



Africtivistes
 Civic Engagement Tour
ACET

Digital technology, a tool for participation, engagement, social transformation and progress

**ACET
 TOOLKIT
 HAND BOOK**

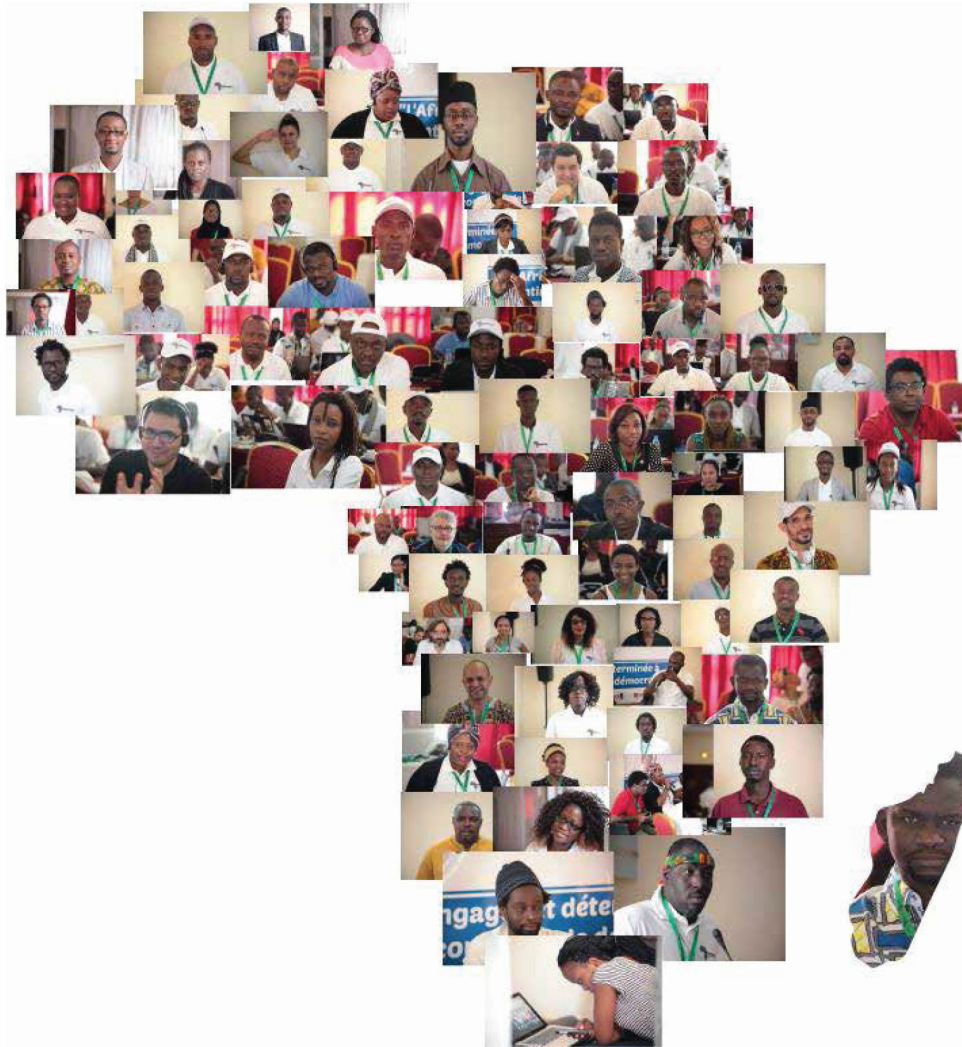




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AfricTivistes produced this toolkit as part of the implementation of the AfricTivistes Civic Engagement Programme and AfricTivistes Civic Engagement Tour (ACET) to also serve as a handbook for the deployment of this program across Africa.



We thank those whose confidence in this project, continued commitment and support led to the production of this handbook.

Mr. Mamadou Alioune Ndiaye, late father of our colleague **Seydina M. Ndiaye**, in charge of the **ICT4Change programme, West Africa, AfricTivistes**

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Preface

Citizen engagement of young Africans : digital technology as a tool for participation, engagement, social transformation and progress.

Young people are one of the foundations on which States rely to promote development at the social, economic and political levels. Their vitality, their willpower, their commitment and their energy are both an asset for African democracies and a driver of social change.

Across the world, young people are no longer the minority. They rather hold a certain power because half of the planet's citizens are under 25 years old. 85% of these young people in developing countries. Their commitment helps to regulate society and is a real engine of democratic progress. They assert themselves despite their age and try no longer to be "an adult's project".

History shows that you have to understand your youth and his/her ambitions so as to build democratic stability in order to create the conditions for economic development backed by social cohesion.

Counting on youth therefore means accompanying them but above all understanding them to the point of knowing how to move forward

with them. They have always known how to use their strength to make their voice and their ideology heard. History shows that African youth have always known how to be present in their own way through protests, leaflet distribution, advocacy, volunteering and citizen action.

In Africa, young people are not a problem, but a solution.

In Africa, leaders like Nelson Mandela, who have had an impact through struggle and advocacy, began their engagement at a very early age with all the conviction of an intellectual, all the vision of a statesman and all the commitment of a great leader.

At only 23 years old, he was already elected representative of the students of his University. He became an active member of the African National Congress (ANC) at 25 years before being elected president of the movement at 71 years after years of militancy and activism including a long stay in prison.

On another level, other sons and daughters of this continent have distinguished themselves, while being very young, by wearing the hat of nationalist leaders or simply agents of change. These catalysts did not wait for the entire population to be engaged to launch their movements.



They were often alone, being able to count only on a dozen faithful comrades with whom they shared their ideas. Nevertheless, they managed to mobilize a whole population behind their causes.

The strength of their messages, as they moved in a world without internet and private media houses, ended up making a whole country embrace their causes.

Today, the Internet has come to equip, arm and connect these new agents of change. The AfricTivistes Civic Engagement Tour (ACET) programme, which was implemented from November 1, 2019 to August 28, 2020, has widened the sphere of enhanced citizenship in Senegal.

Six training sessions across Senegal enabled ACET to take shape and train more than 150 young people on civic leadership, citizenship, community engagement and digital storytelling for the promotion of a local narrative.

These people, from different walks of life including activists, academics, students, ordinary citizens and members of associations and social movements, were able to confront and share ideas, train themselves, co-construct knowledge and commit to making themselves more useful to their communities.

Due to high demand, we had to put aside education level, profession, age, etc when choosing the participants. The choice focused on what each participant might contribute to the well-being of their community. Consequently, we put a university professor next to a housewife, a labourer with an engineer, and a student with a senior expert, among others. They all shared the common desire of participating in the development of their country, starting from the bottom up as well as the desire to reveal hidden talents and put them at the service of the community.

The first session in Dakar established the base of the programme while those subsequently held in Saint-Louis, Fatick, Ziguinchor and another one in Dakar contributed to perfecting the training and adapting it to facilitate implementation in other African countries.

The toolkit will be very useful for the training of trainers' sessions, a continuation of the pilot phase in Senegal. As a result, the training can be scaled up independently on the continent since it provides the necessary tools to conduct sessions. There are exercises that are well structured and largely in line with the concerns of the targets, even though it does not have to be followed strictly. Trainers have the flexibility to adapt the content to the audience they will have in front of them.



This manual also provides directions and indications based on the certainty that revealing sleeping talents and giving youth the opportunity to realise that there is a spark to be awakened in them, is the key to smooth development.

Thus, thanks to this toolkit, they will understand that leadership is not a position but an everyday attitude and behaviour. They will know that the main thing is not to put themselves forward, but to put their actions forward. In the end, trained youth will thus be able to step out of their comfort zone and gain more self-confidence in order to recognise and own a civic challenge.

The chapter dedicated to “Design Thinking” will give youth the opportunity to structure their thinking, to have a human-centred design and to know the techniques to use to better understand people and at the same time, be of service to them.

The emphasis of the sessions “From idea to action” is on the techniques allowing to go from a project idea to its implementation including the different stages that can transform a sound into music.

AfricTivistes uses digital technology to raise awareness on and promote digital citizenship as well as enlighten citizens on the role they could play as agents of change and youth who will, one day,

be entrusted with the running of their countries. Digital technology has played a role in elections’ observation, in involving people in societal and civic issues, and facilitating experience sharing.

The training session on digital looks back on this accumulated experience to show that the power of digital technology creates a borderless world for the pursuit of knowledge and the opportunity for anyone to be heard.

Practice is privileged over theory in all training sessions. Indeed, the training is not only about sharing knowledge. It is above all about ensuring that participants leave the training with skills, know-how and knowledge that they can use in their everyday life.

Taking part in the sessions is good. But leaving a document that can be used as a basis for further knowledge sharing and, above all, organizing training sessions for trainers, is even better. This is the motivation for putting together this toolkit, which we are convinced will be very useful for all those interested in the issues raised herein.

Enjoy your reading !!!

Cheikh FALL, President of AfricTivistes
Mamadou DRAME, AfricTivistes Scientific pole



This manual is dedicated to **our late comrade Souleymane Chakorane Diouf** whose passion for civic engagement and community development through action will hopefully remain an inspiration for **generations of Africans to come.**



GLOSSARY

- Leadership edge : set of civic leadership principles and skills needed to meet the civic challenge
- Comfort zone : State or space where we are most comfortable
- Gap : distance separating the problems from the solutions / aspirations
- Adaptive challenge : Challenge the status quo by engaging and stimulating the values and mind-set of the people involved in the challenge. An adaptive challenge is about changing priorities, values, beliefs and loyalties for a common cause.
- Technical problems/solutions : Problems that we know how to solve, and that just need expertise and a human resource to be solved. Usually the solution already exists.
- Strengths : Aspects of civic leadership that you naturally have.
- Vulnerabilities : Weaknesses, anything that prevents you from going out of your comfort zone to take civic leadership

- Trigger : Any action, behaviour or decision that can upset you and put you off
- Prototype : first or preliminary model (of an object/something to be reproduced).
- Ideation : Ideation is the creative process of producing, developing, and communicating new ideas.
- Iteration : Iteration refers to the action of repeating a process.
- U Process : U Theory is a leadership and collective intelligence method focusing on the discovery and implementation of innovative solutions
- Pain Points : “pain point” refers to a pain point or irritating customer.
- Design Thinking : Design thinking, or also “creative conception”, is an innovation management method developed at Stanford University in the United States in the 1980s by Rolf Faste



MODULES

- I. Leadership Edge : Get out of your comfort zone**
- II. Recognize and embrace a Civic Challenge**
- III. Self-management**
- IV. From Idea to Action**
- V. Design Thinking : innovation process**
- VI. Influence and Awareness through Digital Campaign**
- VII. Risk management**



MODULE 1:

INTRODUCTION TO LEADERSHIP EDGE :
GET OUT OF YOUR COMFORT ZONE



INTRODUCTION TO EDGE LEADERSHIP :

Getting out of your comfort zone

Goals

By the end of the class, trainees will understand :

- How to identify their comfort zone
- How to get out of their comfort zone to make progress on the community's civic and citizen challenge
- Principles of Civic Leadership
- Skills of the Civic Leader

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to be completed before the start of the class :

- Print the exercises
- Handout on the Edge group-exercise

Room layout

- U-shape room layout
- Set up a space for the Edge group-exercises



Duration :
3 hours

Note to the Facilitator :

This module is based on leadership, connection, listening, observation and interaction. There are a few important things to consider:

- Setting up an appropriate framework for exchanges and learning
- Setting up a framework where the participant feels comfortable and safe
- Setting up a mechanism that will allow interaction between participants
- Identifying the participants who intervene the least in order to encourage them to speak up
- Importance of breaks in-between to assess the vibe in the room, the involvement and understanding of participants
- Use energisers whenever you feel a drop in energy in the room



Note to the Facilitator :



It is also important to keep in mind the following ground rules of the session on a flipchart and stick them somewhere in the room

- There are no good or bad Answers / Ideas, there are only Ideas / Answers
- Phones must be on silent or airplane mode in order to have the undivided attention of all participants
- The session must be interactive and participatory
- Time management and compliance with allocated time are crucial
- Please do not cut people off and do not raise your hand to speak
- Be open-minded and fully involved during group exercises

Generate interest : (10 min)



- Welcome the participants, introduce yourself as a facilitator (first name, last name, organization, position in the organization), explain the context of this activity and announce the program of the day



AfricTivistes Youth Civic Engagement Workshop - 25 - 28 March 2020

Introduction of participants : (45 - 50 min)



- Give each participant 3 post-it notes of different colours (e.g.: blue, pink and green ...)
- Ask participants to fill in the post-it notes with the following information:
 - Names and Organizations / Associations (Blue Post-it)
 - Goals and Expectations at the end of the session (Pink Post-it)
 - Where do you see yourself and your organization / association in 5 years (Green Post-it)
- Give participants 3 to 5 minutes to answer questions on the post-it
- Give 1min30s to 2:00 min at a maximum so that each participant can read out their answers



Introduction of the session : (10 min)



Introduce the session on Leadership Edge, the objectives of this session and areas in which the concept of Leadership Edge can be used

Brainstorm with the participants by asking the following questions and writing all the answers on a flipchart or on the board :

- i. What is civic leadership ?
- ii. What is the Civic engagement ?
- iii. What is a community ?
- iv. Is Civic Leadership an activity or a position ?

In-depth introduction of the Leadership edge and comfort zone concept : (25 min)



Circle the following words that might have come out of the definitions provided by the participants :

- i. “Engage, Mobilize, Influence, Impact, Community, Me, Vision, etc.”

Define civic leadership, leadership edge, comfort zone and show how to get out of one’s comfort zone.

Information to share with participants

- Civic leadership is an activity and not a position.
 - It is important to mobilize the community to face up to the challenges in your neighbourhood, hometown, etc
 - Leadership is about creating connections and relationships based on purpose, ethics and common values. It starts with “Me” and must engage the “Others”. The purpose/cause must be clear.
 - Demonstrating leadership is very risky ...
- Empathy

Note to the facilitator :



Always observe the participants. You have to see if they stick with these new concepts and always involve them in the session.

- Take a break and ask if it is clear to everyone. If there are no questions, ask a maximum of 2-3 people to share what they have understood.
- Always remember that there are no right or wrong answers, only answers.
- Give the floor to those who have not yet spoken since the start of the session ...



Exercise 1 : Edge Group - Train 5 groups of 5 people (30 min)

■ Step 1 : Form 4 groups of 5 people

Assign each of the first five participants a number from “1 to 5”. Repeat the same until all participants have a number. All participants with the same number will be in the same group.

Appoint a time manager in each group, this person will manage the time during the exercise and remind the group members of the remaining time.

The groups will remain the same for all other Edge Group exercises of the Civic Leadership and Engagement module. For each Edge Group exercise, a new person in the group manages the time.

■ Goals :

Discuss and exchange between participants on civic leadership within our communities

Identify and share your comfort zone with other participants

Learn empathy, active listening and public narrative

■ Step 2 : Give instructions

Instruction: The group members will answer the following questions

How would you rate your civic leadership within your community or your organization / association ?

What is your comfort zone and what are the limits / blocks that prevent you from stepping outside your comfort zone ?

■ Step 3 : Sequence of the exercise

Each participant will have 4 minutes to write the answer to the questions asked in their notebook.

Then, in turns, each participant will have a total 5 minutes to share their answers and respond to questions from the other group members. The 5 minutes are broken down as follows : 3 minutes for a group member to share their answers and 2 minutes for questions and answers within the group.

The other group members listen carefully during those 3 minutes, without cutting off, nor asking follow-up questions. The time manager will keep the time, the person sharing will have to use all 3 minutes dedicated for their response.



Once the 3 minutes are finished, the other group members will have 2 minutes to ask questions and the person will have to answer them.

Basic rule : Do not judge, do not cut off anyone speaking but above all, do not give any advice. The conversation remains confidential for each group and between group members.

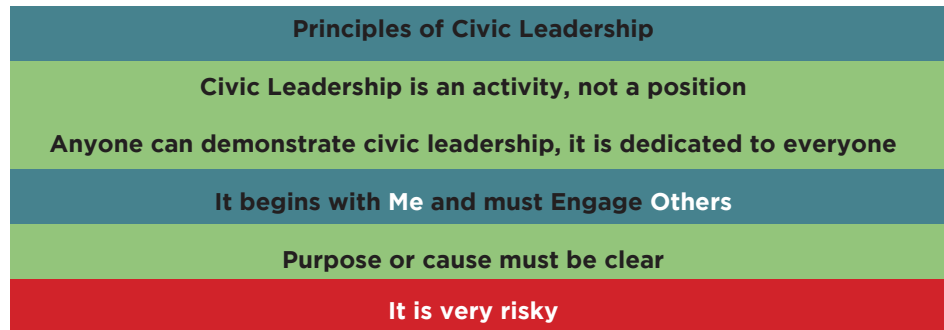
Break : (10-15 min) 

Back into the session, Energizer before the session summary: (10 min)

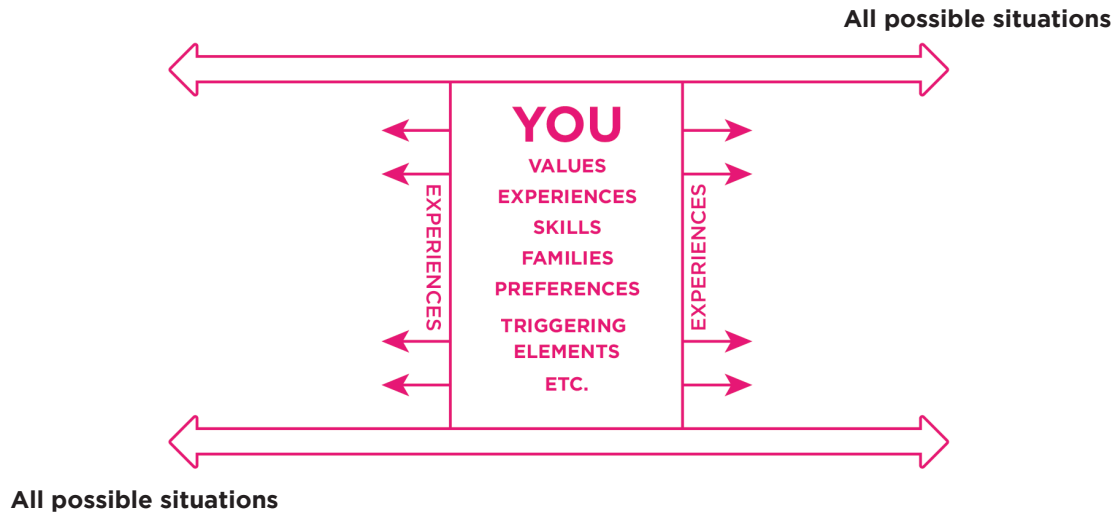
Count from 1 to 14 in ascending order but if two participants say the same number at the same time we restart. The objective of this exercise is to work on team collaboration.

Summary of the session : (60min) 

- Take 5 minutes and ask the participants how they find the exercise.
- Take 10 minutes to recall and exchange about the definitions of civic leadership, leadership edge and comfort zone
- Take 10 minutes to introduce the principles of civic leadership



- 10 minutes to introduce the comfort zone diagram



Evaluation and Reflections (25 min)



- At the end, thank the group and ask the participants to rate you through a session of reflection and feedback.

- Ask the following question to the participants :

How did you find the session ?

What did you learn today ?

What concepts or tools will you take home ?

What should we improve in the session ?

- Write all suggestions on a flipchart





MODULE 2 :

RECOGNIZE AND OWN A CIVIC CHALLENGE
ADAPTIVE VS TECHNICAL CHALLENGE





RECOGNIZE AND OWN A CIVIC CHALLENGE :

Adaptive vs Technical Challenge

Goals

At the end of the class the trainees will know how to :

- Recognize a civic challenge
- Own a civic challenge within the community / neighbourhood
- Define, identify and differentiate the Adaptive vs Technical solution
- Make progress to reduce the gap in the face of a civic challenge

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to be completed before the start of the class :

- Print the exercises
- Handout on the Edge group-exercise

Room layout

- U-shape room layout
- Set up a space for the Edge group-exercises



Duration :
3 hours

Note to the Facilitator :

This module is based on leadership, connection, listening, observation and interaction. There are a few important things to consider:

- Setting up an appropriate framework for exchanges and learning
- Setting up a framework where the participant feels comfortable and safe
- Setting up a mechanism that will allow interaction between participants
- Identifying the participants who intervene the least in order to encourage them to speak up
- Importance of breaks in-between to assess the vibe in the room, the involvement and understanding of participants
- Use energisers whenever you feel a drop in energy in the room.



Note to the Facilitator :



It is also important to keep in mind the following ground rules of the session on a flipchart and stick them somewhere in the room

- There are no good or bad Answers / Ideas, there are only Ideas / Answers
- Phones must be on silent or airplane mode in order to have the undivided attention of all participants
- The session must be interactive and participatory
- Time management and compliance with allocated time are crucial
- Please do not cut people off and do not raise your hand to speak
- Be open-minded and fully involved during group exercises

Generate interest : (15 min)



- Recall the concepts of Leadership Edge, the comfort zone and the principles of civic leadership. Introduce the module “Recognizing and owning a civic challenge”.
- Explain the goals of this module and how participants could use it in their community / organization / hometown.



ACET Saint-Louis - 7 - 10 January 2020



Introduce the concept of Gap : (45min)

- Ask participants the following question : “When you think of the future of your community / organization / hometown, which issue concerns you most ?”
- Write the question on a flipchart and write the participants’ answers
- Support and guide participants to be more specific in their responses
- Then ask the following question : “What are your aspirations in relation to the civic challenge of your community?”
- Note the answers on the flipchart
- Introduce the concept of GAP (The distance or state that exists between the problems and aspirations in relation to this problem)
- Conclude with the following diagram :



Goal : Reduce the GAP between the problems observed and the solutions proposed by making progress with regards to civic and citizen challenges

Introduce the concept of Adaptive / Technical Challenge : (15 min)

Ask participants the following question : “What makes civic leadership difficult within the framework of the ‘gap’ (Problems --> Solutions)?”

- Write the responses of the participants on a new flipchart paper sheet
- Always guide participants to be specific in their responses.
- Once participants have finished responding, state the idea that if civic leadership is difficult, it is because of the adapted and systemic solutions that need to be implemented.

Define the following concepts:

- i. What is an Adaptive Challenge
- ii. What is a Technical Challenge



Information to share with participants :

Civic challenges are much more complicated and nuanced than they look.
Recognize and take ownership of the civic challenge before proposing technical vs adapted / systemic solutions.
Technical problems are easy to recognize, either the solution already exists or there are experts to implement the solution.
Empathy, values, active listening, relationships and experimenting. should be taken into consideration in order to carry out an Adapted Civic Challenge.

Note to the facilitator :



- Always observe the participants. You have to see if they grasp these new concepts and always involve them in the session.
- Take a break and ask if it is clear to everyone. If there are no questions, ask at least 2-3 people to share their understanding.
 - Always recall that there are no right or wrong answers, only answers.
 - Give the floor to those who have not yet spoken since the start of the session ...
 - Give examples from everyday life based on the local context to help participants understand better.
 - Be patient with the participants for this session.



Social initiative workshop - Dakar, november 2019



Exercise 1 : Edge Group - form 4 groups of 5 people (45 min)



■ **Step 1 :** Return to the groups created during the “Introduction to Leadership Edge” session. Choose another person in each group to manage the time. This person will manage the time during the exercise and remind the group members of the remaining time. The same groups will be kept for all other Edge Group exercises of the Civic Leadership and Engagement Program. For each Edge Group exercise, a new person in the group manages time.

Goals :

Participants discuss and exchange on the opportunities to exercise civic leadership within their community / organization / hometown
Stimulate the group members so that they recognize the adaptive and technical part of their civic challenge
Identify gaps and indicators of progress of the civic challenge

Step 2 : Give the instruction

Instructions: The group members will answer the following questions :

- What civic leadership issue would you like to get involved with in your community ?
- What is adaptive and technical in relation to this identified civic challenge ?



ACET Mbellecadio, Fatick - 3 - 6 March 2020



Step 3 : Sequence of the exercise

Each participant will have 5 minutes to think and write the answer to the questions asked on their notebook.

Then, in turn, each participant will have 5 minutes to share the answers to the questions asked with the other members of the group. The other group members would listen carefully to the person during their 5 minutes without interrupting them.

At the end of the 5 minutes, the rest of the group will have 3 minutes to ask questions to the person who, in turn, will have to answer the questions of the other group members. The time manager will monitor the time and the person who is sharing will have 5 minutes to explain their answer.

Once the 5 minutes are finished, the other group members will have 3 minutes to ask questions and the person will have to answer them.

Basic rule : One should not judge, interrupt and, above all, give any advice. The conversation remains confidential for each group and between group members.



ACET Dakar - 25 - 28 August 2020



Break : (10 min)

Back into the session, Energizer before the session summary : (10 min)

2 truths and 1 lie : Ask 1 participant to say 3 statements about him/herself (2 truths and a lie), the other participants will guess the truths and the lie.

Summary of the session : (25 min)

- Take 5 minutes to ask the participants how they found the exercise.
- 10 minutes to recall and discuss the notion of gap, adaptive vs technical challenge and experimentation to make progress.
 - i. “We need to make more progress on the adaptive challenge”
 - ii. “Civic challenges require a technical solution and an adaptive solution”
 - iii. “We need to be innovative and creative to address the civic challenge within our community / organization / hometown”
- 10 minutes to map adaptive vs technical and to introduce civic leadership skills

Distinguish between Technical and Adaptive solution

	Technical solution	Adaptive solution
The solution	... is clear	... requires an apprenticeship
The problem	... is clear	... requires an apprenticeship
Who has to do the work	Experts or Authorities	... Stakeholders
The type of work	Efficient	Carry out experiments
The timeline	Right now	Long term
The expectations	Solve the problem	Progress
The attitude	Confidence and Talent	Curiosity



INTRODUCTION TO LEADERSHIP SKILLS AND COMPETENCES

Diagnose the situation

- Explore through interpretations
- Distinguish between technical and adaptive / systemic solution
- Understand the challenge procedures
- Test and collect multiple interpretations and viewpoint
- Measure and test the atmosphere
- Identify who should do the job

Self-management

- Knowing your strengths, vulnerabilities and triggers
- Knowing the story people tell about you
- Choosing between your different personal values
- Getting ready for conflict management
- Experimenting beyond your comfort zone
- Self-caring

Engage others

- Engage and ask everyone's opinion
- Engage and collaborate with all teams and factions
- Start from where they are at
- Inspire a collective and common goal
- Always be transparent

Intervening adequately

- Making conscious choices
- Showing the same involvement as other members of the community
- Always keeping the objective and the cause in sight
- Being honest, sincere and empathetic
- Setting up experiments

Copyright : Kansas leadership Center, your leadership edge

Balcony and dance floor (15 min)

- Introducing the concept of Balcony vs Dance floor
- Asking participants to take a step back by doing a retrospective of everything they have learned about leadership edge and civic challenge.



Edge leadership and the civic challenge

- Asking participants to write on a post-it what they have learned and remember from the modules
- Thanking the participants for their involvement and interaction during the module
- Asking 2 or 3 participants to share with the group
- Asking participants to evaluate you through a brainstorming and feedback session.
- Write all suggestions on a flipchart

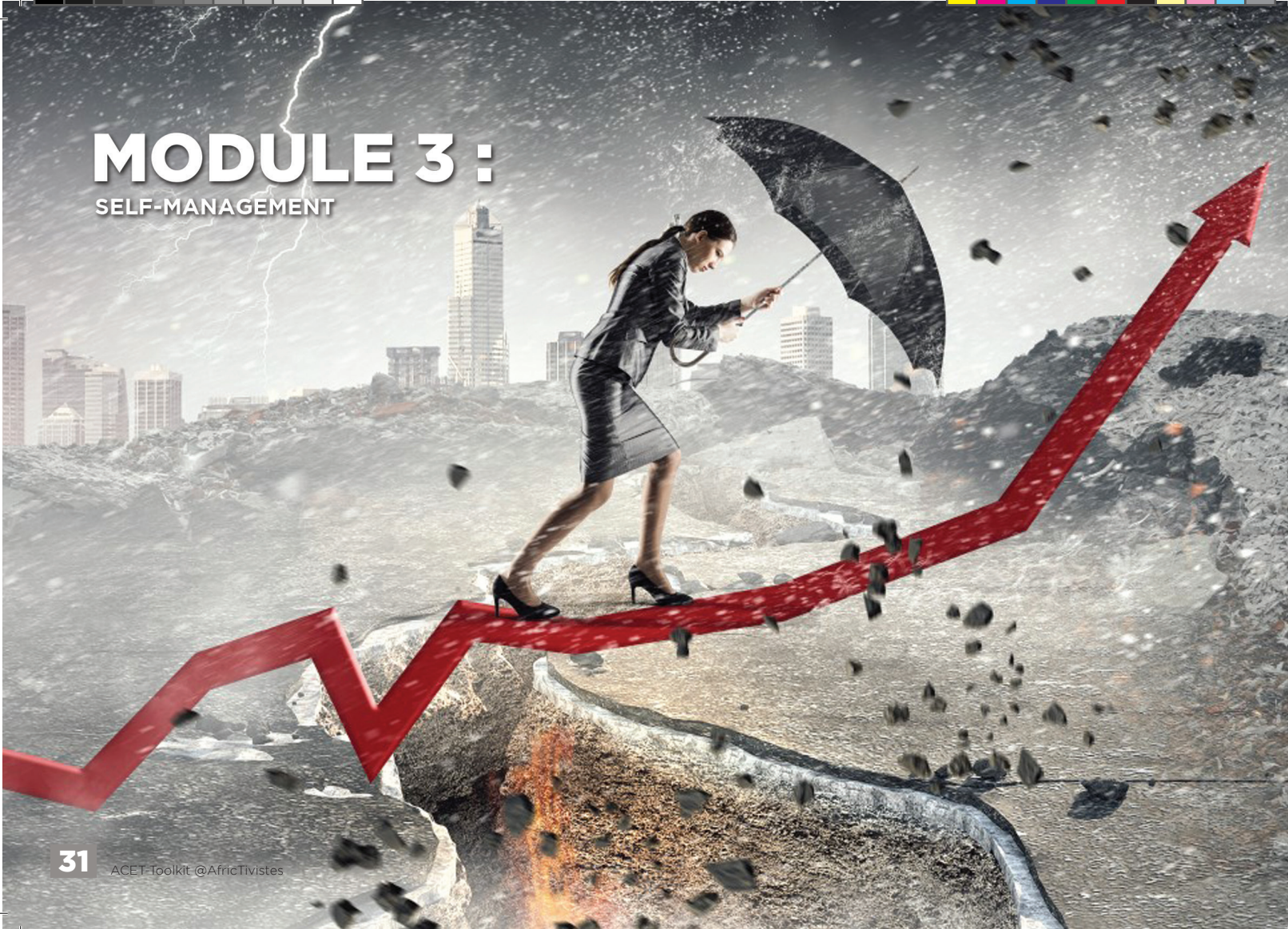
ACET Mbellacadio, Fatick - 3 - 6 March 2020



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MODULE 3 :

SELF-MANAGEMENT



SELF-MANAGEMENT

Goals

By the end of the class, trainees will be able to :

Recognize their strengths, vulnerabilities and triggers
Work on active listening and relationship
Experiment “how to get out of your comfort zone”

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to complete before the class :

- U-shape room layout
- Set up a space for Self-Management exercises



Duration :
2 hours

Note to the Facilitator :

This module is based on leadership, connection, listening, observation and interaction. There are a few important things to consider:

- Setting up an appropriate framework for exchanges and learning
- Creating a space where the participant feels comfortable and safe
- Setting up a mechanism that will allow interaction between participants
- Identifying the participants who intervene the least in order to encourage them to speak up
- Importance of breaks in-between to assess the vibe in the room, the involvement and understanding of participants
- Use energisers whenever you feel a drop in energy in the room.



Note to the Facilitator :



It is also important to keep in mind the following ground rules of the session on a flipchart and stick them somewhere in the room

- There are no good or bad Answers / Ideas, there are only Ideas / Answers
- Phones must be on silent or airplane mode in order to have the undivided attention of all participants
- The session must be interactive and participatory
- Time management and compliance with allocated time are crucial
- Please do not cut people off and do not raise your hand to speak
- Be open-minded and fully involved during group exercises

Generate interest : (15 min)



- Recall the concepts of leadership edge, comfort zone and the principles of civic leadership. Recall the civic leadership skills.
- Focus on self-management by talking about the definition of civic leadership “Civic leadership starts with “Me” and must engage “Others”.
- Introduce the module on self-management, the objectives of this module and the sequencing of the session.



ACET Saint-Louis - 7 - 10 January 2020



Introduce Self-Management : Strengths, Vulnerabilities and Triggers (35min)



- Define a force (See definition in the glossary)
- Define a vulnerability (See definition in the glossary)
- Define a trigger (See definition in the glossary)
- Draw 3 columns on a flipchart with the following terms : Strengths, Vulnerabilities and Triggers
- Then ask participants to give examples of strengths, vulnerabilities and triggers and write them on the flipchart
- Discuss with them about why they think the examples cited are strengths, vulnerabilities and triggers.
- Conclude by showing that “Me” self-management is the first step before being able to mobilize others to face the civic challenge within the community.
- Finish by asking the following question : “How do you think you can mobilize others if it is hard for you to take care of your ‘SELF’?”

Information to share with participants :

Exercising civic leadership requires showing a lot of humanity and considering human capital

Strengths : Aspects of civic leadership that you naturally have

Vulnerability : Weak point, anything that prevents you from stepping out of your comfort zone to exercise your civic leadership.

Trigger : Any action, behaviour or decision that can upset you and put you off.

Identify the strengths, vulnerabilities and triggers of other members of the community / organization / hometown in order to be able to engage them in an optimal and efficient manner.



ACET Saint-Louis - 7 - 10 January 2020

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Note to the facilitator :



Always observe the participants. You have to see if they are grasping these new concepts and always involve them in the session.

- Pause to ask if it is clear to everyone. If there are no questions, ask at most 2-3 people to say which ones they understand.
- Always recall that there are no right or wrong answers, only answers.
- Give the floor to those who have not yet spoken since the start of the session ...
- Give examples from everyday life based on the local context to help participants better understand.
- Be patient with the participants during this session.

Exercise 1 : The connector marker (45 min)



Step 1 : Ask participants to stand up and form a circle

Holding a marker, ask each participant for 2 min in turn to share a personal thing about themselves that they always wanted to share but did not have the courage to do so.

Once a participant has finished sharing, ask them to pass the marker to another random participant or a participant that they would like to connect with to do the same.

The person sharing should stand in the middle of the circle. The facilitator will be the first to share a personal thing with the participants and will give the marker to another participant to continue the exercise.

Step 2 : Give instructions

After all participants have shared something personal, ask them the following questions :

How did you find this exercise ?

How does it feel to step out of your comfort zone ?

What are you going to take home after this exercise ?

Ask participants to applaud each other for taking the risk of stepping out of their comfort zone.



Goals :

- Help participants get out of their comfort zone
- Help participants identify their strengths and vulnerabilities
- Connect participants and strengthen the relationship between them
- Practice public speaking

Exercise 2 : Game of Tandem (25 min)

Step 1 : Ask participants to form two rows

Step 2 : Give instructions

Once the two rows are formed, ask the participants of the two rows to face each other.

Ideally, each participant should face a participant with whom they have not interacted much during the capacity building sessions.

Once participants are paired, state the rules for this exercise :

- Each pair finds a quiet place to discuss - Each pair will have 5 minutes each to talk about their civic challenge, their aspirations, their areas of interest.
- The other participant in the pair will have 3 minutes to ask questions to the other participant who has just shared for 5 minutes.



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Step 3 : Restitution

- Form a circle with the chairs and ask the participants to sit in pairs
- Ask 3 pairs (2 to 3 minutes per pair) to review the things they learned from their partner during this exercise
- Ask participants what they learned from this exercise
- Conclude by recalling the concepts of edge leadership, the principles of civic leadership, adaptive vs technical work and finish with the competences of civic leadership.

Goals :

- Work on active listening of participants
- Create connections and synergies between participants
- Work on public speaking



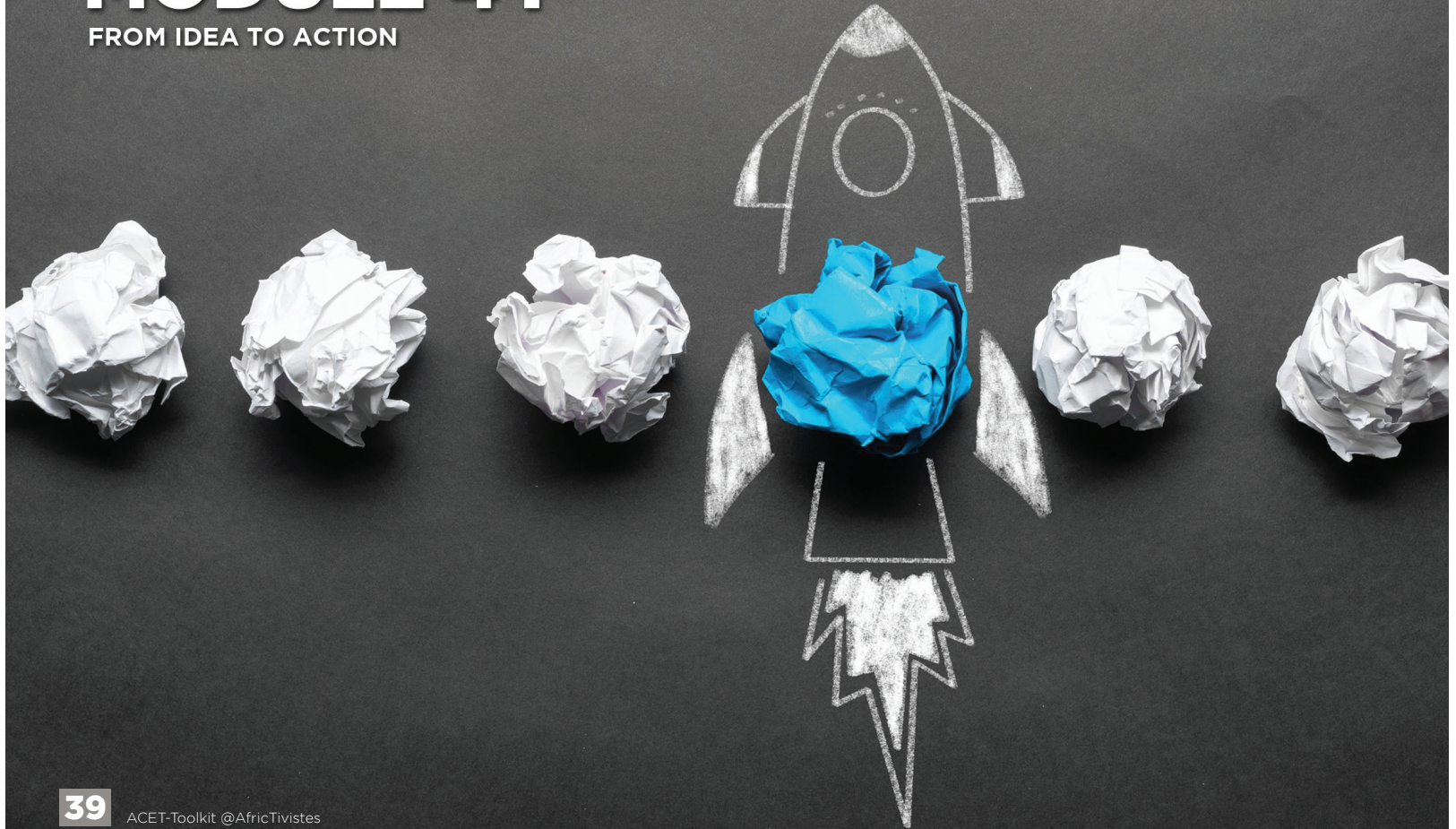


Social Initiative Workshop
July 2019



MODULE 4 :

FROM IDEA TO ACTION



FROM IDEA TO ACTION

Goals

By the end of the class, trainees will understand the expression idea to action so that they can :

- Analyse an idea
- Study its feasibility
- Propose an action plan based on an idea

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to be completed before the start of the class :

- Print the exercises
- Preparations
- Come with a project idea

Note to the Facilitator :

Group work with notes of brainstorming is the best option, rather than oral presentation.

Generate interest :

- Energizer
- Activities or games to relax the atmosphere and invite participants to own the space
- Introduce the concept of the session

Four questions to ask yourself to answer the feasibility of the question :

What
Why
How
When

Sequence of the session

Exercise 1 : Planning the action

Duration : 1h 30mn

(30 minutes of exercise, 1-hour presentation of results and discussions)

Specific goals :

By the end of the class, trainees will be able to :

- Identify an idea,
- Determine the objectives, the means and the prerequisites to transform an idea into a project
- Think about the requirements to implement the project



Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Note to the Facilitator :



It is necessary to analyse and clarify the idea of the project. We have to tell ourselves that an idea, even a great one, is only an imprecise concept and that we must try to clarify it to give it a dimension that will allow it to be executed.

Organization of the session :

The participants get into 4 groups (two Group 1s and two Group 2s), appoint a chairperson and a rapporteur for each.

Group 1 will focus on step 1 and Group 2 on step 2.

Instructions :

Each group will answer the different questions and present the results of their brainstorming.

Group 1 :

Step 1 : Analysis of the idea

- What is this idea ?
- Do you have the skills necessary to execute your idea ?
- Who is this project for ?
- What need (s) does it meet ?
- What objective (s) does it aim for ?
- Is there anything similar or comparable already in place ?
- Will this idea bring something different and useful ?
- If so, how (advantages and strengths) and for whom ?

Group 2 :

Step 2 : Assessing the feasibility of the idea

- Who will be responsible for carrying out this project ?
- Is collaboration with other partners required ? If yes, which ones ?
- What are the human, financial and material resources required to carry out this project ?
- Where will the required staff, money and materials come from ?
- Where could this project take place ?
- What timeframe should be foreseen to complete this project and how long it will take to accomplish ?
- What are the constraints that could hinder the implementation of this project ?
- What are the risks or threats that could lead this project to fail ?

Presentation of the results :

Each group presents its production in plenary. The presentations are followed by the next exercise.



Exercise 2 : Carrying out the project

Duration : 1h 30mn

(30 minutes of exercise, 1-hour presentation of results and discussions)



Specific goals :

By the end of the class, trainees will be able to :

- Define the context of implementation
- Determine the roles of each stakeholder
- Assess the impact

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Organization of the session :

The participants get into 4 groups, appoint a chairperson and a rapporteur for each. Each group continues to reflect on the project they are working on.

Instructions :

Based on the project idea already mentioned, answer the following questions:

- Analyse the assets of the implementation location that the project could potentially add value to
- Analyse the socio-economic context using studies carried out by specialized institutions, universities ...
- Analyse the game/ of the existing stakeholders. Who are the actors in the area of intervention ?
What are their respective challenges ?
- Analyse the public policies with which the project should be coherent.

Presentation of the results :

- Each group presents its work in plenary. The presentations are followed by discussions.



THINGS TO REMEMBER

Note to the Facilitator :



- Participants should know that there are several intermediate stages from idea to action. Emphasis must be placed on the intermediate steps.

How to design a project ?

From a project idea, several activities are necessary, in particular:

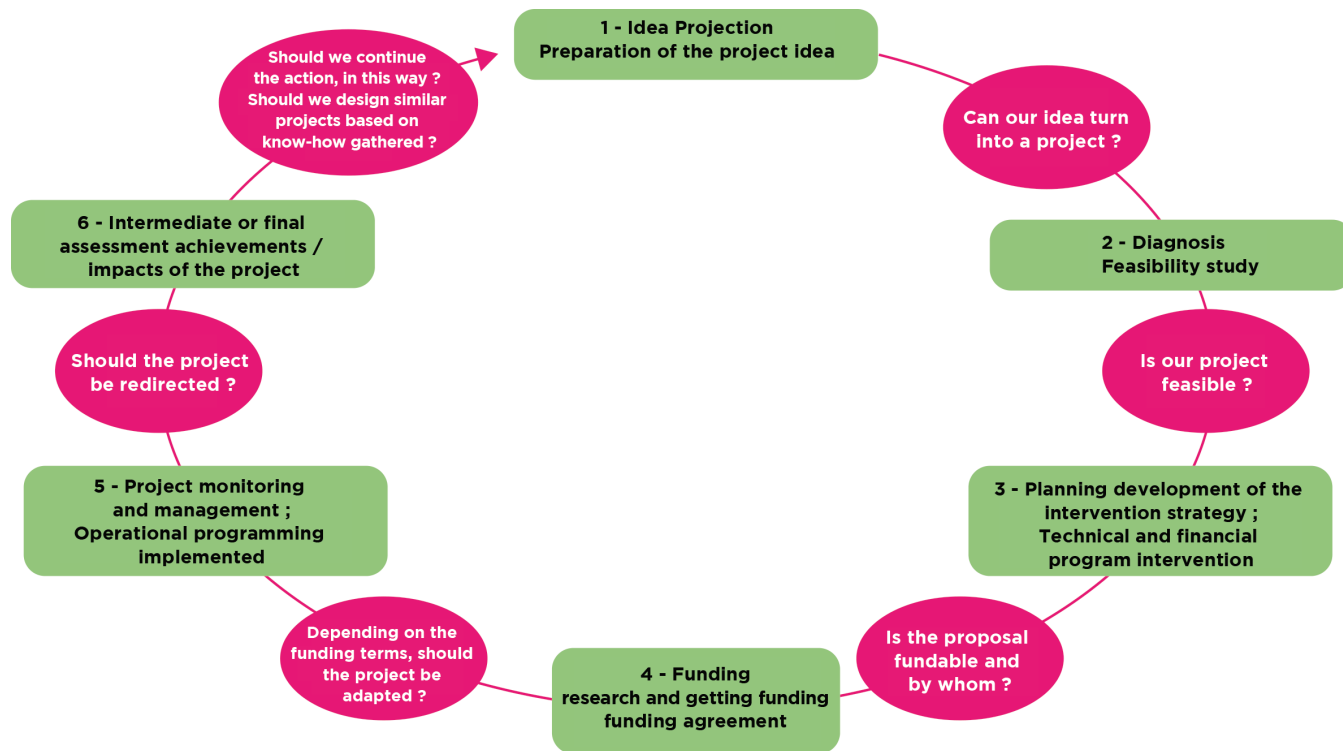
- Analyse the context in which the action fits
- Analyse and assess the needs of the target population
- Identify and involve the different actors present
- Diagnose the problem: the problems, the causes, the effects and the intervention strategy.

1. Analyse the context in which the solidarity action fits. Why ?

- Have as detailed an understanding as possible of the context: geographic, geopolitical, humanitarian, socio-economic, judicial and legal, environmental, cultural ...

2. Analyse and assess the needs of the target population

- The beneficiaries, who are they ?
- These are the people directly or indirectly affected by the improvements that will lead to the project
- Most local development projects benefit directly and indirectly from the inhabitants of a neighbourhood or village.
- Criteria to be taken into account to determine and narrow down the beneficiary population: composition, origin, geographical area, activity, age, or even the level of education.



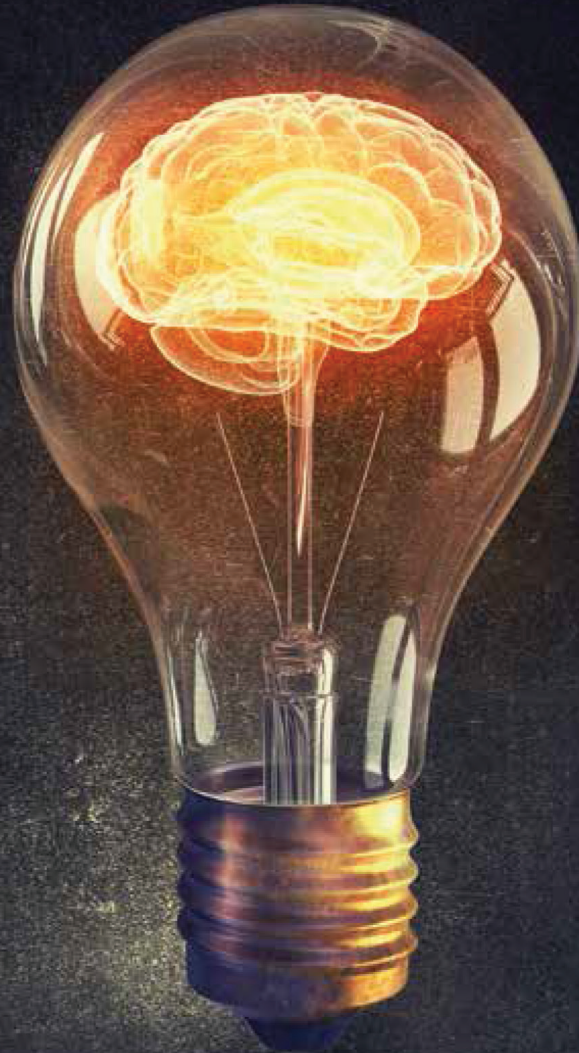
**At the end of the session
Evaluation**

- Timing assessment exercise of the session
- Individually or plenary



MODULE 5 :

DESIGN THINKING



45

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DESIGN THINKING

Goals

By the end of the class, trainees will understand :

- What design thinking is
- The design thinking matrix with the 5 pillars
- The creative way to solve a problem
- The design thinking evaluation matrix

Materials needed for the session:

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to be completed before the start of the class :

- Print exercises
- Handout on getting acquainted
- Handout on the interview matrix
- Handout on the classification of ideas
- Handout on the idea evaluation's matrix

Note to the Facilitator :

This module is based on creativity. There are two important things to consider :



Duration :
8 hours

- The creation of an appropriate space for exchanges and learning: it is necessary for the participant to feel at ease and interact with the others
- The use of energizing exercises every time once you feel a drop in the energy of the participants.

Generate interest : (15 min)

- Welcome the participants and afterwards start with a circle game
- Give the handout Get to know each other and kick start the signature challenge: The participant who first had the 20 signatures shouts first (hip hop) and then we stop.
- You can think of rewarding the first 3 participants.



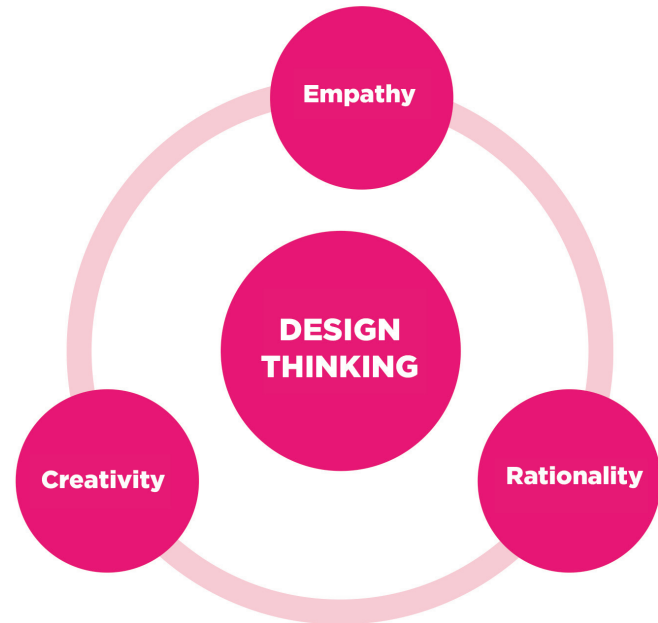
Introduce the concept of the session : (10 min)



What is design thinking for the participants ?
Brainstorming with the participants then you show them the matrix
Information to share with participants :
Design provides compelling competitive advantages, while design thinking can help you exploit uncertainty and complexity.
Be careful not to mix Design vs Design Thinking !
A definition of Design Thinking : A creative way to solve a problem that requires the use of tools from the **three (3) points of innovation :**

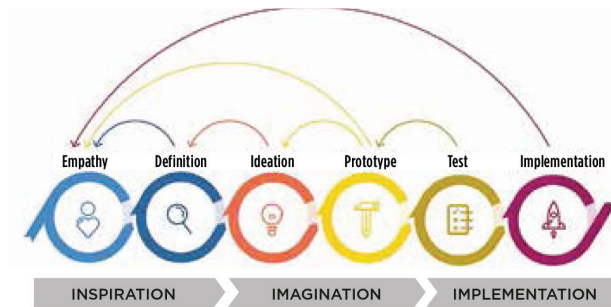
- Empathy**
- Creativity**
- Rationality**

Design thinking as a behaviour and way of seeing





Let's see what the Thinking Design Matrix looks like (30 mn)



Note to the facilitator :



At this stage, take the time to go through the matrix with all the participants (step by step) and explain for each step the content and the elements to be observed. At the end, give participants time to think and let them ask all the questions they have about the matrix.

If you can model a case according to the context, it would greatly facilitate understanding.

Steps :

Explain to participants what to do for each step. It is important that they understand the chronology and interrelation between elements. (15 mn)

1 Empathy
Interviews
Profiling
Seek to know
Do it without judgment

2 Definition of problem
Character
Objectives
Decisions
Challenges
Blocking points

3 Ideation
Collect ideas
All good ideas
Diverge / Converge
Prioritize

4 Prototyping
Cutting
Simplifying
Iteration
Prototype

5 Test
Understand the obstacles
See what worked
Role to play
Briefly repeat



Information to share with participants :

This is a process applicable to anything in your start-up. Human-Centred Design is the discipline of solving problems in order to be of service to people. Here 'Design' is not referring to graphic design.

Rather, it is about the process of resolving major challenges. This is a branch which requires a lot of work. There are a huge number of techniques to use. It means going to find and collect tools, and then come back and collect them again and again. This is not a linear process; it is a loop process.

Exercise 1 : in a group of 5 people (45 min) 

Step 1

Instructions :

In a group, do exercise 1 by completing the interview form with your peers. Put your idea on the flipchart and use the grid to discuss with the members of your group (1 part - 30 min)

Interviews

Dig deeper



Step 2

Instructions : Be focused on the problem you want to solve and materialize your point of view after the interview with your peers. (45 mins)

Define the problem	
Receive feedback on the problem / Finding	
Review the problem	

Step 3: Generate ideas for solutions (45 min)



- Focus on the problem
- View it from different angles
- Volume / Size



Fill in the boxes with your ideas

Step 4 / Prototype of your solution (60 min) 

- Create a prototype of your product / service
- Create something your partner can experience
- Describe it in detail or draw it

Step 5 / The evaluation matrix (60 min) 

What worked ?	Elements to improve	Questions	New ideas



Evaluation (90 mn)



- Feedback in plenary

Ask participants to come and present to the room the result of the 5 steps with regards to their ideas and give the floor to the participants for feedback. It is important here that the facilitator can moderate and synthesize in order to allow the presenters to take into account interesting inputs for the next steps of the iteration.

Evaluation (continued)

At the end, thank the group and ask participants to answer anonymously on slips of paper to the following questions:

What are the essential points that you have retained by activating the Design Thinking method ?

What worked the most for you by testing the method ?

What are the areas of improvement that you would like to see next time ?

MODULE 6 :

INFLUENCE & DIGITAL CAMPAIGN





INFLUENCE AND DIGITAL CAMPAIGN

Goals

This module aims to promote citizen participation and strengthen the capacities of influence of young people through digital campaigns.

By the end of the class, the trainees will understand how :

Understand the cycle of influence and the different notions of the theory of change.

Develop and improve the ability to influence through digital tools.

Co-develop a digital influence campaign, based on common interests.

Co-create a digital influencer campaign.

Duration : 4 hours

Materials needed for the session :

A large number of participants to be able to form working groups

A large room with the possibility of organizing work sessions in groups around a table Several post-it notes of different colours

A1 size paper

Flipchart, overhead projector, whiteboard & wall tape

Tasks to complete before the class :

- Prepare group work on A1 Paper to:
- Identify the issues (causes) to address/bear
- Prepare SWOT plans for each working group
- Prepare Power analysis plans
- Prepare the plan for the Theory of Change entry points

- Preparations

- Prepare a case study to present on a campaign in their respective areas.
- Prepare a success story based on a theory of change (the example of Gandhi in India).

Note to the Facilitator :

- This session is interactive with 70% of practice in group work.
- Everyone must participate and must be in a working group.
- Work on listening, start to create links between participants, start to get to the heart of the matter
- Formulate clear, concise and effective objectives.
- Each participant must choose a campaign (cause) to carry but also have in mind a joint campaign with several entry points
- Each participant must speak during this module.



Session 1 : Café Leader (15mn) :

Goal :

- Individual brainstorming at the beginning of the module to invite participants to suggest a campaign that will lead to change for their community (society)
- Introspection in a moment of silence with background music to get participants to think about their asset or gift and to write it on a post-it then says it out loud

Stake :

Encourage participants to question their potential, their motivation and the real objective of their digital presence.

Strategy :

Identify the different pillars that will help carry the campaign (experts, journalists, technicians, artists, graphic designers ...)

Practical exercises :

- What is your talent (your natural resource) ? 2 min
- Digital Revolution: What can you bring ? 2 min
- Restitution 10 minutes

Evaluation :

- Timing of assessment exercise of the session
- Individually or in plenary





Session 2 : Cycle of Influence (25mn)



Goal :

- Identify joint campaigns and different entry points
- Classify campaigns by categories (Environment, Safety, Development ...)
- Choose together the 3 or 4 campaigns to remember
- Form the working groups per campaign

Stake :

- Everyone understands that all causes are good and can have an impact, but that it is important to start with campaigns that are feasible, measurable and with high social impact.

Strategy :

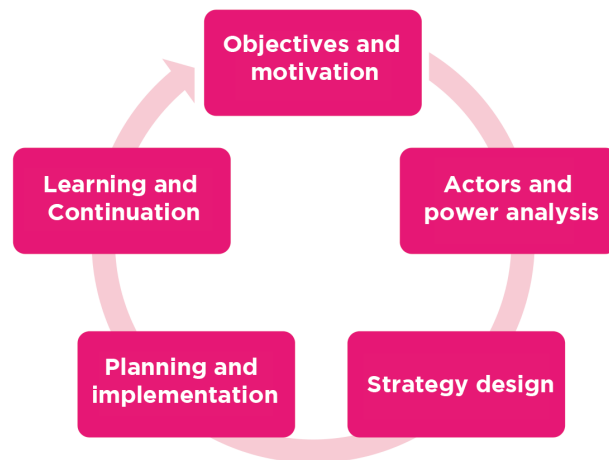
- There is no winner or loser.
- Identification of personal causes will allow to choose joint causes. This helps to pool together, co-create and set up a community of value.
- Improving the living conditions of people is a cause but achieving it may be hard.

However, if children are helped to stay in school, it could be a campaign in the short and medium term which would help to achieve a long-term goal of a better life for them.

Practical exercises :

- Take 3 minutes to think and identify your cause (individual reflection)
- Stick the post-it notes on the wall
- Classification of post-it by category
- Collective brainstorming for the choice of the different campaigns proposed

THE INFLUENCER CYCLE





Session 3 : Identification of the SWOTs of the causes (25mn)

Goal :

- Identify opportunities, threats, strengths and weaknesses for campaigns (by working group)

Stake :

Differentiate between the elements of the SWOT (Strengths - Weaknesses - Opportunities - Threats)
Count on everyone's participation to validate the SWOTs of the different working groups

Note to the facilitator :

Individually, group members use 4 different colours of post-it notes to write down the opportunities, threats, strengths and weaknesses that they feel will impact their cause. Then everyone will go and stick their post-it notes. In a collegial way, the group members must come together to adjust on the choices of strengths, weaknesses, threats and opportunities. This work must be done by the members of the groups. This is the opportunity to identify the leaders, the drivers and the shy ones.



Practical exercises :

- Take 5 minutes to reflect and identify the SWOTs of your cause (individual reflection)
- Stick the post-it notes on the wall
- Classification and validation of post-its by SWOT category
- Collective brainstorming for the choice of SWOTs

Session 4 : Identification of Actors and Power Analysis (25mn)

Goal :

- List the targets of the campaign and the links between the different targets
- Identification of future levers (mainstream influencers) on whom to rely on to post and boost the campaign
- Identify future ambassadors, spokespersons or members of the cause
- Identify the “lever” to trigger a positive outcome
- Find the different possible contact and / or communication channels

Stake :

Understand the differences between favourable and hostile targets

Understand targets with high, medium and low influences

Differentiate between targets, audience and general public

Although this is a digital campaign, don't forget to involve those offline who have a fairly strong influence and who could help achieve the goals quickly.

Note to the facilitator :

Each working group has a target identification paper sheet.

Practical exercises :

First, they must identify the targets on post-it and stick them on the wall. Then, sort the targets on the basis of several factors (influences, decision, contacts, sensitivity, adherence ...) to classify them according to their characteristics.

Avoid redundancy.

Then, the facilitator organizes the collective debriefing session for the validation of the TARGETS that could be impacted by the situation. Choose a possible lever.



Which stakeholders hold the power ?

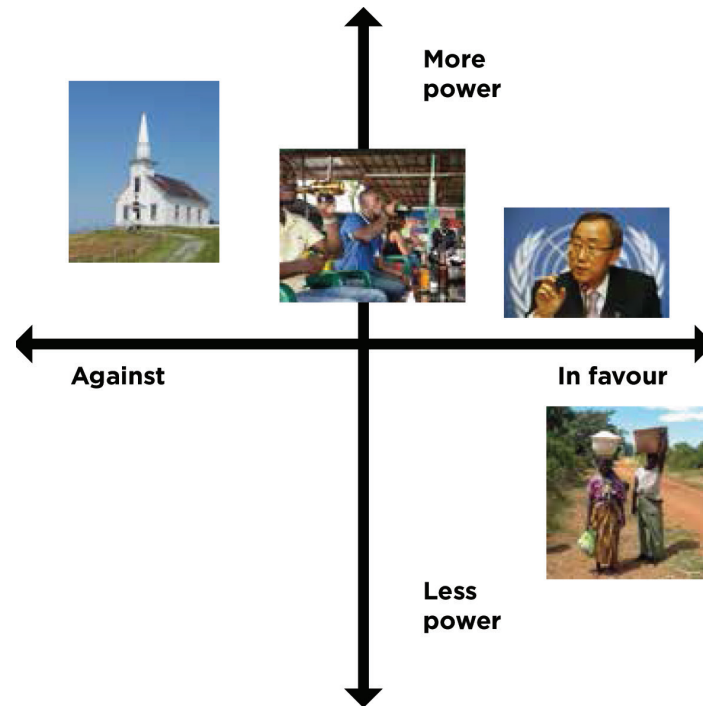
Distinguish :

Champions (in favour) :
supporters & sympathizers

Inhibitors (against) :
ignore or convince to join

Versatile (undecided) people :
focus on them

* Consider updating your power analysis



- Power analysis

After identifying the Targets, participants still need to filter by sorting among the targets and the levels of influence associated with the position in relation to the campaign we want to carry.



POWERS ANALYSIS

	HOSTILE TO OUR OBJECTIVES	NEUTRAL (-)	NEUTRAL (+)	FAVORABLE TO OUR OBJECTIVES
HIGH INFLUENCE				
MEDIUM INFLUENCE				
LOW INFLUENCE				

Course slide : https://drive.google.com/file/d/1eh7njGZJBrOlpcU-Foa3i_9OT-dqKYPI7/view?usp+sharing



MODULE 7 :

RISK MANAGEMENT



RISK MANAGEMENT

Goals

By the end of the class, trainees will understand the most important skills and the most applicable tools for successful risk management in a fast and efficient manner.

They will be able to :

- Identify essential risks
- Assess and address risks
- Monitor and prevent risks in the future

Materials needed for the session :

- Materials to write down ideas (flipchart, overhead projector, Post-it, white board, wall glue & markers)

Tasks to complete before the class :

- Preparations :

- o List the projects of the participants.
- o Group the participants by area of intervention (Education, Environment, Culture ...)
- Print the Risk Assessment Matrix

Note to the Facilitator :

- This module is based on the practical experience of the participants. Examples and illustrations should relate to activities and situations that are meaningful to the participants.



Duration :
8 hours

- This module explains the main issues and concepts involved in effective risk management. This may be new to participants. Therefore, it is recommended to move forward gradually, emphasizing the understanding of the process of identification, assessment, prevention.

Generate interest : (15 min)

- Welcome the participants and after a circle game unfold the Challenge #Name. The first three people to name all the participants without errors and without seeing their badges win the challenge.
- You can think of rewarding these first 3

Introduce the concept of the session : (15 min)

What is Management ?



What is Risk ?

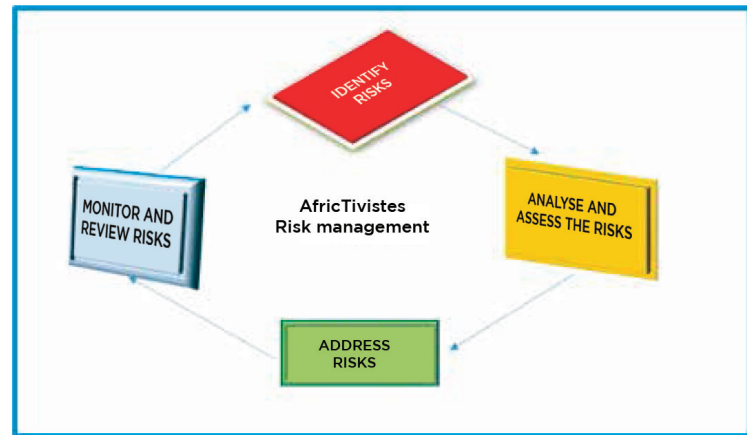
What is risk management for you ? Brainstorming with the participants then project the definitions. Information to share with participants :

Risk = Danger x Vulnerability

- Danger : the greater the severity and likelihood of the danger, the greater the risk.
- Vulnerability : the more vulnerable an organization (the less able it is to cope with a crisis), the higher the risk.

Emphasize that any activity involves a certain level of risk. Whatever the activity, there is an element of risk that must be analysed and weighed against the potential benefits.

Clarify that risk management within a project is not very different from the management of other risks. Explain to participants that while it is probably not possible to foresee all the potential risks that might arise, anticipating as many as possible will give the project a greater chance of success.



LET'S LEARN ABOUT THE STAGES OF RISK MANAGEMENT (90 min)



Note to the facilitator :



At this stage of the session, you should take the time to go through the Diagram and explain the objectives sought for each stage. Give participants time to think about any questions.



Information to share with participants :

Identify Risks :

Before a project even starts, it is important that potential risks are identified and that a risk management strategy is developed. One of the best ways to do this is to learn from past experiences, whether these are your own experiences or those of the organization as a whole.

Analyse and assess the risks :

With a list that highlights the risks you will take in the project; you can start to take a close look at each of them and decide what kind of threat they really pose. Is the risk something that could cause long-term damage to the organization if it materializes ?

Address Risks :

No one likes having to deal with risk, but it is an inevitable part of business life. The aim is to make the level of risk acceptable to the organization and to take measures that minimize the element of risk as much as possible.

Monitor and review risks :

Initial risk management plans will never be perfect. The results of risk analysis and management plans should be updated periodically.



Exercise 1 : in groups of 5 people (45 min)

Instructions :

As a group, identify the risks that may arise in the context of your project / Organization.
Make a list of at least 10 risks that may have repercussions on your project / your Organization.

Note to the facilitator :

Have the groups take turns giving feedback. Next, ask each group how they went about identifying the listed risks.

LET'S FIND OUT HOW TO PROPERLY IDENTIFY THE RISKS (60 MN)

Information to share with Participants :

Risks can be identified directly by experts with relevant experience in projects or similar fields of activity. These should be identified by the project manager and urged to review all aspects of the project and suggest possible risks based on their previous experience and areas of expertise.

Several techniques can also be used to identify project risks.

Documentation Reviews: This is a structured review of all project documentation to date, including plans, assumptions, past project records, contracts, and other information.



Hypothesis analysis :

Each identified project risk is based on a set of hypotheses, scenarios or assumptions or with tools such as SWOT analysis (Strengths Weaknesses Opportunities Threats)

Note to the facilitator :



It is good to ask yourself, at this stage, what are the advantages and limitations of the different methods and to discuss them with the participants.

LEARN TO ASSESS RISKS (90MN)



Probability \ Impact	Very unlikely	Unlikely	Fairly Likely	Probable	Very probable
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

	Very weak
	Low
	Average
	High
	Very high



Note to the facilitator : 

At this stage, it should be explained that the risk matrix - also called the “probability-impact matrix” (MPI) - is one of the most important tools for risk assessment. Specify that the Risk Matrix is based on the principle that a risk has two main dimensions: Probability & Impact. Take an example, measure the probability and the impact to define the level of risk. Let participants ask any questions they have about the matrix.

Information to share with Participants :

A risk, naturally, always has a negative impact. However, the magnitude of the impact varies in terms of cost and impact on health, human life or some other critical factor. The table allows you to assess the potential risks according to these two dimensions. The probability of a risk occurring is plotted on one axis of the graph - and the impact of the risk on the other.

Exercise 2 : in groups of 5 people (45mn) 

Instructions: As a group, within the framework of your project / Organization, identify 5 risks according to the methods learned (specify the methods). Analyse these 5 risks using the probability-impact matrix (MPI) Rank these risks according to level (highest to lowest)

Note to the facilitator :

Ask the groups to report back. Every time give the floor to the participants of the same group for additional information and to the other participants for feedback. Summarize at the end of the presentation.





LET'S FIND OUT HOW TO DEAL WITH RISKS (120 MN)

Note to the facilitator :

Explain to participants that any risk should be eliminated or controlled as quickly as possible. It is important that responses are appropriate to the significance of the risk, realistic in the context of the project, agreed upon by all parties involved and held by a responsible person.

It should also be noted that there are four possible strategies to deal with the risks that may have negative impacts on the project : **Avoid - Transfer - Mitigate - Accept**

Information to share with Participants :

1. Avoid

This involves taking steps to reduce the likelihood of risk and / or its impact to zero. In both cases, this response circumvents the risk entirely. For example, using a certain supplier may entail the risk that it will go bankrupt during the project. This risk could be avoided by bringing in a larger, more established and more financially secure supplier.

2. Transfer

It is about transferring the risk to a third party so that it is responsible for its management and its impact. It does not eliminate the risk; it just transfers the responsibility to someone else. This can be done either by taking out insurance (the insurance company is then responsible) or by having the work performed under a fixed price contract (the contractor is then responsible). Risk transfer almost always involves the payment of a risk premium to the party assuming the risk and may introduce new risks. For example, an insurance company may dispute the claim, or a contractor may challenge the terms and conditions of the contract if they have delivery issues.



3. Mitigate

It is often more effective to take early action to reduce the likelihood and / or impact of a risk than to try to repair damage after it has occurred. Adopting fewer complex processes, performing more tests, or choosing a more stable supplier are examples of mitigation measures.

Preventive action is to prevent a high-risk situation from occurring. It includes health and safety training, firewall protection on company servers, and cross-training of your team.

4. Accept

The most common acceptance strategy is to establish a contingency reserve, comprising time or money and various resources to manage risk. It is usually chosen either because the risk is low in terms of impact or probability, or because the cost and effort required to take another action is disproportionate to the risk itself.

Avoiding, transferring, migrating and ignoring can be effective strategies for dealing with risks that lead to negative impacts.

Exercise 3 : in groups of 5 people (90MN)

Instructions : As a group, use the risk ranking from the previous exercise as a basis.

Choose the top three risks :

1. Identify all the actions that can be taken to prevent the situation from happening.
2. Suggest actions that need to be taken once the situation arises and identify a manager and the actors involved.
3. Classify the different actions according to the targeted strategy (Avoid - Transfer - Mitigate - Accept)



Note to the facilitator : 

Ask the groups to report back. Each time give the floor to the participants of the same group for additional information and to the other participants for feedback. Summarize at the end of the presentation.

HOW TO MONITOR AND REVIEW RISKS ? (60 MN) 

Note to the facilitator : 

Note that not all risks can be eliminated - some risks are always present. Risk management is an ongoing process of identifying, addressing and managing risks. Clear communication between your team and stakeholders is essential when it comes to continuously monitoring potential threats.

Information to share with Participants :

1. Continuous Improvement

Monitoring and review should be an integral part of the risk management process and include regular monitoring or surveillance. It is important

- Get additional information to improve the risk assessment.
- Analyse and learn from risk events, including near misses, changes, trends, successes and failures.
- Detect changes in the external and internal context.
- Identify emerging risks.

It is continuous improvement.



2. Communication

Effective communication and consultation are essential to ensure that those responsible for implementing risk management, and those with a vested interest, understand the basis on which decisions are made and the reasons for the options chosen. There is therefore a need to communicate and consult with internal and external stakeholders during all stages of the risk management process, especially when plans are first reviewed, and important decisions need to be made.

Exercise 4 : in groups of 5 people (30mn)

Instructions :

1. Indicate how you will monitor the risks
2. Indicate how you will communicate with the different actors.

Note to the facilitator :

Ask the groups to report back. Each time give the floor to the participants of the same group for additional information and to the other participants for feedback. Summarize at the end of the presentation.

Evaluation :

At the end, thank the participants, ask them to answer anonymously on a sheet to the following questions :
What are your main takeaways ?



Conclusion

The ambition to develop transformative leadership among young people, through practical training and exchange, was at the heart of the first edition of the AfricTivistes - Civic Engagement Tour (ACET).

Across several regions, and despite the limits imposed this year by the coronavirus crisis, the program was able to be held with very satisfactory results.

The initial objectives relating to building capacities, developing a momentum for civic engagement, training in digital issues, and promoting accountability, were achieved in view of the feedback received and the level observed after evaluating beneficiaries.

ACET has, through six training sessions across Senegal, been able to train 150 young people in leadership, citizenship, political and community engagement and digital to generate interests in taking up initiatives locally, then promote a new narrative capable of transforming their conception of public space.

We organized the different sessions by theme, each with a facilitator to share his/her experience with the beneficiaries through frank, interactive, inclusive discussions without taboo.

Overall, a broad spectrum linked to this fundamental notion of “enhanced citizenship” was mentioned by the various training modules. This in order to contribute to AfricTivistes’s goal of consolidating democracy using new technologies for a participatory democracy with the citizen as a proactive stakeholder in society.

Thus, ACET enabled sharing of experience and knowledge on the following:

- Citizen engagement, with a view to promoting the idea of active citizenship as a driving force for community life;
- Sustainable development, for a local contextualization of the global debate on climate change and the development of ecological awareness ;
- Rights of women and children, as a means of promoting fundamental freedoms, in particular those related to these most vulnerable groups;
- Service to the community, to develop the spirit of giving back to the community;

- Design Thinking, to provide solutions in terms of structuring thinking and organizing an agile human-centred personality;

- Digital Advocacy, to identify how to promote a cause, in particular relating to social progress, by making optimal use of digital tools.



These interactive sessions allowed us to break the ice from the beginning and to have fruitful solution-oriented debates. The beneficiaries showed interest and motivation, which made it possible to go beyond the initial expectations.

ACET's #sunucitoyennete hashtag lives on thanks to its appropriation on the cyberspace beyond the community of beneficiaries, bringing together like-minded actions and initiatives of different citizens.

Before closing, it should be noted that being aware of the challenges and impacts of digital technology was at the heart of the idea behind ACET. Digital has also continued to play a leading role throughout the implementation of this first phase. This is more so, taking into consideration that the coronavirus pandemic forced us to hold online meetings for months to reconcile ideas and plan for the future.

It was also an opportunity to demonstrate the amazing benefits of the Internet for our era and the many possibilities of dematerialization and reconfiguration of social relations that it offers for activists, professionals, students. Moreover, this is a great insight that we will retain and promote for the future. This first ACET edition was a success, although the initiative and the organization can still be improved. We faced challenges which are lessons learned for the future.

In conclusion, the discussions and examples often from outside Senegal made it possible to note an important point: the similarity of social situations in Africa, young people facing the same issues regardless of the country particularly in terms of citizenship, participation in public life, access to business opportunities. This makes it necessary to think about replicating the ACET model in other countries as a way of contributing to Pan Africanism.





Closing statements

"Not everything that is faced can be changed, but nothing can be changed until it is faced". James Baldwin

See you on the other side ...

Dear readers, throughout this toolkit, you have immersed yourself in the reality of the AfricTivistes Civic Engagement Tour (#ACET), an experimental program which began on November 19, 2019 and whose first phase ended on August 28, 2020.

As part of this collective intelligence experiment, capacity building workshops were delivered to young people residing in Senegal and interested in issues of civic engagement and social transformation. In the regions of Saint-Louis, Fatick (Mbellecadio), Ziguinchor and Dakar, four (04) day sessions were held around the themes of leadership, civic engagement, advocacy and the participatory process. Between group work and collective reflections, "these six training sessions across Senegal allowed ACET to take shape and train more than 150 young and little less young people in leadership, citizenship, community engagement and digital storytelling for the promotion of local narrative "to use the words of AfricTivistes President Cheikh Fall and Professor Mamadou Dramé, head of the AfricTivistes's scientific centre.

Continuing, they said "these people, from different walks of life including activists, academics, students, ordinary citizens and members of associations and social movements, were able to confront and share ideas, train themselves, co-construct knowledge and commit to making themselves more useful to their communities.. "

This has been my experience as a facilitator, volunteer and trainees. The entire organizational process, from the pre-selection of participants to the design of the program, was carried out with fairness, transparency and efficiency through the engagement and consideration of the voice of all stakeholders.

It was an inspiration to experience the sense of team spirit, cohesion and complementarity in real time. A life lesson in working with a collective driven by a common intention, ambition and aspiration: to serve their communities by working to reach their full potential and give the best of themselves. What have I seen given and received in abundance over the past few months? Humility. Sharing. Connection. Constance. Commitment. Positivity. Joie de vivre. Good mood. Co-construction. Complementarity. Team spirit. Humanity.



Now that we are on the other side of this initiative that we have brought to life together and also said goodbye to together, this toolkit is a summary of everything we have humbly shared over the past few months.

Here, we offer you a set of methodologies reflecting various perspectives, backgrounds, expertise and sectors. The combination of these multiple perspectives makes it possible to understand the system as a whole while having a specific vision of the multitudes of angles and parts that comprise it. The challenges of our time are not unidimensional. In this sense, the solutions that we strive to provide cannot be. This is the essence of this document: to share our desire to understand the reality of the communities that we are committed to serving, their experience, to see the world through their eyes, to create spaces for listening and co-creation for perpetuate citizen, civic and community activities in our hometowns, associations, organizations and take up the challenge of living together.

Finally, this toolkit symbolizes the end of phase 1 of

ACET. However, this ending only announces the beginning of the second phase of this experiment. The latter will be oriented towards the training of trainers to facilitate the appropriation of the toolkit by citizens so as to give them the tools to be their own agents of change and social transformation within their community. The second phase also transcends Senegal to extend to other countries in West Africa. Mauritania, The Gambia and Guinea Bissau will be our next destinations.

As you may have seen, the process is uncertain. We doubt. We ask ourselves “but what good is all this for ? How will this help us ?”. It is not obvious immediately. It’s not about starting with a destination in mind. It’s about being open to exploration, staying open in times of doubt, not denying anything, listening to everything, naming everything and continuing to trust the process. It doesn’t mean doing nothing.

This means adopting a different strategy: agile, flexible, open, in motion, regenerative. Fixed and rigid systems have shown their limits.



This time when a pandemic strikes the world and when our operating systems are turned upside down shows that clearly: the entities of tomorrow will be agile and resilient, or they will disappear. We as human beings will be agile, resilient, able to reinvent ourselves in the face of changes that will come, or we will disappear. The choice is ours.

**Cheers to the courage to choose to reinvent yourself ...
To let yourself be seen ...
To courage and to you dear readers.**

**Sincerely yours,
Fabienne Diouf**



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