

EFISCENS

TRAINING CATALOG



Training for trainers



**Sustainable, equitable and inclusive partnerships
in international aid: strategies and best practices**



**From planning to implementation: tailored strategies
for mobilizing CSO resources**



**Building resilient organizations: management
and strategic planning in international aid**



**Improving CSO performance: Management and diagnostics
for concerted, targeted action**



Harness time management to maximize impact

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This training catalog is based on sessions that Efiscens has already tested and offered to participants working in the sub-region. The Capacity Building section is based on the book “Piloting Change¹,” to which Efiscens contributed. The training course on resource mobilization is based on a book entitled “Mobilisation des ressources²”, written by Irène Sesmaisons, with the [French version](#) published in December 2024 and the [English version](#) published in May 2025. This publication has been shared by numerous networks and republished many times on LinkedIn.

Efiscens’ website features testimonials from various participants in the training courses.

The training courses described in this catalog are intended for those involved in the international aid sector.

Efiscens can also answer to other needs of training expressed by actors of the sector.

OUR PEDAGOGIC APPROACH

Efiscens follows certain ethical principles to ensure a respectful and effective learning environment that is conducive to the personal and professional development of all participants:



respect for the dignity
of learners,



respect for
cultural differences,



the confidentiality
of personal information
and assessment results,



the promotion of autonomy
by encouraging participants
to develop their critical thinking
and decision-making skills,



collaboration and support,
by promoting an environment
in which learners support each other
and where team work is encouraged.

The materials prepared by Efiscens are based on the experience accumulated by [Irène Sesmaisons](#), who develops and leads training courses for Bioforce Institute, Expertise France, Ecole 3A, and other partners. Irène has completed nearly 3,000 hours of training since 2018.

She is taking the “**Masterclass and Expertise Workshops**” modules of the DCAF (training facilitator skills development) program at the Collège des Formateurs. Irène Sesmaisons is currently undergoing **ECQM certification** (EFQM 2025 Model - 7 levers to transform your organization). Finally, the process to be officially recognized as an “Approved Provider Program” by the CFRE (Certified Fundraising Executive) is also underway.

Our training courses are resolutely **participation-based**. Our aim is not to dispense knowledge but to engage with participants in order to promote exchanges between them and practical sessions.

Irène can deliver the training modules included in this catalog in person, remotely, in French, and in English. She can also respond to other requests depending on needs (time management training, human resources management, or financial management of a project).

In case of remote learning, specific tools are used, in particular those provided by Zoom and Klaxoon platforms, as well as other tools designed specifically for virtual classrooms. Used to working with the **Moodle** platform, Irène will be able to adapt to other resource centers (360learning..).

We endeavor to be **flexible** enough to ensure that the schedule is managed effectively, so that each session can benefit from the time allocated for participants to fully benefit from the content. We follow the pedagogical objectives and at the same time pay attention to the expectations expressed in order to adapt the material as necessary. Before or at the beginning of the training, the description of expectations allows us to collect the experiences of each participant and to reassess any needs that have not yet adequately been addressed.

¹Piloting Change: how to monitor and evaluate capacity-building approaches

²Resource mobilization by national NGOs

³Questionnaire used as an example in the book to which Irène Sesmaisons contributed “Piloter le changement, comment suivre et évaluer les appuis au renforcement des capacités”.

We review our **pedagogical scenarios** during each break to adapt our training to participants and unforeseen circumstances. We use teaching methods tailored to the specificities of andragogy to ensure participants' continued attention.

If necessary, we suggest that the theoretical module (pwp support) be accompanied by a **training booklet** listing the main tips and exercises proposed during the training. This training booklet is part of the deliverables and is given to each participant.

In addition to the theoretical module, we provide a **series of documents** in various formats when appropriate. These documents serve as reference tools and sources of information for participants, enabling them to improve their practice after the training and continue learning as they work along.

Each training session is designed to include a mix of theory, methods, practical activities, and transfer based on the **principles of andragogy**:

STEP
1

PARTICIPATORY APPEAL

This step involves facilitating the introduction of the topic through a participatory approach. We use questions, experience sharing, challenges, surveys, brainstorming, educational games, etc.

STEP
2

THEORY

The slides presented are simple and contain little information. They are based on videos and experiences shared by the trainer and/or participants, depending on the audience. We also provide shared readings of documents summarizing the key principles to be remembered.

STEP
3

APPLICATION

In this phase, we use exercises to concretely apply what has been learned. The techniques used combine group work, case studies, real-life scenarios, Q&A sessions, etc.

STEP
4

TRANSFER

This refers to the way in which the lessons learned during the training can be applied in the participant's daily life. We use interactive tools, discussions, Q&As, quizzes, role-playing, etc.

The **training days** are structured around specific times:

- Whenever possible, we assess participants' **knowledge levels** before the training begins, providing a baseline that enables them to evaluate their level of knowledge. If this assessment cannot be completed beforehand, we conduct it at the beginning of the training as part of an activity designed to gather participants' **expectations**.
- Each training day ends with a period of **individual reflection** and **sharing**.
- A fun **learning review** is offered every morning to check understanding (word clouds, participatory question and answer sessions, quizzes, etc.).
- Break times are planned and adapted to the specific prerequisites of each country (praying times, if applicable).

We are committed to ensuring the **efficiency of our training courses and their evaluation** during and after the program, in order to measure the concrete changes introduced by participants. Several evaluation tools can be used, such as the Kirk Patrick method.

The Kirkpatrick model assesses the training impact using four levels of evaluation:

- **Feedback**: the learner's level of satisfaction.
- **Learning**: what they have learned.
- **Behavior**: how their way of working has changed, the extent to which they have transferred what they have learned to their colleagues.
- **Results**: the impact on the organization's performance and/or on the service provided.

We also use immediate satisfaction evaluation surveys: "You have just participated in a training session (specify title) and we would like to know your opinion³" or post-training follow-up surveys.

The evaluation is also designed internally and the materials are systematically updated after each session to take into account lessons learned and current events when these affect the contents of the training (latest developments, innovations in AI, etc.).

³ Questionnaire used as an example in the book to which Irène Sesmaisons contributed "Piloter le changement, comment suivre et évaluer les appuis au renforcement des capacités".

EFISCENS TRAINING CATALOG

TRAINING OF TRAINERS



OBJECTIVES

Target skill

Know how to develop, lead and capitalize on a participative training action, whether distance or face-to-face, using the latest technological advances available.

Pedagogical objectives

At the end of this course, participants will be able to:

- **Understand and integrate the specifics of andragogy** into their practice
- **Master the pedagogical rhythm** and phases of an adult training course
- **Prepare the various elements** that comprise face-to-face and distance training materials
- **Use AI** to improve training materials
- **Lead** a dynamic and participative **classroom training session**
- Develop and deliver a **virtual classroom**
- **Assess a training action** before and after training
- **Assess training practice**



PROGRAM

The program varies according to the number of participants, taking into account the importance given to the simulation of a participative training session, which will enable each participant to test his or her ability to lead a training session, and the other participants to build up a capitalization base on practical examples.

DAY 1 SCHEDULE

Morning

- **Introduction**, presentations, expectations
- **M1** Specificity of adult learning: differentiating pedagogy and andragogy and consequences for practice (theory and practical activity)
- **M2** Methods, phases and techniques for teaching and leading adult training courses

Afternoon

- **M3** Steps in designing a training action and a training plan: actions to be undertaken and tools to be used before, during and after training (principles and practical test on each tool)
- **M4** Assessing a training action: participant evaluation and trainer self-evaluation (practical exercise)
- **Q&A session**



TEACHING METHOD

The method deployed by Efiscens has been described above. Here, we would like to emphasize those elements that are specific to the train-the-trainer module. This training emphasizes not only **know-how** as a trainer, but also **"savoir être"**, which is very important in the practice of a trainer.

Tools adapted to both face-to-face and distance learning will be offered throughout the course, which is designed as a shared learning experience.

Time will be set aside for sharing experiences and for self-reflection on one's own practice (follow-up grid provided).

This training is very practical, as participants will in turn have to develop a training session during the module.



PREREQUISITES

There are no prerequisites for this course, other than the desire to become a trainer or to improve one's current training practice. It is preferable to already be familiar with and ideally have expertise in the subject(s) that the participant wishes to teach.



AUDIENCE

Trainers who have already practiced andragogy or adults wishing to learn to become trainers.

DAY 2

Morning

- **Learning review**
- **M5** AI in training programs: when and how to use it wisely and to achieve which objectives (theory and practical exercises)
- **M6** Facilitating participative and engaging training: from theorist to inclusive facilitator (tools and practice). Sharing tools for face-to-face facilitation
- **Public speaking**: principles and practical techniques (hands-on exercises)
- **M7** The special case of the virtual classroom, tools and tests

Afternoon

- The special case of the virtual classroom (continued)
- **M8** Managing difficult behaviors: how to manage these behaviors, maintain group cohesion while remaining attentive (tools and role-plays)
- **M9** NVC: how a trainer can use and draw on NVC techniques when needed
- **Q&A session**
- **Preparing group work** for Day 3

DAY 3

Morning

- **Learning review**
- **M9** Conducting a training session
- **Presentation of the day**: participants become trainers and participants capitalize. Work preparation: running a training session

Afternoon

- Continuation of application exercises
- **Q&A session**
- First rapid capitalization

DAY 4

Morning

- **Review of capitalization** and sharing of lessons learned
- Continuation of application exercises

Afternoon

- Continuation of application exercises
- **M10** Capitalization: lessons for them as a trainer
- Capitalizing on training

The format (number of days) of this training course can evolve according to the needs expressed. It is best suited to face-to-face training, but can easily be adapted to a distance learning approach.

SUSTAINABLE, EQUITABLE AND INCLUSIVE PARTNERSHIPS IN INTERNATIONAL AID: STRATEGIES AND BEST PRACTICES



OBJECTIVES

Target skill

Know how to distinguish between the different forms of partnership and the factors to be taken into account to set up relevant and efficient partnerships within the framework of international solidarity projects.

Pedagogical objectives

At the end of this course, participants will be able to:

- Learn about the **historical development** of the partnership approach in the aid sector
- **Understand the current context** of equitable partnerships in the aid sector
- **Identify the different types of partnership** in the aid sector
- **Define the concept** of partnership
- **Master the stages and tools** of a sustainable partnership
- Understand **how a consortium works**
- **Apply** what they've learned
- **Comprehend the issues** and principles of capacity building in international action.
- **Identify key skills** and levers to boost the effectiveness of the stakeholders involved.
- **Acquire tools and methods** to design and evaluate capacity-building actions.



PROGRAM

The program can be divided into two days, in which case it does not include the last day devoted to Capacity Building.

DAY 1 SCHEDULE

Morning

- **Introduction**, presentations, expectations
- **Part 1: Partnerships**
- **M1** Partnerships for whom? For what? With whom?
- Concrete examples of partnerships, interactive exercise
- **M2** Major international trends and the future of partnership in international aid: GB, ODD, co-creation and consequences for partnerships
- **Sharing, Q&A**



TEACHING METHOD

The method deployed by Efiscens has been described above. Participants consider this training to be very practical, as a tailored case study is used at the end of each module to illustrate all the steps with concrete examples, that include, for instance, a simulation of a negotiation meeting between several potential partners.

A large number of documents are handed out with this training course, to demonstrate the veracity of the theoretical parts through concrete examples of capitalization carried out by international solidarity operators. Partnership is at the heart of today's radical transformations, and there is no shortage of initiatives to reflect on the changes that are essential. Efiscens is a member of several of them, including Catalyst Now and Ringo Project.



PREREQUISITES

No specific prerequisites, but a few years' experience in the international humanitarian and development sector is a bonus for understanding and grasping the specifics of this sector and related partnerships.



AUDIENCE

Managers and agents working in international aid, development actors, project managers and coordinators.

Afternoon

- **M2** [continuation] Innovative financing, Relational equity, INGOs, NNGOs, Trust-based philanthropy, PPPs, PPPPs
 - **M3** Partnership success and failure factors: tips for leading a successful partnership to the benefit of all stakeholders involved
 - Fundamental principles of partnership for seven international solidarity stakeholders
 - Seven steps to a sustainable partnership: seven-step partnership tools for success factors
 - **M4** Getting ready: ECQM diagnosis, SWOT, stakeholder mapping, practical exercise based on a case study
 - **Q&A session**
-

DAY 2

Morning

- **Learning review**
 - **M5** Choose: win-win matrix, risk analysis matrix, practical exercise based on a case study
 - **M6** Defining partnership terms and conditions, practical exercise based on case study
 - Partnership contracts
 - The special case of the consortium
-

Afternoon

- The special case of a consortium (continued)
 - **M7** Evaluate and capitalize upon partnership actions, partnership quality indicators
 - **Case studies**
-

DAY 3

Morning

- **Learning review**
 - **Part 2:** Capacity building
 - **M1** Definition, challenges and levels of capacity building
 - Specific challenges in the Western African context
 - **M2** Diagnosis of capacity needs: review of existing diagnostic tools, rapid diagnostic case study
-

Afternoon

- **M3** Designing and implementing a capacity-building plan tailored to identified needs: which actions with what resources, by whom, when, with what objective. SMART tool, RACI tool, simplified action plan Continuation of application exercises
 - **M4** Monitoring and evaluating capacity-building initiatives: methods and tools
 - **Q&A session**
 - Capitalizing on training
-

FROM PLANNING TO IMPLEMENTATION: TAILORED STRATEGIES FOR MOBILIZING CSO RESOURCES

OBJECTIVES



Target skill

Know how to analyze the organizational context, define appropriate strategies and effectively mobilize the resources needed to ensure the sustainability and development of a CSO.

Pedagogical objectives

At the end of this course, participants will be able to:

- **Linking the issue** of resource mobilization to the international context
- Understand **how to prepare their organization** for a resource mobilization policy
- Understand **the business model and its implications** for resource mobilization strategy
- Know the **different sources of financing available** and how to access them
- **Identify solutions** for building equity capital
- **Build and monitor a resource mobilization plan** in line with the organization's strategy and preferred business model

PROGRAM

The program can be spread over three days, in which case it does not include the last day dedicated to the resource mobilization plan of the organization or representatives of participating organizations.

This program can also be configured in such a way that the 4th day is separated from the first three, enabling follow-up actions based on what was established during the initial training period, with possible support from the trainer. Support can also be provided after the training has finished.

DAY 1 SCHEDULE

Morning

- **Introduction**, presentations, expectations
- **Part 1**: Resource mobilization strategy
- **M1** the current international context and its impact on resource mobilization by NGOs.
- **Putting it into practice**: What is the specific context of my organization?
- **Sharing, Q&A**



TEACHING METHOD

The method used by Efiscens is described above. This training course proposes a mapping exercise to help participants identify and target funding opportunities that are fully adapted to their context, based on their country of operation. This mapping exercise enables participants to work on concrete examples of donors who are genuinely likely to fund the organizations in which they operate.

The work is very practical, and the most popular exercise is that of replacing the donors and selecting or not the proposals issued during the training.

Regular meetings are held with the organization(s) concerned to help them implement their resource mobilization plan or respond to funding requests, for example. This support is offered for up to 3 months after the training, depending on the needs expressed by participants.

The publication "**Mobilization of resources**" (Efiscens, April 2025) is often used as a complementary resource.



PREREQUISITES

No specific pre-requisites, but a few years' experience in the international humanitarian and development field is a plus, enabling them to fully understand and grasp the specificities of this sector and related issues.



AUDIENCE

Target audience: Managers and agents working in international aid, development actors, project managers and coordinators.

Afternoon

- **M2** How can I prepare my organization, what are the conditions to be met, what documents traditionally need to be ready, what are the preconditions for mobilizing resources?
 - **Specific L T R workshop**, Assessment of current situation and possible action plan
 - **Q&A session**
-

DAY 2

Morning

- **Learning review**
 - **M3** Business model, which model best to choose? for what? based on what? Increase resources? Which resources? Reduce expenses? Which ones? Which ones?
 - **Practical application** to the situation of the participating organization(s)
 - **M4** The importance of considering partnership
-

Afternoon

- **M5** The different sources of financing available: traditional sources, sources to build up equity capital, innovative sources
 - **Adapted practical application**
 - **Q&A session**
-

DAY 3

Morning

- **Learning review**
 - **M6** Practical workshop: the concept note
 - Write a dynamic, concrete and persuasive concept note
 - The concept note from the assessor's point of view, selection process
-

Afternoon

- Continuation of the exercise
 - **M7** Build long-term relationships with technical and financial partners
 - **Practical exercises**, role-playing
 - **Q&A session**
-

DAY 4

Morning

- **Learning review**
 - **Part 2:** The resource mobilization plan
 - **Reminder** of what has been achieved since the training began
 - **Summary** of preparatory action plan
 - **Resource mobilization plan:** The aim of this day is to complete the resource mobilization plan for each category of solution selected on the previous days.
-

Afternoon

- Continued work on the resource mobilization plan.
 - Full action plan for the coming months
 - Capitalization
 - Closing of the course
-

BUILDING RESILIENT ORGANIZATIONS: MANAGEMENT AND STRATEGIC PLANNING IN INTERNATIONAL AID



OBJECTIVES

Target skill

Master the management of a civil society organization and develop a strategy tailored to its objectives and organizational culture.

Pedagogical objectives

At the end of this course, participants will be able to:

- Understand the fundamentals of **managing a civil society organization**: "everything is linked"
- **Analyze the DNA**, mission and organizational culture and the link with the operational strategy of a «value-added» civil society organisation (CSO)
- **Develop a theory of change** based on the mapping of stakeholders and potential partnerships
- **Design a strategy** adapted to the organization's objectives, mission and culture
- **Use tools and methods** to develop, communicate and implement a strategic plan in line with the organization's identity
- **Monitor and evaluate strategy implementation** in accordance with the theory of change.



PROGRAM

The program below is a three-day course, but for better assimilation, it can be delivered over 4 days, allowing more time for practical experimentation workshops.

DAY 1 SCHEDULE

Morning

- **Introduction**, presentations, expectations
- **M1** Organization, define and understand the components of an organization, to achieve better performance
- Focus on Being, Communicating and Acting
- Components of organizational performance and drivers for change
- **Practical**: my organization
- **Sharing, Q&A**

Afternoon

- The strategic sequence
- **M2** Organizational project. Mission, vision, values, principles of action. Added value?
- **Practical application**
- **M3** Organizational diagnosis in relation to organizational components
- **Practical application**: action plan
- **Q&A session**



TEACHING METHOD

The method deployed by Efiscens is described above. This training includes very concrete applications so that participants can use the tools provided and finalize them after the training.



PREREQUISITES

No specific prerequisites, but a few years' experience of the international humanitarian and development sector is a plus in order to fully understand and grasp the specificities of this sector and those of non-profit organizations.



AUDIENCE

Target audience: Managers and agents working in international aid, development actors, project managers and coordinators.

DAY 2

Morning

- **Learning review**
 - **M4** stakeholder mapping and the SWOT tool. How to use them?
 - **M5** laying the foundations for tomorrow: the theory of change (ToC)
-

Afternoon

- **M5** ToC continued
 - **M6** Set out the strategic priorities and ambitions for each area in line with the ToC, the associative project, the TOWS and the action plan from the organizational diagnosis.
 - **Practical application**
-

DAY 3

Morning

- **Learning review**
 - **M7** Set the objectives for each strategic axis and the actions to be taken to achieve these objectives.
 - **Practical application**
-

Afternoon

- **M8** How, when and with whom - in particular, to lay the foundations of the resource mobilization strategy.
 - **Application**
 - **Q&A session**
 - Capitalizing on training
-

IMPROVING CSO PERFORMANCE: MANAGEMENT AND DIAGNOSTICS FOR CONCERTED, TARGETED ACTION



OBJECTIVES

The aim of this training course is to help an organization carry out an organizational analysis and define the associated action plan.

Target skill

Know how to analyze and assess the organization and partnerships of a CSO in order to develop, as a whole team, effective, concerted and targeted management and improvement actions.

Pedagogical objectives

At the end of this course, participants will be able to:

- **Understand the fundamentals of managing a civil society organization:** "everything is linked".
- **Implement a map** of players and programs
- **Analyze the various documents** that provide information on an organization's performance
- **Propose, understand and use SWOT** and TOWS analysis
- **Carry out an organizational diagnosis** and interpret the results
- Draw up a **participatory partnership diagnosis** and interpret the results
- **Design an action plan** capitalizing on the findings to lay the foundations for performance improvement using SMART objectives.

PROGRAM

This program is presented for a three-day training course, but it is more optimal to run it over 4 days, as this leaves more time for appropriation and the various exercises. If day 4 can be detached from the previous three days, this enables participants from the same organization to prepare the elements needed to draw up the action plan associated with the results of the organizational diagnosis.

DAY 1 SCHEDULE

Morning

-
- **Introduction**, presentations, expectations
 - **M1** Organization, defining and understanding the components of an organization, to achieve better performance
 - Focus on Being, Communicating and Acting
 - The components of organizational performance and the levers for change
 - **Practice:** my organization
 - **Sharing, Q&A**
-



TEACHING METHOD

The method deployed by Efiscens has been described above. This training includes very concrete applications so that participants can use the tools provided and finalize them after the training.



PREREQUISITES

No specific pre-requisites, but a few years' experience of the international humanitarian and development sector is a plus in order to fully understand and grasp the specificities of this sector, and in particular of civil society organizations, which are not-for-profit.



AUDIENCE

Target audience: Executives and agents working in international aid, development actors, project managers and coordinators.

Afternoon

- **M2** First step in organizational diagnosis, getting to know yourself: the DNA of your organization and the players who operate in the same fields of intervention.
 - **Practical exercise:** various definitions linked to DNA, including added value, and mapping of players.
 - **Q&A session**
-

DAY 2

Morning

- **Learning review**
 - **M3** SWOT and TOWS analysis: definition, use, related thinking, potentially useful information
 - **Practical application workshop**
-

Afternoon

- **M4** Organizational diagnosis: presentation of methods (ECQM) and the methodology proposed by Efiscens, questions to be answered, potential use, follow-up method, provision of a specific tool.
 - **Practical workshop** on organizational diagnosis
-

DAY 3

Morning

- **Learning review**
 - **M5** Partnership diagnosis: the partnership, the diagnosis (what objective, what results, what potential actions)
-

Afternoon

- **M6** sharing results, exploitation
 - **M7** action plan
 - **Q&A session**
 - Capitalizing on training
-

HARNESS TIME MANAGEMENT TO MAXIMIZE IMPACT



OBJECTIVES

This training provides members of an organization with tools and methods for solving time management problems at work.

Target skill

Boost your professional efficiency and that of your team by using time management tools and methods

Pedagogical objectives

By the end of the training, participants will be able to:

- **Identify the main obstacles** to effective time management, including personal, organizational, external, and internal factors.
- Master the fundamental concepts of **time management**.
- **Apply time management methods** and tools to improve performance.
- **Evaluate and adjust their time management strategies** based on their professional context.
- **Use artificial intelligence** to save time.

PROGRAM

This program is presented as a two-day training course. It includes many practical exercises. Before the training, it may be useful to ask participants to complete a questionnaire, which will give them an opportunity to reflect on the problems they have identified and their typical day's schedule. Their responses will help us adapt the materials accordingly.

DAY 1 SCHEDULE

Morning

- **Introduction** and roundtable discussion about expectations
- **M1** Time management factors related to organization
- **M2** Fundamental concepts of time management: definitions, laws, and problems
- **Workshops:** getting to know yourself, the laws of time management, and problems related to time

Afternoon

- **M3** First management tools: 5 principles, the pebble metaphor, 10 keys to effective time management
- **Workshops:** my pebbles... and the rest, good and bad practices, why/what to do
- End of the first day, post-it notes, **Q&A**



TEACHING METHOD

The Efiscens method has been described above. This training course is highly practical, with numerous planned workshops. The course is most effective when participants come from the same organization.



PREREQUISITES

No specific prerequisites, but having been employed by the same organization for several months in order to be able to analyze internal obstacles to optimizing time management is a plus.



AUDIENCE

Target audience: Executives and agents working in international aid, development actors, project managers, and coordinators.

DAY 2

Morning

- **Learning review**
 - **M4** Tools for effective time management: the Eisenhower matrix, planning and reverse planning
 - **Workshops:** prioritizing, planning
-

Afternoon

- **M5** Methods for effective time management: saying no, Pomodoro, SMART, procrastination,
 - **Practical workshops**
 - **M6:** shared time management moments
 - **Workshops:** shared office, meeting simulation
 - **M7:** AI—a gain or a waste of time?
 - **True/false**
 - Capitalization—what I learned, what I liked, what could be improved
-

TESTIMONIALS FROM PARTICIPANTS AND PARTNERS



“ Hello dear Irene,

A big thank you to you too for the quality of the training. The discussions are really fruitful and your relevant advice is taken into account by the team. We will not hesitate to call on you again. The whole team would like to thank you.

Best regards,



Dermbaye Alexis Reouhiri, Director (September 2023)



Financial management of projects, Dakar, 2023

“

After hundreds of hours spent learning about organizational management, trainer training, partnerships, and humanitarian financing. If there were a word stronger than “thank you,” I would find it to express my gratitude to one of the most inspiring and motivating trainers I have ever met thanks to Bioforce. Not only did Ms. Irène Sesmaisons pass on her passion for humanitarian work to us, she also reminded us of what the world expects of us.



Alfred Muzaliwa, Promotion representative (July 2025)



bioforce



الجامعة الألمانية الأردنية
German Jordanian University



Institutional funders, Dakar, 2024

“

My cooperation with Irene started as we worked together on developing pedagogic material for a graduate lecture.

From the very beginning, I was impressed by her professionalism, integrity, deep knowledge and longstanding experience in the humanitarian field.

Irene is among the few persons able to bridge between the academic and the humanitarian worlds.

She has supported me well beyond capacity development and she has been an extremely precious source of advice, whenever it comes to do research about humanitarian topics.

Thanks, dear Irene, wish you and Efiscens all the best. People like you can change the world!



Dr. Serena Sandri

Exchange Coordinator, Associate Professor (2022)



“ I appreciated the variety and number of documents/examples of real-life practical cases, which were very useful! I really enjoyed our discussions, working with you, your way of interacting with participants—including keeping them focused or waking them up—as well as the many examples you were able to draw on.



Lucie Barbier,
Donor Relations (May 2024)



“ Dear Irene, I would like to reiterate my sincere thanks for the training in this email. It will be a great help to me in carrying out my duties. It was a valuable opportunity for discussion and reinforcement. Thank you also for the materials.



Tiana Ratsimbazafy,
Participant Training Partnerships
(October 2023)



Diagnostic organisationnel AJAC Kalounayes,
Casamance, 2020

Organisational Diagnosis
APIT Humanitaire-
Développement,
2024



“ Hello Irene,
It was a pleasure to share these memorable moments with you. These fruitful and constructive exchanges will be a significant contribution to our young association, which aims to grow on a solid foundation. We are committed to continuous improvement with the involvement of all our partners.



Diakité Aminata Kayo
Executive Director (November 2023)



“ Hello Irene,

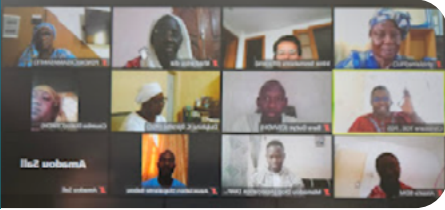
Congratulations on the high quality of your presentation yesterday. The feedback I received from my colleagues confirms my complete satisfaction. I am confident that we will continue this collaboration to ensure that BOM agents receive ongoing training on topics within your area of expertise.



Ibrahima Ndiaye,
Executive Director (2022)

Project writing workshop, Dakar, 2022





Mobilization of ressources, remote, 2024

“ My overall view of the modules is that they will be very useful in ensuring the sustainability and longevity of our projects. The training is very comprehensive, with lots of examples, and the trainer has a great command of the subject matter and provides comprehensive support. The trainer is a very good teacher. The teaching methods, facilitation, and listening skills are the strengths of the training. ”

Mamadou Diop,
Coordinator (July 2024)



“ Thank you again for the great work you have done with our CSOs on resource mobilization. ”

Christiane Toe,
Expert in CSO Capacity Building and Capitalization (July 2024)



“ I would like to thank you for your availability and willingness to help, and for your courtesy and sense of humor. I am delighted to have had the opportunity to participate in this training course and to have you as my trainer—you are excellent. ”

Nanitop Ronel Farida,
Program manager, ADIEFA (July 2024)

“ Thank you for the pragmatism and efficiency with which you support us. ”

Hamid Youssef Souleymane,
Project manager (July 2024)



Bioforce, Dakar, 2025

Efiscens serves international NGOs, national NGOs and foundations based or operating in French-speaking Africa.

We have developed and tested process models for theory of change, strategic planning, 360° organizational diagnosis, participative action plans and 360° partnership diagnosis.

We develop training materials (HR Management, Resource Mobilization, Financing Cycle, Financial Management, Equitable Partnerships, etc.) in response to capacity-building plans that we draw up in collaboration.

We carry out project monitoring/evaluation missions (action evaluations, change evaluations) - Caritas, Irrigasc, SPD, 5 JED projects, Fondation de France, Nebeday..

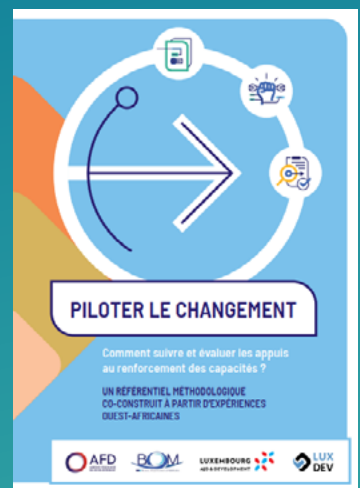
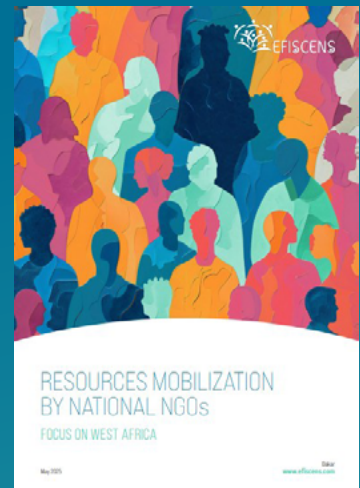
We have collaborated with **Padem** and its partners, Expertise France and its partners in the FGS program, ACF and its partners in the Confluences program, **Alima** and its partners, **IUCN/PPI** and its partners, **Fondation Chanel**, **Fondation de France/CFSI**, **Near East Foundation/AFIDBA**, **Save the Children**, **Play International**, **Jeunesse et Développement**, **Espelia/AFD/LuxDev/BOM**, **Caritas/Programme APPROCHE**, **Agence micro-projets**, **Planète Enfants et Développement**, **Africa Experts**, **Oversee Advising Group**.

We wrote and distributed the following reports:

- **"Resource mobilization by national NGOs"**, English and French versions
- **"What localization strategy for Save the Children West Africa?"**

We participated in the following reports:

- **"Managing Change"**
- **"Strengthening the ecosystem supporting philanthropy in West Africa"**.
- **"State of African CSOs"**



EFISCENS
Dakar, Senegal

www.efiscens.com