



**AFRICAN CENTRE FOR  
LEADERSHIP, STRATEGY  
& DEVELOPMENT**

...building strategic leadership for  
sustainable development in Africa

# **INTERSECTIONAL LEADERSHIP INCUBATOR**

## **TRAINING MANUAL**

**Empowering Community Advocates for Gender,  
Environmental, and Resource Justice**

**MAY 2025**



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**INTERSECTIONAL LEADERSHIP INCUBATOR (ILI) FELLOWSHIP  
TRAINING MANUAL**

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and Resource Justice***

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## **FOREWORD**

The struggles for gender justice, environmental sustainability, and resource accountability are among the most pressing challenges facing Nigeria's frontline communities. These issues intersect with structural inequalities, underrepresentation, and extractive governance systems that too often silence the voices of those most affected.

The Intersectional Leadership Incubator (ILI) was born out of the need to elevate those voices—to train, connect, and empower a new generation of advocates from communities at the margins of decision-making. This training manual is both a roadmap and a mirror. It reflects the lived realities of grassroots leaders while offering practical tools to drive inclusive change.

Through this manual, we affirm that leadership is not reserved for a privileged few. It can and must emerge from the coalface of community struggle, where lived experience meets bold strategy.

We hope this resource will be a source of inspiration, learning, and collective power for all who engage with it.

**Mr. Monday Osasah, FSM**

Executive Director,

African Centre for Leadership, Strategy & Development (Centre LSD)

**DISCLAIMER**

This training manual is an educational resource. Some case studies are illustrative and developed using AI-generated prompts. While inspired by real-world contexts, they may contain simplified or fictionalized details. The intention is to promote critical reflection and learning, not to document verified historical events.

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**Accountability:** The obligation of decision-makers to explain their actions and accept responsibility for outcomes, especially when using public resources or affecting people’s rights. .... 35

**Advocacy:** A strategic process to influence decision-makers and promote social change, usually through campaigns, public messaging, and policy engagement. .... 35

**Climate Justice:** A framework that connects climate change to human rights and social inequality, emphasizing that those least responsible often suffer the most. .... 35

**Community-Based Advocacy:** Advocacy that originates from and is driven by the priorities and participation of local community members..... 35

**Duty Bearers:** Institutions (e.g., government, companies) responsible for protecting and fulfilling human rights and social obligations. .... 35

**Environmental Impact Assessment (EIA):** A legal process that evaluates how a proposed project might affect the environment before it is approved. .... 35

**Extractive Sector:** Industries involved in removing natural resources from the earth, such as oil, gas, and mining..... 35

**Fellowship:** A structured learning and leadership experience designed to build the knowledge, skills, and networks of emerging changemakers..... 35

**Gender Equality:** The state in which individuals of all genders have equal rights, responsibilities, and opportunities. .... 35

**Gender Mainstreaming:** The practice of assessing and integrating gender perspectives into policies, programs, and projects. .... 36

**GESI (Gender Equality and Social Inclusion):** A framework that ensures marginalized groups (e.g., women, PWDs, youth) are considered and included in development processes..... 36

**Human Rights-Based Approach (HRBA):** A method of planning and advocacy that uses human rights principles—such as participation, accountability, and non-discrimination—as its foundation..... 36

**Inclusive Development:** A model of development that ensures equitable access to opportunities and services for all groups, particularly those historically excluded. .... 36

**Intersectionality:** The way different forms of discrimination (e.g., based on gender, disability, class) overlap and compound to affect people’s lives. .... 36

**Marginalized Groups:** People excluded from full participation in society due to social, economic, or political disadvantages..... 36

**Monitoring and Evaluation (M&E):** The process of tracking and assessing a program or project’s progress and effectiveness. .... 36

**Natural Resource Governance:** The systems, institutions, and policies that determine how natural resources are managed, used, and shared..... 36

**Op-Ed (Opinion Editorial):** A written piece published in newspapers or online that expresses a strong opinion, often used for advocacy. .... 36

**Participation:** A principle in development and rights work that emphasizes involving people in decisions that affect them. .... 36

**Policy Brief:** A short, clear document that summarizes an issue and makes specific recommendations for policy action. .... 36

**PWDs (Persons with Disabilities):** Individuals with long-term physical, mental, intellectual, or sensory impairments that may hinder full participation in society. .... 37

**Stakeholders:** Individuals or groups with an interest in a particular issue, project, or decision-making process. .... 37

**Sustainability:** The ability to meet present needs without compromising the ability of future generations to meet theirs. .... 37

**Transparency:** The quality of being open, clear, and accessible in decision-making and information sharing. .... 37

**Youth Engagement:** Actively involving young people in decision-making, leadership, and community development processes. .... 37

**COURSE I:**  
**Foundational Training Mentorship  
Onboarding**

**Theme:** Knowledge, Capacity, and Consciousness

This course lays the groundwork for understanding the complex ecosystem of natural resources, climate change, human rights, and the legal and policy environment. Fellows are introduced to the foundational knowledge and mindset necessary to lead effective advocacy in their communities. The course also establishes relationships with mentors and encourages personal reflection through journaling.

### **Module 1: Natural Resource Governance**

#### **Case Study: NEITI Audit Report and Community Advocacy in Bayelsa State**

##### **Background**

Bayelsa State, located in the heart of Nigeria's Niger Delta region, is one of the country's most oil-rich states. Despite its wealth in natural resources, the state grapples with high poverty rates, environmental degradation, and inadequate basic services.

In 2021, the **Nigeria Extractive Industries Transparency Initiative (NEITI)** published an audit report revealing significant discrepancies in revenue remittances by oil companies operating in Bayelsa. According to the report, several oil multinationals had underpaid taxes, failed to fulfill environmental obligations, and bypassed community development levies due to lapses in oversight by government regulatory agencies.

The report highlighted that over **₦5 billion in unremitted taxes and fees** were owed to both the state and federal governments. It also exposed how community development agreements were either non-existent or poorly executed—leaving host communities without promised infrastructure or support.

##### **Community Response**

A local civil society organization, **Bayelsa Accountability Watch Initiative (BAWI)**, launched an advocacy campaign titled "*Our Oil, Our Voice.*" They used the NEITI report as a basis for community education and mobilization. BAWI organized town hall meetings to explain the audit findings in local languages and convened dialogues between community leaders and government officials.

Using radio programs, infographics, and local drama, they simplified the report's findings and demanded accountability from both companies and the Bayelsa State Government. The group also filed a Freedom of Information (FOI) request demanding the status of community development projects that were listed in company filings but not implemented.

## Outcomes

- Within six months, the Bayelsa State Government set up a tripartite committee including CSOs, oil company representatives, and local leaders to verify and enforce community development obligations.
- One of the oil companies paid a portion of its owed taxes and committed to re-negotiating its community development agreement with local stakeholders.
- Community members reported a stronger sense of ownership and engagement with issues related to oil revenue and natural resource governance.

## Key Questions for Reflection

1. How did the availability of audit data influence community action?
2. What role did civil society organizations play in bridging information gaps?
3. What power dynamics were at play between the state, oil companies, and local communities?
4. How could other resource-rich communities replicate or improve on this model?

## Connection to Module

This case illustrates the practical relevance of **natural resource governance principles**—transparency, accountability, and participation. It highlights the importance of data access, civic engagement, and multi-stakeholder dialogue in holding powerful actors accountable and securing benefits for resource-host communities.

### Lesson 1: Introduction to Natural Resource Governance in Nigeria

- Overview of Nigeria's resource sectors: mining, oil & gas, forestry
- Governance principles: transparency, accountability, participation
- Group Activity: Stakeholder mapping

### Lesson 2: Roles of Stakeholders in the Extractive Sector

- Stakeholders: government, companies, communities, regulators
- Role Play: Multi-stakeholder dialogue simulation
- Visual Exercise: Resource value chain illustration
- Take-Home Assignment: Identify a governance issue and propose a solution

### **Lesson 3: Presentations and Reflections**

- Group Presentations: Stakeholder maps
- Reflection: Impact of governance on local communities

## Module 2: Climate Justice & Environmental Sustainability

### Case Study: The Bodo Oil Spill and the Fight for Climate Justice in Ogoni Land

#### Background

In 2008 and 2009, two massive oil spills from Shell pipelines devastated the Bodo community in **Ogoni Land**, Rivers State, Nigeria. These spills released more than **600,000 barrels of crude oil** into the creeks and farmlands, destroying fishing livelihoods, contaminating drinking water, and rendering the soil infertile. The pollution persisted for years, severely impacting the health, economy, and ecosystem of the community.

Despite repeated complaints by residents, both the Nigerian government and Shell initially downplayed the extent of the damage. This inaction reflected a broader pattern of **environmental injustice** in the Niger Delta, where extractive activities disproportionately harm poor and marginalized communities without adequate compensation or cleanup.

#### The Fight for Justice

In response, community leaders in Bodo partnered with civil society organizations like the **Centre for Environment, Human Rights and Development (CEHRD)** and **Environmental Rights Action (ERA/FoEN)**. Together, they launched an environmental justice campaign demanding full cleanup, compensation, and pipeline monitoring reforms.

The coalition documented the pollution through photos, testimonies, and environmental testing. With legal support from UK-based law firm **Leigh Day**, the Bodo community sued Shell in a UK court—marking a historic shift from local grievances to international litigation.

#### Outcomes

- In 2015, **Shell agreed to pay £55 million (about ₦16 billion)** in compensation to 15,600 individuals and the Bodo community.
- The United Nations Environmental Programme (UNEP) report on Ogoni land, published in 2011, was amplified by the Bodo case, leading to the establishment of the **Hydrocarbon Pollution Remediation Project (HYPREP)** to oversee cleanup efforts.
- However, actual remediation has been slow, with continuing complaints about corruption, inefficiency, and exclusion of local voices in HYPREP's work.

## Key Climate Justice Dimensions

- **Unequal Burden:** The Bodo case highlights how frontline communities bear the brunt of fossil fuel pollution while contributing least to climate change.
- **Right to a Healthy Environment:** The case underscores environmental degradation as a human rights violation.
- **Community Agency:** Despite systemic neglect, the community's legal and civic actions pushed for redress.
- **Global Linkages:** It demonstrates how local injustice can be linked to global accountability frameworks.

## Discussion Questions

1. What made it possible for Bodo community to successfully seek international legal redress?
2. How did collaboration between local and international actors influence the outcome?
3. What lessons does this hold for other communities facing environmental harm?
4. What are the risks of depending on international systems for justice rather than local remedies?

## Connection to Module

This case underscores the **core principles of climate justice**: fairness, inclusion, equity, and accountability. It provides a concrete example of how grassroots action can influence systemic change and how environmental sustainability must include justice, repair, and long-term community wellbeing.

## Lesson 1: Understanding Climate Change and Community Impacts

- Climate change science and effects on land-connected communities
- Scenario: Pipeline leak response
- Climate impact mapping exercise

## Lesson 2: Exploring Climate Justice Principles

- Definitions and frameworks: loss & damage, environmental equity
- Film Screening: Climate documentary and discussion
- Group Debate: Responsibility for environmental degradation

## Lesson 3: Personal Narratives and Presentations

- Take-Home Assignment: Interview on environmental change
- Presentation: Local climate impacts and adaptation

## Module 3: Legal and Policy Frameworks

### Case Study: The Ajaokuta Steel Company Land Acquisition and the Land Use Act

#### Background

In the 1970s, the Federal Government of Nigeria embarked on the development of the **Ajaokuta Steel Complex** in Kogi State—intended to be the backbone of Nigeria's industrial future. To make room for this large-scale project, over **12,000 hectares of land** were acquired from local communities, including the Ebiya, Geregu, and Ajaokuta towns.

The acquisition was done under the authority of the **1978 Land Use Act**, which vested all land in Nigeria in the government and allowed compulsory acquisition for public purposes. While this legal provision empowered the state, it did not guarantee fair compensation or community consent. The affected communities were promised resettlement, compensation, and access to social amenities. However, these commitments were either delayed or never fulfilled.

Decades later, the Ajaokuta Steel Complex remains largely uncompleted and non-functional, while the displaced communities continue to suffer from economic dislocation, landlessness, and poor living conditions.

#### Legal Challenges and Community Advocacy

Local leaders and youth groups began demanding redress using a rights-based approach. Supported by **lawyers, civil society groups, and traditional rulers**, they challenged the legality of the government's broken promises. Citing provisions in the **Nigerian Constitution, African Charter on Human and Peoples' Rights**, and international human rights treaties, they launched a legal and policy campaign for justice.

In 2017, a coalition of affected communities filed a petition before the **National Human Rights Commission (NHRC)** and organized a legal aid clinic supported by the **Legal Aid Council of Nigeria**.

#### Outcomes

- The NHRC conducted a fact-finding mission and confirmed that the government had violated the rights to livelihood, housing, and development of the displaced communities.
- A joint memorandum of understanding was signed between the community representatives and Kogi State Government to revisit compensation terms.
- Although the steel complex remains dormant, the case sparked national conversation around **land rights, community consent, and inclusive development planning**.

## Legal and Policy Dimensions

- The **Land Use Act** gave legal backing to land acquisition but did not require community consultation or benefit-sharing.
- The **Environmental Impact Assessment Act** was not applied during the project initiation, raising questions of procedural justice.
- The case illustrates the limits of existing laws and the need for reforms that integrate community rights, consent, and restorative justice.

## Discussion Questions

1. What are the strengths and weaknesses of the Land Use Act from a community perspective?
2. How could stronger legal provisions have changed the outcome for the Ajaokuta host communities?
3. What are the implications of using “public interest” to justify displacement without tangible benefits?
4. How can local leaders use legal frameworks to advocate for equitable land and resource governance?

## Connection to Module

This case demonstrates how laws—though created to promote national development—can marginalize communities when **legal frameworks are not participatory or inclusive**. It emphasizes the importance of understanding and leveraging legal instruments, not just for compliance, but as tools for social justice, negotiation, and reform.

## Lesson 1: Overview of Nigerian Environmental Laws

- Land Use Act, Mining Act, Petroleum Industry Act, Climate Change Act
- Case Study: Community rights under the Land Use Act

## Lesson 2: Linking National Laws to Global Commitments

- Match laws with SDGs and AU Agenda 2063 targets
- Group Exercise: Legal review and alignment
- Guest Lecture: Environmental rights advocate

## Lesson 3: Policy Analysis and Communication

- Take-Home Assignment: Policy brief
- Presentation: Legal awareness for advocacy

## Module 4: Human Rights-Based Approach (HRBA) to Advocacy

### Case Study: The Eket Oil Spill and the Right to Participation in Decision-Making

#### Background

In 2012, the Eket Local Government Area in **Akwa Ibom State**, a coastal region heavily impacted by offshore oil drilling, experienced a major oil spill from a ruptured pipeline operated by a multinational oil corporation. The spill contaminated coastal waters, destroyed fishing zones, and devastated the livelihoods of hundreds of artisanal fishers—mostly women and youth who depend on marine resources for income and food.

Despite the scale of damage, the response from the government and the company was limited to top-down assessments with little to no community involvement. Compensation negotiations were conducted behind closed doors with select community elites, while the actual victims were excluded from decision-making processes. As a result, many affected residents were not compensated, and cleanup efforts were superficial.

#### Community Response Using HRBA

A coalition of fisherfolk, women's groups, and local advocates formed the **Eket Environmental Justice Forum (EEJF)**. With support from human rights lawyers and international environmental NGOs, they developed an **HRBA advocacy strategy** rooted in the following principles:

- **Participation:** Ensured affected persons (especially women) were meaningfully involved in advocacy meetings and planning.
- **Accountability:** Demanded access to environmental impact assessments (EIA) and government correspondence on the incident.
- **Non-discrimination:** Highlighted the exclusion of marginalized groups from compensation processes.
- **Empowerment:** Trained youth and women to speak on media platforms and document impacts using mobile phones.
- **Legality:** Invoked rights enshrined in the African Charter on Human and Peoples' Rights and Nigeria's constitutional right to dignity and livelihood.

The group organized peaceful protests, held public hearings, and filed a complaint with the **National Oil Spill Detection and Response Agency (NOSDRA)**, citing legal grounds for environmental justice and inclusive redress.

## Outcomes

- The company agreed to reopen compensation processes and included verified fisherfolk through a community-defined mechanism.
- A revised EIA process was launched with active community representation.
- Several members of the EEJF now serve on the local environmental oversight committee.
- The community developed a **People's Charter on Environmental Rights**, based on HRBA principles, which has become a reference for other communities facing similar issues.

## Key HRBA Dimensions

- **Participation** is not symbolic but transformative—ensuring those most affected influence decisions.
- **Empowerment** leads to long-term community agency.
- **Legality** bridges local struggles with constitutional and international rights.
- **Accountability** requires transparent processes and responsive institutions.

## Discussion Questions

1. What made the Eket community's HRBA approach more effective than traditional protests?
2. How did the principle of participation change power dynamics in decision-making?
3. What role did non-state actors play in supporting the community's strategy?
4. How can this model be replicated or adapted in other natural resource-affected communities?

## Connection to Module

This case exemplifies how the Human Rights-Based Approach provides a strategic framework for community advocacy—transforming grievances into structured action, and ensuring that **rights holders** (communities) can engage **duty bearers** (government and companies) from a position of informed agency.

## Lesson 1: Core Principles of HRBA

- Participation, Accountability, Non-discrimination, Empowerment, Legality

- Scenario: Oil spill compensation campaign
- Group Work: HRBA-based message design

### **Lesson 2: Applying HRBA in Local Advocacy**

- Role Play: Rights-based meeting simulation
- Guest Speaker: HRBA in community success story
- Journaling Exercise: Reflecting on exclusion

### **Lesson 3: Campaign Design and Presentation**

- Take-Home Assignment: Rights violation letter
- Presentation: Campaign pitch using HRBA principles

### **Mentorship Activities:**

- Mentor-Fellow introductory meetings
- Goal-setting session
- Biweekly check-in schedule

### **Reflection Tools:**

- Weekly leadership journal prompts:
  - What did I learn this week?
  - What surprised me?
  - How will I apply this in my community?

### **Expected Outcomes of Course 1:**

- Fellows demonstrate foundational understanding of natural resource governance and climate justice
- Fellows articulate key legal frameworks and apply HRBA in role plays and assignments
- Fellows initiate mentorship relationships and start personal leadership reflections

## COURSE 2: Applied Leadership & Community Project Execution

**Theme:** Action, Strategy, and Community Impact

This course helps fellows apply foundational knowledge to practical leadership and advocacy initiatives in their communities. It emphasizes campaign planning, movement building, strategic communication, inclusivity, and real-life project implementation under mentor guidance.

### Module 1: Advocacy and Movement Building

#### Case Study: “Follow the Money” – From Budget Line to Community Impact

##### Background

In 2012, residents of **Yargalma Community** in Zamfara State, Nigeria, heard that the federal government had allocated **₦17 million** in the national budget for the construction of a primary healthcare centre in their village. Months passed and no construction began. There was no signboard, contractor, or information on when the project would start. The community lacked access to health services and regularly lost mothers and children to preventable diseases.

At the same time, a civic tech organization called **Connected Development (CODE)** launched an initiative known as “**Follow the Money.**” The platform aimed to track government expenditure—especially health, education, and WASH projects—in underserved communities, by combining budget analysis, grassroots mobilization, and media advocacy.

##### Strategy and Advocacy Process

CODE's Follow the Money team partnered with Yargalma community leaders to begin advocacy around the delayed health centre project. Their approach reflected the key components of strategic advocacy and movement building:

- **Data Gathering:** They downloaded the federal budget, identified the health line item, and mapped the responsible MDAs.
- **Community Engagement:** Youth and women in the village were trained on how to use mobile phones and WhatsApp to report on government responses and site activity.
- **Media and Digital Campaign:** Using hashtags like #HealthCentreYargalma, CODE shared stories, videos, and infographics online to pressure the implementing agencies.

- **Coalition Building:** They engaged traditional leaders, local CSOs, journalists, and budget monitoring officers to support the cause.
- **Policy Advocacy:** Letters were sent to the National Assembly, Ministry of Health, and relevant budget implementation agencies demanding action.

### Outcomes

- Within four months of launching the campaign, the contractor appeared on-site and began work.
- The project was completed in early 2013, and the community gained its first functioning healthcare facility.
- Inspired by the success, the Yargalma community formed a **Community Budget Accountability Group** to monitor other public projects.
- CODE expanded Follow the Money to other regions and sectors, tracking over **950 projects worth ₦300 billion** across Nigeria by 2022.

### Movement Building Dimensions

- **Start Local, Scale National:** A hyper-local issue sparked a national movement using replicable tools.
- **Community First:** The community was not a beneficiary but a driver of advocacy.
- **Coalitions, Not Silos:** Change occurred through collaboration—media, tech, traditional rulers, and youth.
- **Accountability and Empowerment:** The movement empowered citizens to understand and act on public budgets.

### Discussion Questions

1. What made Follow the Money's advocacy strategy successful in Yargalma?
2. How did the initiative balance technology with grassroots organizing?
3. What are the risks of government backlash when demanding transparency?
4. How can fellows adapt this model for issues beyond health and infrastructure?

### Connection to Module

This case illustrates the **power of structured advocacy and grassroots movement**

**building.** It connects directly to lesson themes like stakeholder engagement, campaign strategy, data-driven advocacy, and using media to amplify marginalized voices. It's a practical entry point into designing impactful, community-led campaigns.

### Lesson 1: Foundations of Advocacy

- What is advocacy?
- Types of advocacy: policy, community, media
- Core elements of an advocacy strategy
- **Activity:** Review and critique an existing advocacy campaign
- **Case Study:** BudgIT's "Tracka" initiative for budget tracking

### Lesson 2: Building Movements and Coalitions

- Difference between campaigns and movements
- Coalition-building strategies
- Role of storytelling and shared values
- **Group Work:** Map stakeholders and potential allies in fellows' communities
- **Role Play:** Coalition-building meeting simulation

### Lesson 3: Designing a Local Campaign

- Setting goals, defining messages, selecting tools
- Timing and mobilization
- **Take-Home Assignment:** Draft a campaign brief based on community priorities
- **Presentation:** Present campaign strategy for peer and mentor feedback

## Module 2: Strategic Communication for Advocacy

### Case Study: Radio Ada and Strategic Storytelling in Ghana's Extractive Communities

#### Background

The Ada region in Ghana is home to communities located along the Volta River and the Atlantic coast. These communities have long been affected by **sand mining, salt extraction**, and other extractive activities that impact their environment, economy, and way of life.

Despite the impact, local concerns were consistently ignored in national conversations. Community members lacked access to national media and were often portrayed as ill-informed or anti-development. Government officials and corporate actors controlled the narrative, often branding protestors as “troublemakers” or “uninformed.”

In response, **Radio Ada**, a community radio station established in the mid-1990s, developed a communication-based advocacy strategy to elevate local voices. They recognized that **strategic storytelling and narrative framing** could shift public perception and influence policy.

#### Communication Strategy

Radio Ada's team partnered with local activists and storytellers to roll out a series of advocacy programs combining radio drama, interviews, and community call-ins. Their strategy reflected key principles of strategic communication:

- **Audience Segmentation:** Created separate messaging for community members, policymakers, and industry actors.
- **Framing the Narrative:** Positioned community voices not as anti-development, but as protectors of heritage and sustainability.
- **Localization of Language:** Used local dialects (Dangme) to connect emotionally with listeners and build trust.
- **Use of Formats:** Mixed formats like oral storytelling, investigative journalism, and musical satire to entertain and inform.
- **Two-Way Communication:** Allowed community members to call in and share lived experiences, which were then edited and replayed during town halls.

#### Outcomes

- The radio program raised awareness among policy actors and led to two separate **parliamentary hearings** on sand mining regulation.
- The Ghanaian Environmental Protection Agency (EPA) was compelled to hold a

consultation with Ada coastal communities—a first in the region.

- Women salt farmers organized a “Media Day of Action” through Radio Ada to spotlight gender inequalities in the local economy.
- Radio Ada became a model for other community media platforms in West Africa interested in rights-based environmental advocacy.

### Strategic Communication Takeaways

- **Framing is Political:** How a message is structured affects who listens and how they respond.
- **Community Ownership:** Strategic communication works best when rooted in local identity and ownership.
- **Message is Medium:** The style, tone, and format of delivery matter as much as the content.
- **Sustained Messaging:** One-off messages are insufficient—consistent storytelling builds credibility and audience loyalty.

### Discussion Questions

1. How did Radio Ada shift the narrative around environmental advocacy?
2. What communication principles were most effective in influencing policy?
3. How can storytelling be used to reframe negative stereotypes about marginalized communities?
4. What lessons can be applied to digital advocacy platforms in Nigeria?

### Connection to Module

This case study highlights the **power of narrative strategy, framing, and media ownership** in amplifying community voices. It encourages fellows to go beyond messaging tactics and embrace **storytelling as a form of advocacy**—one that can move hearts, shape public opinion, and drive systemic change.

### Lesson 1: Framing and Messaging

- Narrative framing in advocacy
- Emotional vs rational messaging
- Messaging to different audiences (media, policymakers, public)
- **Exercise:** Fellows reframe an advocacy message from a real case

## Lesson 2: Digital and Traditional Media Tools

- Overview of communication channels
- Press releases, op-eds, social media strategies
- Audio-visual storytelling (podcasts, short videos)
- **Workshop:** Fellows script and record a short advocacy video

## Lesson 3: Public Speaking and Media Engagement

- Public speaking principles
- Interviewing techniques
- Mock radio/TV interviews
- **Take-Home Assignment:** Record a 2-minute elevator pitch on your cause
- **Presentation:** Deliver speech or video to panel for feedback

## Module 3: Gender Equality and Social Inclusion (GESI)

### Case Study: Gender-Responsive Budgeting in Akwa Ibom State

#### Background

In Nigeria, public budgeting processes often lack gender responsiveness, meaning they fail to address the distinct needs and realities of women, youth, and persons with disabilities (PWDs). This was especially true in **Akwa Ibom State**, where despite high allocations to sectors like health, education, and agriculture, women-led cooperatives, girls in rural schools, and PWDs received little targeted support.

In 2018, a coalition of civil society groups led by the **Gender and Development Action (GADA)** launched a campaign to push for **Gender-Responsive Budgeting (GRB)** in Akwa Ibom's Ministry of Women Affairs, Health, and Agriculture. Their goal was to ensure that public funds translated into tangible, inclusive services and opportunities for marginalized groups.

#### Strategy and GESI Focus

The coalition adopted a multi-layered GESI strategy to engage the state budget process. Key actions included:

- **Capacity Building:** GADA trained women leaders, youth advocates, and PWD associations on how to read budgets and analyze public expenditures using a gender and inclusion lens.
- **Budget Tracking and Analysis:** They reviewed previous budgets and tracked how much was allocated and actually released for gender-specific or disability-focused programs.
- **Inclusive Budget Consultations:** Organized pre-budget town halls where women farmers, teenage mothers, and PWDs shared their lived realities and proposed budget priorities.
- **Policy Advocacy:** Developed a Gender Budget Statement and submitted it to the Akwa Ibom State House of Assembly Budget Committee and Executive Council.
- **Media Engagement:** Used radio, local newspapers, and social media to highlight gender gaps in state development planning.

#### Outcomes

- The 2019 and 2020 Akwa Ibom state budgets included **line items specifically targeting women and youth empowerment programs**, as well as accessible health infrastructure for PWDs.

- A pilot **Women's Cooperative Development Fund** was created with N150 million allocation and 0% interest loans for rural women entrepreneurs.
- The state Ministry of Finance institutionalized a **gender focal person** within its budget planning team to help mainstream GESI principles.
- Participating communities reported a rise in political confidence among marginalized groups, with more women and youth taking leadership roles in local planning committees.

### GESI Advocacy Lessons

- **Disaggregated Voices Matter:** Engaging diverse voices within a community (widows, rural youth, women with disabilities) improves the quality of policy advocacy.
- **Evidence-Based Advocacy:** Budget tracking and data give legitimacy to inclusion demands.
- **Collaborative Pressure:** Coalitions of NGOs, community leaders, and media are more effective than solo campaigns.
- **Institutional Anchors:** Embedding change agents (like gender focal persons) within government systems promotes sustainability.

### Discussion Questions

1. What made this GESI intervention effective in influencing state budgets?
2. How did GADA ensure the meaningful participation of marginalized voices?
3. What strategies were used to turn community testimonies into budget line items?
4. How can this approach be adapted to non-budget areas like infrastructure or education policy?

### Connection to Module

This case illustrates how **intentional inclusion strategies and gender analysis** can influence policy and budgeting processes to ensure fairer distribution of public resources. It empowers fellows to see advocacy not only as protest, but as a **technical and collaborative effort to make systems work better for all**, especially the historically excluded.

### Lesson 1: Understanding GESI Principles

- Gender vs sex; inclusion vs tokenism

- Intersectionality explained
- Impact of extractive activities on women, youth, PWDs
- **Case Study:** Women's exclusion in pipeline compensation projects

### Lesson 2: Applying GESI in Advocacy

- Designing inclusive strategies
- GESI in budget advocacy and community organizing
- Disability and youth mainstreaming
- **Scenario:** Government relief package leaves PWDs out — what do you do?

### Lesson 3: Designing Inclusive Interventions

- Fellows revise existing project concepts using a GESI lens
- **Group Work:** Develop inclusive community action plans
- **Take-Home Assignment:** Interview a community member from a marginalized group
- **Presentation:** Showcase revised project design with GESI improvements

## Module 4: Community-Based Advocacy Projects

### Case Study: Community-Led Oil Spill Monitoring in Gbaramatu Kingdom, Delta State

#### Background

Gbaramatu Kingdom in Warri South-West LGA of Delta State is one of Nigeria's most oil-rich but environmentally vulnerable areas. Repeated oil spills, gas flaring, and pipeline explosions have affected fishing, farming, and overall health in the area. The lack of timely government and corporate response to these environmental hazards created deep frustration among local residents.

For years, complaints filed by communities about spills and pollution were dismissed due to **lack of “technical” evidence**, as spill data was mostly controlled by oil companies and regulators. Communities rarely had access to the Joint Investigation Visits (JIVs) that determine cause, impact, and liability.

#### Grassroots Innovation: Community Environmental Monitoring Unit (CEMU)

In 2019, with support from **Stakeholder Democracy Network (SDN)** and other civic groups, youth and women leaders in Gbaramatu created a **Community Environmental Monitoring Unit (CEMU)**. This was a community-based advocacy and action project designed to independently track environmental hazards and hold polluters accountable.

#### The CEMU model was built on practical, low-cost advocacy tools:

- **Training:** Over 40 residents were trained in spill documentation, GPS data collection, photography, and filing FOI requests.
- **Real-Time Reporting:** Using mobile apps and WhatsApp, the community created a real-time spill alert system.
- **Community Briefings:** Monthly town hall meetings were held to discuss data and next steps.
- **Multi-Stakeholder Engagement:** The group shared verified spill reports with NOSDRA, the Ministry of Environment, and oil companies to demand rapid response and cleanup.

#### Outcomes

- The community successfully **forced a multinational company to respond to a gas leak** within 48 hours by publishing evidence-based social media content tagged at regulators.

- The model was replicated in two neighboring communities in the Escravos area, expanding grassroots environmental vigilance.
- Gbaramatu community representatives were invited by NOSDRA to help co-develop new community engagement protocols.
- Youth participants reported increased civic confidence and a deeper understanding of environmental justice tools.

### Project Management and Sustainability Lessons

- **Community Ownership:** The initiative was led, run, and maintained by residents—not outsiders.
- **Mentorship:** Experienced advocates mentored youth to carry out complex tracking and reporting.
- **Visibility = Protection:** Public storytelling and visibility reduced backlash from powerful actors.
- **Flexible Planning:** The project adapted to real-world challenges (e.g., phone network outages, flooding) without losing momentum.

### Discussion Questions

1. How did the Gbaramatu community turn local frustration into organized action?
2. What role did simple technology play in supporting advocacy?
3. How was sustainability built into the project's design?
4. What risks did the community face, and how were they mitigated?

### Connection to Module

This case offers a real-world example of a **community-based advocacy project planned, executed, and monitored at grassroots level**. It reflects the central goal of this module—empowering fellows to use local knowledge, strategic tools, and collective action to make change happen, even in challenging environments.

### Lesson 1: Planning for Implementation

- Setting objectives, defining scope, identifying beneficiaries
- Budgeting and resource planning
- Timeline creation and risk identification
- **Tool:** Community Project Planning Template

## Lesson 2: Implementation in the Field

- Managing activities, engaging stakeholders, solving real-time challenges
- Documentation and monitoring basics
- Mentorship: Field support and check-ins

## Lesson 3: Reflection and Adjustment

- Gathering community feedback
- Problem-solving workshop
- Adjusting plans based on real-time realities
- **Reflection Journal:** Weekly project diary and mentor comments
- **Presentation:** Mid-implementation project report and lessons

## Expected Outcomes of Course 2:

- Fellows can independently design and launch advocacy initiatives
- Fellows integrate inclusive and strategic communication in their work
- Fellows lead real-time community-based projects with support
- Fellows gain confidence in public speaking and media messaging

## Project Reflection and Impact Documentation

### Lesson 1: Reviewing Outcomes and Learning from Experience

- Theory of Change: Revisiting expected vs. actual results
- Outcome harvesting and Most Significant Change technique
- **Group Work:** Use a tool to track intended/unintended results of projects

### Lesson 2: Documenting and Communicating Learning

- Storytelling for learning and impact
- Reflective writing and documentation skills
- **Exercise:** Write a case study from your project
- **Take-Home Assignment:** Complete a 2-page learning report

### Lesson 3: Peer-to-Peer Feedback and Review

- Constructive feedback practices
- Reviewing each other's projects and learning journals
- **Presentation:** Share project lessons and reflections in teams

## Module 2: Peer Learning Exchange and Collaboration

### Lesson 1: Facilitating Shared Learning

- Principles of peer-to-peer knowledge transfer
- Group reflection and exchange methods
- **Activity:** Roundtable reflection: What worked, what didn't, and why?

### Lesson 2: Regional Leadership Spotlights

- Inviting alumni and regional champions to share leadership journeys
- Lessons from national and international movements
- **Panel Discussion:** Feminist leaders, youth movement builders, and environmental activists

### Lesson 3: Collaborative Learning Products

- Co-creation of a fellowship learning anthology/blog

- **Group Work:** Design a newsletter, podcast episode, or social media content summarizing fellowship impact
- **Presentation:** Showcase outputs to larger ILI and Centre LSD audience

### Module 3: Leadership for Systemic Change

#### Lesson 1: Moving from Local Impact to Policy Influence

- How to scale community innovations to policy advocacy
- Entry points for influencing LGAs, State Assemblies, MDAs
- **Scenario:** Drafting a policy brief to your State House of Assembly

#### Lesson 2: Building Leadership Pipelines

- Talent identification and community mentorship
- Institutionalizing advocacy within CBOs and associations
- **Group Work:** Design a fellowship or leadership mentorship model for your community

#### Lesson 3: Long-Term Leadership Strategy

- Vision casting and goal-setting beyond the fellowship
- Personal mission alignment with advocacy goals
- **Visioning Exercise:** “Where will I be in 5 years as a leader?”
- **Take-Home Assignment:** Write a leadership plan or manifesto

### Module 4: Fellowship Closure and Alumni Engagement

#### Lesson 1: Consolidating the Fellowship Journey

- Story circle activity: Most transformative moment
- Community appreciation: Sharing project impacts with stakeholders
- **Exercise:** Create a visual timeline of your journey

#### Lesson 2: Launching the ILI Alumni Network

- Purpose, structure, and expectations
- Platform for continued collaboration and funding opportunities
- Setting the agenda for the first alumni meeting

### Lesson 3: Graduation and Public Presentation

- Public presentation of selected projects
- Award of certificates
- Closing remarks and fellowship celebration

### Expected Outcomes of Course 3:

- Fellows critically evaluate and document project outcomes and personal growth
- Fellows strengthen their connection to a growing network of advocates
- Fellows plan strategic leadership pathways beyond the fellowship
- Fellows graduate as empowered, networked community leaders ready to drive systemic change

### Cross-Cutting Elements (Throughout Fellowship)

- **Mentor Check-ins:** Weekly coaching and feedback
- **Leadership Journal:** Weekly personal reflections
- **Media Assignments:** Video blogs, op-eds, community newsletters
- **Policy Lab:** Track and report on a key policy is

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*This manual provides a rich, participatory approach to developing advocacy champions rooted in community realities, equipped to drive change and influence climate and natural resource policy across Nigeria and west Africa.*

## APPENDIX

### Annex 1: Facilitator's Guide

This section is designed to support trainers and facilitators delivering the ILI Fellowship modules. It offers session planning tips, inclusive practices, and instructional methods to ensure a transformative learning experience.

#### Objectives of the Facilitator's Guide

- Provide structure and timing for each module and lesson
- Enhance learning through participatory facilitation methods
- Promote inclusion and respect for diversity
- Improve delivery quality across contexts and facilitators

#### General Facilitation Principles

- **Create Safe Spaces:** Foster trust, respect, and openness.
- **Be a Guide, Not a Lecturer:** Let learners construct meaning through discussion and activity.
- **Adapt to Context:** Modify pace and examples based on participants' background and needs.
- **Promote Inclusion:** Use tools and language accessible to women, youth, PWDs, and others with less formal education.
- **Be Reflexive:** Encourage self-awareness and reflection—for yourself and participants.

#### Standard Session Duration Guide

Lesson Type	Suggested Duration
Concept Introduction	30 – 45 mins
Case Study + Group Discussion	45 – 60 mins
Role Play/Simulation	60 – 90 mins
Group Work/Problem Solving	60 mins
Take-Home Assignment Debrief	30 mins
Guest Lecture/Panel	60 – 90 mins
Presentations	10 – 15 mins per group

### Materials Checklist (Per Session)

- Printed manuals or lesson handouts
- Flip charts, markers, sticky notes
- Projector and speakers (where available)
- Whiteboard or chalkboard
- Timer or clock
- Name tags and attendance sheet
- Accessibility aids (e.g., printed copies in large font, ramps if in-person)

### Inclusive Facilitation Tips

- **Language:** Use local languages or interpreters where possible.
- **Gender Dynamics:** Ensure mixed groups and equitable speaking time.
- **Disability Inclusion:** Ask ahead about any accessibility needs.
- **Encourage Quiet Voices:** Use round-robin or paired sharing methods.
- **Power Sharing:** Allow co-facilitation by fellows or community leaders.

### Suggested Instructional Methods

- **Socratic Questioning:** Pose open-ended questions to deepen thinking.
- **Think-Pair-Share:** Let individuals reflect, then share with a partner before larger discussion.
- **Gallery Walk:** Post case study questions or concepts on the wall for group movement and response.
- **Role Play:** Simulate stakeholder meetings or conflict resolution.
- **Video Analysis:** Use advocacy clips or real-life interviews for discussion.

**Sample Daily Agenda Template**

Time	Session	Format
9:00 – 9:30	Welcome & Warm-up	Icebreaker
9:30 – 10:15	Lesson Overview & Key Concepts Mini-lecture + Q&A	
10:15 – 11:15	Case Study & Discussion	Group Work
11:15 – 11:30	Break	-
11:30 – 12:30	Simulation/Role Play	Practice
12:30 – 1:00	Reflections and Takeaways	Journaling

This guide should be adapted to the length of training sessions (e.g., full-day, half-day, or retreat format) and the location (online vs in-person).

**Annex 2: Tools & Templates**

This appendix provides ready-to-use tools and templates to support fellows in applying learning from the fellowship in real-world advocacy, planning, and monitoring scenarios.

**1. Stakeholder Mapping Matrix**

Stakeholder Interest in Issue Influence Level (Low/Med/High) Relationship to Community Strategy to Engage

**2. Advocacy Campaign Plan Template**

- Title of Campaign:
- Issue Statement:
- Target Audience(s):
- Campaign Goal:
- Key Messages:
- Tactics/Activities:
- Partners & Allies:
- Timeline:
- Indicators of Success:

### 3. Community Project Planning Template

Project Title:  
 Background and Problem Statement:  
 Objectives:  
 Beneficiaries:  
 Activities:  
 Timeline:  
 Budget Estimate:  
 Risks and Mitigation:  
 Monitoring Strategy:

### 4. Budget Tracker (Simplified Table)

Item/Activity	Estimated Cost (₦)	Actual Cost (₦)	Remarks
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### 5. Sample Policy Brief Format

Title:  
 Summary (2–3 sentences):  
 The Issue:  
 Policy Gaps:  
 Recommendations:  
 Evidence & Data:  
 Target Policy Actors:  
 Contact for Further Information:

### 6. Community Engagement Checklist

- Have you mapped all relevant community segments (women, youth, elders, PWDs)?
- Are communication materials available in local languages or accessible formats?
- Is the engagement venue physically and culturally accessible?
- Are roles and expectations clarified upfront?
- Have you set up a mechanism for feedback and follow-up?

### Annex 3: Evaluation Framework

This section provides a practical structure for assessing learning, participation, and impact across the ILI Fellowship. It includes tools for facilitators, mentors, and fellows to track growth, engagement, and real-world application.

#### 1. Fellowship Learning Objectives Tracking

Each course/module should be assessed based on the following dimensions:

- a. Knowledge and understanding of content
- b. Confidence in applying tools/skills
- c. Attitude shift (leadership, inclusion, rights awareness)
- d. Demonstrated behavior or action in the community

#### 2. Pre- and Post-Training Self-Assessment Tool

Learning Area	Before (1–5)	After (1–5)
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I understand how natural resources are governed.

I feel confident designing advocacy strategies.

I can apply gender and inclusion principles in projects.

I understand laws and policies related to environment and resources.

I believe I can influence decision-making in my community.

#### 3. Weekly Reflection Rubric

Reflection Area	Not Demonstrated	Emerging	Competent	Advanced	Engagement
activities					
Application of learning					
Depth of self-reflection					
Leadership demonstration					

#### 4. Mentor Progress Check-In Template

- a. What progress has the fellow made in applying course learning?
- b. Are there any attitude or confidence shifts?
- c. What are the fellow's current challenges?
- d. What specific support or resources are needed?

#### 5. Community Impact Observation Tool (Post-Project)

- a. Did the fellow engage community members meaningfully?
- b. Was there evidence of collaboration with marginalized groups?
- c. Were any changes (behavior, dialogue, participation) observed?
- d. Was there a visible application of advocacy tools or messages?

## 6. End-of-Fellowship Evaluation Survey

Includes both closed and open-ended questions on:

- a. Training content and structure
- b. Facilitation quality
- c. Mentorship experience
- d. Most impactful module/activity
- e. Recommendations for improvement

**Annex 4: ILI Fellowship – 5-Day Delivery Calendar**

This condensed schedule provides a practical plan for delivering the ILI Fellowship in a 5-day intensive format, while preserving the core learning outcomes across all modules.

**5-Day Fellowship Delivery Plan**

Day	Theme	Modules & Activities
Day 1	Orientation & Foundational Knowledge	<ul style="list-style-type: none"> <li>- Welcome, team building, setting ground rules</li> <li>- Module 1: Natural Resource Governance</li> <li>- Stakeholder mapping exercise</li> <li>- Case study discussion (NEITI audit in Bayelsa)</li> </ul>
Day 2	Environment, Rights & Legal Tools	<ul style="list-style-type: none"> <li>- Module 2: Climate Justice &amp; Environmental Sustainability</li> <li>- Scenario-based learning (e.g., Bodo spill)</li> <li>- Module 3: Legal and Policy Frameworks</li> <li>- Policy analysis workshop</li> </ul>
Day 3	Advocacy Design & Strategic Messaging	<ul style="list-style-type: none"> <li>- Module 1: Advocacy &amp; Movement Building</li> <li>- Campaign plan template + Group design lab</li> <li>- Module 2: Strategic Communication</li> <li>- Storytelling &amp; Public Speaking Practice</li> </ul>
Day 4	Inclusion & Community Project Design	<ul style="list-style-type: none"> <li>- Module 3: Gender Equality and Social Inclusion (GESI)</li> <li>- Inclusive strategy group work</li> <li>- Module 4: Community-Based Advocacy Projects</li> <li>- Fellows begin designing</li> </ul>
		project ideas
Day 5	Reflection, Presentation & Graduation	<ul style="list-style-type: none"> <li>- Project showcase by fellows</li> <li>- Peer learning exchange panel</li> <li>- Visioning exercise: 5-year leadership map</li> <li>- Alumni Network Induction</li> <li>- Graduation ceremony</li> </ul>

**Suggested Daily Time Structure**

**Daily Time Recommendations:**

Time	Activity
09:00 – 09:30 AM	Morning energizer + review
09:30 – 11:00 AM	Session 1 (interactive/technical)
11:00 – 11:15 AM	Break
11:15 – 01:00 PM	Session 2 (case study, role play)
01:00 – 02:00 PM	Lunch break
02:00 – 04:00 PM	Session 3 (group work/simulation)
04:00 – 04:30 PM	Daily reflections + journaling

**Annex 5: Alumni Engagement Toolkit**

The ILI Fellowship does not end at graduation—it is the beginning of a lifelong journey of advocacy, leadership, and collective action. This toolkit provides guidance on how fellows can stay connected, collaborate, and continue growing as part of the ILI Alumni Network.

**1. Goals of the Alumni Network**

- a. Sustain relationships among fellows, mentors, and facilitators
- b. Support knowledge-sharing, collaboration, and joint campaigns
- c. Promote continued advocacy on gender, resource, and environmental justice
- d. Provide ongoing professional and leadership development opportunities

**2. Sample Alumni Activities**

Activity Type	Description
Monthly Meetups	Online or in-person alumni discussion or learning circles
Peer Learning Exchanges	Fellows present their ongoing work for feedback and co-creation
Joint Campaigns	Collaborative advocacy actions across states or sectors
Mentorship Program	Alumni mentor new fellows or local leaders in their communities
Mini-Grants/Seed Funds	Alumni apply for micro-support to implement ideas or pilots

### 3. Sample Alumni Structure

Role	Responsibility
Coordinator	Oversees general network activity and communication
State Focal Points	Act as liaisons between fellows and central coordination
Thematic Leads	Guide actions around focus areas (e.g., climate, GESI)
Communications	Share alumni stories, newsletter, and media engagement

### 4. Launching and Sustaining the Network

- a. Host an inaugural alumni summit during fellowship graduation
- b. Create a WhatsApp, Telegram, or Facebook group to maintain contact
- c. Establish a shared alumni email or online folder for resources
- d. Nominate interim roles to manage early coordination
- e. Organize quarterly review calls and an annual convening

### 5. Suggested Tools

- a. Shared Google Drive/Dropbox for reports, photos, presentations
- b. Canva templates for joint social media campaigns
- c. M&E form to track alumni-led initiatives and results
- d. Newsletter template to publish quarterly alumni updates

The strength of the ILI movement lies in the continuity and collaboration of its leaders. Fellows are encouraged to take ownership of alumni coordination, share successes, and build power together.

## Annex 6: Glossary of Key Terms

This glossary provides simplified definitions of frequently used concepts in the ILI Fellowship. It supports fellows of all backgrounds in understanding technical terms used in advocacy, governance, gender, and environmental justice work.

**Accountability:** The obligation of decision-makers to explain their actions and accept responsibility for outcomes, especially when using public resources or affecting people's rights.

**Advocacy:** A strategic process to influence decision-makers and promote social change, usually through campaigns, public messaging, and policy engagement.

**Climate Justice:** A framework that connects climate change to human rights and social inequality, emphasizing that those least responsible often suffer the most.

**Community-Based Advocacy:** Advocacy that originates from and is driven by the priorities and participation of local community members.

**Duty Bearers:** Institutions (e.g., government, companies) responsible for protecting and fulfilling human rights and social obligations.

**Environmental Impact Assessment (EIA):** A legal process that evaluates how a proposed project might affect the environment before it is approved.

**Extractive Sector:** Industries involved in removing natural resources from the earth, such as oil, gas, and mining.

**Fellowship:** A structured learning and leadership experience designed to build the knowledge, skills, and networks of emerging changemakers.

**Gender Equality:** The state in which individuals of all genders have equal rights, responsibilities, and opportunities.

**Gender Mainstreaming:** The practice of assessing and integrating gender perspectives into policies, programs, and projects.

**GESI (Gender Equality and Social Inclusion):** A framework that ensures marginalized groups (e.g., women, PWDs, youth) are considered and included in development processes.

**Human Rights-Based Approach (HRBA):** A method of planning and advocacy that uses human rights principles—such as participation, accountability, and non-discrimination—as its foundation.

**Inclusive Development:** A model of development that ensures equitable access to opportunities and services for all groups, particularly those historically excluded.

**Intersectionality:** The way different forms of discrimination (e.g., based on gender, disability, class) overlap and compound to affect people's lives.

**Marginalized Groups:** People excluded from full participation in society due to social, economic, or political disadvantages.

**Monitoring and Evaluation (M&E):** The process of tracking and assessing a program or project's progress and effectiveness.

**Natural Resource Governance:** The systems, institutions, and policies that determine how natural resources are managed, used, and shared.

**Op-Ed (Opinion Editorial):** A written piece published in newspapers or online that expresses a strong opinion, often used for advocacy.

**Participation:** A principle in development and rights work that emphasizes involving people in decisions that affect them.

**Policy Brief:** A short, clear document that summarizes an issue and makes specific recommendations for policy action.

**PWDs (Persons with Disabilities):** Individuals with long-term physical, mental, intellectual, or sensory impairments that may hinder full participation in society.

**Stakeholders:** Individuals or groups with an interest in a particular issue, project, or decision-making process.

**Sustainability:** The ability to meet present needs without compromising the ability of future generations to meet theirs.

**Transparency:** The quality of being open, clear, and accessible in decision-making and information sharing.

**Youth Engagement:** Actively involving young people in decision-making, leadership, and community development processes.



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