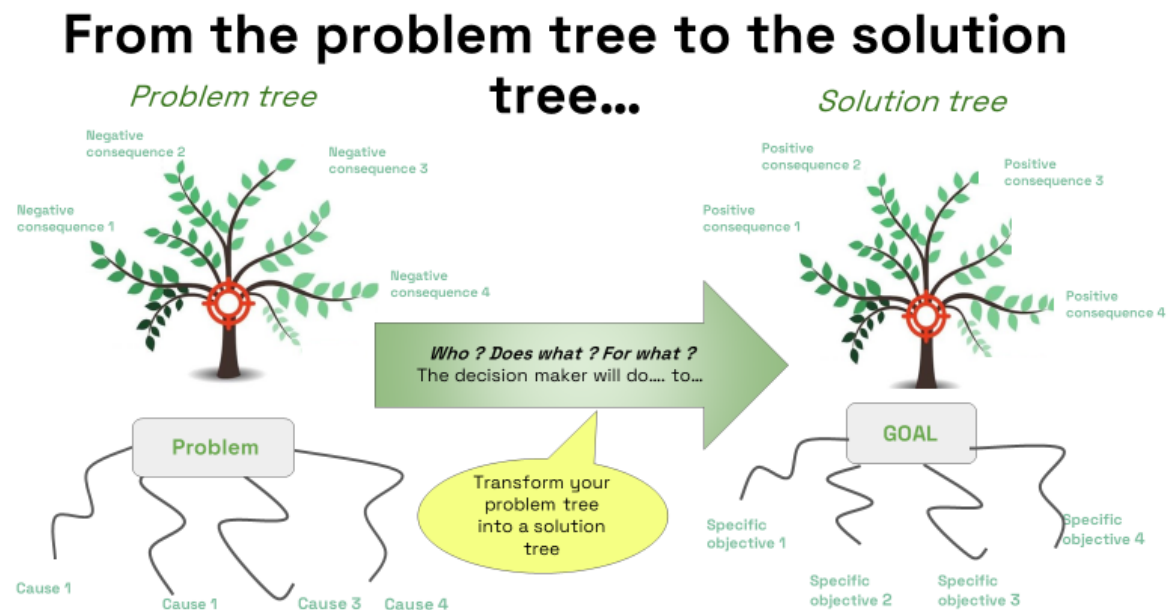
ASSESSMENT FOR LEARNING: Reiterate the last few paragraphs with the participants and confirm everyone is clear on how to transform a problem tree into a solution tree. They will be having a take home assignment where they will be reworking their problem trees to solution trees, so it is key that they understand how to do this.

- 01.00 Introduce the Third Activity

The activity is aimed at the participants working on transforming a problem tree into a solution tree. Please refer to the case study of the first activity in Session Two relating to Soroto Island. Get the participants to refer to their notes on this specifically where they had detailed the causes of the problem in Soroto Island. Instruct the participants to choose two or three causes randomly, and to ask themselves the questions below:

Which decision maker is in a position to take action on this?
If you were this decision maker, what action would you propose to answer to this cause of the problem? What would you do?
What will be the result of that action you take? What change would you see

To facilitate these responses, you can start the answer for the participants with the statement below:

 *"If I were (**the relevant decision maker**), I would…. ", for instance: "If I were the minister of education, I would…"*

Ensure the participants are clear on the instructions and guide them on how to phrase their problems into objectives correctly. Allow a few minutes to work on this before moving on.

- 01.20 Take Home Assignment

As a take home assignment, instruct the participants in their two groups established in the previous sessions to transform their two problem trees into solution trees. Each group will work on their problem tree and transform it into a solution tree and present it to the rest of the participants in the next session.

Tell the participants through this exercise, they will move from an observation logic to an intervention logic, as the problem is now their goal and the causes become their specific objectives to be achieved. Agree on a timeline for completion and ensure they adhere to this before the next session.

Before you continue to the next part of the session, you can organise a short break for a few minutes.

- 01.30 Making the Objectives SMART

Inform the participants.

Welcome back to the next part of the session, where we will be discussing how to make the objectives SMART. The more precise an objective is, the easier it becomes

to achieve, because it allows us to know exactly what we need to do to achieve it. Let us look back at our objectives from the previous activity and see how to make them more precise.

Now working together as an entire group, take one (or more) of the objectives set by the groups as an example, and ask participants if they think this objective is vague or precise, and to justify their answer. This can lead to a discussion among participants. Write the reasons they come up with to classify the objective on the board or flipchart.

Then ask participants what is missing and needed in order to make these objectives precise, before introducing them to the SMART framework, which is a tool that will help them to make their objectives become better elaborated. You can also ask them to refer to their notes from Module 11, Session 3 that also discussed the SMART objectives.

Ask the participants.

Can anyone please refresh our memory of what the SMART acronym stands for?

The RLOs may have knowledge of what SMART objectives are. Allow for their responses and for the RLOs to give their own definitions of it. You can go further and ask them how they have applied this in their RLOs. if they have developed SMART objectives and what do they look like. You can align their responses to the information below.

*SMART is the acronym for **Specific** (the objective has to be understandable by all and very clear, basically unambiguous), **Measurable** (based on facts and figures), **Achievable** (with the resources we have), **Realistic** (achievable and can be done by the decision-maker) and **Time-Bound** (has a timeline that it can be achieved by).*

Now, pick an objective randomly and ask participants to try to apply each character of the acronym to the objective that will serve as an example. Take any of the objectives that participants gave in their solution trees and write them on the board or flipchart.

Write "SMART" above it. If possible, the letters can be written in different colours associated with the new segment of information coming with each letter.

Give the participants an opportunity to contribute and make the objective SMART. Ensure you have active participation from all to make sure they all grasp the concept and are satisfied with the result.

ASSESSMENT FOR LEARNING: In case the process of making the objectives SMART may still be a struggle, you can use the example below to help the participants

understand the concept and together you can make the objective SMART. Write it down on the board or flipchart and discuss with the group. The example is:

The ministry increases the budget.

*"The ministry increases the budget" is **NOT** a SMART objective, to make it SMART we would need to clarify the statement:*

- *To make it **Specific**, it could become, for example:*
*The Ministry **of Education** increases the budget **for meals in Soroto Island primary public schools.***

It is specific because now it is clear it answers the question, who, what and where, however it still needs work.

- *To make it **Measurable**, it becomes:*
*The Minister of Education increases the budget for meals in Soroto Island primary public schools **by 70%.***

It is measurable, but how can the ministry achieve this, so we work on it further:

- *To make it **Achievable**, it becomes:*
*The Ministry of Education **proposes a reform** to increase the budget for meals in Soroto Island primary public schools by 70%.*

This is achievable by the Ministry of Education, because maybe the Ministry cannot decide alone to increase its own budget. It would have to propose a reform in parliament which can be debated on and passed. However, the 70% increase may not be something that is realistic considering the resources available.

- *To make it **Realistic**, it becomes:*
*The Ministry of Education proposes a reform to increase the budget for meals in Soroto Island primary public schools **by 15%.***

15% is definitely more realistic than 70%, and now finally to complete the SMART, we need to establish a timeline, that we can ensure the objective can be completed within. So:

- *If we make it **Time-Bound**, it becomes:*
*The Ministry of Education proposes a reform to increase the budget for meals in Soroto Island primary public schools by 15% **[by December 2025]***

*So the vague objective we started with "The ministry increases its budget" can become the SMART objective; The Ministry **of Education proposes a reform** to*

increase the budget **for meals in Soroto Island primary public schools by 15% by December 2025.**

Discuss with the participants that as they make their objectives time bound, they should bear in mind the time it would take to accomplish one element of the objective before moving to another. It takes time to accomplish one thing and therefore planning and executing an advocacy strategy is something that will take time. As much as there is the need to set an overall timeline when the strategy should be accomplished that is far into the future, as in the above example about two years from the time the objective is set so as to give an ample amount of time for all the elements that support the strategy as a whole to be achieved.

- 02.10 More on the Take Home Assignment

As you had already discussed the take home assignment in which they were to work on their problem trees to make them solution trees by transforming the problems into objectives, now we need to ensure that the participants go a step further to review and work on their objectives and make them SMART. They should now be more clear on how to execute the assignment. They should before the next session review all the objectives together as an RLO. They will work on this later after the session before moving on.

However, for today, allow them to pick one objective which they will make SMART from their solution trees and which they can use for the next part of the session. Give them about ten minutes to work on this together before moving on.

- 02.20 Prioritising the SMART Objectives

Ask the participants.

Now that you have identified the objectives, what will you do? Do you think you can achieve it as an RLO and Why?"
Allow them a few minutes to ponder or discuss in pairs before they respond. Participants will have to argue their answers.

For one objective, it may be achievable but when it comes to all objectives, (on the solution tree) we may probably not have enough human, financial and material resources to achieve all of the objectives. Therefore as an RLO, we would have to prioritise. How have you as an RLO prioritised objectives, or activities in the past? And what criteria (if any) have you used to prioritise.

Allow for some responses before aligning them to the information below.

For our objectives, and as our criteria for prioritisation especially when it comes to objectives around advocacy, two variables can be highlighted. They are:

- The importance of the objective
- The influence that the RLO can have on this objective, which means the attention they can expect to get from decision-makers and their probability of impact.

These two dimensions can be positioned on a diagram that will allow participants to prioritise their objectives. Please refer to the CSSC M18 Handout 3. Please draw the diagram out on the flip chart for all to see.

Prioritise your advocacy objectives - Diagram
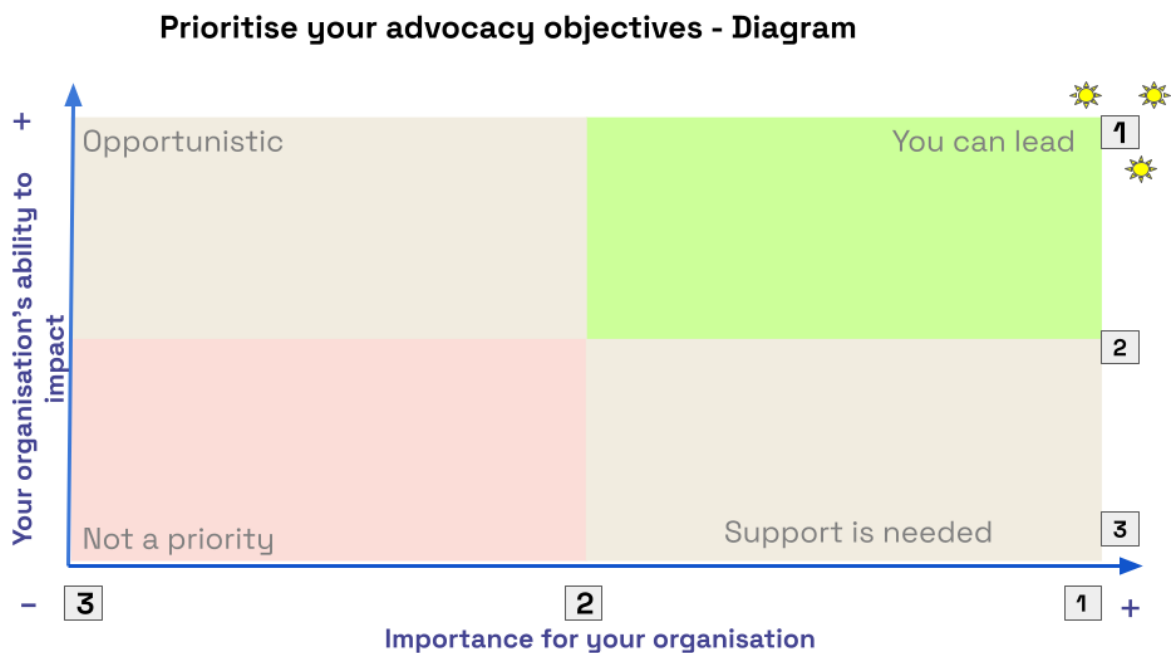
Discuss with the participants.

The horizontal variable is "importance of the objective for your organisation". The closer we get to the number 1, the more important the objective is for the organisation.

On the vertical variable, the closer to 1, the more likely the organisation is to achieve its objective, because the context is favourable, or because the organisation has a higher chance of getting the attention and buy-in of decision makers.

At the bottom left of the diagram is the mention "not a priority" which is when the organisation does not have a high chance of reaching its objective (perhaps the stakes are too high for the size of the organisation, or there is little attention from decision-makers on the subject), and the objective is not the most important in regard to the organisation's mission.

Above "not a priority" we find "opportunistic". This is where there are "low hanging fruit objectives", which is when an organisation has a good chance of making an impact (maybe because decision-makers will pay attention to the issue), but achieving this objective will not have a huge impact on the change it wants to see.

In the bottom right corner is "support is needed". In this category, the objectives are important for the organisation, but difficult to achieve alone. The organisation may need to partner with larger or more influential NGOs to achieve its objective.

In the upper right hand corner is where the objectives are most important, and where the organisation has the greatest opportunity for impact. It doesn't mean that it will be able to act without partners, but it will perhaps be in a position to play a more prominent role within the coalition. The closer the objectives are to this area, the higher priority the objectives will be.

ASSESSMENT FOR LEARNING: Pause and make sure that the participants are all with you on how to interpret and use the diagram of prioritisation of objectives. If needs be, you can reiterate the statements above and clarify where needed. You can also use the example below to further explain how to use the diagram.

Inform the participants.

For example, a local refugee women's RLO has a goal that wants to strengthen the economic empowerment of the women in their association is more likely to achieve the objective "The RLO to provide vocational training to 50 refugee women and give them KES 50,000 of grants for their businesses in the village" than the objective "The government through the Ministry of Labour to provide work permits under three months to all refugee women in the country" - while both objectives are equally important, the first objective is more attainable for the small refugee women's RLO than the second.

- 02.40 More Information on the Take Home Assignment

Remind the participants that the take home assignment is a continuation of the development of their advocacy strategy and they are to work in their two groups and use the two main issues they are aiming to tackle as an RLO.

For the remaining time in the session, ask them to further work on their take home assignment by placing their SMART objectives on the objective prioritisation diagram. They can draw the diagram on a flipchart. The objectives that are closest to the three stars in the green part [you can lead] will be the priority objectives for each group.

Remember that the assignment for this session has three elements:

1. To convert their problem tree into a solution tree; they should convert the causes of the problem to the objectives.
2. Then they are to make those objectives SMART
3. After that they will finalise by prioritising the objectives in the prioritisation diagram.

Note that all the deliberations and developments they work on should be documented and they should carry their information so as to present it in the next session.

Ensure they are clear on what is expected and establish a timeline which they can work on this as an RLO together and come back for the next session before concluding the session.

- 02.45 Wrap up the session with Feedback

Ask the participants to give a wrap up of the session.

Allow for some responses and complete the feedback from participants by adding :

This session was about how we can define the objectives of our advocacy strategy. It is important to distinguish between a goal and objective.

A goal is different from the specific objectives, as the goal sets up the long-term change envisioned and the specific objectives are the steps towards it. The SMART criteria helps to make an objective specific, measurable, achievable, realistic and time-bound. This way, objectives are structured and can be better evaluated. The problem tree changes into the solution tree: where an organisation maps its SMART objectives. The objective mapping tool gives a frame within which to choose the objectives to focus on, depending on whether it's a priority and if the organisation has influence over it.

- 02.55 Conclusion of Block A Sessions - What Do We Want to Change

*Today's session four brings us to the conclusion of the first block A of questions in our advocacy staircase that covers the first three steps. They were about - **WHAT do we want to change?** In the last three sessions, including today, we have discussed how it is important to understand our problem (step 1) and the context in which it operates (step 2) before we start to build and define our objectives (step 3).*

- 03.00 END OF SESSION

Remind the participants of their take home assignment, reminding them to work together as a group and as an RLO and where possible even discuss with their

members and communities. Set a date for the next session, where we will be moving onto block B, who can make the change.

Session Five – Who Can Make the Change Happen?

> **Resources:** Display the **PowerPoint** entitled "Module 18, Session 5 – Who Can Make the Change Happen? - Step 4" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers - preferably with different colours to write on. You will need all participants to have access to CSSC M18 Handout 4 and CSSC M18 Handout 5

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will tackle Step 4 of the advocacy staircase which focuses on who can make the change happen.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
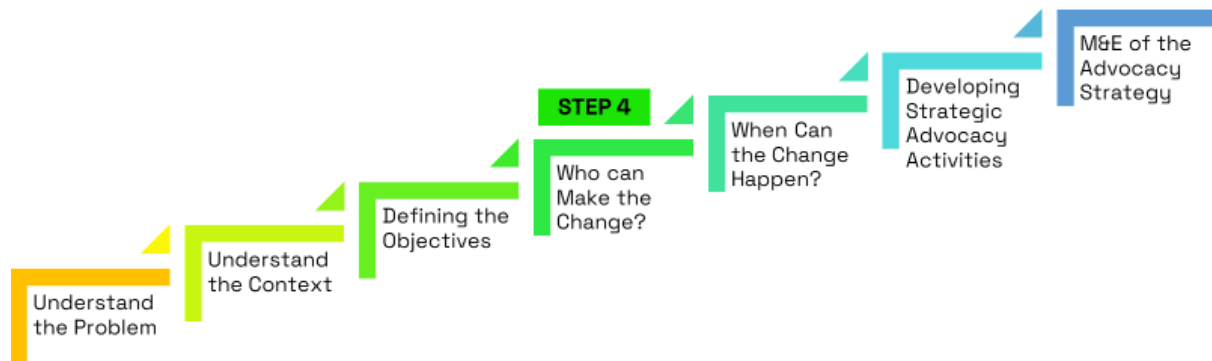
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share our SMART and prioritised objectives.

Allow each group a few minutes each to come up and present their findings before moving on.

Now that you have identified the objectives, what will you do? Do you think you can achieve all of them, or only a few? Why?

Participants will have to argue their answers.

- 00.15 Introduce the Session

After the recap, introduce the session.

Any project requires one to make a list of all the actors who could be concerned, directly or indirectly, by the project and its results. An advocacy project also follows this rule, but the nature of the actors involved (who are also called the stakeholders) differs.

Ask the participants.

Who do you think is a stakeholder in relation to your advocacy strategy?

Allow for some responses before aligning them to the information below.

A stakeholder is a person that is surrounding the advocacy strategy, who is close to the decision-making power sphere, who is interested in it, and who can be in a position to influence the decision-making process for change to happen.

- 00.20 The Identification of Stakeholders

You can ask participants to start thinking about the stakeholders related to their prioritised advocacy objectives from the previous take home assignment. They can start brainstorming in the session. It is probable that participants will start to name institutions and organisations, and not the persons within them. In this case, explain to the participants that they need to target the specific persons within the institution, that is the person(s) who, within the institution, would be in a position to do something about their objective.

To help them see this, ask the participants the following questions. Please pause after each question and get feedback from the participants and get consensus (agree) on each answer before moving on.

- *If you want to report SGBV, where do you go?*
- *Within the organisation that you named, not everyone is going to help you. Do you go to the receptionist? The guard? The field worker? Are these the people you want to see?*
- *If you go to another RLO because you want legal advice, who would you speak to? Who do you think is going to help you?"*
- *If you've been thrown out of your house and you go to an RLO to seek help, who do you speak to?*

Now that participants know they need to be very specific and target the specific persons within the institutions, they also need to get to know the families of stakeholders that they will find in the field of advocacy.

- 00.35 The Three Families of Stakeholders

Inform the participants.

There are three families of stakeholders in the field of advocacy. They are:

A. ***The primary and secondary targets:*** *This first family is composed of the targets (the persons who can make the change happen), and more specifically, by two types of targets. The first type of targets are the* "primary" targets *who are the persons who really hold the power to act. They themselves can make the change happen. The second type of targets are the* "secondary" targets *who are the persons who are close to the decision-making persons and process, but are not involved in it directly.*

Every primary target has a secondary target. The minister is the secondary target of the president, the head of the minister's office is the secondary target of the minister, the assistant of the head of minister's office is the secondary target of the head of the minister's office, the intern is the secondary target of the assistant, and so on.

Secondary targets do not only include the direct colleagues of the primary targets. They can also be found in other spheres of the society. For example, a minister can be influenced by the press or by TV, by religious leaders, community leaders, their partner, children, family, by artists or academics, or even by public figures like youtubers, and so on.

All the persons that are in these spheres and that can have an impact on the advocacy strategy are composed of secondary targets. Even the secondary targets have their own secondary targets. The assistant of the TV presenter can put an RLO in touch with the TV presenter.

We may think that the secondary targets are less important than the primary targets, but this is not the case. The secondary targets are important because they are close to the primary targets. While these people cannot take the decision themselves, they can support the organisation in achieving its objectives.

Ask the participants.

To help elaborate this, how do you think the assistant of a director can help you as an RLO advocate with the director?

Allow them to discuss in pairs before allowing responses. Align the responses to the information below.

The assistant can give information on the director's position on a topic, or give the contact details of the director; they can relay our information to the director and even help the director prioritise the information received. If we write a position paper or write an article to the director, they can give them to the director. They can also introduce the organisation representatives to the director, keep them informed on the director's activity, and so on.

ASSESSMENT FOR LEARNING: Pause and make sure all the participants are clear on the primary and secondary targets. Reiterate the information and try to give as many examples as possible to help everyone understand the spheres of influence before moving on to the next family of stakeholders.

> **B. Partners and Allies:** Partners are other RLOs, Local, National or International NGOs, think tanks, academics, members of the communities supported by the RLO or a part of the general public, any persons from the secondary target group that can start to play a more active role in supporting the RLO to advocate for its topic.
>
> *What is great with partners, is that a repartition of roles can be made. For instance, if a partner has easier access to decision-makers than the RLO has - this is the case for big advocacy NGOs such as Amnesty, Oxfam, Care, Human Rights Watch and so on, they may be interested in the topic that the RLO would like to advocate for. Partnering with them can give more weight to the advocacy.*
>
> *The partnering approach also allows for the risks to be better managed. For example, an organisation may not advocate against the government if there is a risk that it negatively impacts its programs. The government may withdraw the authorisation of the organisation, for instance. In this case, it is common to ask another RLO or NGO to advocate on your behalf on the topic, and to inform you of its advocacy without your RLO being at the forefront of the scene. This partnering approach allows organisations to maintain their programming while keeping the advocacy alive. More details about this will be coming in later in the session about advocacy tactics and modes of action.*

ASSESSMENT FOR LEARNING: Pause and reiterate the stakeholder relationship above and ensure everyone is on the same page before moving on. Ask the participants to share examples they have seen where such a strategy would be beneficial. There will be more on this in a later session.

> **C. Opponents:** *Opponents are the persons that will stand in the way of achieving the objectives, and who may represent a threat to the advocacy strategy.*

These people must be taken into account and their arguments must be taken into account and deconstructed. Their input is valid and should be taken into account. We will be discussing this in more detail in the next section.

Before moving on, ensure that all participants have understood the three families of stakeholders before moving on.

- 00.45 The Stakeholder List

Now that the participants have understood the three families of stakeholders, they should list them. They should basically list who they feel would fall into category A, B and C.

Listing them is important because in advocacy, a lot has to do with maintaining relationships with the stakeholders. Listing stakeholders is a collaborative process. Everyone in the RLO can and should participate in and fill in the list every time they meet someone relevant, or inform a person that would be in charge of filling it in.

Most of the time, participants will not have direct access to this information and online research will be needed to find the contact details of the stakeholders. This could be the organisation's website, but with social media, also Twitter, Linkedin, and such are good tools for this. If you do not find the relevant information on the internet, the research can be extended by asking secondary targets for information, or even with calls or visits to the organisation's office.

- 00.50 Introduce the First Activity

Please refer to the attachment in [CSSC M18 Handout 4](#). It is important to mention that as the participants seek to find and record the information of the stakeholders, they should comply with the relevant Data Protection Regulations that are enforced in their respective countries.

Go through the template with the participants going through each item in each column in template 1 and template 2. Please note the drop down boxes on the sheets as you go through it with the participants. Mention to the participants that we will be discussing the power of influence and buy-in level in the next section. This will especially help with the interpretation of sheet template 3. You can discuss template 3 in the next section below.

For the activity, give the participants a few minutes to discuss and work in the two groups to start filling out their stakeholder lists. They have to find at least:
- 2 primary targets
- 2 secondary target
- 2 partners
- 1 opponent

For the activity in the session, they can use the entry level template. After they are done, you can ask the groups to present their findings and discuss.

- ## 01.00 Defining Categories of Action

After the participants have correctly identified their stakeholders, they have to now define what category of action they should take as an RLO according to the stakeholders level of influence and buy-in. Ask the participants to refer to CSSC M18 Handout 5 as you go about the discussion below.

Inform the participants.

According to their level of influence and buy-in, stakeholders can be classified into 4 categories, and they are according to the action you would take with them. They are:

1. *Stakeholders that are supportive and influential* are called the **"must-have"**, *as they are driving forces on our topic. They can be found in the groups "targets" and "partners". They have to be addressed first and kept informed of the RLO's advocacy. It is important to identify opportunities to work together. For example, you can write an article together, organise a symposium or a session and so on. We will be discussing this in more detail in the section about advocacy tactics and modes of action.*

Ask the participants.

Out of the persons you identified as stakeholders, who would you categorise as a must-have and why? If you do not have one who is a must have, please think of one.

Give them a few minutes to discuss and then share their feedback before moving on.

2. *Stakeholders that are against but influential* are called the **"opponents to convince".** *They also have to be taken into consideration, as they may prevent our work from achieving its objectives. It is important to understand the arguments of the opponents and have a response ready for each. When trying to convince an opponent, the organisation can share good practices proving that its required change is working, or is for the best.*

Ask the participants.

Out of the persons you identified as stakeholders, who would you categorise as an opponent that is against and influential, and why? If you do not, can you think of one?

Give them a few minutes to discuss and then share their feedback before moving on.

> 3. <u>*Stakeholders that are influential but neutral*</u> *are called the* **"neutral to convince more"**. *Your RLO should aim to make them become supportive. For instance, if participants organise a workshop, they might invite them to participate in a working group or an event where a must-have will also be. This is because they have the potential to be swayed to category 1.*

Ask the participants.

Out of the persons you identified as stakeholders, who would you categorise as neutral, and why? If you do not, can you think of one?

Give them a few minutes to discuss and then share their feedback before moving on.

> 4. <u>Stakeholders that are supportive but not very influential</u> are called the **"ad-hoc group"**. They can be "solicited on an ad-hoc, irregular basis, on a particular topic for example as a facilitator for a conference. They are still important even though they may not be able to influence your advocacy.

Ask the participants.

Out of the persons you identified as stakeholders, who would you categorise to be in the ad-hoc group and why? If you do not, can you think of one?

Give them a few minutes to discuss and then share their feedback before moving on.

- 01.20 Take Home Assignment

Ask the participants to finish working on their stakeholder lists. In their two groups, they should come up with a comprehensive list of their stakeholders, what category they belong to, what influence they have as well as what action they should take with each stakeholder. They should be able to also discuss this further with their entire RLO and the community before coming back for the next session. Agree on an appropriate timeline to take before scheduling the next session.

- 01.25 ASSESSMENT FOR LEARNING

Ask the participants to summarise what they have learned so far about advocacy stakeholders. You can supplement what they say with the following statements:

● *Putting together a stakeholder list will allow you to have an overview of all the stakeholders involved in the problem you want to solve with your advocacy strategy and therefore to choose those who have the power to help your*

strategy progress.

- Mapping out all the stakeholders using the tools discussed will help make your advocacy more targeted and effective for your RLO.
- Defining priority and secondary targets will ensure that you don't waste time and resources targeting the wrong people.
- Identifying your allies can be very beneficial to you, but be careful to do it in a thoughtful way.
- Do not waste too much time and resources on causes of action that do not benefit your overall advocacy strategy, go for the simplest way through existing coalitions.
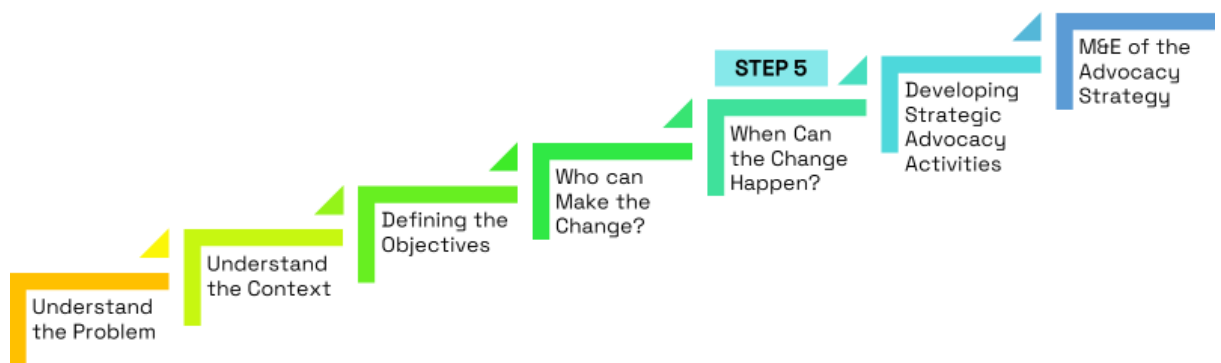
- 01.30 END OF SESSION

Session Six – When Can the Change Happen?

- 00.00 Discuss the objectives of the module with them (5 mins):

In this session we will tackle Step 5 of the advocacy staircase which focuses on when the change can happen.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.

- 00.05 Take Home Assignment Recap

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share our stakeholder lists.

Allow each group a few minutes each to come up and present their lists and justify their actions with the stakeholders before moving on.

- 00.15 Introduce the Session

After the recap, introduce the session.

By this session, your participants as an RLO should be clear on their advocacy topic(s). They should also have identified their targets and allies. The next step, step 5, which is the main aim of this session, is for the participants to now identify the right time periods for the deployment of their advocacy activities.

- 00.20 Planning Your Advocacy Activities

When planning to implement an advocacy strategy, identification of the right time periods for the deployment of advocacy activities has to be based on the key activities or events related to your advocacy objectives. These events will take place during the time period you have set out for your advocacy. For instance, if your timeline is a year, then you need to plan out activities within the year that lead up to achieving your objective.

Some of the activities can include, formal consultation processes, revisions of policy frameworks, negotiations of budget, national or international commitments, meetings, summits, symbolic dates, reforms, treaties or objectives, media windows and local coordination events.

To summarise, the main aim of this step and this session is to identify any moment or event where decisions are being taken, or discussions are being conducted that are related to the RLOs advocacy problem.

Ask the participants.

In our two groups, can we discuss what advocacy activities we envision should happen for us to achieve our objectives.

Allow them to discuss for a few minutes and then share a few examples for each group before moving on.

- 00.20 Identifying the Right Moments for Your Advocacy Activities

Discuss with the participants.

As we have seen, when planning to implement an advocacy strategy, identification of the right time periods for your advocacy is dependent on the activities you have set out to accomplish for your advocacy strategy and the time you wish to have those activities so as to help you accomplish your overall advocacy strategy.

Finding these moments has a lot to do with online research, field research, and also asking allies and secondary targets.

Ask the participants.

Do you know of a partner that is active in advocacy forums and platforms, and that is working on similar topics as you are doing? Are they participating in any relevant event, or even organising it? Do they have - or have heard of - any mailing lists that can inform participants about the events happening this year?

Give the participants a few minutes to discuss in pairs and then share their views before moving on. An example of an advocacy forum can be a coalition of RLOs, a working group meeting, basically any activity that brings together similar organisations to discuss and make decisions on various issues affecting their organisations.

Continue discussing with participants.

In today's globalised world, social media is a tool used to reach people. In advocacy, Twitter is a good tool for online research as well as a platform to showcase your advocacy agenda. In advocacy, if one is on twitter, they should follow their allies, their targets, opponents, and all the people that are in the same field or speak about the things you are interested in. If there is not much happening around your RLOs advocacy objective this year, you can create the moment and opportunity yourself by organising an event. We will be discussing that in more detail in the section on activity parts.

- 00.30 Introduce the First Activity

The first activity is aimed at allowing the participants to try and find the moments to deploy their advocacy activities.

For the activity, instruct the participants to do online research and to list at least five opportunities or moments that they could take advantage of to advocate on the two groups objectives within their objective timeline. Inform them that the link between the advocacy objective and the event has to be evident. This means that it has to be clear why the activity is happening at a certain time and has to clearly tie into the objective it is aimed at achieving. These moments can happen locally, nationally or internationally.

When the participants are clear on their activity, give them a few minutes to work on this in their groups and have a brief catch up of the opportunities or moments they came up with. Allow each group to give feedback on the other group's discussion.

ASSESSMENT FOR LEARNING: Pause and catch up with your participants as to whether they are together with you. Feel free to reiterate where necessary before you move on.

- 00.50 The Steps of a Decision Making Process

Participants need to know the different steps of a decision making process especially when that decision is related to your advocacy strategy.

Discuss with the participants.

The development of the agenda of opportunities is the first step towards establishing an intervention calendar. An intervention calendar is a timeline which displays your RLOs deployment of advocacy actions or activities. It is important to know the decision-making processes of your advocacy objective. For instance if the objective is political, such as it will require the voting of a law in Kenya, it is important to understand the process of making that decision and as such plan for different events that will help you achieve your agenda. Therefore, your RLO would have to become familiar with who will be involved in which step, what will be discussed, and how they can intervene to advance their advocacy agenda. Please refer to the [CSSC M18 Handout 6](#) *that talks about the steps involved in voting in a law in Kenya.*

- 01.00 Introduce the Second Activity

Inform the participants.

Based on the handout, can we try and come up with some advocacy activities that we can do to influence this process? Can we try and determine what activities we can do at every stage?

Discuss the handout with the participants and then allow them to flesh out the activities therein at every stage. Let them get into groups and come up with ideas and then present them to everyone.

- 01.15 ASSESSMENT FOR LEARNING

Before moving on, ensure everyone is clear on how to influence a decision making process and what they can do to influence it. Wrap up the activity with the narrative below.

When it comes to the processes involved in voting in a new law, finding this information on the internet is relatively easy for parliaments in most democratic countries. This is because this is the domain of public information and is readily available. However, it is more difficult for companies, organisations and donors, since

their decision-making processes are not necessarily made public on their websites. To find out about when and how decisions are being made for these actors, secondary targets will be of great help.

- ## 01.20 Case Study - Interaction with a Legislative Process

This narrative in the case study below is fictional and can be replaced by another one that is more appropriate to the context of the RLO. It may be a little controversial and therefore make sure your participants are able to handle it. Read to the participants.

*Let us imagine that a legislative proposal for the right of women in Kenya to marry two husbands has been created by a petition, launched by the "Let's Go Marry" movement. The movement has been criticised by communities and **denied funding** because of its values. The "Let's Go Marry" movement sent a legislative proposal to the parliament. Some other organisations joined to express their support, whilst others protested.*

At the time of the first reading, the "Let's Go Marry" movement identified a Member of Parliament who recently left her husband for another man. The movement contacted her via her collaborator. The Member of Parliament is very vocal and can help them to push the agenda forward. When approached, she says that she would love to push for this, so she offers to tell the movement when the second reading will be.

Discussions are going on in the Parliament, and the "Let's Go Marry" movement succeeded in convincing more women in Parliament, who are now seeing the value of the proposal from a personal wellbeing point of view. Before the second reading, the movement sent an expert to Parliament who shared the results of their research that showed from their study, women were happier with more partners.

However, the proposal was still not convincing the majority of MPs so the "Let's Go Marry" movement lobbied to have some changes. The proposition was amended during the second reading, as the majority of MPs thought that if a woman should get a second husband, she must at least be legally separated and divorced from the first one.

The proposition was rejected during the third reading, so the law does not go to the President.

Debrief with the participants. Allow for some feedback before moving on. There will be an activity in the next section on how and what they would have done differently so do not let them dwell on this. Wrap up the case study with the information below.

This is an example of how an advocacy organisation can interact with a decision-making process: how it can get in touch with the secondary targets, find points of contact, and make requests of these contacts.

- 01.30 Introduce the Third Activity

Ask the participants to do the same thing in their groups to now think of what they would have done differently and how they would have gotten the petition passed into law. If they do not want to discuss the case study, ask the participants to think of an imaginary law being voted on, or an imaginary decision-making process in an organisation.

The activity should entail the following steps:

1. The participants do research on the internet to understand how laws are voted in their country. If their activity concerns the decision-making process of an organisation, the participants can also look online if they can find information. If they do not, they also have to think about the secondary targets and alliances who could give them some information.

2. Based on the information found on the internet, and the ideas they come up with about their room for intervention for each step, participants can try to imagine how they could interact with the decision makers at each step of the process. Would they get in touch with secondary targets to gather information? Do they have a point of contact already? What would they ask? Do they think about different activities that could influence the decision-making process?

Allow the participants to work in groups and after to debrief with the entire group.

- 01.50 Take Home Assignment

Ask the participants in both groups to look at their advocacy objectives and really plan out what activities and opportunities they need in order they achieve the goal within the timeline they have set. They should work together as an RLO to make sure they are as practical as possible.

- 01.55 Conclusion

Wrap up the session by asking the participants what they learned. Allow them to give their feedback before concluding with the following remarks:

Identifying key moments helps to create an agenda of opportunity. Identifying opportunities guides you towards your choice of advocacy activities to put in place. Understanding the decision making process allows you to identify the best moments to act.

- 02.00 END OF SESSION

Session Seven –Developing Strategic Advocacy Activities - Part One

> **Resources:** Display the **PowerPoint** entitled "Module 18, Session 7 – Defining Activities and Building your Advocacy Message? - Step 6" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers - preferably with different colours to write on. You will need all participants to have access to CSSC M18 Handout 7, CSSC M18 Handout 8, CSSC M18 Handout 9 and CSSC M18 Handout 10. You will need a stable internet connection and a means to watch two videos on YouTube and on LinkedIn. If you do not have access to the internet connection, ensure you have shared the videos and the exercise of Activity One in advance of this session.

- **00.00 Discuss the objectives of the module with them (5 mins):**

*In this session we will start to tackle the final block of questions that deal with **How the Change will Happen**. Today's session will look at Step 6 of the advocacy staircase which focuses on defining activities and building a strong advocacy message.*

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
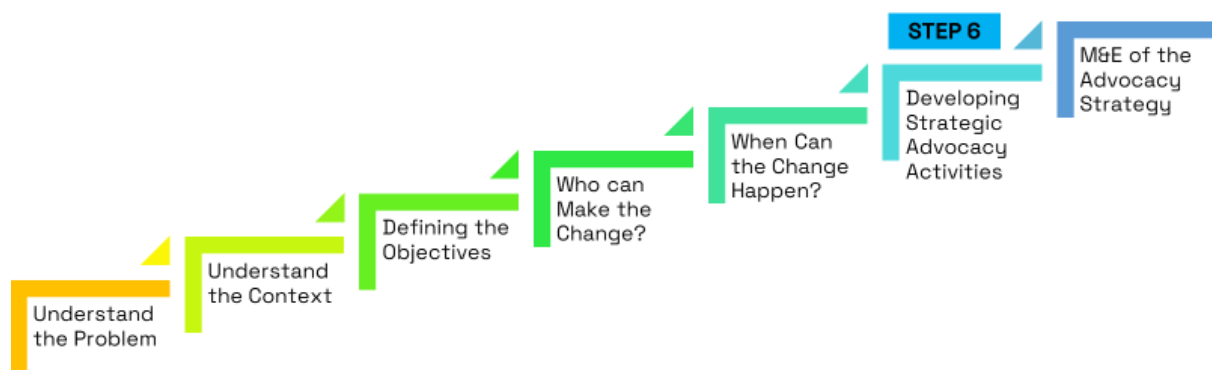
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share the activities we came up with.

Allow each group a few minutes each to come up and present before moving on.

- 00.15 Introduce the Session

After the recap, introduce the session.

*Now, it is time to think about the "**how**" and specifically how to reach stakeholders. This will entail thinking about what activities to implement and what action plan we can develop to convince them and put pressure on them in order to achieve our change.*

- Building a Strong and Convincing Advocacy Message

Discuss with the participants.

The point of advocacy is to convince decision makers to implement your RLOs advocacy objective. However, to do so, first, we have to be sure that we have built a convincing message.

- 00.20 Introduce the First Activity

This activity is aimed at enabling the participants to know how to develop a strong and convincing advocacy message. It will also help them identify the elements of a strong and convincing advocacy message.

For the activity, you will need access to a stable internet connection. If possible a projector to display the videos, or alternatively the participants can watch the videos on their phones. If there is no stable internet connection during the session, you can send these two videos in advance to the participants but make sure they watch and to do the exercise prior to the session.

Give the participants a few minutes to watch the videos in the examples below.

First example - Inequality is out of control: time to even it up!
- https://www.youtube.com/watch?v=2x4jbN6_q5Q

Second example - A people's vaccine for everyone, everywhere.
- https://www.linkedin.com/posts/winniebyanyima_covid19-onewordforpharma-ugcPost-6910184692998643712-dIrq
- An alternative link is here on YouTube
  https://www.youtube.com/watch?v=djz-qAvyiqE&t=16s

After a few minutes, debrief with the participants and ask them the questions below. Be sure to pause after each question and get substantial feedback and responses before moving on to the next.

- *Do you think these messages are strong messages?*
- *Why? What are their characteristics?*
- *What is the purpose of these messages?*
- *Are they addressed to the same audience? Justify and explain*

ASSESSMENT FOR LEARNING: Participants will have to identify the characteristics of the messages and ideally their responses should detail what a **strong and convincing advocacy message should have**. Ensure everyone is participating effectively and gives at least one characteristic.

You can also supplement their contributions with the information below:

- *The messages are structured, short and specific - they contain maximum meaning and precision in the fewest words possible.*
- *They contain evidence, sources and statistics, this includes studies, statistics, testimonials, pictures, which is really important for credibility.*
- *They have well-defined arguments, meaning that they look at the causes and consequences of the problem tree and come with specific recommendations, they also detail the solutions, and the specific objectives.*
- *The goal is clearly mentioned.*
- *Finally, the message is catchy and captures your attention which is what a strong and convincing advocacy message should do*

Conclude the discussion by specifying that the message and demands can vary depending on what is in the target's power. For example, an RLO should not ask a secondary target something that falls within the functions of the primary priority target. It is also important to avoid formulating vague requests, but only **SMART** requests.

For example, "Donors must have a holistic approach to GBV programs" is a vague request, as opposed to "SGBV care services must be funded more effectively by [specific date]".

If possible, it is also useful to think about budgets related to the implementation of the advocacy objective, with partners or academics, and to make pragmatic proposals in order to fix or configure them. Finally, it is important to formulate the message in a positive way, as opposed to the problem, which is formulated in a negative manner.

- ## 00.50 Introduce the Second Activity

This activity is aimed at helping the participants build their own strong and convincing advocacy messages.

Get the participants to get back into their two main groups - the ones they are working on the main advocacy strategies with and instruct them to come up with a strong and convincing message based on the characteristics above. The message should be related to the advocacy strategies they have been developing since session two. The message should sum up and be able to encompass what they aim to achieve with the advocacy strategy. They should make sure that the message has data and evidence, that the problem is described, that the objective is detailed and justifiable, and that the goal is also made clear. Inform the participants that they will use these messages during the advocacy meeting role play that will come later on.

Give them a few minutes to discuss before moving on.

- ## 01.10 Choosing Strategic Advocacy Activities

ASSESSMENT FOR LEARNING: At this point, and as you transition into the development of strategic advocacy activities, take note that from the sessions prior to this, the participants should have a deep understanding of the problem as well as the context of the problem. They should also have established clear objectives. They also know who to talk to and who can make the change. They also have a strong message which they can use to convince relevant stakeholders, with data, solutions, evidence, that is simple, engaging, and robust. At this point, it is time to make an action plan with strategic advocacy activities.

TAKE HOME ASSIGNMENT: Participants will now need to work on how they can convey their message to decision-makers and specifically how they can develop activities to:
- Convince them
- Put pressure on them so they take action to provoke change

Allow the participants a few minutes to think about this for a few minutes. They can also continue this as their take home assignment and they can have the debrief in the next session.

Before jumping into defining activities, there is a need to really understand how they are developed and we will look at this in the next sections.

ASSESSMENT FOR LEARNING: Debrief with the participants what they have learned from so far on choosing strategic advocacy activities. Ensure that the participants

are all on the same page and feel free to reiterate some elements for clarity. There will be more on how to make activities even more clear in the next section.

- 01.20 Understanding Advocacy Activities and Intermediate Results

Inform the participants.

Planning an advocacy strategy does not work by defining activities based on assumptions that they will work out. An organisation plans activities according to specific outcomes that it expects from them.

Ask the participants the questions below. Be sure to pause after each question and get feedback from the participants and justification of that feedback. Try at each point to engage the participants in an active discussion based on their feedback.

- *Do you think that advocacy activities will lead you directly to your objectives? For example, with the two examples we had in the previous example, do you think the social media posts by Oxfam and Alliance for People on vaccines are advocacy activities?*
- *Do you think that the policy will change because Oxfam posted about it?*
- *What do you think would be the result of their messages?*

Lead the participants to be more specific in their feedback with longer statements other than just "raising awareness". Pry them by asking, 'What does it mean more precisely'? For instance, expect a response such as people will see the message, like it, share it, comment on it and even quote it. After some conversation, you can wrap up their discussions with the summary below.

*An **advocacy activity has to be designed according to what is expected of a decisive actor, of a key moment, of a step in the decisional process.** You need to always ask yourselves "**what do I need to achieve my objectives?**". This **expected reaction is called an "intermediate result"**. Intermediate results are the milestones that bring the organisation closer to its objectives. They are the reaction from the "families of stakeholders and the action taken in response to the organisation's activity, that happens after the activity was just carried out. Activities are aiming for these reactions, that are meant to push the organisation's objective forward.*

In the Advocacy Monitoring and Evaluation, the intermediate results will translate into indicators and into factual data that will allow the RLO to measure progress. We will see that in the coming section.

- ## 01.35 Sharing Experiences - Activities and Intermediate Results

Invite participants to share the intermediate results of activities that they could have led in the past. Ask questions such as:

Have you run an activity for women's (childrens, sports etc) day? What were the results?

Contextualise the questions for your participants. You can expect responses such as:

People attended, spoke about it, the community responded a certain way and so on.

After that, pry even further by asking the participants:

How did it help you come closer to your objectives?"

Allow for some responses before introducing the next activity.

- ## 01.45 Introduce the Third Activity

This activity - An Example of Widow Inheritance - is a case scenario aimed at enabling the participants to develop entry level advocacy activities as well as being able to determine their intermediate results. You can also invent a scenario more adapted to local reality

Narrate the scenario below to your participants.

A law is being voted on the transformation of marital contracts, and lobbyists from private insurance want to reduce widow's inheritance and propose an amendment. You will want to fight back against this, and propose an amendment to maintain the regulation on widow's inheritance as it is. You will want to propose to the board of different groups of stakeholders, for example, Members of Parliament, Civil Society (other RLOs, NGOs and activists), the media, the general public and so on. Inform the participants that they will need to:
  - Determine what they would want stakeholders to do in reaction to the situation, or
  - What would they do if they were in the shoes of the stakeholders

Clarify that the aim of the activity is for the participants to design activities according to their expected results, and to understand that it is crucial to design an activity by having thought about the expected results before.

Allow them to get into groups to discuss their activities.

You can prompt or aid the participants' reflections with the following examples:
- *Participants could want the MPs to push for their amendment to be voted on - this is their expected intermediate results; so their advocacy activities could be: writing and sharing a piece of academic research on the topic with the MPs, organising an advocacy meeting with the MPs, sending an email to the MPs, and so on.*
- *Participants may also want the civil society to put pressure on the MPs, this would be their expected intermediate result; so their activities may be: organising a sitting with a group of volunteers, doing videos with widows and asking volunteers or citizens to tag the MPs on social media, asking a famous singer who is a widow to write a song about it, or an opinion leader to talk about it in his show, and so on.*
- *They may also want the media to raise awareness so the general public can be informed and mobilised (this would be their expected intermediate result), but also so the MPs can be convinced about what they say. Therefore, their activities could be asking a well-known journalist to speak about it during prime time, or for a TV show to dedicate an episode on this and so on.*

Allow the participants a few minutes to discuss this before asking for a debrief with the entire group before moving on.

- 02.00 Introduce the Forth Activity

The purpose of this activity is to further reinforce the concepts on activities, intermediate results, objectives and goals they have seen so far, in order to approach the activities with clarity.

Draw a sheet on the board or flip chart with 4 columns named "activities - intermediate results - objectives - goal" and two rows.

Activities	Intermediate Results	Objectives	Goal

Participants will have to classify the following bullet points into one of the 4 boxes - read them out or write them down for participants and see the answers in parenthesis just below.

- Launch an internet survey to find out what public opinion thinks about the law
- Reduce wage inequalities within companies
- Write a report on the benefits of funding free quality breakfast for children in Kindergarten in Soroto Island
- Convince a famous political journalist to talk about it during the 8PM national TV show
- Interact with MPs from the Finance and Economic Committee on Twitter
- The Government of Turkmenistan (Soroto Island) increases the budget dedicated to provide quality breakfasts for children in Kindergarten
- Ask the famous football player from the island to talk about the importance of breakfast at the opening of the match
- 60% of people polled favour transparency on wage gaps within companies
- Improve children education in Soroto Island
- A decision-maker gives public support to our advocacy during the vote on the education section of the state budget for 2022
- The law on business transformation voted next week includes a chapter in favour of transparency on wage gaps in companies.

Allow them a few minutes to work on this together before concluding with the remarks below:

*Advocacy activities allow an organisation to achieve expected intermediate results, and all the results allow an organisation to make progress towards its advocacy objectives, which lead to the advocacy goal. So RLOs must think about **activities as a means to reaching results, and must think about the intermediate results as a means to achieving objectives**. This is important to understand that an advocacy project is a chain of impact that leads to the goal."*

The answers to the above are highlighted below in parenthesis.

- Launch an internet survey to find out what public opinion thinks about the law (activity 1)
- Reduce wage inequalities within companies (goal 1)
- Write a report on the benefits of funding free quality breakfast for children in Kindergarten in Soroto Island (activity 2)
- Convince a famous political journalist to talk about it during the 8PM national TV show (activity 1 or 2)
- Interact with MPs from the Finance and Economic Committee on Twitter (activity 1)
- The Government of Turkmenistan (Soroto Island) increases the budget dedicated to provide quality breakfasts for children in Kindergarten (objective 2)
- Ask the famous football player from the island to talk about the importance of breakfast at the opening of the match (activity 2)

- 60% of people polled favour transparency on wage gaps within companies (Intermediate result 1)
- Improve children education in Soroto Island (goal 2)
- A decision-maker gives public support to our advocacy during the vote on the education section of the state budget for 2022 (intermediate result 2)
- The law on business transformation voted next week includes a chapter in favour of transparency on wage gaps in companies. (objective 1)

ASSESSMENT FOR LEARNING: Check up with the participants on their understanding of advocacy activities. By this time, they should clearly see the connection between having their intermediate result in mind first before developing an activity. Reiterate the concepts to make sure they are understanding as it will be key for their take home assignment. The next section will go into discussing modes of action that will further enable them to choose activities that are strategic in order to help them achieve their overall objectives.

- 02.15 Advocacy Methods of Action

Participants started by designing SMART objectives, then they thought about their activities according to the associated expected results they envisioned to reach the objectives. In addition to this, it is also important to get familiar with the most common advocacy methods of action in order to choose activities strategically.

Ask the participants.

In your previous advocacy activities, what methods did your RLO use and what action did you take? Please also share what were your intermediate results.

ASSESSMENT FOR LEARNING: Remember despite the level the RLO is in, most participants in one way or another have done some form of advocacy even if at the time they did not believe or know it was a form of advocacy. If they have never done anything, ask in general if they have witnessed an advocacy activity in their community or alternatively also use the Oxfam example in the previous section. However, try as much as possible to get the participants to use their own experiences and their own work so as to really contextualise the session.

Allow the participants a few minutes before inviting feedback. As you are getting responses, please get the participants to refer to *CSSC M18 Handout 7*. Draw out the four circles on the board or flipchart and name them, Expertise, Lobbying (or direct relations with decision-makers), Media/communications, and Public Mobilisation.

As you all use the handout as a guide, as the participants share their feedback, list their activities in one of the four categories. Ensure it is a collaborative effort with all participants. After this, discuss with the participants the information below.

Care International produced a report in 2019 on "[Advocacy and Influencing: A Review of Pathways to Success](#)", establishing a top 5 of the most successful advocacy activities within the four families, which will be summarised below.

Successful activity 1 - The "Lobby" Meeting: The lobby meeting (or advocacy meeting) can be considered as the most commonly used and most effective advocacy activity. The aim of the person or organisation doing this is to become a permanent contact point for policy discussions of its targets, to construct a continuous dialogue, which is why it is not recommended for it to be confrontational at the first refusal from stakeholder. The advocacy meeting can take direct forms. It can be:

- **Direct:** it is the traditional meeting between two official delegations (the organisation's and that of its target),
- **Informal:** it is about taking advantage of unexpected or unanticipated moments at receptions, in the corridors during a negotiation, a working group or a conference to talk to the primary and secondary targets, allies and opponents and share advocacy material, share advocacy recommendations or ask for a follow-up meeting in order to deepen the advocacy relation.
- **Indirect:** asking secondary targets to share the advocacy message with the decision-makers (primary targets) and get their feedback (for example, by sending an advocacy report to a journalist receiving a decision-maker on a TV show and for the journalist to get the decision's maker feedback or reaction on the organisation's advocacy recommendation).

Successful activity 2 - Method Promotion: According to the same report, method promotion is the second most effective advocacy technique. It is aimed at demonstrating the effectiveness of one's tools and approaches to policy makers. Promoting methods means highlighting programmatic evidence: to show that the solutions that have been tested, and that the organisation is defending, are to be replicated because they have a positive impact on the problem to be solved.

Successful activity 3 - Coalition Building: Coalition building consists of bringing a group of like-minded actors together to advocate for a common goal or objectives. This can also be done by joining an already existing coalition. For example, by joining the - formal or informal - information network of an ally or secondary target. The RLO can then co-produce advocacy strategies and documents with its coalition allies, which will give more weight to its advocacy. Early consultations with partners will therefore be needed.

Successful activity 4 - Public Forum: Public forums are meant to encourage stakeholders to engage in dialogue and to get further convinced about the advocacy issue. The RLO can organise different kinds of public forums, that can take the form of a webinar, a side-event at an institutional event, a conference or an expert round table. It can also be co-hosted with a partner, a "must-have" and another target. For example, if the RLO organises a workshop with some targets, it

must take time to think about how to create the working group (for example, being sure of putting in the same working group a must-have with a "neutral to convince more" target, so the "must have" convinces the "neutral" participant).

Successful activity 5 - Community Mobilisation: According to the same report, community mobilisation is the fifth most effective advocacy technique. It means for the RLO to mobilise its community of supporters from the general public to push for its advocacy objective. People are voters, and decision-makers are sensitive to their voters' opinion (because they are mandated to represent it and also because they care about being reelected, so their public image is important).

Other activities that were highlighted in the report that were not in the top 5 but nonetheless important are:

Expertise & research: As we saw during the "Build your advocacy message" section above, solid data to support the advocacy arguments and demands is necessary. That said, this is where expertise and research are useful. It is important to solicit and refer to academics or research experts to support the design of the methodology and process to generate evidence.

Good advocacy research contains new evidence and solutions to remedy the problem, simplifies the issue, and involves the relevant stakeholders from the beginning. Working with academic and NGO partners is key when an RLO wants to research a topic. It requires specific skills or being surrounded and supported by relevant stakeholders.

As seen in session 6 on "When can the change happen" it is also important to publish research at the right time of the advocacy strategy and agenda. This means that for the research to have more impact, it should be published at a time when decisions are being made, or at a symbolic moment that has media attention. It should also combine its launch or publication with a well-planned event and a media plan, to disseminate the research results to the various target groups, and to engage them.

Easier than research can be an RLO's **position paper.** An organisation's advocacy position paper is the document summarising its vision and mission, its analysis of the problem, its context, its advocacy objectives and recommendations in a few pages. It is important to have a robust position paper so stakeholders know what the organisation stands for and can identify it as a driving force on the advocacy topic.

Campaigning: the point of campaigning is to create political will from amongst the general public to put pressure on decision makers. It can be activism through videoclips, letters, print, petitions, mailing lists including decision-makers, protests,

and so on. Campaigning activities involve risks, so it is important to rigorously plan them and to use them only as a purpose to clearly present the advocacy demands.

Media: and press relations in general, are a good support to advocacy, as it helps catch the public's attention and to increase their mobilisation, and to catch the decision-makers' attention around the RLO's advocacy message. Working with the media can be done through press releases, writing articles, op-eds, interviews of the RLO's spokesperson, and so on.

ASSESSMENT FOR LEARNING: It is important to note and reiterate that not all of these will be applicable at all times, but knowing them will help the RLO be able to choose more strategic activities that ultimately will enable them to reach their intermediate results and overall objective. Check in on participants as this section is very heavy on information but they should only use what is relevant for them. Take note and mention that the sections to follow below still help with further enabling the participants to understand how to develop strategic advocacy activities.

- **02.35 The Parameters to Consider While Developing Strategic Advocacy Activities**

Discuss with participants. During the discussions, please ask participants to refer to [CSSC M18 Handout 8](#) and [CSSC M18 Handout 9](#).

When developing strategic advocacy activities, it is important for the RLO to bear in mind the four following parameters:
- *Its **budget:** the RLO should consider what resources are available for the activities so as to plan what makes sense, for instance organising an event doesn't have the same price as a lobby meeting, also prioritising what is most important and useful with the allotted budget will be key*
- *The **risks:** There are different risks that are associated with different activities, for instance organising a protest doesn't have the same risk as writing a report or conducting a lobby meeting, so the RLO needs to consider what it can do and what risk they are willing to take.*
- *Its **expectations:** an RLO must consider its intermediate results so as to determine what to do in the first place and whether the activity desired is in alignment with it.*
- *Its chances of **impact** in the existing environment. For example:*
    - *Perhaps producing data on a topic is absolutely required to back up the organisations' advocacy asks,*
    - *Perhaps another report - on a topic which catches more attention - will be published the day the RLO wanted to publish its own, and will catch all the mediatic/public attention*
    - *Perhaps a report has already been written on the topic, and enough compelling data is out there, which makes the RLO more likely to*

reorient its activities on the "lobbying", "media/communications" and "mobilisation" families, rather than on the expertise family.

- 02.45 Take Home Assignment

The take home assignment will help the participants be able to develop their strategic advocacy activities. We had discussed this in the first activity so now you can use the time to specify what is expected. In relation to their objective, ask the participants to identify at least 5 advocacy activities they would deploy this year according to their agenda of opportunities and their identified partners and targets, their budget, the risks, expectations and chances of impact. Remind them that they should think first about the intermediate results. Then, the groups can present their activities in the next session and all participants can discuss their choices. You can write a reverse schedule of activities on the board, following [this model](#) in the [CSSC M18 Handout 10](#), and invite participants to fill it in with the activities they planned.

- 03.00 Conclude Part One of the Session

Allow the participants to wrap up the session with feedback on their experience as well as seek clarity on the take home assignment. Plan for the next session by ensuring the participants have enough time to work on their activities with the RLO.

Session Eight –Developing Strategic Advocacy Activities - Part Two

> **Resources:** Display the **PowerPoint** entitled "Module 18, Session 7 – Defining Activities and Building your Advocacy Message? - Step 6" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers - preferably with different colours to write on. You will need all participants to have access to [CSSC M18 Handout 11](#), [CSSC M18 Handout 12](#), [CSSC M18 Handout 13](#), [CSSC M18 Handout 14](#). For these sessions, you will need most of the handouts printed out and ready for the participants to use during the session, so prepare for this. Alternatively ensure they have electronic versions which they can refer to and fill in during the session. You will need participants to revisit their notes from Module 11, Session 6 on the development of a theory of change. Most of this session will be practical sessions that will require active and the deliberate participation of all.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will continue our discussion from the last session on developing strategic advocacy activities.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
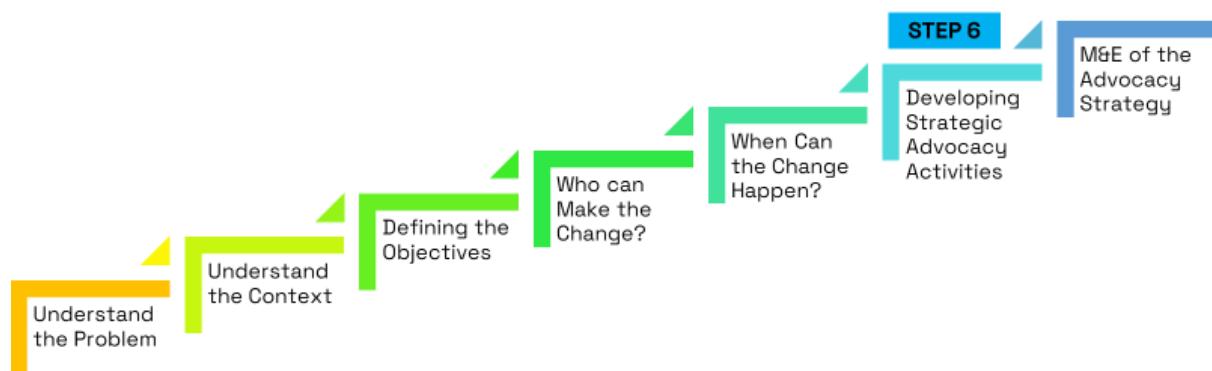
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share the activities we came up with. Do we feel that we had enough information to develop the activities effectively?

Allow each group a few minutes each to come up and present before moving on. Inform the participants.

The previous exercise has just shown, that, in order to maximise its chances of impact and increase its ability to achieve its intermediate results, it is important for our RLOs to prioritise the activities following the ratio between the importance of the intermediate result and the risks, according to opportunities, its budget, but also its capacity to organise and manage the project. Having a perspective of the human resources and time available for each role before launching any strategic activity plan is crucial for its success.

- 00.20 Introduce the First Activity - Repartition of Roles

The activity is aimed at enabling the participants to know how to divide or repartition the roles and responsibilities an advocacy project requires.

Instruct the participants to choose an activity they are interested in and that they should be able to be accountable for it, if required. Please get the participants to refer to CSSC M18 Handout 11. They can use the handout to determine who will do what in their advocacy strategy.

Allow them a few minutes to work on the exercise together in their groups and present their feedback before moving on.

- 00.30 Introduce the Second Activity - the Lobby Meeting Role Play

Inform the participants. During an advocacy meeting, participants have to be straight to the point, with clear recommendations, with demands prioritised. The point is to obtain clear commitments from the target, clear next steps.The relationship built between the advocates & the target has to be based on SMART, unambiguous and clear content.

Introduce the activity with the following instructions to participants. This will be a role play.

In their two groups, the participants will now simulate an advocacy lobby meeting with one of the targets they identified in a previous session. They are free to choose the targets they want, but must be careful to formulate their message according to the power of the target. The intermediate result of the meeting will be different, depending on if the RLO talks to a minister or to the media for example.

Get the participants to refer to CSSC M18 Handout 12 and use the template to help them prepare for the lobby meeting role play.

To help participants prepare, you can discuss the contents of the handout together. Let each group define the decision-makers they will meet with (for example, an MP and his team, journalists, and so on). The groups have to fill out the handout to prepare for the role play that they will do just afterwards. The second page corresponds to the "position paper" summary, the document that participants would share with the target during the lobby meeting. The two last boxes correspond to the bargaining part of the meeting. It is very possible that the target won't accept the first proposition. The participants will therefore plan option b) or c), that are still satisfactory for the whole group, following the example given in the template.

To help the participants to plan their role play, you can instruct them to choose half of the team (perhaps 2 or 3 of them - depending on the total number of participants) to play the decision makers and their team (one can be the final decision-maker and the two others, his or her advisors for example). To make the game a bit more entertaining, the decision-makers group can play hard to convince. The other half of the participants can play the advocacy team within the RLO.

Ask the participants to refer to CSSC M18 Handout 13. This handout will allow an organisation to track the progress and to record the actions taken by the team in terms of lobby meetings. It is important to write the content down to keep a qualitative evaluation of the meeting and its outcomes, especially for the other staff members who'd like to be informed afterwards. It is also important to track the evolution of the position of the target thanks to the RLO's advocacy. The participants will have to fill this in after their role play and ideally after every advocacy activity.

The rest of the participants in the other group, not having a role in the advocacy role play, will observe the performance and fill out the CSSC M18 Handout 13. They will record and compare what the RLO advocacy team was able to obtain or miss out on, by taking notes and providing feedback in a plenary session at the end of the role play. (e.g: "You could have prepared like this /done like this…"). What were the key moments, strengths, weaknesses of the advocacy team? Did they achieve their expected intermediate results?

The tracking sheet allows the RLO advocacy team to report back and inform the other members of the team of the outcome of this meeting. It is the material that marks their meeting.

After this, ensure all the participants are very clear on the instructions of the role play and when they confirm they are feeling confident, giving them about ten to

fifteen minutes for each group to prepare before they come and present to each other and get feedback from their peers.

- 01.50 Conclusion of Role Play

After the presentations and plenary feedback session, you can conclude by saying that participants must make a habit of writing what they do in every advocacy activity in order to keep track of their progress. It is also important especially in case of a change of personnel within the RLO. They must have detailed data on their advocacy activities to show their RLO members, partners and donors the work that has been done with the funding received and to be able to follow up and then evaluate their advocacy strategy.

ASSESSMENT FOR LEARNING: The development of advocacy activities can be a lot of information for the participants to process. There is a need for the participants to have a very detailed understanding of what is involved as the activities are the essence of advocacy as they are where a lot of the effort culminates in. This is why they require a lot of preparation as well as a thorough understanding. Therefore, before you move on, ensure the participants are very confident in their abilities to develop strategic advocacy activities. The next section wraps up the discussion on developing strategic advocacy activities

- 02.00 The Theory of Change to Validate Advocacy Activities

Ask the participants.

Can someone please refresh our memories on a theory of change? What does it do and how do we feel it can apply to our sessions on advocacy?

Allow for some responses before aligning their feedback to the information below.

A final element to help your RLO prove how their advocacy activities lead to impact is by the use of a theory of change. A theory of change is a good step to validate (or demonstrate the accuracy of) the logical reasoning towards provoking complex and long term change. It allows the RLO to be clear about the stages of its advocacy project, to map out the steps of the impact it wants to have, to be more sure of its thinking and to rely less on assumptions. It allows organisations not to waste energy doing things or planning activities that will not provoke the change they want to see.

The theory of change is a tool used to show a logical process of how activities lead to impact, through milestones and expected results. It summarises all the aspects you have considered up to now on one page that will give you a better perspective and summarised overview of your intervention.

At this point, get the participants to refer to [CSSC M18 Handout 14](#) and discuss the handout together with the guidelines below:

The example in handout 14 is a sample we can use when developing our theory of change for validating our advocacy activities. The methodology we propose you use as you fill it in is indicated with the numbers by each category. For instance, if we use the example from our previous sessions of the children in Soroto Island, we can fill the theory of change in the following sequence:

1) Start by defining the long-term change you want (goal)
2) On the opposite side of the paper, write the problem you would like to solve.
3) Just before the goal, write the objectives that are needed to lead you to your goal. Leave two blank spaces before the objectives (to add two other categories)
4) Identify your stakeholder groups (just after the problem), who can help you solve the problem, and who you need to influence to achieve your objective.
5) In the blank space left just before your objectives, write the practical steps that these stakeholders can take to make the change happen (your intermediate results)
6) In the last blank space remaining (after the stakeholders and before the practical steps), write what activities you need to do in order to influence these stakeholders to make the steps mentioned in point 5. (Write these between your stakeholders groups and the practical steps they can take).

Throughout the exercise, under each category, write the hypothesis you are making for example, some hypothesis may be phrased as, this is a problem because, this may not be a problem anymore if the next government elected in favour of social justice, this objective will work if stakeholders are interested in..., and so on and so forth.

ASSESSMENT FOR LEARNING: Get the participants to get familiar with the theory of change and what is entailed in each section and how it all ties in to the validation of their advocacy work and activities before you move on. The next activity is a practical exercise that will help the participants develop one for their advocacy initiatives.

- 02.20 Introduce the Third Activity

Ask the participants to go into their two groups and each work on developing a theory of change for the advocacy strategies they have been working on. Each group will have to build their Theory of Change and will present it to the rest of the participants. Allow them the rest of the session to work on this, alternatively you can leave it as a take home assignment and debrief in the next session.

- **02.45 Conclusion of Sessions on Developing Strategic Advocacy Activities**

Ask the participants.

Please can you summarise what we have learned in the last two sessions on developing strategic advocacy activities?

Allow them a few minutes to discuss in pairs before aligning their feedback to the statements below.

- *The activities put in place make it possible to influence decision-makers and therefore obtain the planned / desired / sought-after change.*
- *There are several successful activities to mobilise in your advocacy strategy: lobby meeting, coalition building, method promotion, campaigning, public forum, expertise.*
- *The lobby meeting must be prepared with great care in order to ensure its success. It is essential to keep a written record of the lobby meeting in order to follow it up. The Theory of Change allows you to test and validate your reasoning, or to modify it if necessary.*
- *Finally, you can create your advocacy action plan based on your available resources (human, time, financial) and on the highlights of the coming year*

- **03.00 ASSESSMENT FOR LEARNING**

The sessions on building strategic advocacy activities entail a lot of information, make sure the participants feel confident by this point in their ability to develop activities and all the elements that come with it so as to make it successful.

TAKE HOME ASSIGNMENT: As a take home assignment, the participants should continue working on or refining their Theory of Change with all the members of their RLO.

Session Nine – Monitor and Evaluate the Advocacy Strategy?

> **Resources:** Display the **PowerPoint** entitled "Module 18, Session 9 – Monitor and Evaluate the Advocacy Strategy - Step 7" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers - preferably with different colours to write on. You will need all participants to have access to CSSC M18 Handout 15, CSSC M18 Handout 16 and CSSC M18 Handout 17. Take note that for Handout 15, you will need the participants to have **printouts** of each of the 5 diagrams so as to refer to during the session, be keen to make prior arrangements of this. Participants will need access to their notes from Module 8 on Proving Impact or Monitoring and Evaluation.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this session we will conclude our discussion of the advocacy staircase with a session on how to monitor and evaluate your strategy and ultimately guarantee its success.

You can display the diagram below of the advocacy staircase to keep the information current in the participants minds.
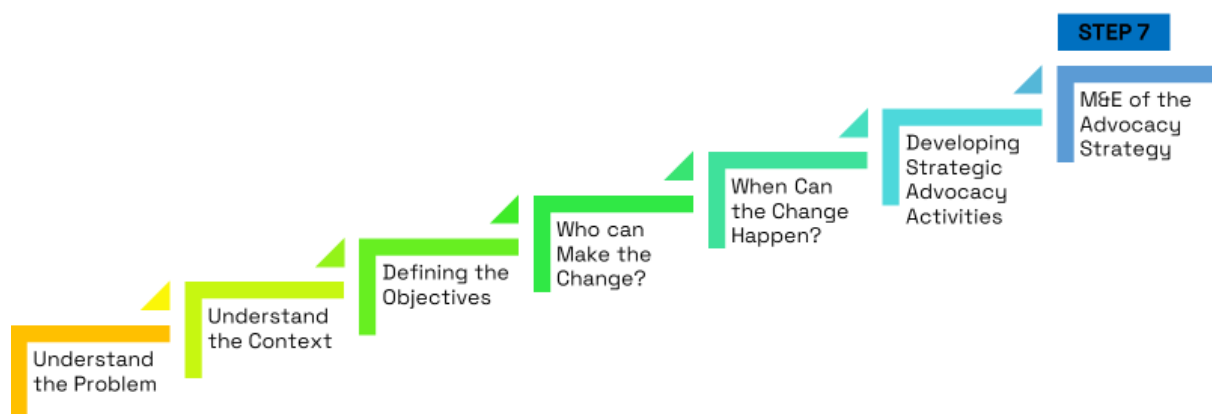
- **00.05 Take Home Assignment Recap**

Ask the participants.

Can we quickly recap on our take home assignment. Please can we share our theories of change and discuss any changes or developments you made together.

Allow each group a few minutes each to come up and present their findings before moving on.

- 00.15 Introduce the Session

After the recap, introduce the session with these series of questions. You can pause after each and get some feedback from participants.

- *After we have now confidently developed our strategic advocacy activities, how can we demonstrate that we are on the right track?*
- *How do you as an RLO make the impact of your activities and participation in an advocacy agenda visible and tangible?*
- *What is the proof or evidence for others outside your RLO of your advocacy work, or of what your work has contributed to, that policy-makers are listening to you, and finally that your efforts have an impact on decision-makers and that your advocacy has contributed to change?*

*The answer to all these questions is all these can be achieved through **monitoring and evaluation or M&E.***

Engage the participants in discussions based on the questions below. Please pause after each question and get feedback from the participants before moving on.

- *We discussed during our 8th module on Proving Impact the basics of M&E, and as RLOs, we must have encountered some form of M&E. What would we say is the definition of both words "monitoring" and "evaluation"?*
- *Since then, can we share our experiences of how we have done M&E in the past? (Be descriptive in the response)*
- *What was the objective of the M&E we did?*

Align their responses to the information below.

- *Monitoring means monitoring the progress - or lack of progress - based on indicators. An **indicator** is a quantitative measure or qualitative observation used to describe change. Evaluation means measuring the extent to which objectives have been accomplished, and the final impact of the change and the effect on the well-being of the populations concerned.*
- *Monitoring and Evaluation allows you to validate the reasoning you made with your theory of change, that the milestones, the markers of progress, are correct, and to translate it into measurable indicators.*
- *The objective of M&E is to assess how well the change has been achieved in relation to the stated objectives.*

- **00.40 The Importance of M&E**

Ask the participants.

In your previous experiences, why did you find it important to monitor and evaluate your projects and activities?

Allow for some feedback before aligning their responses to the statements below:

- To understand how change happens and to build a strategy effectively
- To increase effectiveness and ensure the quality of the process and make changes if necessary
- To build stronger teams and partnerships based on trust
- To improve and demonstrate impact
- To be accountable to stakeholders, donors, beneficiaries and the general public
- To facilitate resource mobilisation

In summary, this is why the M&E of any project or activity must be rigorously planned.

- **00.50 The Difference Between RLO Service Delivery Programme M&E and an Advocacy Programme M&E**

Ask the participants.

Based on that, how do you imagine that Monitoring & Evaluation of Advocacy is different from your every day RLO service delivery programmes?

Allow for some responses before aligning them to the feedback below as observed by Oxfam International.

- The M&E for an RLO service delivery programme aims to provide a tangible service or output, such as the number of children trained in a social and emotional programme
- The advocacy M&E aims to change policies or practices. Therefore, qualitative data is more difficult to capture, since we are trying to monitor and evaluate things such as an interpersonal relationship or the level of legitimacy or credibility acquired by the organisation. Furthermore, decision-makers can approve, modify or create policies but it is difficult to measure that the created policy is being implemented. The impact of the change on the well-being of populations may be slow to be visible.
- RLO Service delivery programmes tend to have more structured program cycles, and can be part of relatively short project cycles (1 to 3 or even 5

years), while advocacy programmes face unpredictable dynamics and need to adapt frequently to a changing context. Also, the advocacy process is done over a longer period of time (sometimes the timelines can be 5 years or more).

- In an RLO service delivery programme, the link between the organisation's output and the change in people's lives is more evident and immediate - therefore, a logic of attribution is measured. For example, we distributed soap in the community so the level of hygiene has improved. Partner roles are clearly defined, making attribution clearer. In advocacy, it is difficult to measure the causal links, as partners are often working together directly or indirectly to achieve change. Sometimes the change is also related to a variety of factors and that can be difficult to measure accurately. There are many actors and drivers - you are just a player. Therefore, a logic of contribution is measured.

ASSESSMENT FOR LEARNING: One thing you need to make clear or ensure participants are conversant with is the multi-dimensional and open minded approach to M&E one has to have in advocacy. While it is all M&E, it cannot be approached in the same manner as a programme activity the RLO does. Ensure as you move along the participants bear this in mind.

- ## 01.15 The Challenges of M&E in Advocacy

Ask the participants.

What do you think would be the challenges of doing M&E in advocacy?

Allow for some responses before aligning them to the feedback below.

Perhaps it can be segmenting advocacy works into 'themes", or combining different areas such as expertise, advocacy, media, mobilisation, partnerships and so on. Finally, self-assessment can be a disadvantage, since one's own assessment will not have the same degree of independence or methodological rigour in comparison to an external evaluation.

Ask the participants.

That said, what should we measure in advocacy?

Allow them to discuss in pairs and then align their responses to the feedback below. As was seen throughout the sessions on developing strategic advocacy activities, activities are meant to achieve intermediate results, intermediate results are meant to achieve objectives and objectives are meant to achieve goals or the overall advocacy strategy. Therefore, it is possible to construct a logical M&E framework by associating indicators to each of these steps.

- 01.30 Proposition of Methodology

Inform the participants.

To monitor and evaluate the effectiveness of your advocacy strategy, we propose the use of the methodology which we can use to associate indicators to each of these 4 categories in the advocacy strategy below:

1. ***The Activity Indicators:*** *These are the efforts an organisation puts into the advocacy strategy: the RLO can associate indicators to each of the activities it carried out, in their respective families, that is, expertise, lobbying, media, mobilisation, but also capacity-strengthening. Strengthening the capacities of the staff can be an indicator of advocacy effort.*
2. ***The Intermediate Results Indicators (Outputs):*** *These are the effects of the advocacy activities: the RLO can associate indicators to the effect of its advocacy on policy-makers, media, public opinion, civil society or partner NGOs, but also on its internal know-how if it provided its team with capacity-strengthening opportunities.*
3. ***The Objective Indicators (Outcome):*** *These are the intended policy change: the RLO can associate indicators to the extent to which its advocacy has led to the entry of its topic into the political agenda, or to the adoption, rejection, modification or implementation of its requested change.*
4. ***The Impact Indicators (Goal):*** *This is the goal: the RLO can associate indicators to the real effect of its whole advocacy project on the interest of the group it is defending.*

ASSESSMENT FOR LEARNING: Check in with the participants on the information above. Ask if they have any suggestions as to what else could be measured or if they have any feedback. Ensure that all the participants are confident with the methodology proposed before moving on.

- 01.40 How to Track Activities

This section is about how we can develop and come up with indicators that will help us track the activities in our advocacy strategy. Inform the participants.

Tracking activities should be done according to the 4 families of activities that we discussed earlier in Session 7, which are, expertise, lobbying, media and communications, public mobilisations and to which we can include internal capacity strengthening. Display the diagram below to refresh their memory or ask them to refer to CSSC M18 Handout 7.
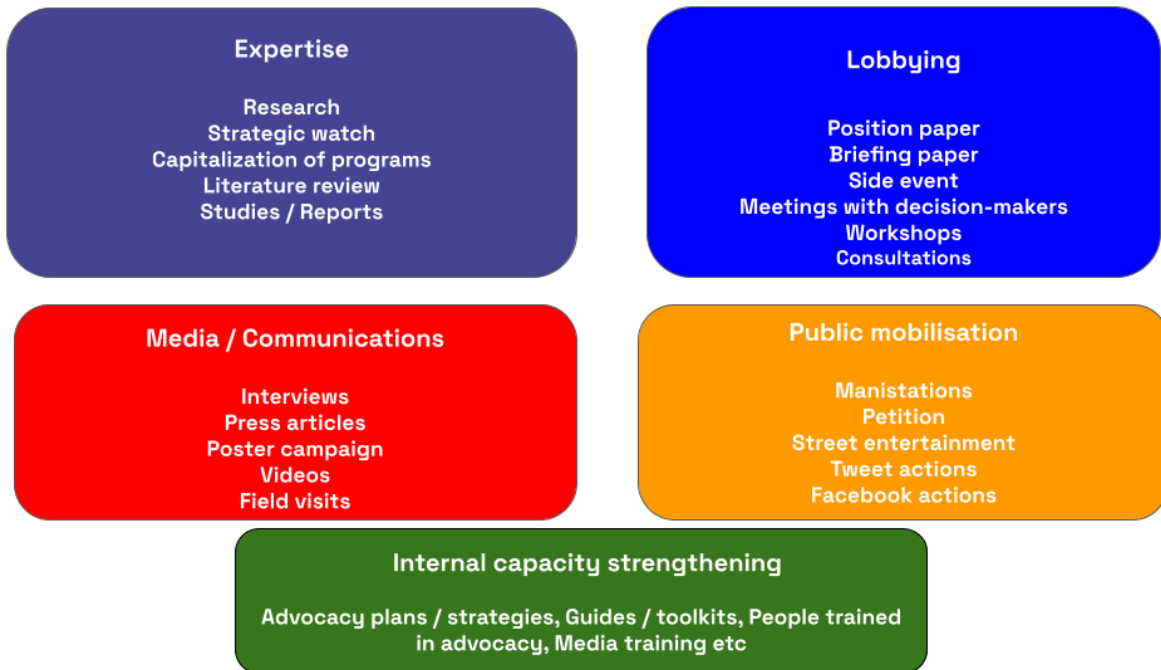
Any activity that lies in one of the families of activity can have an activity indicator associated with it, please refer to _CSSC M18 Handout 15_, diagram 1 for an example that in turn can be measurable in numbers, and for this please refer to _CSSC M18 Handout 15_, diagram 2.
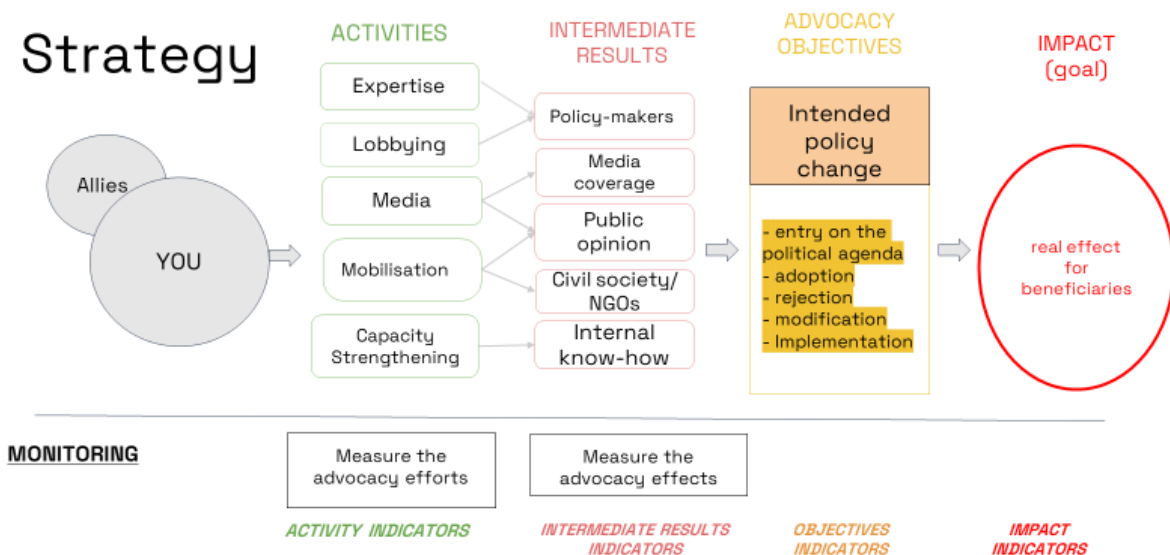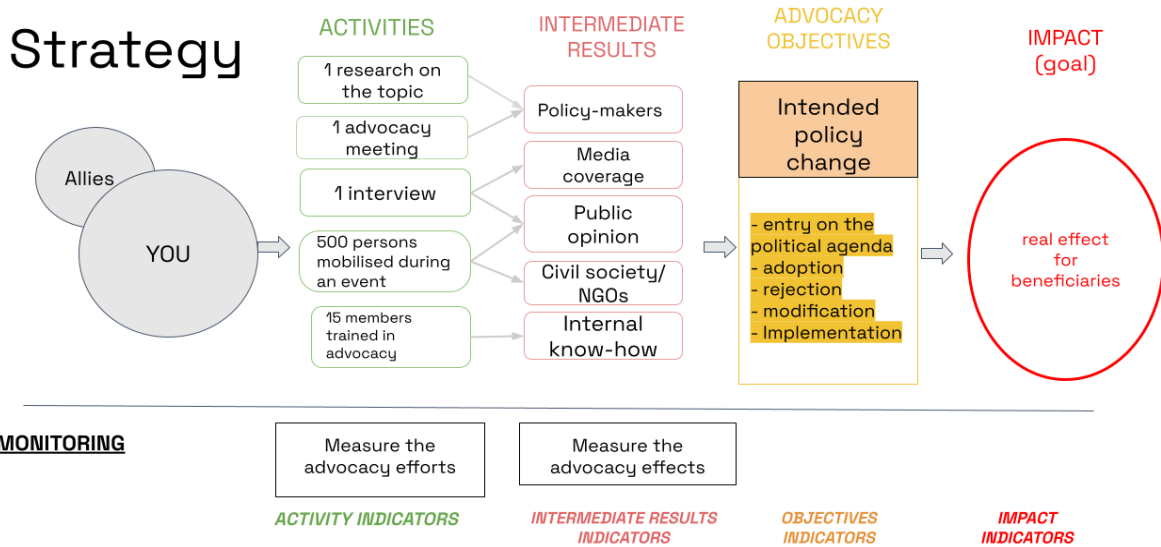

Diagram 1 above is quite general and shows the families of activities. The activity indicators in diagram 2 below fall within the families of activities in diagram 1 are the examples of the indicators used for tracking M&E in advocacy.

M&E Methodology (Specific and Measurable) – Diagram 2

For the discussions below, please ask the participants to refer to CSSC M18 Handout 15, diagram 3. This diagram goes into more detail and gives more examples of indicators that can be developed under the activity families.

Diagram 3 - Activity tracking (measure the efforts) - examples of indicators

❏ Follow **the progress of the operational plan**, the gaps between what was planned and what was achieved.

ACTIVITIES				
Expertise	Lobbying (policy-makers)	Media	Mobilisation (public opinion, alliances/partnerships)	Capacity-strengthening (internal capacities)
INDICATORS				
• Number of studies carried out on the theme • Number of workshops, exchange, dialogue • Number of testimonials ...	• Number of meetings with decision-makers, • Number of lobbying letters • Number of participation/ speaking at public forums • Number of position papers distributed to decision makers	• Number of Press Releases produced and distributed • Number of opinion pages proposed • Number of media informed • Number of web/social network tools developed (blog, messages, facebook twitter.)	• Number of mobilisation activities carried out (gatherings, petitions, festive /cultural events) • Number of people informed / mobilised via these events • Number of "VIPs" approached	• Number of advocacy plans / strategies developed ? • Number of guides / toolkits produced • Number of people trained in advocacy • Number of media training

For example, in the "expertise" family, participants may have come up with an activity such as "carry out a study on the theme"; then, the associated indicator would be "number of studies carried out on the theme". If participants came up with an activity such as "organising a round expert table on the theme", the associated

indicator would be "number of round expert tables organised on the theme", and so on and so forth.

This works for the rest of the families of activity, for example, for the lobbying family, the associated indicators would be "number of meetings with decision makers", "number of participation or speeches at public forums", "number of position papers shared with decision makers".

For the media, it could be: "number of press releases produced and distributed", "number of op-eds proposed to the media", "number of media informed and interviews obtained", "number of social media posts done in platforms such as blog, twitter, facebook, and so on".

For mobilisation, it could be: "number of mobilisation activities carried out (such as gatherings, festive events, petitions, sittings)", "number of people informed or mobilised via these events", "number of public figures approached", "number of new partnerships proposed to NGOs," etc.

For internal capacity strengthening, it could be: "number of advocacy strategies developed", "number of guides or toolkits produced", "number of staff or volunteers trained in advocacy", "number of media training".

ASSESSMENT FOR LEARNING: Discuss with the participants the example in detail, ensure they are all feeling confident in their understanding of the development of activity indicators before introducing the first activity.

- 02.00 Introduce the First Activity

Instruct the participants to go into their two groups and refer to the activities they defined during the dedicated group activities from the previous sessions. For this activity they are to try to associate indicators to them.

They must be vigilant to always associate an activity with a family of activities (as shown in the diagram above) when doing the exercise.

Allow them a few minutes to begin the exercise and at least give at least two indicators. They can continue the exercise as a take home assignment.

Give them a few minutes to present their indicators and they can all assist each other to refine them clearly.

- 02.20 How to Track Intermediate Results

This section is about how we can develop and come up with indicators that will help us track the intermediate results in our advocacy strategy. Inform the participants.

As seen earlier, intermediate results are the reaction of the target groups to advocacy activities. In the advocacy M&E proposed methodology, each family of advocacy activity indicators can associated with families of intermediate results indicators, composed of:

- policy-makers (primary and secondary targets),
- media coverage,
- public opinion,
- partners (civil society/NGOs)
- internal know-how.

Please ask the participants to refer to CSSC M18 Handout 15, Diagram 1 again, for the discussions below.

M&E Methodology – Diagram 1
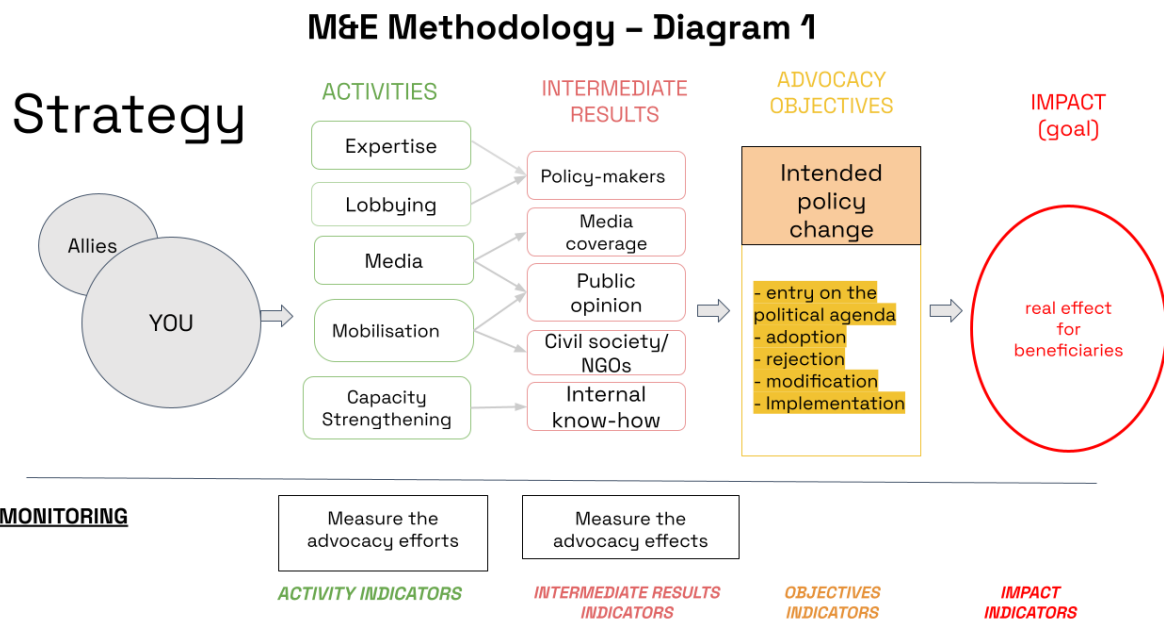
As we saw before, Diagram 1 above is quite general and shows the families of activities. In diagram 4 which is more detailed than 2 shown in the last section below show the indicators that fall within the families of activities, intermediate results, objectives and goal and are the examples of the indicators used for tracking M&E in advocacy.

M&E Methodology – (Specific and Measurable) Diagram 4

Strategy

ACTIVITIES

- 1 research on the topic
- 1 advocacy meeting
- 1 interview
- 500 persons mobilised during an event
- 15 members trained in advocacy

Allies

YOU

INTERMEDIATE RESULTS

- 3 MPs relaying our recommendations
- 15 press articles referring to our recommendations
- 5 public figure showing their support
- 5 new orgs. joined the advocacy process
- 15 internal actors mobilised in the implementation of advocacy

ADVOCACY OBJECTIVES

Intended policy change

1 country has improved its child protection system by integrating into its national policies the specific measures recommended by our advocacy

IMPACT (goal)

By 2030, children protected from harmful work and violence in this country will have increased

MONITORING

Measure the advocacy efforts	Measure the advocacy effects

ACTIVITY INDICATORS	INTERMEDIATE RESULTS INDICATORS	OBJECTIVES INDICATORS	IMPACT INDICATORS

The expertise/research and lobbying families of activity are meant to have an effect on policy-makers.

Ask the participants.

"Have your advocacy activities created any political will? Did any 'champions' emerge? Did the attitude of decision-makers change?"

Allow for some responses before giving them the feedback below. Please also ensure the participants make reference to Diagrams 4 and 5 during the discussions below.

Diagram 5 - Monitoring of intermediate results (measure <u>the effects</u>) - examples of indicators

❏ Monitor progress towards the target and measure the effect of activities on the decision-making process

INTERMEDIATE RESULTS				
Policy Makers Political will? (decision-makers' attitudes, emergence of "champions"?)	**Media Coverage** Visibility of the problem?	**Public Opinion** Awareness of the general public?	**Alliances/ Partnerships** New NGOs / CSOs mobilised	**Internal Capacities** Internal advocacy capacities strengthened
INTERMEDIATE RESULTS INDICATORS				
Number of referrals by decision makers to your advocacy Amount of public support from decision makers Number of concrete commitments to change Number of parliamentarians relaying your advocacy objective	Number of press articles referring to your advocacy Number of interviews (radio / tv) of your spokespersons Evolution of the number of articles dealing with your subject (before / after advocacy starts)	Amount of citizen support for a specific action (petitions, re-tweets, participation in a march, etc.) Number of media figures showing their support? % of general public aware of the problem	New organisations join your advocacy process Number of collective actions implemented (joint positioning)	Number of internal actors mobilised in the implementation of advocacy Amount of financial resources dedicated to advocacy Number of official invitations to participate in work meetings, etc.

Here in Diagram 5, the examples of intermediate results indicators you could develop for policy makers could be: "number of referrals made to the advocacy by decision-makers", "amount of public support by decision-makers to the RLOs' advocacy", "the number of commitments to change made publicly", "the number of MPs relaying your advocacy", and so on.

The media/communications activity family is meant to have an effect on media coverage as seen in diagram 1. You can see in the diagram that this means that not only will journalists and other people working within the media take a position and promote our theme; but also on public opinion where we hope to increase the number of supporters within the general public, to help the RLO pressurise decision-makers.

Ask the participants.

With your advocacy activities, did it make the problem gain more visibility? Is the general public more aware of it? How did that happen?

Allow for some responses before giving them the feedback below.

Referring to diagram 4 with the specific numbers and 5 with some additional examples, the intermediate results indicators you can develop could be: "the number of press articles referring to the RLO's advocacy", "the number of interviews obtained for the RLO's spokesperson", "the evolution of the number of articles dealing with the topic of the RLO's advocacy". This is in comparison between before and after the advocacy started.

As we saw in Diagram 1, the mobilisation family is meant to have an effect on public opinion and civil society organisations or CSOs such as activists, other RLOs, NGOs, and allies to help organisations pressurise the decision-makers.

Ask the participants.

With the advocacy activities your RLO took part in, did the RLO mobilise any new volunteers to support your cause? Did new RLOs, NGOs or CSOs come up?

Allow for some responses before giving them the feedback below.

Referring again to diagram 4 and 5, for public opinion, whenever the intermediate results come from a media activity action or a mobilisation activity, the intermediate result indicators you develop could be: "the amount of citizen support or a specific action for example petitions, re-tweet, participation at an event, a walk, and so on", "the number of public figures that showed their support", "percentage of the general public aware of the problem", and so on and so forth.

For the alliances and partnerships obtained, the intermediate result indicators you can develop could be: "number of RLOs having joined the advocacy process", "number of collective actions implemented with the new allies", and so on. Please use Diagrams 4 and 5 again for reference here.

Finally, as we saw in Diagram 1, the capacity-strengthening family is meant to have an effect on the RLOs' advocacy internal know-how.

Ask the participants.

If we ask ourselves how have the RLO's internal capacities been strengthened?

Referring to diagram 4 and 5, the intermediate result indicators could be: "number of internal actors mobilised in the implementation of the advocacy", "amount of financial resources dedicated to advocacy", "number of official invitations to participate in work meetings", and so on.

- 02.40 Introduce the Second Activity

Instruct the participants to identify intermediate results indicators associated with the activity indicators chosen in the first activity.

This is also the occasion for participants to identify activities they may have forgotten in order to provoke these intermediate results.

Allow them a few minutes to begin the exercise and at least identify at least two intermediate results indicators. They can continue the exercise as a take home assignment.

Give them a few minutes to present their indicators and they can all assist each other to refine them clearly.

ASSESSMENT FOR LEARNING: Check in with how confident the participants are feeling about their abilities to develop indicators when tracking advocacy activities as well as when tracking intermediate results. Ensure they feel confident in their understanding as well as the difference between the two before moving on.

- 03.00 Tracking Advocacy Objectives and Goal

Inform the participants the information below and and request them to look at the last two sections of Diagram 4, from the CSSC M18 Handout 15.

M&E Methodology – (Specific and Measurable) Diagram 4
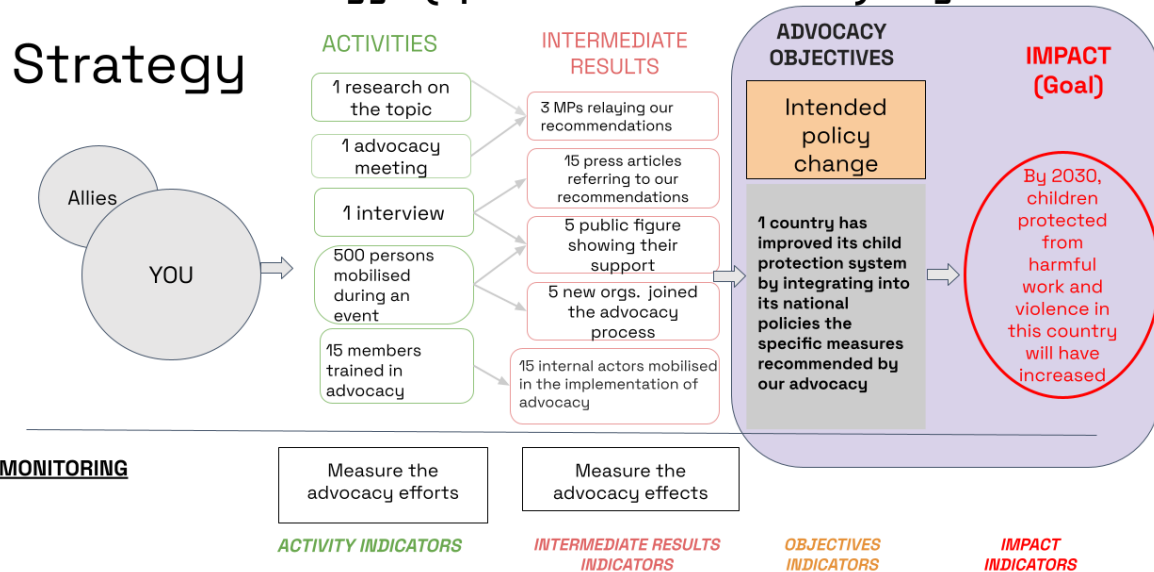
As seen in Diagram 4, the advocacy objectives can also be translated into indicators by mentioning how the intended policy change entered into the political agenda was rejected, modified, or implemented.

The impact indicator or goal is composed of the qualitative and quantitative observations once the policy change has been realised.

You can therefore recognise the difference between the level of detail in Diagram 1 and 4 and appreciate how much more clarity there is when the details are put in.

ASSESSMENT FOR LEARNING: Again, check in with participants on how confident they are feeling with the knowledge they have in the development of advocacy objective indicators as well as the impact indicators. The key is just to ensure their statements as seen in the statement above have qualitative and quantitative parameters to them. Feel free to reiterate and revisit the diagrams and information before moving on.

In preparation for the next activity, get the participants to refer to CSSC M18 Handout 16.

- 03.05 Introduce the Third Activity

The activity will focus on how to enable the participants to build and follow an M&E tool that is suited for their advocacy strategy. The tools proposed for the use in the handout are a basic and advanced tool but both will help the participants identify

and track the selected indicators in their activities, intermediate results, objectives and goal, and ultimately inform their progress.

Go through CSSC M18 Handout 16 together and with their feedback understand how it works. There are two samples, a basic tool and an advanced tool.

Thereafter, give them a few minutes to get into their groups and develop their own M&E tool and fill it in with their own activity indicators based on their advocacy strategies. They are free to use the proposed samples or their own customised versions.

Allow them a few minutes to work on this. Go to each group and offer your support and guidance but allow them to do most of the development. Thereafter, allow them a few minutes to present their tables to each other and get feedback from the rest of the team.

For the section of 'targeted', where the RLO would key in the person, entity that was targeted, there is an additional tool which can also be used to help the RLO keep track of even more information based on that engagement. It is called the Decision Makers Register which we can refer to in CSSC M18 Handout 17. As you can see from the handout, it gives a lot of details which the person responsible for collection in the RLO should keep track of after every engagement with the target so as to have proper records for the RLO but also for ease of follow up and in the case of a transition.

ASSESSMENT FOR LEARNING: Before moving on, check that all participants are comfortable with the development of an M&E tool. Allow them the flexibility to tweak the tool where necessary to fit into their context. Check in that they are able to follow how the tool can be an asset for the advocacy work before moving on.

- 03.20 How to Collect Data For Your M&E Tool In Advocacy

Inform the participants.

M&E must be informed by robust data. Data must validate what you are stating, and must be valid, reliable and complete. The M&E has to be specific about how the data was collected, how often, and by whom.

Ask the participants.

When it comes to your advocacy objective, activities and intermediate results, what do we think are some of the data that we should collect as an RLO?

Draw a table on the board with three columns and as they give feedback, fill in the data that aligns to the specific item as shown in the table below. Remember to only

draw the table with the titles first and not the contents. Allow the participants to give their feedback first.

Objective	Activity	Goal

Allow for some responses before aligning them to the feedback below.

Activity	Intermediate Result	Objective
· Outreach contact form · Meeting minutes · Inventory · Amount of engagement on social media such as: o How many facebook posts this week o How many views on the video, o Likes o Subscribers o Shares	· Videos · Official declarations · Legislation · Budget etc	Independent evaluations after the achievement of the objectives

Finally ask the RLO if they have already identified someone to support them with their data collection. Ask who they choose and why.

They should have someone who will be dedicated to this as with all their advocacy efforts, there is a need to prove the impact of their activities.

Discuss before concluding the session.

ASSESSMENT FOR LEARNING: Check in with the participants on how confident they feel in identifying the data collection points of their advocacy strategy, keep going through this until they feel comfortable with it. Furthermore, they will have some take home activities to work on so despite being the final session, you will need to organise another session for them to recap on the final advocacy strategies as well as subsequent follow up sessions for the year where you will check on their progress.

03.30 TAKE HOME ASSIGNMENT

The take home assignment will be a continuation of all the activities within the

session but the participants will have to do it in thorough details. Remember to schedule follow up sessions to ensure they do conclude their strategy and also to keep track of their progress throughout it all.

The participants were required to in their two groups with the overarching advocacy strategies:

- To develop indicators for all the advocacy activities
- To develop indicators for all the intermediate results associated with the activities
- To develop their RLOs M&E tool that will help them track the progress of their advocacy strategies.

Module Summary

By the end of this module, the RLO should have a deep understanding of what advocacy is as well as how to go about it. At this point they should have developed two advocacy strategies that have the support of their entire RLO and communities and should have an action plan on what to do next. Keep following up with the RLOs after the sessions and ensure you capture and follow up with their progress as they go along.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 19: Disability Inclusion

Introduction to Module

In this module, RLO leaders will learn about how to provide support to Persons with Disabilities in a manner that allows them the same opportunities to participate effectively in their organisations as a whole and in their programmes. The module aims to go beyond creating awareness or encouraging the participation of Persons with Disabilities, but aims to provide a practical approach for RLOs to incorporate inclusive policies and practices in their day to day activities. The module then concludes with a session on how to design a project that is disability inclusive. It goes in depth into proving the RLOs with an approach they can use when designing a project that is inclusive for Persons with Disabilities.

Additional Notes to Consider for Preparation: There are three sessions in this module and the last two sessions are 3 hours long. There are numerous prompts for Assessment for Learning that encourage you as the facilitator to check in with the participants on the information and have group discussions so that there is maximum comprehension. In these sessions, take breaks in between the sessions and make the activities and discussions as engaging and interactive as possible. Modification and contextualisation is welcome. There will be need to have proper planning with the participants on their time and availability.

Session One – Understanding Disability Inclusion

> **Resources:** Display the **PowerPoint** entitled "Module 19, Session 1 – Understanding Disability Inclusion" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this session you will learn how to define disability and understand disability inclusion. By the end of the lesson we should all have a general understanding of disability inclusion and how it has affected us as individuals and as a community.

Do we have any expectations for the module?

Allow for the participants to share what they hope to learn and discuss. Take notes of all their key learning points and make sure to incorporate them into the sessions ahead.

- 00.05 Introduce the Concept of Disability

Ask the participants.

What is the meaning of disability? Or what does it mean to have a disability?

Allow the participants to discuss in pairs before responding. Align their responses to the feedback below.

The term disability has evolved from being defined as a person with an impairment of mind or body to now considering the relationship that a person has with their environment.

According to the CDC a disability is any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the environment around them. Disabilities come in many variations and can affect a person's vision, learning, memory, hearing, mental health, movement, and even social relationships.

According to a report by CBM, disability can be defined according to the model within which people view it, these are:

- **Charity model:** *That views disability as something people are afflicted with and must be recipients of care, cures or protection. With this approach, people with disabilities are not expected to have much contributions to society and as such undervalues the individual.*
- **Medical model:** *This model focuses on the impairment that requires fixing or changing in order for the individual to be a 'normal' member of society. It focuses on the impairment or deficit alone.*
- **Economic model:** *This model focuses on how productive people are and thus disability is viewed as a strain on society as people with a disability are seen as less productive.*
- **Social model:** *This model identifies discrimination as a result of limitations imposed by the particular context that people live in. By doing so it focuses and recognises the right to medical interventions and adaptive devices to reduce the impact of the impairment. It focuses on making the environment inclusive through the removal of barriers.*
- **Human rights model:** *This model is based on universal human rights and says that all people with a disability should have the right to access all within their society on an equal basis to others. This incorporates social model thinking where external barriers are identified in conjunction with the person with a disability being the focal point in the attainment of their rights.*

Another point to take into consideration over the years, the term 'disability' has had negative connotations towards it. In order to avoid that, there have been many terms introduced to avoid saying 'disability', such as 'special needs' or 'differently-abled', and so on that puts the weight on the person with the disability. In so doing, many activists argue that these terms either state that the person has 'special' needs that are an extra step that everyone else has to begrudgingly take or that the person must prove their competence in order to have their value acknowledged.

Furthermore, some people prefer not to refer to themselves as 'disabled' and others prefer calling themselves 'disabled people.' On the other hand, there is also the argument about whether people can call others 'disabled people' or whether they ought to use 'people/Persons with Disabilities.' Though many have used the term Persons with Disabilities and have been deemed at 'politically correct' in many situations and this module itself will refer to and use this language.

ASSESSMENT FOR LEARNING: That said, there are different models of disability and varying interpretations based on people's different perspectives as well as language in general. What is most important is for the RLO to be able to contextaulise a meaning that makes sense to them and their reality.

It is important to note that the module will try to follow the language used by the Convention on the Rights of Persons with Disabilities (CRPD) and will encourage the

participants to think of the person first taking into account their contribution, skills and capabilities within their community.

- 00.15 Types of Disability

Ask the participants.

What are some of the types of disabilities you have heard of or come across?

Allow for the participants to discuss amongst themselves and then share their feedback. Align their responses with the feedback below.

It is difficult to effectively categorise disabilities because it is one of the things that, as the saying goes, is not black or white. Two people with what may be the same type of disability may not have the same experiences and some people even have multiple forms of disabilities.

Some disabilities are 'visible', while others are 'invisible'. A visible disability is one that has a 'visually' observable presence, like cerebral palsy. Invisible disabilities are those that do not necessarily manifest in the physical form or are not immediately apparent, such as autism. As we said earlier, there is no strict line on what is and is not a disability as some visible disabilities can affect people in invisible ways and vice versa.

Disability can be caused by a number of things. People can be born with a disability, this is called a congenital disability; or develop a disability later in life, for example, through a sudden illness. Environmental factors play a heavy hand, too, such as pollution, and so do trauma and abuse.

However, there are four ways that one can attempt to classify types of disability and they are:

__Physical:__ This is when a person's condition affects their physical capacity(ies) and/or mobility.

__Intellectual:__ This is when a person has difficulty communicating, learning and retaining information.

__Mental:__ This is when a person's mental illness affects their emotional state and behaviours.

__Sensory:__ This is when a person's condition affects one or more of their senses, that is sight, hearing, smell, touch, taste and spatial awareness.

- ## 00.20 Introduce the First Activity

This activity will be a case study that is aimed at helping the participants understand the barriers that are associated with a physical disability as well as the implications that it may have on an individual. Read the excerpt below:

Salama lives in a rural part of East Africa. Salama was in an accident and injured her back. She was taken to hospital and diagnosed with having a spinal cord injury. She cannot move her legs, she can sit up but cannot walk. Her family takes her home but they cannot afford further rehabilitation or hospital-based care. There is no system in place to ensure that her expenses getting the rehabilitation will be covered. Salama is given a wheelchair but she lives at the top of a hill and most buildings and facilities in her community have stairs. She cannot independently move around her community on her own so most of the time she stays home. Many people in her community also believe that she cannot take part in community activities.

Can we discuss some of the different barriers that Salama is facing?

Allow the participants a few minutes to discuss in pairs before responding and thereafter aligning them to the information below.

- She was diagnosed with a spinal cord injury - her health condition and physical impairment are a barrier
- She cannot move her legs but can sit - she cannot move independently and this is a barrier
- She has to be sent home without proper rehabilitation and treatment - her economic situation is a barrier to her care
- There is no policy or system in place to help her with support - the policy environment in Salamas country is also a barrier
- The fact that she lives on a hill and most buildings are accessible by stairs - her physical environment are a barrier to her situation
- The perception in her community also means that she cannot participate effectively - the perspectives and attitudes of her community are a barrier to her participation.

- ## 00.40 Open Forum of Discussion

Open the discussion with the participants over the following talking points below. As you discuss, try and allow the participants to go beyond just persons with physical disabilities but all forms of disabilities if possible.

- How does your community view Persons with Disabilities?
- Has that perspective changed over the years? What was it ten years ago?
- Does your community have the right support available for Persons with Disabilities to access facilities and activities like their peers?

- What facilities are available for Persons with Disabilities in your community?
- Are you aware of any policies and practices around supporting Persons with Disabilities?

- 01.00 Introduce the Concept of Disability Inclusion

Ask the participants.

What do we understand by the term Disability Inclusion?

Allow for some responses before aligning their responses with the feedback below.

Disability Inclusion is the conscious effort of including Persons with Disabilities in everyday activities and encouraging them to have similar roles to those who do not have a disability.

Disability Inclusion means that Persons with Disabilities have the opportunity to participate in every aspect of life in their community to the fullest extent possible. These opportunities include participation in education, employment, public health, programming and community living.

Disability inclusion is a way of ensuring that people with disabilities are not discriminated against and are included and celebrated for who they are. Persons with disabilities face many obstacles or barriers and disability inclusion is aimed at trying to minimise or eliminate those barriers.

The action should go further than raising awareness and encouraging people, or just having one programme or activity inclusive, disability inclusion, should be part of our RLOs principles, policies and practices that form all our day to day operations and activities.

It is important to note that one very crucial part of disability inclusion involves creating true accessibility. It therefore includes creating environments, products and programmes that are usable to the greatest extent by everyone.

Accessibility means having an event, place and environment that is set up from the start to be accessible to all individuals. To create full accessibility some of the things to consider include:

- *Accessible spaces: Ensuring that the space by design, including washrooms, can accommodate people with mobility issues*
- *Format: Ensuring that there are visual and non-visual items available for use*
- *Interpretation: During events, having interpreters or captioning on screens*
- *Your language: When speaking avoiding assumptions such as 'I need everyone to stand up' and saying, 'If you are able, please stand with me'*

- Lighting: Some lights can trigger some disabilities such as seizure disorders, so it is best to avoid them or warn people ahead of time
- Washrooms: It is important to try and have rooms that are accessible to all people physically
- Written materials: It is important that all materials are provided in an accessible format

That said, it is important to note that this by no means covers every aspect of ensuring true accessibility, there are very few times when accessibility can be perfect, but what is important is for one to be cognisant of the barriers that exist and work within their means to try and minimise them as much as possible, and also be flexible and learn where improvements and changes can be made to be more inclusive.

Discuss with the participants the questions below.

Encourage the participants to share openly as the module is not just about judging where they may have not been inclusive but to share and learn on how they can improve. Keep prompting participants to share more in their responses by asking additional questions when they respond.

- How is disability inclusion perceived in their RLOs?
- What practices and policies have they encountered on disability inclusion?
- What practices and policies have they put in place in their RLOs?
- Have they worked on any project or programme that had Disability Inclusion? If yes, what did it entail and if not, is there a reason?

- 01.20 Why is Disability Inclusion Important

Ask the participants.

Why is Disability Inclusion important?

Allow for some responses and a discussion on the importance of Disability inclusion. There is no distinct answer as there are many reasons, however you can ensure their responses are around the fact that:

Disability Inclusion is important because it allows everyone to have equal opportunities to thrive in the community or society that they are a part of and it helps ensure proper engagement and productivity.

ASSESSMENT FOR LEARNING: The main aim is for the participants to engage in discussions about disability inclusion. The session is aimed at getting them to understand but mainly discuss different aspects and perspectives around disability inclusion and why it is important for them to think this way.

- ## 01.25 TAKE HOME ASSIGNMENT

Ask the participants to discuss as an RLO the perspectives and opportunities for Persons with Disabilities with their organisations. They should have a candid discussion as an RLO from a management to a programmatic perspective. Furthermore, they should document their discussions which will be recapped in the next session.

- ## 01.30 ASSESSMENT FOR LEARNING

Today, Disability Inclusion is getting a lot of focus due to increasing efforts around localisation and the urgency to make disability inclusion an area that gets an equal response to other existing programmes within the sector. RLOs that are aiming to bring about change within their communities need to also be inclusive particularly to those who are the most marginalised.

Session Two – Disability Inclusion in Action

> **Resources:** Display the **PowerPoint** entitled "Module 19, Session 2 – Disability Inclusion in Action. You will need a flip chart and marker pens. You will need some manilla paper to prepare some shapes for the session's first activity, make sure this is done before the session. The participants will need access to the [Disability Inclusion Template Handout](#).

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this module we will be learning about how we can action disability inclusion.

By the end of the session, we should also be able to reflect on the ways we can as an RLO be more inclusive especially when it comes to Persons with Disabilities.

- ## 00.05 Recap on the take home assignment

Get the participants to share their findings from the last session's take home assignment. As they present, ask them to all participate and share if the conversations with their teams made them reevaluate some of their initiatives and how they go about them.

ASSESSMENT FOR LEARNING: As you go through the concepts below, it is important to relate them to the participants' RLOs and the RLOs activities within their communities. Keep prompting the participants to come up with examples where they can relate to the situations described.

- ## 00.15 Introduce the First Activity

PREPARATION OF ACTIVITY: Depending on the number of participants, prepare an equal number of different shapes in different colours. For instance, if you have ten participants, make two triangles, two squares, two ovals, two circles, and two rectangles. You should use different colours of manilla paper such that both of the shapes should not be of the same colour, for instance, have one shape in blue colour and one in white. Finally, make the shapes in different sizes such that one shape is large and the other small. A sample group of shapes is demonstrated below. Remember to customise according to the number of participants attending your session.

Sample Shapes and Colours for Activity 1

Assumptions:
- 10 participants
- 5 different shapes – Square, Triangle, Rectangle, Oval and Circle
- 3 manilla paper colours – Green, Grey and Blue
- Two sizes, big and small
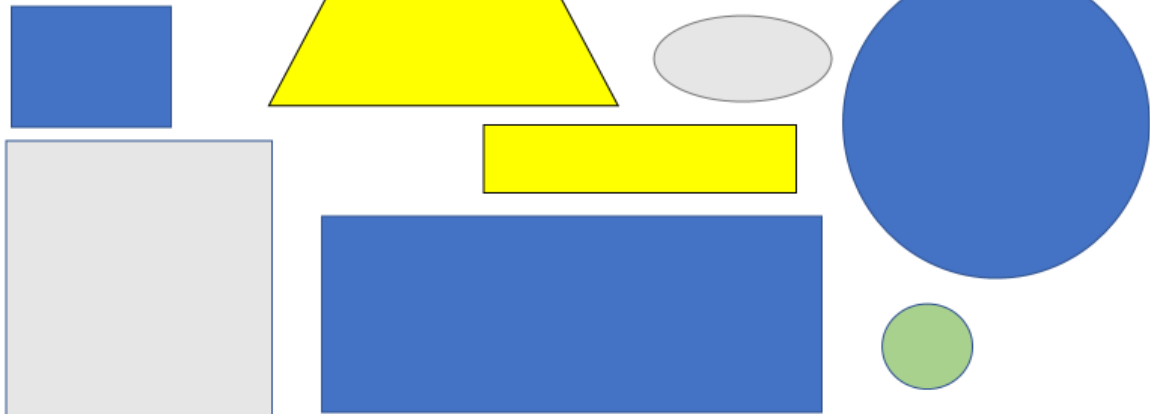
INSTRUCTIONS: Get the participants to gather together in an empty space, you could go outside or move the chairs in your session to create some free space for the activity. When the participants have gathered, issue the different shapes in different coloured manila paper to participants at random and inform them:

Now you need to form groups without speaking to each other or discussing why you are forming the groups. It is very important you do not discuss or even use gestures as you do this. Go to a group you feel you belong to. You have two minutes to do so.

Do not give them any further instructions and see what groups they form. Tell them they have a few minutes. The participants may have questions like what sort of group they should form but just say it's up to them and they should do it without speaking.

After they have formed groups. Ask them to come together again in the centre, again without speaking and then ask them to form different groups from what they had formed previously.

Now we need to form another set of groups without speaking. Please note that this should be a different group from what you formed before. Again, it is very important you do not discuss or even use gestures as you do this or prevent people from joining or forming a group. Go to a group you feel you belong to but make sure the reason you have is different from the first group you formed. You have another two minutes to do so.

Again allow them a few minutes to do this and then repeat the instructions again.

Now we need to form yet another set of groups without speaking. Please note that this should also be a different group from the first two. Again, it is very important

you do not discuss or even use gestures as you do this or prevent people from joining or forming a group. Go to a group you feel you belong to but make sure the reason you have is different from the first and second group you formed. You have another two minutes to do so.

After the third round of grouping, return to the session and debrief with the participants.

DEBRIEF DISCUSSION: Discuss with the participants the following:

Why did they form the groups they did, discuss each time they had to group, what logic or reasoning did they use considering they were not speaking with each other.

Allow them to share their thoughts on why they grouped together.

Some of the groups they could have formed were based on the shapes that you handed them for instance, they could have grouped in circles, triangles and so on. In the next grouping, they could have formed according to different colours, and even based on the sizes. This is assuming the participants used the underlying assumption that the groups they were to form were based on the shapes you handed to them, but remember your instructions did not specify that at any point. The instructions given said form groups.

You should steer your participants' discussions to see why they form those groups, and if there were some people who looked like they did not belong in a certain group, they should also explain why they felt they did and what rationale they used to join a certain group. Before concluding the discussions introduce the second brief activity.

- 00.35 Introduce the Second Activity

Read the excerpt below to the participants. It is important to read it exactly as it is written and do not change the wording at all as it will not achieve the same effect.

A man and his son were in an accident. Unfortunately, the man passed away immediately but the son with serious injuries was rushed to the hospital for immediate surgery. At the hospital, the surgeon walks into the operating room, looks at the boy and says, I cannot operate on this child, he is my son.

Why did this happen?

Allow for some responses from the participants. Usually, many people have a hard time understanding the problem with this story. They may ask you as the facilitator to repeat the story and remember to read it as it is, do not change anything.

Discuss with the participants.

*The reason many people have difficulty with the story illustrates a form of implicit or unconscious bias. **Unconscious or implicit bias** refers to beliefs or attitudes that are activated automatically and without an individual's awareness. To be clear, these hidden biases are different from beliefs and attitudes that individuals are aware they hold but choose to conceal for the purposes of complying with social or legal norms.*

For the second activity, the reason the surgeon or doctor cannot operate is because it is the boy's mother. The surgeon or doctor is a woman and many people assume that the doctor or surgeon is a man.

For the first activity, people also assume that the groups have to be formed around the shapes that were handed out. These were the most obvious forms of groups that people used based on the shape itself, or colour or size, yet, there could have been groups based on beliefs, gender, country, residence, residence, year of birth, month of birth, colour of clothes, and so on and so forth. Basically, there were endless forms of groups the participants could have chosen but they most probably went for the groupings based on the shapes you gave them but you did not specifically inform them to use the shapes for their groupings.

The first activity basically shows how people are quick to socially group themselves based on what is easy to perceive and in this case it was the shapes. Yet there may be other underlying reasons that can make people group together, but most people tend not to look beyond what is obvious.

Ask the participants.

How can we relate this to our perceptions on Persons with Disabilities?

Allow for some responses and steer the discussions towards getting the participants to discuss how they may have overlooked various forms of diversity in their community and especially when it comes to Persons with Disabilities. This is by no means a way to shame them but to understand that even though something is not their lived experience they can still relate to it and empathise with it and with the knowledge now be more inclusive.

ASSESSMENT FOR LEARNING: By this point, the participants should be able to reflect on how they have in the past had an unconscious bias when it comes to inclusivity and especially when it comes to recognising the role of Persons with Disabilities in their everyday lives, in their RLOs and in their communities. Participants must recognise how their own lived experiences may have also hindered their understanding of how much more they could do to understand someone else's lived

reality. This should now start to shift their mindset into one of how and what they can do as an RLO to be more inclusive.

- 01.00 Disability Inclusion in Action

Discuss with participants.

A recent study found that one billion people (15%) of the world's population have a disability. Without addressing disability, the Millennium Development Goals (MDGs) will not be achieved. Action on disability should be fundamentally about the equalisation of human rights as expressed in the Convention on the Rights of Persons with Disabilities or the CRPD.

Disability Inclusion should be framed from a rights-based approach where it places support for Persons with Disabilities equal to the attainment of human rights and as such as equally entitled to benefit from all elements of development.

This means that our RLOs should work towards the inclusion of Persons with Disabilities at all times and by doing so respect and value all members of the community. This means that their inclusion should go beyond programmes that are specific to Persons with Disabilities, but at its core the RLO should as much as possible have Persons with Disabilities participate and have opportunities within the RLO.

ASSESSMENT FOR LEARNING: Ideally the participants should start to see how there has to be a shift from the traditional way of approaching disability inclusion from a mere programmatic point but into an entire core principle of the RLO itself and an entire fundamental approach to how it does and approaches all its activities.

- 01.15 Core Principles of Disability Inclusion

Ask the participants.

What do we think are some of the core principles we can apply as an RLO when it comes to disability inclusion?

Allow for some responses and feedback before discussing with participants the points below.

Some of the core principles of Disability Inclusion that our RLOs can adopt are:

1. ***Awareness:*** *The aim here is to raise awareness and build a shared understanding in order to sensitise people on effective Disability Inclusion. Persons with Disabilities have for a long time been hidden and attempts to meet their needs have rarely occurred. There needs to be proper awareness of the barriers they face and approaches need to have strategies to eliminate those barriers from the beginning.*

2. **Participation:** *This means that Persons with Disabilities participate in decisions and actions that relate to their lives. Participation is fundamentally about People with a Disability participating in decisions that relate to them so that actions affecting them are not planned or performed without their input. This guiding principle highlights the need for Persons with Disabilities to be brought into the process in such a way that they can directly influence decisions. This results in improved inclusion and also brings with it lasting change. Extensive involvement of People with a Disability will build skills and capacity in our RLOs. At the same time, People with and without Disabilities working alongside each other can often foster changes in attitudes and understanding about abilities, contributions and aspirations of Persons with Disabilities.*

ASSESSMENT FOR LEARNING: It is important to note and reiterate to participants that the RLOs can also fall into the trap of not being inclusive. There is a common slogan within the spheres of localisation that says, '*Nothing about us, without us'* and it is about refugees being a part of the discussions, planning, decisions and actions when it comes to all aspects of their lives. Refresh the participants minds with a discussion on intersectionality. Ask if they can recall this from Module 13, Session 4. Intersectionality is a framework for conceptualising a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It considers people's overlapping identities and experiences in order to understand the complexity of prejudices they face when it comes to participation. The activities in this session should have shown the RLOs that they too can have unconscious and implicit bias despite the fact that they too face various challenges within the sector.
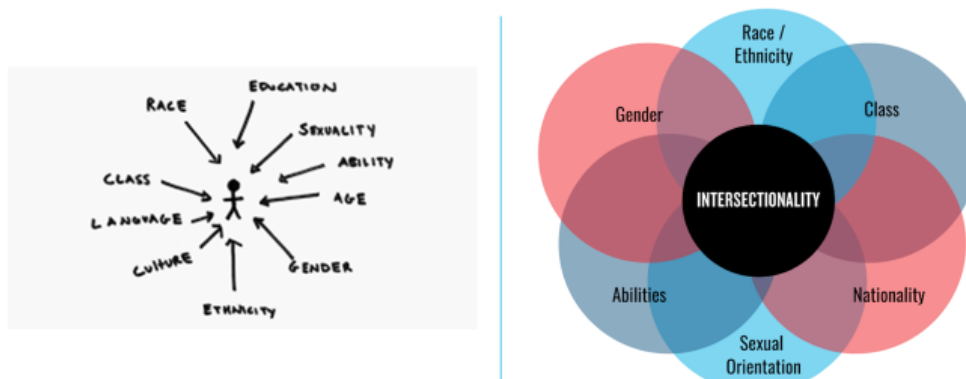
3. **Comprehensive Accessibility:** *This is important for disability inclusion because removing 'disabling' barriers ensures that comprehensive access plays a significant role in creating opportunities for People with a Disability to participate effectively in the community. These barriers can be grouped into four categories:*
   a. **Physical or environmental barriers** – *buildings, schools, clinics, water pumps, transport, roads, paths and so on.*

b. *Communication barriers* – written and spoken information including media, flyers, internet, community meetings and so on.

c. *Policy barriers* – including both legislation that discriminates against People with a Disability, and/or an absence of legislation that might otherwise provide an enabling framework. Departmental and organisational policies can also be addressed here.

d. *Attitudinal barriers* – including negative stereotyping of People with a Disability, social stigma and other forms of overt discrimination. It is not uncommon that disability is associated with cultural beliefs about sin, evil and witchcraft. People with a disability often report that attitudes are the most disabling barriers of all.

- ## 01.45 Universal Design and Disability Inclusion

Discuss with the participants.

There is a concept called Universal Design and it is used frequently in Disability Inclusion and it is based on a set of principles used to create a more inclusive environment for Persons with Disabilities.

Universal design principles are principles that are applied and ideally should be incorporated into an environment. They should apply in the conceptualisation or design of the education, communication and physical space to create an accessible and usable space for all. Universal design should be applied in the design of products, services and environments such that they can be used by all people in a community, to the greatest extent possible, without the need for adaptation or specialised design. The seven principles of universal design are:

- **Equitable use:** The design is useful to people with diverse abilities. For example designing a website that is accessible to everyone, including people with disabilities, employs this principle.

- **Flexibility in use:** The design accommodates a wide range of individual preferences and abilities. For example, a community exhibition that allows a visitor to choose to read OR listen to a description of the contents on display employs this principle.

- **Simple and intuitive:** The use of a design that is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. This means for example in an educational app, having control buttons that are clear and intuitive employs this principle.

- **Perceptible information:** The design communicates necessary information effectively to the user, regardless of surrounding conditions or the user's sensory abilities. For example, having captions or an interpreter in a video employs this principle.

- **Tolerance for error:** The design minimises hazards and the adverse consequences of accidental or unintended actions. For example, an educational software program that provides guidance when the user makes an inappropriate selection employs this principle.
- **Low physical effort:** The design can be used efficiently and comfortably, and with a minimum of fatigue. For example, a building with a gently sloping access ramp that isn't hard to push oneself up.
- **Size and space for approach and use:** The design provides appropriate size and space for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility. For example, a classroom with adjustable tables employs this principle.

ASSESSMENT FOR LEARNING AND DEBRIEF: By this point, the participants should be understanding the fact that disability inclusion has to start from a core principle that the RLO chooses to abide by and then has to be something that is part and parcel of every aspect of the RLO and every activity from a design point.

- 01.50 The Application of Universal Design

Discuss with the participants each of the seven principles of Universal Design listed above. Get each participant to give their opinions and perspectives on how they think they would work in their RLOs. Remember to get the participants to be very specific with their responses and give examples they can relate to in their communities.

After a few minutes, you can conclude the session with the remarks below.

It is important to note that you may not always be able to apply all principles of universal design but you can still do something within your RLOs that can apply at least one of the Universal Design principles.

ASSESSMENT FOR LEARNING: The participants should also begin to question the cost of disability inclusion, but remind them that applying the universal design principles ensures that they incorporate the cost of development from the beginning so as to avoid future inconveniences. Basically, the long-term economic advantages of including Persons with Disabilities into an RLOs day to day activities far outweigh the initial, often one-off costs of inclusion. We will be discussing how to design a disability inclusive programme in the next session so this can be expounded on there.

- 02.00 The Development of a Disability Inclusive Policy in Our RLOs

Ask the participants.

Do you think having a policy on Disability Inclusion would be a helpful tool for your RLOs? Please justify your answer.

Allow for some responses. Ideally the participants should feel that a policy would be a helpful tool to have in their RLOs, and as they give their feedback, you can prompt additional questions such as:

If we were to develop a disability inclusive policy for our RLOs, what would it entail? What are some of the elements that it should include?

Allow for the participants to discuss in pairs or groups and then allow for some responses. You can align their responses to the points below:

- The policy should be developed by and in partnership with Persons with Disabilities and Disabled People's Organisations.
- Persons with Disabilities should be included and employed in all levels of the organisation, from the Boards of Governance, Senior Management, Management, Programme Staff and Volunteers.
- The organisation when developing programmes should be actively consulting with Persons with Disabilities.
- The programmes organised by the RLO should be in areas that ensure the physical environment is accessible.
- There should be a provision of disability training and awareness for new staff and frequent catch ups for existing staff.
- The policy should include the appointing a person with authority who has responsibility for disability inclusion, called a 'Champion'.
- Disaggregating research and monitoring data according to disability, including disability type and impact. This can also include collecting data on gender and age of Persons with Disabilities.
- How and when to seek support from other organisations that are specialising in Disability Inclusion and developing strong referral pathways that the organisation can depend on.

You can ask participants to refer to the [handout for a sample of a policy](#) which they can discuss together.

Get the participants to start to work on the Disability Inclusion policy, they can use the remaining time of the session to work on it.

- 03.00 Take Home Assignment

Conclude the session by informing the participants of their take home assignment. It will be in three parts.

First, get the participants to start to think of their RLOs, how they can specifically be or create a Disability inclusive environment. Let them get very specific in what

they need to do and what they would need to change or incorporate into their organisation and their organisations activities.

Secondly, They should identify a project idea that they will use in the next session where we will be discussing how to design a disability inclusive project. Ideally, it should be a project they are thinking of doing or even in the process of doing so as to make it as practical as possible.

Thirdly, They should complete their Disability Inclusion policy and discuss with their RLOs and community at large on how to make it realistic.

Give them some time to complete the assignments before scheduling the next session.

Session Three – How to Design a Disability Inclusive Project

> **Resources:** Display the **PowerPoint** entitled "Module 19, Session 3 – How to Design a Disability Inclusive Project. You will need a flip chart and marker pens. Participants will need to also carry their notes from Module 12, Session 2 and 3 on project management. The participants will need to have a project idea that they can work on throughout the entire session as part of the second part of their previous take home assignment.

- ### 00.00 Discuss the objectives of the module with them (5 mins):

In this module we will be learning about how we can develop a disability inclusive project in our RLOs.

By the end of the session, we should also be able to reflect on the ways we can as an RLO be more inclusive especially when it comes to Persons with Disabilities. We should also be able to understand how disability impacts a project and by extension a community.

- ### 00.05 Recap on the take home assignment

Get the participants to share their findings from the last session's take home first assignment. Here they were to discuss and share how their RLOs can create a more disability inclusive environment. Ensure they are really specific about what they intend to do differently.

ASSESSMENT FOR LEARNING: As the participants share their plans, ensure they are appreciating the need to incorporate disability inclusion in all elements and aspects of their organisation. This includes their Boards of Governance, their senior management, their management teams, programme teams, programmes or projects, and partners.

TAKE NOTE: At this point, get the participants to refer to their project idea as part of the second part of their take home assignment for the few next sections. They will need to develop the project idea to ensure it has a strong disability inclusive aspect. Depending on the number of participants, you can have more than one project idea but in order to make it as practical as possible ensure the participants choose an

idea that they can be able to achieve within the near future or an existing project that they can mould to have a strong disability inclusive aspect.

- ## 00.15 Where to Start When Thinking of Designing a Disability Inclusive Project

Get the participants to discuss the following questions together.

Sometimes when addressing how inclusive you are as an organisation, a good place to start would be to ask yourselves as an organisations, the basic questions below:

- *Are people with a disability being included in our organisation and organisational programmes?*
- *Are we aware of the Persons with Disabilities within our community?*
- *Do they have access to various programmes within the community?*
- *Is the community open to discuss how they can better include Persons with Disabilities in all aspects of the society?*
- *Can our organisation schedule a meeting and ask someone to speak about disability in our community and what specifically can be done or improved? It would be best to try to get a person with a disability with relevant experience to do this.*
- *Is our organisation trained in disability inclusive development? Can this be organised?*

ASSESSMENT FOR LEARNING: The questions above should not intimidate the participants, as it is not expected of them at this point to be able to say comprehensively that their organisation does these things. This is only used as a guideline of where to start and they can use the information they gather as a starting point and to help them frame the scope of the project they would like to embark on but all the while bearing in mind what is practical to achieve within their RLOs and community.

After a few minutes of discussion, move on to the next point.

As an RLO, a good place to start would be to determine what exactly would be your project scope. There are two main scopes your project can take, they can either be:

1. ***A Disability Specific Action:*** *With this the main aim is to design a disability specific project that increases the empowerment and participation of Persons with Disabilities. These include programs such as:*
   a. ***Community Based Rehabilitation (CBR):*** *This is a community development approach seeking to empower Persons with Disabilities and work in partnership with them. The disability specific approaches within CBR can, for example, target adaptive devices required for disability inclusion in education or employment.*
   b. ***Disabled People's Organisations (DPOs):*** *DPOs are set up and led by Persons with Disabilities to represent and support their members.*

Some are impairment- or disability-specific while others are 'cross-disability'. The inclusion of such organisations in projects also strengthens the RLOs overall capacity to deliver a disability inclusive project.

   c. ***Special Education Programs:*** *Although debate exists about the pros and cons of 'special education', there are situations where this is, in part, the most realistic method to support children with particular disabilities such as deafness or blindness. Provision of resources and specialist teacher training can be important here.*

   d. ***Adaptive Devices:*** *This is the use of a wide range of adaptive devices such as canes, prosthetics, wheelchairs and hearing aids that enhance the participation and empowerment of people with a disability.*

   e. ***Specific Medical Interventions:*** *There are many medical programs that target a specific impairment or causes of impairment. For example, a number of interventions address blindness and its causes, including cataract and trachoma.*

2. ***Address Disability as a Cross-Cutting Issue:*** *Here the main aim is to design a disability specific project that ensures that all your RLOs projects include a disability perspective and are fully accessible to all Persons with Disabilities. This approach incorporates disability mainstreaming (definition in the next section) into a project's broader activities.*

Ask the participants which approach seems most realistic for their RLOs.

Allow for their feedback before moving on.

ASSESSMENT FOR LEARNING: It is important to recognise that one organisation does not need to be responsible or should strive to do both of these approaches. However, it is useful to understand them and be aware of relevant referral points to support the success of a disability-inclusive project. This combination of targeted disability-specific components (in the first approach) as well as mainstreaming disability into all strategic areas of the project (in the second approach) ensures authentic participation and involvement by Persons with Disabilities as the goal. Genuine inclusion and empowerment can only occur when both approaches are employed together but in a realistic way for instance through partnerships.

- ## 00.35 Disability Mainstreaming

Inform participants that **Mainstreaming Disability** into a project is the process of assessing the implications for the Persons with Disabilities of any planned action, including legislation, policies and programs, in all areas and at all levels. It is a strategy for making their concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that Persons with Disabilities benefit equally and inequality is not perpetuated. The ultimate goal is to achieve disability equality.

Mainstreaming disability is an essential strategy for addressing the inequality experienced by Persons with Disabilities, and this is especially clear when it comes to the organisation's activities. Within an organisation, mainstreaming is best said to occur at three basic levels: at a programming level, an organisational level and ultimately at the level of organisational goals. Research has shown that mainstreaming of disability has found that it is more effective when mainstreamed at all these levels.

- ## 00.40 How to Design a Disability Inclusive Project

Discuss with the participants.

Persons with Disabilities live in every community. Therefore any project that seeks to broadly assist members of a community should be disability inclusive. Locating and including Persons with Disabilities in your RLOs activities is a vital step towards creating a disability-inclusive society.

The term 'disability' may not always be the most appropriate term to use due to stigma and other concerns around disclosure. It is therefore critical to work with Disabled People's Organisations or DPOs to identify the most suitable language to use when seeking out people with a disability. Some other community approaches your RLO can use when locating Persons with Disabilities include:

- *In partnership with DPOs, use a 'snowball' technique to identify people with a disability in the program target area. This can be done by asking people to refer you to homes and areas where people with a disability may live.*
- *Determine local language for 'disability' and understand other words, phrases and symbols that may be used to represent disability. Some languages will only use disability to refer to a physical impairment and have other terms for sensory impairments and other disability types.*
- *Some settings will have different terms to identify an acquired disability in contrast to being born with a disability. These terms need to be understood as one term may for example, be carried with pride and another may be seen as a curse.*

- *Connect with religious leaders who may be aware of people with a disability in their communities*

Once located, there are a number of questions that can be asked to determine disability including type of impairment and its impact. It is useful to have this information in collecting data on your project participants to know the type of disability and how daily functioning and their inclusion in the project is likely to be impacted and managed. If disability related information is not already sourced in your project, consider selecting relevant questions from the list below when approaching potential participants:

- *Do you have a disability?*
- *Do you have an impairment that affects your daily functioning?*
- *Do you support a family member with a disability?*
- *Do you have a physical disability or impairment that impacts your daily movement?*
- *Do you have poor eyesight that impacts your ability to see for reading and mobility?*
- *Do you have poor hearing or a communication difficulty that impacts on your ability to communicate with others?*
- *Do you have a chronic medical condition that impacts your daily activity?*
- *Do you have a psycho-social impairment that makes daily functioning difficult?*
- *Do you have difficulties thinking and reasoning that makes it hard to live independently?*

When designing a disability inclusive project, you have to ensure you incorporate it into all elements of the project management planning cycle. Can we recall the stages of a project management cycle? We discussed this in module 12, session 2 and 3.

Allow for the participants to give their feedback and recall the stages of project management before introducing the project management cycle below.

For ease of discussions today, we are going to use a project management cycle suggested by the EU project, Make Development Inclusive that will help the planning, implementation and evaluation programmes be able to contain elements of disability inclusion. Let us refer to the diagram below.

Draw the diagram on the flipchart or display it on the PowerPoint presentation.
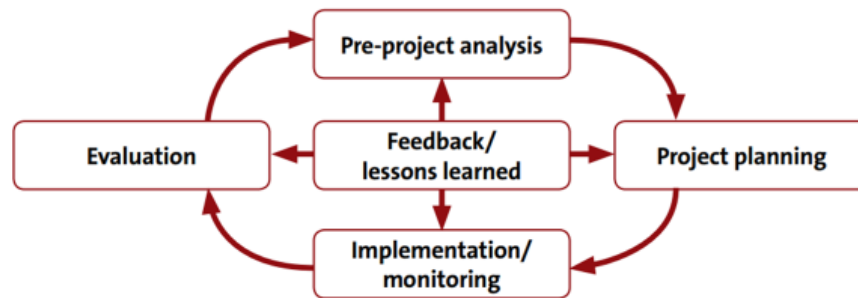
- 01.00 Introduce the First Stage

Discuss with the participants.

The Pre-Project Analysis Stage: This stage aims to give participants a clear overview of the context, situation, stakeholders, possible challenges and opportunities that will all be relevant during the planning phase. It can help participants know what is in and out of the project's scope, and even determine whether or not the project should be undertaken at all. Good design of development projects are inclusive of Persons with Disabilities from the start. Identifying the contribution and needs of Persons with Disabilities is not simply about assuming what such requirements may be, but rather requires collaborative consultation with partner organisations and Persons with Disabilities. Doing this will ensure that the situation analysis is more comprehensive and more likely to lead to better outcomes that are disability inclusive. It will also save time and resources by planning for disability inclusion from the beginning. A good checklist to have at this stage when analysing the potential project includes asking questions such as:

- Are key stakeholders including the donor aware of the need to include Persons with Disabilities from the initial phase of the proposed program?
- Are Persons with Disabilities involved in raising awareness themselves?
- Are Persons with Disabilities aware of their rights and entitlements to be included in the program?
- Are people with a broad range of disabilities participating in the pre-project analysis?
- Are people with a disability attending regular consultation and stakeholder meetings?
- Are venues fully accessible including water, sanitation and hygiene facilities?
- Are measures being taken to ensure all voices are heard equally?
- Have disability-specific data and relevant statistics been considered?
- Have Persons with Disabilities been involved in necessary research or data collection?

ASSESSMENT FOR LEARNING: Discuss in detail each of the checklist points with the participants. Have them respond to each of the questions and relate them to the

project idea. Remember if they have not done or cannot answer a certain question in their own project, ensure they make a follow up within their community.

- 01.20 Introduce the Second Stage

Discuss with the participants.

The Project Planning Stage: : Once the analysis is complete, the planning stage identifies the project's agreed objective and the strategies needed to reach it. In the planning process, activities and resources are identified and organised to realise the project objectives in an effective and efficient manner. If a disability perspective is left out of the planning phase, Persons with Disabilities can be unintentionally excluded from any benefits or outcomes the project aims to deliver. A good checklist to have at this stage when planning project includes asking questions such as:

- Does the project design refer to Persons with Disabilities and demonstrate consideration of specific requirements?
- Is disability referred to in the ToR?
- Will the project clearly benefit Persons with Disabilities?
- Will there be any negative impacts?
- Have Persons with Disabilities participated in the assessment and planning process?
- Is their ongoing participation in the project being planned?
- What strategies will the project apply in order to encourage people with a disability and their families to actively participate in the project design? For example, outreach, budgeting, staffing, resources, venue and training.
- In what way will involvement empower people with a disability?
- Have attitudes, physical environments, communication and policy barriers been considered?
- What strategies will be applied to ensure the accessibility needs of Persons with Disabilities are appropriately addressed?
- Does the project budget include a line item for costs related to disability-specific measures?
- Are there disability-specific indicators built into project design? Is there any other planned reporting on disability?
- If a project has been identified as 'highly' disability relevant, has a separate appendix outlining the disability dimension of the project been attached to the proposal?

ASSESSMENT FOR LEARNING: Again, discuss in detail each of the checklist points with the participants and try to ensure their responses are as practical as possible and can relate to their existing project idea. Even though some of the questions may not fall within their scope as an RLO, they should still consider them or work with a

partner such as a Disabled People's Organisation that can handle the very technical elements but still ensure their own project is still inclusive.

- 01.40 Introduce the Third Stage

Discuss with the participants.

The Implementation/Monitoring Stage: This phase of the project is concerned with carrying out the project plan and ensuring its objectives are being achieved in a way that uses resources effectively and efficiently. It should highlight when this does not happen so that decisions can be taken on how to take action to resolve this. Including a disability perspective in this phase involves ensuring that the project is actually carrying out its plan and that Persons with Disabilities are being included. This is done through monitoring the project results, as well as the budget line(s) set aside to specifically include Persons with Disabilities. In addition, monitoring through effective data collection, including disaggregation by disability type, gender and age, is relevant in this phase. When this is done well, monitoring systems will collect information about the outcome of the project on Persons with Disabilities. **Valuable learning can be obtained that will provide information about challenges and strategies for having a disability inclusive project, and the consequences of not including disability at all.** A good checklist to have at this stage when implementing and monitoring the project includes asking questions such as:

- Does the project's Monitoring, Evaluation, Assessment and Learning or MEAL and data collection system include an overall disability perspective as well as disability-specific indicators?
- Are Persons with Disabilities able to access project interventions as envisaged in the project design?
- If they have difficulties in accessing interventions, what steps can be taken to address these difficulties immediately?
- Are disability-specific budget lines being spent according to the plan?
- Are Persons with Disabilities or Disabled Peoples Organisations or DPOs continuing to be involved in consultation and decision-making about ongoing implementation of the project?
- If a disability perspective was not included in the analysis and planning phases, have steps been taken to actively minimise the possible negative impacts of this and the unintended effect on Persons with Disabilities in implementation?

ASSESSMENT FOR LEARNING: Again, discuss in detail each of the checklist points with the participants and try to ensure they will do as much as they can try and incorporate it into the design of their project such that their intended achievement is as practical as possible.

- **02.00 Introduce the Fourth Stage**

Discuss with the participants.

The Evaluation Stage: In this stage the relevance and success of the project is measured against the original design. Evaluation is undertaken in order to answer specific questions and give guidance to all stakeholders including donors, middle and senior management, field staff and programme officers. The information provided helps to determine whether underlying theories and assumptions used in project planning were achieved and what lessons were learned through it all. In the evaluation stage, a good checklist to have includes asking questions such as:

- Are project owners, authorities and other stakeholders aware of the importance of including a disability perspective?
- Does the scope of the evaluation and relevant ToR include a disability perspective?
- Are Persons with Disabilities being included as stakeholders or facilitators in the evaluation?
- Are venues and facilities being used for the evaluation accessible for Persons with Disabilities?
- Does the MEAL system include indicators and other measurements of disability inclusion?

ASSESSMENT FOR LEARNING: It is important to note and to reiterate to participants that even if their project (the one they are working on or one they have previously) has not included a disability perspective in analysis, planning and implementation, asking disability-specific questions in an evaluation can provide valuable lessons. These can include assessing and evaluating whether people with a disability were included or not, the benefits or negative consequences associated with their inclusion or exclusion and evaluating the budget spent on disability inclusion. Most usefully, it can provide a firm understanding of which future projects and programs should include Persons with Disabilities, how this can be achieved and why.

Some additional questions that the RLO can ask during the evaluation stage are:

- Has the awareness and understanding of disability increased amongst the RLO staff? Has this occurred in the community? What can be learned about the initiatives undertaken? Were some more successful than others?
- Do Persons with Disabilities have a better understanding of their rights and entitlements?
- Did the project alter power relations or enhance the capacity of Persons with Disabilities?
- Were Persons with Disabilities able to access the full range of services offered? What difficulties did Persons with Disabilities have in accessing the services?
- What are recommendations for addressing the barriers in the future?

- Do Persons with Disabilities have the choice or opportunity to be involved as active participants in decision-making processes, for example, do they actively speak at meetings, have direct communication with the project staff regarding their needs?
- What types of disabilities are represented?
- Have project personnel received knowledge and training on the specific requirements of Persons with Disabilities?
- Has the community's knowledge regarding disability rights and participation strategies increased? If so, how?
- Has the community formed a deeper respect and understanding for Persons with Disabilities and their families including decreased stigma and discrimination and increased appreciation of capacities and contribution?
- Have project proposals, organisational policies, procedures and project decisions been reviewed and updated to be disability inclusive?
- What partnerships have been made? Have any referral pathways been made with Disabled People's Organisations? To what extent and to do what?
- Within your project, how do stakeholders settle interest conflicts? Are project objectives relating to the needs and rights of people with a disability openly discussed? How are project priorities set, and by whom?

ASSESSMENT FOR LEARNING: It is important that at this point all the participants can appreciate how disability can impact a project and by extension the community in which it is a part of. It is also critical that the participants include Persons with Disabilities at all stages of the project management cycle and how to be intentionally inclusive in their planning process so as to ensure the project has a strong element of inclusivity. It is important that the participants recognise how it is smarter, easier, cheaper and more effective to be disability inclusive from the start.

- 02.40 Finalise the Disability Inclusive Project

Now allow the participants to work together to finalise their project, by this time, they should have created and mapped out a disability inclusive project and they can use the remaining time in the session to finalise on their project. You can discuss with the participants but ensure they are leading the discussion and the direction that the project will take. Ensure the participants are as realistic as possible with the project they have mapped out and will be able to achieve it.

Come up with a schedule and timeline which you can use to monitor with the RLO on the progress of their disability inclusive project.

- 03.00 ASSESSMENT FOR LEARNING

Debrief with the participants on how they feel that having the element of disability inclusion will impact their projects, their RLO and by extension their communities.

Get them to discuss what they felt have been the most important elements of the session.

Module Summary

By the end of this module, the RLO should have a deep understanding of Disability Inclusion. Most importantly, the participants should as an RLO be able to re-evaluate how their RLO has approached matters of Disability Inclusion and how they can, moving forward, make positive as well as realistic adjustments to their everyday internal operations, activities and programmes.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Module 20: Peacebuilding in Our Communities

Introduction to Module

In this module, RLO leaders will learn how to develop and implement a peacebuilding initiative in their communities. This module is designed to support the work of RLO leaders as peacebuilders. Cohere believes that RLO leaders have tremendous capacity, as individuals and as a community, to learn about and contribute to local, national and international conflict management. This module also provides guidance and materials about the complex nature of peacebuilding. The focus of this module is on peacebuilding because we know that peacebuilding must be developed, fostered, and supported. The goal of the module is to help in the development of RLOs as peacebuilders and to raise the visibility of positive examples of nonviolent conflict management. It is our belief that the skills of peacebuilding presented in this module will be applicable at multiple levels and will enhance peace among the leadership of the RLOs/CBOs and will extend the same peace to the community they serve.

Additional Notes to Consider for Preparation: When it comes to RLOs operating and working within refugee communities, many participants in one way or another have experienced some form of conflict and been involved in a peace building initiative. Some of these experiences may be a cause of trauma for some participants. Be conscious and cognisant of the fact that some participants may find some sections sensitive or not be willing to share openly and honestly. Keep building a rapport with them, encouraging them to share freely and openly and urging other participants to keep all information confidential and everyone to be sensitive to their neighbours' experiences.

Session One – Understanding Conflict

> **Resources:** Display the **PowerPoint** entitled "Module 20, Session 1 – Understanding Conflict" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will need a board to write on, or flipcharts and markers to write on.

- 00.00 Discuss the objectives of the module with them (5 mins):

In this session you will learn how to define and understand conflict. By the end of the lesson we should all have a general understanding of what conflict is and how it has affected us.

Ask the participants.

Do you have any expectations for the training that we can discuss?

Allow the participants a few minutes to discuss before inviting each of them to share their expectations and what specifically they would like to learn about peacebuilding in their communities. Please take note and write them on the flip chart. It will also help them see what pieces of knowledge they would like to strengthen and allow them to make the connection with the concepts that are about to be produced. It will also support collective engagement (sharing) with the training.

- 00:20 Introduce the First Activity

Write the word "conflict" on the flipchart paper or board. Ask each participant to list on a piece of paper five words that they associate with "conflict." Give the participants a few minutes to work on this before inviting their feedback.

Invite the participants to share one or more of their words, and make a word web radiating out from the word **conflict** on the chart paper as they share.

As you make the web, try to arrange the responses given by participants into groups such as "emotions," "current events," "personal," and so on. Keep the word at full display throughout the session, so participants can add to it and refer to it during discussion.

- 00.20 Debrief of the Activity

Invite the participants to share their thoughts on the word web guiding them with the questions below.

- What are some similarities and differences in the words you gave? What might account for these similarities and differences?
- What do these words say about how you feel about conflict? (Positive or negative? And Why?)
- How do these attitudes on conflict reflect the way people tend to respond to conflict? How might your attitude on conflict affect how you respond to conflict in your own life?
- How might a conflict reflect a variety of responses at once?
- Why do you think it is important for us to learn about and understand conflict?

ASSESSMENT FOR LEARNING - take a note of the words the participants use to see if they already have a good idea of what conflict is, how it applies to them and their communities. If they do then this will make it easier for you to progress with the session.

As a summary for this exercise, explain that across all human societies, the existence of conflict is an inevitable and normal part of life. We encounter conflict with ourselves, at home, at work, on the streets, within the organisations we lead and within the community we come from and operate in.

People often see conflict as something negative, something to avoid, a reason to fight, and less often as an opportunity to learn, change, and grow. This is because most of us are never taught ways to deal with conflict constructively. Yet conflict in itself is neither negative nor positive; it is neutral.

The people experiencing conflict are the ones who determine its value, and how they choose to deal with it determines whether it is constructive or destructive.

Ask the participants.

Do you agree with this summary?

Allow for some responses, encouraging them to be open and honest and share what they know and understand about conflict, as there are no wrong answers but this should be an opportunity for them to share and build their knowledge with each other. Reiterate some of the key words from the summary to prompt their views and gather their perspectives and examples from their own personal experiences.

- 00.40 Levels of Conflict

Conflict can occur on many levels. It can be personal, local, national, or international.

Ask the participants.

Can we try and identify some examples of conflict at each of these levels?

Allow for some responses from the participants and ensure that each level of conflict is understood by each participant. Use the examples below to guide your discussions. The examples are not conclusive, please rely on your own experiences and your participants to guide the discussions and examples further.

- Personal conflict: When someone is battling the decision to take alcohol or drugs to forget a bad experience.
- Local conflict: When neighbours dispute the usage of a water from a shared resource
- National conflict: When political parties dispute the results of an election
- International conflict: When two countries dispute over a territory or differ because of different ideologies for instance the Russia and Ukraine war

- 00.50 Introduce the Second Activity

Inform the participants that they will now work together to identify the components that make up a conflict and use that information to come up with a definition of it together.

Divide the participants into pairs and tell each pair to come up with a definition of conflict. Ask them to consider in their definition what conflict means, what it sounds like, what it feels like, where it happens, and any other relevant information that will help create a written description of what the word means. Please urge them to use their own words and their own experiences to do this.

Allow them to discuss with each other for a few minutes before allowing responses.

As they work, write on the flip chart "Components of Conflict," with the five "**W**s" in a row as shown below as a guide that is:

- **Who**
- **What**
- **When**
- **Where**
- **Why**

Invite each pair to write their definitions on another flipchart and as they do it take time to share where their definition came from.

As they discuss their responses, ask the other participants to identify key words that answer any of the five **W**'s and write them next to the word they coincide with on the flipchart.

Continue the discussion with the participants to keep shaping up the definition using some or all of the following questions below:

Urge them to use their own experiences and to remember that this is also a safe space where they can share honestly and in confidence. As the participants share their views, keep adding on to the definitions and keywords defining the components of a conflict.

- Why do conflicts occur? Over what?
- Is a fight different from an argument?
- What is the difference between conflict and violence?
- Why do conflicts become violent?
- What are some of the similarities between conflicts at a personal, local, national, and international level?
- What are ways conflicts can be positive or have good endings?
- Share an experience of when you resolved a conflict. What did you do?
- What skills or strategies did you use to resolve it?
- How do you feel when you have successfully resolved a conflict?
- Describe a conflict that helped you learn something about yourself or others.
- What do you think the role of perception is in conflict? (As you discuss, highlight the importance of perceived differences, and that it can be over relationships, information, interests and expectations, resources, and/or values.)

- 01.15 Defining Conflict

With the discussions and the definitions, now altogether, urge the participants to come up with one definition of conflict. They should collaborate on what keywords should feature in the definition as well as the components of it. Remember the participants should define it. You can also use the definition below as a guide.

A conflict is a struggle and a clash of interest, opinion, or even principles. It can also be defined as a serious protracted disagreement or argument between two parties or individuals. Conflict will always be found in a society, as the basis of conflict may vary to be personal, racial, class, caste, political and international.

ASSESSMENT FOR LEARNING: Before moving on, ensure that all participants are clear and comfortable with the definition of conflict. The point of this exercise is to ensure the observers listen to the other participants' varied opinions on conflict

keenly, and as a challenge to see how they all collaborate to come up with a shared meaning and understanding of conflict.

- **01.30 Take Away Assignment**

Assign the participants the tasks to now as an RLO go and discuss what conflict means to them and how it has affected their work in their communities. Has the conflict in their communities affected their work? Has it affected their vision and strategic objectives? They should take a few days to also go and find out from their community members how conflict has affected them. They should then sit down and summarise their findings as a team and be ready to discuss them in the next sessions.

Session Two – Dealing with Conflict in our Communities

> **Resources:** Display the **PowerPoint** entitled "Module 20 – Dealing with Conflict in our Communities. You will need a flip chart and marker pens.

- ## 00.00 Discuss the objectives of the module with them (5 mins):

In this module we will be learning about how we can deal with conflict in our communities by discussing conflict management and conflict resolution.

By the end of the session, we should also be able to reflect on the ways we have dealt with conflict and the methods we have used.

- ## 00.05 Recap on the take home assignment

Get the participants to share their findings from the last session's take home assignment. As they present, ask them to all participate and share if the conversations with their communities made them reevaluate some of their initiatives. For instance, were the core areas of the RLOs they are working in centred around conflict or peace building.

ASSESSMENT FOR LEARNING: As you go through the concepts below, it is important to relate them to the participants' RLOs and the RLOs activities within their communities. Keep prompting the participants to come up with examples where they can relate to the situations described.

- ## 00.15 Display the next slide on Dealing with Conflict

Ask the participants.

Can you describe a situation in which your RLO was dealing with a conflict? What was happening?

Allow the participants to discuss in pairs or groups and share with the participants before moving on. Debrief on their answers by asking the following questions below.

- *With whom was the conflict involved?*
- *How did the type of relationship with the conflicting parties affect how you managed the conflict? Did it make it easier? Harder?*

Have a few volunteers share their specific experiences and responses to the questions. From their responses, ask the participants the questions below.

- *How do relationships impact your ability to deal with a conflict?*
- *Why do relationships often fall apart? What makes it difficult to maintain relationships in conflict situations?*
- *How might trying to maintain the relationship with the person with whom you are in conflict (or build a relationship, if you do not know the other party well) affect how you approach the conflict?*

Give the participants a few more minutes to discuss in the same pairs and groups -

What was the outcome of the conflict?

After a few minutes, ask the groups to share their experiences. As they do, take note of the methods that the participants have used in dealing with their conflict, ask them to describe:

- The process they used
- Why they choose the process
- Is it a way that is preferred to deal with the conflict within their RLO
- Does the method always work for all matters, or do some matters require different methods? If yes, please describe them
- Would they recommend the process they have used to others within their community and why?

Allow for some responses and ensure that all participants are sharing their experiences. This last set of questions will be expounded on in a take home assignment where the RLOs will go and find out from their communities on how they have dealt with conflict.

- 00.50 Display the next slide on Conflict Management

Conflict can be either positive or negative. When it is not managed effectively, conflict can escalate to violence. But violence is not inevitable, it can always be avoided. We are going to discuss some core concepts and skills that are crucial to conflict management and therefore lead to the management prevention of violent conflict.

Conflict management is the practice of being able to identify and handle conflict sensibly, effectively and fairly. The goal of conflict management is to find a nonviolent solution to a problem, a solution to which all parties agree. It aims to reduce tensions and stress around a conflict.

Effective conflict management also strives to build the capacity (via institutions, processes, laws and rules, as well as skills and tools) of societies, organisations, and

individuals to resolve disputes and address the sources of conflict in ways that are nonviolent and perceived to be equitable.

The process of conflict management, whether at the personal, local, national or international level, is dependent upon trust, relationship building, and working cooperatively to find solutions.

The purpose of this is for us to strengthen our capacity to manage conflict in our RLOs as well as in our communities.

However, before you get to conflict management there is the concept of conflict analysis. **Conflict analysis** is the starting point for addressing conflict. It is a process through which you can begin to understand a conflict in all of its complexity by identifying the various elements, including parties, issues, relationships, perceptions, definition of the problem, history, roots of the conflict, and structural impediments to a solution.

Once you have analysed a conflict and are aware of the various **perspectives** involved, the process of imagining creative solutions becomes easier. Once you understand the conflict you can think about how you will approach it and by extension how you will manage it.

When managing conflict you should identify the **conflict style** of the parties with whom you are in conflict with or who are in conflict, so that you adjust your behaviour or identify ways in which they can adjust their perspectives and/or behaviours in ways that contribute to an effective solution.

Another tool for successful conflict management is **effective communication**, which includes active listening. When one side does not feel as though they are being heard, they may be reluctant to communicate with other parties.

By using active listening skills, parties in conflict can build trust in demonstrating that they want to understand the other party.

When managing conflict, it is important to **establish and manage trust**. During the process of conflict management, it is important for the parties in conflict to establish trust with each other so as to ensure at the end of it there is an effective solution that is reached. When establishing trust, you must explore the concept of competition versus collaboration and to understand that conflicts are easier to manage when the people in conflict work together, trust one another, and strive to maintain their relationship. This is applicable in all the levels and components of conflict.

To summarise the discussions, ask the participants.

Can you narrow down some of the skills necessary in conflict management based on our discussions?

Allow them to discuss for a few minutes before aligning their responses to the feedback below.

Conflict analysis, understanding conflict styles, understanding different perspectives, effective communication skills, establishing trust and active listening are all skills used in conflict management.

- 01.00 Display the next slide on Conflict Resolution

Ask the participants.

Can we discuss the meaning of conflict resolution?

Allow for the participants to discuss in pairs before sharing their reflections with the entire class. Align their responses to the statements below.

Conflict resolution is the formal or informal process in which two or more parties find an amicable solution to a dispute.

When a dispute arises, often the best course of action is negotiation to resolve the disagreement. Negotiation is a process in which two or more parties are directly engaged in resolving their conflict. The goals of negotiation are:

- To produce a solution that all parties can agree to – meaning active participation of all sides involved in the conflict
- To work as quickly as possible to find this solution
- To improve, not hurt, the relationship between the groups in conflict

Conflict resolution through negotiation can be good for all parties involved. Often, each side will get more by participating in negotiations than they would by walking away, and it can be a way for a disgruntled group to get resources or a solution that might otherwise be out of reach.

Some other good reasons to negotiate are:

- To understand more about those whose ideas, beliefs, and backgrounds may be different from your own. In order to resolve a conflict, you will need to look at the conflict from your opponent's point of view and learn more about this person or group's perspective and motivations.
- To ensure that your relationships with opponents continue and grow. If you make peace with your opponents, you increase your own allies in the community. Successful negotiations pave the way for smooth relationships in the future.
- To find peaceful solutions to difficult situations. Full-blown battles use up resources such as time, energy, good reputation, motivation and so on.

Conflict resolution is appropriate for almost any disagreement. Our daily lives offer plenty of opportunities for negotiation, but for more serious conflicts, and conflicts between groups rather than individuals, you may need some additional skills.

There are seven steps to successfully negotiating the resolution of a conflict:

1. **Understand the conflict:** Conflicts arise for a variety of different reasons. It is important for you to define clearly your own position and interests in the conflict, and to understand those of your opponent.

2. **Communicate with the opposition:** Listen, Let everyone communicate, talk about and discuss openly all the strong emotions involved and try not to respond to them, but be an active listener, be concrete about what you desire but be flexible, avoid early judgements and find a way to make the decision easy for all parties involved

3. **Brainstorm possible resolutions:** Now that you know what the interests of both parties are, and how to better communicate with the opposition, you can start thinking about solutions. Look at all of the interests you have listed, for you and for your opponents, and look for common interests.

4. **Choose the best resolution:** You will need to decide which resolution is best together. Review your brainstorm ideas. Star the best ideas - these are what you will work with during the conflict resolution process.

5. **Use a third party mediator:** As you are brainstorming and choosing a good resolution, you may want to use a third party mediator. **Mediation, on the other hand, is the process in which an impartial third party attempts to assist parties in conflict in finding agreeable solutions.** A mediator is a person who is not from your group or your opponent's group, but whom you both trust to be fair. Your mediator can help both sides agree upon a standard by which you'll judge your resolution. Standards are a way to measure your agreement. They include expert opinions, law, precedent (the way things have been done in the past), and accepted principles.

6. **Explore alternatives:** There may be times when, despite your hard work and good will, you cannot find an acceptable resolution to your conflict. You need to think about this possibility before you begin negotiations. At what point will you decide to walk away from negotiations? What are your alternatives if you cannot reach an agreement with your opponent? It is important that you brainstorm your alternatives to resolution early on in the negotiation process, and that you always have your best alternative somewhere in the back of your mind. As you consider possible agreements with your opponent, compare them to this "best" alternative. If you don't know what the alternative is, you'll be negotiating without all the necessary information! This is where alternative dispute resolution mechanisms can apply.

7. **Cope with stressful situations and pressure tactics:** So far, we have implied and talked about how to negotiate with a fairly reasonable opponent. However, you need to be prepared to negotiate with all kinds of opponents, both reasonable and unreasonable. What if your opponent is more powerful

and influential than you are? What if they refuse to meet or talk with you? All of these situations are stressful, and intended to put extra pressure on you to make a quick decision in the opposition's favour. When a situation like this takes place, stay calm and go slow. Don't get angry or make a rushed decision.

Conflict resolution commonly involves the processes of negotiation and mediation.

- 01.10 The Difference between Conflict Management and Conflict Resolution

Conflict resolution seeks to reduce or eliminate a conflict. Conflict management minimises the negative outcomes of a conflict but does not always ensure that the conflict is resolved. Conflict management promotes the positive outcomes of a conflict, but that does not mean the conflict is dealt with or eliminated. Conflict management can be used when the issues are minor and conflict resolution needs to be used if the conflict is more serious and has bigger implications.

ASSESSMENT FOR LEARNING: Before moving on, be sure participants are clear on the difference between conflict management and conflict resolution. Keep reiterating the terms and definitions giving examples where possible to distinguish the concepts and also ensuring the participants can contextualise their meanings to their day to day lives.

- 01.20 Alternative Dispute Resolution (ADR)

When it comes to dealing with conflict, sometimes the situations may be very serious and require more support and structure towards the resolution. This is where an alternative dispute resolution mechanism can apply. ADR refers to the different ways that people can resolve disputes without involving a courtroom. Common ADR processes include mediation, arbitration, and neutral evaluation. These processes are generally confidential, less formal, and less stressful than traditional court proceedings. It is important to note that the forms and outcomes of an ADR process are binding to all parties. These processes are also common in community settings.

- 01.25 Take Home Assignment

From the previous discussion, ask the RLOs to now go and discuss with their communities how they usually manage and resolve conflict. The members of the RLO should go and discuss with the community leaders as well as their community members what methods they have used for dealing with conflict in their communities and what were the results. They can expound on this statement by finding out from the community:

- The process they used
- Why they choose the process

- Is it a way that is preferred to resolve the conflict within their RLO
- Does the method always work for all matters, or do some matters require different methods? If yes, please describe them
- Would they recommend the process or would they prefer an alternative process to resolve conflict
- What role should the RLO play when it comes to the resolution of conflict within their communities and how can they do it?

Allow the RLOs a few days to do this research, encourage them to go and discuss with as many community members as possible as well as different community leaders and to document their findings into the assignment. They should ensure it is a consultative process and get substantive feedback from their communities and community leaders.

- 01.30 ASSESSMENT FOR LEARNING

The RLOs by the end of the session need to be very clear on how they can deal with conflict or how their RLOs can position themselves to be a part of a conflict management process or a conflict resolution process. The aim of the take home assignment is also for the RLOs to truly assess what are the effective ways of managing conflict in their communities and how their communities feel about the roles they should play in conflict management and conflict resolution. Allow the RLOs ample time and support them as they conduct their inquiries and findings.

Session Three – Conflict Transformation and Peacebuilding in our Communities

> **Resources:** Display the **PowerPoint** entitled "Module 20 – Conflict Transformation and Peacebuilding in our Communities. You will need a flip chart and marker pens.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module we will continue to reflect on the various ways that as an RLO, we can deal with conflict in our communities. In today's session we will focus on how we can transform the conflict situation so as to achieve the best outcome.

From our discussions on conflict in our last session, in this module we will learn how to define   peace and discuss the various perspectives of peace.

By the end of the session, we should understand what peace means and we should also be able to reflect on how through our organisations, we can start developing peacebuilding initiatives within our communities.

- **00.05 Recap on Take Home Assignment**

Ask the participants to share their findings from the previous assignment. Get their feedback on what they found and the impact it has had on the RLO and the RLOs activities.

- **00.15 Display the next slide on Conflict Transformation**

Ask the participants.

Please can you define the concept of conflict transformation?

Allow for the participants to discuss in pairs before sharing their reflections with the entire group. Discuss with them the statements below.

Conflict transformation is a concept designed to reframe the way in which peacebuilding initiatives are created and sustained. It can also be described as the process of moving from conflict habituated systems – systems that are inherently recurring in conflict – to building and sustaining peace systems. It is mostly

applicable for deep-rooted conflicts that during the conflict analysis process you discover have patterns and are part of the system they fall in. The concept of conflict transformation is also geared towards ensuring that conflict is resolved for the long term, that is peace is built and sustained.

There are four dimensions in conflict transformation and they are:

- *Personal or individual changes in the emotional, perceptual, and spiritual aspects of conflict;*
- *Relational or changes in communication, interaction, and interdependence of parties in conflict;*
- *Structural or changes in the underlying structural patterns and decision making in conflict; and*
- *Cultural or group/societal changes in the cultural patterns in understanding and responding to conflict*

Usually in a conflict situation, emphasis has been placed on conflict management and conflict resolution which focus on reducing the possibilities of violence or hostility amongst the parties.

Conflict transformation places greater weight on addressing the underlying conditions which give rise to conflict but place more emphasis on ensuring there is a path to building and sustaining peace. Conflict transformation applies more analytical skills and tools into the process. It is also a gradual process and sometimes may take time and patience. It needs sustained engagement and interaction. In our communities and RLO activities, establishing a conflict transformational approach to it would be best as it ensures we work towards peace building initiatives that can be sustained in the long term.

The Transcend method is one method or approach of conflict transformation, and it follows the following steps:

1. Mapping the conflict formation
2. Bringing in forgotten parties who also have important stakes in the conflict
3. Having empathetic dialogues with all parties
4. Focusing on one conflicting party at a time
5. In one of these dialogues, identifying acceptable goals of each party
6. Trying to bring in additional perspectives and goals to the table
7. Establishing what would be the overarching goals that would be acceptable for all parties
8. Establishing one goal
9. Help establish the tasks that would be required to establish that one goal for all the parties involved
10. Verifying how this goal would realise all the parties goals
11. Helping the parties come together and establish how they can sustain this goal

To summarise, **conflict transformation** involves transforming the relationships and situations that support violence to build and sustain peace initiatives, **conflict management** approaches seek to merely manage and contain conflict, and **conflict resolution** approaches seek to move conflicting parties' positions towards positive outcomes.

Ask the participants.

Knowing this, can you describe a situation in which you or your RLO would need to engage in a conflict transformational initiative?

Allow them to discuss in pairs and share with the group. You can also expound this as an exercise that can be a take home assignment for participants.

- 00.30 From Conflict Transformation to Peacebuilding

Ask the participants.

How can we relate all this to peacebuilding?

Allow for some responses before aligning them to the statements below.

Conflict transformation views peacebuilding as centred and rooted in the quality of the outcomes required.

If you or your RLO is involved in a conflict within your community, if someone uninvolved in the situation asks what the conflict is about, our initial explanations will typically be framed in terms of the specific issues the parties are dealing with. This focus is more on conflict management and conflict resolution. As discussed it relates to the resolution of simpler and immediate problems. However, the conflict transformational approach addresses this situation somewhat differently. This is because conflict transformation is more than a set of specific steps, skills and techniques. It is about your way of looking and seeing, and it provides a different perspective through which we make sense of conflict by focusing on lasting peace initiatives. Looking at it this way will draw our attention to certain aspects of conflict, and help us to bring the overall meaning of the conflict into sharper focus and help us strengthen our community peace building systems.

Peacebuilding is the development of constructive personal, group and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in nonviolent ways and to transform the structural conditions that generate deadly conflict. Peacebuilding becomes strategic when it works over the long run and at all levels of the community to establish and sustain relationships among people.

- 00.40 Introduce the first activity

Ask the participants.

What three words come into your mind when I mention the word peace?

Ask them to reflect on this for a few minutes before asking them to share their responses. As they respond, write down the words on the flipchart taking note to underline and highlight the words that keep being repeated by many of the participants.

Depending on the responses you can ensure the words below should feature in the responses. Please note that you should allow the participants to lead in this discussion and only use the words to prompt responses and note that it is not final or conclusive and can be added onto as needed.

Calm, safe, comfort, pleasure, happiness, relaxed, tranquillity, contentment, satisfaction, well-being, health, silence, joy, high spirits, soothing, clear conscience, quiet mind, balance, composure.

After you have concluded and exhausted your list, ask the participants.

With that, can we now try and come up with a definition of peace? What does peace mean to you as an individual and discuss in pairs what peace means to your organisation.

Allow the participants a few minutes to discuss with one another and reflect on the task before allowing responses. Write down their responses on the flipchart and again highlight the similarities and common words used. You can use the definition below as a guide, but remember the participants must collectively come up with the definition of peace together.

Peace is a state of tranquillity or quiet, it can also be defined as the freedom from all forms of disturbance or conflict.

ASSESSMENT FOR LEARNING: It is difficult to come up with one definition of peace as peace is one of the things that can have different meanings to different people. That said, please ensure that all participants at this stage of the session are able to define peace in their own words whether or not you were able to come up with a collective meaning.

- 01.00 Introduce the second activity

Explain to the participants that the next activity will help them as a group define what peace means to their organisation. Ask the participants to come to the front

of the room. Determine that one side of the room represents **peace** and the other **not peace**. You are going to read out a few scenarios to them and depending on what they hear they should move to the section of the room that they believe the scenario truly represents. They should move silently and tell them you will ask their views after they have moved. Advise them if they feel a situation can be interpreted as both peace and not peace, they should remain in the middle.

However, remind the participants that they should always pick a side and be ready to defend their position. During each of the scenarios, pick a few participants to explain why they choose their position and to expound for the entire group. Encourage anyone with an alternative view to speak out and share their views too. Remind them that there are no wrong answers and we are all learning from each other.

As soon as the instructions are clear to everyone, read out the scenarios.

Personal:

- You arrive at home and your partner, parent or sibling has taken money off from your bag without asking. This frustrates you, but you don't say anything because you don't want to cause a fight.
- Your colleague at work accuses you of taking something, but you did not. You schedule a time after to work out the misunderstanding.
- You are late and find a long line and cut the line.
- You and a friend get in a fight, and your brother sits you both down to talk it out.

Local:

- Youth in an area known to have many instances of crime participate in a local anti-violence program.
- A community based organisation holds an event to create awareness on a way to report violence in their community

International:

- There are 300,000 child soldiers involved in conflicts around the world.
- A group of Muslim and Christian leaders meet to dialogue about interfaith peacebuilding.
- Humanitarian aid with medical supplies and fresh water reaches a community affected by conflict.
- Children in a refugee camp or settlement are not able to go to school for fear of violence if they leave their homes.
- Young leaders from around the world participate in a conference to learn about how they can contribute to local and global peace

- 01.10 Reflections from the Activity

After the activity, ask the participants to reflect on the meaning of peace, the scenarios they had to choose from with the following questions.

- What are the essential ingredients for peace to exist? How would you define peace?
- Is conflict necessary for there to be peace?
- How did your perspectives and understanding of peace change during this activity?
- What can we gain from learning about peace?
- What does peace look like in our RLOs?
- What does peace look like in our communities?

TAKE HOME ASSIGNMENT: Inform the participants that the last two questions will be discussed in more detail as the take home assignment.

- 01.15 Case Study of The Blind Men and the Elephant

Read the story of The Blind Men and The Elephant retold by Donelle Blubaugh to the participants.

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village. The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she travelled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature? The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads. "No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back." "You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man. "Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate." "I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom." "I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke." Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his

hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace. When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments. The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful." The second blind man put his hand on the elephant's limber trunk. " An elephant is like a giant snake," he announced. The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear." The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow." The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said. The sixth blind man gave a tug on the elephant's fuzzy tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed. The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink." While they waited, the six blind men talked about the elephant. "An elephant is like a wall," said the first blind man. "Surely we can finally agree on that." "A wall? An elephant is a giant snake!" answered the second blind man. "It's a spear, I tell you," insisted the third blind man. "I'm certain it's a giant cow," said the fourth blind man. "Magic carpet. There's no doubt," said the fifth blind man. "Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us." Their argument continued and their shouts grew louder and louder. "Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!" "STOP SHOUTING!" called a very angry voice. It was the Rajah, awakened from his nap by the noisy argument. "How can each of you be so certain you are right?" asked the ruler. The six blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all. "The elephant is a very large animal," said the Rajah kindly. "Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace." When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah's advice. "He is right," said the first blind man. "To learn the truth, we must put all the parts together. Let's discuss this on the journey home." The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend's shoulder, and so on until all six men were ready to travel together.

Lead a discussion using some or all of the following questions:

- How did you feel if or when someone insisted on seeing something different than what you saw?
- Is one perception more correct than the other?
- How can differences in perception lead to conflict?

- If conflict is based on perceived differences of incompatible needs and interests, how do you go about helping to resolve conflict?
- How can we relate this to our own perceptions of peace?
- How can we use this case study to create peace within our RLOs and our communities?

- 01.30 TAKE HOME ASSIGNMENTS

Remind the participants of their take home assignments.

ASSIGNMENT ONE: As an organisation, they are to go and discuss and come up with a write up of the following questions in detail.

- What does peace look like in our RLOs?
- What does peace look like in our communities?

Allow the participants a few days to as an RLO really define what peace means to their organisations and particularly how it has impacted the organisation's vision, objectives and activities. Explain that it is important that as they frame this they are also able to speak to their community members and get additional input on how they can incorporate this into their organisations activities.

ASSIGNMENT TWO: Remind the participants of their second take home assignment. As an organisation, they are to go and expound on a situation in which their RLO would need to engage in a conflict transformational initiative? They should discuss what the situation would be like and what would be the steps they would take to establish and sustain peace. They would need a few days to work on this so that they do it comprehensively. Keep track of their progress and support them where you can.

- 01.40 ASSESSMENT FOR LEARNING

The main purpose of this session is two fold – **the first is to make sure that the participants can understand and define the meaning of peace**. However, it is also important that all the participants understand how peace is a matter of perception and there are different perceptions of what that means to different people. It is also important for the participants to be clear how peace is also a 'fragile' concept and how easily a somewhat peaceful situation can be overturned if a situation is not managed well. It is also important that you ensure that the participants are clear on these aspects.

The second main purpose of this session is to bring in how multi-faceted RLOs need to view their peace building initiatives. The participants should be able to

conceptualise different elements of conflict that they may be involved in but also as an RLO how to have a much more multi-faceted and longitudinal view of establishing peace within their communities.

Session Four – Bringing it Altogether

- **00.00 Introduce the session, using the next slide**

After that intensive session, today we will look at how we can bring in all the elements we have learned about into creating a peacebuilding initiative in our communities.

- **00.05 Discuss the objectives of the module with them (5 mins):**

In this session we will be working together to prioritise a peace building initiative in our communities and establishing what we as an RLO can achieve together.

- **00.10 Recap on the Two Take Home Assignments**

In this session, we will get the participants to review all their take home assignments with the element of conflict transformation. Ask the participants to review the previous sessions assignments.

From the assignments, get the participants to identify one key priority that their RLO should focus on and from that generate a peacebuilding initiative.

- **00.45 Developing a Peacebuilding Initiative in our Communities**

Get the participants to work together to develop a peacebuilding initiative they can embark on in their communities. They should ensure they base the initiative on an approach that aims to transform conflict. The initiative they develop should be contextualised to what they can do to sensitise their community and should include the activities to support the initiative.

As a facilitator, you will need to support them to develop a realistic initiative with a budget to support it so that they can achieve it successfully.

Module Summary

By the end of this module, the RLO should have a comprehensive understanding of conflict and how to build peace in their communities. The most important thing to remind the RLOs is that the peace they aim to establish should have elements of being sustainable and as an RLO it is crucial for them to approach matters within their community with a multi-faceted approach so as to achieve success. Overall, the peacebuilding initiatives they undertake should be sustainable and realistic to their operating contexts.

Have a reflection on how well you think this module went. Write a short paragraph summarising your reflection and think of how the module could be delivered better and send that summary to the Cohere Team Lead and Capacity Development Lead. Cohere is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of your assessment for learning and links to on-line resources that include references of the RLOs feedback and examples too.

Changelog

Version 2023.1

- The fifth version developed the next module:
  - Disability Inclusion

Version 2022.2

- The fourth version developed the module:
  - Peacebuilding in our Community Projects

Version 2022.1

- The third version developed the next module:
  - Developing and Implementing an Advocacy Strategy

Version 2021.1

- Second version developed the next 9 modules:
  - Financial Accounting and Management
  - Fraud
  - Proposal Writing for Community Projects
  - Managing Community Projects
  - Gender and Inclusivity in Our Communities
  - Building and Sustaining Partnerships
  - Risk Management
  - Safeguarding
  - Child Protection (Bonus Module)

Version 2019.1

- First version developed the first eight modules:
  - Understanding and Describing your Community
  - Analysing Community Problems Together
  - Forming and Communicating a Vision
  - Strategic Planning
  - Resource Mapping
  - Leadership
  - Governance
  - Proving Impact

Publishing Information

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