CITIZEN PARTICIPATION INTERVENTIONS

Promote active citizen participation, in which people and organisations together obtain knowledge, take responsibility for and act upon local, national or global challenges. The interventions must bolster popular participation, volunteering and civil organisation in developing countries as well as in Denmark.

**PLEASE NOTE BEFORE WRITING THE APPLICATION:**

*NUMBER OF PAGES: The application text must not take up more than 10 pages (Calibri, font size 11, line spacing 1.0, margins: top 3 cm, bottom 3 cm, right 2 cm and left 2 cm). Applications exceeding this length will be rejected.*

*LANGUAGE: The application text must have been drawn up in cooperation between the local partner(s) and the applicant Danish organisation. Accordingly, there must be a document available in a language of relevance to the local partner. The actual application, however, can only be submitted to CISU in Danish or English.*

*CONTEXT: Remember that the application will be assessed depending on whether the intervention will take place in a stable or fragile context. Section 2.4 in the Guidelines outlines how to analyse and describe how fragility is expressed in the particular context. You can also read more on CISUs website (in Danish)* ***www.cisu.dk/nexus***

*THE SUSTAINABILITY MODEL: in the sustainability model in section 1.2.7 of the Guidelines you can find inspiration on how to describe your intervention and how to address climate- and environmental sustainability as well as social justice.*

GUIDANCE on submission of applications is available at www.cisu.dk/skemaer (the website is presented in Danish, but many documents are also available in English, French and Spanish).

**NB: DELETE THIS GUIDE BOX WHEN YOU ARE READY TO SEND IN YOUR APPLICATION.**

1. **Objective and relevance (the world around us)**

* What is the main purpose with the intervention, including challenges that need to be addressed?

The **Student Leadership for Change (SL4C)** is a 1 year project (Jan 2021 – Dec. 2021). The project builds on the experiences of the Student Union Empowerment (SUE) Project to further strengthen NUGS and Local Student Representative Council (SRC) structures. Under the SUE project different working documents were developed and provide strong foundation for the implementation of the SL4C project. Different training manuals such as leadership training, entrepreneurship training manual and position papers were developed. The SL4C will revise some of the documents to make them user friendly especially because of the frequent changes of student leaders. This is why we limit the SL4C project duration to only a year since there are existing learning points to build on. The project has three main dimensions: the first is the building of stronger student associations as an important prerequisite for active citizenship and student participation in educational governance at tertiary levels. The second aspect of the project concerns building stronger pipelines between learning institutions and labour markets through the designed Graduate Employment Model (GEM) that lobbies for graduate placements in public, private and civil society organisations to give them hands-on experience and networks. It also seeks to promote a culture of graduate self-employment initiatives. The third dimension involves strengthening the capacity of the implementing partners to serve as catalysts for civic activism and to contribute to global solidarity. The project applies the quadruple helix model where academia, state, civil society and private jointly contribute to achieve desired changes in society.

The SUE intervention succeeded in increasing the awareness of student leaders regarding their roles and governing student associations. The most significant change of the SUE project was building capacities of 118 student leaders of 4 campuses of the University for Development Studies (UDS) in Northern Ghana which led to the Constitutional Review, reorganization of Student Representative Council (SRC) and National Union of Ghana Students (NUGS) at UDS. The reviewed constitution is now in place and many of the student leaders gained organizational development knowledge, communication, and sound financial management practices to lead fellow students. Furthermore, activities towards building linkages between universities and labour markets set the stage for building relationships between different state actors, civil society, private sector and academia for greater impacts.

The SUE project recognised the significance of a permanent NUGS secretariat to reduce policy gaps between succeeding regimes. NUGS, the mouthpiece of all students in Ghana, has through recommendation from the SUE project set up a secretariat and hired an administrative leader. The secretariat is important to ensure continuity and smooth transition between the interchanging regimes.

**The overall objective of the SL4C is to strengthen the voice of students to take part in the governance of education to ensure quality, access, and relevance of education to the changing societal needs.**

Specifically, the project over the period, seeks to:

1. To strengthen the institutional structures of the National Union of Ghana Students (NUGS) with strategies and policies to become resilient and strong advocating for students’ welfare in Ghana.
2. To build the capacity of 535 student leaders of the three universities of Northern Ghana to speak up and advocate for increased students’ voices in the respective institutions.
3. To build the capacity of 1000 graduates with innovative job search strategies and ideas for self-employment to increase graduate employment opportunities.
4. To strengthen the capacity of CSIF and AfriCAN to become resilient and serve as catalysts for increased civic engagements globally.

* **Describe the context of the intervention:**

Ghana is a stable country and has had a democratic constitution since 1992 with presidential and parliamentary elections organised peacefully. However, there are major democratic challenges such as broader participation on governance issues at various institutional levels. For instance, student associations at UDS level are largely controlled by university authorities and built on a master-servant-relationship. This lack of inclusion in governance issues has often led to student riots and violence.

Ghana has since 2011 attained a lower middle-income and termed as transition economy by the Danish Government. This has led to Danish Government policy shift from traditional aid to increased trade. Notwithstanding the economic gains, Ghana is faced with a high rate of youth unemployment. According to the World Bank, about 12% of Ghanaian youth are unemployed and over 50% are underemployed. Plausible factors are mismatch between labour markets demands and supply of skills and competences. As a transition economy, Ghana is faced with a shortage of qualified industrial and technical graduates, yet educational institutions continue to educate social science and humanities graduates who require reorientation to think innovatively especially regarding how to create their own jobs rather than queue up for non-existing jobs in the choked public sector. This is a major challenge to the country's relatively younger population who have hard time acquiring jobs to fend for themselves and their families. The Government of Ghana (GoG) and multi- and bilateral actors including Danish Government’s Strategy for International Cooperation recognise youth as a focal development area. Jobs for the youth continue to be a high priority for Danish Government. This project will contribute to empower youth and position them to advocate for quality labour responsive education policies and good governance.

When COVID-19 hit the world there were fears of its devastating effects in Africa due to inadequate health infrastructure. However, the effects on especially loss of live has not been devastating as hitherto feared in Ghana as compared other parts of the world. We are mindful that a post COVID-19 world see increases in multidimensional poverty (healthcare, education etc). For instance, Ghanaian schools have remained closed since March this year and are not expected to resume before January 2021. Many children in rural areas have not had active learning for close to one year since the schools. The United Nations’ secretary general expressed fear of what he called “a generational catastrophe that could waste untold human potential, undermine decades of progress, and exacerbate entrenched inequalities” because of COVID-19. Addressing future educational challenges calls for an all-inclusive approach including students at all levels. Since the COVID situation keeps changing, we have developed COVID-19 response measures based on GoG and WHO’s health safety measures to be able to implement the project as required.

**Gender** **inequality** remains a challenge in Ghana, especially in the Northern regions. Gaps in male and female enrollment in schools exist as well as in almost the region. Female students are faced with gender discrimination, insecurity on campuses and sexual harassment. Specially designed activities targeting female students are integrated to address existing inequalities. The Women’s Commissioners will be instrumental in selecting other female students to take part in the project activities.

There are civil society interventions that support youth empowerment in Northern Ghana. There are NGOs implementing various projects such as Youth Opportunity Partnership Programme, YES-Ghana etc. These organisations are strategically important and will be invited to especially activities that seek inputs from other CSOs. The Unemployed Graduates Association of Ghana advocates for expansion of graduate employment opportunities in Ghana and are considered key stakeholders in the project. The Government of Ghana’s Nation Builders Corps (NABCO), the National Entrepreneurship and Innovation Programme (NEIP), the Planting for Food and Jobs etc are all relevant interventions to draw references to. Internationally, NUGS is a member of the All African Students Union (AASU) who works with European Students Union (ESU) to build progressive student politics globally. We have linked up to similar interventions in Denmark and internationally such as the Kansas State University Student Union and Danske Studerendes Fællesråd (DSF). DSF works with the National Student Union of Zimbabwe and have agreed to share some useful tools of engagements with us especially regarding e-capacity building models. The online learning tools are useful and will form part of our COVID-19 response mechanism.

* Describe how this intervention will strengthen civil society organising

The SL4C will unleash NUGS’ potential as strong student organisation leading change in Ghana. The planned activities, including advocacy and institutional strengthening will position NUGS as a key player in educational governance, civic action and a strong voice on national development issues. With approximately 7million members (mainly young people), NUGS has the potential to become the strongest CSO in Ghana influencing political and social issues. Student activism (political, social and economic) has the propensity to build the capacity of students and prepare them for the future leaderships.

The strengthening of the NUGS Secretariat provides a strong basis for the implementation of the various policy and administrative documents developed. This will contribute to building stronger NUGS and SRCs of the partner universities to advocate for students’ rights, and students’ participation in university governance and national youth policy processes.  NUGS and SRCs will be positioned to actively engage authorities regarding quality education and job creation in Ghana.

To address graduate unemployment, the Graduate Employment Model (GEM) will prepare students to be able to effectively engage authorities and contribute to the formulation of effective graduate employment policies and provide conducive environment for student entrepreneurship and innovation. A network of past student leaders is relevant to provide a strong basis for lobbying and advocacy as many of these past leaders now sit in influential positions around the country and have the power to make things happen. By actively engaging different sets of actors with the state, civil society, private sector and academia, we intend to create active engagement space between the different actors as a basis for increased civil society activism.

* What climate- and environmental conditions do the partnership and/or the intervention need to respond to?

Indiscriminate waste disposal is seen on university campuses. We shall encourage participants to drop plastic waste into garbage containers during events. The actors will create environmental awareness among students during events. Digital infographic materials will be used rather than printing. The target groups have access to smart phone and can access SoMe and pictographic materials. Much of the organising will be done through phone calls, SoMe and use of collective transport. Climate friendly transportation is will be prioritized and so events will be campus based to reduce carbon footprints. Our COVID-19 protocol/plan includes use of face masks, social distancing, use of sanitizers and respect for public order and health acts reached by GoG, Ghana Health Service and WHO.

1. **The partnership/collaborators (our starting point) - AfriCAN (Danish Partner)**

AfriCAN was established in October 2012 with the purpose of increasing young people’s access to tertiary education and employment in Africa. AfriCAN’s initial focus on sponsoring students to acquire teacher and nursing education has been expanded to include other thematic areas described below. AfriCAN and our Ghanaian partner have since 2014 implemented different projects, thus the Joint Finalisation, the Student Union Empowerment and the Edu-Africa Scholarships. We have through these gained a deeper understanding of each other. Three core thematic areas now shape AfriCAN’s profile: **(i)** **EduAfrica** provides scholarships and promotes access to quality basic and tertiary education. **(ii) Community Enterprise Solutions** supports communities with innovative and sustainable ideas to increase human wellbeing, volunteerism and civic activism in Africa. **(iii)** **African Diasporas Engagement in Denmark** mobilizes Diasporas as active citizens and positions them as strategic actors to Danish interventional development cooperation by serving as change agents, transfer of innovative ideas and knowledge in their respective countries. AfriCAN’s has a 5-member board, 2 advisory and 2 supplementary members. Our treasurer is a controller at the Danish Trade Council and board chairman a legal practitioner with a development background. AfriCAN has a General Secretary and 2 dedicated volunteers managing the daily affairs. AfriCAN is undergoing an OD processes with grant from Globalt Fokus.

**Civil Society and Institutional Foundation (CSIF) - Ghana (Local Partner)**

CSIF started in 2011 as an umbrella organization of small and medium-sized Ghanaian NGOs. CSIF’s vision is a transformed and strengthened communities leading change. CSIF works to push development in Northern Ghana, by building stronger civil society networks to influence policy outcomes. CSIF has established partnerships with the West Africa Civil Society Institute (WACSI) and serves as the lead organisation and key contact in Northern Ghana. Additionally, CSIF works with the Global Fund and the National Malaria Control Program towards community Social Behavioural Change Communication on Malaria prevention in the Northern Region. CSIF has entered into an agreement with the United States Embassy in Ghana to implement the year-long “Building Bridges Project”. The project builds pipelines between university students and job market actors by promoting problem-based learning. CSIF has secretariat with 4 competent staff, volunteers and a board with well-educated individuals with varied competence profiles. The organisation is gaining prominence through the various projects in Northern. CSIF is the main implementing partner with reporting responsibility to AfriCAN.

* **National Union of Ghana Students (NUGS) - Strategic partner**

NUGS is the official mouthpiece of all students in Ghana and a strategic partner in this project. Every university has their own local SRC and SRCs meet at NUGS level for joint engagements. NUGS, upon recommendation from the SUE project, established a national secretariat and appointed an Administrator (a direct beneficiary of SUE) to provide professional advice to the elected leaders and ensure policy continuity. Strengthening the secretariat is incredibly important to the empowerment of student leaders in Ghana. NUGS will carry out advocacy for change and provide advice to AfriCAN and CSIF concerning project implementation at the targeted universities.

AfriCAN, CSIF and NUGS have since 2015 established partnership and jointly implemented two CISU funded projects. The Joint Finalisation (JF) project with limited activities gave birth to the SUE Project and provided room to build the partnership and provided room for shared learning that has strengthened the partnership. As part of SUE, the partners developed leadership, OD and financial management training manuals and will revise them to be used for this project. Due to travel restrictions much of the interactions have been through virtual means and this will also be used in coordination.

* Describe the contributions, roles, and responsibilities of the partners and other actors.

|  |  |  |
| --- | --- | --- |
| **AfriCAN:** | **CSIF:** | **NUGS and SRCs of the 3 Universities** |
| * Liaison between CSIF and CISU as well as provide technical support to CSIF. * Contact and reporting to donor CISU * Project management support to CSIF * Monitoring, Evaluation and Learning * Financial disbursement and joint financial management | * Liaison between actors * Project management * Project financial management * Project implementation and reporting, * Monitoring, Evaluation and Learning * Communication to all partners * Identify consultants/ facilitators | * NUGS to engage other students and advocate for autonomy of SRCs responsive graduate employment policies * Resource NUGS Secretariat with Administrator and supporting staff * Manage local trainings and events at university levels * Advice on policies structures, procedures of student unions * NUGS establishes NUGS Leadership Alumni Network |
| **Synergy Areas** | | |
| * Monitoring Evaluation and Learning, Financial management, project implementation | | |

* Describe how the intervention will contribute to developing the relationship and collaboration between the partners.

The partners have set an objective 4 to strengthen the capacity and partnerships between the partners. We have realised the power of online tools and AfriCAN will actively take part in the design and planning of the project activities. The partners will develop organisational plans with clearly defined strategies regarding the growth of the organisations and partnership development. This is key to our collective sustainability.

1. **Target groups, objectives, and expected results (our intervention)**

The three universities have about 20,000 students. The Simon Diedong Dombo University of Business and Integrated Development Studies is in Wa, Upper West Region, The C. K. Tedam University of Technology and Applied Sciences is in Navrongo in the Upper East Region, UDS has the Tamale and Nyankpala Campuses. The chart below gives a breakdown of the target groups of the intervention.

**Target Group Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Group** | **Roles and Benefits** | **Number** | **Gender Composition** | |
| **Female** | **Males** |
| **Primary Target** | | | | |
| NUGS National | The elected leadership of NUGS. The NUGs Secretariat will lead advocacy on student union autonomy, sustainability, and access to quality education for all. They will also seek to replicate different activities and policies at the different universities across Ghana. | 25 | 11 | 14 |
| Local NUGS representatives, SRCs of the 3 local universities and leaders of political and civic groups | They shall mobilize local university students, join capacity building training on student leadership, organizational development, financial management and how to manage associations. | 535 | 260 | 275 |
| Final Year Students and Unemployed Graduates | Receive CV training, career guidance and entrepreneurship training.   Student leaders will assist in the selection process that is built on selecting the neediest and marginalized. | 1,000 | 500 | 500 |
| **Total** | **Primary** | **1,560** | **771** | **789** |
| **Secondary Target** | | | | |
| General Ghanaian Students at tertiary levels and graduates reached through social media etc. | Students at the Universities who through indirect means such as social media, campus radio and other means will benefit from the project through interactions and engagements with the direct beneficiaries and through the strengthened NUGS Secretariat. It is difficult to quantify this group, but about 70% of students of Ghanaian universities will be reached through social media, local university campus radio stations and Campus newsletters. | | | |

* Describe the objectives and expected results.

The project is systematized and designed in a matrix below to increase objectives, outputs and indicator relationship as shown below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | | **Output** | **Output Indicator** | | |
| 1.   **Objective 1:** **To strengthen the institutional structures of the National Union of Ghana Students with strategies and policies to become resilient and strong advocating for student’s welfare in Ghana.** | | | | | |
| 1.1 Develop an Administration Manual for NUGS | 1.1 An administration manual is developed to guide administration practices of NUGS | | | | 1.1 The quality of administrative services provided to elected leaders |
| 1.2 Develop a financial policy document and anti-corruption policy for NUGS | 1.2 A financial manual with incorporated anti-corruption codex to guide the financial management practice of NUGS | | | | 1.2 The functionality of the financial management policy and how it guides effective administrative practice at NUGS and Local SRC levels |
| 1.3 Staff development training for Administration staff | 1.3 The staff of NUGS and SRCs of the 4 campuses have been trained in effective administrative practices | | | | 1.3 The ability of administrative staff to support student leaders to lead students and engage universities |
| 1.4 Develop strategic plan for NUGs and localize at SRC levels | 1.4 An organisational strategic plan is developed with clear vision, mission, core areas and ways to achieve greater impact | | | | 1.4 The level at which the strategic plan is used to guide the work of NUGS and SRCs of the 3 universities |
| 1.5 Local University level SRC Administration and Strategic Documents | 1.5 The Major organisational documents are revised and adjusted to fit the local purpose and used at the local university levels | | | | 1.5 The quality of the documents revised, how they meet local needs and the impact they make on administrative practices at local levels |
| 1.6 NUGS Advocacy Strategy | 1.6 Advocacy strategy with clearly defined advocacy themes, strategies, timelines and monitoring plans | | | | 1.6 The impact of the strategy on student engagement with policy makers to address challenges of students nationally and locally. |
| 2. **Objective 2: To build the capacity of 535 student leaders of the three universities of Northern Ghana to speak up and advocate for increased students’ voices in the respective institutions.** | | | | | |
| 2.1 Revise the Student Leadership for Change training manual to make user friendly | | 2.1. The leadership training manual is revised and made user-friendly by a competent organisational management consultant | | 2.1.0 The usage and impact of the manual on the student leadership at SRCs and NUGs levels. | |
| 2.2 Capacity training of Student leaders on leadership | | 2.2 535 student leaders have been trained in organizational development, leadership and financial management. | | 2.2.0 The impact of the training on the performance of NUGS and the SRCs of the 3 universities | |
| 2.3 Advocacy training for NUGS and SRCs Public Relations Officers (PRO) | | 2.3 twenty (20) PROs of NUGS and SRCs of the target universities are trained to speak for and on behalf of the students of Ghana | | 2.3.0 The number of the advocacy issues taken up and their impact to the wellbeing of Ghana Students | |
| 2.4 Project Launch | | 2.4 Partners and stakeholders (students, university authorities, politicians, CSOs, private sector and media) jointly launch the project with | | 2.4.0 The number of participants that joined the launch and the coverage it receives by media houses | |
| 2.5 University Student Leaders Alumni Network | | 2.5 Database of names and contacts of past NUGS and SRC leaders compiled and used to form a network | | 2.5.0 The number of past leaders who agree to join the network and they guide serving student leadership to address student challenges | |
| 2.6 Women Leadership Training | | 2.6 Capacity of all Women commissioners of NUGS and the universities built | | 2.6.0 The quality of training on the voices of female students and how they use that to address challenges facing women at educational institutions | |
| 3.   **Objective 3: To build the capacity of 1000 graduates with innovative jobs search strategies and ideas for self-employment to increase graduate employment opportunities.** | | | | | |
| 3.1 Develop Graduate Employment Model (GEM) | | 3.1 A comprehensive GEM is developed with inputs from public, CSOs, private sector and, graduates | 3.1 The quality of the GEM and how it influences actions by relevant actors to address graduate unemployment in Ghana | | |
| 3.2 Job search and CV design training for final year and graduate students of Ghana | | 3.2 500 graduates receive direct training regarding how to market their skills to prospective employers | 3.2 The number of graduates trained and advised and how that impacts on their search for jobs and self-employment. | | |
| 3.2.1 500 graduates have received advice directly or through phone on how to engage job markets | 3.2.1 The number of graduates that starts their own enterprises after the placement | | |
| 3.3 Graduate placement and Icebreaker for unemployed graduates | | 3.1 50 graduates are placed on mutually engaging and contractual internships with public and private workplaces as means to enter the world of work | 3.3.0 The number of graduates that have secured jobs (hired or self-employed) after the placement | | |
| 3.4 Graduate Employment Summit | | 3.4 100 state actors, CSOs, academia and private sectors dialogue on ways to commit and provide inputs to the Graduate Employment Model | 3.4.0 The quality or recommendations and how it contributes to policy outcomes of a graduate employment programme in Ghana | | |
| 3.5 Graduate Employment Advocacy | | 3.5 Develop and lead advocacy on graduate unemployment in Ghana | 3.5.0 The amount of attention graduate unemployment gains through the media and how policy makers respond. | | |
| 3.6 SRC Week Advocacy Campaign | | 3.6 Each of the universities hold an advocacy campaign as part of the SRC weeks celebrations | 3.6.0 The number of students that take part in the campaign and the pledges made by political leaders to act on the issues raised | | |
| **Objective 4: Strengthen the capacity of CSIF and AfriCAN to become resilient and serving as catalyst for increased civic engagements globally** | | | | | |
| 4.1 Capacity and organisation assessment and development processes | | 4.1 The partners undertake capacity assessments as basis for organisational development of the respective organisations | 4.1.0 The quality of the exercises and how they impact on the sustainability Plan/Strategy for both organisations | | |
| 4.2 Review of organisational strategies and plans for Afri-CAN and CSIF | | 4.2 The partners develop strategies with clear vision, objective, and strategies as precondition for organisational growth and sustainability | 4.2.0 The quality of the strategies and how they strengthen the respective organisations and how they provide basis for organisational growth  and sustainability | | |
| 4.3 Project Closure and Evaluation Meeting | | 4.3 CSIF, NUGS and AfriCAN jointly evaluate the SL4C project and explore new opportunities emerging out of the project | | 4.3.0 The quality of the evaluation exercise and how that feeds into a prospectively new partnerships and interventions | |

* What is the strategy of the intervention? Describe the planned activities and how these will lead to the desired outputs and achievement of the objectives.

Five strategic priorities have been designed. The first is strengthening the administrative structures of the NUGS Secretariat. We shall develop an administrative policy and strategic documents to make NUGS resilient, sustainable and catalysts for addressing student needs in Ghana. The Admin policy will contain clearly defined roles between administrative staff and elected leaders to reduce conflict of interests and to eliminate instances where student leaders make and implement policies simultaneously. A strengthened administrative system will ensure smooth transition and ensure policy continuity, especially because elected student leaders serve for just 8/9 months and often leave policy vacuums when they leave office.

The second strategy is capacity building of student leaders at administrative and policy levels to give them tools of engagement of educational and national authorities as well as lead student associations satisfactorily. We shall revise and use the different training manuals developed under the SUE project to train the students. Competent facilitators are identified to facilitate the various areas and prepare self-directed learning materials for Training of Trainers (ToT) and peer learning so that trained leaders will transfer their acquired skills with other students at various levels of leadership. The revision of the manuals is needed to make them user friendly and for self-directed learning especially due to the ToT model of knowledge transfer.

The third strategic priority is to build interconnectedness between learning institutions, public sector actors and the private sector through the Graduate Employment Model (GEM). The GEM is inspired by the quadruple helix model where synergy areas of state, civil society, academia and market sectors are explored to foster innovative economic and social development approaches and to increase graduate employment. The planned Employment Summit will provide space of engagement for representatives from the different sectors to jointly deliberate and make inputs to the GEM. The actors will be required to commit to how they will individually contribute to the GEM. For instance, a paid internship model where graduates are placed in state and private sectors for a period to gain experience and opportunity to ‘break the ice’ and barriers to the labour market will be incorporated. Organisations must agree to provide economic incentive to the trainees to be eligible for placement. The GEM will include action plans and serve as an advocacy document to hold the actors accountable to their pledges. CSIF and NUGS will lobby, negotiate and advocate for active job placements. Best results will be shared through national media (TV and radio) for inspiration

The fourth strategic priority is the establishment of a novel Student Leadership Alumni Network (SLAN). Student leadership has for many years been a springboard to national political and private sector leadership. Many high-profile politicians and businesspeople served as student leaders and can easily identify themselves with challenges of students. These people are now leaders at different levels and can through the network serve as influencers for Student leaders. They provide a huge opportunity for reaching out to policy makers and actors within CSOs, private and public sectors. This network will be highly resourceful for NUGS and the various SRCs advocacy purposes, but also the GEM initiative.

The fifth strategic priority is organisational development and sustainability strategies of AfriCAN and CSIF. OD is a shared priority area and will strengthen the organisations to reach our individual and shared partnership goals. We are both committed to a long-term partnership and require partnership strategies to provide directions, guidelines, priorities, roles, responsibilities, and monitoring plans. This strategic priority is to serve as the core of our shared sustainability mechanisms. We shall use the monitoring visits and online learning events for shared capacity building processes.

* What are the plans for systematising experiences along the way and at the end of the intervention?

An implementation plan with roles and responsibilities has been developed. There are two planned monitoring visits by AfriCAN. The first will allow AfriCAN to be part of launching the intervention, meet local partners, and hold an inception meeting with leaders of the three universities and NUGS. The second monitoring will be done at least one month before the project closure so that the partners can use the lessons learned and challenges faced to be incorporated into a prospectively new project design. Each of the visits will also be used for shared capacity building such as Mango health Check and Accountability Dialogue tool exercises. The project accounts will be audited in Ghana and in Denmark. The audit in Ghana is important to strengthen CSIF as an organization and to meet organisational and statutory regulations in Ghana.  AfriCAN’s board has a project committee to work closely with CSIF’s board monitor the project and periodically hold zoom meetings to deliberate on progress and challenges. SoMe will be actively used to showcase progress through pictures, videos, and audio-visual recordings. CISU and other stakeholders will always be tagged to follow the progress of the project.

1. **Intervention-related information work in Denmark**

**NOTE: reply only if the intervention includes information work in Denmark.**

1. **Supplementary financing**

**NOTE: reply only if supplementary financing is included in the intervention.**

If the intervention has supplementary financing, the following must be taken into account.