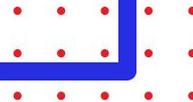




ADVANCED FACT-CHECKING

# TRAINER'S GUIDE





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**Ground**

**Code for Africa** is the continent's largest federation of civic technology and data journalism labs, with full-time staff and affiliate civic tech labs in: Burkina Faso, Burundi, Cameroon, Central African Republic, Côte d'Ivoire, Ethiopia, Ghana, Guinea, Kenya, Mali, Morocco, Niger, Nigeria, Senegal, Sierra Leone, South Africa, Sudan, Tanzania, Uganda & Zimbabwe

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# Contents Of The Training Guide

This training guide provides practical guidelines on how to facilitate the advanced fact-checking training.

The items included in this guide include:

**Methodology** - Training design approaches to structure and optimise the learning experience.

**Curriculum** - Advanced fact-checking curriculum content tailored to the target audience, including journalists

**Case Study** - Case studies to simulate real-world situations

**Structure** - A well-designed structure and format of the training sessions.

**Evaluation Tools** - A set of workshop evaluation tools.

**Interactive Activities** - Activities to ensure engagement and interactivity of participants during the training.



*Let's get started! To maximise the benefits of this guide, please follow the guidelines provided*

# About The Fact-Checking Trainer's Guide

## What is Fact-Checking?

Fact-checking is the process of verifying that all the facts in a piece of writing, news article, speech, or other forms of communication are correct. It is a form of investigative inquiry aimed at ensuring information accuracy.

This involves examining the sources of information, cross-referencing with credible and reliable references, and identifying any potential biases or misinformation.

Fact-checking aims to curbs the spread of misinformation and disinformation. The awareness on tools that can be leveraged for fact-checking is very crucial to mitigate the spread of false information and fake news.

This process is especially crucial in journalism, research, and public discourse to maintain the integrity and reliability of information disseminated to the public.

## Purpose of the Guide

This comprehensive guide is designed to equip journalists and civic watchdogs with the guidelines to train others in advanced fact-checking methods. Trainers will learn training methodologies, fact-checking techniques, critical thinking, digital verification and how to combat information disorder effectively.

This guide provides guidelines for the advanced fact-checking training sessions with details on the learning objectives, exercises, evaluation methodologies, interactive and engaging processes to ensure experiential learning.

It provides a framework on proven methods and techniques to effectively train others on fact-checking, using open-source tools for identifying misinformation and disinformation with hands-on skills for their day to day work deliverables.

## Learning Objectives

This guide is designed to equip trainers and facilitators with a set of competencies and tools that will allow them to:

- Provide trainees with a deep understanding of fact-checking principles and practices.
- Equip trainees with practical skills in using fact-checking tools and resources to addressing region-specific misinformation and fact-checking needs in Mali.
- Create engaging and interactive learning environments.
- Promote unbiased and objective fact-checking methods among trainees.
- Identify tools for assessing trainees' understanding and application of fact-checking skills.

# General Training Guidelines

Here are some training guidelines to keep in mind to ensure an effective training delivery.



Adopt a learner centered approach with a focus on the trainees, encourage questions and active participation from trainees.



Ensure that all activities and content aligns with the learning objectives.



Provide opportunities for trainees to apply what they have earned through real-world scenarios or practice exercises.



Use interactive teaching methods such as discussions, group activities, and hands-on exercises.



Give constructive feedback regularly to help trainees improve.



Incorporate a mix of teaching methods to cater to different learning styles (visual, auditory, kinesthetic) by using multimedia tools, case studies, role-playing, and practical demonstrations.



Be prepared to adjust your training plan based on the needs and responses of your audience. Stay flexible to address any unforeseen challenges or opportunities that arise during training.



Gather feedback from trainees to improve future training sessions.



Promote self-directed learning by providing additional resources and encouraging curiosity.

# About the Fact-Checking Train-the-Trainer Project

The Project FOKABEN – TROUVONS LA SOLUTION led by [Search for Common Ground](#), conducted in collaboration with Code for Africa, focused on developing the capacity of a network of trainers in Mali. The goal of the project was to equip trainers with the skills and courseware resources to train Malian media and other civic watchdogs in advanced fact-checking skills.

The five-day workshop covered a range of topics, including basic fact-checking principles, investigative techniques using open-source intelligence (OSINT), digital fact-checking tools, and the impact of new technologies like generative AI on disinformation. Participants also learned to develop localised lexicons to detect toxic narratives and actor watchlists. In addition to fact-checking, the workshop emphasised training facilitation skills. Sessions included tips for facilitating interactive learning, understanding beneficiary needs, designing training frameworks, and implementing monitoring and evaluation systems.

Through these sessions, participants not only enhanced their understanding of the fact-checking process and tools but also developed the capacity to design and deliver effective training programmes. By fostering collaboration and promoting the exchange of ideas among participants, this project sought to strengthen the collective effort in improving information integrity and promoting effective training practices in their respective fields.



# How To Use This Guide

This training guide offers a structured approach to delivering the advanced fact-checking training. It outlines a step-by-step sequence for conducting each lesson, from introduction to conclusion, ensuring comprehensive coverage of all necessary components. Below are detailed explanations of the terms used in each lesson and what they entail.



**Overview:** Provides a general description of the content and goals of each lesson.



**Learning Objectives:** Specifies the specific learning outcomes expected of participants by the end of each module.



**Training Materials:** Lists the resources and materials required to support effective training delivery.



**Topics:** Identifies the key areas of focus and discussion within each lesson.



**Training Methodology:** Describes the instructional sequence and techniques that can be utilised during the training sessions.



**Welcome and Opening:** Outlines how to effectively start each session, setting the tone and expectations.



**Presentation:** Guides the structure and flow for delivering the training content.



**Interactive Activity:** Suggests activities designed to engage participants and encourage active participation.



**Case Study Analysis:** Provides instructions on using case studies to reinforce and apply learning concepts.



**Evaluation:** Offers methods for assessing participants' understanding and progress.



**Reflection and Application:** Encourages reflective thinking to ensure that learning is relevant and applicable to participants' experiences.



**Summary/Conclusion:** Advises on how to effectively wrap up each session, summarising key points and takeaways.



**Resources:** Includes additional information and references that participants can use for further learning and insights after the sessions.



**Practical Examples and Case Studies:** Provides examples and case studies that enhance the learning experience and help illustrate key concepts.



**PHASE 1  
PRE-TRAINING**

# Identify The Learning Goal And Target Audience

**What are the overall goals of your training?** Setting the learning goals provides a road map to achieving an impactful learning experience. Learning goals help you see the big picture by focusing on who the learners are, what they should be able to do in real life, and what tools will help them perform well. They make sure that the training is relevant and practical for the learners' needs.

For instance, the goal of this guide is to provide extensive guidelines for civil society organisation (CSO) trainers (the learners) to train Malian media and other civic watchdogs in advanced fact-checking skills (the performance context) to effectively use open-source tools to engage in advanced fact-checking activities. Being transparent about how and why learners are learning in particular ways has been found to increase learner's confidence, sense of belonging, and retention.

**Trainer's Action:** Write down the learning goal for your training and share it with the participants. Please note that the learning goal differs from the learning objectives. Learning objectives describe the expected learning outcome in terms of a behaviour or performance, that can be assessed or evaluated.

**Now that you have written down your learning goal, who will be attending this training? Will your audience be novices or experts? And what do they already know?** These are some of the questions you will be asking yourself. Answering these questions will help you predict the baseline knowledge of your audience, build on the conceptual knowledge they already have and present an idea of what misconceptions your audience might already have about the topics to be discussed during the training.

Additionally, you can conduct a needs assessment to ensure that the training is aligned with the actual needs of your audience, leading to more effective and impactful outcomes. Find out more about needs assessment by reading this article - [How to Conduct a Training Needs Assessment](#).

**Trainer's Action:** Make a list of professions of your potential audience and write down possible misconceptions they might have about fact-checking.



## Trainer's Note

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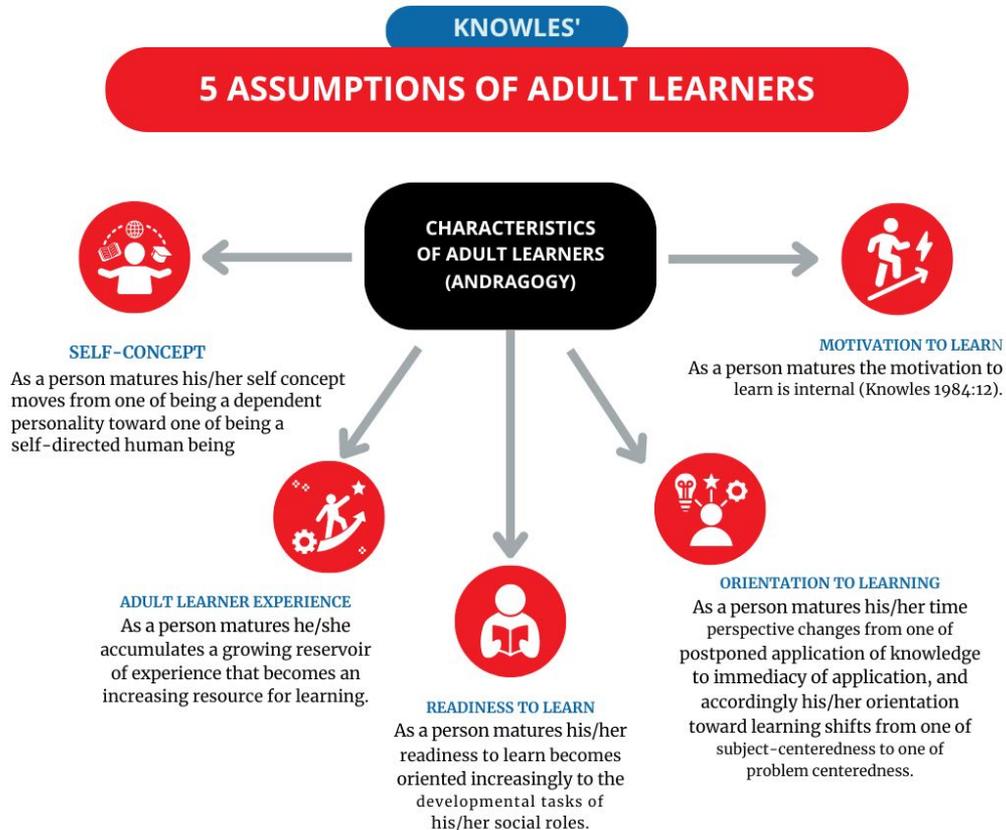
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# How Adults Learn (Adult Learning Theory)



Trainer's Note

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# How Adults Learn (Adult Learning Theory)

Here are some strategies for training adult learners



## Create a Respectful Learning

**Environment:** Recognise and respect the diverse backgrounds and experiences that adult learners bring to the table. Foster a collaborative and inclusive environment.



**Facilitate Experiential Learning:** Use techniques such as simulations, case studies, and role-playing to help adults apply their experiences to new learning contexts.



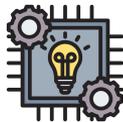
**Encourage Self-Direction:** Provide opportunities for adults to take charge of their learning, such as choosing topics of interest, setting learning goals, and selecting learning resources.



**Apply Learning to Real-World Situations:** Design learning activities that are practical and relevant to the learners' work or personal life. Use real-world problems and scenarios to make learning more meaningful.



**Offer Flexibility:** Adults often have multiple responsibilities and busy schedules. Offer flexible learning options, such as online courses, evening classes, and self-paced learning modules.



**Incorporate Technology:** Use technology to enhance learning. Online platforms, multimedia resources, and interactive tools can make learning more accessible and engaging.



**Provide Feedback and Support:** Offer constructive feedback and support to help adult learners stay motivated and on track. Encourage peer support and collaboration.

**Trainer's Action:** Identify the strategies you will incorporate in your training delivery that will facilitate adult learning.



## Trainer's Note

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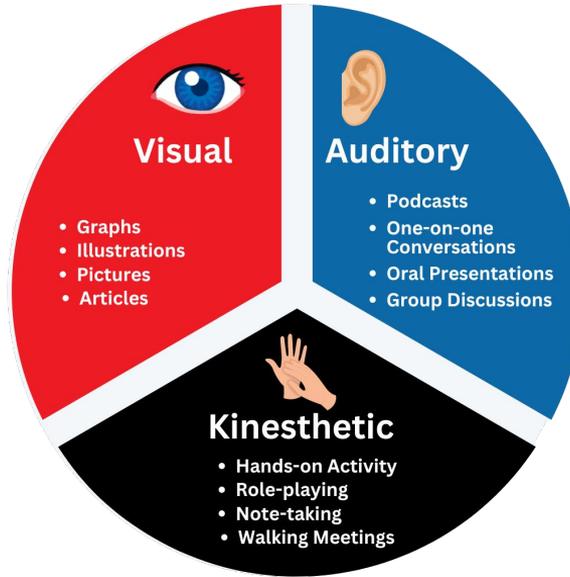
# Mapping Learning Activities To The Learning Objectives

Good job so far on your preparation for the training! You are on the right track. Now, **what does your trainees need to do to achieve the learning goal you have written down earlier?**

Remember that we previously stated that adult learners (your audience) are self-directed, meaning they prefer to take charge of their own learning. Therefore, you must align your training activities with the learning objectives to create a learn-by-doing environment

Learning activities that are tailored to all types of learning (visual, auditory and kinesthetic) should be considered to ensure inclusion. Common learning activities include interactive lectures, group discussions, hands-on activities, case studies, role-playing exercises, quizzes and assessments.

A comprehensive plan for your training should be developed, outlining both the learning objectives and the associated activities. Aligning learning activities with the learning objectives ensures that each component of the training effectively contributes to achieving the overall training goal.



**Trainer's Action:** Make a list of activities your learners will do to help them achieve the learning objectives for the training. Please note that some activities will be included in the course content, you are welcome to add more activities or restructure the activities provided to fit the needs of your learners.



## Trainer's Note

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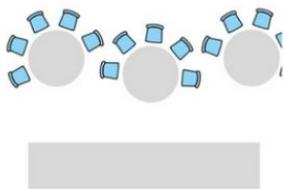
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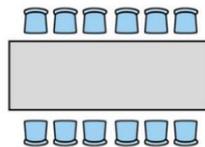
# Choosing The Right Learning Environment

You are now aware of the activities designed to achieve the learning goals. At this stage, consider the following: **Where will the training take place? Is the learning environment compatible with the activities you have planned? Is the space adequately sized to comfortably accommodate all learners? How is the seating arranged, and does it facilitate the effective delivery of the training?**

It is essential to visit the physical learning environment before the training day to check that it is fully equipped to support the effective delivery of the training. Also ensure that the location has all the necessary technology like projectors, screens, sound system, internet access and so on to ease the delivery of the training. Identify the appropriate seating arrangement that is feasible for simulating the learning activities.

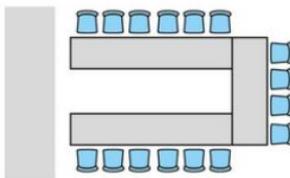


Half rounds

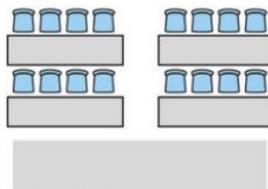


Boardroom

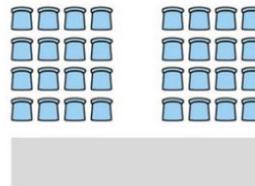
Here are some ideas for a seating arrangement.



U- shaped



classroom



Theatre

**Trainer's Action:** Visit the training location to ensure that it is fit for use. If it's not, identify other possible locations to find the perfect one. It's important to check the location at the right time so that you have enough time to prepare and communicate in case you need to change the previously proposed location.



## Trainer's Note

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# Evaluating Learning and Giving Feedback

**How will you determine if the learning objectives have been met? What metrics will be used to measure the overall effectiveness of the training?**

Evaluating learning and giving feedback are essential components of an effective training program. Various assessment methods can be used to evaluate learning, including quizzes, tests, practical exercises, simulations, and discussions.

Assessments can be conducted at three key stages: **before, during, and after the training.**

**Before the training,** pre-training assessments establish a baseline, identifying the current knowledge and skill levels of participants.

**During the training,** real-time assessments provide immediate feedback, allowing for adjustments to enhance the training's effectiveness.

**After the training,** post-training assessments evaluate the impact of the learning, measuring how well participants have retained and applied the new knowledge and skills.

## **Tools and Techniques for Feedback.**

Incorporate a variety of tools and techniques to effectively gather and provide feedback. Some of them are:

**Feedback Forms and Surveys:** Use structured forms and surveys to collect participants' perspectives on the training and their own learning experiences.

**Peer Reviews:** Incorporate peer reviews to provide diverse feedback and perspectives on participants' performance and progress.

**Self-Assessment:** Promote self-assessment as a method for participants to reflect on their own learning journey and identify areas for improvement.

**Trainer's Action:** Identify the assessment methods you will use in this training and the follow-up feedback you will adopt to ensure continuous improvement during the training.



## Trainer's Note

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# Pre-Training Checklist

Executing a training programme effectively hinges on meticulous logistics planning for both in-person and online sessions. Planning logistics for an in-person training event involves careful organisation to ensure a smooth experience for both trainers and trainees.

## In-Person Session

Here is a step-by-step guide to help you plan the logistics for an in-person training event.

- Conference Venues:** Secure accessible, safe, and cost-effective venues with adequate capacity and catering for workshops.
- Set a Date and Time:** Select convenient dates and times, avoiding holidays and peak events.
- Develop a Schedule:** Create a detailed agenda with appropriate session times, breaks, and interactive elements.
- Materials and Supplies:** Prepare and provide all necessary training materials and handouts in advance, ensuring enough copies for all participants.
- Technical Requirements:** Check and test all technical equipment, and have backup equipment on hand.
- Branded Materials:** Design and produce banners and streamers to enhance event visibility.
- Catering:** Plan catering services considering dietary restrictions and preferences.
- Trainer and Participant Logistics:** Arrange travel and accommodations for trainers and participants, with a streamlined reimbursement process for transport expenses.
- On-Site Logistics:** Assign a team to manage registration, greet participants, handle technical issues, and manage breaks.
- Room Layout:** Ensure appropriate room layouts for different sessions.
- Communication and Engagement:** Communicate with participants in advance, sharing detailed agendas, official invitations, and reminders.
- Health and Safety:** Develop a safety plan including emergency contacts, first-aid kits, and evacuation procedures, following local COVID-19 guidelines.

# Pre-Training Checklist

Planning logistics for an online training program requires attention to detail and effective use of technology to ensure a smooth and engaging learning experience for participants.

## Online Session

*Below is a guide to help you plan the logistics for online training.*

- Set a Date and Time:** Choose a convenient date and time that accommodates participants from different time zones.
- Develop a Schedule:** Create a detailed agenda with session durations, breaks, and interactive activities to keep sessions engaging and varied.
- Registration and Invitations:** Set up an online registration process and send invitations with clear access instructions for the online platform.
- Technical Requirements:** Ensure trainers and participants have the necessary technical equipment, stable internet connection, updated software, and functioning microphones and webcams.
- Choose a Suitable Webinar Platform:** Select a reliable, user-friendly platform like [Zoom](#), [Microsoft Teams](#), or [Google Meet](#) that meets participant capacity and feature requirements.
- Platform Functionality:** Conduct a trial session to evaluate the platform's features and ensure trainers are comfortable using it.
- Attendance Tracking:** Implement a system to monitor participants' engagement and ensure active involvement.
- Trainer and Participant Logistics:** Arrange travel and accommodations for trainers and participants, with a streamlined reimbursement process for transport expenses.
- Connection Fees Reimbursement:** Establish a procedure to reimburse participants for internet or data bundles to encourage active participation.
- Session Recordings:** Record training sessions for those who missed the live sessions, ensuring participant consent and future accessibility.
- Communication and Support:** Create country-specific WhatsApp groups for communication and technical support, assigning someone to monitor and respond to queries, and share session details.



**PHASE 2**  
**TRAINING MODULES**

# Curriculum Overview

The Advanced Fact-Checking Curriculum is a comprehensive, modular program designed to equip learners with the skills and knowledge needed to combat misinformation and disinformation effectively. This course emphasises practical, hands-on learning methodologies, starting with foundational concepts and progressing to advanced techniques and tools. The curriculum begins with an introduction to fact-checking principles, underscoring the importance of transparency and ethics in building public trust. It then advances to modules on social media intelligence (SOCMINT) and open-source intelligence (OSINT) techniques and tools. Additional modules cover the impact of Artificial Intelligence (AI) on fact-checking and editorial workflows and explore how to create systems for detecting and mitigating disinformation, hate speech, and information manipulation.

## Curriculum Outline



### Module One: Understanding Fact-Checking Concepts

- Basic fact-checking principles and definitions that shape information manipulation (IM) and related mis/dis/malinformation, as well as hate speech and other toxic content (such as extremist/conspiracist messaging).
- An introduction to what can/cannot be fact-checked, and what editorial methodologies/techniques are global best-practise.
- An introduction to fact-checking workflow/management processes and policies, for various environment.
- Transparency, ethics and policies in fact-checking



### Module Two: Advanced Fact-Checking Tools and Techniques

- Investigative fact-checking: using open source intelligence (OSINT) public records and other primary sources to fact-check misleading claims
- Digital fact-checking tools: an overview of the most effective free-to-access digital tools for fact-checking video, images, audio and multimedia content
- Forensic analysis in fact-checking: an introduction to the tools and techniques needed to identify manipulated media, AI or synthetic content, and deep fakes



## Module Three: Creating Systems to Detect Disinfo, Hate Speech, and Info Manipulation

- The basic toolset: how to develop localised lexicons of trigger/coded language and actor watchlists to detect 'toxic' narratives or campaigns, and the puppet masters behind info manipulation
- SOCMINT: how to use social media intelligence (SOCMINT) tools and techniques to set up automated early warning systems to detect and track toxic content across multiple social media platforms (both open & 'dark'/closed apps)
- OSINT: how to use open source intelligence (OSINT) tools and techniques to verify people/organisations, track networks and other evidence on web platforms, and validate visual clues
- Generative AI: understanding the impact -- including both the threats and opportunities -- that new technologies such as GenAI and chatbots pose for watchdogs fighting disinfo and other info manipulation.



## Module Four: Effective Training Design

- Understanding beneficiary needs: how to survey/research your trainees' real-world needs and limitations/challenges to guide your curriculum design
- Developing training frameworks: how to design an incremental modular curriculum that uses learn-by-doing exercises and step-by-step knowledge tests
- Facilitation techniques: tips for facilitating interactive learning sessions, with role-play exercises to perfect the role of a trainer or facilitator
- Streamlined evaluation: how to implement a simple monitoring and evaluation (M&E) system, using baseline surveys, pre/post-surveys and key informant interviews to gauge the effectiveness of training interventions

# Module 1: Understanding Fact-Checking Concepts



## Learning Objectives

By the end of this module, participants will be able to:

- Understand the principle of fact checking
- Differentiate between the different types of assertion and their categorisation
- Understand the importance of fact-checking, especially in critical periods
- Develop the mastery of basic fact-checking techniques of all kinds



## Training Materials

The training materials needed include the items below, you can add more materials based on your customised training methodology.

- Presentation Slides
- Cardboards
- Flashcards
- Sticky Notes
- Flip Charts
- Markers
- Tapes/Pataflix/Blu Tac
- Activity Sheets
- Stickers
- Scissors
- Projector/Blank Wall
- Laptops



## Lessons

The following lessons will be covered in this module

- [Basic Fact-Checking Principles And Definitions Of Mis/Dis/Malinformation](#)
- [What is Verifiable?](#)
- [Fact-Checking Workflow/Management Processes And Policies, For Various Environments](#)



## Trainer's Note

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### Overview

This lesson provides a comprehensive introduction to fact-checking, focusing on its critical role and importance in the information landscape. Participants will learn to identify the characteristics of fake news and differentiate between misinformation, disinformation, and malinformation. The lesson covers the concept of information disorder, exploring the motivations behind these phenomena and developing strategies to combat their effects.



### Objective

Participants will be able to identify the types of information disorder, their impact on the public and the ethical standards that guide fact-checking in journalism.



### Topics

The topics to be covered in this lesson includes:

- Introduction to fact-checking
- Fact-checking in times of crisis
- Ethics in fact-checking



### Digital Tools

As this is an introductory lesson, you can highlight some of the digital tools including:

- [Google Advanced Search](#)
- [Google Reverse image search](#)
- [TinEye](#)
- [Yandex](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome participants and provide an overview of the objectives as outlined in training material. Briefly outline the structure of the session, including any planned activities or discussions.



## Icebreaker

Initiate an icebreaker session to promote a positive and comfortable atmosphere. Participants can engage in introductory activities to familiarise themselves with one another, aligning with the collaborative spirit of the module. Different exercises can be used and should be selected keeping an eye on cultural customs.

*Here is an example you could use:*

*Find the Missing Piece—The facilitator prepares pieces of paper, enough for everybody in the group. The papers include words that are split into two, for example: COCOA BUTTER, ICE CREAM.*

*Each person picks one piece of paper and then begins to look for the person who has the matching word. When the participant has found her/his match, s/he should to know the other person. Then, they will be asked to introduce one another to the rest of the group.*



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## Presentation

To begin the lesson, invite participants to share their existing knowledge and understanding of the concepts being explored. Provide constructive feedback on their responses, addressing and correcting any misconceptions. Using your slides for visual engagement:

- Introduce the basic principles of fact-checking, focusing on their importance and the definitions of mis-, dis-, and malinformation.
- Explain the concept of fact-checking and its essential role in today's media landscape.
- Discuss the characteristics of fake news and the different types of misinformation, using real-life examples.
- Highlight the importance of fact-checking during crises with practical examples and case studies.
- Conclude by covering the ethical principles involved in fact-checking, emphasising integrity and accuracy.



## Trainer's Note

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Here are some questions to stimulate discussion and encourage participants to share their existing knowledge on the topics.

- *What is your understanding of fact-checking, and why do you think it is important?*
- *Can you provide an example of fake news you have encountered recently?*
- *What are the prevalent types of misinformation you experience in your region/country?*
- *Have you ever used any fact-checking tools or resources? If so, which ones?*
- *Can you think of a situation where misinformation had significant real-world consequences?*
- *What strategies do you use to verify the accuracy of information you come across online?*
- *What do you think are some challenges faced by fact-checkers today?*
- *Have you encountered any challenges while identifying misinformation? How did you overcome them?*



## Trainer's Note

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## Interactive Activity

Highlight scenarios involving fake news, misinformation during crises, and ethical dilemmas in fact-checking to stimulate discussion. Depending on the number of participants, divide them into groups to discuss information disorder, clarify misconceptions, and provide relatable examples. Encourage participants to share their thoughts, ask questions, and discuss their experiences with encountering and verifying information. Facilitate group discussions to explore strategies for combating information disorder, ensuring an engaging and interactive learning environment.



## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or local context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Assess participants' understanding through an engaging interactive Q&A session. Incorporate a gamified approach to energise the group and foster friendly competition. Throughout the lesson, use a variety of question types, including true/false, scenario-based, and multiple-choice questions, to address different learning styles. Create a relaxed and supportive atmosphere to make the assessment enjoyable and effective.



## Trainer's Note

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## Summary and Conclusion

To conclude this lesson, ask participants to share their key takeaways on the topic. You can highlight key concepts on this lesson on a sticky note and ask participants to write their key takeaways on sticky notes with matching colours to the concept highlighted earlier, read out the participants' key takeaways after the exercise.



## Resource Sharing and Recommendations

Share additional resources, readings, or references for further exploration, also allow participants to recommend resources or initiatives they find valuable.

- [Journalism, fake news & disinformation](#): Handbook for journalism education and training.



## Trainer's Note

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## Practical Examples and Case Studies

Using examples and case studies, explain how images can be digitally altered to convey false information, and demonstrate methods to detect and verify the authenticity of visual content. The following examples can serve as case studies:

**Figure A:** An image manipulated to deceive or cause harm. The image is purported to show a ceremony introducing a new currency for Mali, Niger, and Burkina Faso ([Link: Image manipulation](#))

**Figure B:** A misleading video where President Laurent Gbagbo is seen declaring that there can be no judgement on the term of office of a sitting president unless a legal procedure has been initiated. ([Link: Deep fakes](#))



Figure A



Figure B



## Trainer's Note

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### Overview

This lesson delves into the scope and limits of fact-checking, helping participants understand what information can and cannot be verified. It covers the analysis of fact-checking proposals to assess the quality of verified claims and explores strategies for spotting and identifying verifiable claims. Through this lesson, participants will gain a comprehensive understanding of the criteria for verification and the methodologies used to ensure accurate fact-checking.



### Objective

Participants will be able to assess claims for relevance, recognise and categorise misinformation and its impacts, understand and address fact-checking limitations, analyse effective methodologies, identify fact-checking pillars, and use monitoring platforms to evaluate the five-step fact-checking process.



### Topics

The topics to be covered in this lesson includes:

- Scope and limits of fact-checking: Understanding what is or isn't verifiable
- Analysis of fact-checking proposals: Quality of verified claims
- Research of claims: Strategies for spotting and identifying verifiable claims



### Digital Tools

The digital tools that will be referenced in this lesson include:

- [Google Lens](#)
- [Google Reverse Image Search](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Provide a brief introduction to the lesson ‘*What is Verifiable?*’ and encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Initiate an icebreaker session to energise the participants after a break. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement, introduce the concept of verification in fact-checking, focusing on understanding the scope and limits of what can be verified. Explain the criteria for determining verification and demonstrate these principles through practical examples. Highlight key topics such as the analysis of fact-checking proposals and strategies for researching claims, using real-life case studies to illustrate their application. Encourage participants to engage with the content by asking questions and discussing their experiences, ensuring a comprehensive understanding of the topic.



## Trainer's Note

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### Interactive Activity

Share claims and ask participants to identify which of the claims are verifiable. This exercise will reinforce learning-by-doing. Encourage participants to share reasons for their answers. You can divide the participants into groups and instruct participants to identify a representative that will present their answer to the exercise.



### Case Study Analysis

Present a case study that demonstrates the principles of verification, and engage participants in a group exercise to apply these concepts to real-world scenarios. Encourage participants to interact and ask questions to clarify their understanding of the material. Use localised, real-life examples to stimulate discussion and critical thinking, ensuring that participants can relate to and effectively apply the methods being taught.



### Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or local context. Encourage them to consider how the knowledge gained can be applied in their roles or project.



### Trainer's Note

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## Evaluation

Assess participants' understanding through an engaging and interactive Q&A session. Incorporate a gamified approach to energise the group and foster friendly competition. Throughout the lesson, use a variety of question types, including true/false, scenario-based, and multiple-choice questions, to address different learning styles. Create a relaxed and supportive atmosphere to make the assessment enjoyable and effective.



## Summary and Conclusion

To wrap up the lesson, encourage participants to reflect on and share their key insights from the session. Facilitate the discussion with prompts like, “What is the most valuable concept you gained today?” or “In what ways can you implement this knowledge in your current role?”



## Resource Sharing and Recommendations

Share additional resources, readings, or references for further exploration, also allow participants to recommend resources or initiatives they find valuable.



## Trainer's Note

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## Practical Examples and Case Studies

Using these examples and case studies, explain how images can be digitally altered to convey false information and demonstrate methods to detect and verify the authenticity of visual content. The following examples can also serve as case studies

**Figure A:** A video purporting to show Malian migrants repatriated in 2024 is actually from 2016. Google Lens revealed that the video originated from a France 24 article published in August 2016. (Link: [PesaCheck Article](#))

### FAUX : Cette vidéo présentant des migrants maliens rapatriés d'Algérie n'a pas été prise en 2024

La vidéo a été enregistrée en 2016 et montre le rapatriement de plus de 400 migrants maliens d'Algérie.

Ce [post TikTok](#) prétendant montrer des migrants maliens rapatriés d'Algérie en 2024 est FAUX.



Figure A



## Trainer's Note

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**Figure B:** A video on X claiming to show the military support Mali was preparing to send to Niger in 2023. Wrong, it's a manipulated video, taken on 18 August, 2021, showing US troops at Kabul airport, leaving Afghanistan.

(Link: [PesaCheck Article](#))

**Figure C:** A Tik Tok video claiming to show a Burkinabè army parade under the presidency of Ibrahim Traoré. It's not true, it's a military parade of the Santa Lucia Strategic Reserve during Mexico's Independence Day in September 2023. (Link: [PesaCheck Article](#))

(Link: [PesaCheck Article](#))

L'Afrique des libertés  
@Almoustaph84153  
Le lancer d'alerte au top par le fils digne de l'Afrique @Colonel\_Maiga @ecowas\_cedeao on vous attend avec plaisir nous sommes prêt @Tonton\_Mahamet @agenceyara @combatitude @GoitaAssimi merci le Mali et le Burkina on ne vous oubliera jamais @Silboyoofficiell  
Translate post



Figure C



Figure B



## Trainer's Note

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### Overview

This lesson provides an overview of fact-checking workflows, management processes, and policies, including the key stages of the editorial process for accuracy, PesaCheck's methodology for verifying information, components for creating a verification brigade, ethical principles in fact-checking, and using Methodkit for planning and executing projects.



### Objective

Participants will be able to understand and implement fact-checking workflows, manage processes and policies, navigate editorial stages for accuracy, apply PesaCheck's verification methodology, create a verification brigade, adhere to ethical principles, and use Methodkit for planning and executing projects.



### Topics

The topics to be covered in this lesson includes:

- Editorial fact-checking process
- Effectively Managing Your Fact-checking Office
- Policy Framework
- Methodkit



### Digital Tools

The digital tools that will be taught includes:

- [Methodkit](#)
- [Slack](#)
- [Trello](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Provide a brief introduction to the lesson ‘*Fact-Checking Workflow/Management Processes And Policies, For Various Environments*’ and encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement:

- Introduce the key stages of the editorial fact-checking process and explain how each stage contributes to ensuring accuracy.
- Discuss [PesaCheck's methodology](#) for verifying different types of information, providing concrete examples and case studies for illustration.



## Trainer's Note

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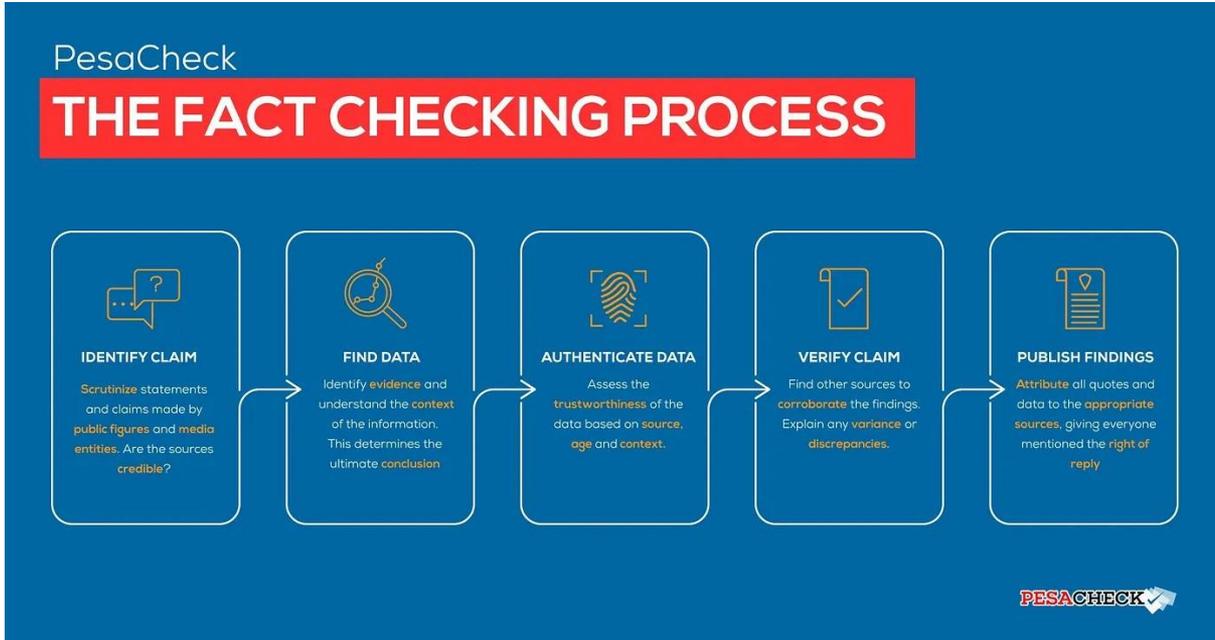
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# PesaCheck's Methodology

PesaCheck is structured as a journalistic newsroom, with a clear step-by-step workflow system that uses editorial checklists and production guidelines to create a transparent process for identifying eligible claims for their teams to fact-check, and a standardised methodology for researching and reporting their findings.



## Trainer's Note

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- Highlight the necessary components and structure for creating a dedicated verification brigade, emphasising the roles and responsibilities within the team.
- Cover the ethical principles essential in fact-checking, using real-life scenarios to illustrate the importance of integrity and impartiality.
- Demonstrate the use of [Fact-checking Methodkit](#) for planning and executing fact-checking projects, showing how it can streamline workflows and improve efficiency.



### Interactive Activity

Divide the participants into groups and instruct participants to identify a representative that will present their answer to the exercise.

#### Fact-Checking Methodkit Activity

- Introduce the Fact-checking Methodkit and its components.
- Demonstrate how to use the Methodkit to plan and execute a fact-checking project.
- Ask groups to outline a simple fact-checking project using the Methodkit, including steps and tools they would use.

#### Roles and Responsibilities Activity

- Provide each group with a list of roles (e.g., Lead Investigator, Researcher, Data Analyst, Communication Officer, and Fact-Checker).
- Ask each group to discuss and assign roles within their brigade, ensuring everyone understands their responsibilities.



### Trainer's Note

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## Group Activity

To conclude this lesson, engage participants in a group activity to apply the concepts they have learned. Divide them into small groups and provide clear instructions for the activity. You can use the following example as a customisable framework to guide the exercise.

- *Divide participants into small groups (4-5 members each).*
- *Assign each group with a different scenario representing various environments (e.g., a newsroom, a social media platform, a non-profit news organisation, a radio station ).*
- *Each group will:*
  - *Develop a fact-checking workflow tailored to their assigned scenario*
  - *Each group presents their fact-checking workflow and management plan to the whole class.*
  - *Facilitate a discussion on the differences and similarities between workflows for various environments.*
  - *Facilitator and participants provide feedback on each group's process and findings.*
  - *Conclude with a reflection on how different environments impact fact-checking processes and the importance of adapting workflows and policies accordingly*



## Trainer's Note

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## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Assess participants' understanding through an engaging interactive Q&A session. Incorporate a gamified approach to energise the group and foster friendly competition. Throughout the lesson, use a variety of question types, including true/false, scenario-based, and multiple-choice questions, to address different learning styles. Create a relaxed and supportive atmosphere to make the assessment enjoyable and effective.



## Summary and Conclusion

To conclude the lesson, ask participants to reflect on and share their most significant takeaways from the session. You can guide the discussion by posing questions such as, "What was the most important concept you learned today?" or "How can you apply this information in your role?".



## Trainer's Note

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## Resource Sharing and Recommendations

Share additional resources, readings, or references for further exploration, also allow participants to recommend resources or initiatives they find valuable.



## Practical Examples and Case Studies

- [PesaCheck Methodology](#); Various examples that can be used to explain the different ratings of fact-checks can be found on [PesaCheck](#)
- [Methodkit](#); First-rate strategic approach to establishing or strengthening a fact-checking office.



## Trainer's Note

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## Module 2: Advanced Fact-Checking Tools And Techniques



### Learning Objectives

By the end of this module, participants will be able to:

- Utilise open-source intelligence (OSINT) and public records to verify or debunk misleading claims.
- Use forensic tools and techniques to identify and analyse manipulated media, AI-generated content, and deep fakes.
- Gain an overview of the most effective free-to-access digital tools for fact-checking various types of content, including video, images, audio, and multimedia.
- Understand the ethical implications of fact-checking and the responsible use of fact-checking tools.



### Training Materials

The training materials needed include the items below, you can add more materials based on your customised training methodology.

- Presentation Slides
- Cardboards
- Flashcards
- Sticky Notes
- Flip Charts
- Markers
- Tapes/Pataflix/Blu Tac
- Activity Sheets
- Stickers
- Scissors
- Projector/Blank Wall
- Laptops



### Trainer's Note

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## Lessons

The following lessons will be covered in this module

- [Investigative Fact-Checking: Using Open Source Intelligence \(OSINT\) Public Records And Other Primary Sources To Fact-Check Misleading Claims](#)
- [Digital fact-checking tools: an overview of the most effective free-to-access digital tools for fact-checking video, images, audio and multimedia content.](#)
- [Introduction to the tools and techniques needed to identify manipulated media, AI or synthetic content, and deep fakes.](#)



## Trainer's Note

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### Overview

This lesson covers investigative fact-checking techniques using open source intelligence (OSINT), public records, and other primary sources to address misleading claims. It includes understanding rigorous investigative methods for fact-checking, knowing how advanced search engines and public databases operate, and mastering the use of OSINT to gather and analyse information effectively.



### Objective

Participants will be able to use advanced search engines, public records, and OSINT tools to rigorously investigate and fact-check misleading claims.



### Topics

The topics to be covered in this lesson includes:

- Investigative fact-checking
- Primary sources for fact-checking
- Fact-checking Techniques



### Digital Tools

The digital tools that will be taught includes:

- [DuckDuckGo](#)
- [Yandex](#)
- [Bing](#)
- [Google](#)
- [Google Maps](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Investigative Fact-Checking: Using Open Source Intelligence (OSINT) Public Records And Other Primary Sources To Fact-Check Misleading Claims*’. Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement, introduce the concept of investigative fact-checking with a focus on open source intelligence (OSINT), public records, and primary sources. Explain the rigorous investigative methods essential for fact-checking, including advanced search engine techniques and the functionality of public databases. Demonstrate how to effectively gather and analyse information using OSINT tools.



## Trainer's Note

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## Case Study Analysis

Share research and case studies illustrating the application of these techniques to address misleading claims. Encourage participants to interact and ask questions to clarify concepts. Use localised, real-life examples to stimulate discussion and critical thinking.



## Interactive Activity

Encourage participants to share their contributions on the case studies provided. Group the participants and assign them the task of using the tools highlighted for leveraging Open Source Intelligence to gather information on claims.

Provide guidance and evaluate the activity.



## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or local context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Trainer's Note

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## Evaluation

Assess participants understanding through an engaging interactive Q&A session. Incorporate a gamified approach to energise the group and foster friendly competition. Throughout the lesson, use a variety of question types, including true/false, scenario-based, and multiple-choice questions, to address different learning styles. Create a relaxed and supportive atmosphere to make the assessment enjoyable and effective.



## Summary and Conclusion

To conclude this lesson, facilitate a reflective discussion with the participants. Start by summarising the key techniques and tools covered. Ask participants to share their insights and any challenges they faced during the interactive activity.



## Resource Sharing and Recommendations

Share additional resources, readings, or references for further exploration, also allow participants to recommend resources or initiatives they find valuable.



## Practical Examples and Case Studies

[FALSE: This photo does not show Boko Haram terrorists in Mali](#)

The investigation verified that the the photo comes from Nigeria, dating from July 2018 and shows instead men identified by the Nigerian police as leaders and fighters of Boko Haram.



## Trainer's Note

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### Overview

This lessons provides an overview of effective, free-to-access digital tools for fact-checking multimedia content, including images, videos, audio, and websites. It covers the main fact-checking tools available and guides participants in using these tools to verify various types of content. It also explores geolocation tools to assist in verifying the location-related claims within multimedia content.



### Objective

Participants will be able to effectively use free digital tools to verify images, videos, websites, social media profiles, and geolocation data for accurate fact-checking.



### Topics

The topics to be covered in this lesson includes:

- Image verification
- Video verification
- Tools for verifying websites and social media platforms
- Geolocation tools



### Digital Tools

The digital tools that will be taught includes:

- [Google Images](#)
- [TinEye](#)
- [Yandex](#)
- [Fotoforensics](#)
- [InVid](#)



### Trainer's Note

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- [YouTube Data Viewer](#)
- [Watch Frame By Frame](#)
- [Whois](#)
- [WayBack Machine](#)
  
- [Google Maps](#)



## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Digital fact-checking tools: an overview of the most effective free-to-access digital tools for fact-checking video, images, audio and multimedia content.*’

Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Trainer's Note

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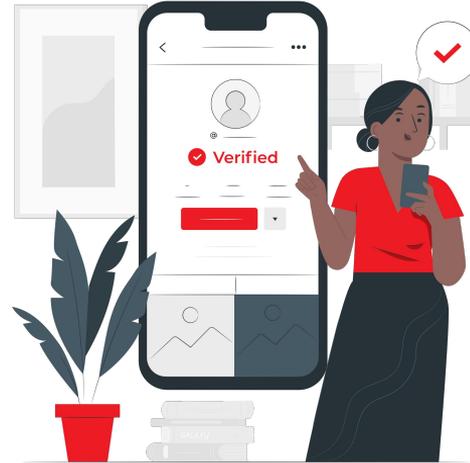


## Presentation

Using your [slides](#) for visual engagement, introduce the open source digital fact-checking tools, focusing on their use for verifying images, videos, websites, and social media profiles. Explain the functionality of each tool and demonstrate their use with practical examples. Highlight the techniques for image verification, video verification, website, social media checks, and geolocation tools, using real-life case studies to illustrate their effectiveness.

### Techniques for image verification

- *Examine the Image carefully: Look for inconsistencies such as discrepancies in text, mismatches between the image and its environment, etc.*
- *Instant Reflection: Question every image you see, even if nothing appears unusual at first glance.*
- *Adopt a Critical Mindset: Always approach images with a critical perspective.*



### Techniques for video verification

- *Check Articulation: Verify if the mouth moves naturally and aligns with clear articulation.*
- *Observe Face and Body Movement: Ensure the face and body move in sync and do not exhibit unnatural independence.*
- *Assess Voice Authenticity: Determine if the voice sounds natural and matches the speaker's lip movements.*
- *Evaluate Visual Quality: Assess whether the video resembles a video game or other digital manipulation.*
- *Verify Source and Publication: Check the video's source and publication to confirm its authenticity and context.*



## Trainer's Note

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## Interactive Activity

Facilitate hands-on practice with the tools, and use localised examples of multimedia content to drive discussion and critical thinking. Encourage participants to interact by asking questions and discussing their experiences with digital tools.

### Video Verification Activity

- Prepare a selection of video clips, including both authentic and manipulated examples.
- Divide participants into small groups (3-4 people per group) and distribute the video clips to each group.
- Assign each group the task of analyzing the clips using the verification techniques
- Have each group present their findings for each video clip, discussing the results based on the verification techniques.
- Encourage groups to explain how they identified any issues or confirmed authenticity.



## Case Study Analysis

Explore case studies with multimedia content and utilise verification tools to assess the content. Encourage participants to interact and ask questions to clarify concepts. Use localised, real-life examples to stimulate discussion and critical thinking.



## Trainer's Note

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## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or local context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Engage participants in an interactive Q&A session to assess their understanding. Foster a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To conclude the session on digital fact-checking tools, begin by recapping the most tools covered, focusing on their application for verifying video, images, audio, and multimedia content. Ask them to reflect on how they can integrate these tools into their own fact-checking workflows.



## Resource Sharing and Recommendations

Share additional resources, readings, or references for further exploration, also allow participants to recommend resources or initiatives they find valuable.



## Trainer's Note

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## Practical Examples and Case Studies

Using these examples and case studies, explain how images can be digitally altered to convey false information and demonstrate methods to detect and verify the authenticity of visual content. The following examples can also serve as case studies.

**Figure A:** A Facebook post claiming to show Assimi Goïta, the transitional president of Mali, signing a military and partnership agreement with Russia is a HOAX. A reverse image search reveals that the photo used in the misleading post is the result of a photomontage (Link: [PesaCheck Article](#)).

**Figure B:** This explores the manipulation of an image. The original image was used to highlight rape in Liberia. Other images were edited to benefit a group, community, or individual. (Link: [Image](#))

**Figure C:** A Facebook post claiming to show a photo of a Cameroonian holding a phallus-shaped prize. Reverse image search revealed that the man in the photo is not a Cameroonian as the false post claims, but rather a Malian, and the photo had been photoshopped (Link: [PesaCheck Article](#))



Figure A



Figure B



Figure C



## Trainer's Note

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**Figure D:** A clue in the video helps geographically locate its origin. PesaCheck detected [le logo](#) the Byrnectut company logo on one of the vehicles from the one minute and fifty-nine seconds (1:59) mark, as shown in the image. (Link: [Video](#))

**Figure E:** This picture can be used to explain using geolocation tools as fact-checkers. A Google search of the address on the picture will allow you know the exact location of the building - which is the Ghanaian embassy in Washington.

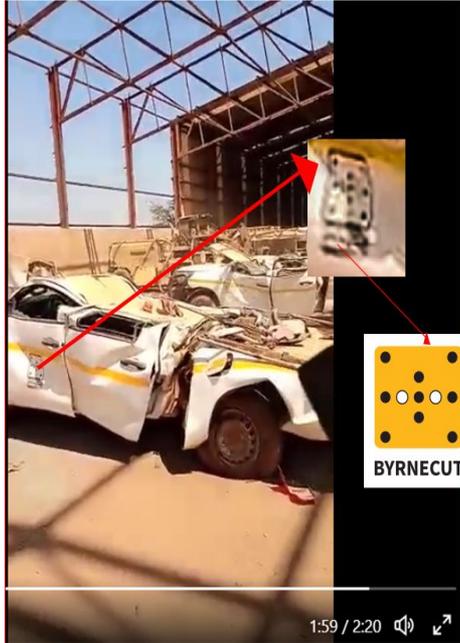


Figure D



Figure E



## Trainer's Note

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### Overview

This lesson provides an overview of tools and techniques for identifying manipulated media, AI-generated content, and deepfakes. It covers the evolution of AI in fact-checking, its limitations, integrating AI with editorial oversight, and addressing ethical and transparency issues. Topics include AI and fact-checking, deepfakes, AI as an asset or bane, and AI ethics.



### Objective

Participants will be able to identify manipulated media, AI-generated content, and deepfakes; understand the role and limitations of AI in fact-checking; integrate AI into their routines with editorial oversight; and address ethical and transparency issues.



### Topics

The topics to be covered in this lesson includes:

- AI and Fact-checking
- Deepfakes
- AI, an asset or a bane?
- AI and Ethics



### Digital Tools

The digital tools that will be taught includes:

- [Hive AI Detector](#)
- [IsitAI](#)
- [Fotoforensics](#)
- [ChatGPT](#)
- [Midjourney](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson *'Tools and Techniques: Identifying manipulated media, AI or synthetic content, and deep fakes.'* Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



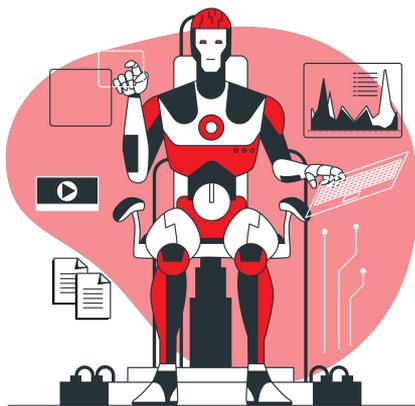
## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement, introduce the tools and techniques for identifying manipulated media, AI-generated content, and deepfakes. Discuss the evolution of AI in fact-checking and its potential impact on the industry. Explain the limitations of AI, such as algorithmic bias and false positives, and demonstrate how to integrate AI into fact-checking routines with rigorous editorial oversight.



## Trainer's Note

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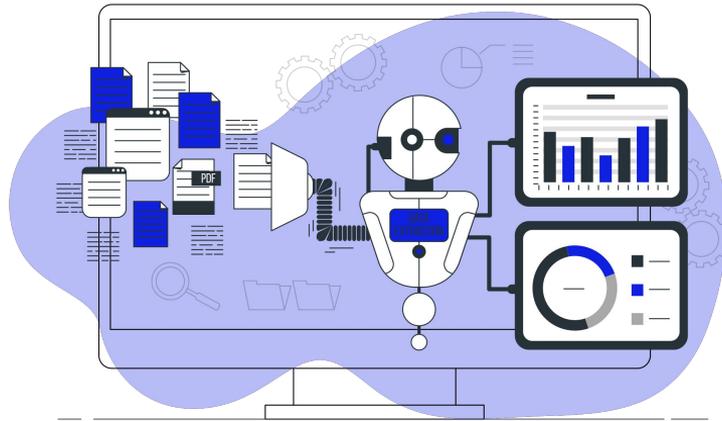
### Interactive Activity

Highlight examples on identifying deepfakes, assessing AI as an asset or bane, and addressing ethical and transparency issues, including the disclosure of AI involvement. Use real-life case studies to illustrate these points and show practical applications. Encourage participants to interact, ask questions, and discuss their experiences with AI in fact-checking.



### Case Study Analysis

Explore case studies involving manipulated media, AI-generated content, and deepfakes. Use verification tools to assess the authenticity of the content. Show how to integrate AI into fact-checking with rigorous editorial oversight. Address ethical and transparency issues, emphasising the disclosure of AI involvement. Encourage participants to interact and ask questions for clarity. Use localised, real-life examples to stimulate discussion and critical thinking, ensuring a practical understanding of identifying and managing AI-manipulated media.



### Trainer's Note

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## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles.

Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To conclude this lesson, divide participants into small groups to discuss and summarise the key tools and techniques for identifying manipulated media and deepfakes. Each group will present their findings, highlighting useful or challenging aspects.

OR, conduct a brief discussion and a quick interactive quiz or poll to review key points and assess understanding. This approach ensures active participation and reinforces the main concepts effectively.



## Trainer's Note

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## Practical Examples and Case Studies

Figure A: This post purports to show an image of a Zambian cell phone manufacturing company. But it's an image generated by artificial intelligence. ([Link: PesaCheck Article](#))

Ce [post Facebook](#) prétendant montrer une image d'une entreprise zambienne de fabrication de téléphones portables est FAUX.



Figure A



## Trainer's Note

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**Figure B:** These images purport to show Pope Francis' wedding to a sister named Eyenga. They were created using Mid Journey, an AI-driven program. (Link: [PesaCheck Article](#))

**Figure C:** This image illustrates the inconsistencies in AI-Generated images. A picture of a picnic of Obama and Merkel on the Beach? This image has never been taken by anyone. Take a closer look at the hands and the tilt of the former German Chancellor's left foot – surely something is amiss. (Link: [Image](#))

Ce [post Facebook](#) prétendant montrer le mariage du Pape François à une sœur dénommée Eyenga en Italie est FAUX.



Figure B



Figure C



## Trainer's Note

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**Figure D:** An image of Michelle Obama pregnant? Not really, AI at work. But it's not perfect 'yet'. Take a look at the left hand of the former First Lady of the USA. Does she really have 6 fingers? No, live video of her proves she has 5 fingers on her left arm. (Link: [Image](#))

**Figure E:** The video not only shows Macron defending his use of illicit substances, but also consuming them, live on TV in the program “Le Monde en Crise”. The show never existed and the video excerpts were created using AI. The video was shared thousands of times on social networks, generating a wave of misinformation. (Link: [Video](#))

**Figure F:** A video manipulated to share false information. (Link: [Video](#))



Figure D

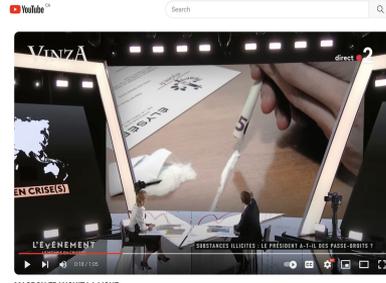


Figure E



Figure F



## Trainer's Note

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## Module 3: Creating Systems To Detect Disinfo, Hate Speech And Info Manipulation



### Learning Objectives

By the end of this module, participants will be able to:

- Develop and use localised lexicons and actor watchlists to identify toxic narratives and information manipulation.
- Set up automated systems with SOCMINT tools to detect and track toxic content on social media platforms.
- Utilise OSINT techniques to verify identities, track networks, and validate online evidence.
- Analyse the threats and opportunities posed by generative AI and chatbots in combating disinformation.



### Training Materials

The training materials needed include the items below, you can add more materials based on your customised training methodology.

- Presentation Slides
- Cardboards
- Flashcards
- Sticky Notes
- Flip Charts
- Markers
- Tapes/Pataflix/Blu Tac
- Activity Sheets
- Stickers
- Scissors
- Projector/Blank Wall
- Laptops



### Trainer's Note

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## Lessons

The following topics will be covered in this module

- [Development of localised lexicons of trigger/coded language and actor watchlists to detect ‘toxic’ narratives or campaigns, and the puppet masters behind info manipulation](#)
- [Using Social Media Intelligence \(SOCMINT\) Techniques To Set Up Early Warning Systems](#)
- [OSINT: How To Use Open Source Intelligence \(OSINT\) Tools And Techniques To Track Networks And Other Evidence On Web Platforms.](#)
- [Generative AI: The impact of new technologies such as generative AI in the fight against disinformation and other information manipulation.](#)



## Trainer's Note

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### Overview

This lesson covers the development of localised lexicons of trigger/coded language and actor watchlists to detect 'toxic' narratives or campaigns and identify the puppet masters behind information manipulation. It includes understanding rigorous investigative methods for fact-checking, how advanced search engines and public databases function, and mastering Open Source Intelligence (OSINT). The topics focus on developing research topics, creating effective watchlists and lexicons, analysing case studies, and engaging in group exercises to apply these techniques in real-world scenarios.



### Objective

Participants will be able to develop localised lexicons and actor watchlists to detect toxic narratives and information manipulation, using advanced investigative methods, search engines, and OSINT.



### Topics

The topics to be covered in this lesson includes:

- Development of research topics
- Development of watchlists, lexicons, and queries
- Case study
- Group exercise



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Development of localised lexicons of trigger/coded language and actor watchlists to detect ‘toxic’ narratives or campaigns, and the puppet masters behind info manipulation.*’

Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives.

Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement.  
Encourage participation and engagement.



## Trainer's Note

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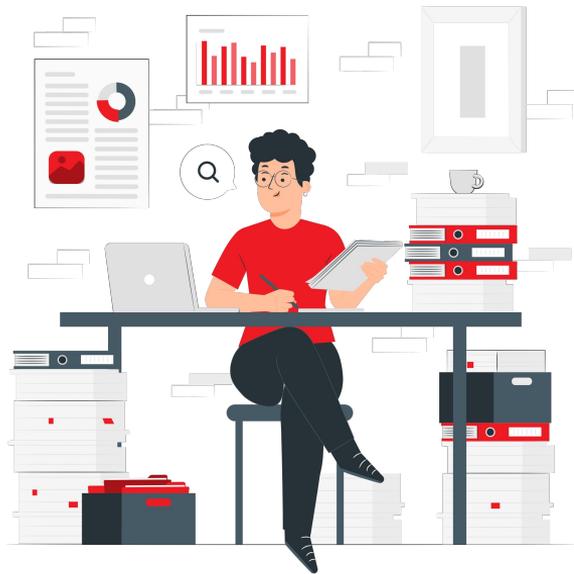
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## Presentation

Using your [slides](#) for visual engagement;

- Introduce the process of developing localised lexicons and actor watchlists for detecting toxic narratives and information manipulation.
- Explain investigative methods and the role of advanced search engines and public databases in this process.
- Demonstrate how to use Open Source Intelligence (OSINT) effectively to build and refine these tools.
- Discuss the methods for developing research topics, creating watchlists and lexicons, and crafting queries.
- Encourage interaction and questions throughout the presentation to enhance understanding.



## Trainer's Note

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### Interactive Activity

To engage participants, start by discussing the development of research topics, watchlists, lexicons, and queries, using real-life examples to illustrate how these techniques can detect toxic narratives and information manipulation.

Break participants into small groups to work on creating their own watchlists and lexicons based on given scenarios. Have each group present their findings and queries. Encourage participants to interact, ask questions, and share their insights throughout the activity to deepen their understanding and application of these techniques.



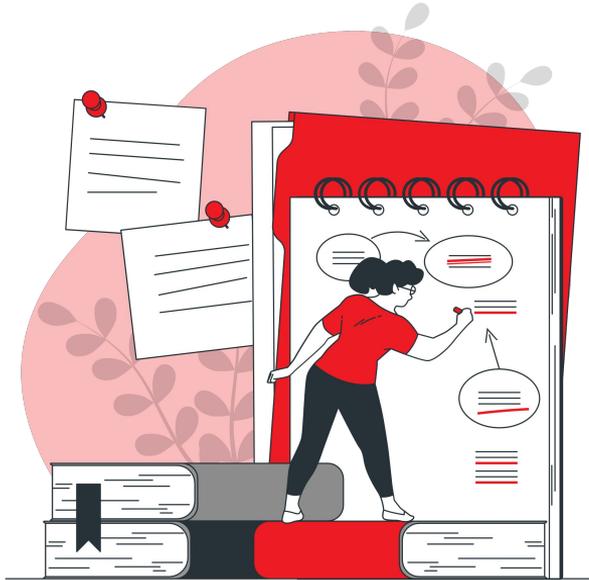
### Case Study Analysis

Provide a case study to illustrate the application of these methods and engage participants in a group exercise to apply what they've learned to real-world scenarios. Encourage participants to interact and ask questions to clarify concepts. Use localised, real-life examples to stimulate discussion and critical thinking.



### Group Activity

Facilitate a learn-by-doing session with a group activity. Divide the participants into groups and task them with an activity, encourage collaboration and interaction.



### Trainer's Note

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Here is an exercise to initiate practice:

Research Focus: Identification of toxic narratives propagating hate in the Dogon–Fulani ethnic conflict. Task participants with the following;

- Identify key actors and build the watchlist
- Identify trigger lexicons (in French and local languages) and construct the query
- Present the results obtained using [CivicSignal](#)



### Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



### Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles. Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



### Trainer's Note

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## Summary and Conclusion

To conclude this lesson, provide a summary of the lesson and ask participants to share their key takeaways on the topics covered in the session. You can highlight key concepts on this lesson on a sticky note and ask participants to write their key takeaways on sticky notes with matching colours to the concept highlighted earlier, read out the participants' key takeaways after the exercise.



## Practical Examples and Case Studies

*Case Study: Sputnik V submitted a request for review to the South African Health Products and Regulatory Authority (SAHPRA) in early 2021. Once SAHPRA has reviewed the clinical trials and submission data, it may approve the vaccine. Pfizer and Johnson & Johnson received expedited approvals based on specific data provided by the companies as well as guidance from the World Health Organisation. A query on CivicSignal MediaCloud to track posts where the term "Russia" was mentioned in article headlines in South Africa between 01/01/21 and 30/06/21 suggested that several publications mentioned "Russian Sputnik V," and this was linked to approval delays. Media reports indicated an increase in questions from the third-largest political party, the Economic Freedom Fighters, regarding the alleged bias of SAHPRA against the Russian vaccine. Using CivicSignal MediaCloud, we observed that mentions of EFF leader Julius Malema associated with vaccines increased to 40% in June.*

To analyse this case study effectively, begin by examining the timeline and context of Sputnik V's request for review by SAHPRA, comparing it with the expedited approvals given to Pfizer and Johnson & Johnson. Use [CivicSignal MediaCloud](#) to track and analyse the frequency and sentiment of media mentions regarding "Russian Sputnik V" and its association with approval delays. Investigate how mentions of the Economic Freedom Fighters (EFF) and its leader Julius Malema correlate with the public and political discourse on the vaccine, focusing on shifts in media coverage and public sentiment. Evaluate how these elements might influence perceptions of SAHPRA's decisions and the broader political and media landscape.



## Trainer's Note

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### Overview

This lesson provides an overview of using Social Media Intelligence (SOCMINT) techniques to establish early warning systems. It includes defining SOCMINT, understanding its importance, and learning how to conduct SOCMINT analysis effectively. The lesson also covers the concept and significance of alert systems and specific SOCMINT alert techniques for identifying emerging issues. The topics include defining SOCMINT, exploring its importance, conducting SOCMINT analysis, defining alert systems, understanding their importance, and applying SOCMINT alert techniques. The lesson concludes with a group exercise or workshop to practice these techniques in a collaborative setting.



### Objective

Participants will be able to utilise Social Media Intelligence (SOCMINT) techniques to set up effective early warning systems, including conducting SOCMINT analysis and implementing alert systems.



### Topics

The topics to be covered in this lesson includes:

- Social Media Intelligence (SOCMINT)
- Alert Systems



### Digital Tools

The digital tools that will be taught includes:

- [CrowdTangle](#)
- [Meltwater](#)



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘Using Social Media Intelligence (SOCMINT) Techniques To Set Up Early Warning Systems.’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce the concept of Social Media Intelligence (SOCMINT) and its relevance for setting up early warning systems.
- Define SOCMINT, explain why it is important
- Demonstrate how to conduct SOCMINT analysis with practical examples.
- Introduce alert systems, define their purpose, and highlight SOCMINT alert techniques.



## Trainer's Note

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- Use real-life case studies to show the application of these techniques in identifying emerging issues.
- Conclude with a group exercise or workshop where participants can practice developing and applying SOCMINT techniques and alert systems.
- Encourage interaction and discussion throughout to enhance understanding and application.



### Interactive Activity

Provide examples of how SOCMINT analysis can identify emerging issues on social media. Divide participants into small groups and assign each group a scenario where they must use SOCMINT techniques to detect potential threats. Have them develop alert systems based on their findings. Use real-life case studies to illustrate successful SOCMINT applications and invite groups to present their analyses and alert strategies. Encourage questions, interaction, and discussion throughout to ensure participants gain hands-on experience and a deeper understanding of the techniques.



### Trainer's Note

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Vortimo is a tool for establishing connections and how entities are connected. It's a tool that analyses the entities around a publication on social networks.

Here is a step-by-step guide on how to create a project on Vortimo:

- **Set Up Your Project:** Log in to Vortimo, create a new project by selecting "Create New Project." Enter relevant details like project name and description
- **Import Data:** Navigate to the "Upload Data" section. Import data relevant to misinformation, such as social media posts, news articles, or other online content. Ensure the data includes information on sources, timestamps, and any known actors involved.
- **Configure Data Processing:** Select the processing options suited for network analysis, such as entity recognition or network mapping. Set parameters to identify and track specific elements of misinformation, such as recurring sources, hashtags, or key terms.
- **Define Tracking Parameters:** Set up tracking parameters to monitor how misinformation spreads. This may include: related keywords related, specific sources or accounts known for spreading false information, networks of influence or specific communities.
- **Perform Analysis:** Run the analysis to detect patterns and relationships within the data. Use network analysis tools to map out how misinformation spreads, identifying key nodes (e.g., influential accounts) and connections. Select the processing options suited for network analysis, such as entity recognition or network mapping.
- **Visualise Data:** Use Vortimo's visualisation tools to create network diagrams or other visual representations of the misinformation spread. These visualisations will help you identify central figures, popular misinformation nodes, and the overall network structure.



## Trainer's Note

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## Group Activity

Facilitate an interactive, hands-on session by dividing participants into groups and assigning them specific tasks. Encourage collaboration and active interaction throughout the activity to enhance learning and engagement.

*Here is an exercise to initiate practice:*

- *Create a CrowdTangle list of actors identified in the context of tracking posts propagating hatred in the Dogon-Fulani ethnic conflict*
- *Create and configure an alert on their Facebook content using CrowdTangle*



## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Trainer's Note

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## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles.

Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To conclude this lesson, begin by summarising the key SOCMINT techniques covered, including how to effectively use them to detect emerging issues and set up alerts.

Finish by reinforcing the importance of timely and accurate social media monitoring for early detection of potential issues. Address any remaining questions, and provide guidance on further resources or next steps for implementing and refining their early warning systems.



## Trainer's Note

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## Practical Examples and Case Studies

This image below is an illustration for investigating on X with Meltwater.

 **David Hundeyin** ✓ @davidhunde  
X | 23 juin · 22:41

[QT] . <https://t.co/BsOJHepj3b> ;  
Mali's **Goita** Accuses France Of  
Printing Counterfeit **CFA** Francs  
In Repeat Of 1960 'Operation  
Persil' <https://t.co>

🌐 1.01M 💬 7.06k 👁 363k

 **African Hub** ✓ @africanhub\_  
X | TN | 28 juin · 22:16

Mali's President Asimi **Goita**  
Accuses France of Printing  
Counterfeit **CFA** Franc Notes to  
Damage Malian Economy Your  
comments on this ... [https](https://t.co)

🌐 570k 💬 2.39k 👁 38.8k



## Trainer's Note

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### Overview

This lesson provides an overview of how to use Open Source Intelligence (OSINT) tools and techniques to track networks and gather evidence on web platforms. Topics include network mapping, where participants will learn what it is and why it is important. The lesson also covers an introduction to entity investigation, emphasizing its significance. Participants will use Vortimo to conduct basic surveys and familiarize themselves with Vortimo's basic tools and resources. Additionally, they will learn to use AutoVort to automate scrolling, enhancing their ability to track networks and collect evidence efficiently.



### Objective

Participants will be able to use OSINT tools and techniques, such as Vortimo and AutoVort, to effectively track networks and gather evidence on web platforms.



### Topics

The topics to be covered in this lesson includes:

- Network Mapping
- Introduction to Entity Investigation



### Trainer's Note

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## Digital Tools

The digital tools that will be taught includes:

- [Vortimo](#)
- [AutoVort](#)
- [DomainBigData](#)
- [WhatIsMyName](#)
- [WebMii](#)
- [Chrome](#)
- [Yandex](#)
- [ViewDNS](#)
- [GetLinkInfo](#)
- [WayBack Machine](#)
- [BuiltWith](#)
- [ExifViewer](#)



## Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘Using Open Source Intelligence (OSINT) Tools And Techniques To Track Networks And Other Evidence On Web Platforms.’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce the concept of OSINT and its importance in tracking networks and gathering evidence on web platforms.
- Define network mapping and explain its significance in OSINT investigations.



## Trainer's Note

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- Demonstrate how to conduct entity investigations using Vortimo, highlighting its basic tools and resources.
- Show how to use AutoVort to automate scrolling for efficient data collection.
- Provide practical examples and real-life case studies to illustrate the application of these tools and techniques.
- Encourage participants to interact, ask questions, and discuss their experiences with OSINT throughout the presentation to enhance understanding and practical application.



### Interactive Activity

Facilitate a hands-on session where participants are divided into small groups to practice OSINT techniques. Assign each group a scenario requiring network mapping and entity investigation.

Provide examples of how to use Vortimo for basic surveys and AutoVort for automated scrolling. Use real-life case studies to illustrate the effectiveness of these tools in tracking networks and gathering evidence.

Encourage groups to collaborate, ask questions, and share their experiences with OSINT.

Conclude with each group presenting their findings and discussing the challenges and insights they encountered during the exercise.



### Trainer's Note

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## Case Study Analysis

Present a detailed case study that showcases the use of OSINT tools and techniques for tracking networks and gathering evidence. Divide participants into small groups and task them with applying what they have learned to analyse the case study. Encourage them to use Vortimo for network mapping and entity investigation and AutoVort for automated data collection.



## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Trainer's Note

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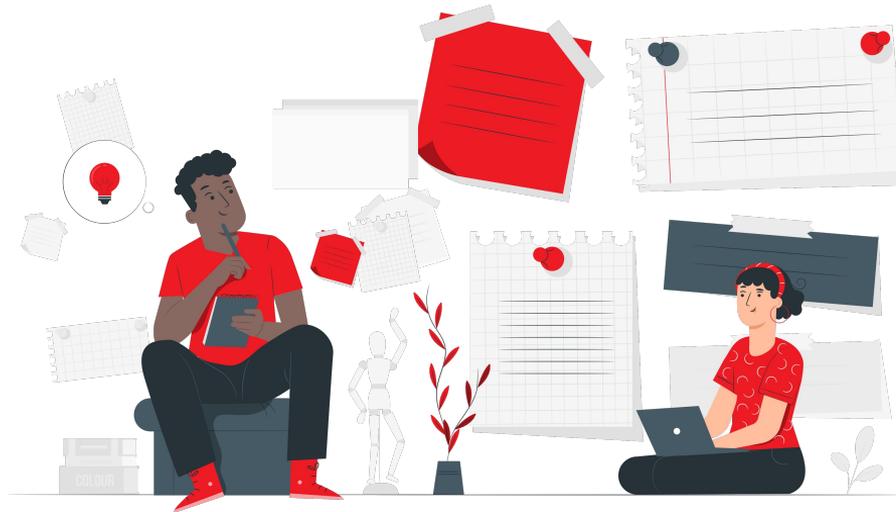
## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles. Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To conclude this lesson, facilitate a reflective discussion with the participants. Start by summarising the key techniques and tools covered. Ask participants to share their insights and any challenges they faced during the interactive activity.



## Trainer's Note

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## Practical Examples and Case Studies

**Case Study:** A video claiming to reveal a manipulated audio recording of Emmanuel Macron outlining his strategy for Mali. [Vortimo](#) tool can help to find out which pages or sites have been published and shared this post.

 **Histoires d'Afrique**    
@Silboyofficiell

«Le Mali appartient à la France et non à la Russie. On ne peut plus piller leurs mines. On doit s'infiltrer à la population pour faire tomber ces militaires criminels et délinquants» . Dixit Emmanuel Macron. Où sont les défenseurs de la France ? Écoutez pour mieux comprendre.

[Translate post](#)



0:10 / 1:20    



## Trainer's Note

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### Overview

This lesson provides an overview of the impact of new technologies, specifically generative AI, in combating disinformation and information manipulation. Topics include understanding what AI is, the differences between traditional AI and generative AI, and AI applications in the electoral context. The lesson will cover generative AI in elections, focusing on GANs images, synthetic videos, and tools used to generate generative AI content. Participants will also examine case studies involving AI-manipulated/generated audio, defamation campaigns, and the toolbox for puppeteers, illustrating the practical implications and challenges of generative AI in disinformation efforts.



### Objective

Participants will understand the impact of generative AI on disinformation, differentiate between traditional AI and generative AI, and apply knowledge of AI applications and tools to analyse and combat information manipulation in electoral contexts.



### Topics

The topics to be covered in this lesson includes:

- Artificial Intelligence
- Generative AI in Elections
- Case Studies on AI Manipulation



### Trainer's Note

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## Digital Tools

The digital tools that will be taught includes:

- [Synthesia](#)
- [Canva](#)
- [InVid](#)
- [WeVerify](#)



## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Generative AI: The impact of new technologies such as generative AI in the fight against disinformation and other information manipulation.*’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives.

Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Trainer's Note

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## Presentation

Using your [slides](#) for visual engagement;

- Introduce the concept of AI, explaining what AI is
- Highlight the differences between traditional AI and generative AI.
- Discuss the applications of AI in the electoral context, focusing on its role in combating disinformation. Demonstrate how Generative AI is used in elections by showcasing examples of GANs images and synthetic videos
- Explain the tools used to generate such content.
- Use real-life case studies to illustrate the impact of AI-manipulated/generated audio, defamation campaigns, and the strategies used by puppeteers.
- Encourage participants to interact, ask questions, and discuss their experiences with AI in the context of information manipulation.



## Interactive Activity

Facilitate a session where participants are divided into small groups to explore the impact of generative AI on disinformation. Provide examples of GANs images, synthetic videos, and AI-manipulated audio, and ask groups to analyse these examples to identify signs of manipulation.

Assign each group a case study involving defamation campaigns or the use of AI in elections, and have them discuss the tools and techniques used by puppeteers.



## Trainer's Note

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## Case Study Analysis

Present a case study that demonstrates the impact of generative AI on disinformation and information manipulation. Divide participants into small groups and provide them with specific examples of GANs images, synthetic videos, or AI-manipulated audio from the case study. Task each group with analysing the examples to identify signs of manipulation and discussing the tools and techniques used by the perpetrators. Encourage groups to apply the methods they have learned, interact with each other, and ask questions to clarify concepts.



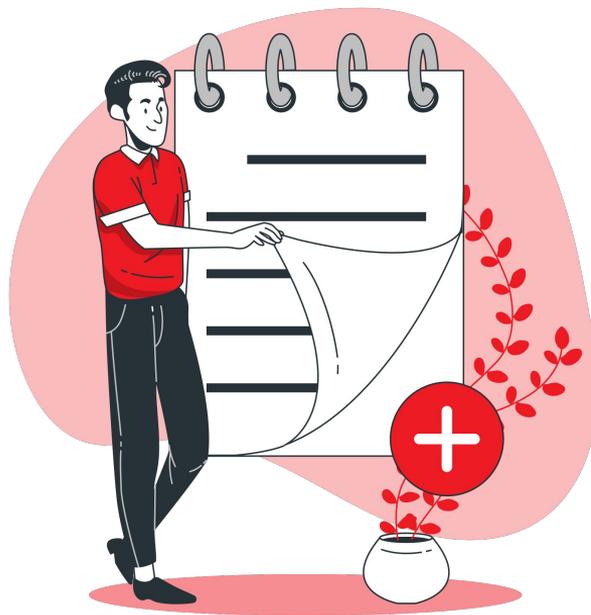
## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Summary and Conclusion

To conclude this lesson, summarise the lesson and ask participants to share their key takeaways on the topics covered. You can highlight key concepts on the topics on a sticky note and ask participants to write their key takeaways on sticky notes with matching colours to the concept highlighted earlier.



## Trainer's Note

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**Figure A:** These GAN-generated images are used to create accounts belonging to fictitious characters. These accounts are employed for malicious activities, including spreading misinformation.

**Figure B:** An example is a video in which several alleged American pan-Africanists express their support for the junta in Burkina Faso. ([Link: Video](#))

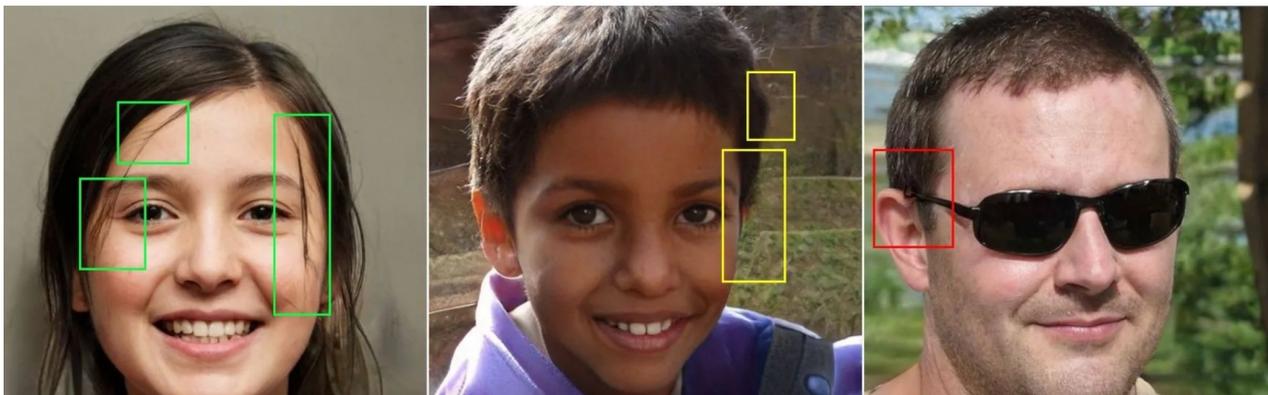
**Figure C:** An example from the DRC, where videos support the M23 rebel group and denounce local peacekeeping missions in the DRC, while amplifying ethnic messages about the history of the Tutsis. ([Link: Video](#))

Figure A

### Inauthentic Instagram accounts with synthetic faces target Navalny protests

Suspicious network employing AI-generated photos used geotagging to pollute protest-related search results

@DFRLab · Follow  
Published in DFRLab · 6 min read · Jan 28, 2021



## Trainer's Note

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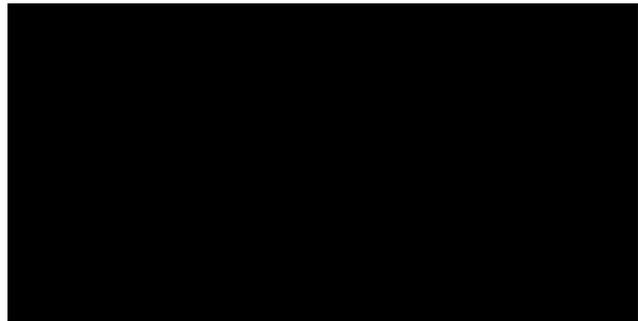
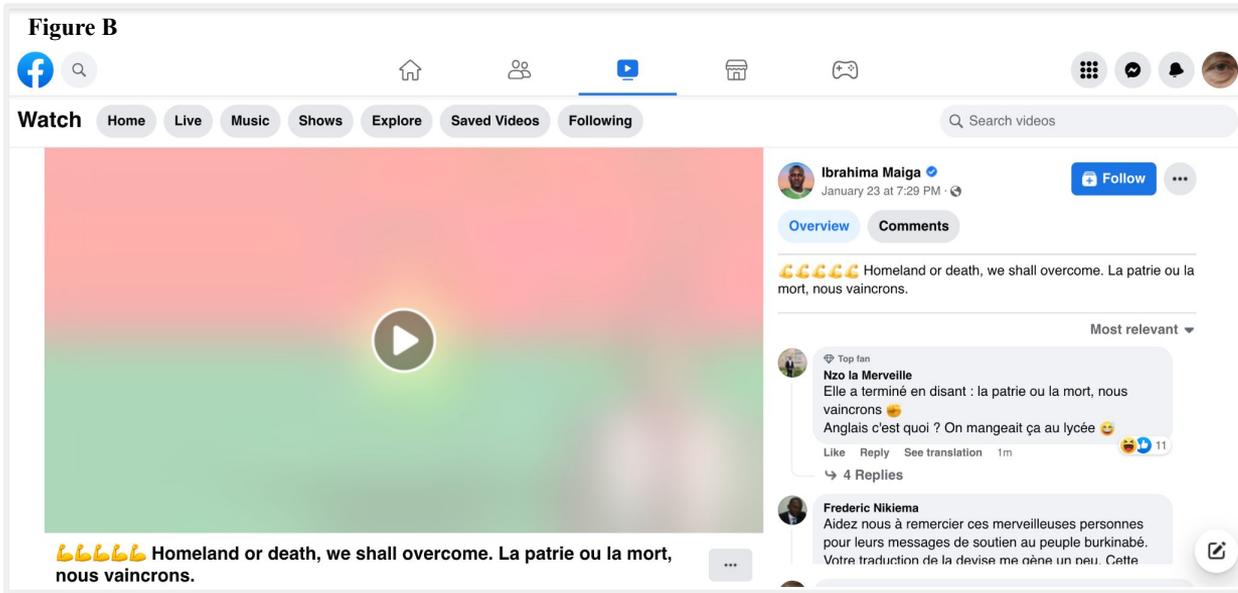
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**Figure C**



## Trainer's Note

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**Figure D:** A video purports to reveal an audio recording of Emmanuel Macron revealing his strategy for Mali. But was the audio real? No, analysis of the sequence shows that the sound has been manipulated. In fact, it is made up of real sentences spoken by Emmanuel Macron and others created by AI. (Link: [Video](#))

**Figure E:** An example of a video, showing the Zambian President Hichilema seen in a video saying he would not seek another term. But was the video real? No, the video was made using AI - it's not the best, but many people may believe it's the truth. (Link: [Video](#))

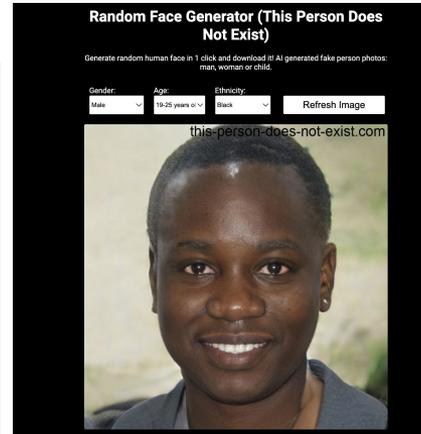
**Figure F:** An example of a GAN-generated image. This Person Does Not Exist. (Link: [Image](#))



**Figure D**



**Figure E**



**Figure F**



## Trainer's Note

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**Case Study 1: Manipulated Audio (Figure G):** An audio clip purportedly of former President Olusegun Obasanjo, and Donald Duke, former governor of Cross River states, has been circulating to mislead people. ([Link: \*The Cable Story\*](#))

**Case Study 2: Defamation Campaigns (Figure H):** A Twitter campaign targeted Nigerian Senator Natasha Okpoti. The networks spread narratives claiming that Okpoti was linked to terrorists and made other claims about her marriage. ([Link: \*Report\*](#))



Figure H

FACT CHECK / TOP STORIES

## FACT CHECK: Circulating audio of Obasanjo, Donald Duke was doctored to mislead Nigerians



BY LANRE OLAGUNJU

Figure G



## Trainer's Note

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**Case Study 3: Puppeteer (Figure I):** Pro-Russian actors also use third-party influence infrastructures. For example, Percepto International claims to have 'created an online news agency... which, within six months, became one of the top five in the country.

The agency employs between 15 and 17 real journalists full-time, who are unaware that their boss is a fictitious 'deepfake' avatar. Percepto boasts of having also used avatars to recruit/subvert real-world activists and social media influencers, feeding them narratives that serve their clients' agendas. (Link: [Report](#))

### Using a fictitious 'investigative reporter'

Anita Pettit is an 'investigative journalist' and a publisher of an investigative website – yet she is not a real person, but rather an avatar operated by Percepto employees against the opponents of the company's clients. 'We've been operating this investigative specific journalist ... from 2019,' said Burstien. 'She is French. She lives in Paris, she's an avatar of course'



**Figure I**



## Trainer's Note

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# Module 5: Effective Training Design



## Learning Objectives

By the end of this module, participants will be able to:

- Understand how to survey and research trainees' real-world needs and limitations to guide curriculum design.
- Develop an incremental modular curriculum that incorporates learn-by-doing exercises and step-by-step knowledge tests.
- Master facilitation techniques to create interactive learning sessions, including role-play exercises to enhance trainer or facilitator skills.
- Implement a streamlined monitoring and evaluation (M&E) system using baseline surveys, pre/post-surveys, and key informant interviews to assess training effectiveness.
- Apply practical strategies to adapt training frameworks and facilitation techniques based on participant feedback and evaluation outcomes.



## Training Materials

The training materials needed include the items below, you can add more materials based on your customised training methodology.

- Presentation Slides
- Cardboards
- Flashcards
- Sticky Notes
- Flip Charts
- Markers
- Tapes/Pataflix/Blu Tac
- Activity Sheets
- Stickers
- Scissors
- Projector/Blank Wall
- Laptops



## Trainer's Note

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## Lessons

The following topics will be covered in this lesson

- [Understanding Beneficiary Needs: How To Survey/Research Your Trainees' Real-World Needs And Limitations/Challenges To Guide Your Curriculum Design](#)
- [Developing Training Frameworks: How To Design An Incremental Modular Curriculum That Uses Learn-By-Doing Exercises And Step-By-Step Knowledge Tests](#)
- [Facilitation Techniques: Tips For Facilitating Interactive Learning Sessions, With Role-Play Exercises To Perfect The Role Of A Trainer Or Facilitator](#)
- [How To Implement A Simple M&E System For Training Effectiveness](#)



## Trainer's Note

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### Overview

This lesson focuses on understanding beneficiary needs through effective surveying and research to guide curriculum design. Topics include defining beneficiary needs and the importance of needs assessment. The lesson covers the purpose of needs assessment, determining training needs, steps in performing GAP analysis, and the dangers of training without a proper needs assessment. Additionally, it addresses challenges and considerations, outlining common challenges and possible interventions. Finally, the lesson explains how to apply these findings to curriculum design by aligning objectives and integrating the assessment results into training modules.



### Objective

Participants will be able to effectively survey and assess trainees' needs and limitations, perform GAP analysis, and integrate these findings into a well-aligned curriculum design.



### Topics

The topics to be covered in this lesson includes:

- Beneficiary Needs
- Needs Assessment
- Challenges and Consideration
- Application to Curriculum Design



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson '*Understanding Beneficiary Needs: How To Survey/Research Your Trainees' Real-World Needs And Limitations/Challenges To Guide Your Curriculum Design.*' Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce the concept of understanding beneficiary needs and the importance of conducting needs assessments.
- Start by defining beneficiary needs and explaining the purpose of needs assessments.
- Discuss how to determine training needs and outline the steps in performing GAP analysis, emphasising the dangers of training without proper needs assessments.



## Trainer's Note

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- Illustrate common challenges and possible interventions with real-life examples.
- Demonstrate how to align training objectives with assessment findings and integrate these insights into curriculum modules.
- Use practical examples and case studies to show the application of these concepts, and encourage participants to interact, ask questions, and share their experiences.



### Interactive Activity

Facilitate a hands-on session where participants are divided into small groups to conduct a needs assessment for a hypothetical training program. Provide examples of various training scenarios and ask each group to identify beneficiary needs, determine training gaps, and perform a GAP analysis. Use real-life case studies to illustrate these processes and show their practical applications. Encourage groups to collaborate, ask questions, and share their findings.

Conclude the activity by having each group present their needs assessment and discuss how they would integrate their findings into curriculum design, fostering interaction and critical thinking.



### Case Study Analysis

Present a detailed case study that demonstrates the process of understanding beneficiary needs and conducting a needs assessment for curriculum design.



### Trainer's Note

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Divide participants into small groups and provide each group with a different case study scenario. Task them with identifying beneficiary needs, determining training gaps, and performing a GAP analysis based on the case study. Encourage participants to interact, ask questions, and clarify concepts throughout the exercise. After the group exercise, have each group present their findings and discuss how they would integrate these insights into a training curriculum.



### Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



### Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles. Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



### Trainer's Note

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## Summary and Conclusion

To wrap up the lesson, encourage participants to reflect on and share their key insights from the session. Facilitate the discussion with prompts like, “What is the most valuable concept you gained today?”



## Practical Examples and Case Studies

Using the case study below, work with participants to identify the best way to identify training needs of the participants. This case study should illustrate how conducting a comprehensive needs assessment can significantly enhance the design of a fact-checking training curriculum.

**Case Study:** *In Mali, a project aimed at improving fact-checking skills for local journalists sought to design a training curriculum that would address their real-world needs and challenges. The goal was to ensure the curriculum was practical and effective in helping journalists combat misinformation and improve reporting accuracy.*



## Trainer's Note

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**Overview**

This lesson focuses on developing effective training frameworks and designing incremental modular curricula that incorporate learn-by-doing exercises and step-by-step knowledge tests. The lesson begins with an introduction to training frameworks, defining their importance and exploring best practices for designing them using the ADDIE model. It also covers the concept of modular incremental learning, emphasising its benefits and significance.

Participants will learn the steps involved in designing modular incremental learning systems, ensuring that each module builds upon the previous one and includes practical exercises and knowledge assessments to reinforce learning outcomes.

**Objective**

Participants will be able to design effective training frameworks and incremental modular curricula that incorporate learn-by-doing exercises and step-by-step knowledge tests.

**Topics**

The topics to be covered in this lesson includes:

- Training Framework
- Modular Incremental Learning

**Trainer's Note**

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Developing Training Frameworks: How To Design An Incremental Modular Curriculum That Uses Learn-By-Doing Exercises And Step-By-Step Knowledge Tests*’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

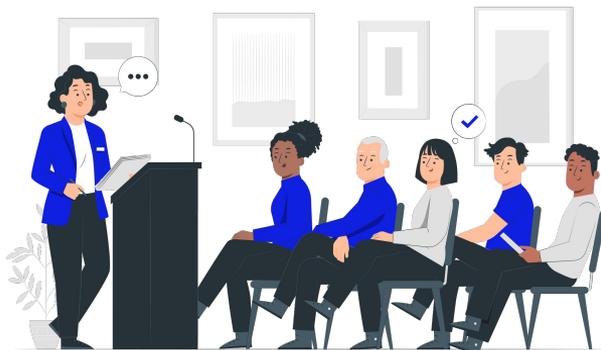
Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce the concept of training frameworks, starting with their definition and importance.
- Explain how to design a training framework using the ADDIE model
- Highlight best practices for creating effective frameworks and use an example framework to illustrate these points.
- Discuss modular incremental learning, detailing its benefits and importance.



## Trainer's Note

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- Walk through the steps involved in designing a modular incremental learning system, ensuring each module builds on the previous one.
- Demonstrate these concepts through practical examples and real-life case studies, showing how learn-by-doing exercises and step-by-step knowledge tests can be integrated into the curriculum.
- Encourage participants to ask questions and interact throughout the presentation to reinforce their understanding.



### Interactive Activity

Organise a hands-on session where participants are divided into small groups and tasked with designing a modular incremental training framework for a specific topic. Provide each group with a different training scenario and an example framework. Ask them to outline the steps using the ADDIE model, incorporating learn-by-doing exercises and step-by-step knowledge tests.

Encourage participants to collaborate, ask questions, and share their design approaches. Conclude the activity with each group presenting their framework, fostering discussion and critical thinking about the various design strategies employed.

Here is an activity to get you started

Using the ADDIE MODEL,

- conduct training need analysis and
  - create a training plan for your project
- using this [document](#)



### Trainer's Note

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## Case Study Analysis

Present a detailed case study that exemplifies the process of designing a training framework using the ADDIE model and developing a modular incremental learning system. Engage participants in a group exercise where they apply what they've learned by analysing the case study and creating their own training frameworks.

Provide each group with a different aspect of the case study to focus on, such as developing modules, designing learn-by-doing exercises, or creating step-by-step knowledge tests. Encourage participants to interact, ask questions, and seek clarification of concepts. Have each group present their findings and design approach to the class for further analysis and feedback.



## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles. Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Trainer's Note

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## Summary and Conclusion

To wrap up the lesson, encourage participants to reflect on and share their key insights from the session. Facilitate the discussion with prompts like, “What is the most valuable concept you gained today?”



## Trainer's Note

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**ANALYSIS OF TRAINING NEEDS**

The Prompt	The need for the training
<b>Who are your target audience?</b>	
Describe the problem or insight that inspires a need for a training program and the consequences if the needs are not addressed.	<p><i>Complete the following needs assessment statement:</i></p> <p>A training program about _____ should exist because (target audience) are not _____</p>
<b>Learners personas</b>	
<i>Create a fictional personas that summarise the key features of your target audience</i>	
<b>What the training course is about?</b>	
<p><i>Complete the following statement:</i></p> <p><b>Our training program or course will address the need by teaching learners about these major themes/lessons/topics:</b></p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> </ol>	



**Trainer's Note**

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#### TRAINING PLAN

<b>Training/course title:</b>	
<b>No. of learners:</b>	
<b>Type of training method:</b>	
<b>Training modality:</b>	
<b>Timelines:</b>	
<b>Activities:</b>	
<b>Resources:</b>	<b>Physical resources:</b>  <b>Human resources:</b>  <b>Others:</b>
<b>Budget:</b>	
<b>Training outcome/result:</b>	
<b>Evaluation method:</b>	



#### Trainer's Note

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### Overview

This lesson focuses on facilitation techniques for interactive learning sessions, providing tips to enhance the role of a trainer or facilitator. Key topics include understanding learners and their needs, creating an effective learning environment, and strategies for engaging participants in training. The lesson also covers the use of role-play exercises to help trainers perfect their facilitation skills, encouraging active participation and practical application of the techniques discussed.



### Objective

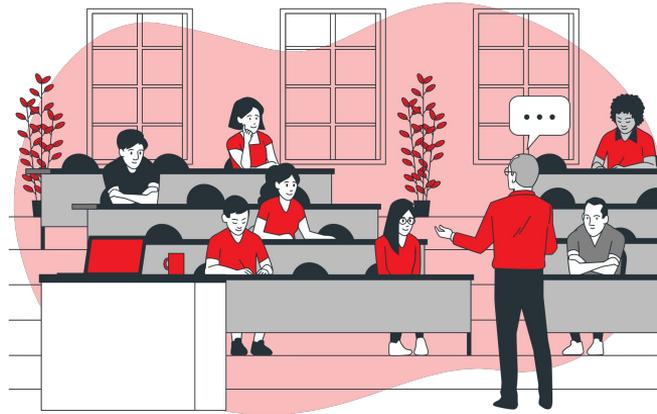
Participants will be able to apply effective facilitation techniques, create engaging learning environments, and use role-play exercises to enhance their skills as trainers or facilitators.



### Topics

The topics to be covered in this lesson includes:

- Facilitation Techniques



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*Facilitation Techniques: Tips For Facilitating Interactive Learning Sessions.*’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce key facilitation techniques and their importance in interactive learning sessions.
- Start by explaining how to understand learners’ needs and create an effective learning environment.
- Discuss strategies for maintaining participant engagement throughout training.



## Trainer’s Note

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- Use role-play exercises to demonstrate these techniques in action, showing how they can be applied to real-life scenarios.
- Highlight practical examples and best practices for facilitating engaging sessions, and encourage participants to ask questions and practice the techniques during the presentation to reinforce their learning.



### Interactive Activity

Organise a role-play exercise where participants practice facilitating interactive learning sessions. Assign each participant or group a specific facilitation technique to focus on, such as engaging learners or creating a supportive learning environment. Provide scenarios that mimic real training situations and ask participants to apply their assigned techniques in these scenarios.

Encourage participants to interact, provide feedback, and ask questions to refine their facilitation skills. Conclude with a discussion on the effectiveness of different techniques and how they can be adapted to various training contexts.

Here are some activities to initiate practice

#### A. Interactive Flipchart

- **Task:** Create an interactive flipchart that includes spaces for participants to write or place sticky notes. It could be used for brainstorming sessions, feedback, or questions.
- **Objective:** Develop techniques for fostering participant interaction and engagement.



### Trainer's Note

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## B. Visual Storytelling

- *Task: Create a flipchart that tells a visual story related to a workshop's theme. Use illustrations, symbols, and minimal text to convey the story.*
- *Objective: Practice using visual elements to enhance understanding and engagement.*

## C. Process Flowchart

- *Task: Design a flip chart that outlines a process or workflow relevant to your workshop. Use arrows, boxes, and labels to illustrate each step clearly.*
- *Objective: Enhance the ability to communicate processes and sequences visually.*

## D. Key Points Summary

- *Task: Design a flipchart that summarises the key points of your workshop's main topic. Include headings, bullet points, and visual aids to make the information clear and memorable.*
- *Objective: Learn how to effectively highlight and organise essential information.*

## E. Listening Skills

Imagine you are talking to someone who knows nothing about in-person trainings.

- *Research and explain to them how your method works*
- *What is it good for, when can they use it?*
- *What to keep in mind when facilitating.*



## Trainer's Note

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## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.



## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles.

Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To wrap up the lesson, encourage participants to reflect on and share their key insights from the session.

Facilitate the discussion with prompts like, “What is the most valuable concept you gained today?”



## Trainer's Note

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## Practical Examples and Case Studies

**Case Study:** You are facilitating a workshop on fact-checking for journalists from Bamako. The participants are actively engaged in discussing strategies to identify misinformation and promote accurate reporting. However, during a particularly sensitive discussion on a recent controversial news story about ethnic tensions and misinformation in social media, tensions rise unexpectedly.

As the facilitator, you notice that emotions are escalating among participants. Some are speaking over others, and non-verbal cues indicate frustration and disagreement. One participant, a senior journalist known for their strong opinions, becomes increasingly vocal, challenging the validity of the sources used in the story. Others start to show signs of disengagement, such as checking their phones or avoiding eye contact.

The challenge lies in managing the heightened emotions and maintaining a constructive dialogue without derailing the session. You need to address the following issues:

1. **Emotional dynamics:** The discussion has moved from analytical to emotional, requiring a shift in approach to de-escalate tensions.
2. **Maintaining engagement:** Participants are showing signs of disengagement or frustration, affecting the overall productivity of the workshop.
3. **Facilitation strategy:** You must decide how to intervene effectively, guiding the group back to a productive discussion while honoring differing viewpoints and ensuring all voices are heard.

Outline how you might handle this particular situation.



## Trainer's Note

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## Role Play Activity: Managing emotional dynamics in a training workshop

### Setup

- Divide into groups of 5–6 participants.
- Assign roles: Facilitator, Community Elder, Disengaged Participant, Engaged Participant, Neutral Participant, and Observer.
- Read the scenario context and background.

### Role Play

- Each group simulates a tense discussion about resource allocation for a community project during the training.
- Participants should act according to their assigned roles.



## Trainer's Note

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### Overview

This lesson provides an introduction to implementing a simple Monitoring and Evaluation (M&E) system to assess training effectiveness. It begins with an overview of M&E, including its definition, purpose, and fundamental principles, and covers how to develop clear and measurable learning outcomes aligned with M&E objectives. The lesson then explores the key components of a simple M&E system, such as baseline surveys, pre/post-surveys, and key informant interviews. Participants will learn practical tips for designing and implementing an M&E framework, including how to analyse and interpret data and utilise findings to improve training interventions.



### Objective

Participants will be able to design and implement a simple M&E system to evaluate training effectiveness, including formulating clear learning outcomes, utilising baseline surveys, pre/post-surveys, key informant interviews, and analysing data to guide decision-making.



### Topics

The topics to be covered in this lesson includes:

- What is Monitoring and Evaluation (M&E)?
- Components of a Simple M&E
- Designing & implementing M&E framework



### Trainer's Note

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## Training Methodology



## Welcome and Opening

Welcome your participants to the session and provide a brief introduction to the lesson ‘*How To Implement A Simple M&E System For Training Effectiveness*’ Encourage participants to share their existing knowledge on the topics to foster a collaborative learning environment and enrich the discussion with diverse perspectives. Present the learning objectives for this lesson to the participants to foster a sense of ownership and engagement in their learning process.



## Icebreaker

Facilitate a short, interactive activity to re-energise participants, improve focus, and promote engagement. Encourage participation and engagement.



## Presentation

Using your [slides](#) for visual engagement;

- Introduce the fundamental concepts of Monitoring and Evaluation (M&E), emphasising its importance in assessing training effectiveness.
- Explain the components of a simple M&E system, including baseline surveys, pre/post-surveys, and key informant interviews, with practical examples for each.



## Trainer's Note

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- Demonstrate how to design and implement an M&E framework, and use real-life case studies to illustrate the application of these components.
- Highlight how to analyse and interpret data to improve training interventions, and encourage participants to interact by asking questions and discussing their experiences with M&E practices.



### Interactive Activity

Facilitate a hands-on exercise where participants design and implement a basic M&E system for a hypothetical training program. Divide participants into groups and assign each group a different component of the M&E system, such as creating baseline surveys, developing pre/post-surveys, or conducting key informant interviews. Provide real-life case studies to guide their design process and use role-playing to simulate data collection and analysis. Encourage groups to present their M&E frameworks and discuss their approaches, fostering interaction and allowing participants to ask questions and provide feedback on each other's designs.

Here is an activity to get you started

*Create a pre-training survey for a training program to understand your participants expectations.*

#### HINT

- Highlight your participants abilities and background and
- Introduce topics you will focus on during the training



### Trainer's Note

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## Reflection and Application

Lead a reflective session where participants connect the presented topics to their work or context and encourage participants to consider how the knowledge gained can be applied in their roles or projects.

Here is an activity to initiate reflection

### *Reflection circle*

- *Form a circle or sit in a semi-circle, facing each other.*
- *Reflect on the importance of baseline surveys in M&E.*
  1. *Share one key concept or technique you learned today about conducting baseline surveys.*
  2. *Discuss how you plan to apply the tips for effective learning outcome statements in your work. How can clear learning objectives enhance training program effectiveness?*
  3. *Reflect on one practical tip for M&E implementation that stood out to you. How do you anticipate integrating this tip into your current or future projects?*



## Trainer's Note

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## Evaluation

Assess participants' understanding with an interactive Q&A session. Gamify the process to energise the group, using true/false, scenario-based, and multiple-choice questions to suit different learning styles. Maintain a relaxed and supportive atmosphere to ensure the assessment is both enjoyable and effective.



## Summary and Conclusion

To wrap up the lesson, encourage participants to reflect on and share their key insights from the session. Facilitate the discussion with prompts like, “What is the most valuable concept you gained today?”



## Trainer's Note

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**PHASE 3**  
**POST-TRAINING**

# Post-Training Feedback

**How can you measure the impact of your training? How can you identify areas for improvement?** Receiving feedback after each training session is crucial for your growth and development as a trainer. It's opportunity to refine your methods, enhance the effectiveness of your sessions, and ensure that your efforts are recognised and appreciated. Feedback also fosters open communication between you and your trainees, creating a collaborative environment where everyone feels heard and respected.

When you receive feedback, it typically begins with an introduction expressing gratitude for your efforts and explaining the feedback's aim for your continuous improvement. Trainees will reflect on the quality of your content, delivery, and engagement, evaluating the clarity, relevance, and comprehensiveness of the material, your presentation skills, and how well you encouraged participation.

They will assess the usefulness and accessibility of your training materials, comment on pacing and timing, and consider how well the training prepared them for real-world applications. Your expertise will be evaluated based on your knowledge and credibility, and you'll receive an overall assessment of trainee satisfaction and recommendations.

**What are the methods you can adopt to collect feedback from trainees?**

- **Surveys and Questionnaires:** Use both quantitative (rating scales) and qualitative (open-ended questions) methods.
- **Direct Feedback:** Encourage trainees to provide verbal feedback at the end of the session.
- **Follow-Up Interviews:** Conduct one-on-one or group interviews to gather deeper insights.
- **Observation and Self-Assessment:** The trainer can self-assess and compare their perceptions with trainee feedback.

Receiving post-training feedback is essential for enhancing your skills and the effectiveness of your training sessions. Thoughtful, constructive feedback helps you grow as a trainer and contributes to the overall success of the training program. Your openness to feedback and willingness to improve play a crucial role in this continuous improvement process.



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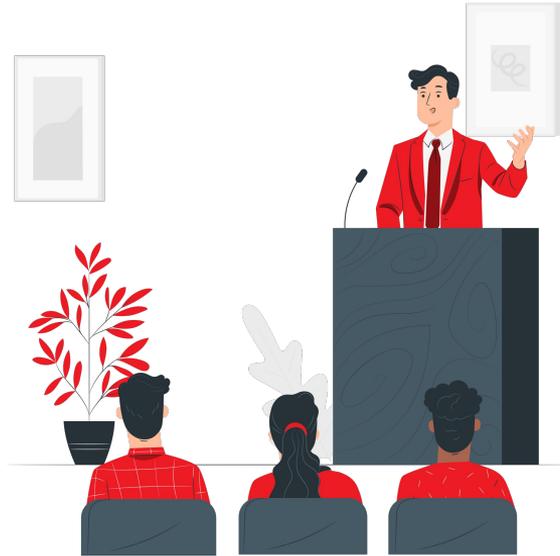
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# Follow-Up Activities

Follow-up activities are actions taken after a training session to reinforce and expand on the knowledge and skills acquired. These activities aim to ensure that the learning is effectively applied and retained over the long term.

- Schedule a feedback review session with trainees.
- Organise follow-up Q&A sessions.
- Provide additional resources like articles and videos.
- Assign practical tasks or projects.
- Offer personalised coaching sessions.
- Create peer discussion groups.
- Conduct follow-up surveys.
- Schedule regular check-ins.
- Organise refresher courses or updates.
- Establish mentorship programs.
- Create online forums or communities.
- Implement performance tracking systems.
- Recognise and reward successful trainees.
- Offer advanced workshops or additional training sessions.



## Trainer's Note

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# **ENGAGEMENT ACTIVITIES**

# Icebreakers

Here are some activities you can leverage to re-energise participants, improve focus, and promote engagement.

## A. The Name Game

- Participants to stand in a circle. 
- One participant to start by saying their name and a positive adjective that starts with the same letter (e.g., "Joyful John"). 
- The next person repeats the previous names and adjectives before adding their own (e.g., "Joyful John, Creative Carla"). 
- Continue around the circle, with each person repeating all the previous names and adjectives. 

## B. Personal Object

- Think of an object (real or imaginary) that represents something about your experience or interest in monitoring and evaluation.
- Share what your object is and briefly explain why you chose it.

## C. Storytelling Circle

- Form a circle with all participants and establish a storytelling order.
- Two or three participants to share a brief story or anecdote about a memorable experience in identifying or addressing beneficiary needs.



## Trainer's Note

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# Role Play

## A. Social Media Fact-Check

**Scenario:** A controversial news article is spreading rapidly on social media, claiming a recent scientific study has proven a common household product cures a major disease.

### Participants/Roles:

- **Fact-Checker:** One or more participants acting as fact-checkers.
- **Content Distributor:** One participant acting as the person who shared the article on social media.
- **Expert Source:** A participant playing the role of a subject matter expert (e.g., a scientist or medical professional).

**Objective:** To determine the accuracy of the news article and provide a verified response.

### Steps:

1. **Initial Interaction:** The fact-checker contacts the content distributor to ask for the source of the article and any additional information.
2. **Source Verification:** The fact-checker identifies the original source of the article and checks its credibility (e.g., the website's reliability, the author's credentials).
3. **Expert Consultation:** The fact-checker contacts the expert source to verify the scientific claims made in the article.
4. **Report Creation:** The fact-checker compiles a report detailing the findings, highlighting verified facts, debunked myths, and providing evidence from credible sources.
5. **Final Interaction:** The fact-checker explains the findings to the content distributor and suggests how to correct the misinformation on their social media platform.



## Trainer's Note

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**Outcome:** The fact-checker learns how to trace information back to its source, verify facts with experts, and communicate findings clearly and effectively.

## B. Political Speech Analysis

**Scenario:** A politician gives a public speech with several claims about economic statistics and policy impacts.

### Participants:

- **Fact-Checker:** One or more participants acting as fact-checkers.
- **Politician:** A participant delivering the speech.
- **Audience:** Participants acting as the audience who may ask follow-up questions or express doubts.

**Objective:** To verify the factual accuracy of the claims made in the speech.

### Steps:

1. **Speech Delivery:** The politician delivers a prepared speech containing various factual claims about the economy, employment rates, policy impacts, etc.
2. **Initial Reaction:** The audience and fact-checkers note down the claims they find questionable or want to verify.
3. **Research Phase:** The fact-checkers research each claim using reliable sources such as government databases, reputable news organizations, and expert analysis.
4. **Verification:** Fact-checkers cross-check data and consult with economic experts if necessary to verify the accuracy of the claims.
5. **Report Presentation:** Fact-checkers present their findings to the audience, explaining which claims were true, which were false, and which were misleading or lacking sufficient evidence.
6. **Audience Interaction:** The audience asks questions or expresses concerns about the findings, and the fact-checkers address them with additional information and context.

**Outcome:** The fact-checkers develop skills in quickly identifying and researching claims, using reliable data sources, and presenting clear, evidence-based conclusions.



## Trainer's Note

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# Training Content

## Module One: Understanding Fact-checking Concepts

- [Basic Fact-Checking Principles And Definitions Of Mis/Dis/Malinformation](#)
- [What is Verifiable?](#)
- [Fact-Checking Workflow/Management Processes And Policies, For Various Environments](#)

## Module Two: Advanced Fact-checking Tools and Techniques

- [Investigative Fact-Checking: Using Open Source Intelligence \(OSINT\) Public Records And Other Primary Sources To Fact-Check Misleading Claims](#)
- [Digital fact-checking tools: an overview of the most effective free-to-access digital tools for fact-checking video, images, audio and multimedia content.](#)
- [Introduction to the tools and techniques needed to identify manipulated media, AI or synthetic content, and deep fakes.](#)

## Module Three: Creating Systems To Detect Disinfo, Hate Speech And Info Manipulation

- [Development of localised lexicons of trigger/coded language and actor watchlists to detect 'toxic' narratives or campaigns, and the puppet masters behind info manipulation](#)
- [Using Social Media Intelligence \(SOCMINT\) Techniques To Set Up Early Warning Systems](#)
- [OSINT: How To Use Open Source Intelligence \(OSINT\) Tools And Techniques To Track Networks And Other Evidence On Web Platforms.](#)
- [Generative AI: The impact of new technologies such as generative AI in the fight against disinformation and other information manipulation.](#)

## Module Four: Effective Training Design

- [Understanding Beneficiary Needs: How To Survey/Research Your Trainees' Real-World Needs And Limitations/Challenges To Guide Your Curriculum Design](#)
- [Developing Training Frameworks: How To Design An Incremental Modular Curriculum That Uses Learn-By-Doing Exercises And Step-By-Step Knowledge Tests](#)
- [Facilitation Techniques: Tips For Facilitating Interactive Learning Sessions, With Role-Play Exercises To Perfect The Role Of A Trainer Or Facilitator](#)
- [How To Implement A Simple M&E System For Training Effectiveness](#)



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