People Power to Make Government Work

Training Manual Global South

A training manual for a 3-day Training Course for Civil Society Organisations in the Global South, developed by FORUT for the International Center for Nonviolent Conflict (ICNC).

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Foreword

This is one of two training manuals to come out of a co-operation between the International Center for Nonviolent Conflict (Washington DC, the USA) and FORUT (Gjøvik, Norway) in 2016.

ICNC provided a grant to FORUT to co-develop the trainings, field test them, evaluate them and finally develop the training manuals.

The contents of this training manual have been field tested in three training courses in 2016:

- 31 May – 2 June: Freetown, Sierra Leone
- 8-10 November: Colombo, Sri Lanka
- 23-25 November: Kathmandu, Nepal

I would like to thank FORUT's local partner organisations for having hosted these training: FoRUT (Sierra Leone), FISD, HLAD, FRIENDS & RAHAMA (Sri Lanka) and CWIN & RDTA (Nepal). Without their efforts, the field testing would have been impossible.

I would also like to thank ICNC, not only for the grant, but also for their continued support throughout the process, in particular having made their Director of Field Initiatives, Katherine Hughes-Fraitekh, participate in co-development of the curriculum and co-trainer at no extra cost for FORUT, and for providing the participants with copies of Shaazka Beyerle's book "Curtailing Corruption: People Power for Accountability and Justice" at no extra cost to them. I would like to thank Katherine Hughes-Fraitekh for her crucial input to developing and field testing this manual.

Last, but not least, I would like to thank FORUT for having given me the space to develop these training and field test them in addition to my other work responsibilities.

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1 Acknowledgments

This training course draws heavily on a few existing sources, and we would like to acknowledge these.

The main source for the contents is the book "Curtailing Corruption. People Power for Accountability & Justice" by Shaazka Beyerle and her accompanying creative commons handbook "Freedom from Corruption. A Curriculum for People Power Movements". All the case studies and much of the slide contents are taken from these two publications.

Many of the slides on the theoretical framework draw heavily on the seminal work "The Politics of Nonviolent Action" by Gene Sharp from 1973, in itself a source of inspiration for most other authors within this field.

In the section on strategy, tactics and methods, we also draw heavily on the two publications by CANVAS: "Nonviolent Struggle. 50 Crucial Points" and "Canvas Core Curriculum. A Guide to Effective Nonviolent Struggle."

Text and illustrations for slides are often taken from these sources, either directly or rewritten to better fit the presentation format.

Some illustrations and text are also taken or derived from presentations by Hardy Merriman and Jack Duvall, present and former Directors if ICNC, respectively.

2 Introduction

This training manual outlines a 3-day training course on "People Power to Make Government Work", which is to say grassroots approaches to promoting good governance and fighting corruption through nonviolent strategies and tactics. It is targeted at CSOs in the Global South who work on or wish to work on such issues.

This manual presents all the sessions throughout the three days. This manual is to be used together with the Draft Programme for the training course (Attachment 1) and three PowerPoint-presentations for the training course (separate files). Additionally, there are a number of handouts to the participants that should be copied and distributed to the participants.

Each trainer is different, with individual training styles, preferences and approaches. This manual is therefore not a straitjacket to be followed to the letter. It is a template which each individual trainer should treat as a starting point and feel free to modify his/her own training style, taking into account the political and cultural context of the training. Although we have received very positive feedback from the participants in three different trainings and we therefore feel that the core content and main approach are appreciated across different cultural and political contexts. Based on the evaluations at the end of the training and more in-depth online tools, satisfactions rates were above 90%. However, the usefulness of adapting the training to local context cannot be underestimated.

The training approach is interactive and experiential, combining input from the trainer with exercises where the participants draw on their own experiences to understand and use the information given by the trainer. We strongly suggest that such an approach be maintained, to avoid a training-style focused on one-way teaching by the trainer.

When field testing the training, we have had 20-25 participants. The training works well with such a number of participants, and could also work with fewer participants. However, we would not recommend having more than 25 participants, as maintaining active participation of all participants in plenary and groups would then become more difficult and time-consuming.

This training manual and its accompanying materials are all in English. This may not be appropriate for all audiences. If you intend to hold the training in a context where translation is needed, please be aware that you will either need to increase the training time by at least 50%, or reduce the contents correspondingly in order to be able to finish in three days.

We would also like to emphasise the importance of the final half-day in ensuring that such a training does not become a one-off event, but that a network is formed with an Action Plan and a clear division of responsibility for follow-up.

3 Before the training

It is important for the success of the training that the participants' needs are well taken care of, that they know what to expect and that they can be prepared for the training. Here is a quick checklist that will help you ensure this:

Logistics:

- Make sure that the training venue is big enough to accommodate up to 25 participants (unless you know you will have less), with sufficient space for break-out groups, either within the training hall or in adjacent rooms
- We suggest a café table set-up of the training room, with 4-5 participants at each table
- The room should have sufficient light (including natural light if possible), air conditioning or access to fresh air, and hold room temperature
- There should be a PowerPoint-projector, screen, flipchart paper, pens, pencils and post-its (or similar). Loudspeakers are needed for showing videos from the computer.
- There should be one break before lunch and one break after lunch, with coffee/tea/refreshments. We also recommend having coffee/tea/refreshments ready 15 minutes before the training starts each day.
- Copy main PP-presentation (3 slides per page) and handouts in advance and have them ready to be handed out as needed during the training

Information:

- Ensure that the invitation includes a description of the training course which avoids misunderstandings about what the training is. It is not a training on how to fight corruption internally in organisations and projects and it is not about top-down methods of promoting good governance. These are the two most common misunderstandings.
- Ensure that the targets groups are clearly defined. The training is targeted at civil society organisations and CSO staff, volunteers and local activists would normally make up the majority of the participants, although participation from media and public authorities may also be desirable, depending on local context.

Participant preparation

- No participant preparation is required, since experience shows that many will show up unprepared anyway. However, we recommend sending out two short documents in advance, as having some participants read them in advance will save time and improve discussion
  - 198 Methods of Nonviolent Action (Handout #1). To be sent out with a request that each participant read it and check the methods they have had personal experience with.
  - Participant Quiz (Handout #2): To be sent out with a request that they fill it in and bring it with them to the training.

4 Session 1: Introductions, situation analysis & Tour of the World

Session time: 150 mins (incl. 15 min break)

Session objectives: At the end of the session participants will:

- Know the logistical arrangements for the workshop
- Know the facilitator(s) and basics about ICNC and any co-organisers
- Know the objectives and programme for the workshop
- Know each other's' names, a little of their background and expectations for the training
- Have started a process of reflection upon the situation in their own country with regard to corruption and good governance issues, and the consequences for ordinary people
- Have become inspired by examples of people power approaches to combatting corruption around the world and begun to understand the force of people power in context of corruption.

Description of Contents	**Time** (Mins)	**Process** (e.g. feedback from group, brainstorm, group work)	**Expected Participation**					**Resources used**
			1	2	3	4	5	
Introduction of trainer(s), organiser(s) & practicalities	10	• Trainers introduce themselves and their organisations. • Trainers present quote of the day (PP#2) and options when confronted with oppression (#PP3) • Trainers explain practicalities and introduce programme • Questions from part.	* * *	*				PP #1-3 Copy of draft programme (Attachment 1) Copy of main PP
Introduction of participants	30	• Divide participants into pairs (PP#5) • Plenary presentation from pairs					* *	PP #4-5
Situation analysis	50	• Analysis in pairs • Analysis in groups of 4 • Analysis in groups of 8 • Plenary presentation from groups		*	*	*	*	PP #6
Break	15	Tea/Coffee break						
Tour of the World	45	• PP presentation from trainer(s)	*					PP#7 PP-presentation "Quick Tour of the World"

Trainer's notes:

We recommend trying to start on time, but taking into consideration local culture when it comes to punctuality.

Introduction of trainer(s), ICNC and co-organiser(s) should be brief and to the point. If necessary, complement with handing out brochures that give more details.

PPs #2-3 are designed to set the stage by giving credibility to the power of nonviolent action by referring to the quote by a Nobel Peace Prize Laureate and to make clear how nonviolent action is different both from no action and violent action. Don't talk much around these slides or take questions/discussions at this stage, there will be enough time for that later.

Typical practical information to give would include:

- Information about lunch and breaks
- Location of toilets
- Emergency exits and other safety information
- That all materials will be distributed electronically after the training (depending on the group or security situation of the country, flash drives can also be loaded ahead of time).

We recommend distributing the main PP-presentation and the draft training programme at this stage. Make sure to explain that as the training is interactive, the programme is only indicative and the length of sessions may change depending on the discussions in groups or plenary. Make sure to say that if anything is difficult to understand due to the language, please ask trainers to explain or repeat more slowly.

Allow questions from participants about practicalities and programme.

As there is very limited time for the introduction of participants, have strict time-keeping. Only five minutes in pairs, and then 15 minutes for presentation. This means 1 minute per person if you have 25 participants. Using a cell phone timer or other clock with a clearly heard alarm is helpful.

The situation analysis followed the P-G-G-P (Pairs – Group – Group – Plenary) system, which is designed to maximise participation and to aggregate input from the individual to collective level. Depending on total #of participants in the training, you may have to adjust the # of participants in the groups, but the idea is to approximately double the size of the groups in each step.

25 minutes in P-G-G leaves about the same time for plenary presentations from the group and discussions around some of the issues that come up. We recommend using the flipchart to record the main points given from the groups and to hang the flipchart(s) on the wall for reference during the rest of the training. The trainer should do this rather than asking the groups to make flipchart presentation. The reason for this is that there is too little time in each step (5-10-10 mins) to spend that time making presentations. It also helps the trainer digest the main points of the analysis.

"Quick Tour of the World" is a separate PP-presentation, and the intention is on one hand to inspire the participants by telling what others have achieved, and on the other hand to give a frame of reference when we later talk about "people power" and "nonviolent action". Remembering these examples will help the participant understand the theory presented later and connect it to practical experiences in the real world. Explain that this is a quick tour taken from Shaazka Beyerle's book, and that it will be a pure presentation with no time for questions or discussions afterwards. We strongly recommend the trainer(s) browse the relevant chapters of the book in order to be able to freely and confidently talk around the PP-presentation.

5 Session 2: Theoretical framework: Power, Pillars of Support and Obedience

Session time: 150 mins (incl. 45 min lunch)

Session objectives: At the end of the session participants will:

- Understand the Monolithic and Pluralistic Models of Power
- Know the main Sources of Power
- Understand what Pillars of Support are and why it is important to analyse these
- Understand how obedience is linked to the power structure, and by implication, the disruptive potential of withdrawal of disobedience and consent

Description of Contents	**Time** (Mins)	**Process** (e.g. feedback from group, brainstorm, group work)	**Expected Participation**					**Resources used**
			1	2	3	4	5	
Analysis of Power	30	• Group discussions on the Discussion Question (PP#9) • Plenary discussion on the same • PP-presentation by trainer (PP#10-13)	*		*	*		PP #8-13
Pillars of Support	30	• PP-presentation by trainer (PP#14-16) • Group work using Pillars of Support on own context • Plenary presentation of group work	*	*		*		PP #14-17 Flipchart paper and pencils
Lunch	45							
Obedience	45	• Show video about the Milgram Experiment • Short plenary discussion • PP-presentation by trainer (PP#18-21)	* *		*			Loudspeakers PP # 18-21

Trainer's notes

This is one of the more "theory heavy" sessions, but it is crucial for being able to understand how people power can work to curb corruption. It is important that the trainer(s) not only focus on the PP-slides, but take enough time for the interactive parts of the sessions, to enable participants to "connect" with the topics discussed and deepen their understanding.

The first discussion is likely to end up with many saying that the trainer is the most powerful person in the room. Occasionally, there will also be other suggestions coming up, such as "all the participants together". We recommend that when facilitating the discussion, you make the following important points:

- Power is always contextual. While the trainer (arguably) may have most power in this room at this moment, others present may be much more powerful under other circumstances.
- Power is always relational. Power is a meaningless concept outside of human relations, and it is within these relationships that one is more or less powerful. It is like the "rock-paper-scissors" game, where there is no clear hierarchy of power, but one may have power over the other depending on how they interact.
- The trainer is only the most powerful person in the room as long as the participants consent to that. The moment the participants revolt against the trainer, for example through walk-outs or not following rules, because they are dissatisfied with the training, the trainer is powerless to continue the training.

We recommend the trainer read Gene Sharp's chapter on Sources of Power before presenting slide #13, or at least the "CANVAS Core Curriculum – A Guide to Effective Nonviolent Struggle", page 37-41.

Here is a short summary or talking points around them:

1. The ability to issue a command and have people submit to it. It's built slowly and patiently, and is lost easily by engaging in hypocrisy, reneging on promises, and not delivering positive outcomes for society.

2. The strength of the organisation or ruler depends on the NUMBER of people who labour for that organisation or ruler.

3. The more trained and knowledgeable the people (human resources) in an organisation, the more efficient and capable they become.

4. The money and other assets that can be used to increase other sources of power. These resources include things such as printing capacity, office space, hardware, access to logistics planning and communications technologies, and control of other scarce resources.

5. It is actually the fear of sanctions that make this an important pillar. If an organisation can predictably punish a detractor and cause fear, then it has power. If others in society perceive the punishment as legitimate, it has even more power. In terms of a nonviolent campaign, this aspect of power relates to the ability of the organisation to credibly, persistently, and publicly show how the regime abuses basic human and civil rights. This creates a punishment (sanction) that the nonviolent movement can use against a regime's use of illegitimate force.

6. The group of psychological, traditional, cultural, religious and sometimes ideological factors (i.e. habits, attitudes, sense of responsibility) that may induce people to obey and assist the rulers. Those factors usually owe their existence to some combination of religion and culture, or conventions, such as a tradition of obeying people in uniforms or representatives of the religious establishment.

The Pillars of Support exercise has a double function: (1) to allow participants to practice it as an analytical tool to connect to their own local context, situation, and governance, which makes the training more relevant; and (2) to link to the issue of corruption and good governance to nonviolent action so as to remind participants that this is the context within which we look at these theories and tools.

Let participants work in groups at the table where they are sitting. Ask each group to draw the table (PP#17) on a flipchart paper and to fill it in. Let the present their chart to the plenary. Limit your own comments to pointing out similarities and differences between the groups since there is not enough time for plenary discussion beyond the presentation.

During the group work, visit each group to see how they are doing and guide them back on course if they are straying or being very slow. Sometimes, you need to remind them that Pillars of Support are *always institutions* (not social functions, general population groups, or concepts). Also, be aware that people from different cultures work differently in breakout groups, including the time it takes to decide on process or get started.

The Milgram Experiment video can be played from the main PP-presentation (PP#18) or separately as a video file from iTunes, Windows Media Player or similar software. Be aware that the sound quality is not optimal, so it may be difficult for participants whose English is weak to understand everything.

For PP#20 on "Why do People Obey?" we recommend that the trainer read through Gene Sharp's chapter on this before presenting and/or reading the summary in the "CANVAS Core Curriculum – A Guide to Effective Nonviolent Struggle", page 46- 50.

The session closes with linking obedience to the theory of power, concluding that withdrawing of support is a powerful nonviolent weapon. The reference to the NRA should be presented as them unwittingly having discovered a grain of truth. Without the consent of soldiers and policy, all the firearms in the world would be of no use to the rulers. If they refuse to fire, the arms are just a useless heap of metal.

An additional example that can be used is to ask those in the room a question: "If tomorrow, 50 % of your community refused to drive a car, go to work and school, purchase items or deposit money in the bank, would your local leader or politician be able to ignore your demands?" When most members of the group answer "no", the trainer can explain that it is an important example of the power of disobedience and removing support for current systems of power.

6 Session 3: People Power and Nonviolent Action

Session time: 150 mins (incl. 15 min break)

Session objectives: At the end of the session participants will:

- Understand the basics of nonviolent action/People Power, including methods and tactics, mechanisms of change, criteria for success and what movements are.
- Know the research findings and quantitative outcomes for the success of nonviolent resistance versus armed struggle historically.
- Be able to distinguish nonviolent action from traditional forms of lobbying and advocacy and distinguish intra-institutional and extra-institutional approaches to change

Description of Contents	**Time** (Mins)	**Process** (e.g. feedback from group, brainstorm, group work)	**Expected Participation**					**Resources used**
			1	2	3	4	5	
Introduction to People Power and Nonviolent Action	45	• PP-presentation • Q & A	*		*			PP #22-30
Break	15							
(Guest speaker)	60	(in the draft programme there is here a slot for a guest speaker)						See Chapter 13
Introduction cont.	30 15	• Individual reflection on knowledge of 198 methods • Sharing of stories in groups • Sharing of stories in plenary • PP-presentation on Movements • Discussion question in plenary	*	*	*	*	*	Copy of Gene Sharp's 198 methods (Handout #1) PP #32-35
(Evaluation and End of Day 1)	15	(in the draft programme there is space for summary and evaluation of Day 1 here)						See Chapter 12
The Success Record of Nonviolent Action	30	• PP-presentation by trainer on Chenoweth/Stephan "Why Civil Resistance Works" • Q & A	*		*			PP #40-47
Criteria for Success	15	• PP-presentation by trainer • Q & A	*		*			PP #48-50

Trainer's notes

This is another theory heavy session, with lots of PP-presentation. This is why it has been broken up by having a guest speaker after the afternoon break, a story-sharing exercise after that, and having the last part of this session on the next day.

We recommend trying to finish the first PP-presentation in about 30 minutes, to allow 15 minutes for Q &A, unless there are many questions during the presentation, which inevitable will prolong it.

Some talking points for slide #26 on "Characteristics":

- What distinguish nonviolent action from advocacy and lobbing is the use of extra-institutional strategies and tactics to mobilise people power to pressure power-holders and institutions from the outside
- Nonviolent action is not necessarily illegal, but it may be illegal, depending on the national legal framework. Sometimes it is explicitly illegal in order to challenge unjust laws (e.g. Gandhi's salt march) and sometimes it is illegal just because legal avenues of protest have been closed. The act of breaking unjust laws is often termed "civil disobedience". Usually, though, in democratic countries, the majority of nonviolent actions are legal.
- The distinction between without violence and against violence comes from Stellan Vinthagen. Without violence means that the activists refrain from the use of violence in their struggle. Against violence means that violent acts and structures are also the targets of the actions, which seek to eliminate or reduce the use of violence (direct, structural and cultural) by power-holders.
- Conflict is often conflated with violence, but this is an error. The majority of conflicts in the world are nonviolent, and without conflict significant reforms and structural would be impossible. Nonviolent action is a way of waging conflict without arms and violence. It escalates conflict through nonviolent methods and seeks to manage the conflict so at to avoid or minimise violence. Hence, nonviolent action seeks to separate violence from conflict and to create instead of destroy.
- Lobbying and advocacy is asking for change through institutional means. Nonviolent action builds on the Gandhian principle of being the change, or even doing the change. That is to say that it dramatizes the future we want to see, in order to provoke a counter-reaction. E.g. instead of (or in addition to) demanding an end to segregation, the Civil Rights Movement in the USA dramatized the desegregated future by sitting together in lunch counters, buses, etc.

We recommend that the trainer read Gene Sharp's chapter on mechanisms of change before presenting slide #27, or at least the summary in the "CANVAS Core Curriculum – A Guide to Effective Nonviolent Struggle", page 58-65. The photo is from the Orange Revolution in Ukraine.

When presenting slide #28 on methods of nonviolent action, ask participants to find the list of 198 methods which they received in advance of the training, and distribute extra copies to those who did not bring it. Use the most well-known examples from the list to illustrate the different categories. The photo is from the failed Green Revolution in Iran.

Slide #29 on sequencing refers to the "CANVAS Core Curriculum – A Guide to Effective Nonviolent Struggle", page 71-77.

The photo on slide #30 is from the Saffron Revolution in Burma.

The exercise on the 198 methods will be faster and better if participants have actually looked at the list in advance and thought through their own knowledge of and experience with the methods, but this is not a requirement and normally a significant fraction of the participants have not read it or done their homework. You should therefore set aside about 30 minutes for this exercise to first give everyone a chance to look at the list individually, although those who have not done so before will not have time to look through all of it. Give about 5-10 minutes for this individual reflection.

Then give 10-15 minutes for the group work, enough time for each person to share one story and for the group to choose one story to choose in the plenary session. This should give about 10 minutes for sharing 4-5 stories in plenary – or about 2-2.5 minutes per story.

The two slides (#33-34) on movements are quite straightforward and should be covered in five minutes, leaving 10 minutes for the plenary discussion question. The question is designed to allow the trainer to assess how much participants have understood of the characteristics the distinguish people power, and thereby also repeating the main points of the session.

The third part of the session– at least if the draft programme is followed and it starts and the beginning of Day 2 – should start with a couple of slides to summarise Day 1. Slide #40 is a quote which summarises the power of disobedience, and slide #41 is a short video which summarises the power of nonviolent action. The video should be stopped after 1 minutes and 15 seconds as the rest is not so relevant, it is information about a specific online training course.

The slides #42-47 are self-explanatory, but it is an advantage if the trainer has familiarised himself or herself a bit with the work of Stephan/Chenoweth and the Freedom House report in advance Presentation should aim form 20-25 minutes, leaving 5-10 minutes for Q&A.

The final session is also PP-presentation, with only three slides. Aim to cover them in maximum 10 minutes. Slide #48 is one of the most important of the whole presentation, and this should be emphasised. The trainer should therefore also be well familiarised with the three main points in advance. The photo is from the fall of the Berlin Wall in 1989.

Slide #49 is also crucial as it summarises the "why" of the success rate in slides #42-47. The photo is from the "Cochabamba Water War" in Bolivia.

The photo in #50 is from the Cedars Revolution in Lebanon and the slide itself is taken from Jack Duvall's presentation at ICNC's Fletcher Summer Institute in 2009.

7 Session 4: People Power, Corruption & Good Governance

Session time: 135 mins (incl. 15 min break)

Session objectives: At the end of the session participants will:

- Know different ways of defining corruption
- Know some of the factors that may make people rise up against corruption and demand better governance
- Know how to identify and target specific corruption-related problems using people power and to create a vision related to good governance
- Know how to formulate goals and demands in a campaign and how to separate between them

Description of Contents	Time (Mins)	Process (e.g. feedback from group, brainstorm, group work)	Expected Participation 1	2	3	4	5	Resources used
Introduction to corruption	20	• PP-presentation by trainer • Q & A	*	*				PP # 51-56
People power against corruption	40	• PP-presentation by trainer • Group work on societal currents in their country • Plenary presentation and discussion	*			*		PP # 57-60 PP # 61 Flipchart paper Pencils
Break	15							
Problem identification and vision	30	• PP-presentation by trainer • Group work and presentations	*			*		PP # 62-63 PP #64 Paper & pencils
(Guest speaker)	60	(in the draft programme there is here a slot for a guest speaker)						See Chapter 13
Goals and demands	30	• PP-presentation by trainer • Plenary exercise on distinguishing goals and demands	*		*			PP # 66-67 PP # 68-69

Trainer's notes

This session provides the bridge from what participants already will have learnt about nonviolent action and people power and how to use this to fight corruption and promote good governance. It also prepares the stage for the next session on strategies, tactics, etc. by introducing concepts such as problem identification, vision, goals and demands.

The first part of the session introduces corruption by referring to and comparing two definitions and by referring to a couple of quotes on the effects of corruption. The important focus here is that the TI definition is too simple and limited and that corruption is not an abstract problem but an evil which has tangible negative effects, in particular on those who are already poor and marginalised.

We recommend spending 15 minutes on presenting the slides, leaving 5 mins for Q & A. The photo in Slide 51 is from the 5th Pillar anti-corruption campaign in India.

The second part of the session links people power to corruption by asking when and why people rise up against it. When introducing the five societal currents in slide 58 you may emphasise that the order is not random. Often one will see a development from the first to the last. However, it is not always so (as the later exercise is likely to reveal). Therefore they are not numbered or strictly causally linked in the figure. This is also a good time to emphasise the difference between top-down and bottom-up strategies to fight corruption and promote good governance, and slide 59 does so.

We strongly recommend emphasising that there is no "either-or", but rather a "both-and", that the two approaches are complementary and may strengthen each other. However, in practice, top-down approaches are often overemphasised by international donors and other agencies. This is also a good time to ask the participants whether current "top-down" approaches (the normal approach used) are working. If so, then there is no need for the current training and knowledge of "bottom-up" approaches to fight corruption. If not, they are in the right place to learn more about how to effectively battle corruption and build good governance.

Slide 60 is intended as a reminder of how people power works, repeating what has been said before with other words, and providing the opportunity to mention how it can be used to deprive a corrupt system of its legitimacy, increase the costs of maintaining it, and thereby undermining the endurance of the system itself. The presentation should take no more than 10-15 minutes.

The group work is intended to deepen the understanding of when and why people rise up against corruption, and making it relevant to the context of the participants. They should get 15 minutes in the groups they are already at as they are sitting at their tables. We recommend that the trainer makes a table at the flipchart with one line for each societal current and one column for the "votes" from each group. When the groups report, fill in the table and calculate the average to fill in the last column.

Dimension	Group 1	Group 2	Group 3	Group 4	Average score
Common grievances					
Beyond atomisation					
Shared awareness					
Reduction of fear or apathy					
Organising					

Then facilitate a quick 10-minute discussion about what these findings tell us about the potential for rising up against corruption in the country the participants work in. Normally, the participants' score of each societal current will be decreasing from the first (common grievances) to the last (organising), but there will often also be anomalies (not a straight, decreasing line). Use these findings when facilitating the discussion, for example by asking what can be done to increase the lowest scores and thereby increasing the potential for use of people power.

The part on problem identification and vision has only two slides and should be covered in 5-10 minutes giving some examples from the trainer's own knowledge and/or asking participants for examples. Use the problem identification slide (#62) to link to the five societal currents and thereby the importance of choosing a problem that resonates with these currents. Use the vision slide (#63) to link to good governance and the importance of inspiring hope and belief in a better society in order to mobilise people.

Then give the groups (preferably still the groups people already are sitting in) 15 minutes to identify a problem and define a vision for it (slide 64), and ask them to present it within a 90 second time limit. Encourage them to use visuals and/or creative presentation techniques in order to strengthen their case. When they present, the trainer should be very strict on time and interrupt the presentation if it goes over time. This is necessary to make participants understand the importance of presenting their message clearly and briefly.

The last part of the session is dedicated to introducing goals and demands and distinguishing between them. As in the previous session there are only two slides (#66-67), but it is here even more important to make the theory understandable by giving examples, so the trainer may use 10-15 minutes talking around the slides. The main point to be made – and repeated – regarding the difference between goals and demands, is that demands must always have a specific addressee – you demand a specific action from a specific person or institution related to a specific time and/or place. Goals are broader and more general, while demands are more specific.

The final exercise (slide #68-69) is designed to enabling participants to be better at distinguishing the two, and at the same time help them remember some of the case studies from the Tour of the World on Day 1. The seven examples should be covered in 15 minutes. Read each statement and ask in plenary what they are. You will hear if the majority say "goal" or if they say "demand". Spend more time on discussing the examples where participants disagree, or where a majority suggest something you disagree with. Here are some aspects of each:

- Mexico: This is a **demand** addressed to legislators, that they pay tax on Xmas bonuses
- Italy: This is a **goal** – to weaken the mafia (and also a description of the method)
- Afghanistan: This is a **goal** – that projects are carried out according to plans
- Brazil: This is a **demand** to the Members of Congress – to pass the Clean Record bill
- Kenya: This is a **demand** to the authorities (not well specified which authorities) – to invalide the sale of land, etc.
- Mexico: This is a **goal** – to challenge impunity and corruption
- Afghanistan: This is a **demand** to the implementing authorities – that they rectify problems found.

You may encourage participants to criticise the goals and demands where they are not very specific, how can they be made clearer?

8 Session 5: Strategy, tactics and methods

Session time: 180 mins (incl. 15 min break)

Session objectives: At the end of the session participants will:

- Know different ways of defining corruption
- Know some of the factors that may make people rise up against corruption and demand better governance
- Know how to identify and target specific corruption-related problems using people power and to create a vision related to good governance
- Know how to formulate goals and demands in a campaign and how to separate between them

Description of Contents	Time (Mins)	Process (e.g. feedback from group, brainstorm, group work)	Expected Participation					Resources used
			1	2	3	4	5	
MUHURI case study	30	• Show MUHURI video (17 min) • PP-presentation by trainer • Q & A, discussion	*		*			PP # 70-71, separate video file or YouTube Loudspeakers PP # 72
Strategy, tactics & methods	45	• PP-presentation by trainer, including two short videos • Q & A	*	*				PP #73 – 91 (or separate video files) Loudspeakers
Break	15							
Scenarios	45	• Group work • Plenary presentations				*		PP # 92 People Power scenarios (Handout #3) Flipchart paper Pencils
5th Pillar Case Story	45	• PP-presentation by trainer • Q & A	*	*				PP # 93 PP-presentation "India Case Story"

Trainer's notes

This is the longest module, and it is also quite presentation-heavy. Make sure that time which is set aside for group work and Q&A is reserved for this and not taken up by trainer presentations taking too much time.

For all videos, there are three options. The simplest is to just show it from the main PP-presentation. If, however, your projector screen is small and you would like to show it full-screen, you may either use the separate video file or show it from YouTube. We suggest testing showing the video on the screen beforehand to see if this will be necessary or if it is ok to show directly from the PP.

We show the MUHURI case study first (now available in English, Chinese, French, and Spanish https://www.nonviolent-conflict.org/resource/money-wheres-gone/), so that we have a common example which can be used later in the PP-presentation. The six steps of the social audit method are presented as part of the video, but it is good to repeat if afterwards (slide #72). This should be done quickly, leaving about 10 minutes for Q&A and discussion about the case story. It is always useful to ask the participants if they have any experience with social audit or similar method and/or if they think it would be applicable in their country and the contexts they work in.

The trainer should view the video beforehand and list many of the types of tactics/methods that are used, some of which have been discussed in previous sessions. This way the trainer helps highlight practical examples of how nonviolent tactics look in action. These include:

- catchy messaging and using media to enhance a campaign
- humour and fun to increase numbers of people engaged
- shaming local leaders
- using culture, music and art
- local involvement
- diverse members of campaigns (men/women, young/old, rich/poor, urban/rural, abled/disabled)
- building unity
- building local capacity and other important aspects of nonviolent movement building

The session on strategy, tactics and methods is a very long PP-presentation that covers a lot of ground. Slide #73-77 cover the different levels of strategy, campaigns, tactics, etc. This is only one way of dividing them, and it is taken from "CANVAS Core Curriculum – A Guide to Effective Nonviolent Struggle", page 84-85. It deviates slightly from for example Gene Sharp's categories (grand strategy, strategy, campaign, methods & tactics), but the important issue here is not the exact categories, but that one must start planning from the top (strategy) and move downwards to the bottom level, methods/tactics. Slides #79-80 are taken from "Nonviolent Struggle, 50 Crucial Points", also by CANVAS, and is a good checklist for strategic planning and a presentation of the three main resources for campaigners, respectively. The three main resources are described on page 85 of the book.

Slides #81-82 are a list of tactics that have been used against corruption and impunity, and thus seeks to highlight some of the most relevant methods among the long list of 198 from Gene Sharp. It should be gone through quite quickly. Slides are taken from a presentation by Hardy Merriman, ICNC. Slide #83 summarises this sub-section and it taken from the CANVAS Core Curriculum, page 90.

After slide #83 it is good to stop and take Q&A before moving on the specifics of backfire and dilemma actions. Otherwise the presentation would be too long an uninterrupted.

Slides #84-86 introduce the concepts of *backfire* or *political ju-jitsu*, which are basically the same, but Brian Martin and Gene Sharp terminology. Illustrate the concept with examples from your own experience/knowledge. Slides #87-88 introduce dilemma actions. The video is just a couple of minutes long and can also be played from a separate video file.

Slide #89 is important and summarises many of the strategic and tactical dilemmas people power activist will have to face. Here are some talking points:

- Acts of commission and omission refer back to slide #30 on the first day, as a reminder of those two classes of actions. Commission is doing something you're not supposed to do based on culture, tradition, religion, norms or laws. Omission in not doing something you're supposed to do based on culture, tradition, religion, norms or laws.
- Concentration or decentralisation of forces is connected to risk management and how to deal with repression. How to best use your resources while avoiding repression? They are also important knowledge for strategists using diverse and innovative tactics/methods to keep their opponents guessing and off-balance, as well as to engage different populations.
- Windows of opportunity has to do with flexibility and the ability to act quickly when opportunity presents itself.
- Sequencing of tactics is about having a grand strategy which informs your decisions about what to do when, while at the same time having space for tactical innovation and creativity within that grand strategy.
- Finding roles for everyone has to do with getting the most out of your human resources and engaging diverse members of the community or society, while recognising that people are different and can/will contribute in different ways, including being willing and able to engage in more high risk or low risk activities. Mobilisation capacity is a main reason why people power is effective, but this requires that people can contribute in different ways.

Spend some time on slide #90 as it introduces a practical and useful tool which the participants will have to practise using afterwards. Mention that the Pillars of Support tool for analysis is focused on building a broad strategy while the Spectrum of Allies is especially useful for building a campaign and deciding on tactics/methods to address certain specific audiences. Underline the fact that "conversion" (ref. Mechanisms of Change) is rare and that it is much more realistic just to shift individuals/groups and institution one or two sectors to the left.

The 2 minute video with Hardy Merriman (slide #91) serves as a summary of what has already been said, and as a break with the PP-presentation. It can also be played from a separate video file.

Make sure that there are a few minutes left for Q&A after the video and before the break.

After a lot of input from the trainers and videos there is a need to digest this through working groups, and the group works on the two scenarios is therefore given some time. We suggest breaking into different groups as well, for a group of 24 people four groups of six will work fine. Distribute Handout #4, give the groups half an hour to prepare and tell them that they should use flipchart for the Spectrum of Allies analysis, but that there is no need to make a flipchart presentation of the answers to the questions. For the presentation we suggest that instead of asking each group to present, the trainer should go through each question from each scenario and vary which group will answer each question. This saves time, and makes the presentation a bit different from the usual group presentations.

The final part of the session is a separate PP-presentation of the 5^{th} Pillar case study, taken from Shaazka Beyerle's book. It is strongly recommend that the trainer reads this chapter from her book before presenting it, in order to have the detailed knowledge required to talk through the presentation and answer questions afterwards.

(Optional: if the trainer has it available, it could be an option to show the Civil Rights Movement episode from the "A Force More Powerful" documentary series instead of having this PP-presentation.[1] The advantage is that is a more fascinating to watch the video (about 25 minutes long) and that this particular episode highlights many of the issues presented in this session. The disadvantage is that it is not directly relevant for the topic of fighting corruption and promoting good governance)

[1] Currently this episode is uploaded on Vimeo in two places: https://vimeo.com/201686376 & https://vimeo.com/61137397

9 Session 6: Discourse and Messaging

Session time: 105 mins

Session objectives: At the end of the session participants will:

- Know the basics of discourse and messaging
- Be familiar with some examples of anti-corruption messaging and have considered what kind of messaging could be implied in their own context/country
- Be able to connect the topics of Session 5 and Session 6, and have applied this to anti-corruption case scenarios

Description of Contents	**Time** (Mins)	**Process** (e.g. feedback from group, brainstorm, group work)	**Expected Participation**					**Resources used**
			1	2	3	4	5	
Introduction to discourse & messaging	20	• PP-presentation • Q & A	*	*				PP # 96 -103
Applied discourse & messaging	40	• Show four videos of anti-corruption messaging • Group work on ranking the videos • Plenary discussion	*		*	*		PP # 104-107 Loudspeakers Pen & paper Flipchart PP # 108
Linkage of strategy planning and discourse & messaging	60	• Group work on scenarios • Presentation of group work • Group work and plenary presentation		*	*	*		PP # 109 Turkey and Indonesia scenarios (# 4) Pen & paper PP # 110

Trainer's notes

The introductory PP-presentation is fairly straightforward and should be completed in about 15 mins, leaving 5 mins for Q&A.

The three videos will take about 8 minutes to watch. There is no need to give the groups too much time to discuss and rank them, so with another 10-12 minutes there will be 20 minutes left for presentation and discussion. When asking the groups to report, don't just ask for the ranking; ask them to explain the reasons for their ranking as well. We suggest recording the groups' votes on the flipchart, with one line for each video and one column for each group vote, and a last column to summarise the rankings of the groups to arrive at a ranking for all the participants. Trainer should comment on similarities and differences between the group rankings before moving on to slide #108 and the plenary discussion based on that.

First ask for examples of catchy slogans in the plenary, and then give the groups 5-10 minutes to come up with a slogan for the problem/vision they worked on yesterday. Finally ask them to present their slogan to the plenary and if necessary comment on that.

The intention of the working groups is to summarise and practice what the participants have learnt from Sessions 5 and 6. We suggest dividing into new groups, 5-6 in each group (i.e. four groups of six if there are 24 participants). They should get about 5 minutes to read the scenarios and then 30-35 minutes to work in groups. The trainer should circulate among the groups, answer any questions and assure that they are on track timewise and that they stay on topic. As in Session 5, we suggest that instead of traditional group presentation, the trainer takes on scenario at a time, and alternates between asking the questions to each group working on that scenario.

After the presentation, have a short discussion (depending on how much time remains) in the plenary about the usefulness and relevance of case studies in general (slide #110).

10 Session 7: Support from External Actors + Summary

Session time: 75 mins

Session objectives: At the end of the session participants will:

- Know which categories of external actors may support a struggle and the different ways they can support it.
- Be aware of some of the dilemmas concerning receiving external support
- Be familiar with some guiding principles for external support
- Be able to understand the "big picture" of the training contents

Description of Contents	Time (Mins)	Process (e.g. feedback from group, brainstorm, group work)	Expected Participation 1	2	3	4	5	Resources used
Introduction to support from external actors	45	• PP-presentation from trainer • Q & A	*	*				PP # 111-117
Dilemmas of external support	15	• Plenary discussion		*				PP # 118
Summary	15	• PP-presentation from trainer • Discussion, Q&A	*	*				PP # 119-121

Trainer's notes

The PP-presentation draws heavily on "Freedom from corruption. A Curriculum for People Power Movements, Campaigns and Civic Initiatives" by Shaazka Beyerle, and we recommend reading page 79-84 before presenting the slides. The slides need not take more than 30 minutes, leaving at least 15 minutes for Q&A.

Another 15 minutes are set aside for the two discussion questions. If the discussion is slow in starting, give participants 2-3 minutes in buzz-groups (pairs) before asking again.

The last session starts with two PP-slides (#119-121) , which quote one of the organisers from the CICAK campaign in Indonesia. In a very nice way, it summarises both why people power approaches are necessary and legitimate also in democracies, and why both top-down and bottom-up approaches are needed. After presenting the slides, let the floor be open for any comments regarding the contents of the 2 ½ days of training that have passed so far. This is the chance for participants to bring up any issue which has been "parked" earlier on or which is as yet unanswered, before turning to practical more practical issues the remaining half day.

11 Session 8: From Learning to Doing

Session time: 210 mins (incl. 15 min break)

Session objectives: At the end of the session participants will:

- Have practised designing a campaign on a relevant corruption-related topic in their context
- Have created a collaborative Plan of Action on how they would like to follow-up the training
- Divided responsibilities among themselves for implementing the Plan of Action

Description of Contents	**Time** (Mins)	**Process** (e.g. feedback from group, brainstorm, group work)	**Expected Participation**					**Resources used**
			1	2	3	4	5	
Practice campaign planning	90	• Plenary selection of most popular topics • Working groups on planning campaigns on these topics. • Presentations from groups and plenary discussion		*		*	*	PP # 122-124 Flipchart paper Pencils
Break	15							
Develop Plan of Action	60	• Individual generation of ideas • Plenary clustering and prioritisation of ideas • Working groups on selected ideas			*	*	*	PP # 125-126 Index cards Large table Post-it notes Papers, pens, flipchart paper
Adopt Plan of Action	40	• Reports from working groups • Plenary facilitation of Plan of Action adoption		*	*			PP #127 Flipchart Pencils

Trainer's notes

This is a long decision with a high degree of interactivity and thus tests the trainer's facilitation skills more than presentation skills. Good facilitation of this session is crucial for achieving consensus on how to follow-up the workshop. The first part of the session is focused on giving the participants some practice in campaign planning, and also to create ideas that may perhaps be used in practice later on. The second and third part focuses on creating specific output from the training that will enable the participants to follow-up the training within their own organisations and as a group.

Slide #123 refers back to the situation analysis of the first day where participants have come up with the most important corruption and good governance related problems in their countries. This list may be augmented by other issues that have come up during the training, if this has happened. The idea is to assess which topics most participants are interested in working with and to form working groups around that. Depending on number of participants and the distribution of interest among topics, normally 3-5 groups should be formed. If many participants are interested in the same topic, it is possible to have two groups working on the same topics. It should be avoided having more than six participants in one group, as some of them may not be actively engaged. Three participants should be the absolute minimum for a group, but four is better. If necessary, participants may be nudged toward shifting to second priority topic in order to keep group sizes between 3-4 and 6.

The group work itself lasts 60 minutes, which is long, but necessary in order to develop a campaign from scratch. The trainer should visit each group regularly – albeit not all the time, as that would interfere too much in the process – to see if they are on track with the work, offer assistance or answer questions.

This should normally leave some 20-25 minutes for presentation of the campaigns, or about 5 minutes per group. After each presentation, offer some remarks about their campaign plans, emphasising positive aspects as it is important that the participants enter the next session with a sense of empowerment and being able to do something. Instead of negative comments, you may ask a question or two which enables the group to improve on weak points.

The Plan of Action session can be done in different ways, depending on the group and the preferences of the trainer. We suggest the following as one possibility:

1. Give a number (at least five) of index cards to each participant and tell them to write one idea for follow-up on each card. Say that follow-up can be both what each organisation can do and what the group of participants or group or organisations can do together. If you want, you may ask them to use one colour for individual/organisational activities and another colour for joint activities, but be prepared for the eventuality that some participants may mess it up. Normally, 10 minutes should be enough for this individual work.
2. Clear a large table and make sure there is sufficient space around it (remove chairs). Tell the participants to place the index cards on the table when they are ready. On the table, the trainer should cluster the cards so the identical cards are placed together, and similar ideas are placed near each other. It may be a good idea to divide the table in two parts, on for joint actions and one for individual/organisational actions. Read (and acknowledge) each idea, and if anything is unclear ask who wrote it and ask for clarification.
3. Focus on the ideas for joint action. If there are more than 5-6 of them (usually there are), give each participants a number of post-it notes (e.g. five) and tell them that these are votes and should be placed on the index card of the most interesting ideas. When everyone has done so, count the votes and select the 3-6 (depending on distribution of votes and participants) most popular ones and form working groups around each, by placing a card on each table and ask people to go to the table that interest them most. If very uneven distribution of people, encourage some to reconsider or delete the least popular topic and encourage them to go to other groups with few people. It usually works out!
4. Give them the remaining time of the one hour session to elaborate on how they will follow-up that idea and present back to the plenary.

The final session should start with presentation from these ad hoc groups. The trainer should make a simple Plan of Action format on the flipchart, for example like this:

#	Action	Deadline	Responsible

As the working groups report, ask for comments from the rest, and work towards achieving consensus on each point. When (if) consensus is reached, fill in the PoA flipchart table. When all the groups have reported, move on the suggested ideas that were not covered in groups. Try to ascertain if there is consensus on these ideas as well. If there is, add them to the PoA, if not, do not discard them, but say they must be considered by the group later on. Finally, if there are important follow-up points that have not been suggested, the trainer may suggest them and see if there is agreement on adding (some of) them to the PoA. Some such ideas may be, but are not limited to:

- Forming a network of participants, perhaps supported by Facebook or Google group (or similar) and/or an email list
- Agreeing to have a follow-up meeting to discuss future actions
- Share contents of the training within their own organisations
- Translate training materials into local languages
- Organise Training of Trainers to reach out beyond small group of trainees
- Organise a training for the staff of the organisations to attend together
- Research other groups or coalitions that are specialists in nonviolent action or movement building in the community and make sure there is no duplication and that others are asked to join efforts.
- Organise a training which community members and partners will be invited to
- Create a specific campaign for a relevant, priority or timely issue that the group would like to work on together to practice their new knowledge and skills

When the Plan of Action is finished, it may be a good idea to ask for it to be adopted by acclamation or similar method, in order to increase the commitment to implementing it.

All the index cards with ideas for individual/organisational follow-up which have not been discussed or incorporated into the Plan of Action should be collected, and the trainer should commit to going through them and send a complete list out to everyone within a week. In this way nobody feels that their contribution has been discarded and the network and each participant has a list of follow-up ideas to start working from.

12 End of Day Evaluations

Session time: 15 mins at the end of each day

Session objectives: At the end of the session participants will:

- Have reflected on what they have done and learnt that day
- Have had the possibility to communicate this to the trainer and give advice for improvements

Description of Contents	Time (Mins)	Process (e.g. feedback from group, brainstorm, group work)	Expected Participation					Resources used
			1	2	3	4	5	
Day 1	15	• Individual reflection • Buzz groups in pairs • Feedback in plenary			*		* *	PP # 36-37
Day 2	15	• Groups of four • Feedback in plenary			*	*		PP # 94
Day 3	15	• Individual reflection • Feedback in plenary			*		*	PP # 128
End of Training	5	• Final quote • Information about follow-up , including online evaluation • Thanking participants and local organisers	* * *					PP # 129 PP # 130
Online evaluation	N/A	• Send out after the training					*	Attachment 2: Evaluation form

Trainer's notes

The evaluation at the end of Day 1 focuses on the pedagogical approach, because the learning will still be limited and it is important for the trainer to get feedback on the approach – in order to be able to make changes already from Day 2 if necessary. The process is designed to maximise participation. The first step gives everyone time to think, the buzz groups requires everyone to take active part. For the feedback in plenary, we recommend that it should not be compulsory for the buzz groups to report their feedback, but that it be voluntary. Experience tells us that the majority of the participants will choose to report. The trainer should acknowledge positive feedback and when met with negative feedback and/or constructive criticism endeavour to respond, indicating adjustments that could be made from the second day. If someone calls for drastic changes, it would be good to ask the plenary their opinion, as changes should not be made based on report from a pair of participants if their opinion does not represent consensus or a clear majority of the participants.

The evaluation at the end of Day 2 focuses on contents, because at this time a majority of the contents will have been digested. The programme for Day 3 is not as tight as for the first two days, which means that if there is a need among participants for deeper knowledge about some of the issues covered, it will be possible to set aside 30-60 minutes on the last day in order to cover this, and shorten the original programme accordingly. In order not to use the same method every day, we suggest groups of four as the working method this time. Again, trainer should acknowledge positive feedback, respond to negative feedback and try to assess the mood of the entire group when necessary.

The end of training evaluation comes at a time when no more changes can be made to this training, and therefore focuses on advice that can be useful for future trainings. It only uses individual reflection, because since it is at the very end of the training one should give space for all those who want to say something, show gratitude or thank the trainer and organiser to do so without having to go through group work.

This also provides immediate feedback to the trainer on whether some, most, or all of the participants have enjoyed and gained relevant information from the training. Evaluations can be given out immediately while impressions are fresh in people's minds and/or sent later to allow for more reflection time and in-depth response online. Experience has shown that almost 100% respond to a brief evaluation on-site while 75% is a good response rate if an evaluation is sent later online. However, sometimes answers are more detailed with an online response and using the same form for several trainings allows comparison of feedback, so both may be helpful. Also, if people have already filled in a form on site, it may often reduce the response rate for the later online survey as some feel they have already done their evaluation duty.

The closing of the training can be done by showing the quote by Oscar Wilde as a reminder of the importance of nonviolent disobedience, and to give information about follow-up by the trainer after the training. At least the following should be included:

- Online evaluation form will be sent out within a couple of days, with a one-week deadline for filling in – and that it is highly appreciated if all participants will take the time to fill it in.
- PowerPoint presentation and other training materials will be sent out by email within a week after the training
- Participants should feel free to contact the trainer with questions or request for further training if they would like to do so
- If the training is being given in a highly repressive environment, flash drives of materials can be provided so that insecure internet connections aren't used.

At the very end, the trainer should thank the participants for their active participation over the three days and wish them luck with the follow-up work, thank the local organisers for having made the training possible, and add any additional thanks that are appropriate in the context, for example to assistants.

13 Guest speakers

Session time: 60 mins each

Session objectives: At the end of the session participants will:

- Have knowledge about the most important corruption and good governance related issues in their home country
- Have knowledge of previous and current civil society efforts to combat corruption and promote good governance in their home country

Description of Contents	Time (Mins)	Process (e.g. feedback from group, brainstorm, group work)	Expected Participation 1	2	3	4	5	Resources used
The most important current challenges in your country in the field of good governance & corruption	60	• Guest speaker presentation • Q & A	*	*				Decided by guest speaker
Unleashing people power to strengthen good governance in your country	60	• Guest speaker presentation • Q & A	*	*				Decided by guest speaker

It is important to have local guest speakers because the trainer will rarely be an expert on the situation in each country the training takes place in. They also provide a break with the general dynamic where the trainer is the focus person throughout the three days. Third, it is important to highlight that expertise does not always come from the outside; there are local resources that can be drawn on. Fourth, it allows participants to see the difference between grassroots, bottom-up struggles using nonviolent resistance and people power and the more traditional top-down methods. This allows them to discuss with the speakers and even educate and alert them about nonviolent action. Finally, for the follow-up after the training, guest speakers can be chosen with a view towards individuals and organisations that one would like to involve.

In the programme there are two slots for guest speakers, but they can of course be moved depending on availability of the desired speakers. The topics can also be changed; the topics mentioned here are just useful suggestions.

We do, however, suggest that guest speakers should be inserted into the programme during the last half of the first day, the second day or the first half of the third day.

We suggest starting with a guest speaker towards the end of the first day who can give input on the most important corruption and good governance related issues in the context they work in. This will serve as a confirmation of and correction to the situation analysis done by the participants early the first day. Speakers could typically come from civil society alliances or organisations working (for example Transparency International) on good governance issues, or academics working on the same issues.

We suggest having another guest speaker on the second day who can speak of previous and existing civil society initiatives/campaign focusing on these issues. This ensures that the discussion about how campaigns can be run does not take place in a vacuum, but is informed by local experience. This is also why the second day is best for this intervention. Speakers could typically come from civil society, being practitioners or activists that are working on anti-corruption initiatives.

It is important to be in direct communication with the guest speakers in advance, to ensure that:

- They understand what kind of training it is, who are the participants and the context in which they will speak (send them the draft programme)
- You communicate the topic you would like them to speak on, agree on a title for their slot in the programme, and sort out any misunderstandings or doubts about what they are to say
- You know if they will use PowerPoint, videos, white-/blackboard, flipchart or any other kind of audio-visual equipment so that everything is prepared for them.

We suggest that you ask them to keep their presentation to maximum half an hour (which in practice often means they will use 45 minutes), in order to have the rest of the time for Q&A and discussion about the topic). It is often useful to ask the local organiser or co-sponsor of the training to introduce them to the group.

Do ask to get any PowerPoint presentation or manuscript after their presentation, so that it can be sent out to the participants after the training.

14 Follow-up

The most important follow-up is what is planned by the participants during the Plan of Action session and what they commit to individually and as a network, but there are some important things the trainer should do in order to maintain momentum, ensure participant satisfaction and facilitate their follow-up work.

1. The online evaluation form should be sent out as soon as possible after the training (and it can be combined with sending out the main PP-presentation). It should only be a day or two after the training, and it should have a deadline of about a week for submission of the forms. The questions used in Attachment 1 are a starting point and can be amended to fit the preferences of the trainer. Use any online questionnaire service, one good and free one is www.surveymonkey.com. In order to get enough participants to respond, it will usually be necessary with one or two reminders during the week. In order to make the reminders nicer it can be combined with sending out more reading materials (see #2 below). Normally, one can get up to around 75% response rate with a couple of reminders. If there are less responds by the deadline, the trainer could also consider one deadline extension of a couple of days or so.
2. The trainer should send out training materials to the participants, and divide them into several emails so that no email is bigger than 10 MB as that is a common maximum for many email servers. The following materials should/could be sent out:
   - List of participants with email addresses (sometimes local organisers will do this)
   - The main PP-presentation (in order to reduce its size to an email attachment, manually delete all videos before sending it out)
   - The two extra PP-presentations on "Tour of the World" and the "5th Pillar case study"
   - Gene Sharp's list of 198 methods
   - Other optional reading materials, such as:
     - The "Freedom from Corruption" Core Curriculum this training is based on
     - The available free chapter from Shaazka Beyerle's book this training is based on
     - Other relevant articles or case studies available to the trainer
3. The trainer should take all the ideas for individual/organisational follow-up generated in the last session (on index cards) and write them into a list to be sent out. As this is a commitment the trainer will have taken upon himself/herself it is important not to forget this.
4. The trainer can also send out information about ICNC and recommend subscribing to their weekly news digest to follow nonviolent movements around the world.

15 References

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Note: This article is available in **Arabic**, **Chinese**, **English**, **Farsi**, **French**, **Russian**, **Spanish**, **Tagalog**, **Turkish**, **Urdu**, **and Xhosa**

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Note: This book is available in Arabic, Chinese, English, French, Serbian, and Spanish

Sharp, Gene: **The Politics of Nonviolent Action**. 1973: Porter Sargent, Boston.

Video: **"It's Our Money, Where's It Gone"**, https://www.nonviolent-conflict.org/resource/money-wheres-gone/

Attachment 1: Draft Programme - detailed

Day 1

0845 Tea, coffee & registration

0900 Module I: Introductions

0940 Module I: Situation analysis

1030 Break

1045 Module I: Tour of the World

1130 Module II: Analysis of Power

1200 Module II: Pillars of Support

1230 Lunch

1315 Module II: Obedience

1400 Module III: Introduction to People Power and Nonviolent Action

1445 Break

1500 Guest Speaker:

"The most important current challenges in the field of good governance & corruption"

1600 Module III: Introduction to People Power and Nonviolent Action cont.

1645 Summary and evaluation Day 1

1700 End of Day 1

Day 2

0845 Tea & Coffee

0900 Module III: The Success Record of Nonviolent Action

0930 Module III: Criteria for Success

0945 Module IV: People Power, Corruption & Good Governance

1045 Break

1100 Module IV: Problem identification and Vision

1130 Guest speaker:

"Unleashing people power to strengthen good governance"

1230 Lunch

1315 Module IV: Goals and demands

1345 Module V: MUHURI case study

1415 Module V: Strategy, tactics and methods

1500 Break

1515 Module V: Group work on scenarios

1600 Module V: Case story: India, 5th pillar

1645 Summary & evaluation

1700 End of Day 2

Day 3

0845 Tea & Coffee

0900 Module VI: Discourse and Messaging

1000 Module V + VI: Group work

1100 Break

1115 Module VII: Support from External Actors

1215 Module I –VII: Summary

1230 Lunch

1315 Module VIII: From Learning to Doing

1445 Break

1500 Module VIII: Where Do We Go From Here?

1600 Summary and Follow-Up Decisions

1640 Evaluation

1700 End of Training

Attachment 2: Online Evaluation Form

1. How satisfied are you with (on a scale from 1 to 5 where 1 is poor and 5 is excellent):

- The training in total, considering your expectations
- The contents of the training
- The facilitation by the trainer/s
- Working methods, including plenary sessions and break-out groups
- Your own participation/contribution
- Practicalities, including food, room and general environment
- The information you received prior to the training
- The usefulness of the training for networking

Comments:

2. What are the most important things you learnt?

3. How do you plan to follow-up the training in your own organisation or individually, with partners and/or other activities you are involved in?

4. If we were to give this training again, in your country or other countries in the Global South, how could we improve it?

5. Do you know of any specific organisations/campaigns/movements in your country that would be interested in trainings on this topic (who did not participate in the current training)?

6. How could education and training in people power approaches to fighting corruption and promoting good governance be provided to citizens in local communities in your country?

7. Other comments and feedback: