

LEVEL UP!

The Activist Network

20 hours training programme





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Acknowledgements

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General information

Welcome to the training programme of the Activist Network! This is a 20-hours training programme, organised in 10 sessions, and it can be delivered online or offline. These guidelines are for trainers and facilitators who want to implement this training programme in their own organisation or within their own youth group. These guidelines will provide you with a step-by-step guide on how to facilitate the learning progress of participants.

Aim

Provide participants with the tools, knowledge and understanding they need to become more active in civic and democratic life.

Objectives

- Create a local network of young activists who are motivated and given the tools to engage with and/or organise activities on democratic participation;
- Increase young peoples' understanding and engagement with civic participation;
- Create a local network of young volunteers who are given the tools and competences to support and grow within local youth NGOs;
- Empower young volunteers and activists to start their own project, campaign or activity.

Training programme and the flow

This training programme has 10 sessions that are related and build on each other. They are developed in such a way that participants will use the knowledge gained in the previous one and enlarge it in the next one. Every session lasts 2 hours and you should plan breaks in between if you are doing more sessions in one day. In the first and the last session, there is a short self-assessment for the participants to help you track the knowledge and confidence development throughout the training.

All the information given in this pre-session step-by-step part should serve you to give relevant information about the training programme to the participants during the first session. Our recommendation is to close the previous session with information about what they can expect to happen in the next one, and to start the session with the introduction of the session flow.

- Session 1: You are an activist: An introduction to activism – Setting the basics
- Session 2: Finding your passion, pursuing your cause – Why do we even bother?
- Session 3: The community and understanding the landscape – Stakeholder mapping
- Session 4: Activism health: Looking after yourself and others – Appreciate what you are doing
- Session 5: Learn how to develop your Campaign – Where do we start
- Session 6: Taking action – Part 1: Campaign building – How do we do it
- Session 7: Taking action – Part 2: Network building – With whom do we do it
- Session 8: Taking action – Part 3: Getting your message heard and finding allies – Activism and diplomacy
- Session 9: Taking action – Part 4: Managing the campaign – Life support systems
- Session 10: Where next? Preparing you for the next steps – Next steps

How to prepare for the training

We imagine this guide for the Activist Network as two separate parts. The first part consists of explanations of different technical and methodological aspects in relation to the training programme that we found useful according to our experience. The second part is a step-by-step explanation for the above mentioned sessions.

Target group

Young local activists, who are already interested in activism and volunteering and want to acquire more skills, competences and tools, and network with peers at the local level.

Group size for the training

The ideal group size is 20–25 participants because we can have a diversity of opinion and have a chance to discuss with people with different backgrounds and experiences. Based on this the suggestions in the step-by-step part are given. If your group is smaller, the possible issue you could face is that you will finish the session earlier, which is absolutely fine. If you have 40–50 people in one training, you will need to adjust time and number of the small groups. Also, here you have to be really careful not to have too many presentations per small group, maximum once per session and be strict with timing. Instead of a presentation you can only have just one question that all groups should answer or present.

Timing

In the step-by-step part, feel free to adjust the given times according to your preferences and experience, as the duration of the certain parts/activities are relative and depend on the number of the participants, structure of the training (over the weekend, over 5 weeks etc.), speed of the group and so on. Keep in mind to include potential buffer time.

Safe space

Be aware of the participants', and your, needs. Do not forget to address everybody with respect, do not skip the check-in, decide as a group at the beginning what you feel comfortable with and with what not (how to talk during the session, the use of gadgets, how to express if you are cold or you need some air etc.). If you want to learn more about how to create a safe space for the participants, it would be a great way to start with learning more about the [Art of Hosting](#)¹.

We need to understand that there can be young people not being in school/university/job and who are not so confident to speak and reflect alone. Following the 10 sessions in a row might also be very intense. Beware of the vocabulary used, such as "stakeholder" and others might have to be explained first. It takes time but it is necessary if you want to ensure your training is inclusive. Do not assume basic knowledge on these topics and check with the "group leaders" every session, as they will give enriching recommendations on how the participants will react. Try to always give basic explanations so the most disadvantaged do not feel the need to always ask questions that will make them feel excluded and "inferior". Many of these young people do not follow activist trends but are activists in their daily struggles, so it is important to include them and help them put words to what they experience.

Bear in mind that if the young people might be [NEETS](#)² so beware not to ask them too much about what they do in life. It might be difficult for them to write or read long content.

Judgement-free space

It is very important to remind everyone that this training is a judgement-free space in every introduction.

Support

Young people who are not used to being in that kind of space sometimes think that they do not have anything to say etc., they often need support to feel confident. Do not forget to be aware of the most fragile young people in the group.

¹ <https://artofhosting.org/>

² <https://www.eurofound.europa.eu/topic/neets>

Introduction and check

Every workshop starts with

- An introduction: Where you present what will happen in that workshop and/or remind participants what happened in the previous one and how this one is connected. Usually we plan 10 minutes for this, only the first workshop is an exception because we have to present more things in the introduction part;
- A check in: Where you ask participants how they feel and if they have any thoughts/questions related to the training/workshop. For this part you can ask them to write a word about how they feel in the chat if you are doing an online session or in a circle just to express it by saying one word.

Energizers

You should be using the energizers that you know and feel comfortable using. Energizers should be brief, about 5–10 minutes and should physically activate the participants. One easy way to do a really simple one that you can use many times is “fruit salad”. You decide on a few fruits (apple, banana...) and every participant is assigned a fruit. When you feel that the focus is low, you can say the name of one fruit and (e.g. apple) and in that case all apples must change seats. If you say fruit salad, all of the participants change their seats. This is really useful to change their perspective a bit. You could also use the “[human knot](#)”³ or, if you are online, “[finger fitness](#)”⁴.

Debriefing

You should plan a 15 minute debriefing at the end of each session. You can do it in your own way, just do not forget to use it so that participants can go through what they learned in the session and if the vibe was good. You could do it by using the [4F \(Facts, Feelings, Findings, Future\)](#)⁵ method and you can use the setting that you finish in (a circle or groups). You do not need all of the participants to answer if you have many. Ask participants to state some facts about the session (without interpretation), then ask them how they feel. Continue with asking them what they found out/discovered and finish with what they are talking home with them from this session.

Small groups

In the detailed description of the session you will see many times ‘small group work’ as a method. Depending on the size of the group and times, the best small group is 3–4 people, because in that size everyone can contribute. In case you are lacking time, make the groups bigger. You should also decide between forming new groups for every exercise and using the same one or fewer ones multiple times. We left some suggestions but it is up to you how you want to form this dynamic and the flow of the sessions.

3 <https://www.wikihow.com/Play-the-Human-Knot-Game>

4 https://www.youtube.com/watch?v=r2tBH_XyeJc

5 <https://scoutship.scout.org/handbook/active-review-cycle/>



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Materials

For most parts of the training you will use the standard training materials:

- Flipcharts
- Whiteboard
- Post-it notes
- Flipchart markers
- Whiteboard markers
- Markers for participants
- Pens for participants
- Paper tape
- A4 white paper (and colourful paper if you want)
- Zoom
- Miro board or something similar

If there is something more that you need we list it in individual sessions. If a session has a worksheet or some other printable materials or digital examples, you will find those in the "Additional materials"⁶ folder.



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Session 1

You are an activist: An introduction to activism





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Setting the scene

Duration: 120 minutes

Objectives

- Get to know the participants in the group;
- Present the Activist Network training flow;
- Set the basis and a common understanding on activism;
- Perform the self-assessment based on the knowledge related to activism and campaigning.

Description

Establishing a foundation among the group is the first step. It is important to explore a common definition of activism and civic participation, and to share and understand, in the context of their lives, how and where participants are civically active. This is a good reflection to understand and conceptualise the scope of the following 9 sessions of training.

We will also perform an initial self-assessment to understand confidence, ability and gaps in knowledge around activism. In this way participants will understand how, in a personal capacity, the following 9 sessions can be applied to their individual circumstance. This self-assessment will be used to establish the baseline of knowledge and understanding of civic participation.

Methodology step-by-step

Step 1. (25') Introduction and check in;

- (5') Present the training programme and flow (see above);
- (3') Present the objectives of the training and of the session (see above);
- (3') Present the trainers team;
- (14') Ask participants to present themselves by saying
 - Their name;
 - What they do (study/work...);
 - If they have any experience in activism.
- (online – if running out of time, ask them to write in the chat).

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Step 2. (20') Getting to know each other game

Option 1: Mission impossible game

Give participants a set of tasks in a short amount of time and ask them to do it together. Once the time is up, they should present the outcome.

Possible tasks:

- Take a common selfie;
- Write a haiku about activism;
- Count all the languages you speak in the group;
- Discover what you can do for free in the area where you are at the moment.

Tip: Always give more tasks than you think they can do, just be creative!

Option 2: 2 truths and a lie

Everyone should think of 3 facts about themselves, just 2 are really related to them and one could be fake or not related to them. Ask each participant to share their 2 truths and a lie without revealing which one is the lie. The others should guess which one is the lie. If you do it online, you can ask them to type the answers in the chat.

Step 3. (15') What do you know about activism?

Self assessment form (part 1);

Best would be to translate the questions in the language of the training and to use a Google Form⁷ (or similar) to collect the answers, to be able to compare it with final self-assessment in the session 10 and document the responses in a digital way.

Questions for self assessment

Rate your answer on the scale 1 – 5, where 1 is the worst, and 5 is the best.

1. I am familiar with activism.
2. I am an active member of society.
3. I know what my values are and which topics are important to me.
4. I know what stakeholders are and I am able to map them in my community.
5. I am able to take care of my needs and needs of the group I am working with.
6. I am aware of different tactics for campaigning.
7. I am aware that building a campaign takes time.
8. I recognize a good message that will motivate me to act.
9. I am familiar with the term polarisation.
10. In managing the campaigns, I know people can have different roles.
11. Am I motivated to change something in my community.
12. The concept of activism is clear to me.
13. I am able to develop campaigns together with other supporters.

7 <https://www.google.com/forms/about/>



Step 4. (15') What is activism?

- Brainstorming
 - Ask participants what they think activism is or which keywords they connect with activism and collect the answers on a flipchart paper/collaborative tool online;
 - Before writing it on the board make sure to check if people understand what was said, if you notice some doubts try to rephrase it in simpler words;
 - Do not ask them to give you the definition, just some ideas or keywords;
 - After the brainstorming, present the definition, just make sure to clarify that it is fine to have a similar or a different opinion, since activism is a personal experience, which depends on the context and individual circumstances of the person, and it varies throughout the life stages of participants.

Some definitions of activism

*Activism (or Advocacy) consists of efforts to promote, impede, direct or intervene in social, political, economic or environmental reform with the desire to make changes in society toward a perceived greater good.*⁸

*My definition of activism is... the practice of addressing an issue, any issue, by challenging those in power (Anjali Appadurai, Climate Justice Activist)*⁹.

*Activism means collective efforts to create change from the grassroots (Activist handbook)*¹⁰.

Step 5. (30') Activity – Story of a hero or story of a victim

Replicate the activity described in 'Understanding the story you unconsciously hold about yourself as an activist'¹¹. This activity is targeted for climate activists, but can be easily adapted to other forms of activism. The objective is that participants start reflecting on what is their story and thinking out of the box.

They should

1. Tick the sentences that apply to them;
2. Discuss the hero and victim narrative;
3. Answer together the self-reflection questions.

Step 6. (15') Debriefing

- Ask participants which impression the previous activity had on them;
- After these rounds, ask them to think of 2 things they have learned today (depending on time and how talkative the group is, you can do this in a circle or on post-its (apply for online and offline).

⁸ <https://en.wikipedia.org/wiki/Activism>

⁹ <https://www.youtube.com/watch?v=zDVA7r7r0d0>

¹⁰ <https://activisthandbook.org/theory/what-is-activism>

¹¹ <https://www.youthforum.org/activism-inside-out/understanding-the-stories-you-unconsciously-hold-about-yourself-as-an-activist>

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Preparation and materials

For this session it would be good to provide visuals like PPT/Miro etc., flip chart paper, markers, paper for participants to write (if laptops/phones are not available).

Step 5 should be adjusted to last 30 minutes in total. The proposed activity in the original version is meant for individuals and there is no time restriction.

Additional resources

- [What can you do to change things?](#)¹²
- [Ladder of participation](#)¹³
- [Activist handbook](#)¹⁴

Tip for trainer(s)

Feel free to skip some of the steps of the session or to change some of the proposed activities, as long as you still reach the objectives of the sessions.

12 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>
 13 <https://www.trainerslibrary.org/ladder-of-youth-participation/>
 14 <https://activisthandbook.org/theory/what-is-activism>

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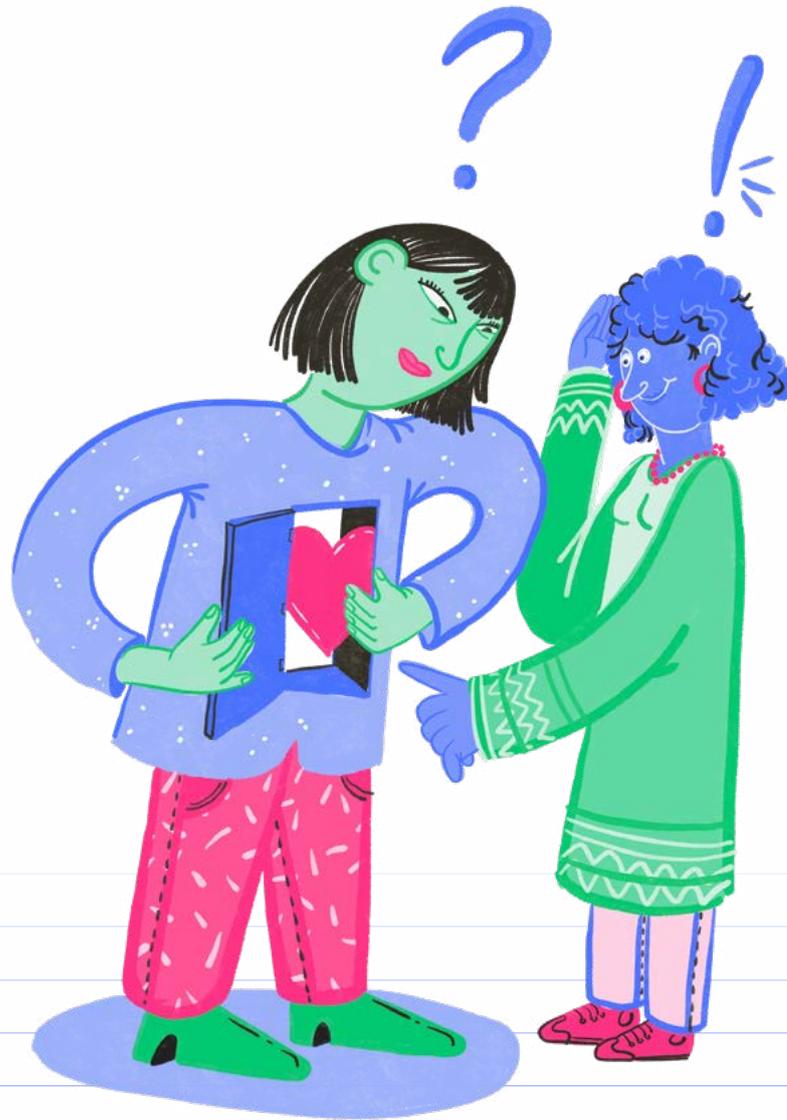


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Session 2

Finding your passion, pursuing your cause





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Why do we even bother?

Duration: 120 minutes

Objectives

- Understand why “Why?”(purpose) is important;
- Map the values of participants;
- Visualise the idea of change of participants;
- Put ideas into words;
- Exchange ideas and views with other participants.

Description

We spent session 1 exploring the concept of activism. We will spend session 2 exploring your purpose. It is important to understand what are the topics important to you, how they intersect, how to articulate your thinking on issues, how to understand and research what is at stake, how to decide what solutions you support and how to bring all your thinking together to envision your purpose and find the direction you are headed.

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Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (15') Why it is important to have a purpose

- Explain that if you present a clear purpose for your project or campaign, people around you will associate with them and they will be more willing to listen to you and join your efforts;
- We suggest that you present what is said by Simon Sinek in 'Start with why -- how great leaders inspire action'¹⁵ and make participants think of situations when someone communicates the why to them and when not, You can do this as a group discussion, using the following prompts:
 - How do you react when you are presented with a clear "why"?
 - Is there a difference between a training session when the agenda is explained and a school/university session when there is no clear purpose and you have to connect the dots as you go? Where are you more motivated to listen?
 - When was the last time you searched for a tutorial online? Did you listen to it from the start or you first searched if there is a solution to your problem or what is the end goal, and only then listened again from the start?

Step 3. (65') Finding my why

3.1 (20') Values mapping

- Each participant gets a sheet of values;
- Tell them to read through them and tick all values that sound at least somehow okay and are at least somehow important to them (instinctively);
- When they finish, ask them to choose just about half of them and to think whether those that sound similar really are alike (participants can start the second step at different times if they do not finish the previous exercise simultaneously);
- Repeat the previous step;
- Now participants should have no more than 5-20 values;
- Ask them to choose 2-3 crucial ones and up to 5 really important ones.
 - Suggestion for home task: Put the last few in a hierarchy. It is hard to say what is more important between, for example, your friends and your family. To help you decide, you can imagine a scenario where these two values are in contradiction (e.g. 25th birthday of your best friend and 50th birthday of one of your parents falling on the same day). It is a hard exercise but if we can do it, we will be able to make faster and better decisions based on our values when we need to and we will not feel as guilty or pressured by having to choose, because we will know why we chose what we chose even if it was a hard decision to make.

¹⁵ https://www.youtube.com/watch?v=u4ZoJKF_VuA&ab_channel=TEDxTalks



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3.2 (5') What's at stake

- Ask the participants to think by themselves and write down what would be at stake in the world if those values were neglected, by themselves or by society in general. What would change? How would this impact your life and that of people around you? How would this impact the most vulnerable people in your community?

3.3 (20') Finding your vision for change

- Follow the exercise '[Finding your vision for change](#)'¹⁶;
- Tell participants they can think of the previous exercises to answer these questions;
- We suggest that the participants write down their vision.

3.4 (20') Picking your issue and articulating it

- You can base this part on '[Working out what issues you care about and what change you'd like to see](#)'¹⁷;
- Describe (through examples) the difference between the issue and the change you want to see (see article linked above);
- Participants reflect on the change they want to see, they can work in pairs, challenging each other's ideas;
- If they have time they can fine tune the issues and the change, you can merge two pairs together in this part, so that participants work in groups of 4.

Step 4. (15') Sharing

- Everyone gets to share (if there is time) their short "story":
 - 1-3 values that are the most important to me;
 - What is at stake if we neglect them (one sentence);
 - What is the issue I care about and what is a small change I want to see.

Step 5. (15') Debriefing

- As described in 'General information' under 'Debriefing'.

¹⁶ <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

¹⁷ <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>



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Preparation and materials

You should print out (or use it to prepare a similar tool online) the “Values sheet” that you will find added in the folder with additional materials¹⁸. We also suggest that you go carefully through these resources which are also used and mentioned in the text above:

- Working out what issues you care about and what change you’d like to see¹⁹;
- Finding your vision for change²⁰.

Tip for trainer(s)

When doing the values mapping it is important not to have too many values at the end (if they cannot decide) or too few values as in only values that a lot of us share (family, friends...). That way we can talk about what is important to them and not to everybody, to make a change (sustainable development, equality...).

18 <https://drive.google.com/drive/folders/InWoGvJOdYZwaTa2GQj3vmLslhbhF7SEf>
 19 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>
 20 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

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Session 3

The community and understanding the landscape





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Stakeholder mapping

Duration: 120 minutes

Objectives

- Map the stakeholders that have an influence on your issue;
- Find out how different stakeholders can support your cause;
- Prepare some examples of how to communicate with stakeholders to achieve your goals.

Description

You are not the only player in the game and changing the world alone is not possible. Find out who is doing what on the issues you care about and how they are having an impact. Learn about the problems faced by members of your community, about inspirational examples of how people have been successful with implementing their ideas of change within the borders of democratic processes and understand where you fit in the changing landscape of the issue you are passionate about.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (10') Input

You have identified an issue that you would like to take action on. Luckily, you are likely not the only one who is passionate about this cause. Rather than starting the process from scratch, try to find out who else is campaigning for the same issue in your area. Your combined efforts will be much more powerful and influential than if you were alone. In addition, you can benefit from the knowledge and experience of others so that you do not have to start from square one.

For the introduction you can draw inspiration from Tammy Day²¹, where she discusses the importance of building networks and connections within a community in order to benefit the greater good. It explains that social capital, which is the network of relationships and goodwill among people, is crucial for moving communities forward. The text also provides several ways to build relationships and create connections, such as being comfortable with introductions, cultivating a reputation for dependability and hard work, saying yes to invitations, becoming community-focused, expressing gratitude, returning favours, and inviting others to participate.

21 <https://www.nebcommfound.org/news/build-your-social-capital-and-build-your-community/>

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The text emphasises that building relationships and social capital takes time but ultimately leads to less infighting, more collaboration, and greater success in solving community issues.

Step 3. (90') Stakeholders

Stakeholders are any people/groups/organisations who are positively or negatively impacted by a project/initiative/policy/organisation. So basically anyone that is impacted and not necessarily even directly. From now until the debriefing we will be working in groups. It is okay if you use the same groups for the whole session as long as they will be working together later in the project or they have similar ideas. The tasks are designed so that they build on one another.

3.1 (15') Who are they?

First we need to broaden our horizons. Do we know who are the potential stakeholders that connect with our mission? Where to start searching for them? You can google the issue in your community, search on social media, search on news platforms, ask yourself on social media etc. Take a few minutes and in small groups, first briefly explain your mission to others in the group and then help each other find as many stakeholders for all of you. Do not limit yourself. More people than you think are probably affected by the issue that your idea addresses. Do not forget to write it down.

3.2 (25') Mapping them

Now that you know some of them we should evaluate them by how likely they are to help us in reaching our goals and how much they can help. To do this, use the exercise 'Mapping your community'²².

3.3 (10') Your selection

Now that you have mapped your stakeholders, decide which ones you want to contact, to figure out if you could help each other. Start with the top right corner of the tool that we used in the previous exercise and select a few. circle or underline them with a marker. Maybe they are the primary potential partners but do not forget to research if there is some potential also in the lower right corner and do not forget to follow what the top left corner is doing during your campaign.

34 (20') How can they help?

Each participant writes down, in silence, as many examples as they can think of how the selected stakeholders could help them. Later discuss in groups or with someone with similar ideas and write it down.

22 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

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3.5 (20') Communicate with them

Based on the research done in previous exercises, now we know who has the will and power to help us and we have some ideas on how they could help us reach our goal. What is important to you is probably also important to them. Write down a letter in which you first explain what is important to you and where you see an issue with it in your community. Then explain what you like in their work and how it connects with your mission. In the end write down where you see you two could cooperate and boost each other and why you believe that that would make the world a better place. Now we have a letter to send to anybody that we believe we can collaborate with to make the world a better place.

Step 4. (10') debriefing

- As described in 'General information' under 'Debriefing';
- Do not forget to ask how they will use the letter and ask them to be as specific as possible.

Preparation and materials

You will need to prepare (or print from the [additional materials](#)²³) of 'the power map' that the participants will be using. You can find some more useful information and exercises used above here:

- [Build your social capital and build your community](#)²⁴ by Tammy Day
- [Working together to achieve change: Why make change together?](#)²⁵
- [Who is campaigning on your issue?](#)²⁶
- [Mapping your community](#)²⁷

Tip for trainer(s)

You may have groups of people willing to work on the same idea from the beginning and you could have individuals on your training. When working in small groups it is best to have at least 3 participants in each group. To achieve that you can bring together individuals with similar ideas so that they can support each other through the whole process.

23 <https://drive.google.com/drive/folders/InWoGvJ0dYZwaTa2GQj3vmLslhbhF7SEf>

24 <https://www.nbcmmfound.org/news/build-your-social-capital-and-build-your-community/>

25 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

26 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

27 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

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Session 4

Activism health: Looking after yourself and others





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Appreciate what you are doing

Duration: 120 minutes

Objectives

- Reflect on the basic need for self care;
- Understand what wellbeing is and why it is important to care for yourself/your group.

Description

As an activist you can only be effective if you are looking after yourself and those around you. Activist fatigue is real and affects us all. Fighting for your cause and not seeing progress is tough so let us understand how we can measure our success, reward ourselves and others when we make a breakthrough and make sure we understand how the pressure of being an activist affects ourselves and others.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (15') Individual reflection

1. Ask participants to make a list of conditions they need in order to feel good and productive in everyday activities – school/work/free time/volunteering etc.;
2. Ask them to have it written on paper/digital tools.

Step 3. (30') Small group work

Ask participants to discuss in small groups by answering the questions:

- What is wellbeing and self care?
- What is group self care?
- How is it related to activism?
- What can we do to achieve self care while being an activist?

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Step 4. (25') Presentation of the small group discussion

Each group should present the outcomes of the discussion (max. 3 min per group). After the presentation, ask them how their discussion is related to the lists of conditions they made at the beginning of the session.

Step 5. (25') Theoretical input about group culture, how to run good meetings and decision-making in groups

Suggestions on how to structure the theoretical input and bring these 3 topics on the table, as they can save a lot of time, energy and motivation.

1. Input for group culture

- What is your 'group culture'? Every group, including families, organisations and collectives has their own dominant culture;
- For future activists it is important to know that they are not alone and that changing the world is better if we do it together (more on this will be done in session 7), meaning they will have to work in groups/teams;
- Groups/teams are having their stages in the process – forming, storming, norming, performing and adjourning – Tuckman stages of group development²⁸;
- When starting a new group or even within more established groups, take the time to have a conversation with all members to discuss the culture you would like to create. To facilitate this discussion, you can follow a simple, five step process:
 - Think of an exercise that allows people to arrive in the group space. This might be a game or something fun that helps to break the ice;
 - Ask everyone to think of a time when they felt really welcome and part of a group where they could grow;
 - Bring everyone to a plenary and ask them to share what memories came to mind;
 - Ask people to form small groups and reflect on what was shared. What key principles would you all like the group to follow?;
 - Invite people to share how they think the conversation went and agree what your culture should be.
- Once you have agreed on what kind of culture you want your group to have, make sure you commit to practise that culture. More resources are available on group culture²⁹.

2. Input for running good meetings

- Ask people what they need – the best way to ensure a meeting addresses the needs of everyone attending is simply to ask people what they need. You can do this by sending out an email or survey in advance of the meeting date. People can let you know if they need time for reflection, sign language interpretation, translation, wheelchair accessibility etc. And a really good tip is to appoint the facilitator for the meeting and ensure that the meeting is on time and agenda.

28 https://en.wikipedia.org/wiki/Tuckman%27s_stages_of_group_development

29 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>



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- Tips for good online meetings:
 - Keep it short (1 hour max);
 - Appoint someone to manage the tech – e.g. arranging break out groups and letting people into the meeting;
 - Keep presentations short and send things to read in advance if there is a lot of information to share;
 - Use break out rooms for pair or smaller group discussions so everyone has a chance to speak;
 - Experiment with interactive powerpoints or google jam boards so people can do a virtual brainstorm.
- More resources are available on [running good meetings](#)³⁰.

3. Input for decision-making in groups

- Is not an easy thing, even if the group is having the same aim. Implement an open decision-making process that balances making decisions by consensus along with smaller decisions being made by individuals leading specific aspects of your campaign;
- Consensus decision-making happens when a decision is taken only when all people in the group accept it. It helps groups to share power, build a strong community and make better decisions by taking everyone’s opinions into account;
- Majority decision-making is when a decision is taken if the majority of the group agrees with it. This can be helpful when certain issues are very polarising and controversial. While it is important to try to find a common ground, if a few people with strong opinions are blocking the group from proceeding in their action then deciding by majority can be the right thing to do;
- It is important for the facilitator to actively listen to what everyone says, and try to make sure their points of view are reflected in what is decided. Remember: sometimes it will be easy to come to an agreement. Other times you may need to go back to explore the issue again and come up with new proposals before you can agree;
- To help you make decisions together, you will need trust. The good news is, if you have already done the work building strong relationships, developing a positive group culture and getting everyone invested in a strong, shared vision, you will have that trust in place ready for when it’s time to make decisions;
- More resources are available on [decision making in groups](#)³¹.

4. At the end of the input, make sure to link it with the wellbeing of individuals and groups as negative group culture can foster frustration, anxiety and lack of patience.

Step 6. (15’) Debriefing

Activists and social change-makers usually end up working too much. One study found that 10-50% of union and peace activists have experienced burnout, and up to 87% of peace

30 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

31 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

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activists had quit activism within six years of getting involved. To make sure you do not burn out or to ensure your group does not feel overwhelmed by the tasks they have set themselves, it is important to practise self and collective care.

Use some of these ideas to develop your own self care plan:

- Limit activism hours, and mute all communication channels outside of these hours;
- Dedicate an entire hour for lunch break and avoid rushing with it while still working;
- Be realistic about the number of tasks on your plate;
- Dedicate time to other activities which you enjoy and that can help you relax and distract yourself (doing sport, spending time with friends).

Use some of these ideas to develop your group’s collective care plan:

- Be aware of any sensitive issues or subjects that may need a trigger warning;
- Be aware of any major issues happening in the personal lives of your colleagues that may require their attention or may impact their lives or work;
- Respect when colleagues tell you they need to be offline;
- Learn to say no and empower others to flag unreasonable expectations and timeliness;
- Communicate clearly about any unresolved issues with an individual team member;
- Limit channels of communication for work; do not use FB chats and Whatsapp for ongoing work conversations;
- Spend 10 minutes at the beginning of a call catching up on life and personal updates with the team member you are speaking to.

Preparation and materials

Below are some additional resources that could be useful, you can decide if you would like to share them with the group or to give them to read as a home task.

- [Self care and collective care](#)³²;
- [Integrate what you have learned into your activism](#)³³.

Tip for trainer(s)

Until this point you should know your group better and be able to predict the time needed for discussion/group work. Feel free to adjust the time accordingly.

32 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

33 <https://www.youthforum.org/activism-inside-out/integrating-what-you-learned-into-your-activism>

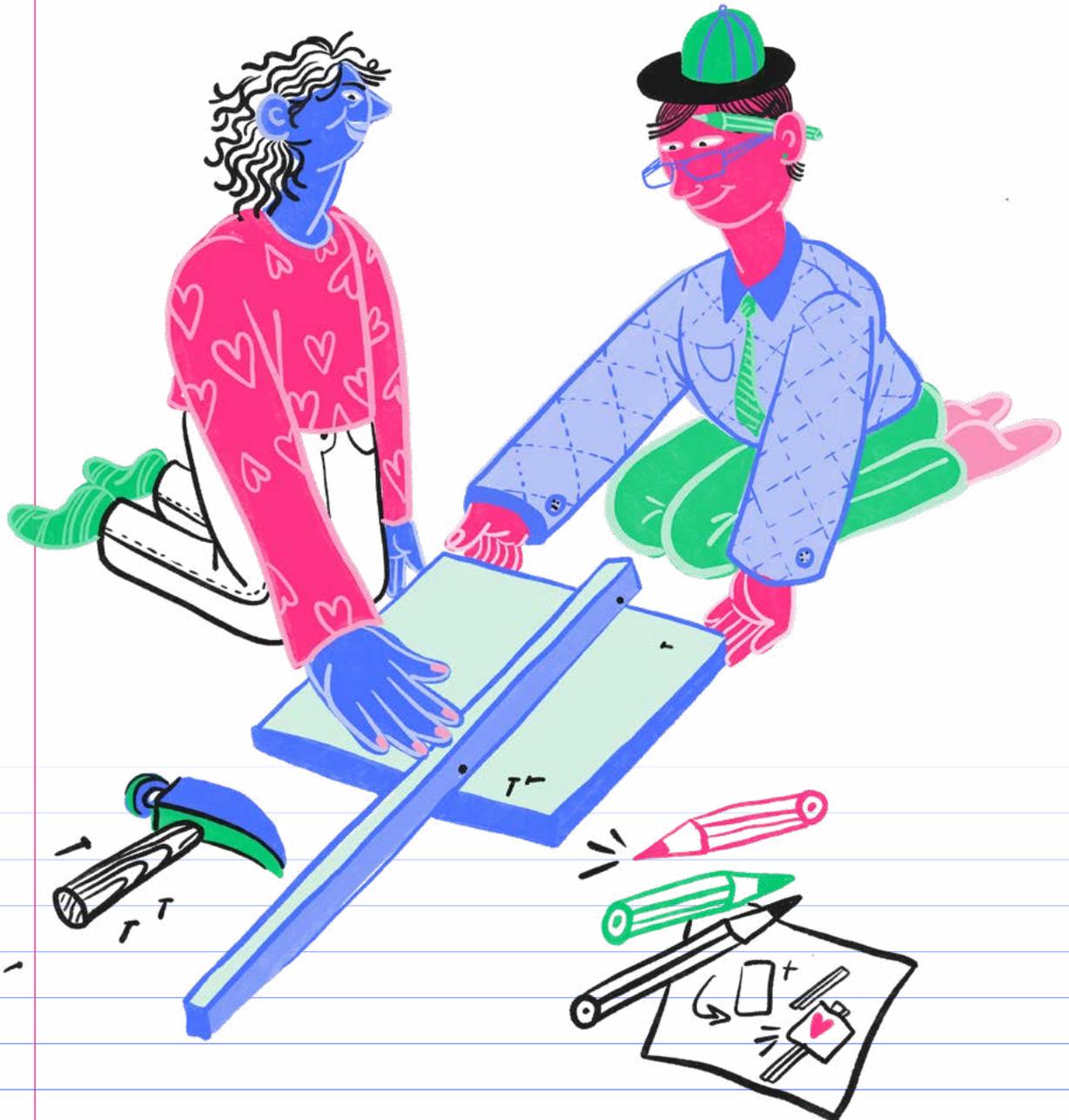


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Session 5

Learn how to develop your campaign





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Where do we start

Duration: 120 minutes

Objectives

- Set basic knowledge about campaigning;
- Learning by doing: analyse existing campaigns;
- Develop ideas for future campaigns;
- Learn about different tactics for campaigns.

Description

Building a strategy to achieve your desired change is not always easy. To understand how we can achieve our goals, it is good to know what already exists, what is successful and what not and to whom we are talking to, so we can communicate the issues that we really care about to the people who have power to change them.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (30') Analysing existing campaigns

Participants work in small groups. Each group is assigned one campaign. Each group should reflect on:

- How this campaign started;
- Which problem is the campaign trying to solve;
- What is the central issue;
- Who are the stakeholders;
- What is the concrete aim of the campaign;
- Which tactics are used;
- What is their main message and how they communicate it;
- What are the roles needed for a campaign to happen.

Invite participants to do the research and check what they can find about the campaign not only on the official page.

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Some of the examples for the campaigns are:

- [Ban unpaid internships](#)³⁴
- [Fridays for future](#)³⁵
- [Free periods](#)³⁶
- [Black lives matter](#)³⁷

Step 3. (25') Presentation of the campaign analysis of each group

- Max 4–5 min per group;
- Leave time for questions and comments.

Step 4. (20') Ideation for the future campaigns

Ask participants to refer to what they wrote down as their issue in the step 3.4 of the second session and tell them to go through it once again and be as precise as possible on their wording. Fine tune the issues and the change.

Step 5. (20') Tactics for campaigning

- Provide the list of the [campaign tactics](#)³⁸ (e.g. decentralised mass action, strikes, political campaigning, etc.) to participants as print out/display on projector/PPT and ask them to briefly read them. Once they are done, ask if there are some that are not familiar at all and clarify it.
- Take different problems from the previous step and ask participants which tactics to use for that specific problem and why. This exercise could be done in small groups to ensure better interaction, especially if the group is bigger.

Step 6. (15') Debriefing

- Ask participants which tactics seem most possible for them to take part in;
- Ask participants to think of 3 things – one thing they liked, they did not like and which they would improve from the session;
- Ask them to write it on post-it/board and analyse the feedback. If possible, change some parts in following sessions to fit their learning needs.

34 <https://www.youthforum.org/collective-complaint-on-unpaid-internships>

35 <https://fridaysforfuture.org/>

36 <https://www.freeperiods.org/>

37 <https://blacklivesmatter.com/>

38 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>



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Preparation and materials

For this session you will need post-its and a board (real or virtual), write or print questions in advance, print the tactics.

There are many great toolkits which explain who works around advocacy and campaigning, and in case you need more information we suggest to read the following resources:

- [Setting a campaign objective](#)³⁹
- [UNICEF Advocacy toolkit](#)⁴⁰
- [YFJ – Advocacy Handbook](#)⁴¹

Tip for trainer(s)

For examples of the campaigns, you could choose other examples that are more suitable for your local reality.

39 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

40 <https://www.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf>

41 https://www.youthforum.org/files/230524-AdvocacyHandbook-150x240mm-digi_2023-05-25-092834_prmy.pdf



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Session 6

Taking action – Part 1: Campaign building





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How do we do it

Duration: 120 minutes

Objectives

- Be aware of some risks in campaigning;
- Be able to prepare for some risks in campaigning;
- Go from their initial idea to a whole campaign (from the “whys” to the “hows”).

Description

What’s your campaign? You have now found your cause but if you want to do something about it you need to build a campaign. Whether you start something yourself or whether you are joining others, you will have to learn how to achieve the desired impact through learning by doing and also failing. And that is okay. Learn which tools can be used, including different methods of civic participation. How do you plan these activities? What do you need to consider? What methods work best in each situation? This is where we’ll explore these practical aspects.

Methodology step-by-step

Step 1. (10’) Introduction and check in

Step 2. (20’) Input: Pitfalls and risk management

Ask participants to individually and silently list on a piece of paper a few risks and pitfalls that they can imagine when preparing and implementing a campaign. Then ask to present them and make sure that you put them down and cluster them while doing so. In the end, vote for the most likely and scary ones. If you have a small number of participants you can ask them to mark the ones they vote for with a marker. If you have a large group or online participants you can vote by a show of hands. At the end discuss the ones that the participants think are the most scary ones or the most likely to happen.

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Step 3. (45') My campaign

Use the worksheet 'My campaign' in [additional materials](#)⁴². Ideally they should fill it in individually but if possible they should be divided in small groups with similar objectives so that they can support each other through the process. Remind them of what they have done already and what is yet to come. Participants should start to think of a whole campaign related to their cause and try to fill the worksheet as much as they can. There will be time to revise it later.

Step 4. (30') Sharing

Some participants get to share (if there is time) their worksheets. Ask some participants to share and encourage a discussion and the exchange of ideas. It is also fine if the participants present in groups if they did the work together. The aim is for participants to share and talk of as many different ideas as you have time, so that they can get some more ideas or get feedback to better their ideas.

Step 5. (15') Debriefing

- As described in 'General information' under 'Debriefing'.

Preparation and materials

Besides the 'My campaign' worksheet and the usual materials that are listed in general information, you do not need anything special. Additional knowledge can be found in the links listed below. The last two ones are specific but really useful if you are not familiar with the topic in the first exercise.

- [Strategy stepping stones](#)⁴³
- [Campaign tactics](#)⁴⁴
- [Campaign strategy](#)⁴⁵
- [Types of risks](#)⁴⁶ (refers only to advocacy, do not generalise)
- [Risks in advocacy - usefu](#)⁴⁷ (refers only to advocacy, do not generalise)

42 <https://drive.google.com/drive/folders/InWoGvJOdYZwaTa2GQj3vmLslhbhF7SEf>

43 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

44 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

45 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

46 <https://www.careemergencytoolkit.org/topics-issues/2-advocacy/8-criteria-for-deciding-to-engage-in-advocacy/8-2-assessing-risks-of-advocacy/>

47 <https://www.share4rare.org/library/share4rare-toolkit-patient-advocacy/risks-advocacy>



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Tip for trainer(s)

It is worth mentioning that things take time and we should take time to think and reflect before acting. With all the crises we are facing, we are often inclined to act immediately without thinking our action through. It is important to reduce this pressure from the beginning and go in with a cool head.

Home task

Put the most scary situations and the most likely to occur from Step 2 into a [Google Form](#)⁴⁸ and ask the participants to think and write down some solutions for them. This way all of the participants get the answers from all the other participants and it is a great knowledge base made peer to peer.

48 <https://www.google.com/forms/about/>

Session 7

Taking action – Part 2: Network building





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With whom do we do it

Duration: 120 minutes

Objectives of the session

- Make a list of potential supporters and collaborators;
- Draft a recruitment/gather support text(s);
- Prepare an organigram of your campaign.

Description

You know what is out there but it is important to create your own unique way of engaging with the issue you want to campaign on. You need to build your own network of experts, peers and organisations. In this session, we will understand how to find others to join you, how to gather support and how to organise yourself and others.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (50') Find others to join you

2.1 (10') Who do you need / want?

Group participants who chose a similar issue to work on for their campaign and brainstorm what kind of people could potentially support or join them and how they would contribute to their campaign.

2.2 (40') How to talk to/persuade them? (same groups as before and until debriefing)

Take the exercise that you did at the end of step 2 of session 3. Now, that we learned a thing or two on our way is time to go through and polish it.

Ask yourself what drives the potential supporters or coworkers to stand with you on your cause (remember the 'map of values' and 'start with why') and combine them to draft a short text that catches the eye and invites them to join your cause. Do this for each target group if you

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have the time. Do not forget to add a call to action and to list a really easy way to contact you ([Google Form](#)⁴⁹, phone, office hours, leave their mail so you can contact them).

A Call to action (CTA) is designed to prompt an immediate response or encourage an immediate sale. A CTA most often refers to the use of words or phrases that can be incorporated into sales scripts, advertising messages, or web pages, which compel an audience to act in a specific way. You should use a CTA that is as straightforward as it can be. Do not say just “talk to us” on a flyer that pushes them to search for your contact somewhere. Instead you could say “Call us on this number from 9h–18h and ask us about when we could meet to get to know each other a bit and find what is the potential of us doing something together”.

Take a few minutes in the middle of the session to encourage participants to talk to each other and discuss their solutions if they are not already helping out each other this way.

Step 3. (30’) Organise yourself and build relationships

Individually or in the groups you will be working in after the training, make an organigram of the people you need for your idea to be successful. Include their priority (e.g. who do you need to involve first?). Write down how each of them can contribute to your campaign. You can do this in two or three different parts that represent the progression of your team over time. Maybe first you will need just two of your friends, but for a specific goal that comes later, maybe you need five more. Decide on what kind of people (what they should be (capable of) doing) and how many you need.

Take a few minutes in the middle of the session to encourage participants to talk to each other and discuss their solutions if they are not already helping out each other this way.

Step 4. (15’) Debriefing

- As described in ‘General information’ under ‘Debriefing’.

Preparation and materials

Other than the usual, you do not need any special materials, but we would suggest to maybe make a bigger example or to do it in your way of the parts of the text that are important (bold in session 3, step 3.5 + the CTA) and the organigram.

49 <https://www.google.com/forms/about/>



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Tip for trainer(s)

This session is somehow based on session 3 and it is meant to be executed individually or in small teams if they are working on the same idea/project. At the beginning you can, if you deem necessary, refer to the text from Tammy Day⁵⁰.

Idea: If you have time or for a home task, you can ask participants to design a flyer or a social media post with the message they have drafted (they can use Canva, PowerPoint or another tool). This is also something tangible to motivate them to continue.

Idea: if you have time or for a home task, you can ask participants to develop their organigram further. Start a list of tasks that you think should be done and for each task write down: Who is responsible for it (that does not mean that they should do it but that they should make sure that the task is done), what should be achieved, until when it should be completed. If these are complex tasks, encourage the participants to break them down into more straightforward ones so it is easier to see the whole picture and follow.

50 <https://www.nebcommfound.org/news/build-your-social-capital-and-build-your-community/>



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Session 8

Taking action – Part 3

Getting your message heard and finding allies





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Activism and diplomacy

Duration: 120 minutes

Objectives

- Understand the difference between activism vs. diplomacy and advocacy;
- Be aware of the pros and cons of activism vs. diplomacy and advocacy;
- Be aware of the pitfalls of polarisation.

Description

You have got your campaign. You drafted your message. You know how you want to make an impact, but how can you use your communications to build support with different audiences? How do you frame your communications, how do you find your voice? Setting yourself apart from the other campaigns, getting your voice heard among the noise is not easy: we need to understand how to break through and communicate our message. We need to understand how to articulate what we have to say and how we keep it focused. We need to be heard but at the same time to make people come together and not divide them.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (35') Activism vs. diplomacy and advocacy

2.1 (10') Introduction

A great case to understand the difference was made by [Olivia Flavel](#)⁵¹ of the US institute of diplomacy and human rights:

"An activist is defined as a 'person who believes strongly in political or social change and takes part in activities such as public protests to try and make this happen'. As a young person, being an activist is often much less daunting than entering the world of advocacy. Why is this? Advocacy is presented as a much more refined practice as opposed to activism, and in some sense, this is true. To be an advocate is 'to publicly support or suggest an idea, development, or way of doing something'. Therefore, an advocate can be understood as the one who listens, the one with the specialised knowledge; whereas, activists are the ones who make the noise.

51 <https://usidhr.org/blog-6631/c/blogs/b/activism-versus-advocacy-what-is-human-rights-advocacy>

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Protests, marches, events that create an impact and make people listen – whether they want to or not.

Advocates are those that work “within the system”, as mentioned, these are the people who work with the politicians and try to address problems in a way that invites people to get involved in a more tempered way. As Eva Lewis so eloquently puts:

‘To be an activist is to speak. To be an advocate is to listen’

Advocacy incites that convincing others your cause is a worthy one oftentimes lies in listening to their thoughts, making them aware of yours, and tackling disagreements amicably.”

2.2 (15’) Differences + pros and cons of activism and diplomacy (advocacy)

Prepare two flipcharts (or you can do it on a whiteboard table or an online one) horizontally. One for activism and the other for diplomacy and advocacy. Each flipchart is divided into two columns: pros and cons. If you have groups you can ask the groups to firstly discuss pros and cons of those approaches between themselves. If not, ask to form pairs or groups of three (or random rooms online) with their neighbours to discuss. Then ask everybody to join together to report their thoughts on this and write them down.

2.3 (10’) Input: Polarisation

It is up to you how you decide to deliver the input of this session but here are two options that you can find useful.

- Divide the participants in small groups and each of them gets a piece of the information below, maybe a statement. Then they discuss it for a minute or two and put together in their words how we could describe polarisation. As this is harder to achieve online you can also go with option 2.
- Explain it like you would in a lecture but prepare the key parts on pieces of paper so you can reveal them as you speak.
 - What’s polarisation? Deep social division between two or more (ideologically) different groups, potentially leading to hate. In other words, the non-existence of a healthy and nuanced debate.
 - For example, one could argue, why is it a problem for the climate? The Youth Climate Movement started by Greta Thunberg and the Extinction Rebellion have certainly contributed to putting climate action high on the political agenda. However, they also led to increased polarisation in our societies due to increased prominence in the media. So, why is this a problem for the climate? The climate crisis is a complex issue. This is not only due to the complex nature of our climatic system, but also the complex factors contributing to it. This is why we need a nuanced dialogue bringing together people with different backgrounds, perspectives and ideas. Unfortunately, the spaces to do so are very limited and shrinking, while climate initiatives themselves are very homogeneous. They are mainly composed of well-educated youth from Western cities, alienating large parts of society, such as the rural youth in Central and Eastern Europe. Hence, we lack nuanced dialogue to tackle an issue as complex as the climate crisis.

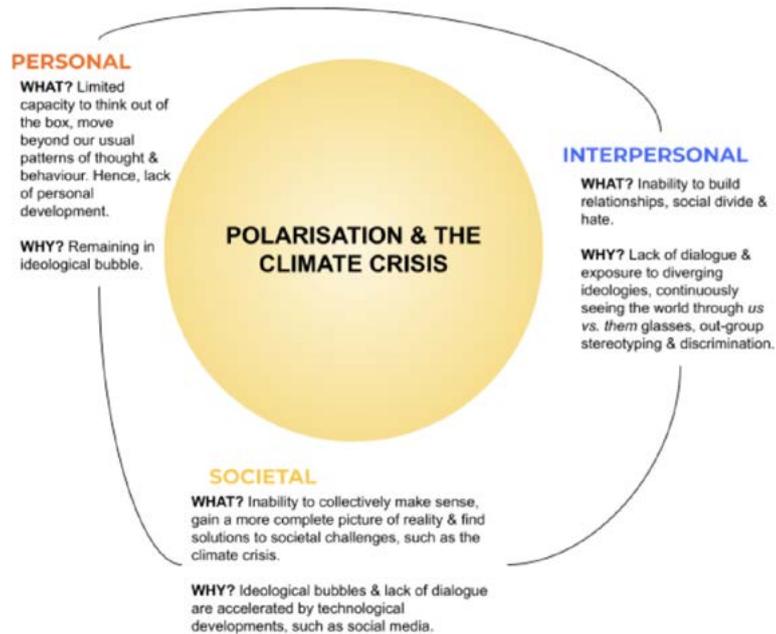
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Step 3. (20') Talk about polarisation

Divide the participants into small groups. Each person has 2–3 minutes to share what they understand when they think of polarisation and ideological bubbles. Ask them if they think society has become more polarised and if so, think of incidents of polarisation within their friends circles or organisations. Ask them about their reaction to situations in which the debate is highly polarised. What is the effect of polarisation on personal, interpersonal and societal level? You can share the diagram below for inspiration if you feel it fits.

It is not a conversation, participants should let a person speak and listen. There is no right or wrong, participants can simply let their thoughts lead them where they want to go.

Once every participant has shared their thoughts, a group discussion can (but doesn't have to) follow.



Step 4. (20') Reflection

Once participants are back in the main room (if online) or have finished, then some individuals can share their thoughts. There is no rule on how this needs to be presented, there is no right or wrong. We will find out what we think polarisation and ideological bubbles are, how they impact us and our behaviour and what assumptions we hold. You can do this in a circle if you can, but talking in the before formed groups can work too.



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Step 5. (20') Communicate with people you don't agree with: Yes, and...

In groups of 5-7, participants will be asked to engage in an exercise to co-create and work together, rather than oppose each other's ideas without considering them. There will be two rounds to demonstrate the difference between working against and working with each other. The participant will speak according to the alphabetical order of their first name.

One participant will start by saying 'To tackle the climate crisis, I think we should ...'. The next participant will reply with 'No, I don't want to do that. I think we should ...'. The round will end once all participants spoke.

One participant will start by saying 'To tackle the climate crisis, I think we should...'. The next participant will reply with 'Yes, and I think we should also...'. Hence, the participants will take the previous participant's idea further. There is no need to repeat all ideas that were previously mentioned, but build on them.

When they all finish, gather together and reflect on the experience. Ask them how they felt? Did they notice something interesting? What is their verdict?

Step 6. (15') Debriefing

- As described in 'General information' under 'Debriefing'.

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Preparation and materials

In this session we will not need any special materials. Flipcharts, post-its, paper, markers or an online equivalent. In the introduction you can read a bit more about the difference between activism and advocacy from [Olivia Flavel](#)⁵² of the US institute of diplomacy and human rights and on the topic of [spectrum of support](#)⁵³, that you can fit into your agenda if you see it fits.

Tip for trainer(s)

- This session is quite packed. Feel free to rearrange it or retime it. Although sharing is important, it is maybe more important that they have enough time to think about the tactics and wording how to interact with people with whom they do not share the same views;
- You can approach this part in many ways. Use one that suits you. You could do role plays in pairs with devil’s advocates where one participant tries to find a solution to change the mind of the other and the other tries to find obstacles, excuses or maybe just lies to discredit the first one. You could ask participants to brainstorm possible obstacles and solutions or even to research their decision makers. There will not be time for all so you should decide which to use and which to maybe put as a home task. If your goal is to motivate your participants to really start implementing their campaign, this is an excellent way to do so. The deeper they can go in these exercises and the more obstacles they go through, the easier it will be for them to visualise how to make the next steps and to feel empowered that this actually can be done when they need to do it in the future.

52 <https://usidhr.org/blog-6631/c/blogs/b/activism-versus-advocacy-what-is-human-rights-advocacy>
 53 <https://www.youthforum.org/files/The-25-Percent-Your-handbook-to-activism.pdf>

Session 9

Taking action – Part 4: Managing the campaign





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Life support systems

Duration: 120 minutes

Objectives

- Learning about practical aspects of managing campaigns;
- Learning about monitoring and evaluation and how to incorporate it well in your campaign.

Description

You need to take your campaign forward, once you have launched it you need to sustain it. Learn how to manage a campaign – from financing to organising, managing and logistics. There is a lot behind a campaign that makes it possible. We need to understand all the activities that a campaign is built on.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (35') Activism behind the scene

- Present participants different areas of work that they need to consider while thinking of campaigns:
 - Task/work planning;
 - Recruiting and managing the team (describe different roles needed to be involved in the campaign/people with special talents);
 - Communication (external and internal);
 - Logistics;
 - Budget/Fundraising;
 - Ask for support/networking (friends and family).
- In small groups, ask participants to pick two topics from the list and together in the group discuss what is meant by that topic, how it is related to activism, what are the specific tasks/achievements/milestones within each topic that should be taken into consideration. Encourage them to think about the campaigns they were developing in sessions 6 , 7 and 8;
- Ask them to record the answers on flipchart to be visible for the others/on a virtual board.

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Step 3. (40') Presentation of the group work + QA

Each group should present their work, ask others to follow closely and at the end to add what they think was missing on that specific topic. Encourage them to ask questions if something is not clear, while others are presenting. If needed, clarify aspects of each topic so that no one leaves confused. Allow time for questions and answers, this activity might be very important for many participants, if they do not have previous experience.

Step 4. (20') Theoretical input on monitoring and evaluation

Monitoring and evaluation are both processes aiming at measuring aspects of your actions against pre-established criteria in order to improve, change or adjust what you are doing. They are closely interlinked but refer to specific parts of your action.

1. What is monitoring?

Monitoring is the routine collection and analysis of information to track progress against set plans and check compliance with established standards. It helps identify trends and patterns, adapts strategies and informs decisions for project/programme management. monitoring is a continuous process of different evaluations.

2. What is evaluation?

Evaluations involve identifying and reflecting upon the effects of what has been done, and judging their worth. Their findings allow project/programme managers, beneficiaries, partners, donors and other project/programme stakeholders to learn from the experience and improve future interventions. Evaluation can be at any time.

3. Monitoring and evaluation – why is it important:

A well-functioning M&E system is a critical part of good project/programme management and accountability. Timely and reliable M&E provides information to:

- Support project/programme implementation with accurate, evidence-based reporting that informs management and decision-making to guide and improve project/programme performance;
- Contribute to organisational learning and knowledge sharing by reflecting upon and sharing experiences and lessons so that we can gain the full benefit from what we do and how we do it;
- Uphold accountability and compliance by demonstrating whether or not our work has been carried out as agreed and in compliance with established standards and with any other donor requirements.
- Provide opportunities for stakeholder feedback, especially beneficiaries, to provide input into and perceptions of our work, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs;
- Promote and celebrate our work by highlighting our accomplishments and achievements, building morale and contributing to resource mobilisation.



4. Comparing monitoring and evaluation

The main difference between monitoring and evaluation is their timing and focus of assessment. Monitoring is ongoing and tends to focus on what is happening. On the other hand, evaluations are conducted at specific points in time to assess how well it happened and what difference it made. Monitoring data is typically used by managers for ongoing project/ programme implementation, tracking outputs, budgets, compliance with procedures, etc. Evaluations may also inform implementation (e.g. a midterm evaluation), but they are less frequent and examine larger changes (outcomes) that require more methodological rigour in analysis, such as the impact and relevance of an intervention.

Recognizing their differences, it is also important to remember that both monitoring and evaluation are integrally linked; monitoring typically provides data for evaluation, and elements of evaluation (assessment) occur when monitoring. For example, monitoring may tell us that 200 community facilitators were trained (what happened), but it may also include post-training tests (assessments) on how well they were trained. Evaluation may use this monitoring information to assess any difference the training made towards the overall objective or change the training was trying to produce, e.g. increase condom use, and whether this was relevant in the reduction of HIV transmission.

5. Monitoring and evaluation methods

- Method 1: Questionnaires and Surveys
- Method 2: Focus Groups
- Method 3: Strengths, Weaknesses, Opportunities and Threats (SWOT)
- Method 4: Dreams Realised or Visioning
- Method 5: Drama And Role Plays
- Method 6: (Sketch) Mapping
- Method 7: M&E Wheel (or "Spider Web")

6. What are indicators?

The indicators are a measurement guide of the results used to evaluate the development of the project / activity. The indicators provide evidence on whether a designed result occurred and measure the changes in the activities of the project. They can be quantitative (number, percentage, ratio) and qualitative (fact, knowledge).

- Quantitative Indicators measure the amount or value of inputs or resources available. They have a numerical value, and are measures of quantity, such as: number of men and women in decision making; level of income per year by gender. Therefore "quantity" reflects a numerical condition such as the number of students, teachers, facilities or textbooks.
- Qualitative Indicators reflect impact – in most of the cases peoples' judgement, opinions, perceptions and attitudes of a given situation or subjects. They are intended to measure the "quality" of the input, process and output of the programme. The term "quality" can mean different things depending on the context. Examples can include: the sense of well-being; the application of information or knowledge; the degree of openness; the quality of participation; the nature of dialogue; level of awareness.



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7. Monitoring and evaluation plan

A monitoring and evaluation plan is a document that helps to track and assess the results of the interventions throughout the life of a campaign. It is a living document that should be referred to and updated on a regular basis.



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Step 5. (15') Debriefing

Ask participants to reflect on what could seem most challenging in managing the campaign.

Preparation and materials

If you would like to read more about M&E more resources, have a look at this list:

- [YFJ – Advocacy Handbook](#)⁵⁴
- [Tools for project planning in community development](#)⁵⁵

Tip for trainer(s)

Keep it simple and easy for the participants, try to use simple words and explanations. Input above is for you and you might have to read more, but participants should understand the basics.

54 https://www.youthforum.org/files/230524-AdvocacyHandbook-150x240mm-digi_2023-05-25-092834_prmy.pdf

55 <https://www.thegrassrootscollective.org/monitoring-evaluation-nonprofit>

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Session 10

Where next?

Preparing you for the next steps





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(Next steps)

Duration: 120 minutes

Objectives

- Summarise the main learnings of the training;
- Plan the next steps and make what was learnt live;
- Evaluate the training and perform self-assessment based on the knowledge gained throughout the training.

Description

You need to keep the pressure up, sustain your campaign, evolve, grow and develop. Understanding what is working well, when to change, when to react and when to reflect is important. We cannot carry a campaign on our own shoulders – look at how to grow your campaign, inspire others and drive for change today and into the future. This last session will also create the opportunity to look back on learning, understand how the learning has developed and how learning can be applied in future.

Methodology step-by-step

Step 1. (10') Introduction and check in

Step 2. (10') Summary of the whole training – main achievements and learning

Prepare the summary of the whole training programme and remind participants about the main aim and learning outcomes.

Individually every participant should take time to reflect on the main learnings during the training and to write them on a post-it and stick them to the whiteboard (or virtual board if online). After everyone has finished the individual reflection, the trainer should look if there are some overlaps and summarise the whole training flow with main achievements.

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Step 3. (20') Plan your next steps

3.1 (10') Individual work

On post-its write what could be your three next steps to apply what you have learned throughout the training and keep your campaign alive.

3.2 (10') Group presentation

Invite participants to share their next steps. Not everyone is obliged to speak, only volunteers who are willing to share and motivate others.

Step 4. (25') What do you know about activism?

- Self assessment form (part 2);
- The best would be to translate the questions in the language of the training and to use a Google Form⁵⁶ (or similar) to collect the answers, to be able to compare it with final self-assessment in the session 10 and document the responses in a digital way.

Questions for self assessment

Rate your answer on the scale 1 - 5 ,where 1 is the worst, and 5 is the best.

- I am familiar with activism.
- I am an active member of society.
- I know what my values are and which topics are important to me.
- I know what stakeholders are and I am able to map them in my community.
- I am able to take care of my needs and needs of the group I am working with.
- I am aware of different tactics for campaigning.
- I am aware that building a campaign takes time.
- I recognize a good message that will motivate me to act.
- I am familiar with the term polarisation.
- In managing the campaigns, I know people can have different roles.
- Am I motivated to change something in my community.
- The concept of activism is clear to me.
- I am able to develop campaigns together with other supporters.

Step 5. (20) Evaluation of the training

Evaluation could be done written or orally and should consider the most important parts such as, learning, content quality, group dynamics, communication etc.

Choose between different options to evaluate the training, just make sure to have it recorded in case you need to write a report about the training.

56 <https://www.google.com/forms/about/>



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1. Written evaluation

Prepare form or flip chart paper and write different questions that you would like to get the answers:

- Which exercises or sessions did you particularly like or would you leave out, and why?
- How likely will you apply what you learned in your daily life?
- What specifically will you apply in your daily life?
- How did you like group dynamics?
- What were your three main lessons learned from the training?
- What was least useful for you?
- How was the preparation and communication in regard to the training?

2. Opinion barometer

You can use the same questions or add new ones, and write plus and minus on two papers, place the papers on opposite corner in the room and ask participants to position themselves on the imaginary line between + and - according to their answer, closest to + satisfied completely, in the middle are in between, closest to - are dissatisfied. Ask participants from different positions to comment on their position. It is ok if someone does not want to share.

Step 6. (20') OPTIONAL - Introduce buddy system

Ask participants if they are willing to take part in the **buddy system**. Once they start putting their next three steps in the concrete idea (campaign) they would like to implement, they could go for coffee/tea with their buddy to present the idea and get honest feedback and fresh ideas.

Step 7. (15') Closing and summary

This is the space for a short motivational closure of the training programme where you should remind participants to believe in change and to be an active part of their community.

- Remind them what was done during the 10 sessions;
- Ask them to say/type one word how do they feel about the training;
- Motivate them to take the action/join some existing campaign.

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Preparation and materials

For this session we need post-its and a whiteboard, or a virtual board if delivering the session online.

Tip for trainer(s)

Buddy systems do not need to be introduced, it should serve for peer support if suitable.

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Scan to view all
additional materials



Follow this link to access all additional materials
<https://drive.google.com/drive/folders/InWoGvJOdYZwaTa2GQj3vmLshbhF7SEf>

