



Advocacy Guide

Development Issues At Local Level

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Introduction:

The has been practicing the advocacy process since his childhood life. He usually uses multiple primitive means to achieve his request from his parents. Therefore, the advocacy concept is not new to humans, but it has evolved as a concept and tools with the development of knowledge and human experience faced by humankind in the current era.

When we talk about the advocacy, we talk about the daily need of man, something related to the exercise of his life and multiple demands for multiplicity of his aspirations and dreams in life.

The advocacy is one of the effective strategies to achieve societal demands, especially if it is was prepared in a systematic way that ensures the needs analysis and targets identification, and deeply identifies the interior of the local environment and the development of appropriate mechanisms and means to reach the goals.

Advocacy campaigns gain greater importance if it is linked to the priorities of civil society and its needs. Therefore, we will contribute through this guide to build a community leaders concerned with the capacity of development so as to be able to use advocacy techniques, analyze the business environment in their local communities, prepare an advocacy strategy that enhances the improvement of services provided to citizens at the local level and achieve the community participation in the management of local affairs.

Guide Goal:–

1. *Empower local leaders to learn advocacy and local development concepts.*

2. *Empower local leaders to prepare advocacy campaigns of development issues at the local level.*
3. *Contribute to improve the services provided to citizens in local communities.*

Guide Methodology:

The Guide is using an anticipatory, cumulative and gender-sensitive methodology, the guide is:

1. *Cumulative: because of it benefited from many of previous evidence, theories and books of advocacy subject, also benefited from the leading technologies in the advocacy area.*
2. *Participatory: because it relies on a participation principle as one of the foundations on which the guide depends in all of its preparation stages, and adopts a participatory and innovative training techniques.*
3. *Development: where it has been backed to developmental activities and experiences at the local level, and ensures the basic needs of local communities and takes advantage of those needs*
4. *Gender-Sensitive: the gender was considered during the guide preparation, whether from the verbal aspect or from the practical aspects and activities included in the guide.*

Targeted Trainees In Guide:

The guide id targeting:

1. *Local leaders in the provinces and cities of Yemen as it seeks to help them in preparing an advocacy plan of local needs and improving the services quality.*
2. *Members of development committees of the sub-districts of the empowerment project directorates.*

3. *Young male and female activists staff within local civil society organizations or youth initiatives.*

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1. First Session : Acquaintance And Participants' Expectations And Experiences

1 Acquaintance

Training objectives:

- *Break the psychological barriers between trainees and to introduce themselves*
- *Create an intimacy atmosphere between the participants and prepare them for creativity..*

Training Methods	Training Tools	Duration Of Activity
<i>Exercises</i>	<i>Flip Chart</i>	<i>30 Minutes</i>
<i>Brainstorming</i>	<i>Colored Cards</i>	
<i>Game Of Hands Drawing</i>	<i>Adhesive</i>	
	<i>Pens</i>	

Activity 1:

1. *The Trainer introduces himself and experience..*
2. *The Trainer clarifies for of the trainees that he depends on the participatory principle in the training.*
3. *Convey messages to the participants that they will not regret to spend their time in training, because they will benefit a new skill or piece of information.*

Activity 2:

1. *The Trainer distributes colored cards to the participants so that each trainee paints a hand picture on the paper.*
2. *Each trainee writes his name on the hand and on each finger ,name / hobby / favorite food / job / age (optional)*

3. *The Trainer grants the participants 10 minutes so that each trainee looks for his match in four or three common points, and if at least two points if he doesn't find.*
4. *The Trainer motivates participants to search for people matching them and promise them to give awards for those who will get the highest common points with others.*
5. *Everyone sit back and the Trainer starts to know the results of the team's efforts in searching for a match in information between the participants.*
6. *Hang all drawing cards decree in a board on the walls of the room.*

Expected Outputs:

1. *Long relationship between trainees and dissolve the state of fear and tension.*
2. *Motivate participants toward participating in the training.*

2 The expectations of the participants:

Training objectives:

- 1 *Know the level of expectations of the training program participants.*
- 2 *Arrange the training program according to the needs of the trainees.*
- 3 *Inference on the cognitive level of the participants.*

<i>Training Methods</i>	<i>Training Tools</i>	<i>Duration Of Activity</i>
<i>Brainstorming</i>	<i>Colored Papers</i>	30 Minutes
<i>Pairs Groups</i>	<i>Panel Flip-Flop / Flip Chart</i>	
<i>Exercises</i>	<i>Adhesive</i>	
	<i>Pens</i>	

Activity:

- 1 The Trainer writes a question on a large flip chart with a big font ; What are your expectations for the benefit of the training session?
- 2 Ask all participants along with some discussion about the expectations for 3 minutes.
- 3 Ask each trainee to write an expectation on a paper sheet.
- 4 Each trainee reads the expectation of his colleague beside him. In the meantime, expectations are written in a flip chart paper and hung in one of the hall walls.
- 5 The Trainer explains trainees the topics that will be covered and focused on, and that he will not lose sight of some issues that have been addressed by the participants.

Expected Outputs:

- 6 Know the participants' expectations about the training program
- 7 Recognize the qualifications of trainees and their way of thinking
- 8 Motivate them to think and contribute to shaping the course parameters and determine where the focus points.

3 Work Rules:

Training Objectives:

- 1 Determine the rules that will abide by the trainees during the implementation of the training program.
- 2 Motivate trainees to participate positively during training

<i>Training Methods</i>	<i>Training Tools</i>	<i>Duration Of Activity</i>
<i>Brainstorming</i>	<i>Pens</i>	30 Minutes
<i>Group Discussion</i>	<i>Flip Chart</i>	
<i>Exercises</i>	<i>Colored Paper Scraps</i>	

Activity:

- 1 The Trainer opens the discussion about the importance of establishing a training course constitution, which is behavioral rules agreed upon and then abide by them.*
- 2 Following agreement on all training rules, the trainer assign one of the trainees to write it in the board / flip chart.*
- 3 When completing the writing of all rules, the Trainer opens the discussion about the mechanisms of reducing the violation of those rules.*
- 4 The trainer distributes scraps of paper to write the trainee's mechanism or method that can limit rules violation.*
- 5 The scraps are collected in the basket and delivered to the chosen person from the participants to be the "judge" of the course ,so as to observe the breach of the rules and deliver one of the clips that usually include a specific procedure (the punishment usually be a mean of humor, such as payment of certain financial penalty, or singing or saying a joke And through experimental workshop for the guide, it was noticed that this is one of the distinctive means to comply with the rules of training and also create an atmosphere of humor through all the days of training).*

Expected Outputs:

- 1 Behavioral work rules agreed upon among all participants.*
- 2 The commitment of all participants to work rules, discussion ease and exchange of information and ideas.*

Note:

The Trainer gives a space to choose two trainees to volunteer and do the summarizing of the training sessions contents so to be presented in the following morning.

2. Second Session : Concepts About Development, Advocacy And Good Governance.

1 The Concept Of Local Development:–

It is a continuous and deliberate process designed to bring improved quality of life for the individual and society in economic, social and cultural aspects. In which, the state and community efforts is united and from which also working to change the community by the community itself and for the community, which is known (Community Development).

Training Objectives:

1. Define the concept of local development
2. Identify explanations for the development of the trainees and their attitudes

Training Methods	Training Tools	Duration Of Activity
Brainstorming	Pens	90 Minutes
Applied Story		
Group Discussion	Flip Chart	
Working Groups	Scraps Of Colored	

	Paper	
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Exercise (story)

"Al-Aqlu" village is one of the remote villages, most of its population lives miserable lives, and sources of income is varied for its residents. Some of them live on agriculture and others make some crafts, and some of them go to work outside the directorate. The villagers do not throw the damn official bodies, but do not know too much about them. In one the meetings of the local council directorate, where the directorate is located, the local Council think to implement a project in the village to serve the village residents. During the discussion, one of its members said" I have visited Al-Aqlu village and I think they need a clinic. After the discussion, the attendees endorsed to build a clinic in the village. After years of building the clinic, dead numbers were by approximately doubled.

Activity:

1. The Trainer starts to provoke the discussion with the trainees about the local development terms.
2. The trainees are distributed to groups of 4-5 participants, and the guidelines of the election of the group president and decider are set to view what will be agreed upon and writing it on the Flip chart.
3. The Trainer distributes the copy of "story" to the trainees to read. The trainees are required to answer the following questions:
 - What are the mistakes that have been committed by those in charge of local development? What are the supposed remedies? After returning each group and presenting the findings, a group discussion is raised about the imbalance in the clinic project, which was built without a study of community needs?

(The citizens were in need to handle the pollution that causes the disease and not to build an idle clinic, but it provoked the herb doctor to compete,

buy manufactured medicines and distribute them to citizens without the knowledge of its purpose and diseases used for, so more and more deaths happened because of that)

After reviewing the results of the working groups, the trainer gave a presentation about the local authority in both sides (elected local council, the executive offices), and so as to know the trainees about the concept of the local authority and its powers, and the roles played by it, and the responsibilities of the development committees and civil society organizations toward the local authority and the strengthening of community accountability to improve the quality of local services (theory material is attached)

Expected Outputs:

- 1 Recognize the concept of local development*
- 2 The ability of the trainees on the analysis of societal problems and identify imbalances that violate the aforementioned definition of development.*

2 The Advocacy Concept:

A set of planned activities that aims at influencing the decision makers to find the policies, decisions or influence in order to serve the community and cause positive changes.

Change in the attitudes and behaviors

Change in the application and implementation

Change in policies, laws and decisions

Training Objectives:

- 1. Define the concept of advocacy*

2. Familiarize participants with the various concepts of advocacy and the difference between them

Training Methods	Training Tools	Duration Of Activity
<i>Brainstorming</i>	<i>Pens</i>	60 Minutes
<i>Group Discussion</i>	<i>Flip Chart</i>	
<i>Exercises</i>	<i>Scraps Of Colored Paper</i>	
<i>Ball Game</i>	<i>Ball</i>	

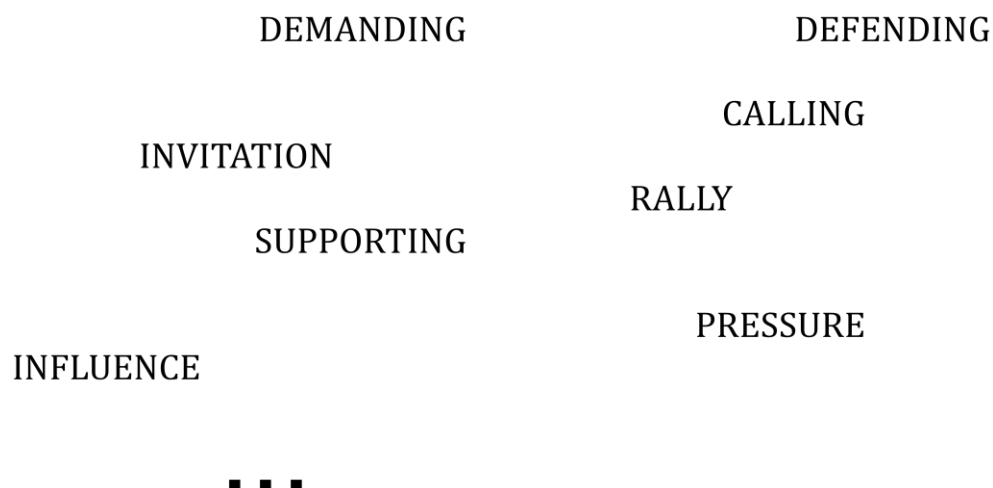
Activity:

1. The Trainer asks who knows the meaning of advocacy then reviews its synonyms.
2. The Trainer asks the participants to stand all in a circular form for the implementation of the ball game.
3. The Trainer brings a small ball
4. The Trainer asks the participants to say a synonym of the advocacy term when the ball comes to one of them.

Thus, the process continues and anyone does not mention a synonym or delays in the answer, he comes out of the game Until two winners remains.

5. Participants return to their seats and the Trainer opens a discussion about those synonyms. The aim of the game ball to establish the concept of advocacy to the trainees and break the boredom.
6. As well as discusses with the participants the importance of advocacy and why we need it? The concept of decision makers and mechanisms to influence them?

7. *The Trainer allows the brainstorming for the participants about the process of advocacy experiences and communicating with decision-makers conducted by the participants in the previous period? What are the lessons learned?*



Expected Results:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. <i>Participants learn the concept of advocacy and its synonyms.</i> 2. <i>Know the importance of advocacy for issues of local development.</i> 3. <i>Can distinguish between advocacy and other concepts As awareness, public relations</i> | <p>The concept of decision-makers</p> <ul style="list-style-type: none"> ➤ <i>If the decision-maker wants to keep his position, he must be supported by the public / community</i> ➤ <i>You can not get support without a price</i> ➤ <i>Support in exchange gains from the government or for the purpose of influencing</i> |
|--|---|

- *If the government did not have the support , it will lose its authority*
- *Without power, the government can not implement its decisions.*

Exercise: Brainstorming

The answer to the question?

Why do am I supposed to process the advocacy for a one of the issues?

3 The Concept Of Good Governance

Is a style in managing a various state affairs (community, government, land) and the exercise of political, economic and administrative authorities, based on a number of axes (principles) which are: the rule of law, transparency, responsiveness, participation, equity, effectiveness, efficiency, accountability, development within a flexible and integrated strategy. (United Nations Development Programme)

4 Principles of Good Governance:



Goals:

1. To familiarize the trainees with the concept and the importance of good governance.
2. To identify the principles of good governance and the implementation requirements at the local level
- 3.

Training Methods	Training Tools	Duration Of Activity
<i>Brainstorming</i>	<i>Adhesive Paper</i>	60 Minutes
<i>Music</i>	<i>Head Caps</i>	
<i>Exercises</i>	<i>Flip Chart</i>	
<i>Hats Game</i>	<i>Cards</i>	
	<i>Data Show</i>	

Activity:

1. The Trainer prepares six head caps named every one of them to the principle of good governance.
2. The Trainer picks 6 volunteers to go behind the scenes and wear hats, and get to know the definition of each principle and its importance and how it can be applied. The Trainer hand over each principle hats wearer a synopsis about the principle and how the situation would be like without it.
3. The Trainer runs a music when the volunteers enter (for hats wearers) in the hierarchy, and when each one enters, he shall introduce his morale personality to the participants. Every hat wearer says that without me will not get such and such, enumerating the advantages of the principle that he bears, and the participants asking the volunteers questions on the principle that they represents.

Expected Results:

- 4. The trainees learn eight principles of good governance*
- 5. The ability to answer the applicability of the eight principles of good governance at the local level in which the trainees live.*

3. Third Training Session: The Advocacy Stages .



Goals:

1. Familiarize the trainees with advocacy implementation stages
2. The ability to distinguish between each various stage of the advocacy.

Training Methods	Training Tools	Duration Of Activity
Exercises	Cardboard	45 Minutes
Game	Adhesive	
Discussion And Brainstorming	Marker Pens	

Activity:

1. Before the activity starts, the trainer write the advocacy plan stages as headings on cardboard and so that each phrase of the plan is a in a paper alone, according to its numbers (1. Situation Analysis 2. Identify Influential And Affected Groups Of 3- Choose Methods Of Work 4 - Activities Planning? 5- Implementation 6 - Follow-Up And Evaluation 7. Adjust And Adapt The Plan.) It also writes phase and questions contained in the cardboard cards in accordance with the form number (..)
2. Distributes stages cards as headings on the ground in a circle according to the relay stages.
3. Invite the participants to stand in a circle around the stage and distribute cards that include questions to read all questions during passing every stage.
4. The Trainer manages discussion among participants on each stage, and then they return to their seats and has absorbed practically different stages of advocacy.:



Expected results:

1. Participants' understanding of the advocacy stages
2. The ability to distinguish between each stage of advocacy from others.

4. Fourth Training Session: Identification Of Community Needs

(Advocacy Issues)

1 Analyze problems

Analyzing the problems in the local communities in the tree way, after analyzing the societal needs at the local level.

- **Identify community needs according to the principles of human rights:**

Each community has many and varied needs that do not coincide with the needs of another society living different circumstances. Therefore, the needs vary according to several divisions , in terms of time:

- *Real-time and urgent needs*
- *Strategy needs*

In terms of importance, there are also a multiple needs:

- *Basic needs (This is concerned the community as a whole, such as building a school for the community, or building a road ...).*
- *Secondary needs (quality): This is the quality requirements pertaining to specific segment as football stadium for young people or non-urgent need for a specific class of society.*
- *The importance of adhering to the principles of human rights (theory material is attached)*
- *The application of the concept of gender during the requirements analysis at the local level.*

Objectives

- *Enable trainees to analyze problems and needs at the local level from the basic principles of human rights.*
- *Identify a number of issues that can be adopted as issues of advocacy.*

Training Methods	Training Tools	Duration Of Activity
<i>Brainstorming</i>	<i>Pens</i>	90 Minutes
<i>Group Discussion</i>	<i>Flip Chart</i>	
<i>Exercises</i>	<i>Scraps Of Colored Paper</i>	

Activity:

1. *The Trainer provides a theoretical explanation for 5 minutes on the needs and priority demands in the communities and reviews some examples.*
2. *The trainer distributes the participants to a number (4-5) working groups according to the number of participants.*
3. *Each group is asked three issues of a major need for the local community and therefore addressing this issue will be the desire of many citizens in the district in which the trainees live.*
4. *The Trainer reviews a PowerPoint presentation for questions that are supposed to be by the trainees during their choosing an issue or demand of a community, as they are below entitled as important questions.*
5. *Give the opportunity for groups to talk about local problems in accordance with the parameters to be established by the Trainer and then go out in three issues, with an explanation of the importance of gender during the analysis.*
6. *Each group left the three issues in the flip chart according to the following schedule:*

Table Of Local Issues (Demands) Priority Is Distributed To The

Trainees For Guidance:

<i>The Proposed Issues</i>	<i>The First Group</i>	<i>The Second Group</i>	<i>Group C</i>
<i>The first issue</i>	<i>(Example) Stumbling a main road linking the capital city and the directorate of other directorates.</i>	<i>(For Example) The high number of girls drop out of School</i>	<i>(Example) high state of cancer deaths</i>
<i>The second issue</i>			
<i>The third issue</i>			

Each group presents the results of their work and raises a discussion on the issue, its importance and its conformity with the following questions:

Important questions??

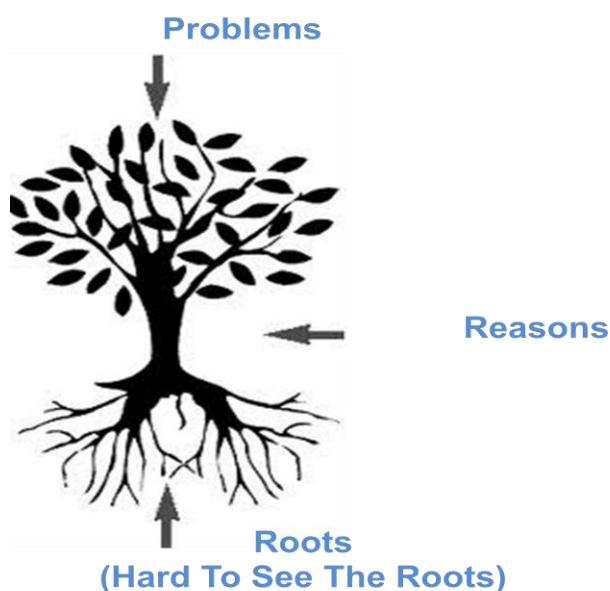
- *Is the issue affecting people strongly?*
- *Is the issue stems from the real needs of the community and among the priorities of the people?*
- *Is the issue the focus of the year?*
- *Is the issue worth the effort, which will be made?*
- *Is the issue consistent with the objectives and the possibility of the institution?*
- *Dose the issue have a real chance of success?*
- *Is the current timing is right to raise the issue?*

(Recreational Activity (Game Ball

After the recreational activity , the Trainer picks one of the issues chosen by the trainees and analyzes according to the model problem tree, through a review of the problem (tree trunk) and causes (roots) and the results or implications (Twigs).

Asks the participants to return to work in groups to analyze the most important issue selected from the three issues, according to the problem tree.

Each group presents its analysis for the issue according the problems trees.



The issue (demand), which was selected and analyzed is the issue that will be advocated in the next stages by each group of trainees.

Expected Results:

1. Clear diagnosis by trainees for the priority needs of community.
2. Choose a number of need issues to be an issue for the advocacy campaign by the trainees.

Additional criteria for the issues selection:

Do not forget that there are criteria for the selection of any issue (demand) to be a target for advocacy, which are as follows:

- Specific: Is it clear the behavior to be changed and how the change will in behavior?

5. Fifth Training Session: Find information and Forces analysis

Goals:

- 1 Identifying the information associated with the issue of advocacy

- 2 The application of the methodology of Analysis Triangular in the identification of the relevant parties of advocacy issue.

Training Methods	Training Tools	Duration Of Activity
Brainstorming	Pens	60 Minutes
Group Discussion	Flip Chart	
The Debate Game	Scraps Of Colored Paper	

Activity:

The Trainer teaches the analysis triangular:



In the top is the content: decision-makers (Are there laws, policies, international agreements, you need to modify the entire legislation or partial article only?)

In the right structure or construction: the executive power (people responsible for the application of laws, supervisory agencies, administrative system? How does it work?

On the right side: the general culture of opinion leaders (customs, traditions, values, customs, do you work with us or against us).

1. The trainer uses the debate game to illustrate the activity through the distribution of trainees into 3 main groups.
2. The first group will represent the decision-makers in an advocacy issue to be selected, while the second group will represent the executive branch, and the third group will represent society, traditions, culture and demands.
3. The Trainer runs the discussion between the parties to find out the opinions and attitudes about the advocacy issue from different angles, which embodies all angles of the triangle team.
4. Each group will be asked a number of questions for to respond to them, sufficient information will be got about the discussed advocacy issue , in preparing to go to other steps in the advocacy process. (Trainer delivers a list of questions for each group).

Expected outputs:

1. The trainee's ability to apply the triangular theory.
2. Determine the level of intervention in the advocacy for each category of groups targeted by the advocacy, for example, the focus will be on the decision-makers by 70% and the executive branch by 20% in the case of advocacy.

6. Sixth Training Session VI: Planning For Advocacy

Campaign

6.1 Axis I: Analysis of the status quo (the acting forces map) related the advocacy issue.

Goals:

- 1 Identify the parties concerned with advocacy issues.
- 2 Develop a clear classification of allies, opponents and neutrals in the advocacy groups in the training groups.

Training Methods	Training Tools	Duration Of Activity
Present Data	Data Show	120 Minutes
Brainstorming	Pens	
Working Groups	Hats	
Exercises	A Flipchart	
Roles Exchange	Ruler	

Activity:

The Trainer adopts the previous working groups according to each issue that has been selected as an advocacy issue.

1. The trainer reviews the concept of relevant forces map, and the concept of allies, adversaries and neutrals in advocacy issues?
2. The trainer reviews the model of forces map, and asks the groups to determine the influential and affected forces in the in all issues the groups are working on groups.

Influential And Affected Forces In The Issue Of Advocacy

<i>The Party</i>	<i>Who Is He / She?</i>	<i>Position About The Advocacy Issue</i>
Government		
Ministry		
Province		
Directorate		
Local Council		
Zones Mayors		
Headband lanes		
Political parties and forces		
Media		
Civil society organizations		
Syndicates and unions		
Youth Initiatives		
The private sector		
Donor institutions		
Independent supervisory bodies		
Preachers		

- Each group reviews the results of its work in identifying the forces that affected the advocacy issue.

Analysis Of The Relevant Categories:

Based on the above, the groups fill models from the following tables in the flip chart papers, and after each stage, they return to the meeting to view the results and then discuss it.

Allies Network

Who Is He	What Are His Interests Or Why He Is An Ally	Sources Of Strength	How To Help Us? What Do We Want?

Neutrals Network

Who Is He	What Are His Interests Why Is He Neutral	Sources Of Strength	How Can We Earn Him To Advocate Our Issue?

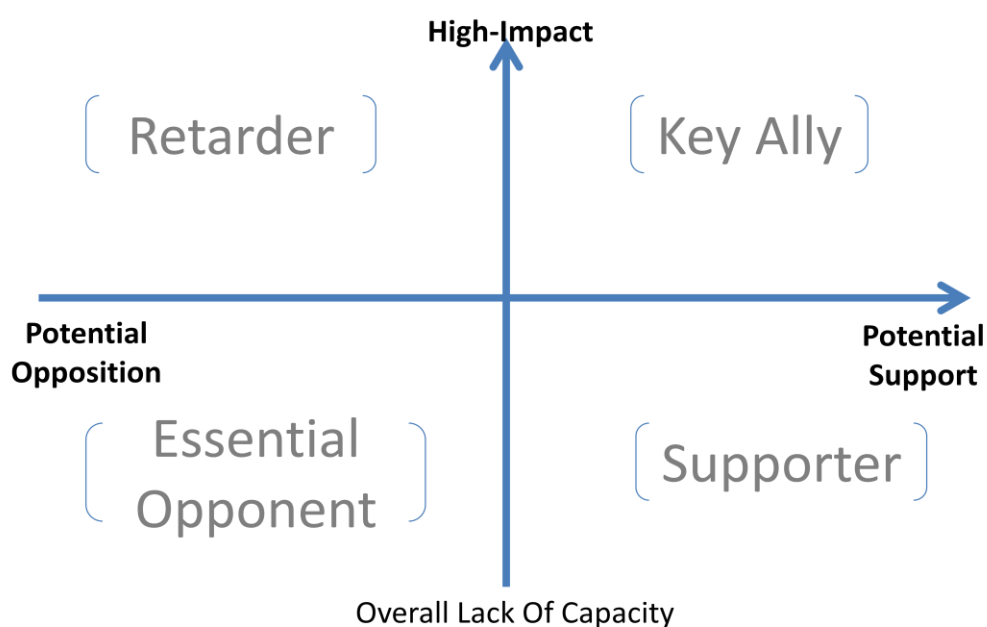
Opponents Network

Who Is He	What Are His Interests Or Why Is The Opponent	Sources Of Strength	How Does He Impede Us?

1. The trainer distributes small adhesive papers, each group write a owner of the interest to put it in the exact location:
 2. In consultation with the trainees, the trainer chooses an advocacy issue to work the exercise, where he distributes the trainees into four groups; First Group: advocacy team for the issue, The Second Group: the opponents' team; and The Third Group: the Allies, and the Fourth Group: the neutrals. The members of the last three teams are distinguished with hats showing the name.
 3. The advocacy group goes out to the outside of the training room for consultation and distribution of tasks and agree on the messages that will be forwarded for each member of the other three groups. The team backs to the rest of the group to play the role of advocacy for 10-15 minutes.
 4. The Trainer then shares the trainees to how the advocacy team was able to convince the neutrals to advocate his issue, and how they were dealing with allies and opponents.
 5. Works on the relocation of people in the three targeted advocacy groups according to the advocacy efforts of the team.
- Expected Outputs:

- A clear roadmap for allies and opponents in every issue of advocacy
- The ability of trainees to develop strategy of converting the opponents to allies, or neutralize and not impact them negatively in the advocacy demand.

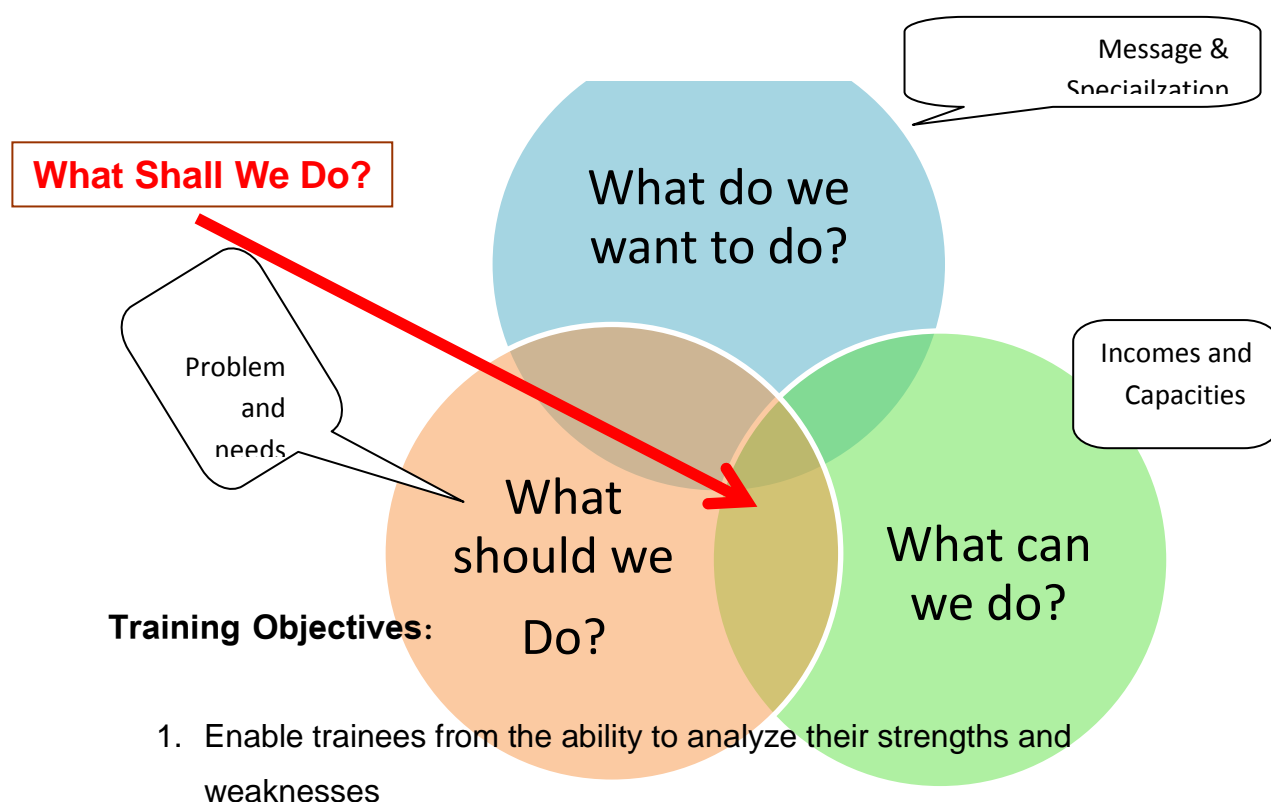
Stakeholder analysis



Expected Outputs:

- A clear roadmap for allies and opponents in every issue of advocacy
- The ability of trainees to develop strategy of converting the opponents to allies, or neutralize and not impact them negatively in the advocacy demand.

7. seventh Training session: Develop advocacy strategy



2. Training the participants to formulate the advocacy message? And strategies to reach the target?

Training Methods	Training Tools	Duration Of Activity
Exercises	Data Show	90 Minutes
Brainstorming	Pens	
Working Groups	A Flipchart	

Working Groups	A Flipchart	
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Activity:

1. The trainer distributes cards for trainees to answer the question of what we will work on according to the following?
2. Issue you identified to works on resolving them or demand that you selected? (What)
3. Target group / groups (Who)
4. What is the purpose of targeting those target group \ What is the change that we will do? Why?
5. The chosen tactic: the actions group to be taken (to reach the goal) (How)
6. The trainer explains the types of strategies used in advocacy issues and criteria for selecting any kind of them.

Types of strategies used in advocacy

No.	Strategic Type	Clarification
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1	Awareness	Changing trends, the dissemination of information
2	Cooperation and coordination	networking, building alliances,
3	Policy guidance	The development or amendment of legislation, regulations and decisions
4	Litigation	Lawsuits, and pleading
5	Pressure	Direct confrontation with the decision-makers

The trainer distributes the following questions on groups according to the number of advocacy issues to answer them according to the table below:

1. Whom we need him to be our ally for the success of advocacy?
2. Is there a consensus in the vision, goals and principles of work?
3. The nature of this alliance or networking?
4. How is the distribution of roles and tasks within these alliances?
5. The trainees are asked to distribute the answers for each issue of advocacy in this table.

The Party	How To Go (Strategic)	What Is The Demand / Message / What Do We Want From Them?	What Do We Do - Activities

Expected results:

1. The identification of a set of entities targeted by advocacy campaign
2. To reach a number of activities based on the message carried by the advocacy campaign.

8. Eighth Training Session: Education Strategy

Objectives:

1. Teach the trainees the awareness concepts and media campaigns.
2. Familiarize participants with awareness campaigns means and mechanisms.

Training Methods	Training Tools	Duration Of Activity
Brainstorming	Data Show	120 Minutes
Exercises	Flip Chart	
Game	Marker Pens	
	Adhesive	

Activity:

1. The Trainer clarifies the awareness concepts and media campaigns, and invites participants to 5 minutes brainstorm about the experiences of the

- participants in the awareness campaigns among the society and the results they have achieved.
2. The Trainer illustrates after the discussion the importance of defining the goal of the awareness campaign, and the type of audience and the means for addressing advocacy, and asks the groups to develop a plan to raise awareness of the issues that have been selected as issues of advocacy, so that the plan includes the objective / / appropriate means / the target audience.
 3. Set the goal of awareness campaign, for example, "to mobilize 1,000 people In a Demonstration to demand the rural road."
 4. Identify the target audience/ people or person who wants to influence them through the campaign.
 5. Choose the messages that are commensurate with the target audience?
 6. What are the obstacles that limit the access of media messages?
 7. What is the most appropriate way to reach the target audience? (The most influential means, the most appropriate tactic, the most credible means)

Type The Target Audience	Appropriate Intermediate
The public is educated (for example)	TV and radio

Expected Results:

1. Outreach the media campaigns concepts
2. Take advantage of the media campaigns tools in advocating f the local development issues, which have been selected by the trainees.

9. Ninth Training Session: Advocacy Activities Planning

Objectives:

1. Familiarize the trainees with the components of the implementation of the advocacy plan activates.
2. Determine the expected results of the advocacy campaign.

Training Methods	Training Tools	Duration Of Activity
Brainstorming	Data Show	120 minutes
Exercises	Flip chart	
Game	Marker Pens	
	Adhesive	

Activity:

1. The Trainer asks groups to return to the previous working groups to continue the advocacy campaign steps according to the issues that have been identified.
2. the Trainer asks to fill the private table of the advocacy activities planning.

Activity	When	Who Is Responsible	Where	Resources Required	Expected Results	Verification Indicators

The Timetable For The Implementation Of Activities:

	Activity / item	1				2				3				4				5				6			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																									
2																									
3																									
4																									
5																									
6																									
7																									

Expected Outputs:

3. Timetable of specific activities for a number of priority local issues for local communities
4. The ability of trainees to develop clear indicators of the results of advocacy campaign.

Sources:

1. The Guide Of The Integration Of The Youth Needs And Priorities In Public Policy At The Local Level / Versions Of Studies And Economic Media Center / Prepared By Labib Shaef.
2. Advocacy And Support Gaining In The Civil Associations And Institutions / Versions Of The Social Fund For Development / Training And Institutional Support Unit.
3. Training Manual On Gaining Support And Advocacy For Women's Rights In CEDAW / Versions Of Un Women's Commission
4. Trainers 's Preparation Manual / Versions Of One World Foundation For Development / Prepared By Majid Soror
5. Skills To Lead Campaigns To Gain Support For The Civil Society "Training Program" / Versions Of Partners Organization In Jordan.

6. Number Of References, Press Articles And Training Materials For The Trainer / Mustafa Nasr