



Community Dialogue and Advocacy Facilitation Manual

A Guidebook for **Partners**Yemen's Building Dialogue Bridges (BDB) Project

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INTRODUCTION

Manual Overview:¹

This guidebook has been customized for the Building Dialogue Bridges (BDB) Project which is implemented by **PartnersYemen** (PY). It focuses on the local context of Yemen as the basis for the organization of dialogues and conflict analysis and resolution.

The guidebook's target project has the objectives of: 1) enhancing the role and participation of the Yemeni religious actors² in the consensus-building and the peaceful political transition in Yemen, and 2) increasing the Yemeni citizens' participation in decision-making at the grassroots level and having their voices heard by the top-level decision-makers.

This manual is a training guidebook in the field of managing and facilitating community dialogues and issue advocacy, and working out appropriate solutions. It targets community actors, including religious leaders and activists, as well as the stakeholders and officials of development works (including local council members, executive officers, CSOs (civil society organizations), and community leaders)—especially in the rural and remote areas that require community initiatives and meetings—in order to build consensus and unanimity regarding community issues and prioritized needs.

Program Main Stages:

Stage 1: Facilitator Selection and Training

At this stage, facilitators are to be selected (six from each governorate, three of whom represent CSOs and the other three religious actors) based on carefully set criteria as follows:

1. Religious Leader Selection Methodology:

- Enjoys a high level of trust in the community indicated by, for example, garnering votes in local, parliamentary, or other elections.
- Has the ability to reach out to and influence a wide range of social groups, and is respected by the members of the community.
- Has some experience resolving issues relevant to the local community, or people often come to him/her for problem solutions.
- Has the ability to carry out fundraising activities and take initiative.
- Selection should be sensitive to the diversity of social and cultural representation.

¹ The Arabic manual used directly in the training of facilitators for this program is based upon this English version; however, there are some differences between the Arabic manual and the English manual (which, among other things, had some additional input from ICRD).

² A religious actor is any person carrying out a religious activity in the community, including every imam, male/female preacher, and male/female religious teacher at a school, university, or Quranic group. The term also applies to Sharia judges and employees of charities that have a religious nature.

- Has carried out community dialogues, projects, and advocacy activities and is eager to carry out more of them.
- Is a non-extremist religious leader.
- If a mosque preacher, his/her mosque should be a prayer place for many worshippers and his/her sermons should be non-extremist, calling for tolerance, reconciliation, and social harmony.
- Has no relation whatsoever with violent fundamentalist and extremist groups.
- Supports coexistence and dialogue, and rejects fanaticism.
- Participants should reflect the diversity of religious schools.

2. CSO Leader Selection Methodology:

- Should be an active member of the partner CSO.
- Has relevant experience in workshop training and management.
- Has experience in community disputes and peacebuilding.
- Has a university degree or a diploma, or sufficient previous experience.
- Skilled in facilitation and dialogue management.
- Has report-writing skills.
- Accepted by and has influence on the surrounding community.
- Female representation quota should be not less than 30%.

These facilitators are to be trained for six consecutive days on the skills of facilitation, conflict resolution, and advocacy. During the training period, six facilitators each are to be selected to form two regional committees (one in the north and one in the south) whose role is to report the citizens' interests and needs to the higher-level decision makers. When the training is finished, the trainees will move on to the next stage.

Stage 2: Community Dialogue Preparation and Implementation

At this stage, all facilitators will produce a list of the names of citizens to be invited to the community dialogue (25-30 persons per governorate), making sure they are influential and taking into consideration a women's quota. Then the facilitators (without the regional committees set up at the previous stage) will carry out all the activities related to the preparation and implementation of the 1-day community dialogue. They will share the tasks among themselves based on their agreement. The dialogue aims to build consensus on the most important issues and interests of the citizens at the local level, ideas for the best solutions to address them, and the initiatives required. The regional committees will focus on the issues that need a higher-level advocacy and start to prepare a relevant advocacy plan.

Stage 3: Implementation of the Community Initiatives or Advocacy Campaigns

The six facilitators in each governorate will start to set up a plan to implement and supervise the initiatives and the timetable (in collaboration with **Partners Yemen**) and the regional committees will do the same with the issues requiring advocacy. Then implementation will commence.

Stage 4: Lessons Learned Meeting

After completion of initiatives, and submission of reports and financial clearances, another training will be prepared to connect the lessons learned from the previous community dialogues as well as the initiatives. It will be an advanced training, which will be described later.

Stage 5: Second Round of Community Dialogues and Initiatives

Similar to what was done in Stage 1, and following the outcomes from the lessons learned meeting, the facilitators and the regional committees will organize a new round of dialogues with different participants to identify issues and the desired mechanisms of intervention.

It must be noted that, between Stages 3-5, the regional committees will carry out several meetings with decision-makers to communicate citizens' interests and needs identified during the community dialogues.

Stage 6: Regional Meetings

At this stage, one regional meeting will be held among the four northern governorates, and another such meeting will be held among the four southern governorates. The objective is to collectively communicate and discuss the needs and priorities of the citizens with higher-level leaders and decision-makers in each region. A group of facilitators will be selected to attend the meetings along with five citizens from each governorate in addition to a group of government representatives (and potentially other decision-makers).

Stage 7: Multi-Regional Meeting

This is the last stage of the program, which consists in the organization of a 2-day multi-regional meeting, covering all the target governorates in both the north and the south. It will be attended by a group of the participants who had attended the regional meetings as well as influential leaders. The meeting will be managed by **PartnersYemen** and will be specified later. A number of facilitators will be selected to attend the meeting.

Manual Preparation Methodology:

This guidebook or manual is part of the efforts aimed at building the capacities of religious leaders and CSO activists to be facilitators for dialogue and other initiatives of peacebuilding and community conflict resolution. It aims to equip them with community dialogue facilitation skills and the knowledge and skills necessary to deal appropriately with community dialogue participants, analyze issues, build consensus on issues, propose appropriate solutions to address them, and set up advocacy action plans to promote solutions and remedies to such issues.

The manual has been designed into two parts: the first part is related to the facilitation of community dialogues and community need prioritization, and the second part is related to building an advocacy strategy to address the issues identified at the meetings and bring them to the decision-makers and stakeholders.

Through this manual, we have made it a priority to introduce the terms and concepts appropriate to the community dialogue contexts and take into consideration the local setting. Despite the voluminous literature in this field, we have selected what fits the Yemeni reality, relying on relevant local and Arab manuals as well as the experiences of some Yemeni facilitators and trainers in this field, taking into account the objectives of the BDB Project being implemented by PY.

Training will be organized for six days on the topics of this manual, focusing on facilitation and advocacy skills. The rest of the information and skills herein described are for the personal use and development of the facilitators themselves.

Training Agenda

Day	Topics
Day 1	<ul style="list-style-type: none"> ● Introduction ● Conflict concepts and types ● Conflict analysis and its tools
Day 2	<ul style="list-style-type: none"> ● Continuation of conflict analysis tools ● Conflict analysis and its significance to peacebuilding ● Conflict resolution and its tools
Day 3	<ul style="list-style-type: none"> ● Facilitation concepts ● Facilitation skills and techniques ● Facilitation activation techniques ● Question-asking skills
Day 4	<ul style="list-style-type: none"> ● Consensus building skills ● Facilitator's basic skills ● How to deal with difficult situations
Day 5	<ul style="list-style-type: none"> ● How to manage complex community dialogue processes ● Regional committee formation ● Community initiative formation
Day 6	<ul style="list-style-type: none"> ● Advocacy basic concepts and skills ● Policy environment analysis ● Identifying advocacy issues and developing advocacy messages

Training Agenda Day 1

		Day 1		
Session	Session Topic	Training Style and Exercises Used	Session Objective	Impact (e.g. Knowledge and Skills Expected to be Acquired)
	Audiovisual aids: box of matches, white paper, spray adhesive, Flo-Master markers (one for each participant), data show, flipchart, a curtain-size piece of fabric, colors, old newspapers (30), loudspeakers (two units), plastic sheets			
Session 1 (09:00 am – 11:00 am)	Introduction: <ul style="list-style-type: none"> ● Participants come to know each other ● Expectations ● Explanation of the training program and its objectives 	<ul style="list-style-type: none"> ● Presentations ● Group discussions ● Ice-breakers ● Matches ● Connected hands exercise ● Conflict sun exercise 	Session objective: <ul style="list-style-type: none"> ● Participants increase knowledge of basic conflict concepts, types, stages, causes, and elements according to the local frame of 	<ul style="list-style-type: none"> ● Participants are introduced to each other and begin to get more comfortable with each other ● Mutual respect and guidelines will be established

	<ul style="list-style-type: none"> Conflict concepts and types 		reference for conflict management	<ul style="list-style-type: none"> Participants understand concepts of conflict and can identify its types Participants will understand concepts overlapping with conflict Participants will be able to understand how conflict originates and its stages of development
Session 2 (11:30 am -1:30 pm)	<p>Concept of difference and conflict</p> <ul style="list-style-type: none"> Understanding and managing relations with others Types of mutual relations among human beings (concepts of coexistence) Effect of mutual relations on conflict management 	<ul style="list-style-type: none"> Group work Discussion Screen exercise to enhance familiarity among participants Common grounds game Flower garden game 	<ul style="list-style-type: none"> Session objective: <ul style="list-style-type: none"> Participants understand the nature of violence and that not every conflict leads to violence, but all violence is caused by conflict. Participants understand the patterns of how humans deal with violence and conflict Participants develop skills to avoid violence and carry out advocacy activities in the community against violence and its mechanisms. Participants are able to deal with potential disputes arising in the course of the community meetings 	<ul style="list-style-type: none"> Participants will clearly understand the causes of conflict, its different sources and how to deal with it. Participants will have the skill to distinguish between difference and conflict and understand the types of mutual relations among human beings. Participants will have the skill to encourage others to coexist peacefully
Session 3 (2:30 pm - 4:30 pm)	Conflict analysis and its tools	<ul style="list-style-type: none"> Short film on coexistence 	Session objectives:	<ul style="list-style-type: none"> Participants will be able to use the analysis

	<ul style="list-style-type: none"> • Conflict analysis tools (Map Tool, Onion Tool) • Issue priority analysis 	<ul style="list-style-type: none"> • Connected hands game and role-playing 	<ul style="list-style-type: none"> • Participants understand conflict analysis techniques • Participants gain skills and knowledge for how to use the conflict analysis tools and techniques • Participants are able to adequately prioritize community issues 	tools and apply them to community issues
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Introduction:

As the above table shows, this Manual will tackle a multiplicity of topics related to conflict such as causes, mechanisms of solution, facilitation, advocacy, and community dialogue management. Such topics will be addressed in particular due to their significance in the context of the project, and because identifying the causes of conflict will help in identifying the solution mechanisms to be used by the facilitators for handling any dispute or quarrel that might arise among the participants at the community dialogues. Moreover, it will help the participants identify and prioritize the community needs that require intervention through community initiatives. Furthermore, it will help address the disputes that might arise in the course of community initiative implementation. Undoubtedly, developing facilitation skills is very critical to this BDB project, as the trainees will facilitate dialogues in the target governorates. In addition, acquiring knowledge and skills in advocacy and initiative-taking will help the facilitators and regional committee members to facilitate the advocacy activities later on.

Before the discussion of all such skills and knowledge, it is imperative to first be familiar with the trust-building strategies which will be covered in the next section.

Considering the Yemeni local context and the current circumstances, it became clear that training workshops should be aimed at developing knowledge and skills that build peace trajectories. Therefore, the majority of the selected participants have some minimum level of experience in facilitation and managing community dialogues, and a number of participants should have advanced skills in facilitation and conflict mitigation. This training has been structured to start by building a common knowledge base for all participants in conflict management. Addressing conflict management in this training will enable the facilitators to deal with potential disagreements that might emerge during the community dialogues, or disputes that might occur during the implementation of the community initiatives. Having a common understanding in such areas will also give the participants the chance to more deeply discuss the community concerns and interests, and how initiatives can be developed to decrease tension and conflict. After making sure that the facilitators have gained adequate knowledge on conflict that responds to the project's objectives, the training will shift to building facilitation skills, because facilitation is the core of the program and the main skill that the facilitators will use on the ground.

Strategies for building trust among the dialogue participants:

One of the most important tasks that the facilitators should focus on is building trust among the participants during the community dialogue, based on the following:

- In the opening of the community dialogue, the facilitator should encourage participants to introduce themselves to each other in non-traditional ways. For example, sharing personal information, wedding dates, number of children, interests and hobbies, voluntary works or any other things that participants might have in common.
- During the community dialogue, rather than only focusing on problems, the facilitator should inspire the participants to exchange experiences that contain positive feelings like happiness.
- In seating arrangements, the facilitator should pay careful attention to having participants properly placed—for example, to have participants who have had disputes positioned where they can communicate and start to break down barriers.
- The facilitator should ensure that everyone can participate to encourage a collaborative spirit.
- The facilitator should establish a base of common interests, information, and feelings that will help in building more trust amongst participants.

The facilitator can do the following to facilitate trust-building:

- Setting basic ground rules.
- Giving positive feedback to participants.
- Expressing affection for the group.
- Expressing empathy with others when feelings are shared with the group.
- Multi-partiality.
- Handling and managing destructive group dynamics.

Ask the participants to set up the ground rules which everyone must adhere to. Such rules must be posted in a prominent place visible to everyone. Such rules can include: no interruption, listen to the other participant until their idea is complete; be punctual; do not cause offense; criticize the idea, not the person; and any other rules as might be suggested by the participants.

Ask the participants to choose color cards, with each participant taking a card with a specific color.

Divide the participants into work groups according to the card colors, to encourage them to search for the common things they share.

Ask each group to elect a leader.

Ask the participants to introduce themselves in an innovative way that reflects their individual experiences and roles in conflict resolution, the charitable things they have been doing, and their special situations of group and joint work.

Present the meeting agenda, the topics to be discussed, and the time dedicated to each topic

To build and maintain a positive atmosphere within the community dialogue, facilitators should focus on the positive things that have been said, rather than the negative ones, without undermining anyone's opinion. There are four different phases of community dialogue, each of which requires a different form of facilitation.

Security and Safety of Participants

The security and safety of participants, as well as the safety of the program implementation, is a priority. Therefore, it is important to choose the time and venue and conditions suitable for the implementation of all activities and take all measures possible to facilitate the implementation safely, taking into consideration the particular context of each governorate. The facilitator should discuss with participants how their statements and behavior outside the training setting can impact their safety, and how they can reduce misunderstandings about the project or any other risks. Security depends on the local and security contexts as well as the sensitivity of each governorate. Facilitators will develop security strategies in each governorate as they themselves best know the local context in their areas.

Background on Conflict

In this section, we are going to answer the following questions:

- **What is conflict and what are its complication/escalation phases?**
- **What is the significance of conflict analysis and its tools?**
- **What are the tools for dealing with conflict?**
- **What is consensus-building and unanimity-building, and what are the phases of the process?**

Conflict Definition:

It is a state of disagreement that can evolve into violence between individuals or groups because of incompatibilities in one or more ideas, beliefs, interests, relations, or information.

Conflict Complication/ Escalation Phases

Conflict is a social process that starts with a disagreement or incompatibility and then evolves and exacerbates, perhaps into intense violence. It can be controlled and contained, especially if handled positively at an early stage.

Stages of Conflict Escalation:

- 1- The stage of difference in viewpoints, which is the lowest of the conflict stages.
- 2- The stage of dissatisfaction, which is the second stage and takes place when one of the viewpoints is supported without considering the other party, listening to his arguments, and engaging him in evaluating the alternatives and choosing the best one.

- 3- The stage of protest, which is the public expression of dissatisfaction accompanied by a desire to find a solution through negotiation with the other party/parties. This can be the best stage for negotiation and conflict resolution.
- 4- The stage of problem or conflict emergence: the consequences of the unresolved conflicts start to appear, especially affecting the weaker party. Tensions rise, leading to caustic criticism and even threats.
- 5- The stage of conflict, which is characterized by escalation, more conflicting targets, and attempts to win at the expense of the other party.
- 6- The stage of violence, which is characterized by causing material and psychological harm and damage to the other party.

Conflict Analysis:

Conflict analysis is the systematic study or investigation of the conflict in question to understand its origin, causes, development, and the parties involved, identifying and analyzing the main actors in the conflict and the sources of tension and enhancers of peace. Conflict analysis provides a better understanding of the conflict environment and therefore a better ability to offer realistic assessments of activities and proposals. Therefore, conflict analysis is important for minimizing the risk of interventions that could cause further escalation of conflict and identifying and making use of potential opportunities in the surrounding environment to bring the conflict parties closer to each other and to prevent escalation.

Conflict analysis is an applied process to understand and examine the essence of conflict through different viewpoints. Hence, such understanding is the cornerstone for developing strategies to address conflict and planning the tasks to do so.

Addressing conflict analysis in this manual is meant to help the facilitators to gain a deeper understanding of conflict-based issues so that they can manage the community dialogues more effectively and generate more accurate outcomes that comply with the program's objectives and fulfill its requirements.

Significance of Conflict Analysis:

- To clearly identify the conflict issue(s).
- To identify the essential elements of the conflict issue.
- To identify the causes and triggers of conflict.
- To identify the degree of conflict complication/ escalation.
- To monitor the interests and needs of the conflict parties.
- To monitor the fears and feelings of the conflict parties.
- To identify common ground upon which solutions can be based.
- To identify alternative solutions.

Conflict Analysis Tools:

There are many conflict analysis tools. They are listed below, by way of example and not limitation:

- Conflict Map
- Conflict Onion

- Conflict Triangle

Conflict Onion:

It is a tool used to identify the underlying needs and interests of the conflict parties. It consists of three layers: the first one inside (core) represents the needs, while the middle layer represents the interests, and the outer layer represents the positions, of the conflict parties regarding the conflict issue. The name of the conflict parties may be written on the right-hand side or the left-hand side of the Onion.

Uses:

The Onion Tool is used to analyze the conflict causes and issues and identify the real needs and interests of the conflict parties, as a first step toward assessing possible areas of consensus and overlapping areas among the needs and interests of the parties, in order to determine the form of intervention or mediation. This helps to encourage the parties to focus dialogue on reaching a mutually-acceptable resolution instead of being derailed by challenges and conflicting positions.

Practical steps:

A meeting should be organized by a neutral third party to bring together the conflict parties and main actors who are concerned with the resolution.

The main conflict parties should be encouraged to draw a three-layered onion:

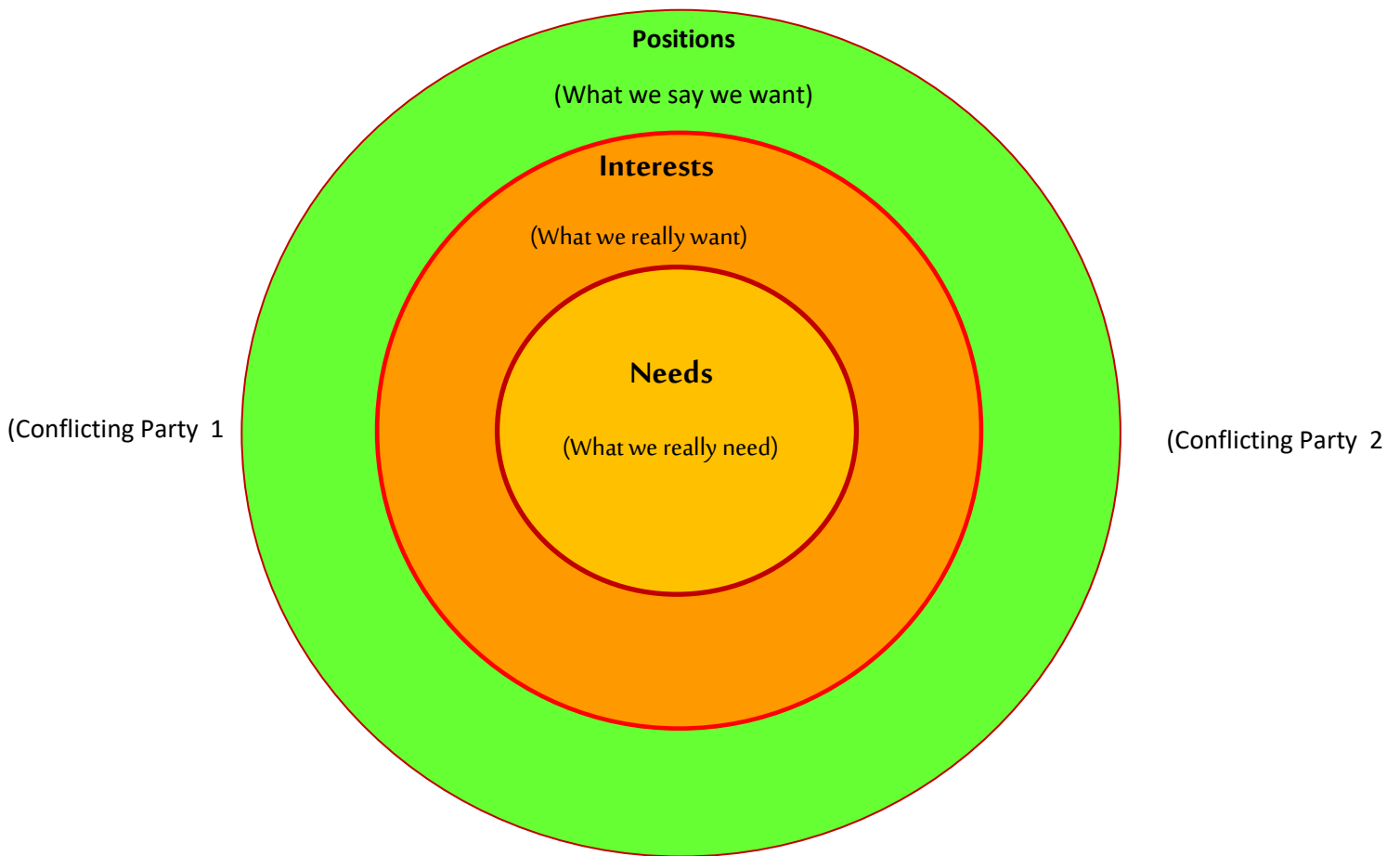
- The outer layer represents the positions of the conflict parties in the public negotiations (what they say they want).
- The middle layer represents their interests (what they really want—the reasons for their positions).
- The inner layer represents their needs (the deeper needs that drive their interests).

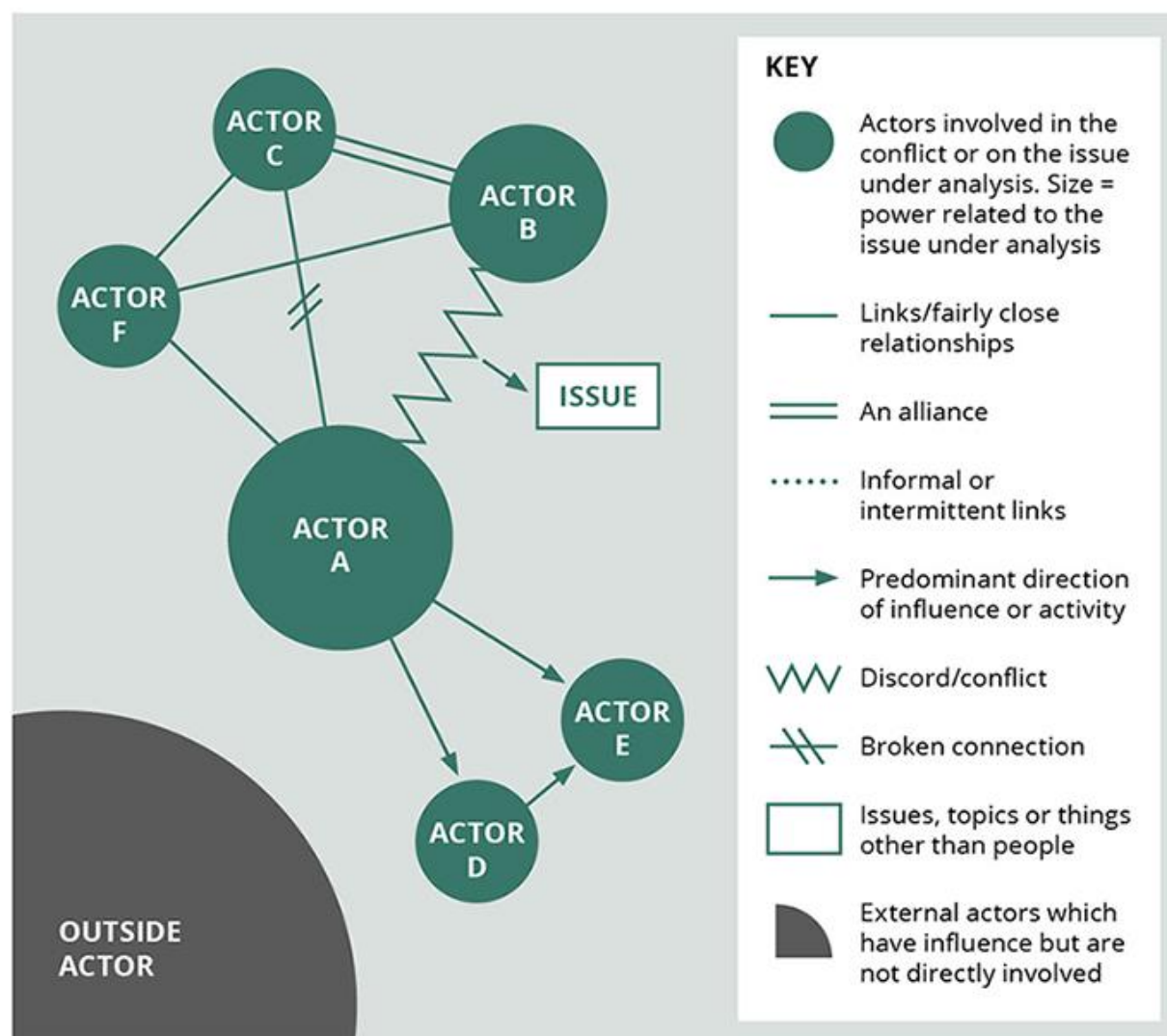
The names of the conflict parties should be written on both sides of the Onion (right hand and left hand, if conflict is between two parties).

Since the interests of the parties are often concealed by their positions, the parties should be constructively engaged in discussion until their interests and needs are revealed. After that, areas of overlap and compatibility between the interests and needs of both conflict parties can be mapped.

Solutions should be sought based on the common and/or non-conflicting interests and needs.

Onion Tool





Source: Adapted from Fisher, et al. (2000: 23)

Training Agenda Day 2

Day 2				
Session	Session Topic	Training Style and Exercises Used	Session Objective	Impact (e.g. Knowledge and Skills Expected to be Acquired)
		Audiovisual aids: pens, flipchart, wood board, large size steel nails, paper glue, spray adhesive, ropes, a large size pair of scissors, color cards, a pair of small balls, small pulley, and a pair of small rings		

Session 1 (09:00 a.m. – 11:00 a.m.)	Continuation of analysis tools <ul style="list-style-type: none"> ● Triangle ● Circle ● Conflict survey tool ● Priority issue identification and analysis 	<ul style="list-style-type: none"> ● Connected hands game ● Nail game ● Work groups ● Discussion session 	Session objective: <ul style="list-style-type: none"> ● Participants will have the skills to identify, analyze, and begin addressing conflict and other issues 	<ul style="list-style-type: none"> ● Participants will have developed knowledge of the nature and application of two analysis tools ● Participants will have developed practical skills in the use of the analysis tools ● Participants will be able to prioritize community issues.
Session 2 11:30- 1:30	Patterns of dealing with conflict Conflict transformation and its significance for peacebuilding <ul style="list-style-type: none"> ● Negative peace ● Positive peace ● Continuation of the analysis tools ● Dialogue, negotiation, and mediation, and their significance, concepts, strategies, and tools 	<ul style="list-style-type: none"> ● Knot unraveling exercise ● Group work ● Ball network ● Case study ● Work groups ● Discussion session 	Session objectives: <ul style="list-style-type: none"> ● Participants understand the concepts of negative peace and positive peace and are equipped with key skills and knowledge on conflict transformation ● Participants will acquire the skills of conflict transformation interventions through community mediation, dialogue, and negotiation 	<ul style="list-style-type: none"> ● Participants will have appropriate skills in the methodologies for dealing with conflicts, conflict transformation tools, dialogue, and negotiation
Session 3 2:30-4:30	Conflict resolution and management <ul style="list-style-type: none"> ● Arbitration and reconciliation ● Community reconciliation as an effective resolution tool 	<ul style="list-style-type: none"> ● Role-playing ● Brainstorming ● Dependence on reality 	Session objective: <ul style="list-style-type: none"> ● Participants develop key conflict resolution skills ● Participants develop skills in resolving problems and issues through arbitration and community reconciliation 	<ul style="list-style-type: none"> ● Participants will have the knowledge of, and skills in using, conflict resolution tools, especially community reconciliation

Note:

Simplified explanations of the Map and Triangle tools are provided in the annexes.

Conflict Resolution and Transformation:

	Concept	Tools
Conflict resolution	Conflict resolution focuses on reaching an agreement over the specific issues and immediately putting an end to violent conflict. This usually leads to settlement of superficial issues but doesn't address the deeper causes of the problem or the relations damaged by the conflict. Such settlement usually leads to a temporary solution or a ceasefire or the so-called "negative peace", i.e., lack of violence. This may include the main actors involved directly in violence.	Arbitration Decisions and laws
Conflict transformation	Conflict transformation focuses on the post-conflict period after certain issues have been settled to address the roots of violence. It aims to change the concepts and correct the relations damaged by the conflict. It is not about the immediate cessation of violence but rather how to stop future violence and conflict. It aims to work out a long-term solution (positive peace), not only lack of violence but also building positive structures, mechanisms, relations, or other factors to replace violence and stop future violence. Therefore, it takes into consideration the interests of a wide range of conflict-affected stakeholders, and not just those involved directly in violence.	Dialogue Mediation Negotiation Reconciliation

Conflict Management Tools

There are many tools to deal with/ transform conflict. We will list some of them, by way of example and not limitation, in such a way as to serve the purpose of this Manual within the community dialogue context:

Negotiation:

It is a method of addressing conflict in which two or more parties participate on a voluntary basis to discuss their disputes and reach a joint decision regarding a particular issue or issues.

Negotiation Styles:

- Bargaining style
- Interest-based style
- Joint solution style

Tactics:

1. Penetrating tactic / Iron wall tactic
2. Confirming tactic / Questioning tactic
3. Diverging tactic / Converging tactic
4. Provocative tactic / Relax tactic

5. Aggressive tactic / Defensive tactic
6. Multistep tactic / One-deal tactic
7. Direct tactic / Dodging tactic
8. Developing tactic / Freezing tactic

Dialogue:

It is a process during which participants express their viewpoints and exchange ideas. The purpose is for the participants to better understand each other and each other's emotions and viewpoints, not to coerce or persuade each other to change their opinions. Therefore, dialogue is different from debate in the sense that dialogue seeks to assist the parties to communicate in an environment where they feel safe to express their ideas and listen to others.

The dialogue can be either between two or more conflicting parties in order to exchange and clarify opinions and viewpoints, or between non-conflicting parties to enhance the points of agreement, exchange visions, and build trust, which will later increase participation and cooperation (one of the objectives of this project's dialogues).

Principles of dialogue as a conflict management tool:

An entity or person planning to organize a dialogue must take into account the following points:

- Identify the dialogue topic and objective.
- Discuss the main part before the secondary parts.
- Agree on a frame of reference.
- Identify the suitable venue, time, and participants.

Dialogue Guidelines

1. Start from areas of common ground, and respect the input of specialists.
2. Promote mutual respect among the parties through tolerant language and avoidance of intolerant and aggressive language.
3. Accept the outcomes of each dialogue session.
4. Deal with others in good faith, respecting their ideas and beliefs.
5. Be sensitive to ethical conduct and social hierarchy—e.g. the status of the fathers, elders, etc.
6. Technical considerations: unnecessary elaboration should be avoided; try to be brief and concise so that all may speak.

Aspects of Communication Efforts	Dialogue	Debate
<i>Goal</i>	Understanding	Winning
<i>Nature of context</i>	Collaborative	Combative
<i>Process</i>	Listening attentively to understand and work out solutions	Listening to find mistakes and come up with counterarguments
<i>Type of communication</i>	Bilateral communication	Unilateral communication
<i>Participants' assumptions</i>	Having a part of the answer and wanting to discover other parts	Having the absolutely true answer and defending it

	without rejection and with the possibility of acceptance	
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Mediation:

It is an intervention strategy carried out by a third party to assist the conflicting parties in reaching an acceptable agreement they themselves have developed.

Steps of Conflict Settlement through Mediation:

- Start mediation.
- The first joint meeting involving the conflicting parties.
- The first separate meeting for the conflicting parties.
- The last separate meeting for the conflicting parties.
- The last joint meeting involving the conflicting parties.
- Reaching and drafting an agreement.

It is noteworthy that the above steps are by way of example and not limitation, i.e., it is not necessary to follow them verbatim in terms of content and order. Mediation is a flexible process that differs according to the situation, parties, dynamics, and relations of the mediation process itself. Sometimes, mediation is carried out once if the topic is not overly complicated or sensitive. Based on assessment of the conflict, the facilitator should select what he/she feels to be the most appropriate method and then take the mediation steps accordingly.

Negotiation and mediation are alternative approaches to settle conflicts. However, negotiation differs in that the parties involved work together directly to resolve the conflict, while mediation requires a neutral, reliable third party to settle the conflict. In negotiation, both parties meet each other directly from the beginning, whereas in mediation the mediator meets the parties individually or jointly in order to settle the conflict.

Reconciliation:

It is a process to move from interim peace toward a permanent peace in order to terminate the conflict through truth-seeking, serving justice, showing mercy, and creating new relationship paradigms. It takes place when the conflicting parties find a way to transform the feelings of hatred, fear, and abhorrence toward each other—building empathy, increasing trust, and establishing relationships of mutual benefit—in order to avoid dire consequences that could lead to a vicious circle of conflict, vendettas, and punishments.

This program is concerned particularly with reconciliation being one of the basic requirements of any transitional process. The BDB Project is concerned with the political transition process and how to convey the needs and interests of the private citizens to the higher-level authorities and decision-makers. Reconciliation is one of the critical concepts that shape the transitional process, and therefore requires further elaboration.

Reconciliation Framework

- 1- Dealing with the past.
- 2- Recognition - the transformation of psychological trauma.
- 3- Restitution and forgiveness.

4- Collaborative justice – creating new relationships of mutual benefit that resolve historical issues, and dealing with structures and methodologies lacking justice, such as discrimination, political and economic exclusion, and economic inequality.

Peace and Justice

The road from negative peace to positive peace goes through justice.

1. Negative peace: the absence of direct violence and the absence of any form of cooperation among the parties.
2. Positive peace: the absence of structural and cultural violence paralleled with existence of cooperation among parties and reaching acceptable levels of social justice.

Key principles for reconciliation:

- 1) Determining the parties of reconciliation
- 2) Forward-looking analysis of the degree to which each party is willing to stop violence and engage in the reconciliation process
- 3) Choosing the right time to engage in reconciliation efforts
- 4) Preparing the public opinion and the popular momentum to support the reconciliation
- 5) Conducting a comprehensive evaluation of the causes of the conflict and providing a clear contextual vision regarding the conflict issues.
- 6) Implementing comprehensive and specific strategies to address such issues while specifying strategic goals that are necessary to make progress in reconciliation. This will likely include initiatives and programs needed to lay the foundation of the culture of dialogue, harmony, and understanding among all groups of society.
- 7) Providing a timeline for a plan to implement the stages and procedures of reconciliation.
- 8) Building on previous efforts and initiatives such as the Azhar Bill of Countering/Condemning Violence. Also, adhering to National Dialogue principles as needed to resolve contentious issues.

Stages of Reconciliation

1. Eliminate fear – work with groups separately
2. Build confidence – determine when groups can meet
3. Create a spirit of empathy with the other – establish forms of collaboration

Factors of success for reconciliation:

1. Presenting peaceful solutions: Reconciliation is linked with the need to provide a peaceful resolution to conflicts. This resolution has to satisfy all parties. Each party has to be aware that it must meet its requirements/needs and respond to its essential aspiration, although facilitators of reconciliation processes should be aware that starting “positions” of adversaries are often distinct from their needs, and part of the process is to soften adversarial commitments to seemingly incompatible positions.

2. Concessions are made from both parties based on areas of mutual acceptance. Parties of the conflict can adjust their goals and interests in a way that serves a more important goal of reconciliation.
3. Mutuality of commitments: The conflicting parties have to mutually commit to their official and non-official responsibilities/commitments, which should include promises and means of verification for non-repetition of offenses. Since years of conflict lead to an atmosphere of animosity and lack of trust, parties to the conflict must show a genuine sincerity in changing their attitudes. They should perform even small or simple acts or gestures that show their good intention and lead to building trust and peaceful relations.
4. Key community “influencers” should be identified to be included in these processes. These influencers will be people whose involvement in reconciliation will by itself inspire others to lower their resistance to reconciliation.
5. Support and participation: This can be done through supporting pro-peace actors; allowing all individuals, groups, and organizations to participate; and persuading others to reach the goals of reconciliation.
6. Recruiting NGOs to support national reconciliation.

Remember:

When reconciliation is fragile or not established on a strong basis, the facilitator should take the following into consideration:

1. Adversaries may have to be engaged separately, even if they have already conducted joint processes.
2. Everyday events and interactions might lead to re-igniting historical tensions – the facilitator should be very aware of where these tensions lie.
3. The ability of individuals and society leaders to resolve issues and problems may be weakened and spoilers may play a significant role in resisting the process.
4. Lack of trust will govern the situation/community, and small trust-building measures should be conducted prior to tackling larger issues related to the history of the conflict.
5. The possibility of having a negative impression of the “other” at the outset will likely be much higher, and preliminary work on finding shared concerns, values, or experiences should be a priority.

Consensus-building:

Consensus-building is a decision-making process that works creatively through the engagement of the parties and stakeholders in the decision-making. It is among the best ways of decision-making because everyone is involved in the endorsement of the decision and everyone plays a role in reaching the decision through deliberations and discussions proposed regarding the conflict problem or issue.

Phases of consensus-building:

Consensus-building is a civil democratic tool as each participant in the process has the right to opinion expression and to objection.

As a process, consensus-building can be applied to small, medium-sized, and large groups. It fits the issues and problems with multiple parties and stakeholders with different and conflicting interests. Therefore, it is a methodology appropriate for resolving and settling many problems and conflicts that obstruct development in local communities.

The phases of building consensus vary, ranging from 3-10 phases. Several phases are sometimes reduced to one phase but all of them include the following essentials of consensus-building:

- 1- Preliminary identification of the problems and issues that require consensus-building for resolution or settlement.
- 2- Identification of the stakeholders of the problem or issue.
- 3- Sending invitations to the meeting.
- 4- Process design.
- 5- Problem definition and analysis.
- 6- Identification and assessment of alternative solutions.
- 7- Decision-making.
- 8- Drafting the agreement and having it endorsed by the parties concerned.
- 9- Implementation.

Conflict analysis and problem-solving models can be used in the process of consensus-building. The following chart illustrates two such models.

SPIITERROO Model of Conflict Analysis:

SPIITERROO Model		
S	Sources of conflict <ul style="list-style-type: none"> - Main causes - Provocative/Triggering causes 	<p>Among the overt sources:</p> <ul style="list-style-type: none"> - Conflicting material needs (housing, food, water, land, and other resources) - Inequality in power and resources - Economic issues - Political issues <p>Covert causes:</p> <ul style="list-style-type: none"> - Conflicting or unfulfilled needs, emotional, psychological, personal, and spiritual like the need for acceptance, belonging, and esteem - Emotions such as anger, fear, bitterness, hatred, and envy - Beliefs and values - Behaviors, bias, and fanaticism - Viewpoints, stereotypes, and assumptions - Miscommunications and misunderstandings - Psychological wounds <p>Like an iceberg, conflict causes may be hidden under the surface</p>
P	Conflicting parties	

	<ul style="list-style-type: none"> - Direct conflict parties - Indirect conflict parties - Other parties interested in the conflict <p>For conflict resolution, the needs of all conflict parties have to be taken into account</p>	
I	Conflict issues What are the conflict issues that have to be taken into consideration?	
I	Interests of the parties	Distinguish between the interests and positions <ul style="list-style-type: none"> - Focus on needs
T	The tactics employed by the conflict parties	The actions made by the parties to achieve their goals: <ul style="list-style-type: none"> - Violent - Political - Economic -
E	Conflict effects	At all levels of the community: who was affected by the conflict?
R	Conflict resolution attempts	
R	Results of conflict resolution attempts	
O	Conflict resolution obstacles	Including threats
O	Conflict resolution opportunities	<ul style="list-style-type: none"> - What could be done to try to resolve the conflict? (e.g. working with influential persons in the community) - What are the practices that proved to work in the conflict environment (e.g. certain relations, trust-building, etc.) and could be modeled in conflict resolution, or could address the shortcomings of the currently used methodologies? - What are the common (or at least the non-conflicting) areas among the conflict parties?

Problem solving

IGAWOS Problem-Solving Model		
I	Issues and interests What issues are we trying to resolve?	Can be identified through SPIITERROO
G	The Goals that converge the solutions <ul style="list-style-type: none"> - What is our future outlook, i.e., what do we want the current situation to become? - How can we integrate the interests of all parties into one solution acceptable to everyone? 	
A	Actions <ul style="list-style-type: none"> - What are the best techniques for delivering the desirable resolution? 	Brainstorming guidelines: <ul style="list-style-type: none"> - You can talk about anything. No criticism and no “it is a bad idea”. The parties can

	<ul style="list-style-type: none"> - Brainstorming - Alternative assessment - Selection of the best alternative 	express their viewpoints with absolute freedom. <ul style="list-style-type: none"> - Does this alternative permanently address the interests of all conflict parties? <ol style="list-style-type: none"> (1) Are the alternatives practical? (2) Are the alternatives stable? - The conflicting parties may accept certain criteria for the final solution such as customary or government laws; in this case alternatives should be assessed in light of such criteria.
W	Participants Who should carry out these activities?	
O	Obstacles to activities How can such obstacles be handled?	e.g. spoilers of conflict resolution, scarcity of resources, parties who need persuasion
S	Sustainability How can the solution be kept sustainable? How can the solution implementation be monitored? What techniques can be utilized to address future conflicts?	

There are many tools and approaches to conflict analysis proposed by peacebuilding experts and professionals in international and regional organizations. The use of one particular approach or methodology for conflict analysis depends on the needs of the dialogue initiative, as there is no one single approach to conflict analysis in the dialogue process design. Conflict analysis aims to understand the various communal viewpoints and experiences regarding a given conflict.

Training Agenda Day 3

		Day 3		
Session	Session Topic	Training Style and Exercises Used	Session Objective	Impact (e.g. Knowledge and Skills Expected to be Acquired)
		Audiovisual aids: color cards, facilitation tools, markers, flipchart, hall chairs, ropes, pins, and foam board		
Session 1 (09:00 a.m. – 11:00 a.m.)	Facilitation concepts <ul style="list-style-type: none"> ● Definition ● Basic skills ● Facilitation work principles ● Facilitation process ● Facilitation content 	<ul style="list-style-type: none"> ● Discussion sessions ● Experience exchange ● Lecture ● Group work 	Session objective: <ul style="list-style-type: none"> ● Participants will understand basic principles and concepts of facilitation ● Participants will consolidate information and concepts of facilitation for use in their work 	<ul style="list-style-type: none"> ● Participants will have full knowledge of the concepts and skills of community dialogue facilitation
Session 2	Facilitation skills and techniques	<ul style="list-style-type: none"> ● Experience exchange ● Role-playing 	Session objective:	<ul style="list-style-type: none"> ● Participants will be able to manage and

11:30-1:30	<ul style="list-style-type: none"> ● Neutrality ● Active listening ● Paraphrase – multipartiality ● Reversal feedback ● Selection of the hypotheses available ● Summarization ● Ability to collect ideas 	<ul style="list-style-type: none"> ● Lecture ● Group discussions ● Film screening 	<ul style="list-style-type: none"> ● Participants enhance their skills regarding neutrality, listening, and paraphrasing. ● Participants are equipped with skills that will help them facilitate dialogue sessions through paraphrasing, active listening, and guiding the course of the dialogue sessions. 	control community dialogue sessions
Session 3 2:30-4:30	<p>Facilitation activation techniques</p> <ul style="list-style-type: none"> ● Techniques of directing the dialogue course during the sessions ● Techniques of effective dialogue communication ● Consensus and unanimity technique ● Conflict resolution technique ● Capacity transformation technique ● Question-asking skills ● Choosing the time and manner of question-asking ● How to ask questions ● The ability to deal with questions ● Interaction with questions <p>Arbitration and reconciliation</p> <ul style="list-style-type: none"> ● Community reconciliation as an effective resolution tool 	<ul style="list-style-type: none"> ● Energizer: fire bridge ● Brainstorming session ● Role-play ● Lecture ● Discussion group 	<p>Session objective:</p> <ul style="list-style-type: none"> ● Participants enhance their dialogue facilitation skills ● Participants strengthen their field capacities during dialogue management, and are able to ask and deal with questions effectively, and reach consensus and agreement 	<ul style="list-style-type: none"> ● Participants will have full knowledge of the relevant facilitation tools and techniques, develop the ability to deal with focus groups, and acquire appropriate question-asking skills

Community Dialogue Building and Design

In this section, we will answer the following questions:

- **What is community dialogue?**
- **What are the levels of community dialogue design?**

Concept of Community Dialogue:

Community dialogue is a forum that draws participants from different sections of a community and creates the opportunity for exchanging information and viewpoints, clarifying opinions, and developing solutions to issues of priority and common interest to the community.

Within the context of the BDB Project, community dialogue will involve a number of influential leaders in the local communities across the three target districts in each region.

Community Dialogue Goals:

Community dialogue patterns differ according to the problem or issue. In other words, such patterns are shaped by the dialogue goals and results. This is to be determined by the dialogue designers. There are objectives which are subject-specific objectives of dialogue in the context of peacebuilding and conflict transformation which are:

- Create a platform for communication whereby violence is prevented and conflicts are managed peacefully;
- Support reconciliation efforts and terminate outbreaks of violence by building mutual respect and renewed trust in each other;
- Engage community members in this process to raise awareness, promote education, and collaboratively solve problems in order to address specific issues of concern to the community;
- Encourage diverse social groups to handle their differences without fanaticism.

The BDB Project community dialogue goals are as follows:

- Identify and prioritize the community's basic needs and interests
- Build an advocacy strategy for presenting the community interests and needs to the decision-makers.
- Approve the basic design or the goal of the community project that will address a pressing local problem.
- This project should engage the dialogue participants in civic activity and enhance communication and cooperation among the community members and the higher-level decision-makers.

Community Dialogue Building and Design

The process of designing and building the dialogue is informed by several approaches in order to yield positive results. The first one designs the community dialogues using a multi-tiered up-down structure. The dialogue design is then addressed from different perspectives. The BDB Project's community dialogue has been built according to the methodology illustrated in the table below:

Stage	Description	Goals	Participants	Facilitators
First: Governorate-Level	A community dialogue will be held involving three districts from each governorate to discuss key issues affecting the three districts and identify community members' priorities, create a mechanism to address such issues, and create a mechanism to convey community members' interests to the local authorities and entities concerned in the respective governorate	<ul style="list-style-type: none"> - Identify the most pressing needs in the local communities in the three districts. - Address the problems related to representation and identify the best ways to convey the needs to the decision-makers. - Form small initiatives to address the local problems like conflict resolution, resource scarcity, youth engagement, etc. 	25 influential participants from the three districts with different occupational backgrounds and various political views, representing all groups and taking into account a quota of 30% women's participation	6 facilitators from the target districts who will be trained in facilitation skills prior to the dialogue
Second: Region-Level	One dialogue will be held involving the four northern governorates, and another dialogue will be held among the four southern governorates	<ul style="list-style-type: none"> - Set up recommendations and frameworks for addressing the target issues and present these to the higher authorities for a more effective advocacy. - Enhance the relationships among the facilitators, community leaders, and regional government 	The dialogue will involve a group of facilitators and about 5 citizens from each governorate who have gained influence and trust in their respective communities, along with a group of influential government representatives. The dialogue will aim to build a mechanism to connect the voices of the local communities in	The regional committees' members and PY

			each governorate across the region	
Third: Nationwide	An extensive concluding dialogue will be held over two days, involving representatives of the eight northern and southern governorates and national decisionmakers to discuss the overall progress of the project and the recommendations it has generated	<ul style="list-style-type: none"> - Connect the voices of the participants to the national decision-makers directly - Establish a safe forum to discuss issues that might have been neglected in the transitional process - Present workable recommendations and steps that can be taken in the local communities to build trust and allow the effective implementation of political reforms 	A group of the participants from the regional dialogues will be selected to participate in the concluding dialogue along with national leaders	Facilitators will be selected later based on evaluative criteria

Remember:

- Facilitators and organizers should contact and gain buy-in from elders, influential personalities, and religious leaders in order to conduct any community dialogue process, and be able to engage with other influential personalities in the same area as needed. This does not mean excluding youth, the poor, and other marginalized categories. These groups have to be engaged in the dialogue process. Therefore, it is strongly recommended that the local community dialogues utilize and maintain effective traditional dialogue practices in each area, while at the same time adjusting the factors that could potentially hinder the dialogue's success, such as exclusion of certain categories and classes.
- The dialogue scope may expand as the project enters each new stage. Conversely, the dialogue scope may narrow upon the entry of each new stage. This is guided by the dialogue process goals and objectives.

Conflict Analysis in the Context of Community Dialogue

In this section, we will answer the following questions:

- **How can conflict analysis be used in identifying community dialogue issues?**
- **What are some approaches to conflict analysis in a community dialogue context?**

Conflict analysis can be used at two stages in the context of a community dialogue: (1) in preparing for the community dialogue and (2) during the dialogue. Conducting conflict analysis prior to the dialogue can help facilitators assess the appropriateness of the dialogue for addressing specific conflict issues and informing the dialogue design process. During the dialogue, facilitators can lead participants in a process of conflict analysis to help them identify and prioritize conflict issues—as well as other critical community issues—that they wish to address through advocacy and community projects.

As shown in the earlier sections, there are various tools and approaches to conflict analysis. They have been developed by peacebuilding experts and professionals of international and regional organizations. The use of a certain tool or approach for conflict analysis depends on the particular need of a dialogue initiative, as there is no standardized approach to conflict analysis for the purpose of dialogue process design.

The following table highlights main points of conflict analysis to reach the desired outcomes for the purpose of community dialogue design:

Analysis Category/ Approach	Description	Purpose	Analysis Questions
Issues	Issue analysis is conducted to understand the conflict from varying perspectives, including the topics and facets of conflict as well as the positions and interests of stakeholders.	<p>Before the dialogue: issues analysis helps provide the basis for assessing if a dialogue initiative is appropriate and strategic in the first place. It also helps organizers of the dialogue to identify a possible entry point for the dialogue initiative.</p> <p>During the dialogue: It helps participants identify and prioritize issues they want to address.</p>	<ul style="list-style-type: none"> • What are the origins of the conflict? • What are the key issues and causes of the conflict? • What phase is the conflict in? • Who is suffering most? • How is the conflict manifested? • What are possible options for resolving the conflict?

Context in which it occurs	The context of the conflict is often outside the conflict dynamics. Although the conflict exists within its defined context and is influenced by it, the conflict has its own important dynamics. Usually, conflict context is divided into three types: historical, political, and social/cultural.	It describes issues or situations that affect the conflict which may not be explicitly part of it.	<ul style="list-style-type: none"> • What are the existing and emerging social, cultural, economic, and political contexts? • What specific conflict-prone or conflict-affected areas can be situated within this context? • What is the history of the conflict?
Stakeholders	Stakeholder analysis includes an analysis of primary and secondary parties and actors, followed by the identification of their stated (public) positions or demands, their interests, and the basic needs that lie behind those demands.	This analysis provides the background needed to identify the target audience for dialogue and follow-up initiatives, as well as other institutions and groups that have a stake in these issues. It can also help determine the dialogue's areas of focus.	<ul style="list-style-type: none"> • Who are the primary actors in the conflict? • Who are the secondary actors? • Who else has influence over events? • What are the public demands of the actors? • What are the interests of the actors and stakeholders? • What needs of the stakeholders underlie these demands and interests?

Skills and Roles of the Facilitator

In this section, we will answer the following questions:

- **What skills should the facilitator have?**
- **What roles must a facilitator play in a national dialogue process?**

- **How can you build trust among the participants?**
- **What are the skills of question-asking?**
- **How can you arrange the seating of the participants so as to help them have a positive dialogue?**

A dialogue is meant to create a safe environment, allowing participants to share their experiences, opinions, concerns, and expectations. The willingness of participants to share their thoughts without fear of judgment is greatly affected by the skills of the facilitator. These participants must feel both physically and emotionally safe. Therefore, the facilitator must create and maintain a safe environment throughout the dialogue while also building trust within the group. So, identifying and selecting the right facilitator is an important step in the realization of the objectives of a community dialogue.

BDB Project's Facilitator Selection Methodology:

The influential personalities (religious leaders and CSO activists) in the local area are to be identified (two from each district: one religious leader and one activist) so that the number of facilitators totals two in each district and six in each governorate, totaling 24 in each region. They will be selected according to the following criteria.

The facilitator:

- Enjoys a high level of trust from his/her community and is respected by the members of his/her community.
- Has the ability to reach out to and influence a wide range of social groups.
- Has contributed to the solution of community issues.
- Is someone community members come to when they are in trouble to resolve issues.
- Has implemented and led a number of social initiatives which yielded benefit to the community.
- Encourages coexistence, tolerance, and dialogue and rejects fanaticism.

The skills required of a facilitator can differ depending on the nature and form of the dialogue initiative. However, there are characteristics common to all facilitators. The facilitator has to acquire certain skills and specific knowledge in various areas. Below are some of these, which are described in further detail subsequently:

- Active listening
- Question asking
- Summarizing
- Shifting focus
- Managing conflict
- Using silence
- Using body language effectively

Active listening

This is focused listening to someone in order to 1) fully understand the topic and accurately capture key ideas from participants, and 2) and help the speaker feel heard, understood, and respected. When someone feels truly listened to, and that his/her feelings and opinions are valued and taken seriously, he/she is more open to listening to others. This can reduce tensions and open a space for constructive dialogue to take place. Active listening is an interactive process performed with the ear, mind, and heart. Actively listening does not mean that the listener agrees with the speaker, but that the listener is seeking to understand the speaker more deeply and show the speaker that he/she understands.

Active listening elements:

Body language: This includes facing the speaker(s) and connecting with them visually. The body position conveys that you are paying attention to the speaker(s).

Do not judge: Pay attention, listen, and do not pass judgments on what the speaker is saying.

Silence: Do not interrupt.

Open questions: For example, “What happened then? What did they do?”

Paraphrase: e.g. “So it sounds like you are saying...”

Recognize and acknowledge not only what the speaker is saying, but the speaker’s feelings, values, and interests, and needs: e.g. “It sounds like you feel....”

Check with the speaker: Check with the speaker to see if you’ve understood correctly, and give the speaker the opportunity to correct your understanding or add information. “So what you are saying is..., am I understanding correctly?”

Active listening rules and principles:

- Give full attention to the speakers and do not be distracted by something else.
- Make sure your visual and mental concentration is on the speakers.
- Do not generalize.
- Avoid classifying, critiquing, or judging the speakers.
- Do not interrupt.
- Note the words used by the speakers and their psychological associations for them.
- Read the nonverbal language used by the speakers.
- Control reactions when excited or upset.
- Be patient.

Remember:

The *active* part of active listening includes:

- Reflecting back to the speaker what you’ve heard through summarizing and paraphrasing (including what happened; how the speaker felt about what happened; and the speaker’s needs, interests, goals, or values).

- Checking with the speaker to see if you’ve understood correctly, and giving the speaker the opportunity to correct your understanding or add information.

Question Asking and Answering skills

A question is a useful tool to get information and knowledge of the different background of different individuals and across the various activities of research, study, and applied practices. Question asking is one of the most important skills of social interaction particularly for community dialogue, which depends on the identification of the causes of problems and issues as well as the appropriate solutions and remedies.

Therefore, the facilitator has to manage the dialogue in such a way as to provide the participants with the chance to express different viewpoints and explore various ideas. Most importantly, the difference of opinions should be appreciated so that participants can search for a common ground among them. This can be realized through the facilitator’s ability to ask constructive questions throughout the dialogue. The facilitator has to do the following:

First: Before asking questions:

Before asking the question, the objective needs to be set (what is the purpose of your asking the question?).
Link the question to the topic of discussion.
Know the position of the person you intend to ask.
Determine the type of question and the proper phrasing.
Don’t include more than one question in a statement.
Avoid biased questions that adopt one single viewpoint.

Second: Asking the question:

Avoid being nervous when you ask the question.
Choose the right time to ask the question.
Ask the question in a simple understandable language with a tone of enthusiasm, friendliness, and eye contact with the addressee when asking.
Do not ask too many questions to ensure that you receive answers to every question you ask.
Use voice pitch (high pitch and low pitch) in order to give a psychological touch to your question.
If within a group, try to make most of the audience participate and encourage those who do not answer for one reason or another and try to attract them gradually into participation.

Third: Answering the question:

Never interrupt anyone.
Listen attentively and do not preoccupy yourself with something else when a participant is answering.
Pay attention to what a participant says when more than one participant answers the question. In other words, you need to give each of them the chance to answer the question or query.

Encourage the respondent to answer with a clear voice.
Remind the audience of the intervention rules when an answer is interrupted.

Summarizing:

A facilitator should be able to briefly and efficiently present the ideas of the dialogue participants.

Summarizing is a basic skill for good facilitation. When we summarize, we briefly mention the main aspects of the group work including the proposed ideas, opinions, emotions, problems, needs, plans, and agreements. Although summarizing is a basic skill, it requires intensive training, high concentration, and active listening and analysis in addition to connecting and remembering the topics to be summarized.

Remember:

Summarizing can help to: 1) highlight and organize the main points already discussed, which can help the group understand, assess, and prioritize the issues, and 2) show the participants that their ideas and voices have been heard.

Shifting Focus:

A facilitator needs to be able to engage all participants by conducting the dialogue so that all participants can express their views or ideas no matter what they are. Furthermore, the facilitator should be able to guide and transition between different topics of the dialogue in an appropriate manner.

Managing Conflict:

As diversity of ideas can lead to dispute among individuals, it is important that a facilitator is able to maintain peace throughout any dialogue regardless of its heatedness and depth. To this end, the facilitator should help participants understand and respect differing viewpoints in order to make the dialogue not only fruitful but also stimulating.

Using Silence:

A facilitator's role is not limited only to asking questions and managing the discussion of the participants effectively, but also allocating the time and space for each of them to reflect on the ongoing discussion. It is important not to rush participants to answer or limit participation in any way by not allotting enough time for participants to answer questions before moving on. Using purposeful silence gives participants who might not otherwise speak an opportunity to have their voices heard.

Using Body Language Effectively:

A facilitator should be conscious of participants' body language to perceive when it is necessary to reframe the discussion in case of rising tensions or stalemates, or continue the discussion when a good deal of progress is being made.

Paraphrasing Skills:

The facilitator needs to be able to explain and reflect ideas which have already been discussed during the meetings.

The creative and constructive rephrasing of the “message” facilitates its effective reception. The facilitator needs to be able to paraphrase information when the language is aggressive, inflammatory, etc., or when they think that it is necessary to paraphrase a statement that highlights a past injustice into a statement that discusses the present and future needs of people, i.e., changing the language direction/ aspect from the past to the future. While paraphrasing is necessary, it is equally important to recognize and productively address the emotional expressions that inform potentially inflammatory statements, as indifference to people’s emotions may lead to adverse results and further complicate the conflict.

The skill of paraphrasing requires reframing a specific topic in a positive way to direct or guide the discussion or discourse toward reaching a positive result.

Facilitator Roles

Community dialogue processes are typically used to address an issue of conflict. This means that the dialogue needs to be directed appropriately and positively to ensure that the dialogue does not exacerbate conflict.

In the Building Dialogue Bridges project, the facilitator takes on many responsibilities both during and after the dialogue and during the issue advocacy and solution stage. The facilitator’s role in each stage will generally be according to the following table:

Stage	No. of facilitators	Facilitator’s role	Time	Goals	Notes
Stage 1: Governorate-level dialogues including 3 districts	2 from each district (one CSO representative and one religious leader)	Facilitates a number of community meetings in each district to identify the needs, discuss the issues, and prepare a proposal for an appropriate solution. Local stakeholders will take part in the meetings. The meetings will be held in two rounds.	One meeting per day	<ul style="list-style-type: none"> - Identify the most pressing needs in the community, especially those related to the political transition process. - Address the problems related to representation and identify the best ways to convey those needs to decision-makers. - Form small initiatives to address local issues like conflict resolution, resource scarcity, 	

				youth engagement, and other needs.	
Stage 2: Regional level dialogues including four governorates	12 facilitators (6 facilitators from the northern region and 6 facilitators from the southern region)	Facilitates two extensive meetings in Sana'a and Aden to include a number of facilitators in addition to 5 citizens from each governorate and a specific number of government representatives . During the two dialogue periods, the regional facilitators will hold scheduled meetings with local decision-makers to advocate for issues raised during the meetings.	One meeting per day	<ul style="list-style-type: none"> - Build frameworks to address relevant issues and recommendations and present them to higher authorities - Enhance relationships among the facilitators, community leaders, and government 	6 facilitators will be selected from the northern region and 6 facilitators from the southern region. They must be skilled and qualified to carry out advocacy activities and convey the issues and problems identified at the community meetings to decision-makers
Stage 3: National level dialogues including 2 regions	To be determined after the regional meeting	Facilitates an extensive conclusion meeting, involving participants from all target governorates, representatives from the regional committees,	Two days	<ul style="list-style-type: none"> -- Connect the voices of the participants to the decision-makers directly -- Establish a safe forum to discuss the issues that might have been neglected in the transitional process. -- Present workable recommendations 	

		and national leaders		and take steps in the local communities to build trust and allow the effective implementation of political reforms	
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The community dialogue process identifies needs and provides solutions and remedies stemming from conflict. Therefore, the participants will undoubtedly disagree. To maintain positive group dynamics, the facilitator needs to create a safe environment in which the participants feel they can freely express their viewpoints and explain their opinions. The facilitator needs to build bridges of trust between themselves and the participants.

The table below describes the different phases of the dialogue, the facilitator's role in each phase, and potential issues that a facilitator may face in implementing dialogues:

Phase Description	Group Development Activities	Potential Programmatic Barriers to Dialogue Success	Potential Interpersonal Barriers to Dialogue Success	Facilitator's Roles and Interventions
Phase 1: Formation-- “Why are we here?” “What are we going to do?” “How do I fit into this?”	Team building Identify the team resources Assign roles and set the structure Establish the group rules Explain the decision-making process Discuss the group's expectations	-- Participants need to have clear objectives and goals. -- Participants may not have the same understanding of important definitions -- Participants expectations are different. -- Participants can be anxious about their ability to contribute effectively.	-- Participants might become preoccupied with their roles. -- They are anxious about how the team members can work together. -- Dialogues are within active conflict zones, and anxiety about success of the program might be high. -- There might be challenges presented by issues of authority and leadership, which aren't easily identified. -- Compliments can mask the real problems. -- Participation might be unequal	-- Set a structure that can reduce incomprehension. - Help individuals share their experiences productively. -- Openly discuss expectations, wishes, and fears. -- Support participants so they can share their experiences and set goals and objectives. -- Develop basic rules. -- Define the project and the basic terminology.

			amongst gender or social gaps.	
<p>Phase 2: Frustration-- “We do it this way,” “I can’t believe she said that,” “If they only listened to me!”</p>	<p>Manage and explore differences</p> <p>Identify roots of conflict (the motive for doing it differently or using violence)</p> <p>Encourage listening, especially active listening</p> <p>Focus on the problem and not the person</p> <p>Allow a sense of disappointment, (like someone who tried to contribute to solving a problem but couldn’t and felt disappointed) as a form of psychological release</p>	<p>-- Participants may resist work.</p> <p>-- Personal needs and work needs may surface in the form of problems.</p> <p>-- Participants may remain conflicted about identification of the problem and there may be disagreement over facts and causes.</p> <p>--Some participants may pressure the group to move towards solution prematurely.</p>	<p>-- Participants may become defensive and create competition.</p> <p>-- Participants may not listen well and anxiety regarding engagement in the team may arise.</p> <p>-- Sometimes the leader or facilitator is blamed for individual issues.</p> <p>-- Participants may be drawn to pick sides.</p> <p>-- Participants may try to use their influence to ensure self-serving outcomes.</p>	<p>-- Be able to effectively identify areas of disagreement.</p> <p>-- Highlight the fact that differences do not mean there are no shared values or common ground for cooperation.</p> <p>-- Help the group to practice active listening.</p> <p>-- Encourage expression of emotions.</p> <p>-- Clearly assign the roles of the participants, leaders, and facilitators.</p> <p>-- Monitor areas of potential or proposed agreement.</p> <p>-- Observe and identify problems within the work context.</p>
<p>Phase 3: Agreement and understanding-- “Aren’t we an awesome and productive?” “We are the best team ever,” “We have a good solution”.</p>	<p>Promote solidarity among the team members and support productivity.</p> <p>Build and maintain trust.</p> <p>Create common/general ideas.</p> <p>Revise the criteria and monitor the hypotheses.</p>	<p>-- The group agrees too easily over the problems without addressing deeper issues.</p> <p>-- Group members use data in different ways.</p> <p>-- Information must be checked and discussed.</p> <p>-- Alternatives and solutions are suggested more easily (the participants start to feel</p>	<p>-- An agreement over criteria appears, but some members may still disagree.</p> <p>-- The group members start to work together well, building a sense of common identity; it’s important to make sure all feel included.</p> <p>-- There can be a real feeling of “us” at the</p>	<p>-- Observe what is going well.</p> <p>-- Help the group prepare clear criteria.</p> <p>-- Provide new techniques for creativity and problem-solving.</p> <p>-- Encourage the group to experiment with structures problem-solving.</p> <p>-- Revise the hypotheses.</p> <p>-- Encourage the group to do as</p>

	<p>Experience of team organization.</p> <p>Collaboration and coordination.</p>	<p>comfortable when they share their ideas and assessments); important to make sure all participants are being heard.</p> <p>-- The group becomes organized and it becomes easier to reach an agreement over the solutions, but reality-checking is also needed.</p> <p>-- Everyone builds their own ideas upon others'.</p>	<p>expense of "them".</p> <p>-- The individuals can work in different formations; it is important to help make sure the exchange of information is constructive.</p> <p>-- Diverse understanding of different issues arises between members of the group.</p>	<p>much work as possible and encourage evaluation of work and progress.</p> <p>-- All group members should share leadership and proceed towards the achievement of the dialogue goals and objectives.</p>
<p>Phase 4: Conclusion-- "I don't believe it is over" "Can't we do some other work together?" "It is enough, we have been here for a long time"</p>	<p>Encourage productivity</p> <p>Conclude and celebrate accomplishments</p> <p>Focus on the work</p> <p>Finish reports</p> <p>Discuss lessons learned</p> <p>Celebrate success</p> <p>Summarize and exchange learning</p>	<p>Achievement may raise other issues.</p>	<p>-- Duality appears at the end of the practical session.</p> <p>-- Participants may be unwilling to progress for fear of the program ending.</p> <p>-- Feelings like loss, regret, pride, and desire to recognize the sense of belonging appear.</p> <p>-- The group needs validation for their hard work.</p>	<p>-- Design celebration practices to reward participants.</p> <p>-- Evaluate the difference between the objectives and achievements.</p> <p>-- Help participants talk about the closing topic.</p> <p>-- Ask the participants to explain and reflect on what the group could not achieve.</p> <p>-- Encourage participants to express their appreciation.</p> <p>-- Design conclusion formalities to be followed by the whole group or individuals.</p> <p>-- Ensure that participants clearly agree on the steps ahead.</p>

Group Dynamics Management

Group dynamics can be vastly different in the different dialogues, which if not managed properly can greatly affect the successful outcomes of the dialogues. The following table gives tools to manage different group dynamics to ensure successful outcomes:

Group Type	Facilitator's Role	Example Tools
Groups with unequal participation	-- Identify extremely quiet and/or talkative participants and try to understand why they aren't participating. -- Explain the importance of participation and allowing others to participate.	Quiet participants: • "Tour de table" (participants speak in rounds) • Call on these participants to talk directly • Use the chat box (writing opinions/ answers) Talkative participants: • Acknowledge their desire to speak before moving to other participants • Approach them individually • Observe and name their behavior
Groups in conflict	-- Contain the conflict and address it with the entire group.	• Comment on what the facilitator hears from participants • Identify and determine how to deal with personal sources of conflict • Use role reversal activities • Emphasize the goal of the dialogue • Remind the participants of agreed guidelines • Try to help the parties move from their hardline positions to expressing their deeper needs and interests. • Highlight shared interests and needs which do not obstruct the search for common ground (e.g. the shared goals of improving the community)
Polite and politically correct groups	-- Recognize the dynamic and try to encourage honest reactions	• Conduct an anonymous poll with extreme or shocking opinions • Break the main group into smaller groups • Ask hard questions • Introduce alternative perspectives (videos, articles etc.) • Encourage the participants to share what "they heard" about the topic, "what others said about this topic", or "what others, who disagree over the topic, will say". This may help participants feel comfortable to share less popular arguments or opinions without the need to propose them as their own. • Invite participants to write down the questions and comments on the identity cards that will be collected and read out by the facilitator for discussion

Disengaged groups	-- Recognize the dynamic and emphasize the need for dialogue	<ul style="list-style-type: none"> • Remind group of guidelines (no phones, etc.) • Distribute roles within the group (e.g. facilitator, session supervisor, rapporteur) • Ask group about their interest in the dialogue • Emphasize how the dialogue will ultimately make the participants' voices heard and how participation is needed to complete community projects
Groups with imbalances of power	-- Recognize the dynamic and be aware of choice of proper language, wording, and framework	<ul style="list-style-type: none"> • Help participants become aware of the characteristic behavior of the group • Divide the group into sub-groups • Ask emotional questions as well as analytical questions • Female participation might create groups with issues around power balance. Women must be encouraged to take part in the community meetings in order to strengthen them and help ensure that opinions of all social groups are represented.

It is important for the facilitator to make use of the participants' skills when there is a dispute or the dialogue is derailed—for example, by asking them to apply non-professional skills like role-play or any other entertainment talents.

Other facilitator techniques when dialogue goes off track:

- Prepare focused questions related to the dialogue objectives and divide participants into small groups to address them and come back with their findings;
- Re-frame and paraphrase statements that seem to drift off topic, and in doing so refocus them on the dialogue topics;
- Remind the participants of the dialogue objectives and their expectations (which should be visibly posted in front of them);
- Offer an alternative space for participants to explore issues that may seem important to them, but are removed from the dialogue topics and focus. The facilitator may suggest, for example, a meeting or evening meeting at another time for those interested in discussing such issues, or they can be discussed during the coffee break.

Role Play Tool: Practical Steps for dialogue role-play

Divide the participants into four working groups and ask one of the groups to present a role-play for a dialogue session. They should role-play decision-makers, religious leaders, community activists, women, farmers, and facilitators. The trainer will secretly (without the knowledge of the facilitator role-player) ask some participants to raise disputes or keep silent in some groups, to see how the facilitator is going to deal with such events.

After the role-playing comes the stage of receiving and reviewing the comments and feedback of participants in each group, and then the trainer comments on the performance of each group and how well the facilitator adhered to his/her roles at each stage as explained above.

Dialogue participant seating arrangement:

The facilitator should choose the appropriate seating arrangement for the dialogue session. This depends on the type of issue or problem itself. There are several seating arrangements that can be considered for a community dialogue. The following table explains some of them along with the advantages as well as disadvantages:

Seating	Relevance	Advantages	Disadvantages
Circle	Circles are fashioned in such a way that interconnectedness, interdependence, and equality within the community are highlighted. This creates a formal yet interpersonal atmosphere for the participants.	-- All participants are positioned equally to one another (existing socio-political hierarchies are erased). -- All participants are visible to one another: interaction and trust-building are thus increased.	Suitable for only small group settings (maximum of 15 participants) to achieve the desired results of inclusivity, participation and interaction.
U Shape	This set up encourages collaboration among the participants.	-- It allows for the facilitator to be part of the discussion and play his role effectively as a moderator between the two groups of participants facing one another. --It allows space for an effective role play as well as the conduct of any form of simulation.	Suitable for only small group settings (maximum of 15 participants) to achieve the desired results of inclusivity, participation and interaction.
Classroom Style	Participants may be used to this style and it may be more effective for larger groups.	-- This is one of the most interactive settings for a large group (more than 20 participants) community dialogue.	The level of interaction between the facilitator and the participants could be limited to the front seaters, and people in the back row might be excluded from the conversation.

Chevron Style	Allows for increased participation among participants.	-- It is more suitable for large group settings and is more interactive than the classroom styles: interaction between participants is more likely than the classroom set-up.	The level of interaction between the facilitator and the participants could be limited to the front seaters, and people in the back row might be excluded from the conversation.
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The dialogue facilitator and organizing team must undertake the following:

- Ensure that the participants in the community dialogue agree on the selected venue. If not, take suggestions and find an alternative that can be agreed upon.
- Undertake all necessary requirements for the participants to reach the venue. This includes transportation, clearance to enter the premises if needed, and organizing the venue to accommodate any special-needs participants.
- In the case that a participant is denied entry based on a security reservation, the dispute might escalate and hostility between members of the community might worsen, threatening the course of the dialogue process. As such, it is important to handle the matter with caution and proper preparation and organization.

Facilitator must avoid:

- Giving orders, acting as a leader.
- Acting as a teacher who knows what participants don't.
- Acting as a 'know-it-all' expert.

Training Agenda Day 4

		Day 4		
Session	Session Topic	Training Style and Exercises Used	Session Objective	Knowledge and Skills Expected to be Acquired
	Audiovisual aids: paper glue, papers, a piece of fabric, large thread role, color cards, and khaki paper			
Session 1 (09:00 a.m. – 11:00 a.m.)	Consensus-building skills <ul style="list-style-type: none"> ● Analyze the problem and develop alternative solutions ● Build consensus based on criteria; assess alternative solutions; reach a decision ● Enforce agreement and follow up application 	<ul style="list-style-type: none"> ● Role-play ● Discussion 	Session objective: <ul style="list-style-type: none"> ● To equip facilitators and religious leaders with skills and knowledge for problem analysis and alternative solution development Benefit: <ul style="list-style-type: none"> ● Facilitators will be able to deal with the analysis of community problems and issues and identify the suitable alternative solutions 	Participants will have the technical skills to deal with the group dynamics and develop alternative solutions to build consensus and unanimity
Session 2	Facilitator's Basic Skills	<ul style="list-style-type: none"> ● Connected hands game 	Session objective:	Participants will have the skills necessary for

11:30-1:30	<ul style="list-style-type: none"> ● Conscious Communication ● Planning – implementation – trust-building ● Strengthening interpersonal bonds ● Active listening ● Association ● Efficient paraphrasing ● Use of verbal and non-verbal skills 	<ul style="list-style-type: none"> ● Session design exercise ● Role-play ● Practical exercise ● Group work ● Group exercise ● Discussion session 	<ul style="list-style-type: none"> ● To enhance the facilitators' skills in session planning and group bond strengthening, efficient paraphrasing, and body language <p>Benefit:</p> <ul style="list-style-type: none"> ● Facilitators will be able to manage the preplanned sessions, use community dialogue methodologies, and come out with quality outcomes 	facilitation and identifying personal characteristics of participants
Session 3 2:30-4:30	<p>How to deal with difficult situations:</p> <ul style="list-style-type: none"> ● Emotions and reactions ● Trenching and negative image of others ● Tensions and conflicts ● Partiality and impartiality 	<ul style="list-style-type: none"> ● Group work ● Discussion 	<p>Session objective:</p> <ul style="list-style-type: none"> ● To equip facilitators with the human skills of controlling oneself, dealing with stress, and impartiality. <p>Benefit:</p> <ul style="list-style-type: none"> ● Facilitators will be able to control their own emotions by not adopting emotions and prejudgments of potentially conflicting parties. 	Participants will be able to cope with the more difficult and critical situations

Selection of Participants

In this section, we are going to answer the following questions:

- **What is the appropriate number of participants in the dialogue process?**
- **What criteria should be adopted when selecting the participants in a dialogue process?**
- **What can the facilitator do when it is impossible to include the whole group of actors/ stakeholders in the dialogue process?**
- **How can the participants and stakeholders be identified in a conflict-sensitive manner?**

Dialogue processes should aim to include diverse participants from different social groups. Therefore, the selection criteria must be based on the principles of fairness and transparency. A fair selection process illustrates the integrity and transparency of the dialogue process, and reinforces that it is aimed at ensuring all parties involved in the dialogue view the result as legitimate. Before organizing the dialogue and selecting the participants, the facilitators should be provided with the participant selection criteria (e.g. age, sex, role in community and main community affiliations) and the number of men and women to be invited.

To ensure that all parties are fairly heard during the dialogue, the number of participants should aim to include but not exceed 25-30 persons. However, this can vary depending on the level of sensitivity of the topic, the format of the dialogue, and its duration.

“Dialogue composition” refers to the composition of the participants taking part in the community dialogue. An acceptable composition can be achieved by taking into consideration how wide of a net should be cast to ensure inclusion of all relevant groups and what groups need to be included in the community dialogue during the designing stage.

The following characteristics should be considered in selecting the participants for a dialogue:

Characteristic	Explanation
Participatory decision-making	As organizers are deciding who should be included in a dialogue initiative, consultations should be held with local independent organizations, civil society organizations, religious leaders, professional associations, ethnic group leaders, and the influential personalities in the local communities.
Inclusiveness	<p>The composition of participants should be inclusive and ensure that sections of the society that are usually excluded from dialogues or other community initiatives are well-represented.</p> <p>This also means adopting mechanisms to expand the participation of stakeholders in the dialogue, as inclusiveness helps to engage and include the different viewpoints of the stakeholders throughout the phases.</p>
Gender-sensitivity	In areas with a suitable cultural context, it is important to know how women can be empowered in the dialogue process. Therefore, a dialogue format acceptable by local traditions but including women should be chosen. Should this not be possible, it might better to have separate dialogues for women so as to ensure that their voices are considered without causing potential strain.
Giving voice to the voiceless	A dialogue can be a way of engaging different participants to appreciate the diversity of views and find a common ground to resolve a dispute arising among them. Thus, it is important to ensure that those who are marginalized and excluded from the day-to-day socio-economic and political realm of a community are included. In this step, organizers must ensure the participation of neglected groups in dialogue forums and gatherings.
Empowerment	It is important for organizers to ensure that selected participants have the ability to voice their ideas, opinions, concerns and expectations—especially if they have never had the experience of doing so in dialogue forums and gatherings. Participants with the ability to participate and voice their opinions are often those already active in society and who are open minded (e.g. persons of intellect, culture, literature, arts, and media), and who thus have a potential to become change agents and peacebuilders. It is important not only to create a conducive and favorable environment for self-expression, but also to offer training/support where needed to ensure all participants build needed skills for expressing themselves.

Knowledge and interest	<p>It is important to assess and eventually ensure the familiarity of all potential participants with the intended community dialogue and its subject matter as appropriate, as well as observe the level of interest they show vis-a-vis the community dialogue.</p> <p>Diversity must be adopted, taking into consideration individuals who are more familiar and those who are less familiar with the dialogue topic in the community. Balanced representation from both sides would bridge the knowledge gap and make the dialogue process more participatory and informative, instead of becoming a unilateral lecture.</p>
Relevance	<p>Stakeholders that fulfill the above, i.e. being knowledgeable and interested, might not have knowledge or experience relevant to the issue at hand. Participants must have a relevant connection to the dialogue topic so that it is more likely that, in addition to effective participation in the dialogue, they have the potential to play an effective post-dialogue role.</p>

Remember:

Although a variety of stakeholders should be mapped in order to have a full understanding of the conflict landscape, this does not necessarily mean that all potential stakeholders have to be included in the final community dialogue process. The success of any community dialogue is dependent upon the level of interaction between the participants and their level of engagement in the dialogue process. This is achieved through having quality participants rather than a large number.

There are methods that can be used for selecting potential participants, such as graphically placing the different stakeholders on a literal map so that they can be divided into different groups as in the table below:

Stakeholder	Purpose
Key actors	To be directly involved in the community dialogue
Primary actors	Actors with the potential to influence the community dialogue process
Secondary actors	Actors with little or no influence, but who are directly or indirectly affected by the community dialogue

Conflict Sensitivity in Selecting Participants

Applying conflict-sensitive principles in selecting participants for the community dialogue helps to recognize and prevent unintended consequence during the selection process. Before selecting participants to a community dialogue, it is necessary to conduct conflict analysis and stakeholder mapping of the local community. Using the analysis and the indicators from the two processes allows the organizers to understand the conflict dynamics in the community, and mitigate any potential blowback. A conflict analysis also provides an entry point for the community dialogue

organizers to select potential participants for the planned dialogue, where main actors in the conflict would participate.

In the selection process of participants to the community dialogue, facilitators should ensure that they are following the principles of fairness and transparency, because selecting participants to participate in a community dialogue during an ongoing conflict can have potentially negative consequences. Facilitators who select participants need to understand the necessity of having conflict sensitivity, as participants in the community dialogue may have different views on the ongoing conflict, which can directly affect the outcome of the community dialogue process.

Given that participants usually participate in community dialogue processes on a voluntary basis, readiness usually depends on the participants themselves. Participant readiness can be determined by evaluating the participants' political will and commitment to engaging in community dialogue, as well as their level of faith in the community dialogue process itself.

Preparation of Participants

After selecting participants to engage in the dialogue, the organizing team should prepare them for the community dialogue process, keeping in mind the varying interests of stakeholders in the local community.

In preparing the participants for a community dialogue, it can be useful to develop guidelines for participants and actively engage their feedback to create them. Here are some examples:

Behavioral Guidelines	Procedural Guidelines	Communications Guidelines
<p>The facilitator should make sure that rules are established for all participants and that the rules are clear. This ensures that all participants enter the community dialogue on the 'same page'.</p> <p>The facilitator should encourage participants to come up with some sort of agreement reached among all participants. This will assure that all community dialogue participants feel comfortable and committed to the dialogue process.</p>	<p>These are technical elements in participant preparations. They include, for example, the role of each participant and the agenda of the event. Participants should be informed of these procedural guidelines in a clear and timely manner.</p>	<p>The process of the community dialogue must remain clear and transparent all the times. Participants should reach a consensus on both internal and external communication expectations.</p>

Remember:

- Not all stakeholders need to be included in the community dialogue; only those that are deemed relevant community representatives and key actors in brokering a solution. In

deciding who should be included, it is recommended to target those individuals who have the ability to make commitments and agreements of behalf of their stakeholder group.

- In some instances, organizers may not be able to invite the entire community to the dialogue for a variety of reasons, including time, space, or capacity constraints. However, in general, participants in community dialogues should be representative of the different segments of society. As such, if this procedure is contested, facilitators should work with the local community representatives to help them understand the format and constraints of the community dialogue, and if possible to find representatives from the different segments of the local community that may not have been included in the dialogue process.
- The list of participants should be prepared along with a reserve list of participants in case a participant excuses himself/herself or something prevents someone from participating.

Selection of Location and Time

In this section, we are going to answer the following questions:

- **What is a suitable place to hold the dialogue process?**
- **How should a dialogue process agenda be developed?**
- **How many sessions does dialogue require? (E.g. One course or a series of consecutive sessions?)**
- **How long should the dialogue process last?**

Dialogue Process Venue:

The venue is among the variables to be considered to ensure a fruitful and constructive community dialogue. Stakeholders must feel secure and at ease within their surroundings in order to discuss the issues at hand. Therefore, the location itself must be neutral and a safe haven for the stakeholders participating in the dialogue process. It should encourage in-depth and effective discussions among the participants regardless of their differences, which means carefully assessing the context of the problem and not inflaming tensions. For instance, if the community dialogue occurs between two parties conflicting over disputed land or a land owned by either party, it may not be a wise to conduct the community dialogue in the disputed land, at least until a certain amount of trust has been built between the disputing parties.

Yet, using the disputed land as the location for a community dialogue sometimes helps in building and strengthening trust between the concerned parties. Nevertheless, if that happens, extreme caution should be taken lest this choice of venue become an obstruction to resolution.

Dialogue Process Time:

The life conditions of the stakeholders should be considered when setting the timing for the dialogue process. Factors such as socio-economic status, gender, and other dynamics that have an effect on the participants' ability to attend the dialogue should be carefully analyzed. For example, one has to consider gender labor division in the rural communities. If men work the land in the morning, women often have to fetch water from long distances and can only return midday, in addition to dedicating time to preparing meals for those returning from farming activities. Therefore, conducting a community dialogue in the morning, in such a case, may be ineffective.

Another consideration is the facilitation of community dialogues during work days. This means that participants have to leave work to partake in the discussion, and they might have to request leave if they are in the formal sector, or cease their farming activities for several days, putting undue stress on their participation in the dialogue.

In managing and facilitating dialogue sessions, a facilitator must set the timing of the dialogue sessions according to a template in which the number, themes, and duration of the sessions are described. Below is an illustrative example of a general dialogue session agenda which can be changed and reorganized according to the needs and issues of each community:

Session	Theme	Duration	Notes
Introductory Session	<p>The facilitator should do one introductory session where participants introduce themselves to one another and engage in a series of trust-building exercises. This sets a solid ground of trust for them to openly and comfortably discuss and engage in the community dialogue. This should be done in circular seating so as to avoid the setting up of a hierarchy between the participants.</p> <p>Facilitators should also introduce themselves. This allows them to be perceived as part of the community dialogue, equal to the participants. Based on the atmosphere in the room, facilitators can proceed into a second session to strengthen the trust between the participants.</p> <p>The facilitator should ask the participants to described their expectations of the dialogue, help them create realistic expectations, and manage them during the dialogue process.</p>	30 minutes	Following the Introductory Session, participants should go on a short coffee break to compound their initial interactions and informally build on the introductions that were made at the Introductory Session.
Session 1	To guarantee a good discussion, the facilitator should propose certain ground rules or guidelines of the community dialogue that everyone can agree with. The facilitator then has to ensure that the ground rules are adhered to throughout the community dialogue. An	30-45 minutes	

	<p>example could be to let everyone finish their sentence before responding, or to keep a certain time limit when intervening in the dialogue process.</p> <p>Furthermore, the facilitator should point out to the participants that the community dialogue might become conflictual at a certain point and that it is important not to take things personally or become offensive when sharing one's opinion.</p>		
Session 2	<p>The facilitator introduces the issue to be discussed. The facilitator should then give an opportunity for the participants involved to say a few points on it.</p> <p>All the parties involved should get the same amount of time to have their representatives present their opinions on the matter</p>	30-45 minutes	
Session 3	<p>Discussing the Issues:</p> <p>There could be as many as 3 sessions involving the all parties. The discussions can be done openly between participants or done in groups, followed by the format of a plenary involving all the participants.</p> <p>The facilitator can assign different questions to be answered by each group and then presented at the plenary.</p>	45 minutes per session	A 15-20 minute coffee break should be offered between these sessions to ensure their effectiveness.
Session 4			
Session 5			
Concluding Session	<p>In this session, the facilitator should identify the areas of common ground reached in the earlier sessions and propose them back to the participants for validation.</p> <p>Then, the facilitator should request representatives of the different groups involved to provide recommendations for how to move forward together. After that, the facilitator should recap the community dialogue.</p>	30-45 minutes	

Remember:

- Facilitators must ensure that all stakeholders are able to reach the selected venue, taking into consideration accessibility issues such as transportation and special needs. In order to maximize the community dialogue's success, venue selection must consider security, neutrality, and accessibility in order to ensure participants are able to constructively engage with one another.
- Facilitators must carefully plan out the timing of the community dialogue. This should be done considering the schedules of the participants in the dialogue process. While doing so, specific cultural contexts should also be considered. For example, if the concerned stakeholders are all farmers from a rural community, conducting the community dialogue early in the morning or during harvest season may not be convenient.
- Conducting an effective community dialogue requires the organizers, as well as the facilitators, to consider all political, cultural, and socio-economic factors. On a general basis, community dialogues yield more results when they are conducted at times that ensure the participation of all concerned stakeholders.
- When facilitators plan the community dialogue, they should consider the participants' social status and their responsibilities to their day-to-day activities. Participants will be more at ease and comfortable in joining the community dialogue and substantively contribute to it when their needs are met.
- Invitations to participants should be sent out (showing time and venue) at least two weeks in advance.
- The facilitator should divide the session time flexibly so that it fits the number of participants, the extent of their engagement in the dialogue process, and the possibility of their reaching an agreement.
- Introductory sessions and issue discussion sessions may last longer than expected based on equal participation at the sessions.
- The agenda template is very much dependent on the objectives set forth by the concerned stakeholders as well as the problem or issue that needs to be resolved. This in turn will determine whether the community dialogue will last one single day or several days, weeks, months, or even years, depending on the resolvability context.

Expectations of Community Dialogue Participants

There are various ways of managing expectations of community dialogue participants, such as the following among others:

- The outcomes of a dialogue should reflect the objectives of the dialogue initiative. In order to avoid mismatch between community expectations and the outcomes of the dialogue,

organizers of the dialogue should formulate clear and realistic objectives from the onset, as well as a clear definition of success.

- The objectives should be clearly communicated to the participants. This ensures that participants are aware of what is planned for the dialogue process and stay updated as to what is expected to happen in the long-term as a result of their participation in the dialogue. This is an essential means to manage expectations.
- It is important to regularly review expectations with all participants to ensure that they are all on the same page throughout the duration of the dialogue.
- Expectations should be clear from the beginning. Facilitators should ask participants to describe their expectations of the dialogue, and help participants to set realistic expectations and manage them throughout the process.
- In cases where the dialogue process does not lead to what participants are expecting, the organizers should not pretend everything is fine. If something is not achieved, it is better to be open about it and offer a space to find out why objectives were not achieved and what else might be done to achieve them.
- To mitigate the potential impact of negative rumors about the dialogue process, the facilitator should keep an ear out for rumors both within the participants' group and in the community surrounding the dialogue process. The facilitator should reflect/communicate the importance of holding community meetings and their benefit in terms of fostering peace and development in the community. They should deal credibly and transparently with the participants, welcoming all of their comments. Selecting a facilitator from among the locals, as has been done, help tremendously in mitigating this problem.

After the dialogue process, participants will have to deal with the expectations of the community. Therefore, participants should be prepared to develop a response to these issues, should they occur. Community expectations can be managed through the following:

- Finding out the backgrounds of participants and understanding their social and cultural implications.
- Developing clear and specific responses to the potential queries and practicing standard prepared answers so participants feel comfortable advocating in the community.
- Equipping participants with skills on how they will disseminate their acquired knowledge to the surrounding community in order to positively impact a larger number of the community members.
- Recognize that change doesn't happen overnight—dialogue is the first step to bring about change, which must be coupled with other initiatives and programs to affect the desired change.
- Community dialogue organizers need to be able to manage expectations regarding the dialogue initiative outcomes, and there should be good management of expectations of both the participants and the local community.

- Before organizing the community dialogue, the facilitators should ask the participants about their expectations of the meeting. If participant expectations fall beyond the scope of the expectations of the dialogue session, the topics of discussion, or the dialogue itself, then the participants need to be made aware of what CAN be achieved given the time limit. Such objectives should be documented for ease of reference later on.

Management of Participants' Expectations

- People suffering from the lack of basic needs in conflict-ridden areas often have huge expectations for attending dialogue sessions. They often expect that they will get something out of their participation in the dialogue process, e.g. a reward or monetary compensation. However, the issue of monetary compensation for participation in dialogue raises ethical questions as to whether it is appropriate to give money to participants or not. Therefore, dialogue facilitators should resolve this issue beforehand with the organizers of the dialogue process. It is normal to reimburse travel, lodging, or transportation costs, but this mustn't influence participants' commitment to the dialogue. In some cases, per diems are paid for participation to ensure participation in an event.
- Participants should also be given the opportunity to voice their expectations of the facilitator. This will help the facilitator to know what is expected of them, and if needed allow them to clarify their role in the process.

Training Agenda Day 5

		Day 5		
Session	Session Topic	Training Style and Exercises Used	Session Objective	Knowledge and Skills Expected to be Acquired
		Audiovisual aids: flipchart, color markers, adhesive, and box corner pasting tape.		
Session 1 (09:00 a.m. – 11:00 a.m.)	Management of complex community dialogue processes	Discussion	<p>Session objective: To enhance the knowledge of complex community dialogue processes and strengthen the relevant skills in coordination with the stakeholders</p> <p>Benefit: The community committee will be able to establish coordination channels with the official and non-official entities within the governorate especially the local</p>	Participants will be able to deal with several difficult situations potentially faced in their communities

			communities and councils	
Session 2 11:30-1:30	Regional Committee Formation -- Regional committee's roles and responsibilities -- Regional committee formation	Discussion Group work	Objective: To enable facilitators to build institutional capacities of the Regional Committees—e.g. regarding formation, code of conduct, and assignment of responsibilities among members Benefit: The Regional Committees will be able to manage their own tasks and follow up with problem-solving activities in the field	Participants will have knowledge on the tasks of the Regional Committees and how to form them.
Session 3 2:30-4:30	Community Initiative Formation -- Community initiative formation stages -- Action plan template	Discussion Group work	Session objective: To set up the criteria of forming community initiatives and prepare their district-level plans Benefit: Community initiative actors will be able to prepare plans and manage field tasks accordingly	Participants will be aware of the formation process and objectives of community initiatives.

Handling Complex Community Dialogue Processes

In this section, we are going to answer the following question:

- **How can we manage a complex community dialogue?**

Managing a complex community dialogue process usually involves two issue areas: complex actors and complex issues.

The aim of a community dialogue is to reach a consensus or unanimous agreement on issues facing the community. However, such issues can be dealt with differently. Some of them may be easier, while some of them may be tougher to process, requiring the facilitator to act with the utmost caution and efficiency as per the following table:

Issues	Actors	Solutions
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<p>A community dialogue can be classified as complex when the issue addressed by the community is extremely sensitive or multifaceted, hindering the process of discussion and perspectives exchange.</p> <p>Often, aspects of the conflict are easier to identify and handle while others are complicated and deep, and therefore more difficult to handle.</p>	<p>The process of identifying and selecting stakeholders for a complex community dialogue is a real challenge because of the intricate nature of actors in the community.</p>	<p>To tackle this complex situation, there should be an in-depth and detailed mapping of the community, its culture, stakeholders, possible spoilers, and the main issues.</p>
<p>Any community dialogue can be characterized as ‘complex’, with a certain degree of variation depending on the context and the issue.</p>	<p>A community dialogue process is further complicated by the difference between ‘expressed’ and the ‘veiled’ interests and needs of actors, and the number and nature of such actors.</p>	<p>Handling complex actors requires giving actors’ assurance and helping them to understand the benefit of coming to the community dialogue table. A preliminary meeting could be held with key actors to help them understand the benefits of community dialogue and the possibility of achieving positive favorable outcomes through it.</p>

Organizers may have to create different incentives for stakeholders to cooperate to resolve disputes. As such, along with the concerned local inhabitants, organizers can suggest that participants provide input on this during the dialogue process, and potentially even convince other community members to join the dialogue.

Community dialogue organizers should help participants to separate the people from the problem in order to ensure that the dialogue process is successful. Facilitators should help participants concentrate on interests and needs instead of the individual positions toward the problem.

Remember:

Complex sessions are not limited to the complexity of the topics or issues. In fact, one of the most difficult hindrances to success can be attributed to participants who make trouble during the sessions by trying to waste time or sow discord. Therefore, the facilitator needs to understand such people and deal with them appropriately by understanding the psychological and objective dynamics of various participants and avoiding taking these issues or comments personally. Here the participants should be reminded of the ground rules set up at the onset of the meeting.

Regional Committee Formation

In this section, we are going to answer the following question:

- **What is a Regional Committee and what are the steps of its formation?**

The Regional Committee is one of the planned outcomes of the dialogue process. It will be composed of the participants themselves or other stakeholders selected by the participants in order to implement the rest of the dialogue outcomes, achieve its goals and objectives, and relay the voices of the citizens to the high-level decision-makers.

The Regional Committees aim to:

- Facilitate the implementation of community projects meant to address urgent local problems,
- Engage the dialogue participants in civic activism, and
- Enhance the communication or cooperation between the community members and the high-level decision-makers.

Committee Formation

The Committee is to be composed of/chosen by the participants who were selected to attend the dialogue. Six members will be selected from the four northern governorates and six from the four southern governorates to form two separate Regional Committees. They will be selected according to the following criteria:

- High level of credibility in the local community
- High level of skill in their advocacy area
- High level of commitment to the project's activities

Description of Roles and Responsibilities of the Regional Committee's Team

- The two Regional Committees will comprise participants engaged at the beginning of the project. Six new Committee members will be selected for each Regional Committee based on the criteria described above. Both Committees will present the citizens' needs and interests to high-level decision-makers and then prepare for the two regional meetings in Sana'a and Aden to discuss the progress of implementing the outcomes of the already-held community meetings.

Community Initiative Formation

In this section, we are going to answer the following question:

- **What is a community initiative and how is it formed?**

Community Initiative

A group of individuals (men and/or women) living in the community within one defined geographical area will be selected to work on the issues of interest to the community and its security, stability, and development, including the implementation of community subprojects under the BDB Project or works related to peace and conflict resolution.

From the perspective of BDB Project, a community initiative aims to:

- Facilitate the implementation process of the community project that addresses the urgent local problem agreed on at the community dialogue meeting,
- Engage the dialogue participants in civil activism, and
- Enhance communication or cooperation between the community members and the high-level decision-makers.

Initiative Formation

The initiative is composed of participants in the dialogue and influential parties in the local community in each governorate. One initiative may be formed for each of the three districts, or participants may decide to do one larger project in a given governorate.

Phases of Community Initiative Formation

Phase	Description
Phase I: Preparation	<p>This is the phase where we start to define the area or geographical scope where work is to be carried out. In this phase, the cultural and social context of the area must be defined carefully, demographic features such as sectarian and racial diversity must be identified, and asylum conditions within the area must be described. Moreover, the main social problems suffered by the area members must be determined.</p> <p>The stakeholders and parties involved should also be identified. Individuals with socially-effective leadership skills who are ready to work for social change should be engaged into the community committee. People with successful initiatives within the proposed committee's scope of work should be identified and engaged as well.</p> <p>This is part of what will be done at the community dialogue meeting and will be measured as among the outcomes.</p>

Phase II: Planning and Implementation	<p>This phase directly addresses the issues which the committee will be working on. This phase focuses on the community committee's capacity-building and training needs to address the issues highlighted at the community meeting.</p> <p>As the community initiative members are already familiar with the pressing issues from their experience and position in the community, the planning process includes setting up an action plan, activity schedules, roles, responsibilities, assignments, and setting up the implementation monitoring mechanism.</p> <p>Implementation of the suggested action plan:</p> <p>This part includes follow-up, monitoring, and evaluation to ensure the progress of the action plan, keep track of the results, and form amendments if necessary.</p> <p>This will be done at the community meeting and will be measured as one of the outcomes.</p>
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Steps of Community Initiative Formation:

- Clearly describe the topic (issue or problem) which the community initiative is to address, as well as the project that will address the topic according to the participants' agreement.
- Describe the community initiative tasks, responsibilities, and scope of work as per the community meeting's outcome.
- Define the mechanisms of coordination and collaboration with the relevant entities.
- Set the initiative's action plan based on an assessment of the needs of the community.
- Action plan implementation and activity reporting are essential for the community committee's success.

Community Initiative Action Plan Template

Problem	Objective	Activity	Target	Roles	Duration	Materials Needed	Budget

Training Agenda Day 6

		Day 6		
Session	Session Topic	Training Style and Exercises Used	Session Objective	Impact (e.g. Knowledge and Skills Expected to be Acquired)
		Audiovisual aids: flipchart, colors, color cards, cards, box corner pasting tape, and data show.		
Session 1 (09:00 a.m. –	Advocacy basic concepts and skills ● Definition	<ul style="list-style-type: none"> ● Experience exchange ● Role-play 	<ul style="list-style-type: none"> ● Session objective: Participants will gain basic advocacy skills to 	<ul style="list-style-type: none"> ● Participants will be able to understand the basic concepts of

11:00 a.m.)	<ul style="list-style-type: none"> • Significance • Use • Communication and outreach 	<ul style="list-style-type: none"> • Group work • Discussion • Brainstorming 	use in the Regional Committees and in community initiatives <ul style="list-style-type: none"> • Benefit: The community committee will develop skills and create the ideas to fulfill community issue advocacy at the governorate level 	advocacy and have the skills to analyze advocacy policies
Session 2 11:30-1:30	Policy environment analysis <ul style="list-style-type: none"> • Change stages • Identifying advocacy issues and developing messages • Types of effective messages • Setting up criteria • Identifying advocacy goals and objectives 	<ul style="list-style-type: none"> • Group work • Practical exercise 	<ul style="list-style-type: none"> • Session objective: Participants will build capacity to analyze the policy environment, identify the issues, and develop advocacy messages and objectives • Benefit: The Committee will have the skills to use advocacy issue analysis tools and apply messages that fit the local communities 	<ul style="list-style-type: none"> • Participants will be able to distinguish between different types of audiences and how to deal with each of them • Participants will be able to identify the issues well • Participants will be able to develop advocacy messages
Session 3 2:30-4:30	Building on strengths and building coalitions <ul style="list-style-type: none"> • Advocacy plan 	<ul style="list-style-type: none"> • Group work 	<ul style="list-style-type: none"> • Session objective: Participants will build projects that will enable the Regional Committees to set up plans and build coalitions • Benefit: The Regional Committees and community initiatives will be able to set up advocacy plans and build coalitions that further enhance the advocacy activities in the local communities 	<ul style="list-style-type: none"> • Participants will be able to set up advocacy plans.

Advocacy (Concept and Characteristics)

In this section, we will answer the following questions:

- What is advocacy and what are its synonyms?
- What are the characteristics and elements of advocacy?
- What are the different levels of advocacy?

Advocacy:

Academically speaking, advocacy is a branch of social sciences. Its concepts vary according to the society in which it is carried out or the issue to be advocated for. The concept of advocacy develops and evolves over time. Below are some brief definitions of advocacy:

Etymology: The English word *advocacy* was derived from Latin origins. It originally meant “demand”. The meaning of the word suggests “demanding people to stand by you.”

This language root, in Latin-influenced languages, means “defense”. This is what has made people associate advocacy with a lawyer/ advocate standing by a defendant. That’s why many people have associated advocacy with law or legal procedures, and people often equate lawyers with advocacy.

For our definition, advocacy is the process of engaging people in the making of the decisions that affect their life and taking action to influence decision-makers to support and resolve a specific issue. It aims at drawing the attention of the community and CSOs to that issue for the purpose of making change.

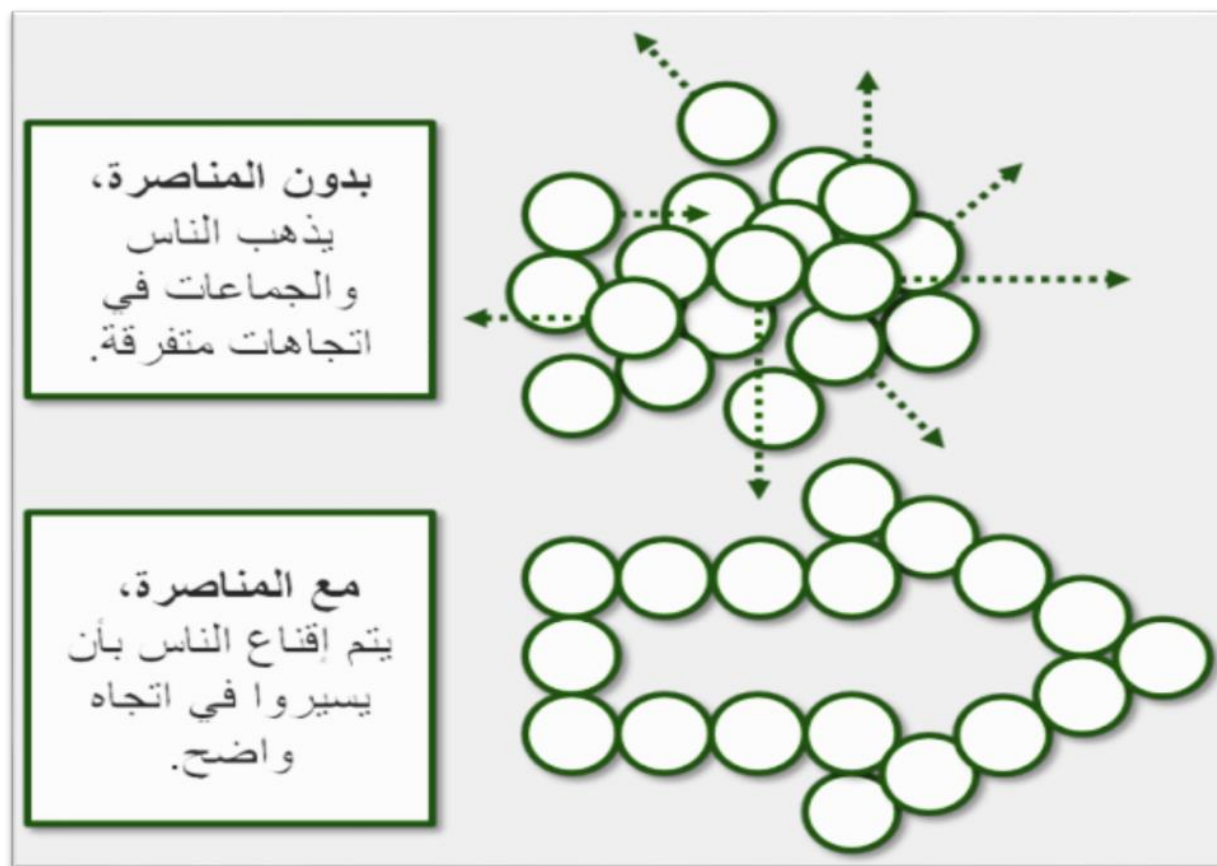
It is an organized process led by people and through which private citizens, especially the marginalized, realize their power and use it to effectively participate in decision-making at all levels for the purpose of strengthening the systems of justice and equality and positively affecting people’s standard of living.

It is a group of activities that are organized to affect the policies and actions of others for the purpose of making positive change in the life of people. Its success depends on the experience and knowledge drawn from active civil work.

It is a skill used to realize some rights and forms of equality. It has to do with an attempt at influencing the actions of other persons for the purpose of changing their behavior. This process can be directed at individuals, communities, groups, or institutions.

Significance of Advocacy:

Advocacy issues are integral to the work of CSOs, as advocacy provides people with some sort of partnership in their own decision-making process and enables them to serve justice to others when they are oppressed or persecuted. Advocacy condenses and crystallizes the efforts in one direction to achieve a defined objective.



Advocacy—Synonymous Terms:

There are several terms similar to advocacy. There are also many synonyms and words that have been derived from advocacy or its strategies. The table below shows the main examples of advocacy and what differentiates it from other types of social intervention:

Concept	Audience	Objective	How to Evaluate Success	Relation to Advocacy
Awareness campaigns	Women, men, youth, and the people of a specific geographic area	To increase awareness; to change behavior	Change in targeted behaviors: e.g. reducing the number of smokers, or increasing the number of users of family planning methods	It increases the audience's awareness of the issue and explains the risks. The campaign mobilizes those affected by the problem/issue. It can be a tool to organize and

				mobilize grassroots organizations.
Lobbying as a tool for influencing decision-makers	People (generally) who are concerned or involved in decision-making processes	To influence the decision-making process To negotiate and converse with the (official) person(s) concerned individually	Acquiring such persons' support or avoiding their opposition	Acts as a catalyst in campaigning for a specific political goal using the official's position in the decision-making process
Building networks	Individuals and groups	Build support through connections that will help achieve objectives	The extent of productive network communication, mechanisms, and continuity	It is one of the strategies/skills used in campaigning for exchanging information and communication
Campaigning	Decision-makers and policymakers	To change policies or programs	A new policy or decision is adopted (e.g. to have domestic violence perpetrators punished)	It affects public opinion and creates a lobby to pressure decision-makers

Elements of Advocacy

The following elements are essential in advocacy activities:

- Advocacy is an activity dependent on and influenced by people. It is shaped by the people who develop it; it is a representation of people. If I have an issue and the issue affects people, I should initiate an advocacy campaign to gain support.
- It is an activity that depends on just values (for a just cause): The groups who carry out advocacy campaigns should have a just cause to fight for as a starting point to engage in social justice advocacy activities. Participants in advocacy activities for social justice should understand their values as they define the issues and strategies they use.
- It is an activity that resets the balance of power through the advocacy campaigns
- It is an activity that affects and involves the decision-makers and powerful elite. It implies political activity. The objective is to effect some change in decisions and laws in order to serve people's interests and just causes.
- It is an activity related to policies and politics. An integral part of the equation is the decision-maker. Advocacy groups need to know the appropriate ways to involve decision-makers and policymakers.

- It is an open activity for whoever wants to participate. Advocacy activities for social justice and democracy-building should seek to be welcoming and open to all who support a just cause. The more advocacy campaigns are open for people to join, the more successful they will be in effecting a permanent change and empowering people.

A review of the above advocacy elements and features would tell us that each one of us has practiced advocacy at certain times in our life. Actually, people have practiced advocacy since the dawn of history when they started to revise the rules and traditions that caused injustice to some individuals in their family, tribe, school, workplace, or at the local, national, regional, and global levels. Thus, advocacy is not a foreign concept.

Levels of Advocacy:

Advocacy is carried out at two levels:

Rights holders: To help them demand their rights through legitimate ways while seeking the protection of others' rights.

Duty bearers: Governmental, nongovernmental, or international community entities that respect and take a course to respect human rights and do their best to respond to such rights while accepting public accountability and response to people's demands.

Human Rights-Based Approach and Needs-Based Approach

The following table presents a comparison between a human rights-based approach and a needs-based approach to advocacy. This comparison lies on the assumption that the needs-based approach deals with the needs only. However, groups that apply a needs-based approach also often try to deal with system-specific issues. Gradually, they contribute to a great extent to the existing status of the human rights-based approach.

The theoretical framework of each approach is what differentiates them. This is a systematic breakdown of the two approaches.

Needs-Based Approach	Human Rights-Based Approach
It assesses needs.	It assesses evidence-based human rights.
Needs are the point of reference. This requires intervention at the local or narrow level.	Violation of human rights is the starting point which triggers an analysis and intervention at the organizational or national level.
The needs are group-specific.	Human rights are universal and apply to all people everywhere.
Thinks of creating more resources.	Thinks of how to distribute the currently available resources.
Can avoid policy and policymaking.	Policy is at the center of the development process.

The needs may be handled individually.	Human rights are non-negotiable and indivisible.
They can be resolved by addressing the symptoms (if we provide the resources necessary to fulfill the needs).	Structural, organizational, and global causes of the problems must be encountered and resolved.
Seeks assistance from the government officials and influential actors.	Holds the government officials and influential actors accountable.
Places the needy at a lower status by requesting assistance from others.	Helps people regain their dignity by demanding their rights as humans and citizens.
There may be no commitment to fulfilling the needs. Needs are fulfilled when resources are made available.	The governments and influential and international entities are committed to human rights protection.
There is a tendency to take care of the needy but not the neediest (priority for low-cost activity and greater impact).	There is a tendency to work with the people who are suffering most from human rights violations and denial.
Aims at addressing people's suffering.	Aims at addressing structural injustices.
Usually, it is not legally binding on the stakeholders.	It gives legal leverage to development work.
Encourages participation from within the community with the possibility of collaboration with other groups.	Imposes group work as well as coalitions from outsider groups.

*** Remember that advocacy is not limited to activists only.

Steps of Advocacy Campaign Planning

In this section, we are going to answer the following question:

- **What are the steps for planning an advocacy campaign?**

Steps of Advocacy Campaign Planning:

Identification and Analysis of Issues

- Advocacy issues are identified according to the issues submitted by the affected groups whose human, economic, social, political, or cultural rights have been violated.
- There should be situation analysis or problem analysis for the needs and issues in the local communities in terms of the practices of the people or the different community sectors, whether private or governmental.
- The first step in the advocacy campaign is the identification of the advocacy issue (the problem) and its causes and effects, including understanding the root causes of the problem and how the problem is seen socially, culturally, and environmentally. The

existing problem should be understood in depth to define how the problem should be dealt with effectively.

- The problem can be identified with the Problem Tree tool—the problem is the tree trunk with tree roots that illustrate the root causes of the consequential effects (the branches) of the issue.
- Research and data collection should also be conducted to identify any established advocacy campaigns or other competing influences that may affect the success of planned advocacy activities.

--Identification of Advocacy-Related Issues

It is important to identify the problems that affect community safety or obstructions and challenges that push youth and community members toward violence to resolve their disputes.

--Issue Analysis

The identification of the causes of each issue can be analyzed by using the following template:

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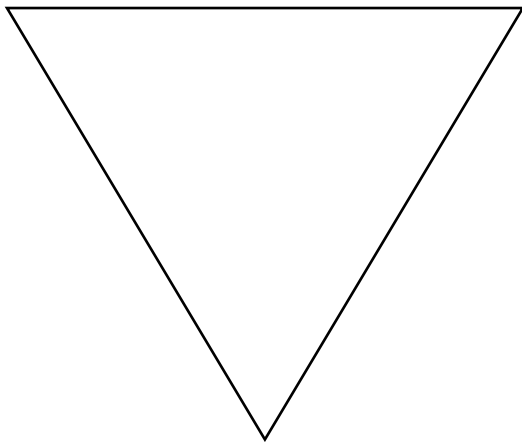
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There are many resources that can be used to find different facts and information on the issues, trends, and ideas of the target audience, such as:

- Field research, research works, and studies.
- Periodical reports issued by think tanks and CSOs.
- Dialogues and discussions involving the target audience such as those at symposia, public meetings, and field visits.
- Census: Biometric records: including information on the main events in the country / governorate throughout the year such as cases of marriage, divorce, birth, death, etc. which are recorded. These can be obtained from civil registers in each governorate.
- Human development reports: These are published by government specialist centers on an annual basis. They include demographic, economic, and social information at the governorate level on issues such as life expectancy; death rate (infants, children, and mothers); literacy and education such as classroom density and number of students in each school; health data on patient-physician ratio, patient-nurse ratio, and physician-nurse ratio; data on labor, workforce, unemployment, income, and poverty; energy consumption; natural resources; and food security.
- International reports: Some of them are published annually and others periodically. These cover a wide range of countries and contain a wealth of information on issues such as the demographics, birth and death rates, life expectancy, urban population, and official population censuses.

From the above sources, the extent of the problem can be identified as well as the number of allies and opponents, causes of the problem, factors affecting it, and consequences of it.

Triangle Analysis



Some Elements to Consider:

Structure / Enforcement:

The government processes and agencies that apply and enforce the law and policies such as the courts, police, ministries, schools, etc.

Culture:

The shared values, attitudes, behaviors, and level of awareness of law, government, history, rights, etc.

Contents:

The constitution, laws, policies, budgets, international treaties, etc.

Before campaigning, we need to ask questions about the contents such as: Are there laws, policies, and constitution that help solidify the decisions (e.g. we give priority to anti-Thalassemia efforts, but it is important that there is a stated policy that supports such a decision)? Are there international treaties? Are there some unclear aspects? There could be laws in place and perhaps they do not need to be repealed; one article/provision might need amendment.

Some laws have backdoors and slippery provisions with the laws being applied selectively against the weak while the powerful go unpunished. This is represented in the triangle by the legislators and lawmakers.

Authorities:

The individuals in charge of law-enforcement, such as administrative apparatuses, oversight agencies, and those who have the political power to act. They are concerned with the presence of law-enforcement authorities. Before campaigning, questions related to authority should be asked, such as who is the authority in charge of enforcing the law pertaining to the campaign issue? This is represented in the triangle by the executive authority.

Example: In Turkey, an earthquake levelled many buildings and structures, claiming 10,000 – 15,000 lives. The earthquake triggered controversy because there was a law that obligated the building owners to follow certain construction standards to prevent collapse due to earthquakes. The first reaction was a call for issuing a law to regulate construction and its standards. The decision-makers responded that the then-existing construction law was perfect but the problem was with its enforcement.

The questions that pose themselves are: Are the relevant people well-trained? Is there money to enforce these laws? Are there special tools? Is there a political will?

Culture or Grassroots:

The traditions, customs, history, values, and religion of a given community are typical elements here. We need to know to what extent such culture serves us. It is important to explore the presence of the culture of sharing and readiness to share, or whether there is just the culture of fear and apathy. This is represented in the triangle by opinion shapers.

Selecting an Advocacy Issue

Selecting an issue to address with projects, lobbying, or other advocacy activities requires an understanding of how the issue directly impacts the community and what long-term affect it might have. One way to assess whether or not an issue is worthy of advocacy is to use the tool below:

Choose three suggested issues and use the numbers below to measure how much the criteria applies to the issue:

- (3) This criterion applies to the issue most.*
- (2) This criterion applies to the issue moderately.*
- (1) This criterion applies to the issue least.*

Count up the digits in each column and choose the issue with the highest figure.

	Issue 1	Issue 2	Issue 3
Criteria

It directly affects the improvement of the security situation in the community.			
It relates to human rights.			
There is relevant data and information that indicates it is widespread and serious.			
It is easy to understand and has clear and well-defined causes.			
It cannot be resolved naturally or			

automatically, but requires intervention or measures for resolution.			
Advocates can engage in partnerships with other stakeholders, especially CSOs.			
Total			

Research and statistics can and should be used to identify and analyze the problem. Understanding the reality of the environment surrounding the community helps in the problem analysis and practical solution identification.

Stakeholder Identification and Analysis

Stakeholders are the parties or entities directly engaged with the issue, the groups responsible for causing the issue, and/or the groups interested in its solution. Stakeholders can be divided as follows:

Grassroots: They are the citizens directly benefiting from or affected by the advocacy issue.

Decision-makers: They are the group with power directly influencing the change required in an advocacy issue or cause.

Decision-makers Analysis Template

Decision-maker	Attitude	Power/Influence
	Supporter/ neutral/ against	

Allies: These are individuals or entities who are willing to support the issue or can be easily convinced to support the issue and collaborate with the organization / entity carrying out the advocacy campaign.

Opponents: These can be divided into two groups:

- Individuals and entities who explicitly oppose the advocacy issue.
- Opponents who can be convinced to shift from the opposition side to the support side or at least remain neutral.

Campaigning:

The Regional Committee as an advocacy group should identify the level of anticipated support or opposition on the part of the primary and secondary target stakeholders, and be able to mitigate opposition to ensure that objectives are reached. A variety of factors (e.g. religious, cultural, or

historical) might cause significant controversy, and highly skilled leaders with certain characteristics and abilities may be needed to win a support for the advocacy campaign. Some of these characteristics include the following:

- Has a clear vision for the advocacy issue.
- Has a clearly defined work program.
- Has strong interpersonal communication.
- Understands that the situation is changeable.
- Understands that an individual cannot make all achievements alone.
- Can influence the community and is able to take responsibility and exercise self-restraint.

The advocacy group has to develop its leadership skills in order to influence the community and increase the range of support. The more individuals and groups working for achieving the advocacy objective, the higher the chance of success. Among those leadership skills are the ability to:

- Identify the community's pressing needs.
- Communicate the community's needs to those in charge of fulfilling them.
- Listen to others.
- Plan according to local capacities and resources available for achieving the objectives.
- Negotiate and solve problems.
- Accommodate opposing viewpoints.

Influence over the Advocacy Issue	Allies	Opponents
High		
Moderate		
Low		

Stakeholder Mapping Template

Advocacy campaign objective: 		
Supporting personalities or leaders who have influence over the issue		Opposing personalities or leaders who have influence over the issue
Who are they?		Who are they?

.....
Why do they support the issue?		Why do they oppose the issue?
What resources do they offer to support the issue?		What obstacles do they pose toward the issue?
Supporters for the issue who do not have influence over the policymakers and are connected to each other		Opponents of the issue who do not have influence over the policymakers and are connected to each other
Who are they?		Who are they?
How can their position/influence be improved?		How can their position be neutralized or swayed?

Goal Setting:

In the goal-setting process, there are general goals and there are specific objectives. The general goals express the overall changes desired in policies or practices, while the specific objectives

define the desired change with details such as: What is to be achieved? With whom? How? What is the time period?

Goals should be set in a way that allows them to be clearly measured. The specific objectives should be set according to the SMART method which is as follows:

Specific: The objectives should be defined with the clearest words explaining what behavior change is intended and how the change in behavior is to happen.

Measurable: There should be accuracy regarding who, what, where, when, and how. Is it clear to what extent behavior should be changed in order to realize the objectives?

Achievable: The clearer the answers to who, where, when, and how, the more achievable the objectives will be. For example, will you be able to mobilize the resources to support your work in order to achieve the objective?

Realistic: The set objectives should be realistic and able to be achieved within the defined timeframe. For example, can our objective be achieved in the current political, social, and other relevant conditions?

Time-bound: The set objective should have a clear timeframe within which change can be effected. Such a timeframe should also be realistic.

Elements of Advocacy Objectives

Decision-maker	Decision	Predefined Time
The person who can turn the advocacy objective into an action.	The action required for achieving the objective (for example, the adoption of a specific issue or policy, making a decision on an issue, or adopting a specific program or initiative).	Describes when the objective is to be achieved. For example, according to this project, advocacy objectives should be achieved within three months.

Identifying Advocacy Strategy

Advocacy Methodology

At this step, the following question should be answered: Which strategy will be used to deliver the issue's message?

Among the strategies are the following:

- Engagement of influential people.
- Working with the media.

- Networking and building coalitions.
- Awareness-raising and capacity-building.

Engaging the media is among the most common strategies used to support an advocacy campaign.

Steps to engage the media:

- Prepare a database of the different media outlets.
- Establish personal relationships, do outreach, and have interviews with media outlets.
- Attend major events.
- Arrange for interviews with high-level (prominent) personalities.
- Regularly publish updates and recent data and provide all media outlets with everything new related to the advocacy campaign.
- Use media outlets and tools that are appropriate for the activity at hand.
- Document everything published via the media.

Building a coalition network to support the issue:

Networking

An administrative process aimed at achieving specific objectives and outcomes through making connections with a number of parties. Time and place may be defined as well as the shared objectives and strategies.

Coalition or alliance-building—basic elements:

- Have clear objectives and goals.
- Cultivate diverse membership.
- Use participatory planning.
- Have open and renewing leadership.
- Conduct continuous and organized communication.
- Have set rules and regulations.

Advocacy Techniques

Techniques work in tandem with strategies used to deliver the advocacy message such as negotiation, persuasion, confrontation, community mobilization, campaigning, awareness debates, lobbying, and media technology.

Persuasion techniques and communication skills:

Advocacy techniques focus on the selection of appropriate and effective persuasion techniques and communication skills. When we communicate, we exchange information with others. As speakers, we intend to deliver the contents of a specific message to our listeners. When we exchange information or want to deliver the contents of a message, we use language such as: open questions (“What do you suggest?”) and closed questions (“Do you agree?”), and can include reflective questions (“What do you think of the topic?”). We also use nonverbal signs (e.g. gestures) like facial expressions, style of speech, body position, movement, body language, etc. Nonverbal signs

reveal much about our physical and emotional state and our style of recognizing/ assessing our relation to our listeners and our topic.

Effective communication ensures that the addressee understands the speaker's intention clearly. If this is not achieved, the result will be miscommunication. Such miscommunication occurs not only because of differences in language, but also because people differ in their way of understanding and interpreting what they hear and see due to different experiences and expectations.

Listening attentively is an underappreciated communication skill. Many believe that they get what they want when they talk. On the contrary, many successful individuals instead spend more time on listening than on talking, and when they talk, they usually ask questions to learn more.

There are guidelines that can be utilized to persuade others to support the issue being advocated for. They are as follows:

- Set your objective and get the facts and figures to deliver with your message in order to add credibility to it. Decide what you want to achieve and why. Collect all facts you need to support your issue. Try to limit overly emotional arguments so that others can judge the issue and provide the solutions in light of the facts.
- Discover what others want, and never underestimate an individual's natural resistance to change. However, take into consideration that such resistance is relative. When they are asked to support an issue, the first question individuals typically ask themselves is: How does this affect me? If you can put yourself in others' shoes, you will be able to anticipate some objections and present the ideas more attractively. Therefore, you need to discover how people look at things and what they want and when. Listen to what they want to say and don't talk so much. Ask questions, and when they ask you a question, answer it with another question where appropriate. Discover what they seek and then present your issue in a way that shows its merits to them and reduces objections and fears by using examples from within their communities that support your message.
- Have them discuss your ideas and let them contribute if possible. Try to search for a common ground to start the agreement. Try to avoid building hostility and avoid trying to defeat them in the discussion. Ensure they feel respected and always give them a way out or a way to save face.
- One must possess communication skills that support the exchange of ideas and can direct the conversation toward your end goal, rather than in the opposite direction.

Communication and information flow skills:

Visual contact: Visual contact with others reflects self-confidence and opens up channels for communication. It helps the formation of good relations. When you present the message of your issue, visually connect with your audience, which engages them and encourages them to react to what you say. Moreover, visual contact helps build rapport with the audience and often makes them calmer.

Experiments have shown that the best visual contacts last from 1-3 seconds per addressee. If the audience is large, you need to divide the audience into different groups in order to connect with them visually as groups. Avoid letting your vision wander around the room, looking downward or upward, or focusing on one individual or group and not others.

Appropriate voice: Use a quiet and calm voice, but make sure it is not monotonous. Avoid angry or defensive tones. Be careful not to use irony or an ironic tone—it may distort the message and prevent intended delivery.

Behavior and attire:

- 1- Wear neat clothes that suit the audience. If you are not sure of what you should wear, try to wear neater and more formal clothes than what you think your audience will wear.
- 2- Avoid superfluous movements that may distract the audience from listening to your message.
- 3- Your appearance should reflect self-confidence and respect for others.
- 4- Deliver your message when you are in a good health and mood.

Communication Barriers:

Many factors can obstruct communication and lead to miscommunication. Communication barriers can be divided into: sender barriers, message barriers, channel barriers, receiver barriers, and environmental barriers.

Sender barriers: *When the sender of a message (speaker) makes mistakes when trying to communicate with others.* Such mistakes are often caused by a lack of understanding of individual variances and psychological factors, which can affect the information the speaker intends to deliver to the listener. Such factors include: motive, experience and learning, comprehension, perception, personality, and emotional and cognitive processes. There are also barriers related to the sender's and receiver's languages (language barriers). The receiver's language may be different from the sender's. The same applies to the way of defining the terms in the message.

Message barriers: *When the information encoded into the message gets affected by factors that change the nature, form, volume, and meaning of information and ideas.* The messaging mistake can be related to the encoding process, e.g. the encoding of information into words, numbers, figures, movements, phrases, etc.

Channel barriers: *Barriers caused by how the message is delivered, including unsuitability of the channel for the message contents and the type of sender.* Therefore, the sender needs to choose the appropriate means of verbal or written communication in order to increase the effectiveness of communication.

Receiver barriers: *Barriers caused by how the message is heard, interpreted, and understood by the receiver.* These can be due to differences in communication style, language, preconceptions, or other factors.

Communication environment barriers: *Parties make many mistakes when they ignore the effect of the environment surrounding the communication process.* Not taking into account the environmental factors and their effect on communication can make the communication incomplete or unclear. Below are some factors of the communication environment and relevant mistakes:

- Time or place do not fit one of the communication parties.
- One or both of the communication parties do not have knowledge or understanding of the advocacy issue or objectives.
- The objectives of one of the communication parties conflict with the objectives of the other party.
- One or both of the communication parties do not know their own or the other's purpose.
- One or both of the communication parties do not understand the benefits they will get from the communication process.
- One or both of the communication parties do not understand the negative consequences that would happen to the individual or the community due to miscommunication.

Identifying and Developing Advocacy Messages

A message is a group of brief phrases meant to introduce the advocacy issue and objectives. It also includes what the entity wants to achieve and the method used to achieve it, as well as the roles they want the target audience to play.

The message, contents, and structure differ according to the target group, the set objective, and the strategy used to deliver the message. Therefore, the message has to be:

1. **Brief:** The sender should shorten the message to a suitable length. Such shortening can be done through the deletion of information that does not contribute to the achievement of the communication goal. Padding should be avoided. Ideally, there should be one main point to deliver. Otherwise, there should be two or three points as a maximum. It is better to leave the people with one clear idea than to confuse them with too much information.
2. **Clear and complete:** The meaning of the message should be so clear that there is no possibility of misunderstanding. This requires the examination of each word, phrase, and sentence in the message so that it is understood by the receiver. Messages should be chosen early on in collaboration with representatives from the target audience to make sure the message delivered is the same message received. When the advocacy team prepares an advocacy message targeting youth for example, it is always useful to practice the message delivery on a group of youth as a test for the message. Such a test group can give feedback on the interpretation of the message.
3. **True and persuasive:** The message should be true and persuasive by virtue of the data and information contained in it and the sound logic upon which it is developed. It has to explain clearly the actions that should be taken by the target audience.

Message elements:

- Issue description.
- Issue magnitude.
- Adverse effect of the issue on the community.

Note: There should be a general message and specific messages for each stakeholder.

Advocacy Message Styles:

- Emotional appeals vs. reason-based appeals
- Negative appeals vs. positive appeals
- Individual appeals vs. collective appeals
- Close-ended conclusion vs. open-ended conclusion
- Repeated appeal vs. one-time appeal

Message Development Template		
Advocacy objective		Target audience
Activity/ activities		Message contents
Procedures (implementation steps)		Message contents
Time and place of message delivery		

Advocacy Campaign Action Plan

After crafting a message, it is necessary to set up an action plan for the implementation phase. This plan should identify the prioritized advocacy activities, set an objective for each activity, define the amount of time needed for implementation, establish the role and responsibility of different team members, allocate the resources necessary for implementing each activity, and anticipate the potential challenges and obstacles for every activity.

Advocacy Campaign Implementation Plan Template

Activity	Objective	Timeframe	Member in Charge	Resources	Challenges and Obstacles

Securing funding for advocacy activities:

Planning for funding should start from the beginning of the advocacy process. It is important to have diversity in funding sources, so as to ensure continuity, clarity of steps, and information transparency. It should also be very clear how the finances of the advocacy campaign are managed and how the necessary funding can be obtained in such a way as to ensure the integrity of donors and trust-building in the long term. The following points should be taken into consideration:

- Prepare the advocacy campaign budget based on cost allocation and fundraising.
- Budgets are small and require insight and attention to detail to manage.
- Identify the risks and benefits of accepting money advances for the purpose of implementing the advocacy project.
- Merge the resources through coalition-building.

The following template illustrates the resources required for the activities and funding sources:

Activity	Resources Required	Funding Sources	Activity Implementation Duration	Challenges

Advocacy Monitoring and Evaluation

The monitoring and evaluation process can be part of the advocacy strategy. It can contribute to the enhancement of relations and exchange among the allies, target audience, and actors, and provide them with the opportunity to submit their feedback on the advocacy campaign. The main objective of monitoring and evaluation is learning, identifying the lessons learned, and modifying the future strategies accordingly.

Monitoring Procedures:

- Hold regular meetings prior to the implementation of the various activities, and set a mechanism for each stage.
- Start networking among the partners and also between the partners and the advocacy parties.
- Provide all the resources and requirements necessary for the activity implementation, and revise the action plan as needed.

- Communicate with the target audience in the same way as specified at the planning stage.
- Document the minutes of the meetings and keep a record of the events.

Objective-Indicator-Evidence Tool Template

Objectives	Indicators	Evidence

List of References:

- *Democratic Dialogue – a Handbook for Practitioners*, published by the Canadian International Development Agency (CIDA), International IDEA, the Organization of American States (OAS), the General Secretariat of the OAS (GS/OAS), and the United Nations Development Programme (UNDP), 2011.
- *Community Dialogue Manual*, published by Search for Common Ground.
- *How CSOs Implement Community Dialogue*, published by USAID.
- *Insider Mediators: Exploring Their Key Role in Informal Peace Processes*, published by the Berghof Foundation, 2015.
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