



**INNOVATION  
FOR CHANGE**  
MIDDLE EAST & NORTH AFRICA



**Advocacy And  
Campaigning  
Curriculum**

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## Introduction

Throughout the past decade, the world has witnessed a noticeable impact due to the closure of civic spaces before people and civil society organizations, while imposing further restrictions on freedoms such as freedom of opinion and expression, freedom of assembly, freedom of protest, peaceful assembly and freedom of association and membership in civil society organizations, especially those working in the field of human rights. There are many ways to impose restrictions; some of which are based on legislations provided by state regimes, and some are based on the practices of relevant institutions, such as the monitoring bodies and bodies in charge of issuing and granting licenses to publish, establish associations or permit peaceful gatherings. Furthermore, some bodies are in charge of shaping the general public awareness that is influenced by nationalist discourses adopted by some regimes. The public is also influenced by what the media publishes or what is adopted in the educational curricula in these countries, and how all this influences the space for action to achieving social change.

With the remarkable change in the general political climate around the world, and in the Middle East and North Africa (MENA) in particular, especially after the waves of protests that started in 2011 with the national social movement in Tunisia to demand human dignity and democracy, and the diffusion of protests to Egypt, Yemen, Libya, Syria and Morocco to reach Sudan and Algeria in the present day. However, the results of those popular waves, which were called for and led by young people did not achieve the hopes desired so far in most of these countries, and in some cases they were factors in strengthening political dictatorships and military regimes, and further closure of civic spaces under the pretext of maintaining public peace and national security. These regimes further manipulated the public to exert pressure on civil society organizations, activists and social movements under the pretext of fear of vandalism and hope of stability, especially with the growing economic crisis in these countries.

However, in the years before and after the protests, civil society worked to fill the vacuum created by exclusionary and elitist policies in different countries in the region, resulting in weak accountability of authorities and service providers and the lack of transparency that characterized the pre-protests era. This has led to increase in marginalization, poverty and inequality, so the role of civil society has been and continues to range from providing primary assistance to communities and supporting services, in order to help these communities cope with the situations they are experiencing as a result of existing conflicts or systematic marginalization, and then help in the advancement of these communities. Civil society has also played an active role in empowering individuals and communities to find innovative and creative solutions to the problems they face by managing and developing the resources available to them to create sustainable development solutions that depend on resources from within these societies and the ability of individuals to manage them. In addition to that, civil society played a role in defending human rights and enabling people to access resources and participate effectively in influencing policies that effect their lives. This was the case by providing the people of these communities with tools and skills that increase their ability to organize, communicate, read realities and change power relations in order to achieve a sustainable and effective change. Especially change with regards to legislations and institutional



practices that affect the lives of all people within society and does not depend only on one faction or party.

Therefore, in the midst of those changes affecting the movement and activity of civil society and its organizations and even its continuity, and with the high level of restrictions and closure of civic spaces, civil society had to work harder to find creative solutions to demand such space, and open the way to negotiate with policy makers to ensure obtaining basic freedoms, such as freedom of expression, freedom of establishing associations and organizations, freedom of peaceful assembly and demand for change. Hence, Advocacy is one of the most effective methods of changing power relations, so we have been interested in developing the capacities of civil society organizations in advocacy for achieving an open and free civic space. As well as promoting the search for creative and effective alternatives to overcome the crises and challenges resulting from the increasing closure of civic space, limited resources and increasing risks. The decision was therefore made to develop this curriculum as a knowledge, skill and behavioral reference for trainers on advocacy issues and campaigns for an open civic space. This will allow individuals and institutions to provide skills, knowledge and behaviors related to advocacy and civic space. The content of this curriculum combines the conceptual framework related to training and strategic planning for advocacy and campaigns in addition to concepts related to civic space, and on the other hand, it includes case studies on civic space and its reality and status quo in many countries. This guide also provides a package of tools and methods that can be used to work on developing a strategy for advocacy, planning and managing advocacy campaigns, or evaluating advocacy related actions.

This curriculum has been developed to support the Arab knowledge content in the field of advocacy and civic space in order to contribute to reducing the knowledge gap resulting from inadequate Arab sources covering these topics. We hope that we have succeeded in providing a diverse, useful and influential content that contributes to the empowerment of civil society and its organizations. This will also contribute to achieving the desired social change through planning, implementing and evaluating effective advocacy campaigns that strengthen civil society and preserve civic space as a free space that supports the rights and livelihoods of people.

### **Why this curriculum?**

The aim of this curriculum is to develop the capacity of individuals and civil society organizations in the MENA region to advocate for an open and free civic space. The curriculum provides a range of knowledge, skills and tools on advocacy, as well as general concepts of civic space and presenting case studies on the closure of civic space in the world in general, and in the Middle East and North Africa region in particular.

In order to ensure high quality training by the users of this manual, we have devoted the first chapter to presenting a range of topics related to training and adult education, and designing materials and training tools. This curriculum will serve as a reference framework for the work of trainers in the transfer of skills and knowledge related to advocacy and civic space. Therefore,



they can prepare, organize and evaluate training courses that respond to capacity needs at the level of civil society institutions in general and at the level of their internal capacity building within their organizations in particular.

### **Objectives of the curriculum:**

- Provide the necessary knowledge and skills to lead training workshops related to advocacy and campaigns aiming at defending and protecting civic space.
- Provide the necessary knowledge and skills for the development, implementation and evaluation of advocacy activities for defending and protecting civic space.

### **Who is the target of this curriculum?**

This curriculum was designed based on a study by the Innovation for Change Network. It intends to cover all training needs related to advocacy and civic space. It targets civil society organizations, activists, human rights defenders, NGO staff and trainers in the field of advocacy, in addition to those who are interested in the issues of closure and shrinking of civic space in the countries of the Middle East and North Africa.

### **How can this curriculum be used?**

This curriculum consists of three main chapters:

#### **Chapter 1: Effective Learning as a Tool for Community Change:**

The first chapter of the curriculum aims at providing the knowledge and skills needed for trainers to design and lead effective and change-making training activities that address a range of basic learning concepts - training, facilitation, participatory learning and others. It also covers a range of information about training and its relationship to societal change, and how training activities contribute to empowering communities to find innovative and effective solutions to their problems. The chapter also presents a set of basic skills that the trainer must possess and develop in order to achieve a real impact on the learning process, as well as a range of tools and activities that can be used to increase the interaction and participation of the participants in the training and evaluation of the exercises and measuring the resulting impacts.

#### **Chapter 2: Advocacy and Civic Space:**

This chapter aims at providing trainers, activists, civil society organizations with a range of advocacy skills and knowledge for an open and free civic space. It presents topics such as advocacy, campaigns and advocacy strategies focusing on understanding the forces influencing the policy making process and how advocacy can be used in light of power relations to bring about the required change. In addition to that, the chapter sheds light on the basic concepts related to civic space and status quo of civic space in the Middle East and North Africa in recent years, focusing on advocacy campaigns that have impact on demanding for an open civic space. Furthermore, this chapter will present case studies of campaigns that succeeded in achieving their objectives and lessons learned from these studies.



### **Chapter 3: Training sessions on Advocacy for Open Civic Space:**

This chapter is a training manual that contains a set of training sessions covering topics discussed in this guide. This chapter is the practical and skills part that the trainer needs to carry out advocacy, campaigning and civic space trainings.

### **Chapter 4: Advocacy Tools:**

This chapter aims at providing a toolkit for developing advocacy strategies, developing operational plans, and evaluating the advocacy process. These tools range from power analysis and risk analysis to advocacy and evaluation issues.

### **Appendixes:**

This section includes a set of models needed by the trainer to develop and evaluate his / her training activities.

### **List of References:**

It includes list of resources and references used to develop this curriculum.

## Glossary of terms and concepts

Concept	Definition
Learning	A change in an individual's behavior as a result of an effort, experience, knowledge and skills acquired.
Training	Is the process of transferring and sharing knowledge, skills and tools that belong to a specific field in an organized and structured manner, with the aim of increasing the competence of trainees in this field.
Facilitation	Is the process of organizing and motivating the transfer of knowledge and skills shared by participants to achieve the desired learning objectives.
Learning Objectives	Is a description of what participants will be able to do at the end of a training or at the end of a session that they could not have done before.
Training Methods	The ways the trainer follows in order to facilitate and convey the training content to the participants. The different methods vary depending on the trainer and the training context in terms of its purpose, the nature of the content, the participants and the training environment.
Evaluation	Is a process that seeks to examine the value and / or quality and / or utility of services provided in a systematic manner in order to generate appropriate interventions that help to increase the effectiveness of the service.
Civil Society	The shared space of actions around sets of interests, purposes and values, and is distinguished from governmental institutions and market-based and for profit institutions.
Civic Space	Is the physical, virtual and legal space where people and their institutions can exercise their rights that are associated with freedom of expression, freedom of association, and peaceful assembly without any impediments or threats.
Advocacy	Is a strategy or a process by which individuals or groups seek to achieve change in legislations and practices related to them and to influence relevant institutions, groups and individuals in order to achieve an interest.
Policies	courses or principles of action adopted or proposed by a government, party, business, or individual. This includes legislations from articles of conventions, constitutions, laws, circulars and others.

Concept	Definition
Campaigns	A set of actions and organized activities designed to raise public interest for a specific purpose.
Power	The ability of people to achieve the change they want.
Problem	Is the negative or obstructive situation that disrupts the process of change.
Stakeholders	Are all individuals, groups, institutions and companies that have interest in the issues of advocacy and can influence them either negatively or positively.
Research	Research is the art of scientific inquiry in order to reach facts that enable us to understand phenomena.
Purpose	The overall change situation we seek to achieve from an advocacy process within 3 to 5 years.
Outcomes	The difference we want to make or the change we want to achieve when the objectives are achieved.
Outputs	Expected products or services to be achieved in light of the advocacy campaign.
Creative Activism	Is the process of employing creative activities to influence power relations and bring about desired change.
Tactics	Are the short-term approaches through which we seek to achieve advocacy objectives and are closely related to activities as the general framework.
Coalition	Is a short-term cooperation between multiple entities in order to achieve a particular interest, this cooperation may be for one activity only such as an advocacy campaign.
Pressure	Is an act or an activity that aims at social change by influencing specific legislations by enticing policy makers and persuading them to make a change.
Pressure Group	Is a bloc or a group of individuals or entities seeking to influence legislators for a specific interest.
Policy Paper	Is a research piece focusing on a specific policy issue that provides clear recommendations for policy makers.
Communication	It is a process based on a set of acquired skills through which individuals and groups seek to send and receive information, ideas and opinions in a way that both parties understand (the sender and the receiver).

Concept	Definition
Advocacy Message	Is the content to be communicated in order to make an impact on the recipient, a set of brief statements that define the cause and purpose of advocacy. It also includes what the organization seeks to achieve and the way the organization pursues advocacy objectives, and it invites the public (the recipient) in participating in achieving the desired change.
Activities	A set of specific actions that are carried out within specific time and space frames. When these activities are completed the objectives are to be achieved.
Tasks	They are sets of actions implemented by members of the team within specific time and space frames in order to achieve the planned activities.
Risks	A set of undetermined or unplanned events that, if they occur, will negatively affect the implementation of activities.



## **Unit One:**

# **Effective Education for Community Change**



## Concepts Relevant to Learning

### The concept of learning

A change in the behavior of an individual as a result of efforts made and experiences, knowledge and skills acquired.

Learning is a constant process that does not stop.

### Training and Facilitation

Training:

The process of transferring and sharing the knowledge, skills and tools relevant to a specific field in an organized and systematic manner in aims to develop the competencies of trainees.

Facilitation:

The process of organizing and stimulating the transfer of knowledge and skills shared among participants to achieve the goals of learning.

### Forms of Learning

Direct Learning:

Learning through curricular/methodological activities e.g. formal education in schools and universities, semi-formal education and vocational education.

Indirect learning:

Learning through life experiences.

### Learning Methods

Classic Learning:

This is the approach to date in most of the formal education institutions, where a side, namely a teacher or a trainer, transfers content to the trainee or learner, whose role is to ask questions and take notes. This approach is nonreciprocal and is evaluated through verbal and written examinations.

Participatory Learning:

In this approach, the learner participates in building, developing and teaching the content by sharing knowledge and skills instead of only receiving information. The main role of the teacher or trainer in this approach is merely organizational and facilitative to ensure targets are met. In this method, the learning environment is democratic in which the participant feels ownership and is able to participate in the decision-making process.



## Education as a Tool for Change

### Education and Community Change

Education is one of the most influential factors in the process of community change. Providing opportunities to communities through building individual's desire for change, awareness and capacity in terms of problem solving, effective planning and organization, education is a mean for growth and development.

Following are different aspects of education that drive community change:

- Education is a fundamental pillar of national development: it is a key tool that contributes to economic, political, cultural and scientific growth.
- Education plays an important role in community integration as it introduces room for openness among people.
- Education raises awareness to the importance of instilling democratic values and an inviting environment for participation and active citizenship.
- Vocational education is one of the significant factors that nourish the market with skilled technicians, enhancing productivity and national economy development.
- Education promotes cognition, enriches the environment of innovation and research for development and enables populations to design solutions to different aspects of life.
- Education drives people and supports them to realize community change.
- Education strengthens critical thinking and analysis skills.
- Education enhances adaptation to reality and builds resilience to fight challenges.

### Effects of Training on Community Change

To cater for community needs, educators design trainings based on a community needs assessment and transfer their knowledge to trainees, who then establish community activities that aim at including members of community in the process of change.

CIRCLES DIAGRAM: Small circle: Trainer / Medium circle: Participants / Large circle: Community

Learning Environment as a Democratic Space

### Types of Learners

Learners vary in terms of qualities and how each learns and receives information. Following is a demonstration of the types of learners:

Sensory Learner:

- Depends on sensation
- Leans toward own facts
- Connects facts to theories and information presented



- Prefers practical information over theories

#### Intuitive Learner:

- Depends on intuition to understand
- Focuses on general ideas
- Prefers theoretical and intellectual information
- Seeks to understand meanings

#### Visual Learner:

- Depends on visuals and diagrams
- Interested in visual aids
- Gives little attention to written or audible content
- Connects information to visuals

#### Verbal Learner:

- Prefers exposure to narrated information through reading or audible aids
- Tends to explain content with words
- Likes to take notes

#### Reflective Learner:

- Reflects on and evaluates the experiences and concepts introduced
- Tends to analyze and prefers details
- Enjoys solving problems independently

#### Mobile Learner:

- Tends to simulate content and situations
- Prefers mobile experiments
- Likes to work and solve problems in groups

#### Sequential Learner:

- Prefers to be exposed to information and experiences in a sequential manner
- Tends to organize information in a logical sequence
- Derives pan-phenomena from details

#### Global Learner:

- Prefers generalities
- Derives details from general concepts

#### Tips for an effective learning process:

- One learner can demonstrate more than one learning type in different ratios



- Types of learners must be considered when developing training material and activities
- Mixing between mobile, audible and visual information guarantees different types of learners understand it
- Tackle the content with a diversity of discussions, application, reading and case studies
- Provide general ideas and detailed information
- Reflection is effective for most learners, try to develop and use it as a tool



## Training Skills

A trainer should be qualified to organize and lead effective fruitful trainings through:

### Communication Skills

The main role of an educator is to send and receive messages that either contain educational in an exchange of knowledge and skills or organizational to ensure the objectives are met.

Communications skills are defined by sending and receiving messages, and they are fundamental for a person's life and interrelations.

### Active Listening

A skill connected to the process of communication, and a good listener can interact effectively with learners and can interpret and convey messages and proper feedback.

### Public Speaking Skills

An educator's role is not to only dictate content, but to also be a performer with the ability to give information in engaging manner, which requires training.

Public speaking skills enable an educator to communicate messages effectively while properly expressing the ideas using gestures, movements and voice.

The Voice: Voice expressions are achieved through different factors:

Volume - which is the strength of the voice

Tone - which carries the emotions of the speech

Pitch - the diversification between vocal folds, sharp, medium and loud, to match the idea

Rhythm - the ability to maneuver flexibly between silence and speech

Speed - moving between different paces of speech is necessary to enrich the speech and give it character whether it was calm or enthusiastic

The Body: Body language plays a vital role when delivering a message, especially in trainings that have both visual and audible content. While standing still, educators often move their shoulders, head and arms to express meanings and feelings of the speech. Also, moving in a certain space distribute attention, balance and strength points. An educator should make sure that the type and amount of movement and eye contact are compatible with the voice and nature of speech, and that they're not in the audience's blind spot.

There are essential factors that are an integral part of body language:

Gestures - Gestures are significant because it is the most expressive notable movement, and their usage of approval or objection makes a big difference. For example, when an educator



nods their head in approval while listening to participants, you show interest and motivate them to interact.

Facial Expressions - Facial expressions must be involuntary to ensure the participants are comfortable and engaged.

Eye Contact - An educator's ability to distribute eye contact within the space to include all participants gives them control and ability to establish a medium for effective communication. For example, when asked a question, the educator's eye contact shows interest and builds trust.

## **Presentation Skills**

Presentation skills combine narrative, performance and technical skills. In addition to public speaking skills, these skills include the ability to develop engaging presentation using technology, like PowerPoint.

Developing Content - Content should be specific and targeted with structured progressive ideas. A presentation could start from a general idea and move to focus on a more detailed concept, in addition to giving examples, statistics or scholarly facts and documentation.

Content Elements:

Introduction: Content should start with an attractive opening to pave the road for participants to receive the topic of the presentation, setting the fundamental pillars.

Topic:

After the introduction, the topic should be introduced. It is advised that the topic is divided into specific harmonious points that could be clearly sequentially presented to ensure participants understand and connect ideas.

Ending:

A brief conclusion to the subjects discussed in the presentation, emphasizing the connection of discussed topics.

Questions:

An educator should be prepared to receive questions after the presentation to give clear answers and shouldn't give inaccurate information if they not have the answer.

Visual Presentation:

It is important to use visual aids to balance between visual and audible content giving visual learners the opportunity to receive information. Visual aids should be clear, brief, attractive, and complementary.



Delivery:

This could be achieved through communications and public speaking skills.

### **Creativity**

The educator should be innovative creative thinker to introduce solutions and tools to aid in learning. Otherwise, their content and style would be dull and typical and wouldn't be very fruitful. What distinguishes one instructor from another is the ability create an engaging content and deliver it effectively.

Research

The educator's main role is to transfer knowledge and skills and influence the behavior of participants to build their capacities in a specific area. What makes a good educator is the ability to develop a significant content that is relevant to the needs of the participants. For an educator to achieve this, they should be active researchers and constantly add to their own knowledge on different topics and extract and evaluate suitable theories and experiments to introduce to their trainings.

### **Solving Problems**

This should be one of the educator's strong skills as they are constantly challenged with obstacles that negatively affect the learning process. They should always be prepared to analyze and solve different problems that may be related to participants, content, venue or other technicalities.

### **Conflict Management and Resolution**

An educator is subject to face conflicts or to resolve or stop a conflict from arising every time they meet a group of participants. This depends on the cultural backgrounds, interests and misunderstandings. To prevent or solve any conflicts, the educator must have the necessary skills to facilitate to resolve the conflict and lay their code of conduct within the learning venue.

### **Planning**

Taking actions without a plan or a goal is unproductive. Which is why the success of each training should be examined against certain goals or milestones. Good planning is the first step towards achieving the training's desired results, taking into consideration the timeline, resources and an alternative plan in case of any surprises.

### **Graphic Facilitation**

The ability to develop visual aids and diagrams that support and enrich content for participants. Educator are not expected to be professional artists, but they are required to learn some fundamentals to help develop simple illustrative material and write neatly on the board or post cards.

### **Sense of Humor**

It is believed that an educator's sense of humor and ability to create a friendly learning environment and deliver the content lightly is a very significant skill on its own. Humor catalyzes and positively affects the learning process, stimulates the recipients' memory and critical thinking and drives them to gain better theoretical and cognitive knowledge.

### **Facilitation Skills**

These skills are relevant to the design and implementation of interactive teaching tools to transfer content smoothly and motivate participants to engage. It is important that an educator tests proper tools to transfer content in a specific learning context to reach the desired objectives.

**The skills mentioned above are not the only training skills but are necessary for an educator to be effective and distinctive.**



## Learning and Change

Through trainings, we seek to empower communities to be able to develop and innovate solutions. As we believe that effective and engaging trainings that meet the communities' needs and context are reliable tools that drive change.

### Context and Learning

Context is the environment surrounding and diffusing with the learning process, making it necessary for trainings and workshops to consider:

#### 1. The social environment

The social and cultural environment plays a major role in the design of any learning process, and educators must consider cultural and social differences and sensitivities between communities. For example, we should be flexible dealing with communities that refuse gender integration by organizing two trainings for each gender lead by trainers of the same gender as the participants and aim for the elimination of these differences on the long term. Another example is communities that are not familiar with youth spaces and community centers that are attended for training services, which we can be flexible with by seeking community leaders that are interested in these establishments and are able to influence communities positively.

On the other hand, it is necessary to utilize examples and case studies of a similar social context to where the training takes place, creating relevance to people and building a bond between them and the training. It is also important that the attire and behavior is appropriate to the social context to avoid conflicts and build trust.

#### 2. Participants

Intellectual and cultural backgrounds and gender diversity vary in each training. Educators must consider these differences when developing the content, tools and icebreakers to allow for a safe engaging environment among participants. It is also crucial to instill a code of conduct starting with mutual respect and tolerance.

#### 3. Geography

Geographical factors and surrounding environments are either an advantage or an obstacle to the learning process. Distance, for example, interferes with the process. Also does the nature of the environment, which could be an inspiring resource of elements that can be utilized in the process itself. An example on this would be mountainous environments, which could be used to explain material or design games or activities.

#### 4. Learning Space

Learning spaces should cater for the needs of the training material and nature. It could be a coffeeshop or a fun field trip or a place of practice instead of an educational institute or venue.



Educators should be innovative when designing learning space in terms of convenience, readiness and suitability.

#### 5. Content

The main areas of content that any educator should consider is that it must cover the needs of participants and the community and its sequence.

In addition to that, the content has more value and motivates participants and the community to engage and work towards the desired change when it is in line with the context and language where it is transferred.

#### 6. Learning Tools

Learning tools are the activities, procedures and readable and audiovisual material that is utilized to transfer messages. Educators should ensure that the tools chosen or developed match the content and context. For example, an educator should take into consideration that conserved communities are against gender integration or activities where participants hold hands.



## Assessing Learning Needs

Because trainings given by the civil society aim at empowering individuals and communities with tools that give them the ability and confidence to establish their own initiatives to drive community change, it is crucial to understand the needs of these communities to ensure trainings are beneficial and that they are a step towards helping these communities to lead a decent life. It is also important to understand the learning needs and abilities of the targeted audience in a specific area through organized scientific techniques based on research methods that guarantee real and accurate measurement.

There are many methods to assess learning needs in a community, and below are steps that could be followed:

1. Identifying the targeted audience
2. Defining the objectives of the assessment
3. Defining the methodology by which the assessment data is collected
4. Identifying the tools through which the necessary data is gathered
5. Analyzing data collected and identifying strengths and weaknesses
6. Setting objectives depending on the finding to fill the gaps

### Methods to use to assess learning needs

Focus Group Discussions:

An active method to collect metadata from the target audience around their understanding of the topic and their abilities, skills and needs

Pre-Tests:

Pre-tests could be one of the most effective tools that help the educator focus on the most prominent needs, as it reveals the participants' knowledge, skills and opinions.

Questionnaires:

An easy and accessible tool which enables participants to evaluate themselves.

Field Visits:

This method is useful to identify learning needs, especially in vocational learning.



## Setting Learning Objectives

### Learning Objectives

It is the skills, knowledge and behavior that participants are expected to gain by the end of the training.

The learning objective must be specific, measurable, achievable and reflective of the behavioral change of participants.

### Learning objectives and training plan

To have fruitful outcomes in any organizational process, it is fundamental that planning is initiated by setting objectives. Evaluation and analysis of trainings can only be achieved through measuring results against set objectives to know how efficient the process was and whether it needs development or amendments.

### Formulating Learning Objectives

An objective must be a measurable action, otherwise it wouldn't be considered a learning objective. For example, understanding the meaning of advocacy is not a learning objective. While participants ability to define the concept of advocacy is a clear learning objective, as it proves participants understanding when they can define the concept, list its elements and differentiate between its methods.

There are many actions that can be utilized to formulate learning objectives, like:

Explains	Presents	Analyzes	Names	Evaluates
Discusses	Frames	Differentiates	Distinguishes	Suggests
Designs	Compares	Defines	Drives	Solves

To see more actions, please visit: <https://bit.ly/2EcTOwx>

### How to Write Learning Objectives

At the end of a training, the participant will be able to:

- Define the concept of advocacy
- Distinguish between different advocacy methodologies



## Identifying Suitable Training Methods

### Training Methods

It is the manners that educators follow to facilitate and transfer content to the participants. These methods vary depending on the educator and training context in terms of objectives, content, participants and environment.

### The Connection Between Training Methods, Activities and Tools

Defining training methods helps identifying tools and activities, as they are strongly related. Activities are the procedures that are designed to aid in learning, and tools are the means that engage the process.

### The Classic Method

This method includes a side that transfers knowledge, and another that receives it without any additional engagement to develop it. There are approaches that serve this method:

1. Lectures

One of the popular classic methods, especially in formal education, where a teacher delivers a lecture to learners whose role is to take notes and ask questions.

2. Reading and Summarizing

Another method that only allows participants to receive and summarize information.

### Participatory Method

A method that relies merely on participation. The educator transfers content for 30% of the time, and the rest is allocated for participants to learn through discussions and engagement. In this method, many approaches can prove beneficial, like:

1. Working Groups

Members of the group share their suggestions, skills and knowledge that aid in the completion of an assigned task. This approach helps participants learn from their peers and learn through discovery.

2. Application

A proven affective approach to develop participants skills, as it gives them the chance to apply acquired skills and enhance them through evaluation.

3. Debates



An affective participatory approach that does not only stimulate confidence and tolerance, but also develops research and persuasion skills for the learner to reach a logical argument based on evidence.

#### 4. Field Work

Similar to the application method, only at a place of practice, where participants can acquire skilled relevant to working environments that they should later become part of.

#### 5. Case Studies

An approach that provides live examples and cases relevant to the training topic. It gives participants space to analyze and discuss to come up with findings; a practice that would enhance their relevant capacities.

#### 6. Teaching Others

One of the strongest approaches that yield miracles. When participants teach others, they first research, then they learn and experiment content to pass their knowledge. It is also affective to learn from others' answers and opinions.

#### 7. Brainstorming

It is an effective approach in framing theory areas and when building common grounds among participants to learn new definitions and terminologies.



## Planning the Training

### The Importance of Planning the Training

Understanding the context, evaluating the target audience's learning needs and setting learning objectives are the initial steps towards developing an influencing effective training. And a training plan that covers all the aspects of knowledge that achieve the objectives completes these steps.

### The Training Plan

A formulation of the specific procedures within a defined timeline by which the objectives of the training can be achieved.

### Contents of the Training Plan

- Title of the training
- Duration of the training
- Name of educator: especially if there are more than one
- Tools and resources: like stationary and other training needs
- Preparations: if any forms or materials need to be prepared ahead of time
- Learning objectives: summarizing objectives of each session separately
- Training summary: A brief of two sentences describing the content of the training
- Agenda: a list of all the activities that should take place during the training
- Attachments: any diagrams, presentations or tools relevant to the training
- Resources: references to the knowledge sources that were used to develop the content of the training



## Training Plan Form

<b>Title:</b>		<b>Duration:</b>	
<b>Trainer:</b>		<b>Venue:</b>	
<b>Tools and Equipment:</b>			
<b>Preparations:</b>			
<b>Training Objective(s):</b>			
<b>Training Summary:</b>			
<b>Agenda:</b>			
<b>Attachments:</b>			
<b>Resources:</b>			



## Developing Training Content

### Training Content

The training content is a collection of knowledge, skills and reflections that a trainer seeks to share with participants to enhance their capacities in a specific area.

**As part of training for community change, the training content is developed based on the learning needs assessment and the pre-set learning objectives that determine the nature of the skills and knowledge that are beneficial to cover.**

### Stages of Content Development

#### 1. Setting the learning objectives

These objectives are set according to the learning needs assessment. These objectives will guide the type and content of the training.

#### 2. Identifying main issues to cover

Based on the learning objectives, the trainer should identify the main issues to be covered. These issues should be sequential and interdependent.

#### 3. Researching the issues

The research aims to build knowledge and deep understanding of the issues to be covered in the training. It is important to seek information from reliable sources, and cover all aspects of an issue.

#### 4. Formulating the content

The content of the training material should be formulated taking into account the backgrounds and contexts of the trainees, and their learning needs. It should provide relevant examples and applications to the participants.

#### 5. Designing the tools and activities

Designing the tools and activities is about converting the content to a set of interactive learning actions to ensure impactful stimulation and participation of the trainees. These would be based on the intention of the training; knowledge raising or upskilling, the demographic characteristics of the participants and their backgrounds, and the available time and resource.



## Leading Training Sessions

Leading a training session is not a complex task, but it requires diligence.

### First: Before the training

- Make sure your training plan is ready and final.
- Some trainers opt to writing short notes and key words on a paper in front of them.
- Make sure the training material and all other resources, such as the pre-test and the tools, are ready before the session starts.
- Make sure the learning space is ready for the delivery of the training, with enough chairs and all equipment for example.
- Make sure you have a good understanding of the participants' backgrounds in relation to the content of the training and the learning objectives.

### Second: During the training

- Collect the participants' expectations from the training at the beginning.
- Ensure rules and code of conduct are clear before you start.
- Emphasize the objectives of the training and the expected outcomes.
- Make sure the learning space is safe for all participants, with no discrimination for any reason.
- Appreciate participants' contributions and stress its importance.
- Encourage participation from all trainees, especially those who do not. The learning space should be empowering.
- Summarize remarks made by the participants, and relate different ideas discussed to ensure the training module is interconnected and does not appear like a series of disconnected sessions.
- Observe participants' skills and abilities, and adapt the delivery and activities of the training accordingly.
- Take note of participants' feedback and readjust the training appropriately.
- Provide feedback to participants. They always need it.
- End the training with an evaluation of how it went. This is a learning opportunity for all stakeholders.

### Third: After the training

- Review the evaluation and take notes.
- Reflect on the experience, and identify lessons learnt and best practices.
- If there is a follow up component to the training, make sure to measure its impact on the participants.
- Implement the lessons learnt and the best practices in future trainings.

### The relationship with the participants



The nature of the relationship between a trainer and the participants is a controversial topic. Some believe it should be formal with clear boundaries as the trainer holds the authority in the learning space, while others see it should be completely informal to create a safer learning space for all participants. A third view feels it should be moderately formal, with some boundaries not to be crossed by the trainer or the participants.

It is our opinion that the relationship should move between the three types, depending on various factors, including the backgrounds of the participants, the context of the training and the environment. Nonetheless, the training should focus on the following to ensure an effective training:

Motivation: motivate trainees to positively participate and interact. Learning tools can play a significant role in this. Use group exercises, situational analysis, role playing, and brainstorming to ensure everyone participates.

Encouraging participation: trainees' drive to participate in discussions and activities varies. Make sure to ensure everyone's participation, but do not exert unwanted pressure.

Appreciation: appreciate and acknowledge trainees' contributions. This will entice them. This will increase their participation as they feel their contributions are valued.

Ownership: involve the trainees in managing the training. Tasking them with time management, organizing the learning space or summarizing discussions would give them a feeling of ownership of the training.

Tolerance: be open to everyone's experiences and questions, regardless of its nature, and make sure to contain the differences in the group.

Management of challenging personalities: personalities varies, and some might prove challenging to manage. A participant might talk, complain, move or joke a lot. They might even be easily angered. There are not magical remedies to manage such personalities. You should find the best way to integrate such personalities in the activities of the training, and minimize their negative impact. Focusing on the learning objectives will help you resolve this.



## Evaluation and measuring impact

### Evaluating trainings and learning activities

#### **Evaluation:**

Our work is focused on affecting societal change and building the capacity of activists, civil society and local communities. We aim empower participants to support their organizations and groups through acquiring knowledge, skills and behaviors by providing them with training, to enhance the abilities and roles of these organizations and groups in developing and implementing interventions for societal change. Therefore, it is important to measure our ability to achieve the desired change and the impact of our work on the development process.

#### **The concept of evaluation:**

Evaluation is an activity that aims to investigate the value and quality of a service provision to ensure efficiency and take corrective measures as needed.<sup>iii</sup>

#### **Why evaluate?**

Evaluation is an important activity in the learning process, and aims to:

- Measure the impact of the learning process on the ability of the participants with regards to the learning objective, and its impact on their organizations and the communities served by these organizations.
- Revise the learning content and tools to better match the needs of the participants and their organizations to affect the desired change.
- Ensure accountability of the learning process quality, and allow the trainers to effectively address stakeholders' opinions, aspirations, needs and expected outcomes.
- Learn from experience by measuring efficiencies and impact, and realizing strengths and weaknesses, to improve the learning content and tools, as well as the trainers capacities.

#### **Evaluating the training**

Overall objective of training evaluation:

Ensure the quality of the training content and activities, and participants' ability to reach the learning objective.

Specific objectives:

- Measure the attainment of the learning objectives.
- Measure participants' satisfaction.
- Identify suggestions to improve the learning content and methodologies.

Data collection:



Data collection is based on answering:

- What do we need to know?
- Why do we need to know it?

Types of data:

#### Qualitative data:

By collecting quantitative data we aim to arrive at distinct statistical calculations measuring participants' satisfaction and the level of change they experienced from taking part in the training.

#### Qualitative data:

By collecting qualitative data we aim to deduce proof of the affected change, and identify personal stories and recommendations to enhance the training.

### **Evaluation framework:**

This framework was developed based on Donald Kirkpatrick's Training Evaluation Model, and it consists of 4 stages:

#### 1. Impressions:

This stage investigates the participants' impressions of the structure of the training, the materials, the methodology and the tools, as well as their impressions of the trainer, the space and the organizations. It answers the following questions:

- To which extent the training satisfied the participants' expectations?
- To which extent the training contributed to achieving the participants' learning objectives?
- What needs the training was unable to address? Why?
- How can the training be enhanced to address these needs?

#### 2. Learning:

These stages investigate and measure the achieved level of learning by the participants. This can be achieved by using pre and post assessments, as well as the trainer's observations, to note how the participants were impacted by the training and the change in skills and knowledge levels.

#### 3. Behavior:

This stage investigates the change in participants' behavior in their work environments after the training. It measures the change in the performance and interaction between a participant and the stakeholders, and how it impacts the overall organizational performance towards achieving its objectives. Surveys and personal interviews can be used to note these changes.

#### 4. Long term impact:

This stage investigates how the training contributed to enhancing an organization's overall performance towards implementing its activities and achieving its goals, by measuring the change in organizational capabilities and needs before and after the training. Baseline and end line assessments are used to this end. The impact can also be measured by conducting another assessment after a number of years.

### Evaluation report

An evaluation report presents the results of data collection and analysis. It shows:

- To which extent the training has achieved its objectives
- To which extent the training was satisfactory to the participants
- To which extent the learning methodologies and tools covered the content and addressed the participants' needs
- To which extent the training contributed to enhancing organizational capabilities and the impact on the community
- How the training can be improved to achieve higher impact

### Evaluation methodologies:

#### Before the training:

This stage looks at the learning needs of the participants in terms of knowledge, skills and behaviors. It helps in developing a suitable training material, and selecting appropriate capacity building tools, based on existing capabilities, skills and experiences and the learning needs. Pre training evaluation can be done using:

- Pre training test: used to determine to which extent the participants are knowledgeable about the training's topics, and their strength and weaknesses. The latter should be addressed by the trainings.
- Focus groups: is an effective methodology to collect qualitative data about the participants understanding of the training's topics, and what needs should be covered.
- Expectation gathering: there are multiple tools that can be used to collect participants' expectations at the start of a training. This is an important activity to understand participants' wishes and expectations, which would help creating a responsive learning environment to achieve the learning objectives.

#### During the training:

At this stage the following is looked at:



- The effectiveness of the trainer in managing the training
- The interaction of the participants with the training and the activities.
- The participants' satisfaction on the progress of the training

Several methodologies can be used on daily bases, such as:

- Visual tools and drawings: it helps collecting participants' impressions about the training.
- Discussions: it helps reflect on and share feelings and suggestions.
- Regular feedback: it helps support the learning and understand strengths and weaknesses to improve the training over the following days.

#### After the training:

This stage looks at the change in participants' knowledge, skills and behaviors, as well as weakness in the training and identifying recommendations for improvements. Methodologies include:

- Visual tools: like the body map, used to identify the topics and skills that impacted the participants the most, and what did not meet the participants' expectations.
- Post training test: used to determine the level of change in participants' knowledge, skills and behaviors, quantitatively and qualitatively.
- Group discussions: used to identify commonalities and individual differences among the participants. It also allows to share individual and group feelings and impressions about the training, as well as recommendations for future improvements.
- Evaluation form: used quantitatively and qualitatively collect participants' impressions about the training.

#### Long term impact:

This stage looks at evaluating the long term impact of the training on the participants and their organizations, and to which extent the change in knowledge, skills and behaviors affected their work with the communities. Such an evaluation can be done after 6 months of the training, and repeated afterwards as needed. It answers the question: to which extent did the training contribute to enhancing the participants' and their organizations' effectiveness to affect the desired societal change? Data can be collected using:

- Surveys: to measure the qualitative and quantitative change and development witnessed by the participants and their organizations because of the training after an extended period of time.
- Interviews: to collect information and success stories about the change caused by the training in the long term.
- Field visits: to measure the change in case the training was focused on enhancing operational skills, change tools or intervention support at the community level.



## Training Tools and Activities

### 1. Icebreakers and introduction activities:

#### 1.1. Throw the ball

Time required: 15 – 30 minutes

Participants: 15 – 30

The activity: this activity combines icebreaking with introduction, it allows participants to get to know each other and they are taking part in the training.

Resources: a rubber ball.

How to:

- Participants are asked to stand in a circle.
  - The activity and its objective are introduced: “we are going to play throw the ball to get to know each and why we are here.”
  - The activity is explained by throwing the ball to one participant and asking them to answer the following questions:
    - What is your name?
    - Where are you from?
    - What do you do?
    - Why are you here?
  - After answering the questions, the participant throws the ball to another participant who should answer the same questions.
  - This is repeated until all the participants have answered the questions.
  - The participants are thanked and are asked to go back to their seats.
- Note for the trainer:
- Make sure no participant receives the ball twice. Use techniques like asking the participants to put their hands forward until they receive the ball, the ones who received the ball should put their hands down after answering the questions.
  - The activity can be modified to include asking the receiver to answer the questions for the participant who threw the ball to them.

## 1.2. Name – Action

Time required: 5 minutes

Participants: 15 – 30

The activity: it aims to change the overall mode of the training session and add some fun, while stimulating the body and mind as it requires thinking, improvisation and movement.

Resources: a rubber ball.

How to:

- The participants are asked to stand in a circle.
- The trainer stands in the middle of circle with the ball in their hand.
- The ball is passed to a participant while stating a verb, and the participant has to reply with a name. For example:
  - The trainer throws the ball and says “play”
  - The participant returns the ball to the trainer while saying “game”
- The activity is repeated until only one participant is remaining, who would be the winner.
- Participants are disqualified if they reply with a wrong word or they take a long time to reply.

Notes for the trainer:

- Make sure all participants are on the same page in their understanding of the activity.
- Start by a trial run, to make sure everyone understands the activity correctly.
- Allow space for fun and to laugh, to break the ice between the participants.

## 2. Team building activities

### 2.1. Marshmallow challenge

Time required: 30 – 45 minutes

Participants: 15 – 30

The activity: is a fun game and highly beneficial in team building. It develops teamwork, division of tasks, leadership and time management skills.

Resources: 2 packs of marshmallow, 2 packs of spaghetti

How to:

- The participants are divided into 2 or 3 groups
- The marshmallow and spaghetti is distributed evenly among the groups
- The objective is explained to the participants. “build the tallest, sturdiest tower using the marshmallow and spaghetti in 10 minutes or less.”
- Participants are asked to show their work when the time lapses.
- Discuss the following:
  - What happened?
  - Where there successes? Why?
  - Where there failures? Why?
  - How can the challenges be overcome given the available resources?
- After the discussions, the participants are asked to work in one big group for 15 minutes to build one tall tower.
- The participants are asked to present their work, while discussing the following:
  - What was different this time?
  - How did the group benefit from lessons learnt in the first try?
  - What are the new challenges?
  - Was the group able to overcome these challenges? Why?

Notes for the trainer:

- In the first try emphasize the need to organize and plan in order to reach the objective.
- At the end of the activity make sure to emphasize the importance of task division and utilization of available skills and expertise, as well as the importance of respecting other opinions.

### 3. Evaluation and feedback activities

#### 3.1. Body map

Time required: 20 minutes

Effectiveness:

- Interactive visual tool
- Supports safe learning environment as it does not require participants to be identified.
- Does not require excellent writing skills
- Provides the trainer with qualitative data.

Questions to be answered:

- What made me think?
- What did I enjoy?
- What will I take from the training and keep with me?
- What will I forget?

How to:

- A body is drawn on a flipchart
- The participants are asked to answer the questions above on notecards and pin on the appropriate place on the drawing.
- Able time should be given to the participants to write their answers.



## Chapter 2: Advocacy and Civic Space

## Civic Space

### Civil Society:

There are many definitions to civil society, the World Health Organizations has defined it as “the common workspace of a number of interests and values and it is more unique than Governmental organizations and for-profit organizations”<sup>1</sup>.

The London School of Economics’ center for civil society sees civil society as “ a non-coercive group work space that revolves around common interests and goals and shared values. Theoretically, its organizational shape looks different an is more unique than that of the state, family, and market, even though the relations between civil society and the market and state is a complicated and unclear and negotiable”<sup>2</sup>.

Some call civil society the 3<sup>rd</sup> sector, as it is considered the 3<sup>rd</sup> element of the state next to the public sector and market sector.

### Civil Society Organizations include:

- Professional associations and labor unions
- Community based organizations
- Charities
- Not for profit organizations
- Non-governmental organizations
- Religious organizations
- Social movements
- Advocacy and lobby groups

Civil society is different than the state and its official political sector considering that it is a direct representation of citizen’s will that are in private sector but are active publicly<sup>3</sup>.

### The Definition of Civic Space:

<sup>1</sup> Social determinants of health, WHO, <https://bit.ly/2XCNybG>

<sup>2</sup> Inclusive Security: Women Waging Peace cannot vouch for the accuracy of this translation. <https://bit.ly/2L1mrWf>

<sup>3</sup> Inclusive Security: Women Waging Peace cannot vouch for the accuracy of this translation. <https://bit.ly/2L1mrWf>

It is the materialistic, virtual and legal space where people and establishments practice their rights which are related to freedom of speech and establishing associations and peaceful gatherings without any obstacles or threats<sup>4</sup>.

Some define the Civic Space as “ a group of conditions that define the capabilities of all members of society whether they were individuals or unofficial groups or organizations to practice their civil rights with freedom and without any discrimination”<sup>5</sup>.

Individuals and civil society use civic space to solve problems and improve the quality of life. Secured civic space is considered a corner stone in accountability and response within a democratic system and a stable society.

### **Open Civic Space:**

The open and accessible civic space is considered to be a safe and accessible environment for civil society and individuals to work without any restrictions.

### **Pillars of Civic Space:**

There are three pillars for civic space: Freedom of Association, Freedom of Expression, and Freedom of Peaceful Assembly.

### **Freedom of Association**

It is the right to help and/or join and/or establish civil society organizations and groups without pressure or obstacles. This includes the right to work at civil society organizations and groups and social movements. It also includes the right for the civil society organization to operate and receive funding and join networks and alliances and take up its role in monitoring public policies and behaviors without pressure, compromise or threat.

### **Freedom of Expression**

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<sup>4</sup> CIVIC SPACE, CIVICUS, <https://monitor.civicus.org/whatis-civicspace/>

<sup>5</sup> Carmen Malena, Improving the Measurement of Civic Space (Page 13), <https://bit.ly/2visPO7>



This includes the right to publicly criticize and voice your opinion without restrictions, and also the right to publish, share and access information as well as publicly defending rights without any threat or harm.

### **Freedom of Peaceful Assembly**

It is the right of citizens and civil society organizations to criticize and demand rights and put pressure to influence policies and legislations through peaceful assembly, and other events. These events include conferences, protests, sit ins and other ways which depend on people gathering in public without being violated or harmed.

**The civic space is open and efficient when protected and guaranteed by the state, and punishes whoever violates or harms this space and the freedom of participating in it to develop their societies economically, socially and politically by joining this space.**

### **Closing of the Civic Space**

When the democratic space of a society is under threat or being violated, the civic space becomes closed or is being closed.

### **Levels of Civic Space:**

#### **Opened**

- State allows and protects civic space
- Authority accepts criticism and interacts and responds to it

#### **Narrowed**

- State allows civic space completely
- Violations happen every now and then
- This could happen through harassment, or denying permits for peaceful assembly, or by insulting and putting pressure on media

#### **Obstructed**

Civic space is not available for everyone but for those who have power and influence. Even though civil society organizations are allowed to exist, they are subject to harassment, bureaucracy, obstruction from obtaining permits and use of force against peaceful assembly.

#### **Repressed**



Civic space is under a lot of restrictions, where is subject to surveillance and threats and direct pressure. Civil society is facing closure or license being revoked. Using force and live ammunition against peaceful gatherings and also blocking website access and any opposing voices.

### **Closed**

Civic space is completely closed and not available to anyone

## **Challenges Facing Civic Space:**

In 2015 the number of countries that violate civil rights has increased to 109 from 96 last year. This indicates an increase in civic space closure internationally. In the following points we will cover some phenomena that are challenges facing civic space and causes closure.

### **Freedom to Establish Associations:**

#### **Repeated raids on Associations and Civil Society Organizations:**

In some countries police, army or armed militia raids repeatedly happen on associations, civil society organizations without reason as a tool to scare and hinder the role of civil society through threats. Sometimes it escalates into the closure of offices and phones and computers being seized.

#### **Scaring people away from Civil Society:**

This happens by claiming that civil society organizations and activists are enforcing foreign agendas as they receive foreign funding. This raises people's doubts about the intentions of these organizations and the purpose of their activities which means fear from dealing with them.

#### **Campaigns to corrupt the Image of Civil Society:**

In Some countries the state and some of its interest groups wage attacks on civil society organizations and activists through coordinated media campaigns and spreading rumors about the organization and its staff. They also take advantage of some mistakes done by civil society organizations to prove their point.

#### **Attacking Human Rights Defenders and Leaders of Civil Society Organizations:**



In many countries those who defend Human Rights and activists are being violated and, in some cases, assassinated or jailed in other countries, in some cases being defamed or subjected to violence in public.

### **Laws and Legislations that Restrict Civil Society's Work:**

The laws that restrict civil society vary between laws that delay the establishment of associations or receive funding or narrowing down the activities of the associations or restricting the operations through bureaucratic procedures, or by delaying the issuance of licenses and permits which could take a long time and that will affect the planning and implementation of activities.

### **Freedom of Expression:**

#### **Criminalizing free speech:**

Where an opposing or different speech to the state's one is criminalized, or those who voice an opinion that goes against certain individuals or parties close to power. This happens either by issuing laws that criminalize that speech/ opinion or through threats or by defaming them or by unfairly accusing them of wrongdoing.

#### **Restricting freedom of Media:**

By issuing laws that restrict publishing and increasing censorship over media outlets or by blocking websites and stopping TV broadcasting. As well as organizations regulating the media that stop programs and prevent the publication of content, as well as the decisions of the Public Prosecution to stop publishing on certain issues and the laws of cybercrime that criminalize the dissemination of electronic content exhibitions.

#### **Blocking Information and Preventing Access:**

There are numerous laws and institutional practices that block information and prevent access to it under the pretext of maintaining peace and security, blocking websites and preventing the publication of certain books or articles.

#### **Attacking Journalists and Bloggers:**

In many countries there are numerous practices that focus on the arrest, persecution and non-protection of journalists and online bloggers in the event of violence or threats by any party, limiting freedom of expression and tying up any voice calling for change.

#### **Censorship:**



Many countries have laws to control the intellectual productions of literature, arts and media productions that limit the freedom of content and the way it is addressed. It also directs workers in the literary, artistic and media production sectors to focus on the ideas and orientations of the state.

### **Freedom to Peaceful Assembly:**

#### **Using force in dispersing peaceful demonstrations:**

In a context that narrows down on civil space, the state practices in the use of force by the police or the army to disperse demonstrations, sit-ins, popular conferences or other public activities that reflect a voice opposed to state policies or practices, or require changes at the civil, economic, and political levels. Several activists or demonstrators in the Middle East and North Africa have been subjected to several violations, including beatings with batons, rubber bullets and gas bombs. In some countries, live bullets have been used to disperse these demonstrations. The level of freedom and the exercise of civil and political rights in these states determine the level of force used to disperse these demonstrations.

#### **Using Anti-Terrorism laws to prevent demonstrations and charge demonstrators:**

Not long ago, the wave of anti-terrorism laws, which were also used to limit and sometimes prevent the gathering, meeting or public protest, and the arrest and prosecution of those who carried out such acts under the guise of disturbing general peace, incitement of terrorism, rioting, destruction of property and other charges, These laws do not allow public space to have any public event and prevent the granting of permits.

#### **Rejecting the issuance of licenses without any justification:**

We see the reflection of these practices as hindering the issuance of permits and procrastination in this regard and rejecting them without giving any justification or giving reasons that are not legal or imposing excessive fees in order to grant these permits.

#### **The State does not protect peaceful demonstrations from any attack:**

There are numerous forms of attacks on peaceful gatherings between what is official and legal or dependent on a state institution, and what is unofficial through unorganized groups or individuals who carry out many violent practices against these communities in order to disperse them. The state does not provide protection to these gatherings from such persons. Their attacks are not penalized and those who practice them are not punished, and sometimes some States use freedom of expression to justify such practices.



## **The Situation of Civic Space and Status of Civil Society Now**

In its 2018 report on the state of civil society, CIVICUS - a global coalition of civil society organizations seeking to strengthen the civic mobility of individuals and civil society organizations - said that 109 countries in the world where civil society suffers from closure or restriction and that the proportion of detained activists exceeds 40% (CIVICUS, 2018, PP).

Where the political shift resulting from the domination of the rightist movements and their assumption by the leadership of many major and influential countries led to changes in the level of legislation and practices related to the availability of civic space, including a reduction in financial support, increased support for nationalism and hate speech against immigrants, refugees, women, fear for identity, resources and the security of the country<sup>6</sup>. These practices have resulted in legislation that directs the path of civil society. Freedom of expression has also been shut down. Capitalism has dominated the media discourse, and there have been numerous violations by arresting and imprisoning opinion activists, particularly in the Middle East and North Africa.

As the gap between the state and the people has increased, there was a convergence between state power and capital power. The focus grew on the personal interests of these groups. The legislation that served these interests grew at the expense of the interests of the people. (This is evident in the tax laws of countries such as Egypt and Jordan). We also see this clearly where there is no separation of powers, and the use of powers such as the legislative and judicial authorities to support impunity and to increase the closure of civic space. (CIVICUS. 2018)<sup>7</sup>.

There have also been numerous reports of violations of civic space by governments such as physical harassment, threats and intimidation, including physical violence. This happened to disperse demonstrations and to criminalize them (Demonstration Laws). It also included the detention of human rights defenders, civil society leaders, activists and journalists, as well as administrative restrictions and censorship of the media, and the complicated procedures for opening new spaces. (Van der Borgh and Terwindt 2012 and ACT Alliance 2011 retrieved from IDS, 2018; Gaebee 2017, retrieved from IDS, 2018)

Other reports describe the use of laws to impose further restrictions on the closure of civic spaces, including the issuance of laws and legislation restricting the formation and restricting activities of civil society organizations, as well as laws criminalizing protests and anti-terrorism laws (ICNL, retrieved from IDS, 2018)<sup>8</sup>.

In recent years, with tremendous technological development and the development of social networking platforms, these platforms have become alternative spaces for demonstrations and

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<sup>6</sup> Innovation for Change Mapping 2019, P.P 15

<sup>7</sup> Innovation for Change Mapping 2019, P.P 15

<sup>8</sup> Innovation for Change Mapping 2019, P.P 15



to practice freedom of expression. It has become a replacement for civil society organizations and individuals to reach their targets without having to pay heavy costs or resort to public or private media which is usually controlled by the state or one of its institutions, or by some parties who are opposed to the mobility of civil society and its defense of issues that combat marginalization and poverty. Recently, restrictions on the Internet and the digital world have increased, CIVICUS has reported that 56 countries have enforced restrictions on the internet especially in the Middle East and North Africa and other African countries. (CIVICUS, 2018, P.P11).

According to Amnesty International in its 2014 report, that year was a disaster for human rights, especially in the Middle East and North Africa, and that Arab countries continue to oppress their opponents and confiscate their right to freedom of opinion and expression. Pointing to the weakness of Justice and Judiciary systems as well as the widespread arbitrary detention and impunity of perpetrators<sup>9</sup>.

Despite the desire of those who took part in revolutions in the so-called Arab Spring, it has resulted in many disappointments and widespread violent practices against civic space and human rights in general under the name of protecting national security and maintaining the economic, political and security stability of the state.

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<sup>9</sup> علي خشان، <https://bit.ly/2PF6gfv> حرية التعبير بعد الربيع العربي بين الحماية والتقييد، ص ٨، ٩



## **An Introduction to Advocacy**

### **Introduction to Advocacy**

Advocacy comes as a process of change in power relations by seeing groups with less power joining forces to pressure those with higher power to bring about change and make those groups and their communities more powerful.

### **Advocacy and Civil Society**

By the end of the 1980s and early 1990s, NGOs working in the field of development realized that development and emergency response were not the best ways to improve the lives of the poor in a sustainable way. This led them to rethink their strategies as the focus was increasing on advocacy. Working with Advocacy allowed them develop programs capable of influencing laws and policies that exist and are affecting the lives of the poor and the marginalized, and also suggesting what improves their lives<sup>10</sup>.

Civil society sees advocacy as an effective way of bringing about societal change, especially in countries that offer civic space. Advocacy is a way of communicating people's voice and demands to policy makers. They influence the government and make it take on the responsible for solving community problems and issues. Advocacy becomes a pressure tool to cover those gaps in legislation which role is to protect and guarantee the rights of people.

### **Advocacy**

There are many definitions of advocacy, but it has been agreed that advocacy is a strategy or process by which individuals or groups seek to change legislation and practices related to them and influence relevant institutions, groups and individuals in order to achieve some interest

### **Advocacy in the Eyes of Civil Society**

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<sup>10</sup> World Animal Network, Why Do Advocacy Work?, <http://worldanimal.net/why-do-advocacy-work>



Is a process of supporting a particular cause of human rights and working to build solidarity and support for that issue by influencing the policies related to that issue in order to achieve those rights<sup>11</sup>.

## **Areas Where Advocacy is Effective**

### **Policy Development:**

Through advocacy, civil society seeks to put in place new policies that ensure effective and sustainable solutions to societal problems, including pressure to enact national and local legislation and laws that guarantee rights and access to services and resources.

### **Reforming and Amending Policies:**

There are some legislations issued which are in effect and need to be amended or sometimes canceled. They have a negative impact or are not effective and have gaps that need to be addressed. Here the role of civil society through advocacy is to press for the cancellation of these policies or amending them to suit the interest of the people.

### **Effective Implementation of Policies:**

Advocacy is not only about finding legislation or amending it, but also the application of these legislation and ensuring its effectiveness. Many legislations that have been founded for the interest of people are ineffective due to institutional behavior or the influence of stakeholders, this requires strong intervention in order to influence the awareness of people or put pressure on relevant institutions to effectively use these legislations.

## **Policies**

Principles have been adopted or proposed by governments, parties, companies or individuals. This includes articles of conventions, constitutions, laws, circulars, etc.

Advocacy influences policies through:

- Policies: Direct influence on policies either by amendment, repeal or issuance of legislation.
- Institutions: Through monitoring and accountability of institutions based on the implementation and application of such legislation and ensure their effective implementation.

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<sup>11</sup> <https://bit.ly/2L2Ntg9> مؤسسة المشرق، دليل الدعوة وكسب التأييد،



- Culture and Traditions and Norms: The norms and traditions of the society and the awareness of people about the issues of their society have an effective role in influencing policies and their effectiveness. A society that is aware of its rights and strength is a society that is not negligible by policy makers.

## **Levels of Advocacy**

The levels that are influenced through the advocacy process, and believes that in order for the advocacy process to ensure a change that has a continuous and complete impact, it must be at three levels:

### **Policy Level:**

Where success happens by changing policies or influencing the performance of an organization or an official.

### **Civil Society Level:**

The success here is in strengthening the capacities of civil society and enabling it to hold government and private sector accountable for the quality of services.

### **Democracy Level:**

Here, the effect is to increase public access to people and their institutions without being pressured or persecuted for their political participation.

## **Advocacy Methods**

### **Advocacy for People:**

- Advocacy lead by experts and professional pressure groups
- The are spaces to negotiate for change
- Civil society organization use professional groups that are capable to pressure and influence the decision makers
- The focus is on amending laws and wording them
- The influence is at the policy level

### **Advocacy with People:**

- Civil society leads advocacy



- Public space is not sufficiently available. There are excluded groups and they are not invited to participate in decision-making
- Civil society plays the role of mediator, identifying people's needs and advocating their causes
- People seek to learn and organize in order to communicate their voices
- Civil society includes people in advocacy
- Space is available for civil society to play its role as a policy observer and a contributor to the development process and to claim rights without persecution or repression
- Influence is at policy and civil society levels

### **Advocacy lead by the people:**

- People lead Advocacy
- There is a change in power relations where people have the power to influence the process of legislation and the behavior of institutions
- Society can access services and is able to claim its rights
- Society can build coalitions
- The impact is at the policy level, civil society and democracy

### **Advocacy Channels:**

#### **Direct Advocacy**

Through direct contact with decision-makers, possibly through persuasion or direct collaboration to influence policy.

#### **Indirect Advocacy**

Through mobilization, and pressure through the public in order to influence decision-making.

#### **Advocacy through Networks and Coalitions**

Networks and coalitions play an influential role in policy making, as a coalition of different forces may be seen as a change in power relations and thus influence on decision-making will be stronger.

### **Ways and Methods of Advocacy**

They are the main methods or ways by which we can achieve the desired results of advocacy, some consider them to be a curriculum for advocacy:



## **Collaboration**

Collaborate with policymakers to find solutions to problems.

## **Persuasion**

Convincing decision-makers to change their policies by presenting rational arguments based on evidence, analysis, and studies.

## **Political Pressure**

Get the decision-maker to bring about policy change by building support for your cause among other groups that influence decision-making, including popular lobby groups.

## **Litigation**

Forcing relevant institutions to change their policies or practices by taking legal action or obtaining a court order.

## **How to Make your Advocacy Effective?**

- Seeking opportunities and investing in them
- Choosing the right moment
- Building general awareness on issues and power and influence
- Framing issues clearly and motivating the target audience to work for change
- Negotiation is a main skill for the success of an Advocacy process
- Investing in small opportunities can lead to big winnings
- Building your skills can make you more influential
- Creativity and innovation can contribute to awareness and influence
- Assessment and learning are pillars to effective advocacy

## **Advocacy Campaigns**

### **Campaigns**

A set of organized actions and activities aimed at raising the interest of the public for a specific purpose.

#### **What makes campaigns unique compared to other social interventions?**

Campaigns are based on a series of organized activities that seek to achieve a goal or set of goals, making them similar in description to many community interventions, such as projects and initiatives, but there is indeed a distinction between campaigns in general and advocacy campaigns in particular from those interventions.

#### **Campaigns are based on 3 main pillars, they are:**

##### **1- Behavioral Change**

The campaign is constantly working to change the behavior of human beings in order to achieve the desired results. For example, promotion campaigns aim to increase profits by increasing the demand for the purchase of the product or service, which is related to the behavior of the consumer. As for campaigns that aim to make the candidate win the elections through increased voter turnout, is also a change in behavior due to voters being affected by the campaign.

We see the same in awareness campaigns that seek mainly to change the behavior of the target groups. Advocacy campaigns influence the behavior of the target audience in terms of their orientation and gain their support in order to win the cause of advocacy.

##### **2- Rallying**

The campaign is primarily for mobilizing efforts to achieve its purpose. For example, promotion campaigns mobilize people to buy a product or service, while election campaigns seek to mobilize people to vote for a candidate, and awareness campaigns mobilize people for specific behaviors and advocacy campaigns mobilize people to achieve a change in the community.

### 3- Desire

Campaigns are based on motivating the desires of the target audience rather than focusing on raising awareness and education. These processes need a long time and a variety of efforts to start impacting. The desire is present and can be stimulated by focusing on the human aspect of the case and where the interest of the individual or stakeholder exists. This can be a motivation for solidarity and participation in an advocacy campaign.

#### The Campaign



#### Types of Campaigns:

##### Promotional Campaigns:

Campaigns to promote products or services. These campaigns are aimed at increasing corporate profits.

##### Election Campaigns:

Campaigns launched by candidates in political elections in order to win those elections.

##### Awareness Campaigns:

These are campaigns launched by the state, groups, or civil society organizations that seek to modify the behavior of individuals within society by following a certain behavior or abandoning another.

##### Advocacy Campaigns:

These are campaigns aimed at influencing or implementing legislation, which contributes to solving societal problems.

#### Definition of Advocacy Campaigns:

Is a systematic mobilization of people's efforts to influence policy on a specific issue.



## **Factors that Affect Advocacy Campaigns:**

### **Chronologically**

Advocacy campaigns may be extended or time bound. There are extended campaigns that only end with a solution in the advocacy case. Other campaigns have short-term goals and their activities are concentrated in one or several short-term events.

### **Geographically**

Advocacy campaigns can be at the district, city, state, regional or global level. The geographical scope of the campaign's impact is determined by the issue, context, target group and the nature of the legislation and policies it seeks to influence.

### **Issues**

The advocacy campaign focuses on a clear and specific issue.

### **Targeting**

Advocacy campaigns always target specific groups. Each campaign has a target audience, partners, stakeholders and decision makers who focus on them and focus their lobbying and lobbying efforts.

## **Elements of the Advocacy Campaign**

### **Organization**

Organizing is the logical structure of the campaign, including planning, setting goals, defining roles and timelines, and managing resources.

### **Mobilizing**

The campaign is essentially a process of mobilizing efforts to make an impact, so the advocacy campaign is gathering as many supporters as possible to defend the cause.

### **Communication**

The advocacy campaign is not completed effectively between the campaign team and each other, and between them and the target audience.



## Unsuccessful Campaigns

### Unrealistic Purpose

The success of any campaign depends on a clear purpose and change that the campaign team seeks to reach.

### Unrealistic Goals

When the objectives of the campaign are unrealistic and undetermined, it affects the nature of the activities and actions that will be the campaign, it also affects the outcome of the work on the campaign. A campaign without clear goals is just a meaningless and a waste of efforts and resources.

### Unsuitable or undetermined audience for the cause

The public is affected by the problem as well as all groups that support the solution proposed by the campaign team. If the choice of the public is inaccurate and based on a systematic analysis of the context, this will hamper implementation of the campaign's activities and results.

### Traditional thinking and no innovation

Innovation, new solutions and the use of innovative methods and tactics give way to a greater impact and more effective advocacy campaign.

### Unclear and disoriented messages

Effective communication is one of the main pillars of the advocacy campaign. Through a good communication strategy, the team can communicate with each other to follow up the implementation of the campaign activities and reach its audience and stakeholders and decision makers, and the fact that confused messages negatively affect the communication process, will reflect on the campaign and its results.

### Weak follow up and assessment

Follow-up is an ongoing process to ensure that campaign activities and work quality are achieved as well as work develops in a logical manner. The M & E process is not only a process of measurement of achievement and impact of the work but also of learning and achievement value. Therefore, the weakness of the M & E process weakens the impact of the campaign.

## Examples and models of Advocacy Campaigns Defending Civic Space

### Morocco: Internet Activists Manage to Abolish a Law Restricting their Freedoms



عصيان إلكتروني  
17 December 2013 · 🌐

Aymen Bhiri  
عندما يصبح الطغيان قانون. يصبح التمرد واجب  
#المدونة\_الإلكترونية\_لن\_تمر  
#عصيان\_الإلكتروني

👍 43      1 comment 2 shares

"Young Moroccans on social media have fought a fierce campaign against the" Digital Blog "bill, which was publicly put forward last week by the Moroccan government before it is submitted to parliament for approval, prompting the government to backtrack on the blog. The Moroccan minister of commerce and industry announced in an unexpected step, the draft code of digital code, which includes severe prison and criminal penalties, against officials and managers and owners of websites and digital media.

The law tightens the censorship of the electronic press. It asserts that up to five years imprisonment and a fine of up to 100,000 dirhams are imposed against anyone who commits "crimes" through websites or any digital means of communication. The draft law allows police officers to enter aliases to monitor sites.

Many journalists in Morocco felt that passing the code would put them "in grave danger," especially after reviewing Article 73 of the bill, which prohibits the publication of "offensive content that appears explicitly and implicitly in pictures or words - violent scenes or contrary to good morals and public order, Or elements that may promote arbitrariness, lack of reserve or negligence, or which may conflict with the Islamic religion or political beliefs of the public or private life of individuals. "

However, Moroccan activists have categorically rejected any censorship of their activities within cyberspace, as activists intensified their comments and criticism of the blog's texts. Young people launched online campaigns such as "The Blog will not pass," which continues despite the announcement of the withdrawal of the code in its current form.<sup>12</sup>

### **Yemen: Non-Governmental Organization demand the release of detained journalists, who have been detained for 2 years with the Huthis**

"Nine non-governmental organizations said today that the Huthi forces and their allied forces should immediately and unconditionally release ten Yemeni journalists arbitrarily detained without charge or trial on the second anniversary of their detention. The nine organizations are deeply concerned about the health of journalists.

Family members of journalists told Amnesty International that all 10 men are now held by the Political Security Service in Sana'a, following new restrictions on family visits to their children throughout May. Nine journalists were also interrogated this month. According to Amnesty International's knowledge, this was the first time some of these men had been interrogated since their arrest two years ago. "<sup>13</sup>

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<sup>12</sup> نون بوست، مقالات: المغرب: نشطاء يسقطون قانونا يقيد حرياتهم، نشر بتاريخ ٢٩ ديسمبر ٢٠١٣، <sup>12</sup>

<https://www.noonpost.com/content/1377>

<sup>13</sup> مراسلون بلا حدود، مقال: منظمات غير حكومية تطالب بالإفراج عن صحفيين محتجزين لدى قوات الحوثيين منذ سنتين،

<https://bit.ly/2UMcXxX>

## **Jordan: Ministry of Interior Responds to 'Equal' Campaign on Participation of People with Disabilities in Elections.**

People with disabilities can cast their ballots in complete confidentiality and privacy through a personal escort. Provide sign language interpreters at polling stations to assist deaf voters in exercising their right to vote.

The Ministry of the Interior has approved the demands of the "Equal" Campaign to promote the participation of persons with disabilities in the upcoming parliamentary elections in 2010, particularly with regard to the right of persons with disabilities to vote freely and independently through their personal companions of their choice and in their own volition, Illiterate as before.

The announcement was made by the governor of the capital, Samir al-Mubaidain, who attended the meeting organized by the Supreme Council for the Affairs of Disabled Persons under the chairmanship of His Royal Highness Prince Raad bin Zeid, and the presence of the Minister of Political Development and representatives of the "Equal" campaign.<sup>14</sup>

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جراسا نيوز، مقال: الداخلية تستجيب لمطالب "تكافؤ" حول مشاركة الأشخاص ذوي الإعاقة في الانتخابات البرلمانية ٢٠١٠،<sup>14</sup>  
<http://www.gerasanews.com/article/33904>



## Planning for Advocacy

### Vision

Is the distant ambition or the ideal state that we aspire to have on society.

The vision is an aspiration shared by many parties as being far-fetched and reflected on the entire community.

### Detailed Analysis of Problems

After determining the vision, the question is: Why is this vision not realized yet? What are the obstacles? Where is the problem?

After identifying problems that impede access to vision, the process of careful analysis and understanding of the problems and forces affecting them.

### Identifying the Issue

The issue requires research and treatment, and the existence of the issue requires the existence of conflicting parties. Therefore, the choice of the issue is related to one of the problems affecting the realization of the vision, and the issue should be clear and specific and related to the priorities of the community.

### Identifying Stakeholders

Stakeholders are individuals, groups, and entities who have an interest and ability to influence your intervention in order to win the cause of advocacy. The classification of stakeholders varies between supporters, opponents and neutrals. Stakeholder analysis is a step towards identifying potential allies and partners, and developing strategies to avoid the risks and threats of opponents.

### Setting Goals

In order to chart a clear roadmap for the advocacy process, advocacy objectives must be clear, specific and verifiable, reflecting policy change.

### Developing Tactics

Are the short-term approaches through which we seek to achieve advocacy objectives and are closely related to activities as the general framework encompassing those activities.

### Developing Executive plans

Plans of activities or timeframes that illustrate the activities and time proposed for implementation.

### Execution



After the completion of the planning process comes the role of field work and the implementation of activities in order to achieve the goals of advocacy.

### Assessment

Assessment is the process of measuring whether and to what extent change has been achieved. The objectives of the assessment process vary between measuring impact and the efficiency of intervention in solving the problem and achieving advocacy goals, as well as learning and drawing lessons from the advocacy process.

### Applying Lessons learnt from Advocacy

Every time we undertake a advocacy process to change policies we come up with a set of lessons learned and best practices that are being used to plan and implement a new advocacy activity.

## Context Analysis

Is the process of analyzing the working environment of advocacy and understanding the internal and external factors affecting the issue and the advocacy process?

There are various forms of context analysis, where there is problem analysis and analysis of the work environment, and there is also an analysis of influential stakeholders on advocacy.

The tools and methods of context analysis vary depending on the nature of the organization, network or group and the nature of the activity to be worked on. Power analysis plays a vital role in supporting people to re-evaluate the upward approach (from the bottom up) to achieve change.<sup>15</sup>

## Power and Advocacy

### Definition of Power

"We understand power as the ability of people to achieve the change they want"<sup>16</sup>

Martin Luther King defined power as "the ability to achieve purpose, the capacity that must be available for social and political change".

- Power is changeable and dynamic not static
- Power is not related to morals but to the ability to achieve
- Power follows context, There are privileges or attributes that make you strong in some circumstance and are themselves a reason to make you power

### Feeling Powerful

The sense of power varies with the different context even with the same privilege. Having a university degree may be a source of strength for you when you are in a context that appeals to scientific arguments related to your subject of university specialization. But it may also be a source of power.



### Types of Power

<sup>15</sup> Raji Hunjan and Jethro Pettit, POWER: A PRACTICAL GUIDE FOR FACILITATING SOCIAL CHANGE (P.P 3)

<sup>16</sup> Raji Hunjan and Jethro Pettit, POWER: A PRACTICAL GUIDE FOR FACILITATING SOCIAL CHANGE (P.P ٥)

**Power Over**

A power that arises from the control of a person or entity over another person or entity in order to achieve an interest.

**Power With**

Is the force that arises from the presence of individuals within a group framework.

**Power To**

A force that arises from an action individually or in a collective setting.

**Power Within**

Is the internal power that influences the presence of other powers.

**Shapes of Power****Visual Power**

It is the power of politics, being declared to all and based on institutions.

**Non-Visual Power**

It is the force of culture and intellectual references, customs and traditions, which are based on the organization of society.

**Invisible Power**

It is an undeclared power that is regulated by relations between individuals and institutions.

**Spaces of Power****Given Space**

Are all areas that an individual or group can access and engage without any threat.

**Closed Space**

Are areas that are forbidden to individuals and groups to access and access and may also be open spaces for individuals and other groups.

**Granted Space**

They were opened as a result of demanding and pressing.

**Levels of Power****Local Level**



When power is more influential in a particular society and loses its impact when moving to another society.

### **National Level**

When the force has an impact in a national context and does not affect outside the scope of the State.

### **Global Level**

When the impact of the force includes large areas of the world.

## **Power Analysis**

Is a way to analyze the context by focusing on understanding the dimensions of the forces within this context and their impact so that we can determine the nature of interventions that affect these forces to solve problems.

The analysis of power enables civil society actors, individuals, groups, institutions, networks and others to understand the different forms of forces that support the exacerbation of the problem and prevent it from being solved.

Power Analysis Affects:

- **Analysis and Understanding of the Context**

Power analysis contributes to a deeper understanding of the context, with an emphasis on understanding the relationship between the different stakeholders and their impact on society, specifically on the issues and problems we seek to solve.

- **Strategy Development**

By analyzing and understanding forces, the road map can be determined to influence the different power relations in order to achieve the desired change.

- **Program Design**

Through power analysis, organizations can predict the impact of their programs, especially in terms of influencing power relations, as well as anticipate and absorb the forces that can affect those programs, allowing the institution to avoid the risks expected.

- **Choosing Partners**

Strength analysis also helps to identify potential partners who form an association that has the ability to work together to influence the relationships of forces supporting problems, allowing for a stronger impact.

- **Program implementation development**

Strength analysis supports the development and implementation of action plans through a broad understanding of power relations and thus the ability to define the nature of appropriate actions through which they can achieve the desired change. This includes understanding the strength of the organization at the structural and individual



levels and their ability to achieve the desired outcomes of intervention Planned, and how the external environment affects it.

## Who takes part in Power Analysis?

### **Advocacy Team in the Organization**

The advocacy team will lead, facilitate and analyze the forces as well as invite stakeholders to participate.

### **Partners**

Being a key contributor, especially in a participatory work environment, partners have a fundamental role to play in the analysis of forces.

### **Stakeholders**

In a participatory work environment, stakeholders with active interest and influence are invited to advocate for the issue at hand, to gain a broader understanding of the context and relationships of influential forces as well as to make a joint decision regarding the identification of strategies for change, allowing stakeholders to feel ownership of the advocacy campaign.

### **Beneficiaries of the Advocacy**

Advocacy campaigns seek to mobilize people by addressing their desire for change in order to move towards influencing and achieving the desired change. Therefore, inviting groups from the target community to participate in the analysis of forces is important in two ways: 1) Participation of all interested parties. 2) Educate people through experiences that help them understand the context around them, giving them the opportunity to work more effectively to solve their problems.

## Power Analysis Tools

They are the tools that we can use to understand problems and issues by understanding the power relations and manifestations of different forces that influence those problems and issues.

## When Analyzing Power we Must Ask:

- Who are the actors and actors influencing the issue? Who supports those actors in order to communicate their voice? Who are the partners and allies who can support these actors to influence?
- Where does the strength of those actors affect and at what level are their voices heard?
- What do they want to change? What forms of power can help them make their voice heard?



- How do you influence? What strategies can bring about the desired change?

## Problem Solving

### Problem Analysis and Choosing Advocacy Issue

#### Problem

Negative or obstructive situation that disrupts the process of change.

#### Problems Analysis

The process of identifying the problem and understanding its aspects and causes in order to identify appropriate solutions.

In the advocacy process the problem is analyzed by looking at two main dimensions:

- **Legislative Dimension**  
It identifies and examines legislative and legal gaps that support and enhance the existence of the problem and affect the solution, and identify strategies to influence those legislation to resolve the problem.
- **Society and Cultural Dimension**  
Where cultural and social influences are identified and studied, including customs, traditions and customs, their role and extent of impact on the problem and aggravation, and identify strategies to influence those influences to solve the problem.<sup>17</sup>

## Choosing the Issue for Advocacy

There are several determinants that can assist in choosing the advocacy issue and can be summarized in the following lines:

#### Priority for the Issue

Aspects of identifying the priority issue are:

- The extent of the problem on the lives of people and the need for a solution.
- Availability of resources to solve the problem.
- The ability, skill and experience of the organization to solve the problem.
- The presence of other parties seeking a solution and opportunities to achieve the desired change.
- The extent of the impact of the work on this issue on other issues.

<sup>17</sup> <https://bit.ly/2XQa3Kf> موقع مصادر، دليل المناصرة ورسم السياسات (ص ٢٠)

## Societal Impact

The impact can be seen at the following levels:

- Policy change.
- Change in institutional behavior and institutional structure.
- Change in the behavior of people to affect the customs and traditions of society.
- Increasing people's sense of their power and ability to organize.
- Increasing political awareness and active political participation.

## Development of the Organization

This development lies in the following points:

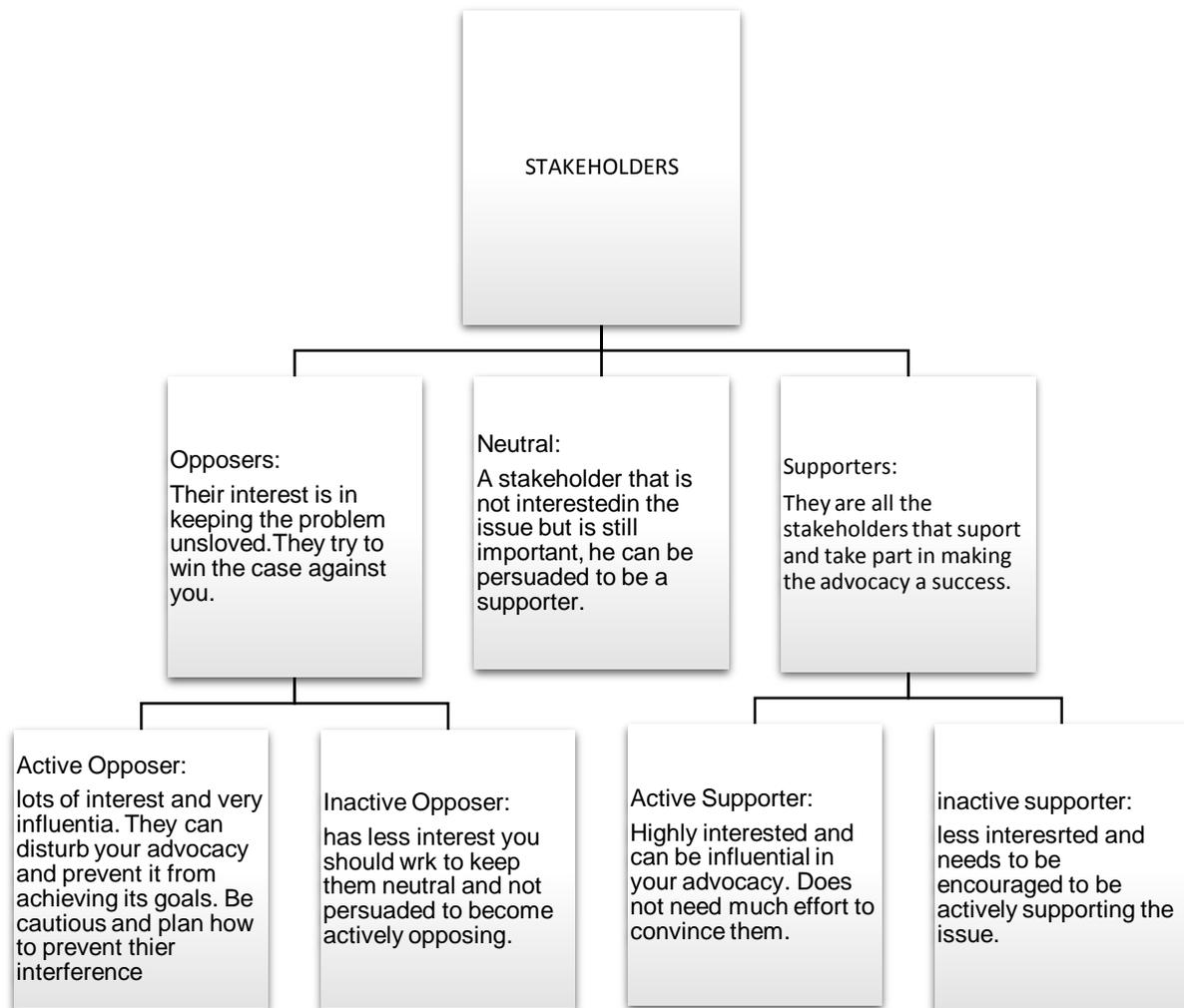
- Increase the resources of the Organization.
- Change in the structure of the organization.
- Evolution in the organization's experience and learning in dealing with similar issues.
- Expand the organization at the level of partnerships and join networks and alliances.
- Increasing people's confidence in the organization and increasing its popularity.
- In addition, we can consider the evolution of the relationship between the organization and decision makers as one of the factors of the development of the organization.

**Stakeholders, Audience and Allies**

## Stakeholders

They are all individuals, groups, institutions and companies that have an interest in advocacy and can influence it either positively or negatively.

There are many categories of stakeholders between supporters, opponents and neutrals.





A process that determines the degree of interest and influence of stakeholders in order to determine the appropriate strategy to achieve the desired goal, by utilizing shared stakeholders to make interventions successful or to prevent potential threats from opponents.

## Stages of Stakeholder Analysis

### **Listing Stakeholders**

This is the stage when the campaign team is brainstormed and a list of all potential stakeholders is written.

### **Stakeholder Analysis**

It is the stage of determining the relationship of each stakeholder to the cause of advocacy, the campaign or advocacy activity, the degree of interest and influence, and the relationships of influence among stakeholders.

### **Proposing strategies to influence stakeholders**

After analyzing the stakeholders, the methods by which we can reach the desired impact of the stakeholders are determined by their location (supporters, opponents, neutrals).



## Role of Research in Advocacy

### Advocacy Research

In advocacy, working groups and organizations need to understand the context of advocacy more clearly, and examine problems and issues to allow them to come up with practical, realistic and viable solutions. To shed light on the policies we need to influence with complete objectivity.

### Definition of Research

An investigative process is carried out in a systematic way in order to understand phenomena, discover facts and access information.

Research is the art of scientific investigation in order to reach facts that enable us to understand phenomena.

#### **Characteristics of scientific research:**

##### **Subjectivity:**

Research offers a systematic and impartial scientific study that is far from impression and self-guessing. It helps to understand phenomena and problems and recommends appropriate intervention to influence based on research results.

##### **Experimental ability:**

One of the characteristics of the research that it can be a tool to test the impact of problems as well as testing the proposed solutions to systematically reach the most appropriate solution.

##### **Frequency and generalization:**

The research focuses on a group of respondents called (research sample) where this group is the model through which the study is conducted, and there is a possibility to generalize the results or confirm the possibility of repetition based on the evidence and evidence to confirm this, and this It depends on the nature of the phenomenon and how likely it is to be generalized or repeated.

##### **Simplification:**

The research in its final form provides a brief presentation on the phenomenon that reduces many references and sources and saves time to return to it.

##### **Prediction:**

In some cases, research results are used to predict similar situations. This also allows the understanding of the context, and by exercising caution or willingness to deal with problems.



This is particularly prominent in the study and prediction of risks and work to prevent them or avoid their effects at work.

### Roles of Research in the Advocacy Process

- Help you understand the context and policies affecting it.
- Make your advocacy grounded and based on logical evidence.
- Helps you create creative, feasible and realistic solutions.
- Provides you with case studies, examples and human stories that can be used in advocacy work.
- Help you draw alternative plans and avoid potential risks.
- Help you study the cost and its usefulness in effect.
- It gives you logical arguments to help convince people and decision-makers to solve.
- Provides reasons and evidence concerning the success or failure of past experience.
- Provide appropriate content upon which the media relies in relation to the advocacy process.
- Give evidence and arguments strengthen your position in the case.
- Helps in learning through the analysis of the problems and issues that affect them and guide them to the solutions and actions that must be taken in order to achieve change.

### Research Methods Effective in Advocacy

#### **Participatory Action Research:**

It is a systematic research study that studies the phenomena and problems of the community and determine the nature of the appropriate intervention. Knowledge is power; people owning it makes them stronger and more confident in moving for change.

This process is done by developing the capabilities of a group of members of the community in scientific research skills, working together to study the problem and collect relevant data, through interactive methods and tools through which to engage different groups of society and stakeholders for a deep understanding of the problem, and to involve a broad sector. Involving a broad sector of society in decision-making towards determining what actions will be taken to bring about change. This is therefore a process of community empowerment, not just a study of problems and societal phenomena.

#### **Social Surveying:**



Is a systematic research studies that explain and understand the various social phenomena, including:

Community survey:

This study examines social problems and phenomena that have been imposed as a result of social, economic or political changes, such as poverty and crime research.

Surveys of Public Opinion and Political Trends:

Surveys aimed at polling people on issues and matters related to public opinion as well as understanding and studying the political trends of people.

Policy survey:

A study aimed at studying a problem or issue at the local, national or global level, by understanding and tracking the policies that affect the phenomenon or problem.

**Steps to conducting Advocacy Research**

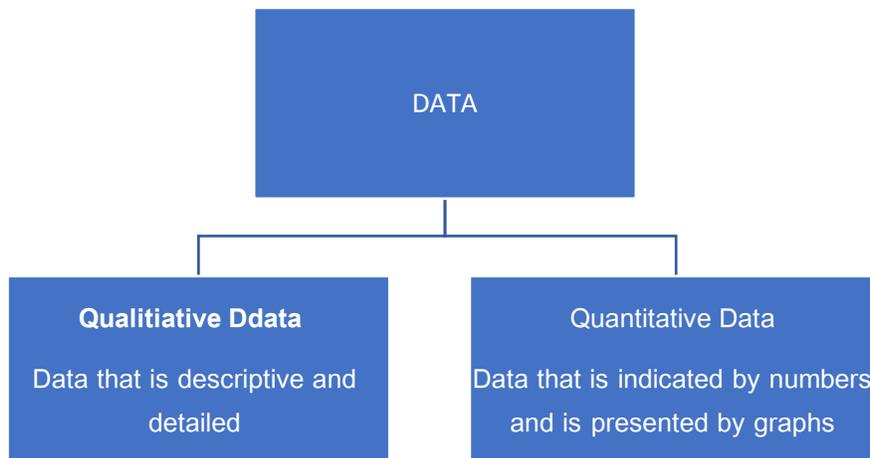
Defining the Problem	It is a problem that research seeks to understand and study in order to reach an effective solution.
Research Questions	They are questions that by answering the researcher can achieve the purpose of research.
Research Goals	It describes the specific changes that, if achieved, would mean the purpose of the research.
Identifying target community	These are the categories from which samples will be selected for or through search.
Specifying methods of research	These are the methods used to collect and analyze data, and their choice depends on the data to be collected, whether quantitative or qualitative, as well as the nature of the respondents and the context.
Developing research tools	These are the tools by which data are collected based on predefined methodologies
Collecting Data	This is the stage at which data is collected through the tools developed.
Data Analysis	This is the stage in which the data are revised and arranged, and the inferences between the data are deduced to answer research questions and infer facts.
Conclusions	As a result of data analysis, the search yields

	a set of results that reflect the facts of the research, and these results are presented in the form of numbers, narrative text, graphs and other forms.
Writing Recommendations	In some research based on the conclusion, the researcher or the research team makes a set of recommendations in order to make the desired change or solve the problem in question.
Procedures taken after the research	In some research, especially procedural research, the study concludes by proposing actions for action based on recommendations.

### Advocacy Research

- Assess community needs and the policy gap.
- Analyze problems and issues.
- Analyze the policies affecting the problem and its context.
- Proposes a policy advocacy strategy for change.
- Assess the impact of the change resulting from the advocacy process on society, and the actions that must be taken in order to maintain policy gains and ensure that they are realized.

### Types of Data



### Categorizing Data:

#### Primary Data



These data are collected through research tools, whether from respondents or from field work. These data are exclusive to the research we do. These tools such as questionnaires, focus groups, observation tools and field visits can be effective tools depending on the nature of the research and its purpose.

### **Secondary Data**

Data collected from sources that already exist, such as previous research, reports produced, maps of the same research-based organization or others.

## **Strategic Framework for the Advocacy Process**

### **Identifying and Setting Goals**

#### **Setting Advocacy Goals**

Goal setting is the beginning of a roadmap for change. Goalless action often fails, and goal setting is the beginning of a clear and effective strategy for a successful advocacy process.

#### **Definition of Goal**

It is a specific and near-term change that we seek to achieve through a range of steps

#### **Purpose**

The so-called general goal, which reflects the overall state of change that we seek to reach from the advocacy process in 3 to 5 years.

Example of purpose:

Reduce the gap between women and men in leadership positions in the institutions of the government cultural sector in Egypt.

#### **Specific Goals**

These are specific, short-term phased changes that, through their realization, are extremely accessible from the advocacy process. Specific goals must be SMART

#### **SMART Goals**

- **Specific:** The target is specific when the desired change from the advocacy process is clear, and there is a target place and category.
- **Measurable:** A target is measurable when there are indicators by which it can be measured if the target has been met or is under way.



- **Achievable:** The goal is achievable when there is a willingness on the part of the community and the target of the advocacy process, as well as when resources are available from which to achieve the goal, whatever the challenges and circumstances.
- **Realistic:** The goal is realistic when it is based on a real need for society, and achieving it will contribute to real change in people's lives.
- **Time Bound:** Achieving set goals is always contingent on time plans and time frame.

### Elements for forming specific objectives:

- **Target audience:** They are the target group of the advocacy process.
- **Status:** The state of the society that we seek to change and when they change means that the goal is achieved.
- **Behavior we seek to influence:** The goal is achieved through a change in the behavior of the target group, which leads to achieve the desired change.
- **Degree of change:** It is the degree of change that if we reach the goal is achieved, and this is indicated when the formulation of the goal either by the development of numbers or ratios can be measured.

### Advocacy Goals

There are many forms of advocacy objectives.

- Objectives that change the legislation and regulations.
- Objectives that change the awareness and behavior of the community.
- Objectives that bring about change in institutional behavior and institutional structure.

### Examples of Specific Goals:

- 200 young men and women between the ages of 20 and 30 from Sfax, Tunisia, were involved in initiatives to promote gender equality in the work environment in 2019.
- Promote the development of internal policies to ensure gender equality in the work environment in five labor establishments in the industrial zone in Borj El Arab - Alexandria, Egypt, during 2019 and 2020.
- Establishing legal support units for workers in textile factories in Alexandria during the first 6 months of the project.

### Outcomes and Outputs



Each advocacy campaign has many desired Outcomes and Outputs that can be counted at the end of the campaign.

## Outcomes

The difference or change that we want to get to when we achieve the goal.

The types of results vary according to their time dimension; there are short-term outcomes where they are linked to the achievement of the objectives set and there are long-term results related to the achievement of the goal.

Example

Including the development of the highway leading to the market district in the municipality plan for 2020.

## Outputs

Outputs are the products or services that are expected to be achieved or produced within the framework of the advocacy campaign.

Examples:

- 200 young men and women participated in the campaign activities.
- 3 videos were produced.
- A report containing the results of the policy survey was produced.

## Creativity

Creativity is one of the most important and effective elements in advocacy campaigns.<sup>18</sup>

## Creative Activism

It is the process of employing creative activities in order to influence power relations and bring about the desired change. It is using art in order to bring change and influence policy.

## Role of Innovation in Advocacy

- Finding creative solutions to problems.
- High ability to mobilize by employing different creative forms that can motivate people.
- Making advocacy an enjoyable process for the public and not a boring routine.
- Make the message of the campaign clear and accessible through innovative and creative means.
- Changing people's perceptions of political development and active participation in policy change.
- Attract more members to join the campaign.
- Innovation gives greater opportunity to communicate the voice of people to decision makers and influence them.
- Innovation offers the opportunity to learn to campaign team, partners and people.

## How to be Innovative and Creative in Advocacy?

- Make sure there is no bad idea.
- Be dreamy and ambitious about the change you seek.
- Be fun, fun has a great ability to influence and attract people.

## Tactics

Short-term approaches through which we seek to achieve advocacy objectives and are closely related to activities as the general framework encompassing those activities.

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<sup>18</sup> Global Justice, Creative Activism (P.P1), <https://bit.ly/2L94zcl>

## Examples of Creative Tactics

### Digital Storytelling:

Digital storytelling is an innovative and creative tactic that focuses on human stories and specifically personal stories. Digital storytelling activities are workshop-based activities in which a group of affected people are usually invited and provided with simple tools and techniques through which they can use their mobile phones or modest computers. Using the audio-visual media and disseminating it to social media or publicly, the tool supports the group's sense of power and ability to communicate their voices creatively and easily.

The first use of digital tale in political action was through the campaign "Hadia Tajik":



*Figure 1 Hadia Tajik - Source Wikipedia*

Hadia Tajik is a Norwegian politician of Pakistani descent. In September 2009 she was elected to the Norwegian parliament for the Norwegian Workers' Party. This was not easy for a woman belonging to a Muslim minority and of ethnic origin at a time when anti-Muslim propaganda in Europe was at its height. Tajik used digital storytelling as an essential tool in her election campaign, as the four tales published by Tajik on YouTube with her voice using various images of different stages of her life, in which she talked about her trip with her people to Norway, her

political ambition and her program, helped win the support of the electorate. A pioneering breakthrough in political discourse, he used simple audio-visual tools through cyberspace, reaching many people and persuading them to vote for her, becoming a member of parliament for her party and then the first Muslim culture minister in Norway.<sup>19</sup>

You can watch one of Hadia Tajik's videos through this link:

<https://www.youtube.com/watch?v=fKo9n7WVvOE>

### **Interactive Theatre**

The interactive theater has many advantages, including supporting participatory work. It is essentially a collective narrative creative work, giving space to express issues and problems and delivering messages in an engaging and fun way built in a participatory way. The interactive theater opens the door for the public to become a spectator, as the Brazilian founder Augusto Boule pointed out.

The audience also plays an active role in proposing solutions to problems. It builds a bridge of solidarity with those affected and mobilizes people to advocate for their societal causes and defend their rights peacefully.



At the Ishtar Theater in Ramallah, Palestine, we see a model for those theater groups specialized in this type of theater, especially the theater of the oppressed. Since 1991, Ashtar Theatre has been performing theatrical performances belonging to the theater of the oppressed discussing sensitive social and political issues that are closely related to what the Palestinian society is experiencing and the violations it is subjected to. Either in the social context in which he lives, such as the marriage of minors and honor killings, as well as what is related to the political reality and what the laws of the PA represent or the violations of the occupation of Palestinian rights.

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<sup>19</sup> Wikipedia, [https://en.wikipedia.org/wiki/Hadia\\_Tajik](https://en.wikipedia.org/wiki/Hadia_Tajik)

The theater experience dealt with the story of a girl as young as 14 years old who was forced to marry and was subjected to many pressures and was killed unjustly under the name of honor crimes, and the father went out without being punished and was punished only uncle imprisonment for six months.

## **Graffiti**

Graffiti is a visual community tool that is one of the so-called urban arts, street arts, and is a community art par excellence. It is a medium of expression through which artists as well as people reflect their views, dreams and protests by passing their messages through mural paintings in The street, graffiti is one way to communicate people's voices and issues, as well as a tool to draw attention to issues and mobilize society to defend its rights.



“Sit El Heta” Project in Egypt uses graffiti in advocating women's issues. This project appeared in Egypt after 25 January 2011 revolution to decorate the streets of Egypt. Reflecting the status of women in Egyptian society and highlighting their problems, this group seeks to give women in Egypt space to communicate their voices through creative experiences.

More information about the project can be found here:

<https://www.facebook.com/womenonwalls/>

**Social media campaigns:**

Social media has become one of the most influential tools in public opinion and mobilization of the masses, especially the youth and the delivery of people's voices. Recently, social media has had a great impact in inviting people to protest. This has helped to mobilize thousands and sometimes millions of people to take to the streets, protest and claim rights, as well as the pressure on decision-makers and the speed of their response on many issues.



Social media campaigns are numerous in MENA countries; for example, civil society organizations and community movements in Jordan have used social media to mobilize people, shed light on issues and pressure decision makers.

Examples include the use of the “National Campaign for Student Rights - Thabahtoon” for social media and the use of the hashtag # Thabahtoon to communicate the voices of students in Jordanian universities. This was reflected in the mobility of the students of the University of Jordan in 2014 after the cost of graduate studies and parallel system education was raised.

Another example is the use of various means of communication to mobilize efforts to abolish Article 308 of the Jordanian Penal Code, which states that: “A rapist shall be exempted from punishment if he marries his victim in accordance with Article 308 of the Penal Code”.(BBC)<sup>20</sup>.

The efforts of civil society succeeded in abolishing this article in August 2017. The use of social media was also prominent in the cyber storm led by Jordanian youth against the Cybercrime Law in 2018.

We also see that there are many successful e-campaigns in Lebanon, including the "White Does Not Cover Rape" campaign, as well as in Morocco, where we see the campaign to boycott the goods of a food company owned by a businesswoman engaged in politics. Through its use of social media, the campaign was able to mobilize thousands of interested people, which increased the impact of the campaign and the success of its endeavors.

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<sup>20</sup> <http://www.bbc.com/arabic/middleeast-40780571> بي بي سي العربية

To watch the video about the campaign, please visit:

<https://www.youtube.com/watch?v=KnjhZlnS-GE>

### **Concurrent Events:**

The idea of concurrent events comes as a tool to communicate the sound strongly and emphasize solidarity and solidarity among people towards a specific issue wherever they are. The whole world turns off the light for an hour at the same time, or people take to the streets holding candles in several areas or cities at the same time to deliver a message.



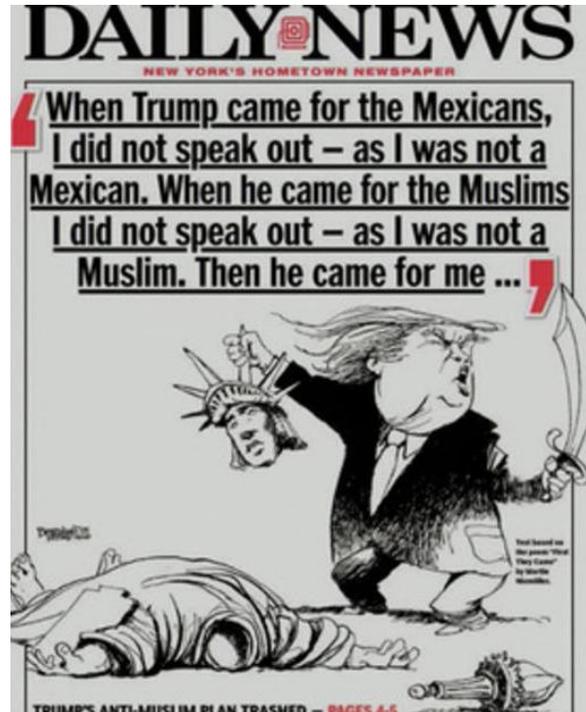
*In Solidarity with Victims of the New Years Bombing in Egypt 2011*

Concurrent events are one of the most effective ways to emphasize the importance of the issue and support the role of popular pressure, especially if the issue is very popular. Campaigns that embrace public opinion issues can easily and through coordination with partners and allies in different geographic regions deliver the same event in different locations at the same moment.

This can be seen in a number of campaigns and activities, including the simultaneous vigils that preceded the January Revolution in Egypt to denounce the torture of citizens by the police at the time. Demonstrations in black happened in different Egyptian governorates at the same time in order to convey the voice of the people and solidarity with those who were tortured during that period.

### **Sarcasm**

There are many ways and tools of cynicism, but in general, cynicism plays a big role in changing power relations. When a category of cynical criticism of a decision is made public, this reflects the strength and weakness of that decision, and with repeated cynicism, that decision loses meaning.



There have been numerous campaigns based on the use of ridicule for societal and political change. We see this clearly in the campaign of ridicule launched by cartoonists worldwide to ridicule Trump's remarks on preventing the entry of Muslims to the United States, which was part of his campaign for the presidency.

You can watch a video of the campaign report: <https://youtu.be/CYb5cyt2D1s>

#### **Video:**

One tactic that has a strong and effective impact is the use of audio-visual industries in the advocacy process, where the video can be a report that reinforces the campaign's attitude towards the issue, an investigative video that provides evidence to support the campaign's position, or it may be a promotional flash of the campaign's message to mobilize people. Or it could be a way to call for urgent change or tell influential human stories that might motivate people toward change.

In the “White Does Not Cover Rape” campaign in Lebanon, the video played a key role in shedding light on the issue and opening a community dialogue. To watch the video you can enter the link: <https://bit.ly/2W6OW9x>

#### **Digital Blogging:**

Blogging plays an active role in communicating the voice of people and their issues through the writings of bloggers or activists in order to shed light on the issues of society and demand long-term solutions. With technological development and the spread of social media, digital blogging has become an open space for anyone interested in connecting issues and pushing for a solution.



An example of such campaigns is the blogging campaign launched by a group of activists in Egypt under the title "Passport", which aims to support the right of human rights defenders to freedom of movement after the Egyptian authorities prevented many activists and human rights defenders from traveling. The "Passport" campaign addresses various forms of violations of the right to freedom of movement of human rights defenders, which begin with arbitrary and humiliating searches or obstruction of check-in procedures.<sup>21</sup>

Learn more about the campaign at this link: <https://bit.ly/2YGtR3p>

#### Hashtag:

The idea of hashtag has spread rapidly as one of the ways in which the power of solidarity can be highlighted in virtual reality. The use of hashtag on publications on an issue makes blogging and dissemination quick, and it is possible through the hashtag to know the volume of publication on the issue and who are interested groups.

<sup>21</sup> <https://bit.ly/2YGtR3p> مركز هردو،



In Tunisia, the #Learn\_ToRun campaign, launched on social media in 2018, was a popular campaign among youth, highlighting security forces' attacks on sports fans.

A Hashtag has also caused a riot as part of a campaign to uncover corruption in the health sector after the death of 12 infants in a Tunis hospital, which has angered many who demanded accountability, corruption for the neglect in hospitals and medical centers.

### **Music:**

Music plays an important role in advocacy campaigns because of its ability to attract the public and contribute to gain solidarity and highlight the issues in an artistic and creative way, as well as its role in the financing of the campaign through the organization of concerts, the proceeds to finance the activities of the campaign.



The "Music Against the Wall" campaign, which rejects the barrier the US president wanted to build between the United States and Mexico, was an example of using music to serve society and its causes. A band of European nationals held a huge concert on the US-Mexico border, calling for a halt to segregation, racism and exclusion.

You can watch a documentary video about the campaign at: <https://youtu.be/ZA7JW0Hc7A8>



Another example from Palestine is led by the national campaign to recover the bodies of the martyrs held by the Israeli occupation and to reveal the fate of the missing. An electronic blogging campaign called the hashtag of the bodies of our martyrs to reveal the violation by the Israeli occupation authority. The number of bodies held is 253 Martyrs.<sup>22</sup>

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<sup>22</sup> <https://bit.ly/2w8XrIU> جريدة الحدث:



## **Building Coalitions and Alliances**

Advocacy is a process that depends primarily on influencing power relations in order to achieve the desired results, which is influencing policies. Therefore, the manifestations of joint forces such as alliances, coalitions, networks and others are effective in creating influential forces and pressure. The benefits of these joint forces can be seen as follows:

### **Working with others (assembly powers):**

Influencing policymaking and policymaking is not easy and requires a lot of effort, resources, and challenges. Therefore, it needs a diverse and collective effort that works together in order to achieve the desired effect. The advantages of collective action include:

### **Sharing Resources:**

The fact that advocacy is a process of influencing policies through a change in power relations reflects the situation of organizations and groups working in advocacy and the limited resources they face in support of funding and campaigns. Increases campaign resources and hence the opportunity to achieve its goals.

### **Sharing experiences and skills:**

Alliances and networks are great opportunities to cover gaps related to a lack of competencies and expertise. If the campaign needs specific skills and expertise in order to achieve its activities, partner institutions can completely cover these skills needs.

### **Information and Knowledge Sharing:**

Because knowledge is powerful, access to and circulation of information is one of the factors leading to the empowerment of civil society organizations to achieve advocacy goals, especially information related to policies related to advocacy, so sharing knowledge among partner organizations opens the way for everyone to understand the context and identify clear strategies for action.

### **Capacity building for allies and partners:**

In alliances and networks, member organizations become a resource for learning and developing each other's abilities either directly through organizing capacity building activities, or indirectly through learning from experience and working together in the advocacy campaign. This is important in enabling organizations to further influence and gain space.

### **Strengthening impact to achieve advocacy goals:**

Advocacy, especially through campaigns, is based on collective forces and multi-party alliances, in order to be a force capable of lobbying and influencing policymaking and influencing institutional behavior and institutional structure in relation to those policies. There is a



difference between an organization advocating an issue or a network of 20 organizations advocating the same issue.

### **Facing Risks**

As mentioned earlier, advocacy is a process of policy impact, which is very complex and full of risks, so campaigns led by an alliance are spread across alliances, which minimizes the impact of those risks. Effects of those risks.

### **Increased popularity**

The work of the organization in an alliance that increases its visibility and popularity, especially among the public and the target audience of other actors.

## **Models of cooperation in advocacy campaigns:**

### **Network:**

It is a form of cooperation between civil society organizations and stakeholders supporting an issue, focusing on the sharing of information, knowledge and expertise.

### **Alliance:**

It is a form of cooperation between civil society and stakeholders in support of an issue. It takes a long-term strategic dimension and involves sharing resources, knowledge and capabilities. Alliances seek to strengthen and enable their members to achieve the goals for which they were created.

### **Coalition:**

It is a short-term cooperation that may stand at one activity as a pro-campaign.

### **Federation:**

It is an ongoing multi-party cooperation that takes an institutional form.<sup>23</sup>

## **How are coalitions and alliances formed within advocacy campaigns?**

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<sup>23</sup> World Animal Network, Joint Advocacy, <http://worldanimal.net/joint-advocacy>



The way coalitions or alliances are formed in advocacy campaigns varies in context and includes:

**Formally:** By formally joining the coalition, this may require payment of financial dues and the organization is recognized as a member of the coalition and has a role in making decisions regarding the coalition.

**Informally:** joining the coalition is not formal, and the coalition is based on the change of members depending on the nature of the issue and the context of work on it.

**Geographically:** the fact that a coalition or coalition has developed in a particular geographical area can be joined by organizations in that area.

**Durable cooperation:** Cooperation can be temporary for a short or long term, and can also be permanent.

**Frequency of cooperation:** Multilateral cooperation may be one-time or multiple-time.<sup>24</sup>

## Forming Coalitions

The establishment of a coalition is an opportunity if there is no other coalition working on the same issue. The Coalition opens the way to work on an issue with the focused support of the collaborating parties.

### Elements of coalition formation:

#### **Having a clear mission and purpose:**

The work of the Coalition begins with the establishment of a common understanding and common ground for the cause and the task of the Coalition that was found to achieve it. The success of this step begins by avoiding confusing the personal interests and attitudes of the members and focusing on the common direction and impact of the formation of this coalition.

#### **Inventory of skills and resources owned by members:**

At this stage, it is the task of the group that leads the Coalition to collect, compile and classify the resources available to the Coalition members, as well as to understand and identify the skills and experience of the member organizations to measure the readiness of each member to contribute to the Coalition's mission.

Sharing resources can facilitate the work of the coalition to achieve its mission, investing in relationships and contacts owned by members may be key to success and avoiding potential risks. This will facilitate the task of selecting the approach that the coalition will adopt, and all member organizations will work through it. It is also important to prioritize work and focus areas in order to determine the nature of the tasks to be undertaken by members.

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<sup>24</sup> World Animal Network, Joint Advocacy, <http://worldanimal.net/joint-advocacy>

### **Defining roles and responsibilities:**

The roles and responsibilities of Coalition members should be clearly defined, understood and agreed, and there should be a fair and equal distribution of power based on the experience of the members, preferably also a small team leading the coalition where its mission is to ensure that the coalition is moving towards achieving its objectives and ensuring transparency and availability. Access to information while inviting all parties in the decision-making process and ensuring that there are communication channels that ensure members participate and progress in working with others.

### **Identification of mechanisms and channels of communication and decision-making:**

Lack of communication leads to disruption of work and conflict between members, so good communication and inviting all parties to participate in decision-making emphasizes the members' sense of ownership and belonging and shortens the distances between them, as well as allows for learning and hopes of experience and supports follow-up. In order to improve performance and assess what has been achieved, you should always make sure that all members of the coalition are up to date with the progress of the coalition and the achievements of its members.<sup>25</sup>

### **The Role of Coalition Leadership**

- Support a participatory approach to decision-making.
- Distribution of tasks and roles.
- Ensure transparency and access of members to information.
- Support confidence among coalition members.
- Ensure cooperation and integration among coalition members and avoid conflicts.

## **Lobbying**

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<sup>25</sup> World Animal Network, Forming a Coalition, <http://worldanimal.net/forming-a-coalition>



Lobbying is one of the effective tools of advocacy.

### **Lobbying:**

It is a bloc or group of individuals or entities that aim to influence legislators for a particular benefit.

The importance of lobbies lies in it being a group of professionals who have the ability to sway legislators and convincing them of the desired change.

### **Advantages of lobbies in advocacy:**

- Not attempting to reach power
- The ability to influence power

### **Role of lobbies in advocacy**

- Understanding and analyzing legislations
- Developing legislations
- Activating legislations

### **Insider Advocacy:**

It originates from inside the decision-making environment, where the organization or a representative are invited to participate as an expert in the process of developing legislations, where they become a part of the policy-making system.

### **Consultation:**

The role of CSOs in this level stops at providing feedback or suggestions to develop policies. They don't have a main role in formulating or amending policies. The legislator invites CSOs to hear out their input and suggestions in townhall meetings or by sending well-formulated documents that clarify the suggestions that the organization sees fit, or by providing a policy paper that provides suggestions for change on the legislative level.

### **Face-to-face meetings:**

Interviews have an effective role in lobbying.

It is not easy to getting an appointment with a decision-maker or legislator. Therefore, achieving that has to be extremely invested in. you have to be ready at a moment's notice for such a meeting. If more than one person is attending the meeting, you have to specifically distribute roles. Your role could be presenting the results of the research you conducted to study the context and understand the problem, while your colleague's role could be presenting personal examples and real-life models. If the meeting is short, your message should be concise and clear, and the invitation addressed to the decision-maker should be clear and achievable, and linked to his role and capacity to influence.

### **Through Communication Channels:**



Such as presenting a case report, position paper, petitions, or written letter, or through phone calls or email. This is a way to attract the legislator or decision-maker's attention, and it could be followed by a face-to-face or townhall meeting to stress the position or present it before the relevant parties, or to provide more evidence.

### **Demonstrating the Problem or Recommended Solutions:**

Lobbies use conferences and public events to create opportunities to present a problem before the attendees, inviting them to support those affected, and working on supporting a solution to the problem here, a video can be shown on the margins of a conference that presents the problem, or through distributing brochures or leaflets, or by using other clarifying methods.

### **International Conferences:**

Problems differ in size between the local, national, and global. Sometimes, presenting the problem in international conferences has a large impact in movement and pressuring to solve a problem, even if it was on the local or national levels. Therefore, lobbies sometimes prepare a calendar with the most important international conferences and events through which the case can be presented. Furthermore, it sends a summary of prepared research papers, or the reports produced about the issue, which allows them to officially attend to present the problem, highlighting it, and highlighting the importance of intervening to find a solution.

### **Presentations:**

The idea of presentations is based on inviting a number of policy influencers and presenting the case before them. The presentation can include pictures, video clips, and PowerPoint slides. This task requires a good public speaker with excellent public speaking skills.

## **Policy Paper**

**What is a policy paper?**



A policy paper is a form of research papers that studies a particular case with a focus on the relevant policies. It presents clear recommendations and suggestions to policy makers.

A policy paper presents a clear understanding and analysis of the existing policies related to a certain case. It also presents clear suggestions to develop those policies. It is not a paper related to historical analysis of the case, nor does it provide an opinion about it. It merely reflects the result of analyzing policies, identifies the gaps, and provides suitable suggestions to address the issue.

### Who develops a policy paper?

There are many parties that may have a role in developing a policy paper, including but not limited to:

- **The organization's policy team:** if the organization has a team member, or a team specialized in analyzing policies or its relevant researches, they may lead the policy paper development process.
- **Research centers:** the task of developing a policy paper can be given to a specialized research center that conducts the study. This may be more effective if the organization conducting the advocacy is incapable of conducting such researches. This research center may be one of the partners, allies, or a member of the network conducting the advocacy.
- **Academic institutions:** these institutions have an expansive knowledge and research contribution. The policy paper development process may be one of its tasks, particularly the institutions specialized in public policies or legislations, such as faculties of politics, economics, law, rights, and the relevant research centers.
- **Specialized advisors:** developing a policy paper may require the organization to contract a specialized advisor or team of advisors to develop the concept paper.

### Role of Policy Papers in Advocacy:

- Research and understanding the policies that affect the advocacy issue, and identifying its gaps.
- Suggesting the needed change on policy level.
- Presenting clear evidence to convince policy makers of the importance of making a change in the policies related to the advocacy cause.

### Elements of developing a policy paper:

- Purpose of the study / executive summary: this part provides an introduction of the case study presented in the policy paper, its purpose, and how the study was achieved.
- Background: this part includes an overview of the current policies and their implementation.



- Policy analysis: it gives an explanation of the policies, their effectiveness, their weaknesses and why, and the importance of have alternatives.
- Legislative alternatives (options): where a group of legislative alternatives and their effectiveness is presented.
- Recommendations: presenting the recommendations through which work can be done to achieve change, and what are the procedures needed.
- Summary: where a summary of the analysis and recommendations is presented.
- Annexes: includes all supporting documents of the research, such as graphs, maps, and others.

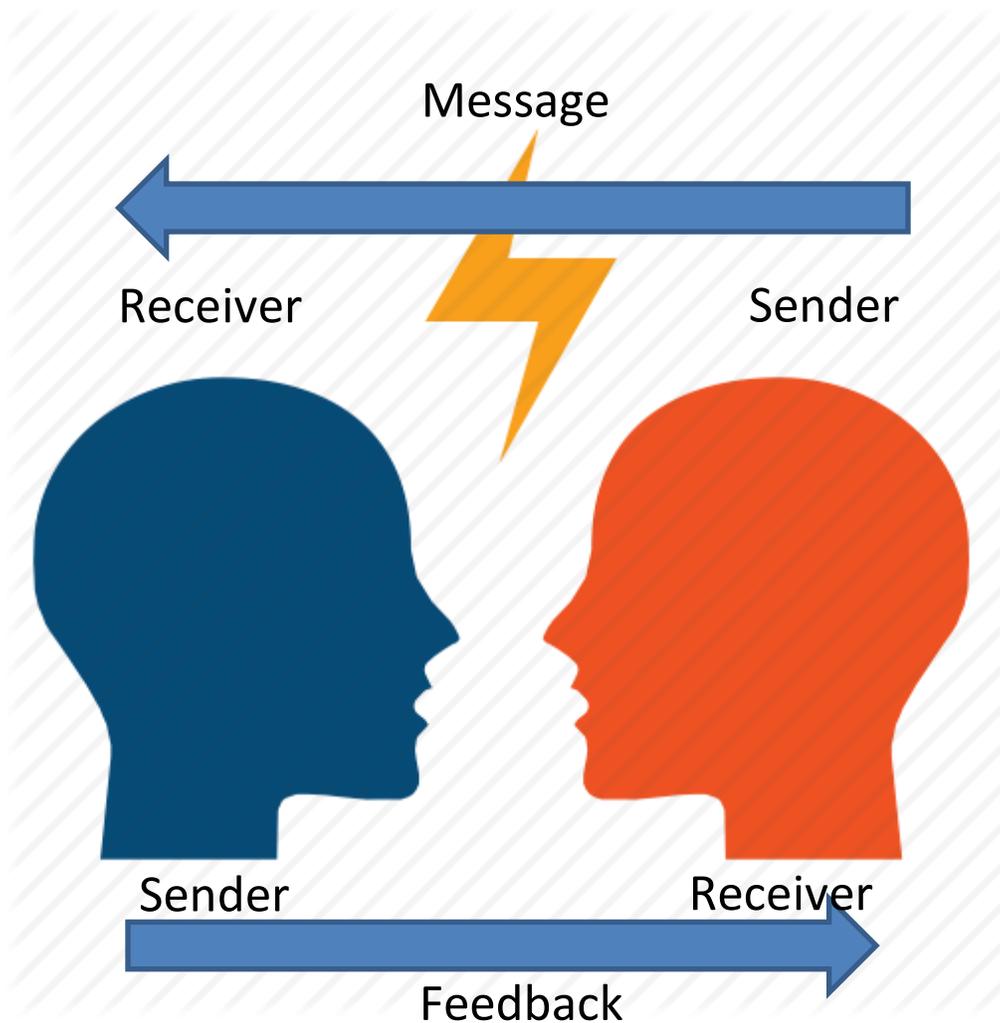
## Communication and Its Role in Advocacy

**Communication:**

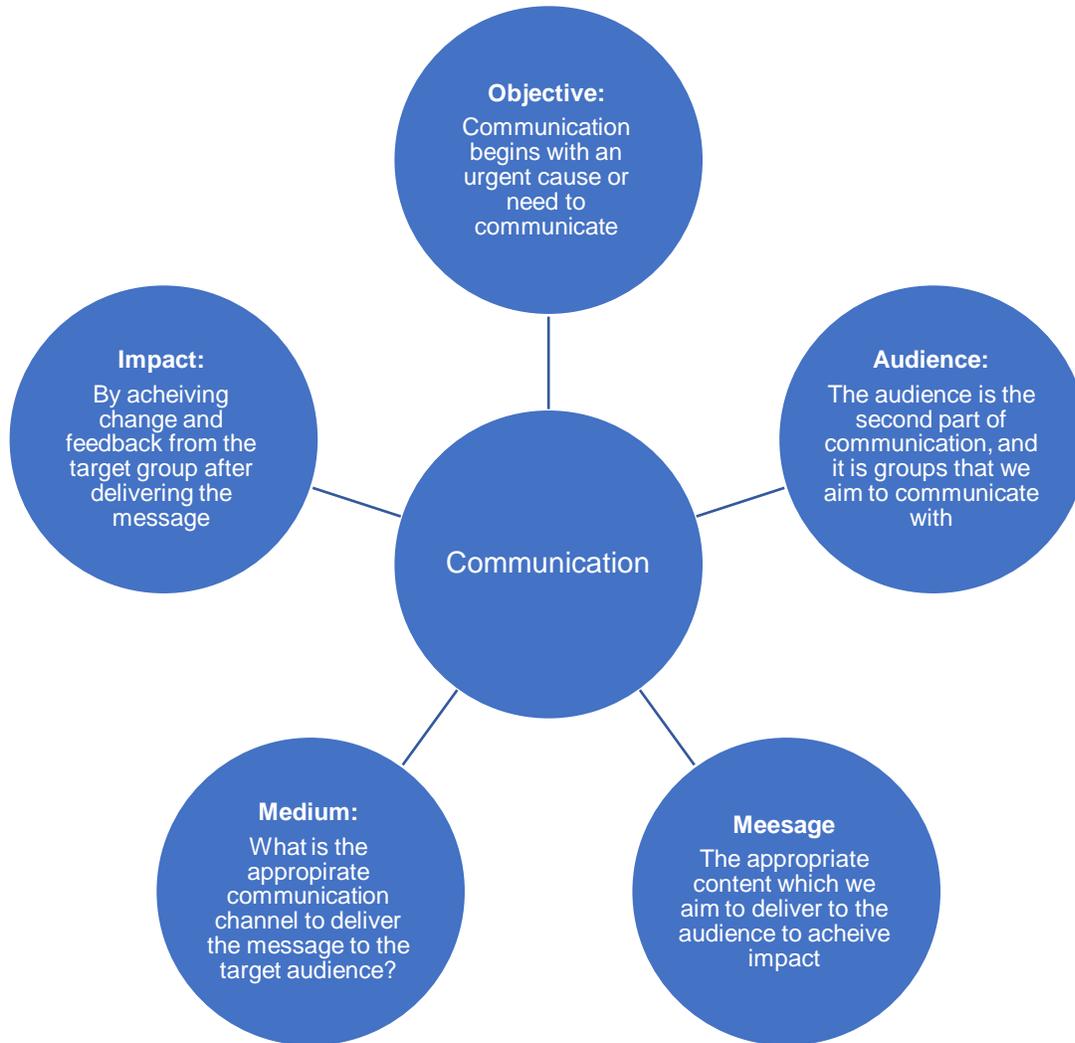
Communication is a process that combines art and science; a process that combines words and actions, and sometimes goes further to include non-verbal communication, sign language, and others.

### Concept of Communication:

It's a process based on a set of gained skills through which individuals and groups aim to send and receive information, ideas, and opinions and a way that both ends (sender and receiver) understand.



### Elements of Communication:



### Communication challenges and obstacles:

Communication challenges and obstacles vary between those that are linked to the capability to communicate and those that are linked to the surrounding conditions. They can be summarized into the following points:

- Absence or unclear goal from the communication process
- Receiver's level of readiness to receive the message
- Cultural differences and context sensitivity.
- Choosing an inappropriate medium to deliver the message
- Message length and long sentences in message content
- Inappropriate language regarding understanding and context
- Intentional and unintentional noise
- Mental or physical disability



- Unclear message or disperse content
- Weak feedback

### **Means of mass communication:**

All platforms and means that work on transferring messages to large numbers of people.

The means and techniques that has the ability to reach large numbers of people and influencing them by transmitting certain messages. The definition includes institutions and agencies that own and manages these means and techniques.

### **Role of Mass Communication in Advocacy**

- Promoting and announcing the campaign, allowing people to know what we are doing.
- Mobilizing target groups by transmitting influential messages that encourages them to participate in the campaign or move to achieve the desired change.
- Increase the audience's awareness about the issue, its suggested solutions, and the change that will happen after the solution.
- Convincing decision makers of the danger of the issue and the importance of intervening to find a solution, by transmitting content that provides logical evidence and proof to the decision makers that prove the existence of the issue, in addition to inviting them to intervene.
- Pressuring for change, where the influencing and mobilizing public opinion is one of the methods used to pressure decision makers to intervene and solve the problem.

### **Forms of Media:**

- Visual media: such as photographs, signs, posters, leaflets, graphs, and murals.
- Audio media: such as radio and audio files.
- Audiovisual media: such as TV programs, movies, and advertisements.
- Written media: such as newspapers, magazines, newsletters, and blogs.
- Interactive media: such as social media platforms.
- Direct communication media: such as public speeches, live shows, and debates.

### **Factors of Selecting the Appropriate Medium**

- Target group: some forms of media are more effective in reaching a certain audience. Therefore, the nature of the medium differs according to the difference in target audience.
- Cost: media cost controls the nature of selecting the appropriate medium, as it can be selected based on the communications budget, and goal. Advocacy campaign teams usually aim to chose media that is less costly and more effective.
- The Cause: there are some controversial causes, and presenting them in a particular form or through a particular medium to the public may be problematic and may



endanger the advocacy campaign. Therefore, the nature of the cause and the level of its sensitivity may also affect selecting the appropriate medium.

## **Types of Communication in Advocacy**

Internal communication:

The communication process between the campaign team and the partners. Here, it targets the presence of information sharing mechanisms and internal regulation between difference team members.

Planning for internal communication includes the following:

- Setting the goals of the internal communication
- Identifying the role of the communication team in activating and facilitating the internal communication process.
- Identifying ways and means of communication between members of the team as part of the communication process goal.
- Identifying means and mechanisms to measure the effectiveness of the internal communication.

Internal Communication Activities

Internal communication activities include, but are not limited to:

- Periodic and non-periodic meetings
- Communication through phones
- Communication via email
- Sharing information, reports, and plans between team members through electronic drives, such as Google Drive, Drop Box, or other.
- Communication via messenger or WhatsApp, and other easy access methods, particularly in emergency situations.
- Producing and publishing internal reports between team members.

**External Communication:**

The communication between the campaign team and all external parties, including stakeholders and target audience.

Planning for external communication includes:

- External communication goals.
- Target groups
- Means and methods of external communication, including mass communication
- Means of measuring the effectiveness of external communication

External communication activities:



External communication activities include, but are not limited to:

- Writing, publishing and disseminating press releases
- Press conferences
- Presenting content over media
- Publishing on social media
- Seminars, conferences, and live interviews
- Advertisement
- Signs
- Public events
- Performances
- Debates

**Formulating the Advocacy Message**

### Message concept:

It is the content intended to be delivered to impact the recipient. It is a group of concise phrases that define the advocacy cause and goal. It also contains what the organization aims to achieve, and how the organization wants to achieve the advocacy goals. It also calls on the audience (recipient) to participate in achieving the desired change.

### Message content should reflect:

- Identifying the problem
- Identifying the suggested solution that the campaign aims to achieve
- Demonstrate the problem and the logical solution
- Identifying “why should people support the campaign”?
- Identifying audience movement to contribute to the desired change

### Types of Advocacy Messages:

Main message:

It is the content made of main information that the campaign aims to introduce people to.

Importance of main message:

The importance of the main message is in it being the basis of the process to build the campaign image between different stakeholders. It helps in mobilizing people to participate in the campaign.

Characteristics of the main message:

- Specific: focuses on the topic and the desired change without addressing sub-objects.
- Strategic: identifies the problem and the change, and aims to find the solution that benefits all.
- Closely connected to the campaign: reflects what you want to say and what the audience needs to hear
- Attractive: close to action and meaningful
- Simple: easy to understand
- Easy to remember: stay away from long sentences and make your message smooth
- Realistic: represent a real issue and touches people
- Appropriate: suits the different target groups and its language is easy to change to reach these groups.

Brief message:

It is a brief message of the main message, which is amended in a way that is appropriate to the language and orientation of the target group. The content and structure of the brief message differs as the target group and goal differs.



## Risk Management

Risks



A set of unforeseen and unplanned events that negatively influence activities

## Risk Management

The process of identifying and analyzing the expected risks and setting strategies to handle them to avoid their consequences

## Types of Risks

### 1. External Risks

All factors that are exterior to the campaign and cause an impact on its activities, it could be social, legal political, technological or geographical, etc. e.g. some community members object to the campaign and ban its activities, or legal procedures that can obstruct the activities or hold the organizers accountable.

### 2. Risks Relevant to the Scope of the Campaign

Direct risks that the campaign gets exposed to that impact its outcome

### 3. Time-related Risks

Risks that disrupt the timeline of project and temporarily suspend its activity e.g. emergencies or occasions

### 4. Budget-related Risks

Risks that cause the cost of the campaign to increase e.g. price inflation and exchange rate risk

### 5. Risks of Poor Planning

### 6. Risks Relevant to Administrative Structure

Risks that emerge due to the weakness or gaps in the administrative structure or understaffing.

### 7. Risks Relevant to Capacities and Capabilities

All the risks that are relevant to lack of expertise and skills of the organizers which would stand between achieving the desired goals e.g. lack of research experts or failed advocacy

## How to Manage Risks

### 1. Identifying the Risk

Predicted risks are identified and studied

### 2. Analyzing Risks

Analyzing the probability of risk occurrence and possible consequences

### 3. Prioritization

Identifying risks that are more likely to occur or that are more harmful

### 4. Identifying the Appropriate Intervention

Developing a risk response plan after having applied the previous steps



## 5. Evaluating Change

Analyzing the response plan's impact

**Monitoring and Evaluation of Change through Advocacy**

**Monitoring and Evaluation**



A fundamental process in advocacy campaigns that helps develop the administrative performance, experience and accountability to achieve the desired change.

Monitoring and Evaluation Concept

## Monitoring

A continuous process that stakeholders carry out to monitor and estimate the efficiency of activities with respect to the advocacy campaign's desired objectives.

## What to Monitor

Work Development: Ensuring activities in the field match the planning and timeframe	Work Efficiency: Evaluate team's efficiency to perform	Beneficiaries' Satisfaction: Through questionnaires and feedback collection	Bond with Allies: To guarantee that the relationship between campaign organizers and their allies is strong and influential
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## Monitoring Procedures and Activities

- Regular meetings
- Thinking and feedback workshop
- Monthly reports
- Activities' reports
- Questionnaires and interviews
- Visual and audible documentation

## Evaluation



A process that measures the influence of activities, ongoing or complete, to make sure desired objectives are met

**What distinguishes evaluation from monitoring is the depth of the analysis and the connection of the results to the factors affecting the realization of desired objectives**

Why Evaluation?

Discovery:

Evaluation helps discover the social needs and available resources in addition to its role in finding innovative solution to address problems

Reassurance:

Proving the efficiency of the team or the organization and their ability to achieve the campaign's objectives

Lessons Learned:

Evaluation helps excluding the lessons learned from the advocacy campaign for the future. Lessons learned could be derived from successes or failures or could be relevant to new methodologies of facilitation.

Institutional Development:

Evaluation yields recommendations that are reflected on the organization's abilities in terms of planning, execution, institutional leadership and programming

## **Who Leads Evaluation?**

Views and interests vary between organizations and institutions that prefer that internal evaluation, which is led by a team member of the establishment itself, or external evaluation, performed by third party

Internal Evaluation:

Completed by one of the organization's members, which is an advantage because they're aware of the organization's identity, values and the nature of its work, making it easier and faster to understand the concept of the campaign. Nevertheless, because of their sense of belonging to the organization, this approach jeopardizes the evaluation's objectivity and neutrality.

External Evaluation:

Perceived by a third party who views the organization and its identity from diverse perspectives and allowing for an objective evaluation. On the other hand, third party usually needs time to understand the organization, its programs and the context of the advocacy process. Moreover, their understanding might be shallow, which makes the evaluation merely technical regardless of the context and its specificity.

## **Who Participates in the Evaluation Process?**



The evaluation includes all stakeholders involved in the campaign, program or organization, naming:

- Relevant stakeholders and decision makers
- Beneficiaries of the campaign
- Campaign organizers
- Partners and allies

### What to Evaluate?

- Relevance: are the actions taken proper and suitable? How relevant are the activities to the objectives of the advocacy campaign?
- Effectiveness: were the campaign's desired objectives met? How does the influence compare to the set objectives?
- Efficiency: were the campaign's desired objectives achieved within the available resources? Did the work need more or less resources?
- Impact: did the campaign contribute to change at political, institutional or cultural level? What is the impact / change that the campaign achieved, and on what level? Who are the effected populations, and how were they affected?
- Sustainability: how sustainable is the influence achieved by the campaign going to be? How much can be built on what has been realized in order to achieve continuity and impact in the future?

### Success Indicators

Indicators are the keys to making sure measurable progress is accomplished. They can be qualitative or quantitative, and they can be operations oriented or result oriented.

Examples of Operations Oriented Indicators:

- Number of meetings with policy makers
- Number of trainings attendees
- Number of campaign activity attendees

Examples of Result Oriented Indicators:

- Amount and nature of communication and support from policy makers
- Number and nature of actions taken by people to monitor public policies
- Number and nature of actions taken by people to hold local authorities accountable

Indicators are selected based on the advocacy campaign's set goals and desired objectives

### Planning for Evaluation

1. Determine the purpose of the evaluation
2. Set specific goals for the evaluation
3. Analyze and understand the context of the evaluation process
4. Identify stakeholders and parties to participate in the assessment
5. Identify evaluation methodology
6. Develop tools to collect data



7. Analyze data and come up with results
8. Write reports and make recommendations for development

### **Case Study for Advocacy Campaigns from the MENA Region**

#### **"Takafo" Campaign to Promote Participation of People with Disabilities in Elections – Jordan**

Campaign level: National (Hashemite Kingdom of Jordan)



The demands of “Takafo” campaign are to allow people with disabilities to cast their votes in complete confidentiality and privacy through personal escorts of their free independent choice, making voting centers accessible for people with disabilities, and providing sign language interpreters at the voting centers to assist voters. Moreover, providing sign language interpreters within the hotline service allocated for parliamentary elections to receive and translate notes and complains received from voters with hearing disabilities.

A meeting was held between the campaign organizers and concerned authorities in the Ministry of Interior, a message was sent to the Minister of Interior through the Higher Council for the Rights of Persons with Disabilities (HCD), and a meeting was organized with writers, journalists and opinion leaders in the presence of the official spokesman for the parliamentary elections in addition to many other meetings and events directed at advocacy and awareness around the demands of the campaign.

The campaign based its demands on the articles of the Jordanian Constitution, which made all citizens equal without prejudice, the provisions of the Law on the Rights of People with Disabilities No. 31 of 2007, and the Convention on the Rights of People with Disabilities ratified by Jordan under Law No. 7 of 2008, and published in the official gazette.

Result:

The Ministry of Interior has responded to the demands of the campaign to promote the participation of people with disabilities in the 2010 parliamentary elections, especially with relevance to their right to vote freely and independently through personal escorts of their own choosing and at their own free will, instead of treating them like illiterate voters.

Lessons Learned:

- Communicating and working with the Higher Council for the Rights of Persons with Disabilities empowered the claim, being a party that represents that category
- The enthusiasm and belief of people with disabilities pushed them to work for the success of the campaign
- Utilizing the media and social media platforms effectively helped raise awareness about the issue
- Among the campaign organizers were 19 activists with disabilities who demonstrated multiple skills and expertise in areas of law, media and organization, which drove professional work and leadership of the relevant group
- Meeting with the competent authorities, especially the Ministry of the Interior, played a role in the campaign's endeavours success
- The decentralization of the campaign enriched it and empowered it to mobilize citizens, as there were meetings and seminars about it all around the Kingdom

## **Case Study 2: The Campaign to Preserve Rumi Perennial Olive Trees – Irbid, Jordan**

The Campaign Cause:

The right of the residents to enjoy and preserve Rumi perennial olive trees as an environmental and natural historical heritage



Campaign Level: National (Tibnah, Jordan)

#### Overview:

This campaign had a significant impact on Tibnah Charitable Organization, where the level of work moved from a charitable to a rights-based approach. This shift was the result of working with USAID to support civil society advocacy initiatives by implementing community-based advocacy projects based on locally identified priorities. Therefore, the organization launched a campaign to preserve the perennial olive trees in Tibnah, Irbid.

An alarming observation of the decline in number of Rumi olive trees, which threatened this legacy with extinction, is the reason behind the selection of the cause. After analysing the causes of the decrease in number of trees, it was found that the main factors were the unenforceability of relevant laws which clearly state that olive trees can only be cut down with the approval of the Minister of Agriculture, and that the relevant parties and stakeholders were not aware of these laws and legislations. These trees were cut down to expand roads and to be used to decorate houses or as firewood. The campaign-based association was able to illustrate the importance of olive trees as a natural and historical heritage, as well as its economic importance to society. The campaign contributed to breaking two stereotypes: the lack of cooperation by government agencies and their staff with local communities and the seemingly weak role of civil society and community-based organizations in local development.

#### Result:

This campaign raised great interest in the cause within and around Tibnah. The organization mobilized support from all stakeholders. Despite its size and limited experience, the organization was able to lead an organized campaign, through which the first civil alliance of seven charitable and specialized associations was established in Al Koura region. This mobilization and inclusion of decision makers resulted in achieving the campaign's main objective, which is the implementation of G2 instructions for 2016 under the Jordanian agriculture law, entitled "Removing and Moving Rare or Ancient Rumi Trees for 2016", making it hard to remove or cut down Rumi olive trees without the approval of the Minister of Agriculture, with very few exceptions only.

#### Lessons Learned:

- Better knowledge and understanding of government employees:

The organization has trained the staff of the Ministry of Agriculture and other relevant ministries on the instructions and principles of uprooting and transporting Rumi olive trees. The training increased their knowledge of the instructions, their implementation and the protection of the olive trees from violations that occurred as a result of illegal permits granted to uproot and move trees.

- Increased accountability and authority of government officials to enforce the law:

A crucial aspect of the enforcement of the instructions was the Ministry of Agriculture's agreement to grant all officers of the Forestry Division judicial control, and the inclusion of olive trees and forest trees under their authority

- The allocation of special means of protection:



The campaign successfully obtained the first piece of land allocated to receive Rumi olive trees and prevent their cultivation outside the town of Tibnah.

### **CASE STUDY 3: CAMPAIGN "A WHITE DRESS DOES NOT COVER RAPE" - LEBANON**

#### **BACKGROUND**

In August 2017, Article 522 of the Lebanese Penal Code was repealed. This article from the penal code states that "If a valid contract of marriage is made between the perpetrator of any of the offenses mentioned in this section [that is rape or abduction], and the victim, the prosecution is suspended. If judgment was already passed, the implementation of the punishment is suspended" (Wikipedia, 2018). This Article dates to back to 1942. Articles from 503 to 521 under Chapter VII of the Penal Code were also amend. The repeal of Article 522 came after two weeks of the annulling of a similar article in Jordan - Article 308 .

The Main strategy of the campaign was based on working on two parallel tracks .The first was centered on mobilizing Lebanese public opinion with respect to this discriminatory article against women to raise awareness. The second track of the campaign was to work with parliamentarians and political parties to vote for repeal the article.

#### **RESULT:**

- A large number of local Organizations and international organizations had been mobilized to work on the same subject.
- Live examples were used at the same time to communicate the risk of having such an article to society.
- On the International Women's Day, a mass demonstration took place. With a large turn-out, this played the role of pressure on the Lebanese parliamentarians by CSOs.
- Videos and short movies were used to illustrate the idea to the community through companies specializing in digital content.
- Conducting a number of statistics and studies in cooperation with government and non-government bodies.
- Attracting a number of parliament members in the parliament to agree on voting for repealing the law and build a strong coalition within the parliament to ensure the approval of the majority of Members of Parliaments.
- Cooperation with the Lebanese government represented by the Ministry of Women's Affairs, which was present and strongly supporting the abolition of the law.
- During each parliamentary session, one of the members of ABAAD Organization stood in a symbolic prison outside parliament as an expression of oppression and injustice on the victims of the law.
- Street campaigns were launched to inform people about the seriousness of the law .
- Communication with the clergy to familiarize them with the seriousness of the law and the importance of changing it.

#### **LESSONS LEARNED**

- The importance of coordination between civil society organizations.
- Work on social and legal aspects at the same time.



- Understanding the dynamics of decision-making in the community. Campaigners realized that they would not achieve their goals without convincing the religious leaders who have great influence in Lebanon and direct the work of Lebanese politicians.
- The use of media must be through the specialists and the digital content must be professional and directed towards the audience.

#### **Case study 4: Le Bardo Campaign against the RFR - Tunisia**

##### **BACKGROUND:**

The government of Tunisia agreed with the RFR Company to build a fast train that cuts the City of Le Bardo in two halves. This agreement was done without consulting the local community who immediately started a campaign against the project to stop it. The community believed that this project also presented danger for women and girls from the local community as it introduced tunnels under the fast train which could be places where women can be sexually harassed. The local community mobilized the local municipality to stop the project but the municipality did not have the power to stop it. They also had lobbying action with the Governor of Le Bardo. However, this was a decision the Prime Minister can make. The Campaign then had a re-strategizing workshop in which they agreed to conduct a stakeholder and power analysis to try to reach the hidden powers behind this project.

##### **RESULTS:**

Following the stakeholder and power analysis, the local community with the help of local CSOs and AT, the found out that the European Union (EU) is the funding agency for this project which they saw as an opportunity. They could reach the RFR company as well through their analysis. Meetings with the EU resulted in asking the community to provide a practical alternative to the current project plan to make it safer for women. The community and CSOs then hired a research consultant with experience in architecture and in urbanization projects who provided them with this request. In their power analysis also AT could set up a meeting with the Prime Minister to discuss the campaign demands. The latest news from Tunisia informs that the Governor of Le Bardo just halted the RFR project for good.

##### **LESSONS LEARNT**

- Power analysis was crucial in identifying the hidden hands behind the project.
- The local community was the leading and initiator of this campaign which represents advocacy by the people which helped them in changing power relations and solving root causes rather symptoms of the issue.
- The roles of CSOs were clear from the beginning which enabled the community to take the lead.
- Youth and women from the local community were among the most important players in the campaign.

### **Advocacy Campaign Environment**

#### **An Advocacy Campaign is Based on Collective Forces**

Advocacy campaigns are characterized by teamwork, which distinguishes them from other community change interventions. Such campaigns are not exclusive to an association or social



movement, even if they were initiated or led by them, rather they are a mobilization of diverse efforts to have the desired impact. That is why stakeholders, partner institutions, allies and policymakers are an integral part of building, organizing, implementing and ultimately evaluating the campaign.

### **Advocacy Campaigns Introduce Fair Participation**

The civil society carries out advocacy campaign to claim victories for human rights, meaning that the campaign itself must guarantee fair participation to all parties, especially vulnerable groups. It is illogical for a campaign that advocates for human rights to exclude people or deprive them of their right to express themselves. A campaign should not only claim rights, but also work in a framework of values that supports the inclusion, engagement and empowerment of different groups without any discrimination based on color, sex, gender, age, ethnicity or other factors.

### **An Advocacy Campaign is a Space to Learn and Develop**

An advocacy campaign does not stop at being a preplanned group of activities and procedures but is subject to changes depending on the internal and external environments of implementation. That's why the campaign constantly undergoes reviews and developments based on monitoring and evaluation and according to changes on the ground. A campaign is a space to continuously learn, refine skills and gain community work experience, especially in the areas of changing or influencing policies.

### **An Advocacy Campaign Engages According to Context**

It is important to not only focus on the cause and affected groups, but also to focus on affected stakeholders when planning for an advocacy campaign. For example, in an environment where child labor is widespread, it is crucial to understand why employers exploit children, how to introduce alternatives, and how to oblige them not to violate children's rights without being influenced, particularly if these groups are looking for cheaper solutions because of low profit. If the proposed solution is to shut the project down or suspend it, it could cause a new problem, which is an increase in unemployment rates. Therefore, our work may be related to stopping and exploitation of children, but it also includes avoiding being a cause of a new problem.

### **Advocacy and Awareness Campaign**

An advocacy campaign does not stop at mobilizing for changing or enforcing a legislation, it also contributes in building people's knowledge and organization's capacities. For example, if the campaign is working on achieving taxation justice, there is no guarantee for the community's rising to be maintained if the people are not aware of the important of the campaign.





## **Chapter 3: Training sessions on advocacy and campaigns for an open civic space**



### **General guidelines for trainers before starting any training**

- Make your training as participatory as possible by encouraging participants to participate in all discussions, workshops, case studies and other activities. The ideal model for a participatory session is that the trainers participation regarding the content does not exceed 30%. Depending on the nature of the subject, but this percentage is considered to be the most balanced.
- Encourage all participants to be active, so it is the task of the trainer to break the ice among them to ensure that the quality of participation and interaction are high, so you should carry out ice breaker activities, fun games and interesting training methods.
- Debriefing after any practical activity helps participants to frame, understand and remember great amount of knowledge and skills that are gained from the activity. Furthermore, debriefing also makes everyone aware of the purpose of an activity.
- Diversifying the activities, to include audio activities, visual activities and active (require movement) activities, contributes significantly and positively to all types of trainees in terms of reflecting and learning. Also, diversifying the delivery of the training, to include statistics, examples, and stories, leaves a greater impact on the various participants.
- Taking into account the sensitivity cultural, political, economic and security contexts contributes significantly to gaining the trust of the participants and influencing them. of the participants. For example, choosing the right clothes and acting in a way that does not provoke or anger people is very valuable to achieve the learning objectives. Therefore, from the beginning, start by doing a simple research about the target group and the general environment of the area where the training is to be implemented. This will help the trainer to take the necessary precautions while preparing for training.
- Consider different translations, especially when translating latin terms and concepts into Arabic. Each geographic region uses a different translation. So, if you have a culturally diverse group, or participants from different countries, you need to clarify this translation related matter and you should emphasize the series of terms that will be used throughout the training.
- Creating a common ground among participants regarding the key concepts of the topics to be addressed in the training will reduce a lot of arguing and different visions.
- Consider a fair distribution of power among participants, and take into account that there might be people among the participants seeking to control the debate or impose their point of view, and sometimes based on gender or age. Therefore, developing ground rules from the beginning will make you avoid embarrassment when you intervene to prevent any type repression based on gender, age, tribe, nationality, disability or other matters.
- Make room for people who are vulnerable to participate strongly and feel strong. There are many vulnerable groups targeted by our trainings, especially as we focus on human rights, so the democratic learning environment basically allows everyone to participate without discrimination.
- Take into consideration the cultural and values-based diversity among the participants. There are people who speak loudly, or express their emotions excitedly, on the other hand,

there are others who are hard to hear, so the task of the trainer here lies in creating a balance between these different patterns. Furthermore, the trainer is also to take into account the psychological dimension of the participants, since some might be introverted or conservative persons while others are more open.

- Linking session topics helps greatly in achieving the overall goal of training and ensures that participants understand the sequence of training.
- Appreciating, thanking and encouraging participation are from the basic pillars of a vital, fun and useful training.

### **A series of training sessions on Advocacy and campaigns for defending and protecting civic space**

<b>Name of Session:</b>	<b>Rights-based approach</b>	<b>Duration:</b>	<b>60 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• A presentation file illustrating different development curricula</li> <li>• Prepare and print a case study</li> <li>• Read the scientific material literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define rights-based approach</li> <li>• Differentiate between rights-based approach and needs-based approaches</li> <li>• Propose problem-solving strategies based on a rights-based approach</li> </ul>		
<b>Session Summary</b>			
The session discusses different development curricula with a focus on the rights-based approach, and its relevance to creating sustainable change that will be reflected on society as a whole.			
<b>Session Scenario</b>			

Name of Session:	Rights-based approach	Duration:	60 minutes
<p>After introducing the title of the session and its anticipated learning objectives, the trainer presents a case of a social problem.</p> <p>Hossam is an active and distinguished employee, and despite that, he arrives late to his work every day. The main road leading from his neighborhood to his workplace is bumpy and unpaved. Some see this road as the most dangerous road in the city due to the many car accidents on it. Furthermore, public transportation is very limited and always late. Despite Hossam's and some residents complaints to the municipality, he found no response. The management of the company sent a warning to Hossam that he could lose his job if he is repeatedly late to work .</p> <p>Hossam thinks of a solution to his problem and finds that the main road needs some necessary repairs. Some residents of the neighborhood are financially well off and have cars. In addition to that, there are also lending companies, but they charge very high interest rates.</p> <p><b>What solutions do you propose to Hossam to solve his problem?</b></p> <p>Divide the group into 3 small groups, and ask them in 10 minutes to identify the following:</p> <ul style="list-style-type: none"> <li>• Where is the problem?</li> <li>• What are the causes of the problem?</li> <li>• What are the appropriate procedures to resolve the problem?</li> </ul> <p>Groups are to present their results.</p> <p>The trainer will explain development approaches, and the difference between needs-based approaches (Charity work, community service, community empowerment) and a rights-based approach.</p> <p>The trainer emphasizes that the rights-based approach starts with a change in power relations by enabling rights holders to claim and hold accountable those who are in charge. The trainer returns to the groups and asks them to identify the approaches on which the proposed solutions were based on in the case that was presented in the beginning of the session.</p> <p>Each group presents the results in relation to linking the solutions with development approaches.</p> <p>The trainer presents what was learnt from the session.</p>			
<p><b>Notes for the trainer/facilitator</b></p>			
<ul style="list-style-type: none"> <li>• Make sure everyone understands the difference between the various development approaches.</li> <li>• It is important to engage active trainees in answering the question “why the rights-based approach?”</li> </ul>			

Name of Session:	Advocacy	Duration:	90 minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Color Cards</li> <li>• Adhesive Tape</li> <li>• Marker Pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• A presentation file illustrating different development curricula</li> <li>• Prepare and print a case study</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define advocacy</li> <li>• Differentiate between different levels of advocacy</li> <li>• Differentiate between different advocacy approaches</li> </ul>		
<b>Session Summary</b>			
<p>The session discusses the concept of advocacy, its different levels of influence, and its approaches. The session also presents a set of concepts and theoretical knowledge related to advocacy by civil society.</p>			
<b>Session Scenario</b>			
<p>Brainstorm about the participants' experiences in lobbying  Brain storming:  The trainer distributes colored cards to everyone. Then he/she asks the participants (what does advocacy mean to them) and asks them to answer with one word and write them on a colored card.  Each participant will present his / her own card and share the word on the card with the others. Think of these words and why they are linked to the concept of advocacy.  Then a presentation that includes the following:</p> <ul style="list-style-type: none"> <li>• Concept of advocacy</li> <li>• The purpose of advocacy</li> <li>• Levels of advocacy</li> <li>• Advocacy approaches</li> <li>• Advocacy channels</li> </ul> <p>General discussion on participants' experiences in advocacy.  Summarize what was discussed in the session.</p>			

Name of Session:	Advocacy	Duration:	90 minutes
<b>Notes for the trainer/facilitator</b>			
<ul style="list-style-type: none"> <li>• Participants often confuse the concept of advocacy with the concept of campaigns so you need to clarify the difference between them and make sure all participants understand it.</li> <li>• Differentiate between levels and approaches of advocacy. The levels are the levels of influence of the advocacy process. They relate to the desired results of the advocacy related action. On the other hand, the approaches are the styles and methods used by the advocates (Those work on advocacy related issues) to achieve these results.</li> <li>• To avoid some sessions in which participants may not prefer to showcase their experiences in relation to advocacy in their organizations, be prepared to have examples with you to present.</li> </ul>			

Name of Session:	Strategic Planning for Advocacy	Duration:	45 minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• 3 copies of cards with the steps developing advocacy strategies</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare cards and write steps on them</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce action steps to develop advocacy strategy</li> </ul>		
<b>Session Summary</b>			
The session discusses the steps and stages of action for successful advocacy.			
<b>Session Scenario</b>			

<b>Name of Session:</b>	<b>Strategic Planning for Advocacy</b>	<b>Duration:</b>	<b>45 minutes</b>
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**Working groups**

Before the activity: The trainer prepares 3 copies of cards with the following steps:

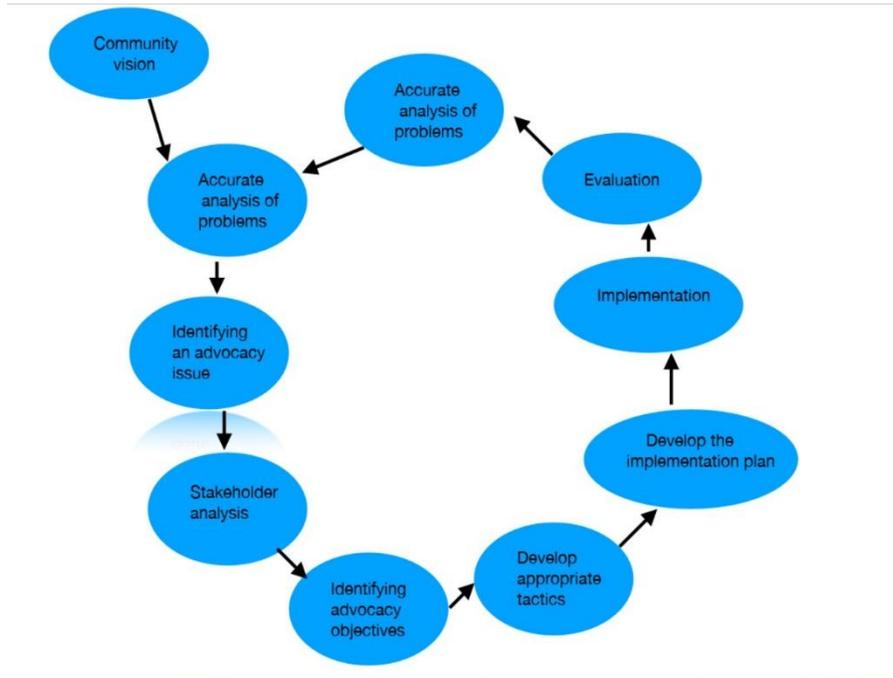
- Community vision
- Accurate analysis of problems
- Identifying an advocacy issue
- Stakeholder analysis
- Identifying advocacy objectives
- Develop appropriate tactics
- Develop the implementation plan
- Implementation
- Evaluation
- Applying lessons learned from the advocacy process

Activity: The trainer divides participants into 3 small groups.

The trainer gives each group a card that includes the steps of advocacy.

The trainer asks the participants to organize the steps in an appropriate sequence in 10 minutes.

After the participants finish sorting the cards according to their points of view, the trainer presents the logical arrangement of the advocacy cycle (shown in the following figure) with a background on each step. (See Advocacy Cycle)



<b>Name of Session:</b>	<b>Strategic Planning for Advocacy</b>	<b>Duration:</b>	<b>45 minutes</b>
<b>Notes for the trainer/facilitator</b>			
<ul style="list-style-type: none"> <li>• Emphasize that the method of action varies in accordance with the advocacy approach of action.</li> <li>• Some participants might object having “the evaluation” at the end of the cycle. It should be noted here that the evaluation process can be fully visible after the completion of the advocacy activities</li> <li>• Emphasize that repeating the cycle starts from the analysis of the problems. The vision is the dreams or the ambitions that are far in the future, they will not be realized only through solving the problems. Problems on the other hand are affected by interventions that seek to solve one of them, while solving a problem might lead to solving other problems or the appearance of others.</li> </ul>			

<b>Name of Session:</b>	<b>The Concept of Civic Space</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• A presentation illustrating the closure of civic space</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define of the term “civic space”</li> <li>• Present examples of current issues related to the closure of civic space in the Middle East and North Africa</li> </ul>		
<b>Session Summary</b>			
<p>The session presents a conceptual presentation of what civic space is and what it means to be a closed civic space. The session also discusses the status of the civic space on the national, regional and international levels under the current situation.</p>			
<b>Session Senario</b>			

Name of Session:	The Concept of Civic Space	Duration:	90 minutes
<p><b>Role Play:</b></p> <p>The trainer asks the participants to walk in the room space freely and comfortably.</p> <p>The trainer puts obstacles in the middle of the walking space o the room.</p> <p>The trainer sets a frame that restricts the movement in the room, and then she/he asks the participants to walk only within this area.</p> <p>The trainer puts a new, narrower frame and asks participants to walk only in the available space within the frame.</p> <p>The trainer asks the participants to move and stand in different places and ask each of them to walk but not more than one small step.</p> <p>After completing the activity the trainer asks the participants the following:</p> <ul style="list-style-type: none"> <li>• What were your feelings at first?</li> <li>• Does the feeling differ with the lack of space? And how?</li> <li>• What is the difference between walking alone in a very small space and walking in a group?</li> </ul> <p>She/he then asks about the definition of the term "civic space".</p> <p>The trainer collects answers and then presents the definition.</p> <p>The trainer asks about the impact of the availability of civic space and the level of civil and political participation.</p> <p>The trainer presents the pillars of civic space as follows:</p> <ul style="list-style-type: none"> <li>• Freedom of association</li> <li>• Freedom of expression and free flow of information</li> <li>• Freedom of peaceful assembly</li> </ul> <p>The trainer presents aspects of the closure of civic space.</p> <p>The trainer is to divide the participants into 3 groups and gives each group a set of cards with the features of civic space enclosures related to one of the three pillars.</p> <p>The trainer asks each group to try to explain the points they have and to devise a way to explain them to the other groups (through drawing, acting/role play, singing or any other method).</p> <p>Participants are given 20 minutes to prepare the content and the way they wish to present it.</p> <p>Each group presents the results through an innovative approach.</p> <p>What is being presented by the groups is to be carefully considered, and then the impact of the closure of civic space on civil society related actions is to be discussed.</p>			
<p><b>Notes for the trainer/facilitator</b></p>			
<ul style="list-style-type: none"> <li>• The challenge here is linked to the lack of sufficient Arabic resources on the issue of civic space. This is why this subject is not very common among participants unlike the subjects of advocacy and campaigns.</li> <li>• It is important to discuss the impacts of civic space closure at the local, national and international levels. The trainer is also to discuss how global policies affect the closure of civic space at the local level.</li> </ul>			

<b>Name of Session:</b>	<b>The state of civil space (discussion groups)</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>			
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Explore issues related to the closure of civic space. Learn about the most common issues in different countries or geographic locations.</li> </ul>		
<b>Session Summary</b>			
<p>This session is based on participants' understanding of the reality of the civic space in their countries or geographic locations. This is an opportunity to explore what is common and what is different among various areas and regions, and to explore the extent to which political, social, economic and technological impacts have influence on the on the availability or closure of civic space.</p>			
<b>Session Scenario</b>			

<b>Name of Session:</b>	<b>The state of civil space (discussion groups)</b>	<b>Duration:</b>	<b>90 minutes</b>
<p><b>Political map:</b>  The trainer asks the participants to stand in the room in away that reflects the map of the geographic locations (countries or cities) where they come from. For example, those who come from the north, stand in the north of the room, and those who are from the east, stand in the east to form the map. Each group representing a state, a province or a city are then asked to sit together and make a quick presentation on the state of civic space closure in the areas in which they live, including freedom of association, freedom of expression and freedom of peaceful assembly. The material presented shall include the forms of civic space closure, threats to civil society and the opportunities that can be used to gain alternative spaces. This exercise is to take 40 minutes.</p> <p>Each group presents results and receives questions in a period of 10 minutes. Note: Results can be presented through presentations, drawings, color cards or other methods. Videos, images and other visual aids can also be used. The trainer summarizes the findings and emphasizes the different states of the civic space from one context to another.</p>			
<b>Notes for the trainer/facilitator</b>			
<ul style="list-style-type: none"> <li>Sometimes there are conflicting views among participants from the same geographic location, so it the trainer must emphasize that this activity is likely to present different views.</li> </ul>			

<b>Name of Session:</b>	<b>The concept of power</b>	<b>Duration:</b>	<b>120 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>Papers</li> <li>Adhesive Tape</li> <li>Marker pens</li> <li>Speakers</li> <li>Laptop</li> <li>Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>Prepare a presentation on the concept and dimensions of power</li> <li>Read the scientific material and literature related to</li> </ul>		

<b>Name of Session:</b>	<b>The concept of power</b>	<b>Duration:</b>	<b>120 minutes</b>
	the session		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define power</li> <li>• Link power to context</li> <li>• Analyze power by defining the dimensions of it that affect the issues and problems in hand</li> </ul>		
<b>Session Summary</b>			
This session is an introduction to the analysis of power. First, we learn about the concept of power, its strengths and its dimensions. Then we start to analyze it.			
<b>Session Scenario</b>			

Name of Session:	The concept of power	Duration:	120 minutes
<p>The trainer is to present the video below and then asks the participants to try to draw out the different aspects of power from it.  <a href="https://youtu.be/s9zJVj3b4cM">https://youtu.be/s9zJVj3b4cM</a></p> <p>The trainer asks the participants: Where do you see aspects of power in this video?            How can we link what we have seen to advocacy?</p> <p>Power Machine:            The trainer asks the participants to make a power machine by standing and building an integrated movement and sounds that makes one machine expressing power.            When the participants are in the position of the machine, the trainer asks the following:            What does power mean to you?            The trainer then asks everyone to stand up.            The trainer puts two signs on says “I agree” and the other says “I do not agree”.            The trainer presents a set of sentences related to the concept of power and asks the participants to stand at the sign that represents their opinion.            The trainer asks the participants why they chose to stand at the “I agree” sign or the “I do not agree” sign.            The trainer finishes the discussion by summarizing the concept of power.            The trainer emphasizes that power is relevant to context and interest.            Where do we see power around us?            “Wind Blow” Game (aspects of power):            After explaining the activity, the trainer says loudly: (The wind blows on the big brother/sister)            The trainer asks those who are big sisters or brothers the following:</p> <ul style="list-style-type: none"> <li>• What are the situations where you feel power because you are the eldest brother/sister?</li> <li>• What are the situations in which you feel powerless because you are the eldest brother/sister?</li> </ul> <p>Present the types of power:</p> <ul style="list-style-type: none"> <li>• Power of Authority</li> <li>• Group Power</li> <li>• Power of Action</li> <li>• Potential Power</li> </ul>			
<p><b>Notes for the trainer/facilitator</b></p>			

<b>Name of Session:</b>	<b>The concept of power</b>	<b>Duration:</b>	<b>120 minutes</b>
<ul style="list-style-type: none"> <li>• Make sure that each stage is well understood before moving on to the next one. Understanding the context and aspects of power are an introduction to power analysis.</li> </ul>			

<b>Name of Session:</b>	<b>Power Analysis</b>	<b>Duration:</b>	<b>120 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare models reflecting the power onion and the power triangle (See appendixes)</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define Power Analysis</li> <li>• Use power analysis tools to understand the powers influencing advocacy</li> </ul>		
<b>Session Summary</b>			
<p>This session aims at understanding power analysis and its importance, as well as providing participants with different tools for analyzing a context by understanding the power relations within it that affect advocacy related issues.</p>			
<b>Session Scenario</b>			

Name of Session:	Power Analysis	Duration:	120 minutes
<p>The trainer presents the concept of power analysis its importance in understanding the context, developing advocacy strategies, analyzing stakeholder and risks as well as evaluating advocacy action. Present power analysis tools as follows:</p> <p><b>Power Onion:</b> The trainer is to present and explain the power onion tool, and he/she works with the participants on applying it on an example of a problem analysis.</p> <p><b>Power Triangle:</b> The trainer presents and explains the power triangle tool, and he/she works with the participants on applying it on an example of a problem analysis.</p> <p><b>Working groups:</b> The trainer divides the participants into 4 groups where each group uses one of the two tools to analyze a problem related to the closure of civic space in their country. This exercise takes between 30 to 45 minutes. Each group presents the results and discusses them with the rest of the participants.</p>			
<p><b>Notes for the trainer/facilitator</b></p>			
<ul style="list-style-type: none"> <li>• It is important to emphasize that there are many tools that can be used for power analysis.</li> <li>• It is also important to emphasize that a tool such as the power onion is a flexible tool whose work levels can be changed depending on the context.</li> </ul>			

Name of Session:	Stakeholders	Duration:	90 minutes
<p><b>Materials and equipment used:</b></p>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		

Name of Session:	Stakeholders	Duration:	90 minutes
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare the forms of the stakeholders analysis tool and the allies spectrum tool (See appendixes)</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define stakeholders</li> <li>• Identify stakeholders</li> <li>• Analyze stakeholder</li> </ul>		
<b>Session Summary</b>			
<p>The session focuses on analyzing stakeholders and parties that influence advocacy related work and classifying them as supporters, neutrals and opponents. The session also focuses on proposing targeting strategies through which stakeholders can be influenced to make the advocacy campaign successful and to bring about the desired change.</p>			
<b>Session Scenario</b>			
<p>The session begins with a discussion on the extent to which the environment, including individuals and institutions, influences the advocacy process, and therefore analyzes whether they are strong (with) or (against) advocacy objectives.</p>			
<p>The trainer will provide a quick explanation of who the stakeholders are, how they are divided, and what is the importance of stakeholder analysis. The trainer presents the steps of stakeholders analysis as follows:</p>			
<ul style="list-style-type: none"> <li>• Registering Stakeholders</li> <li>• Classifying Stakeholders (Supporter - Opponent - Neutral)</li> <li>• Stakeholder analysis in terms of degrees of interest and power/influence</li> <li>• Develop targeting and impact strategies.</li> </ul>			
<p><b>Registering Stakeholders:</b> After explaining the steps, the trainer asks the participants to return to their previous working groups and proceed from the problem analysis to make a list of potential stakeholders in 15 minutes.</p>			
<p>After completing this activity, each group presents the results, takes notes from other groups, suggests new stakeholders or deletes them from the list because there is no relationship.</p>			

<b>Name of Session:</b>	<b>Stakeholders</b>	<b>Duration:</b>	<b>90 minutes</b>
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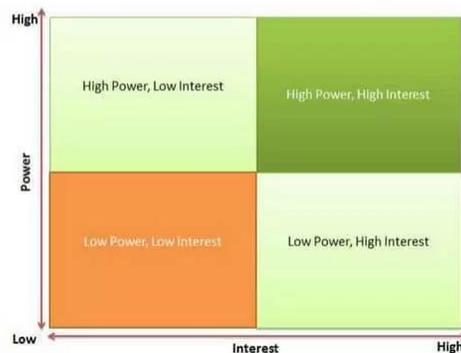
### Classification of Stakeholders:

The groups return to work for 10 minutes to classify the stakeholders who have been allocated in terms of their attitudes (supporters - opponents - neutrals) and then return to view the results.

### Stakeholder Analysis:

The trainer explains the stakeholder analysis tool depending on the degrees of interest and power/influence.

## Stakeholder Analysis



### Notes for the trainer/facilitator

- It is important to note that the tools are numerous and that the tools presented here are only a model. Other tools can be used if they are more effective for the organization or the association.

<b>Name of Session:</b>	<b>Setting Goals</b>	<b>Duration:</b>	<b>60 minutes</b>
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Name of Session:	Setting Goals	Duration:	60 minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare cards with SMART model</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define “goals”</li> <li>• Distinguish between general goals and specific goals</li> <li>• Develop advocacy goals</li> <li>• Set specific advocacy goals</li> </ul>		
<b>Session Summary</b>			
<p>The session presents the concept of "goals" and their role in the planning process. The session also seeks to raise the participants' skills in formulating specific goals (SMART)</p>			
<b>Session Senario</b>			
<p>Brainstorm exercise to understand the meaning of “goals”.</p> <p>Deliver a presentation including the following:</p> <ul style="list-style-type: none"> <li>• The concept of “Goals”</li> <li>• How to set goals</li> <li>• general goals</li> <li>• SMART goals               <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Time Bound</li> </ul> </li> <li>• How do we formulate goals?</li> </ul>			

Name of Session:	Setting Goals	Duration:	60 minutes
<p>The trainer is to present cards that list the characteristics of SMART goals</p> <p>The participants will work in groups to set goals for the advocacy interventions in the action plan. This process takes 20 minutes. Each group can formulate five goals. After that, the goals are discussed and then two or three SMART goals related to the advocacy action are chosen.</p>			
<p><b>Notes for the trainer/facilitator</b></p>			
<ul style="list-style-type: none"> <li>• Usually, participants mixup between general goals and specific goals. Also, sometimes there is confusion between goals and activities. It is important to emphasize that goals are attitudes (desired change) rather than procedures (activities).</li> </ul>			

Name of Session:	Creative Tactics	Duration:	90 minutes
<p><b>Materials and equipment used:</b></p>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<p><b>Preparation:</b></p>	<ul style="list-style-type: none"> <li>• Prepare a presentation and a set of videos and photos illustrating creative tactics.</li> <li>• Read the scientific material and literature related to</li> </ul>		

Name of Session:	Creative Tactics	Duration:	90 minutes
	the session		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define “Creative Activism”</li> <li>• Define “Tactics”</li> <li>• Choose appropriate tactics for advocacy action</li> </ul>		
<b>Session Summary</b>			
<p>The session discusses concepts related to creativity and the selection of appropriate tactics in which the advocacy campaign can achieve its goals. In addition to that, the session presents examples of creative tactics.</p>			
<b>Session Scenario</b>			
<p>Brainstorm about:</p> <ul style="list-style-type: none"> <li>• What is creative activism?</li> <li>• Experience of participants in employing creative tools for advocacy.</li> </ul> <p>The trainer presents briefly these concepts: creative activism, tactics, creative tactics.</p> <p>Present and discuss creative experiences in advocacy.</p> <p>Walk and Talk</p> <p>The trainer divides the participants into groups of two and asks each pair to move walk and talk for 5 minutes about creative tactics they prefer to use and why?</p> <p>After that, the trainer will discuss what was derived from the walk and talk activity.</p> <p>Groups are to select a set of tactics for advocacy action and for achieving the goals identified in previous sessions.</p> <p>Summary:</p> <p>The trainer summarizes what was discussed in the session and links it to the advocacy process.</p>			

<b>Name of Session:</b>	<b>Creative Tactics</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Notes for the trainer/facilitator</b>			
<ul style="list-style-type: none"> <li>It is important to emphasize that tactics are always changing, and the importance of each tactic varies depending on the context and its ability to influence and achieve the desired change.</li> </ul>			

<b>Name of Session:</b>	<b>The role of communication in advocacy</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>Papers</li> <li>Adhesive Tape</li> <li>Marker pens</li> <li>Speakers</li> <li>Laptop</li> <li>Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>Prepare a presentation on communication in the advocacy process</li> <li>Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Define “Communication”</li> <li>Determine the role of communication in advocacy</li> <li>Introduce communication strategies</li> </ul>		
<b>Session Summary</b>			
This session presents the concept of communication, its strategies and its role in the advocacy process. A good advocacy campaign depends on good communication.			
<b>Session Senario</b>			

Name of Session:	The role of communication in advocacy	Duration:	90 minutes
<p>Brainstormed about the process of communication and its role in advocacy.</p> <p>The trainer asks: What is the connection?</p> <p>After collecting many answers, those answers are summarized and a new question is asked: What is the role of communication in advocacy campaigns?</p> <p>After collecting and summarizing the answers, the trainer presents the concept of communication and its role in advocacy campaigns and emphasizes that communication is one of the three pillars of the advocacy campaign:</p> <ul style="list-style-type: none"> <li>• Mobilization: Here we focus on mobilizing individuals and resources</li> <li>• Organization: Here we focus on planning, structuring, building networks and alliances</li> <li>• Communication: Here we focus on communication among campaign organizers themselves, on the one hand, and with the public on the other.</li> </ul> <p>The trainer asks the participants: What are the types of communication?</p> <p>After collecting the answers, the trainer delivers a presentation on the types of communication:</p> <ul style="list-style-type: none"> <li>• Internal Communication: It is the communication among the members of the campaign team, and ensures the quality of organization and follow-up in order to achieve the campaign goals.</li> <li>• External communication: It is the communication between the campaign team and any outside party, including the public, stakeholders and policy makers, in order to influence them to achieve the goals of the advocacy campaign.</li> </ul> <p>This presentation provides a broad understanding of the above types of communication, and what methods and tools are employed in each type as described in the communication material in this curriculum.</p> <p><b>Elements of the Communication Process:</b></p> <p>The trainer offers a brief presentation of the communication process elements:</p> <ul style="list-style-type: none"> <li>• The Sender</li> </ul>			

<b>Name of Session:</b>	<b>The role of communication in advocacy</b>	<b>Duration:</b>	<b>90 minutes</b>
<ul style="list-style-type: none"> <li>• The Purpose</li> <li>• The Message</li> <li>• The Medium</li> <li>• The Receiver</li> <li>• The Impact</li> </ul> <p>After presenting the elements of the communication process, an example is to be provided as follows:</p> <p>For example: "In this training, the "sender" is the trainer, the "purpose" is to develop the knowledge and skills of the participants on a specific topic, the "messages" are the content being provided, the "medium" may be direct lectures, presentations, video or explanatory materials, the participants are the "receivers", and the impact is the knowledge and skills development of the participants after attending the training session. "</p>			
<b>Notes for the trainer/facilitator</b>			
<ul style="list-style-type: none"> <li>• This is one of the most important and influential sessions, as there is no way to achieve success in an advocacy campaign without building good and solid communication.</li> </ul>			

<b>Name of Session:</b>	<b>Developing advocacy messages</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		

<b>Name of Session:</b>	<b>Developing advocacy messages</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare a presentation on the role of messages in the advocacy process</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define “Message”</li> <li>• Identify the different message elements</li> <li>• Develop the main message</li> <li>• Develop brief messages based on the main message</li> </ul>		
<b>Session Summary</b>			
<p>Without messages there is no communication, thus, developing and formulating messages are important skills in building a solid communication. Accordingly, this session discusses the concept of “the messages” and their elements and the way they are formulated.</p>			
<b>Session Senario</b>			

Name of Session:	Developing advocacy messages	Duration:	90 minutes								
<p>Brainstorm about the concept of the message: The trainer asks: What is a message? After collecting several answers, those answers are summed up and a presentation is then delivered about what a message is and what role it plays in the advocacy campaign.</p> <p>The four message elements are also presented as follows:</p> <ul style="list-style-type: none"> <li>• Statement</li> <li>• Attestation</li> <li>• Example</li> <li>• Appeal</li> </ul> <p>After presenting the elements, the trainer presents an applicable example:</p> <p>Example: "Every year we lose thousands of people because of cancer that can be avoided or treated. Today is the time to get rid of that suffering."</p> <p>Types of messages:</p> <p>The trainer presents message types:</p> <ul style="list-style-type: none"> <li>• Main message</li> <li>• Brief messages</li> </ul> <p>After the presentation, the groups are work on developing their main messages for their campaigns. This activity is to take 20 minutes.</p> <p>After presenting the results, the trainer presents the form of forming brief messages as follows:</p> <table border="0" data-bbox="196 1493 812 1648"> <thead> <tr> <th data-bbox="196 1493 451 1528"># Target Audience</th> <th data-bbox="699 1493 812 1528">Message</th> </tr> </thead> <tbody> <tr> <td data-bbox="196 1535 228 1570">1.</td> <td></td> </tr> <tr> <td data-bbox="196 1577 228 1612">2.</td> <td></td> </tr> <tr> <td data-bbox="196 1619 228 1654">3.</td> <td></td> </tr> </tbody> </table> <p>The trainer constructs the participants to use the form and write at least 3 brief messages. This activity takes 15 minutes. After presenting and discussing the results, the trainer summarizes what was discussed in the session.</p>				# Target Audience	Message	1.		2.		3.	
# Target Audience	Message										
1.											
2.											
3.											

<b>Name of Session:</b>	<b>Electronic Campaigns, and Social Media Campaigns</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Adhesive Tape</li> <li>• Marker pens</li> <li>• Speakers</li> <li>• Laptop</li> <li>• Video Projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>• Prepare a presentation on e-campaigns (electronic campaigns)</li> <li>• Read the scientific material and literature related to the session</li> </ul>		
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define E-campaigns</li> <li>• Identify the role of social media in advocacy campaigns</li> <li>• Introduce tactics of electronic advocacy</li> </ul>		
<b>Session Summary</b>			
This session provides an overview of advocacy e-campaigns, their importance and their tactics, and the role of social media in advocacy campaigns.			
<b>Session Senario</b>			

Name of Session:	Electronic Campaigns, and Social Media Campaigns	Duration:	90 minutes
<p>The trainer begins with a discussion on e-campaigns and the change of civic space due to technological advancements. E-space (Electronic or Cyber Space) has become an integral part of civic space nowadays. It became a space for expressing opinions, and demanding and disseminating information. In recent years, e-space has been facing contractions and closures due to government censorship through blocking websites and attempting to control them by imposing fees to establish websites, blogs, and applications. Furthermore, imposing many electronic/cyber crime laws, has led to closing and restricting civic space rather than protecting it.</p> <p>E-Campaigns:</p> <p>The trainer presents examples e-campaigns from the Arab region:</p> <ul style="list-style-type: none"> <li>• #The_Gas_of_the_Enemy_is_an_Occupation in Jordan (Boycotting the gas deal with Israel)</li> <li>• # The_Cyber_Draf_Law_Will_not_Pass in Morocco (Cyber crime draft law in Morocco with many restrictions of freedoms)</li> </ul> <p>The trainer invites the participants to go back to their groups and discuss the impact of e-campaigns on influencing policies. Also the participant are to research different approaches and tactics to work on e-campaigns.</p> <p>After discussing the results of the groups, the trainer presents a range of tactics for electronic advocacy campaigns such as e-petitions, hashtags, electronic applications and others.</p> <p>Social media:</p> <p>The trainer asks the participants to return to their groups and discuss their experiences in e-campaigns, what are the most effective tactics in these campaigns, and what kind of challenges they face .</p> <p>The groups present the results from this activity, and the trainer then summarizes what the participant dicussed.</p>			
<p><b>Notes for the trainer/facilitator</b></p>			

<b>Name of Session:</b>	<b>Electronic Campaigns, and Social Media Campaigns</b>	<b>Duration:</b>	<b>90 minutes</b>
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- E-advocacy campaigns are a broad subject that combines both organizational and technical aspects. It is important to note that this session provides a general overview on such campaigns. E-campaigns need technical expertise in understanding Internet technology, its ability to market ideas, to mobilize people and to influence decision-making. Organizational expertise is also needed in this regard.

<b>Session Name:</b>	<b>Advocacy Activities</b>	<b>Duration:</b>	<b>120 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Tape</li> <li>- Markers</li> <li>- Speakers</li> <li>- Laptop</li> <li>- Video projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>- Preparing a presentation about the concept and developing plans</li> <li>- Reading the session's material</li> </ul>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Defining activities</li> <li>- Developing implementation plans for advocacy</li> </ul>		
<b>Session Summary</b>			
This session is to cover the implementation planning process, and working on identifying tasks and procedures that will be implemented to achieve the advocacy goals.			
Session scenario:			
<p>The training starts session with a question about the difference between: goal, tactic, activity, and task?  The trainer summarizes the answers then stresses that:</p> <ul style="list-style-type: none"> <li>- Goal: is the change that we aim to achieve</li> <li>- Tactic: is the way through which we try to reach the goal</li> <li>- Activity: the action or number of procedures through which the goal can be achieved</li> <li>- Tasks: the procedures through which the activity is implemented</li> </ul> <p>Here, the trainer presents the concept of the implementation plan and stresses that the implementation plan</p>			

is a flexible one and can be amended according to the circumstances and changes that may occur to the context.

Furthermore, a model implementation plan is presented:

#	Activity	Supervisor	Time	Place
1.	Activity 1			
2.	Activity 2			
3.	Activity 3			

The trainer asks the participants to go back to their working group and to develop an implementation plan for their campaign. The activity should take 30-45 minutes.

After finishing up and presenting the results, the trainer asks the participants to develop a timeline based on their implementation plan according to the following template:

#	Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1	Activity 1						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						
6	Activity 6						

This activity should take 15-20 minutes.

After presenting the results, the trainer may also present a template of plans for tasks that may be used in different phases of implementation:

Activity 1: Summary					
#	Tasks	Week 1	Week 2	Week 3	Week 4
1.1	Task 1.1				
1.2	Task 1.2				
1.3	Task 1.3				
1.4	Task 1.4				

1.5	Task 1.5				
<p>The trainer then summarizes everything done and closes the session.</p>					
<p><b>Notes to the facilitator:</b></p> <ul style="list-style-type: none"> <li>- Ensuring that the implementation plans are different according to the nature of the campaign or intervention.</li> <li>- Ensuring that the implementation plan are subject to review and amendment according to the changes in context and the nature of risks that the campaign faces.</li> </ul>					

<b>Session Name:</b>	<b>Risk Analysis and Management</b>	<b>Duration:</b>	<b>90 minutes</b>
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Tape</li> <li>- Markers</li> <li>- Speakers</li> <li>- Laptop</li> <li>- Video projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>- Preparing a presentation about risk management</li> <li>- Reading the session's material</li> </ul>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Defining risks</li> <li>- Differentiating between risks inside advocacy working environment and external risks</li> <li>- Formulating strategies to minimize risks</li> </ul>		
<b>Session Summary</b>			
<p>Risk analysis and management is one of the most important topics. The work of organizations and groups on advocacy campaigns that aims to create change in power links and legislations that affect people's lives is not free of potential risk. This session covers the concept of risks and how to deal with them.</p>			
<b>Session scenario:</b>			
<p>The trainer starts the session with a discussion with the participants about what risks mean to them and how they can be faced?</p> <p>After summarizing the answers, the trainer presents the concept of risks, their levels, and types. He/she then presents a template of working on risk analysis as follows:</p>			

Type of Risk	Risks	Possibility of Occurring (1= very unlikely, 5 = very likely)	Importance (1= low, 5= high)	Steps of avoiding risks
External Risks				
Internal Risks				

The trainer then asks each group to analyze the risks that their campaign may face during implementation through the following steps:

1. Doing an inventory of potential risk
2. Categorizing potential risks according to type, level of danger, and probability
3. Formulating strategies to face / prevent these risks.

**Notes to the facilitator:**

- Ensuring that the risk analysis process is a continuous process that starts at the planning phase until the end of the implementation. Risks change as the context develops. Some risks are unexpected; therefore, we have to always be ready to face those risks to make our campaign a success.

Session Name:	Evaluation of Advocacy Campaigns	Duration:	90 minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Tape</li> <li>- Markers</li> <li>- Speakers</li> <li>- Laptop</li> <li>- Video projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>- Preparing a presentation about the monitoring and evaluation of advocacy campaigns</li> <li>- Reading the session's material</li> </ul>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Differentiating between monitoring and evaluation</li> <li>- Evaluating advocacy campaigns</li> </ul>		
<b>Session Summary</b>			

The monitoring and evaluation of advocacy campaigns is one of the most important processes in understanding whether the campaign was effective and capable of achieving the desired impact. Moreover, it is important for the learning process that would inform other future campaigns. Therefore, this session offers a quick presentation of the concepts of monitoring and evaluation, as well as the tools and methods of monitoring and evaluation.

**Session scenario:**

Monitoring and evaluation as concepts:

The trainer manages a discussion about the concepts and mechanisms of monitoring and evaluation.

Presentation and discussion about:

- Why do we evaluate?
- How is evaluation done?
- Who does the evaluation?

Defining the measurement indicators, and its role in the evaluation process, then defining how to formulate indicators.

Practical implementation of formulating indicators:

Back to working groups to work and formulate success indicators for each phase of the advocacy campaign phases, and then presenting the results.

Presentation and discussion about planning for the evaluation:

1. Identifying the purpose of the evaluation
2. Formulating specific goals for the evaluation
3. Analyzing and understand the context of the evaluation process
4. Identifying stakeholders and parties that will participate in the evaluation
5. Identifying the evaluation methodology
6. Developing the tools needed to collect data
7. Analyzing data and generating results
8. Writing the report and recommendations for development

Summary of the session and closing.

**Notes to the facilitator:**

- Ensuring that monitoring and evaluation is a topic that requires many sessions, and it is preferable that this is done by experts to ensure the quality of the desired results.

Session Name:	Lobbies and their role in Advocacy	Duration:	60 minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Tape</li> <li>- Markers</li> <li>- Speakers</li> <li>- Laptop</li> <li>- Video projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>- Preparing a presentation about the evaluation of lobbies for advocacy</li> <li>- Reading the session's material</li> </ul>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Defining lobbies</li> <li>- Differentiating between the forms of lobbies</li> <li>- Identifying the working methods of lobbies</li> </ul>		
<b>Session Summary</b>			
<p>This is a session through which participants are exposed to different methods and means of advocacy, which can be done without or along with campaigns. This session covers the topic of lobbies, its concept, forms, and how they can be effective.</p>			
<b>Session scenario:</b>			
<p>The trainer presents a case study:</p>			
<p>The Mayor refused to receive a performance group requesting the use of the municipal hall to conduct a charity event for children with disabilities. The Mayor demanded that the group should present the municipality with a gift if they wanted to use the hall. When the group refused and clarified that this is considered a form of immoral and illegal bargaining, the Mayor insisted not to make the hall available, and he started a defamation campaign against the group.</p> <p>How can the performance group have access to the hall without facing any trouble?</p>			
<p>The trainer divides the participants into 3 working groups, where each group gives a suggestion through which the problem can be solved. This activity should take 15 minutes.</p>			
<p>After presenting the results, the trainer points out that there are many ways to influence the Mayor's decision, including bringing in an influential individual or group to pressure the Mayor to stop the defamation campaign against the group, and the provide the hall for the charity event. This is called lobbies.</p>			
<p>The trainer defines lobbies, their types, and its work, using the help of a presentation or any clarifying methods.</p>			

The trainer then presents the opportunities that the lobbies should take advantage of to influence the advocacy of causes, such as conferences, TV shows, pre-arranged or coincidental live interviews.

Role playing:

The participants are divided into 4 groups. Two groups take the role of the officials, while the other two groups take the role of the lobbies. The two groups will play both roles, where one of the lobbying groups and one of the “officials” groups act out a scenario that a lobbying group has come to meet with a supervising committee to convince it of a certain change.

After finishing the role-play, the trainer asks the following questions:

- What happened in both plays?
- Where are the areas of success? Why?
- Where are the areas of failure? Why?
- How can we avoid the failures when faced with the same situation in reality?

The trainer summarizes the answers, then summarizes the session.

**Notes to the facilitator:**

- During the role play, it is important that each two groups are aware of the advocacy issue. It is preferred that they chose it, as it will make the activity easier.

Session Name:	Developing Police papers	Duration:	60 Minutes
<b>Materials and equipment used:</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Tape</li> <li>- Markers</li> <li>- Speakers</li> <li>- Laptop</li> <li>- Video projector</li> </ul>		
<b>Preparation:</b>	<ul style="list-style-type: none"> <li>- Preparing a presentation about policy papers</li> <li>- Reading the session’s material</li> </ul>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Defining policy papers</li> <li>- Defining the elements of policy papers</li> <li>- Identifying the steps to develop policy papers</li> </ul>		
<b>Session Summary</b>			
This is a session through which participants are exposed to different methods and means of advocacy, which			

can be done without or along with campaigns. This session covers the topic of policy papers, its elements, and phases of work to develop policy papers.

**Session scenario:**

The session starts with the trainer asking the participants if they have ever participated in developing a policy paper?

Here, room can be opened for discussion about the policy papers that they participated in, if found.

**Policy papers as means of advocacy:**

The trainer presents:

- The concept of policy papers
- Elements of policy papers as a research paper
- Phases of work to develop policy papers

Question: what happens after developing a policy paper? How is it presented to officials, and what are the spaces/opportunities that can be invested in?

The trainer summarizes the answers, and adds to them the opportunities that were not mentioned by the participants.

**Notes to the facilitator:**

- Ensuring that policy papers are a tool that is used by professionals to convince policy makers of the importance of change by shedding light on the weaknesses and gaps in the existing policies.



## **Unit Four:**

### **Advocacy and Campaigns Tools**

## Problem Analysis Tools

### The Onion Diagram Tool

This is one of the effective tools when it comes to analyzing, monitoring and identifying forces that influence the problem, whether it is a problem driving force or a solution driving force. The onion diagram is a visual aid that is attractive to specialists, community leaders, different stakeholders and target groups regardless of their analytical abilities.

The onion diagram can be utilized to demonstrate different aspects of influential forces through shapes, levels and area, as it is characterized by multiple layers. The number and nature of layers in the diagram are chosen based on the analyzed context. The example shown below focuses on the form of forces taking into consideration the area and levels, beginning with forces related to an individual, followed by the community, then the establishments and policies come last.

#### Methodology:

The idea behind this tool is teamwork. It is preferred to work in small groups with 10 – 15 members. The facilitator draws the onion diagram as shown below, while explaining the tool, then work begins.

#### Steps:

1. Writing the problem in the smallest circle at the center of the diagram as shown below
2. Identifying the force(s) that influence the problem at the level of individuals and writing them in the layer closest to the problem. It is advised to plot the problem driving forces, then the solution driving forces.
3. Similar to the previous step, continue by plotting forces for levels of community, establishments and policies.
4. The facilitator should ensure that the identified forces are real and that they already exist in the context. The plotting should not include any imaginary forces or suggested solution.
5. Plotting the results relevant to problem driving forces and solution driving forces in their own table as shown below.
6. Identifying the type of intervention depending on the solution driving forces to affect the problem driving forces.

#### The Individual Level:

**Includes all forces connected to individual behaviors, which are not necessarily connected to community culture or traditions. For example, in the case of harassment at the workplace, the harasser is behaving in an individual hostile manner, which does not imply that harassment is a cultural norm. On the side of solution driving forces, we find that there are individuals that believe in women rights and are against gender-based violence.**



### The Community Level:

This level includes community culture and traditions. If we take the same example of harassment at the workplace, we find that the community blames the victim, which is a problem driving force. On the other hand, we can consider religions positive view of women a solution driving force which is connected to culture.

### Establishments Level:

All the establishments' behavioral and organizational practices, including government institutions, the private sector and the civil society. Using the same example of harassment at the workplace, some institutions ignore harassment complains to maintain their reputation. However, there are efforts made by civil society centers and feminists to educate female employees on their labor rights.

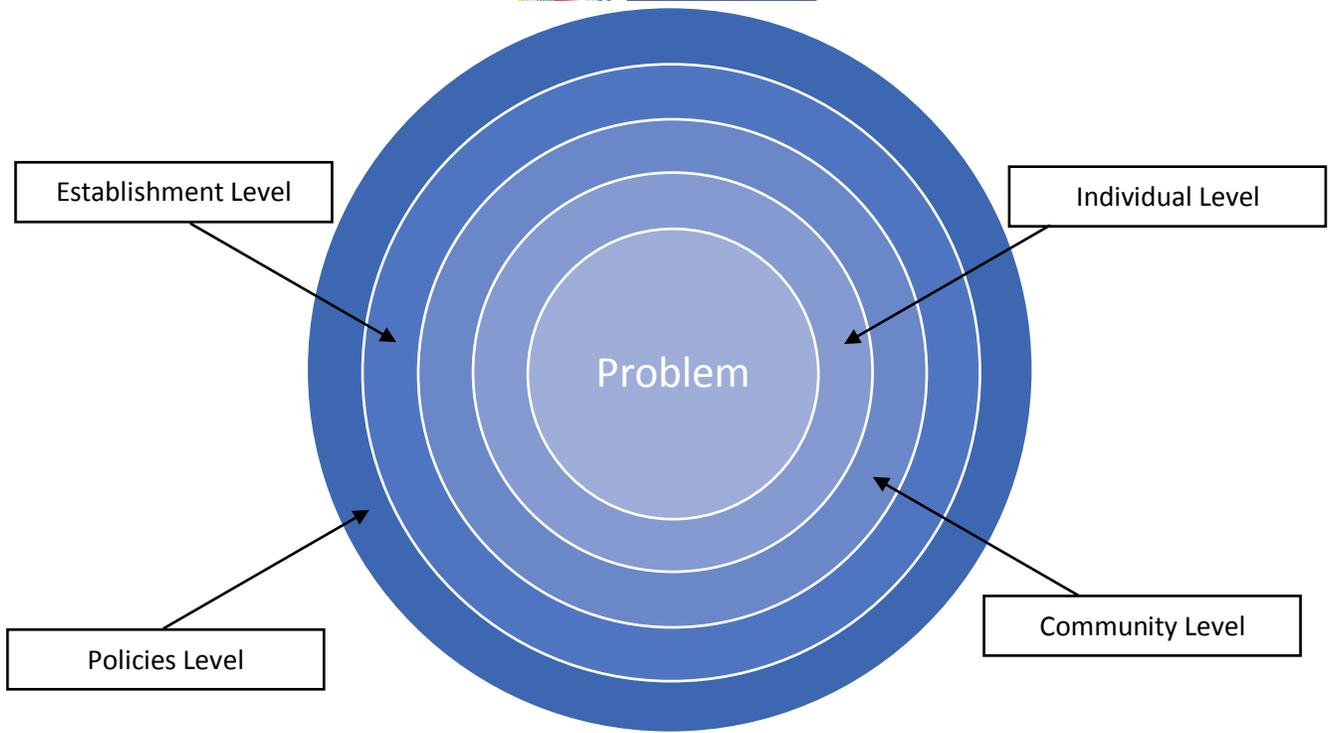
### Policies Level:

Includes laws, legislations and decisions that govern people. The unenforceability of the anti-harassment law is a problem driving force, but the existence of the law is a solution driving force.

### The Onion Diagram Example

Solution Driving Forces

Problem Driving Forces



Plotting Table Sample:

Force	Problem Driving	Solution Driving
Individual Level		
Community Level		
Establishments Level		
Policies Level		

## The Advocacy Matrix<sup>37</sup>

Advocacy Issues Selection List:

This list or matrix is a useful tool that facilitates the selection of an advocacy case. The working group should identify the roots of the problem through analysis, which enables it to suggest issues to advocate for or against. An issue is a controversial item where opposite sides try to push for their view on it.

This important tool contributes to selecting the most appropriate issue, depending on:

1. Prioritization of the community
2. The working group's ability to influence
3. Opportunities and resources

Methodology:

The campaign team and other stakeholders work on the advocacy matrix to select and agree on an issue to advocate for or against.

1. The facilitator explains the tool
2. The facilitator writes the titles of the issues in a cell
3. The facilitator presents each issue, and ticks the selected ones after agreement
4. More than one issue can be ticked
5. The final selection is made based on the discussion and evaluation of weaknesses and potential challenges

#	The issue	Issue 1	Issue 2	Issue 3
1	Contributes to improving lives			
2	Demonstrates people's influence			
3	Build strong sustainable organizations and affects power balances			
4	Raises awareness around power balances and democratic rights			
5	Can be resolved			
6	Has a long-term impact			
7	Can be delivered and understood			
8	Gives people the opportunity to learn about political engagement			
9	Has an advocacy target group			
10	Is not controversial among constituents			
11	Builds responsible leadership			
12	Is aligned with your vision and organizational values			
13	Introduces funding opportunities			

14	Connects local and international issues with the overall policies context			
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### Stakeholder Analysis Tools

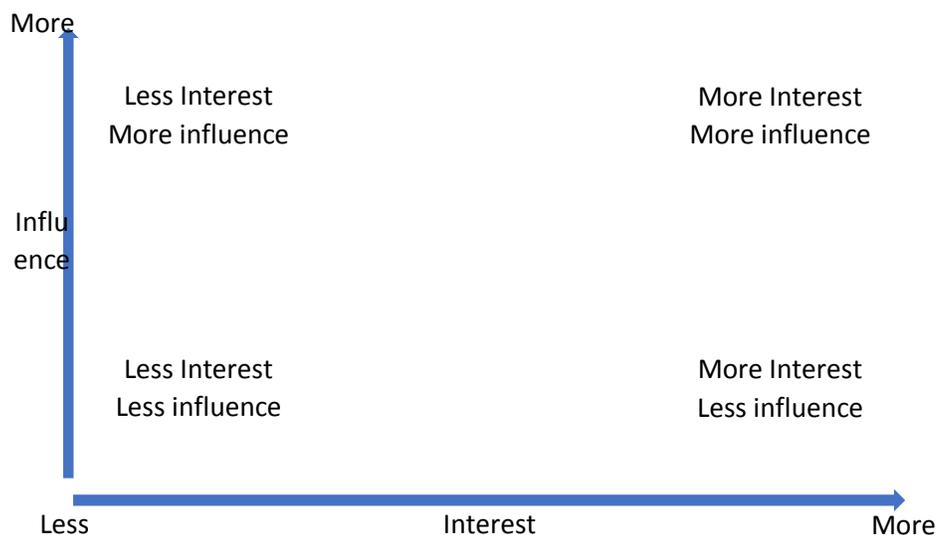
These tools are used to analyze stakeholders and understand the power relationships between them and how these relationships can be affected to achieve to advocacy objective.

A list of all stakeholders and their position on the issue should be created before analyzing stakeholders.

Stakeholder Analysis Tool:

The facilitator demonstrates a sample of the tool to the campaign team and distributes notecards in 3 different colors e.g. red notecards are used for supporters. The name of each stakeholder is written on a notecard depending on their position, then notecards are pinned to the suitable spot depending on their influence and interest.

Stakeholder Analysis Based on Interest and Influence



Spectrum of Allies Tool:

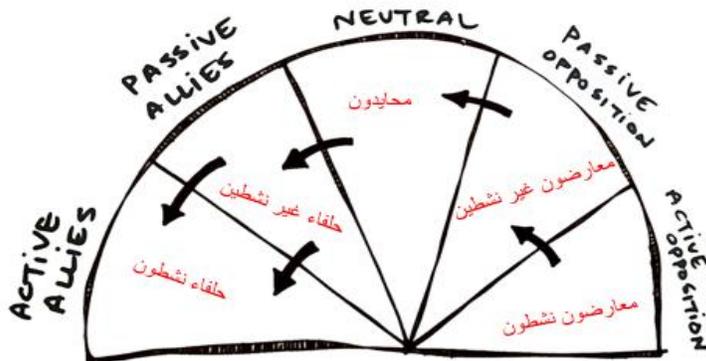
Identifies supporters and opponents and their effectiveness in addition to neutral stakeholders.

The facilitator demonstrates the tool as shown below and distributes notecards in 5 colors for the categories:

- Active Allies
- Passive Allies
- Neutral
- Passive Opposition
- Active Opposition

Names of stakeholders are written on the appropriate notecard then pinned on the suitable area of the diagram. After that, the diagram is discussed to reach an agreement on the final distribution of the spectrum.

Spectrum of Allies Tool



After using one of the above tools, the facilitator uses the below table to understand the relationships of relevant powers.

Allies and Opponents Matrix:

Stakeholders	Impact		
	Weak	Average	High
Active Allies			
Passive Allies			
Neutral			
Passive Opposition			
Active Opposition			

After working on the previous matrix, the following table is used to set strategies to influence stakeholders

Stakeholders	Desired Impact	Targeting Strategy

## Setting the Advocacy Campaign Main Objective Tool

Power Pillars Tool:

This tool is used primarily to identify the mission statement for organizations and alliances and is also an effective tool in defining main objectives of advocacy campaigns.

Methodology:

The facilitator divides the team into groups of 5 to 7 members. Each group gets a flipchart with

Current Situation: Current status of the issue e.g. increasing rate of domestic violence

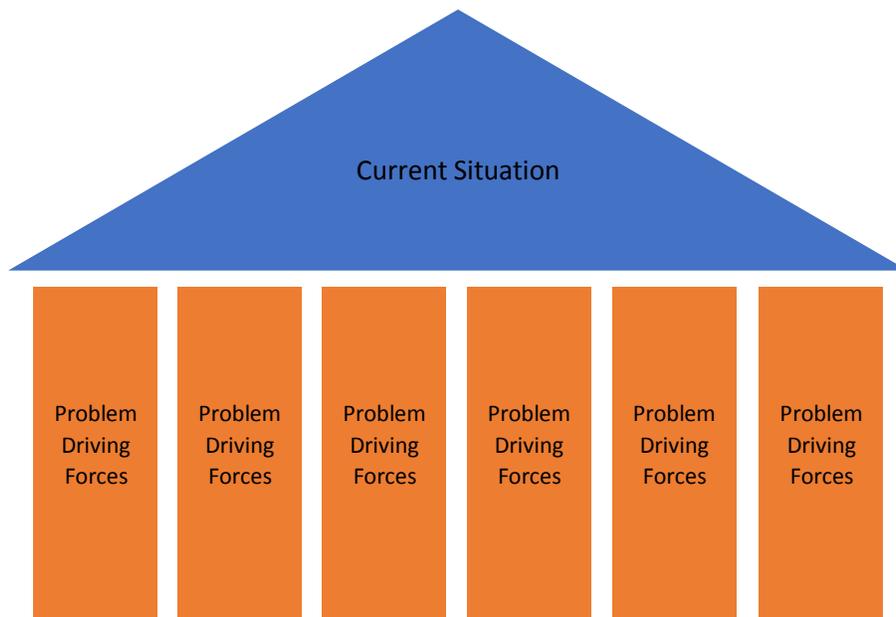
Problem Driving Forces: Forces that support the problem. Here, it is advised to utilize the problem itself or influential organizations e.g. religious establishments or the media.

Objective of Advocacy Campaign: The desired change is a mean to influence problem driving forces to change the status quo.

the below form and 30 minutes to fill it:

When the groups' work is completed, the results are analyzed discussed to agree on one form.

### Power Pillars Tool Sample



## Advocacy Campaign Objectives

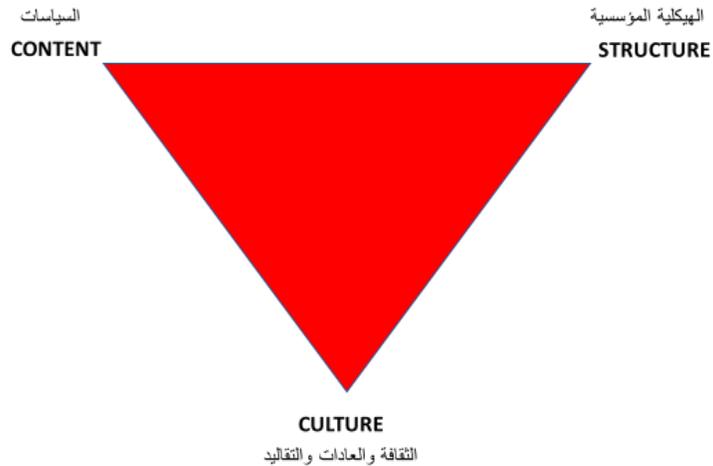
This model was based on the beautiful rising organization<sup>38</sup>

### Developing Advocacy Strategy Tools

Triangle Analysis Tool: Working on this tool consists of two phases,

Phase one: Analyze problem driving forces at the level of policies, institutional structure, culture and traditions

Phase two: Suggest strategies to address the problem as shown below



This tool was developed based on *Marge Schuler, Empowerment and the Law, 1986*

### Problem Analysis

Content	Structure	Culture
<ul style="list-style-type: none"> <li>- The law criminalizes domestic violence but does not punish it</li> <li>- There are no provisions in the law that protect women</li> </ul>	<ul style="list-style-type: none"> <li>- Despite the existence of the law, the judiciary and police forces treat the issue as a personal family matter that should not be taken to court</li> </ul>	<ul style="list-style-type: none"> <li>- Women blame themselves if they were exposed to violence because they are wrong</li> <li>- Domestic violence is</li> </ul>

who are exposed to domestic violence	<ul style="list-style-type: none"> <li>- Hospitals do not report domestic violence cases</li> </ul>	viewed as an act of uncivilized and underprivileged communities and alcohol abusers
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### Suggested Solutions

Content	Structure	Culture
<ul style="list-style-type: none"> <li>- Amend provisions of the law to define domestic violence as a crime punishable by law</li> <li>- Make known the punishment of domestic violence crimes perpetrators</li> </ul>	<ul style="list-style-type: none"> <li>- Train the judiciary and police forces on the nature of domestic violence</li> <li>- Train hospitals' staff on dealing with domestic violence cases from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Organize media campaigns and seminars to highlight the seriousness of domestic violence and the importance of reporting cases</li> <li>- Call upon community leaders to talk about domestic violence and its seriousness and the importance of standing in solidarity with abused women</li> </ul>

Refer to *The Action Guide for Advocacy and Citizen Participation*<sup>39</sup> for more information about this tool

### Action Plans Development Tools

Types and formulations of action plans vary depending on the context and methodology. The following are some forms that can be implemented to develop advocacy campaigns action plans

Methodology:

The facilitator explains the form and divides the team into groups to brainstorm the activities and allocate tasks keeping in mind that the plan needs to be realistic and achievable.

Form 1 – Action Plan Form:

#	Activity	Person	Time	Place
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		Responsible		
1	Activity 1			
2	Activity 2			
3	Activity 3			

The following is another flexible form that helps setting a timeline for the action plan. The duration needed for the execution of these activities is divided into months, week or even days depending on the nature of the activity, then the timing of the execution of the activity is highlighted.

**Form 2 – Timeline Form:**

#	Activity	1 <sup>st</sup> Month	2 <sup>nd</sup> Month	3 <sup>rd</sup> Month	4 <sup>th</sup> Month	5 <sup>th</sup> Month	6 <sup>th</sup> Month
1	Activity 1						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						
6	Activity 6						

**Activity Plan or Task Matrix:**

Its importance is to follow up on the activity and ensure the distribution of tasks and link them to time, where the part related to time of completion shall be highlighted.

**Activity Plan Form:**

#	Activity 1: Describe the Activity				
	Tasks	Week 1	Week 2	Week 3	Week 4
1.1	Task 1.1				
1.2	Task 1.2				
1.3	Task 1.3				
1.4	Task 1.4				
1.5	Task 1.5				

**Communication Plan Development Tools:**

The importance of these tools lies in the development of the messages of the campaign, which includes all the elements that must be worked on in the brainstorming stage and the completion of the drafting of the first version of the message.

The brainstorming technique is used with the group to fill in the form shown below and then to formulate the message in its first version.



It is important to test the message after its written to ensure its ability to deliver the content to the target group.

### Form 1 – Forming the Message

Target Audience	
Statement What is the problem? What is the proposed solution?	
Evidence (Proven statistics and numbers)	
Example (Humanitarian Story)	
Required Action	
Proposed text of the message	

After completing the main message, the form below is used to identify each target category and what is the summary / specific message that we need to deliver to that category, here, too, the brainstorming method can be used to facilitate the work of this tool.

### Form 2 – Designing Brief Messages:

#	Target Audience	Message
1		
2		
3		

### Communication Plan Development:

The communication team of the campaign with the rest of the team, partners and allies contribute to the development of the communication plan. The plan is a roadmap for the internal communication mechanism between the campaign team on the one hand and external communication between the campaign team and the target audience.

The communication plan can be divided into two plans:

- The first plan (internal communication plan): includes all communication activities between the campaign team
- Second Plan (external communication plan): This includes all activities related to communication between the campaign team and the target stakeholders, the public, policy makers and others, including media activities, social media activities and direct meetings of all kinds.

**Communication Plan Form:**

Activity	Time	Communication Channel	Person Responsible	Target Audience

**Risk Analysis Matrix**

Risk analysis is one of the key processes in planning advocacy campaign activities, through which the expected risks and appropriate treatment methods are calculated, so this process is for everyone who implements the campaign.

**How it works:**

To work on this model, it is preferable to invite stakeholders and key people who will participate in the advocacy campaign. The facilitator will initially lead the brainstorming process to work out a list of all risks expected by the group.

Another way is to divide the group into small groups (5 - 7 individuals), give them enough time to make a list of the expected risks, then group all the risks into one list and discuss them.

Risk analysis matrix model (groups can use color cards, where one of the risks is written on each card, and the facilitator sticks all the risks to the wall in one list to avoid repetition).

After completing the risk list, the facilitator asks participants to classify those risks according to their category:

<b>Internal Risks</b>	All risks related to the internal work system of the organization, the relationship between the partners or the internal resources and competencies, or any risks facing the continuation of the work between the team
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External Risks	such as technical failures and others. They differ from internal risks as they result from interventions from parties outside the campaign's work group, including legal, environmental, societal, security, technology or economic status of the community / state.
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After the risk rating is completed, the model below is used to analyze these risks by their likelihood and importance (the degree of their impact and the priority of intervention for treatment), and then how to treat or avoid risks.

Type of Risk	Risks	Possibility of it Happening (1=low 5=high)	Importance (1=low 5=high)	Way of Fixing or Avoiding Risks
Internal Risks				
External Risks				

Risk analysis does not stop at this stage, but the advocacy team must also incorporate what has been drawn into the action plan to activate it for successful campaign activities. The assessment should also be present in order to understand to what extent the risk management plan was successful. And why? How can the situation be improved in the future with regard to avoiding similar risks?

### Impact Assessment Tools

#### Timeline Tool

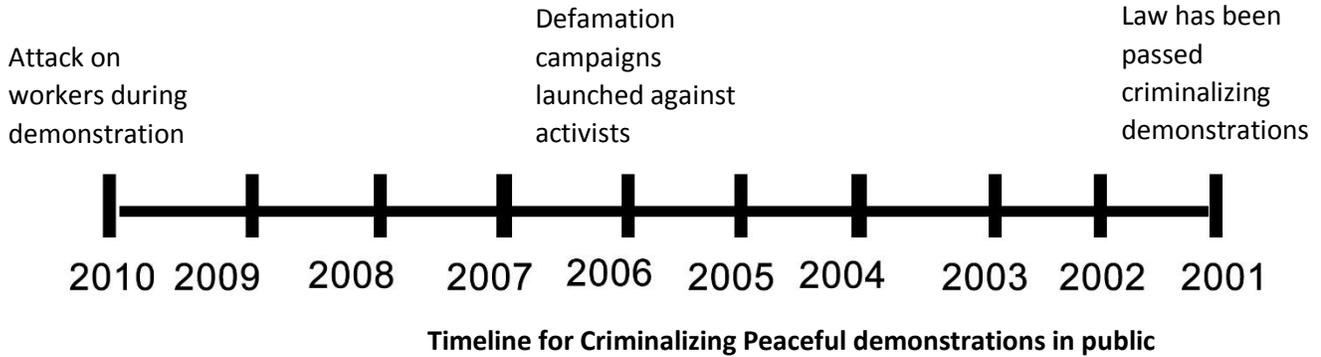
This tool is used to understand the history of the problem, as well as to understand the sequence of change that the advocacy campaign has targeted. This tool is used during the planning process for advocacy as a tool to understand changes in the problem and its historical causes, as follows:

A time line is drawn up for 10 years in which the problem occurred and monitoring of the turning points by year (if the age of the problem is less than that, the time line can be drawn according to the number of years the problem was formed).

#### Form 1 – Timeline for 10 years

Activists  
arrested and  
put on trial for  
demonstrating  
without permit

Attack on  
demonstrators  
down town



From 2 -Timeline for Campaign



Questions to reflect on what has been achieved as well as best practices and lessons learned:

Question	Answer
What went well and as planned?	
What did not go as planned?	
What can be improved if this was repeated?	
What are the lessons learnt?	



What are the activities that exceeded expectations?	
What practices disappointed you? Or were not up to expectations?	
What are the echoes of the Advocacy messages?	

## Appendixes

<b>Training of Trainers on Campaigning and Advocacy</b>		
<b>Pre Assessment</b>		
<b>1.</b>	<b>General Information</b>	
<b>1.1</b>	<b>Name</b>	
<b>1.2</b>	<b>Gender</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Other</li> <li>• I would rather not answer</li> </ul>
<b>1.3</b>	<b>Age Category</b>	<ul style="list-style-type: none"> <li>• 24-19</li> <li>• 24-25</li> <li>• 44-35</li> </ul>
<b>1.4</b>	<b>Email</b>	
<b>1.5</b>	<b>Current Job</b>	
<b>1.6</b>	<b>Associatio/Organization n</b>	
<b>1.7</b>	<b>Country</b>	
<b>2.</b>	<b>Questions on the Organizations'/Associations' Capacity in the Field of Advocacy</b>	
<b>2.1</b>	<b>How would you describe the primary work of your organization?</b>	

	<ul style="list-style-type: none"> <li>• Community Service (General Services)</li> <li>• Research Center</li> <li>• Advocacy and Public Policies</li> <li>• Community Empowerment</li> <li>• Other, please explain:</li> </ul>
<b>2.2</b>	<b>What is your organization's field of work?</b>
	<ul style="list-style-type: none"> <li>• Women related and gender issues</li> <li>• Human rights</li> <li>• Education</li> <li>• Youth engagement</li> <li>• Convergence / Community Integration</li> <li>• Economic Empowerment</li> <li>• Health</li> <li>• Sports</li> <li>• Local governance</li> <li>• Other, please specify</li> </ul>
<b>2.3</b>	<b>Who is/are the target group(s) of your organization?</b>
	<ul style="list-style-type: none"> <li>• Women</li> <li>• Youth</li> <li>• Rural areas</li> <li>• Refugees</li> <li>• Other target groups, please explain:</li> </ul>
<b>2.4</b>	<b>Does your organization have a general framework or guide to lead and manage campaigns?</b>

	Yes	No
<b>2.5</b>	<b>Does your organization / association have a team or a staff member specialized in advocacy?</b>	
	<ul style="list-style-type: none"> <li>• Yes we have</li> <li>• No, but we work on advocacy</li> <li>• Our organization / association does not work on advocacy</li> </ul>	
<b>2.6</b>	<b>Does your organization have a clear strategy to influence policies and laws that affect your target groups?</b>	
	Yes	No
	<b>If your answer is yes, please provide an idea about this strategy</b>	
<b>2.7</b>	<b>Is your organization a member of a network or a coalition for civil society organizations?</b>	
	Yes, please list the names of such coalitions, and at what level do you work (local, regional or international)?	No
<b>2.9</b>	<b>Please assess the capacity of your organization regarding the following points:</b>	

	<p>Very Weak: 1</p> <p>Weak: 2</p> <p>Mediocre: 3</p> <p>Strong: 4</p> <p>Very Strong: 5</p> <ol style="list-style-type: none"> <li>1) <b>Produce research and policy surveysonadvocacy</b></li> <li>2) <b>Develop advocacy strategies</b></li> <li>3) <b>C ommunity mobilizationonadvocacy</b></li> <li>4) <b>Communication for advocacy</b></li> <li>5) <b>Networking and building coalitions</b></li> <li>6) <b>Development of policy papers</b></li> <li>7) <b>Organize advocacy activities</b></li> <li>8) <b>Access to decision making platforms</b></li> <li>9) <b>making-Ability to influence decision</b></li> <li>10) <b>Engaging community media inadvocacy processes</b></li> <li>11) <b>Creative tools for advocacy</b></li> <li>12) <b>building activities-Organize advocacy capacity</b></li> <li>13) <b>Measure the impact of the advocacy process</b></li> </ol>
<b>3.</b>	<b>Self Assessment</b>
<b>3.1</b>	<b>Please assess yourself with regards to the following points:</b>

	<p>Very Weak: 1</p> <p>Weak: 2</p> <p>Mediocre: 3</p> <p>Strong: 4</p> <p>Very Strong: 5</p> <ol style="list-style-type: none"> <li>1. Produce research and policy surveys on advocacy</li> <li>2. Identify social problems</li> <li>3. Develop advocacy strategies</li> <li>4. Community mobilization on advocacy</li> <li>5. Communication for advocacy</li> <li>6. Development of policy papers</li> <li>7. Organize advocacy activities</li> <li>8. Lead successful campaigns</li> <li>9. Engaging community media in advocacy processes</li> <li>10. Employ creative tools in advocacy processes</li> <li>11. Facilitate planning of advocacy activities</li> <li>12. Conducting/leading sessions and trainings in advocacy</li> <li>13. Measuring the impact of your work / organization work on advocacy</li> </ol>
3.2	Please provide us with a brief description of your role in your organization? Focus on your role in advocacy related activities
3.3	How do you define successful advocacy campaigns

<b>3.4</b>	<b>What specific change do you / your organization advocate for?</b>
<b>3.5</b>	<b>How do you define "Civic Space?"</b>
<b>3.6</b>	<b>From your experience: What are the key issues related to the closure of civic space in your country? (Up to 3 issues)</b>
<b>3.7</b>	<b>In your opinion, how can civil society intervene to demand the opening of civic space in your country?</b>
<b>3.8</b>	<b>What do you do to increase or open civic spaces in your country? Please provide examples of what you do, if any.</b>

## Training of Trainers on Campaigning and Advocacy

### Post Assessment

<b>1.</b>	<b>General Information</b>	
<b>1.1</b>	<b>Name</b>	
<b>1.2</b>	<b>Gender</b>	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Other</li> <li>• I would rather not answer</li> </ul>
<b>1.3</b>	<b>Age Category</b>	<ul style="list-style-type: none"> <li>• 24-19</li> <li>• 24-25</li> <li>• 44-35</li> </ul>
<b>1.4</b>	<b>Email</b>	
<b>1.5</b>	<b>Current Job</b>	
<b>1.6</b>	<b>Associatio/Organization n</b>	
<b>1.7</b>	<b>Country</b>	
<b>2.</b>	<b>Questions on the Organizations'/Associations' Capacity in the Field of Advocacy</b>	
<b>2.1</b>	<b>How would you describe the primary work of your organization?</b>	

	<ul style="list-style-type: none"> <li>• Community Service (General Services)</li> <li>• Research Center</li> <li>• Advocacy and Public Policies</li> <li>• Community Empowerment</li> <li>• Other, please explain:</li> </ul>
<b>2.2</b>	<b>What is your organization's field of work?</b>
	<ul style="list-style-type: none"> <li>• Women related and gender issues</li> <li>• Human rights</li> <li>• Education</li> <li>• Youth engagement</li> <li>• Convergence / Community Integration</li> <li>• Economic Empowerment</li> <li>• Health</li> <li>• Sports</li> <li>• Local governance</li> <li>• Other, please specify</li> </ul>
<b>2.3</b>	<b>Who is/are the target group(s) of your organization?</b>
	<ul style="list-style-type: none"> <li>• Women</li> <li>• Youth</li> <li>• Rural areas</li> <li>• Refugees</li> <li>• Other target groups, please explain:</li> </ul>
<b>2.4</b>	<b>Do you think that it is important for your organization to have a general framework or guide to lead and manage campaigns? Why?</b>

	Yes	No
<b>2.5</b>	<b>Do you think that it is important for your organization / association to have a department or a staff member specialized in advocacy? Why?</b>	
	Yes	No
<b>2.6</b>	<b>Do you think that it is important for your organization to have a clear strategy to influence policies and laws? Why?</b>	
	Yes	No
<b>2.7</b>	<b>Do you think that if your organization is a member of a network or a coalition (local, national or international) that will affect its advocacy and policy impact?</b>	
	Yes	No
<b>2.9</b>	<b>To what extent do you feel that your participation in the TOT on advocacy and campaigns will affect the efficiency of your organization in leading advocacy related interventions in relation to:</b>	

	<p><b>Analyzing advocacy contexts:</b></p> <p><b>Strategic Planning for Advocacy:</b></p> <p><b>Leading advocacy campaigns and interventions:</b></p> <p><b>Evaluating advocacy related work and actions:</b></p>
<b>3.</b>	<b>Self Assessment</b>
<b>3.1</b>	<b>To what extent do you think that your participation in the TOT on advocacy and campaigns has an impact on developing your ability to lead advocacy related interventions in relation to:</b>
	<p><b>Analyzing advocacy contexts:</b></p> <p><b>Strategic Planning for Advocacy:</b></p> <p><b>Leading advocacy campaigns and interventions:</b></p> <p><b>Evaluating advocacy related work and actions:</b></p>
<b>3.2</b>	<b>How will your participation in this training affect your work with your organization?</b>
<b>3.3</b>	<b>How do you define successful advocacy campaigns</b>
<b>3.4</b>	<b>How do you define "Civic Space?"</b>

<b>3.5</b>	<b>What are the most common issues related to the closure of civic space in your country? (Up to 3 issues)</b>
<b>3.6</b>	<b>In your opinion, how can civil society intervene to demand the opening of civic space in your country?</b>
<b>3.7</b>	<b>After completing the training, how will you contribute to providing civic space in your country?</b>



**Training of Trainers on Campaigning and Advocacy**

**Final Report Form**

<b>Training Title</b>		<b>Name of Organization</b>	
<b>Date</b>		<b>Place of Training</b>	
<b>Number of Participants</b>		<b>Participating Countries</b>	

**Training Objectives**

<b>Training Objectives</b>	By the end of the training the participants will be able to:
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<b>General brief on the training</b>	
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**The Participants**

<b>The Participants</b>	<p>Were the participants the real target group? Why?</p> <p>Positive feedback on the participants:</p> <p>Negative feedback on participants:</p>
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**Conclusion**



**Recommendations**

Write down all the recommendations that can help in developing the training



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