

# **Strategic campaigning the professional way!**

The staff of RESULTS UK

RESULTS UK

# Agenda:

1. Knowing what you want to change
2. Understanding the change process, identifying stakeholders, planning influencing strategy
3. Communications and action planning.
4. Home!
5. Thanks to Bond, Ian Chandler of the Pressure Group and New Internationalist

# Ground rules

- Arrive on time after breaks
- No mobiles
- Ask questions!
- Listen when others are speaking
- Contribute fully, speak your minds!

# Group working

- In each session appoint a facilitator, rapporteur and timekeeper
- Switch round each turn
- Ensure everyone participants
- Work straight onto paper provided

# Let's put that into practice!

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In your groups appoint a rapporteur, scribe and timekeeper, open the envelope on your table, introduce yourselves to each other, name, where you're from, and what you're hoping to learn today.

10mins

# Why we plan and strategise

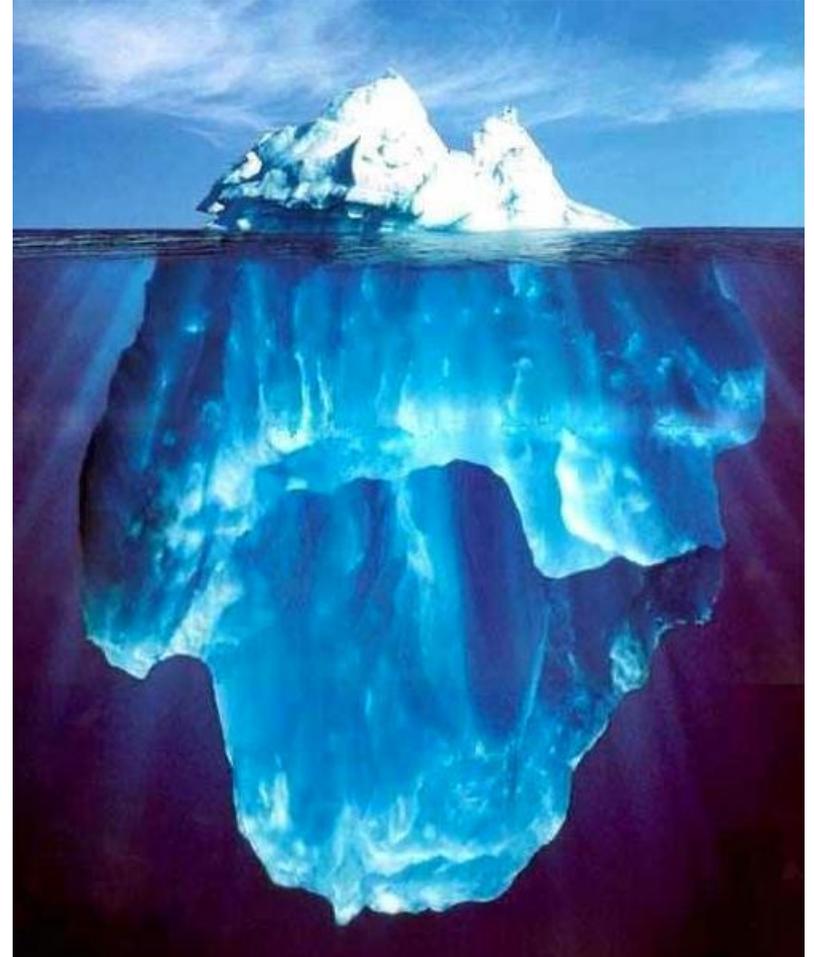
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It can be very daunting thinking about making change



What have these got in common?

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# Strategic campaigning is...

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- A process not an event
- About achieving specific outcomes and real change....not just raising awareness or changing perceptions
- All about preparation

# The 6 deadly sins

1. Unclear aims and objectives
2. Activity planning happening before you know who and how to influence
3. Action plans that run to an internal timetable
4. Lack of innovation
5. Messages that don't get noticed
6. Failure to focus

# Section 1: Know what you want to change

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4 stages:

1. Identify problem or issue to be addressed:  
we have done this for you!
2. Analyse problem or issue
3. Agree aim and objectives

# Step 2: Analyse problem or issue

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## Why do we do analysis?

1. To help us understand the situation more fully, leading to better analysis and strategy
2. To provide evidence to help convince others of the validity of our analysis.

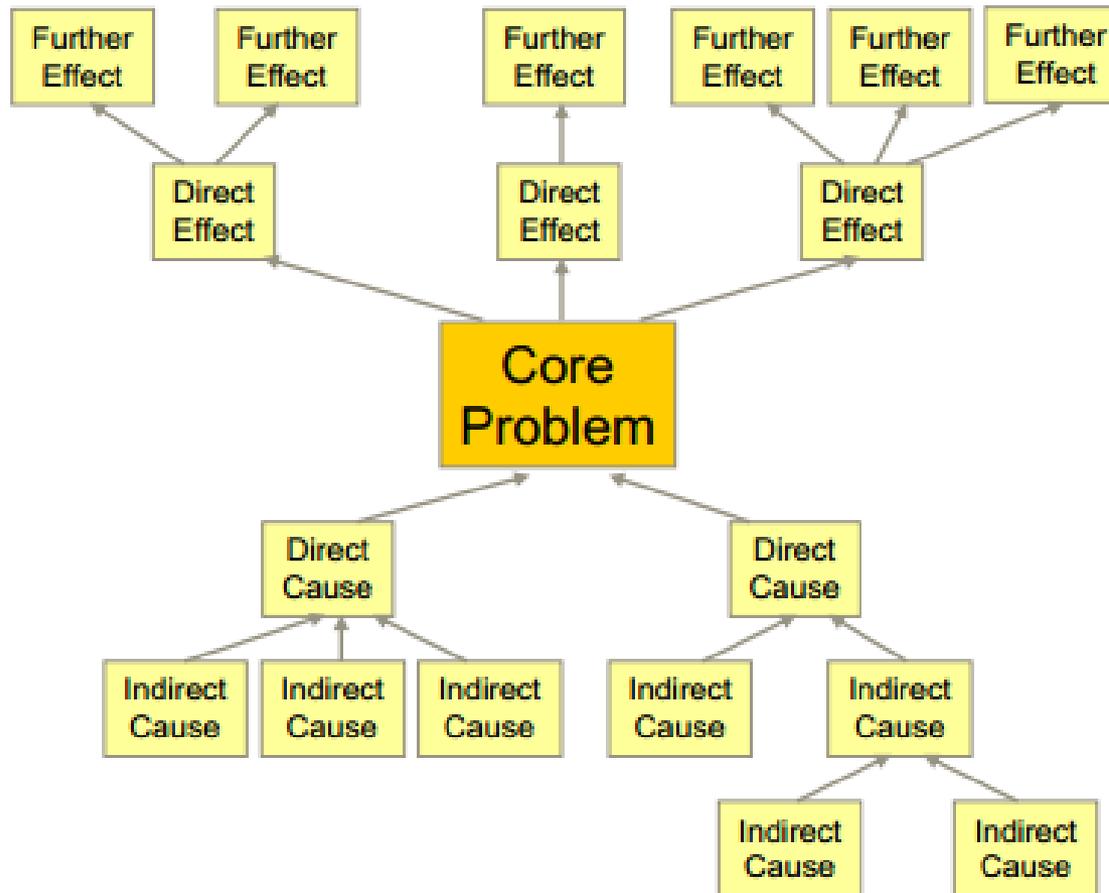
## How?

Problem tree is a useful tool!

# Analyse the problem using a problem tree

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## Problem Tree

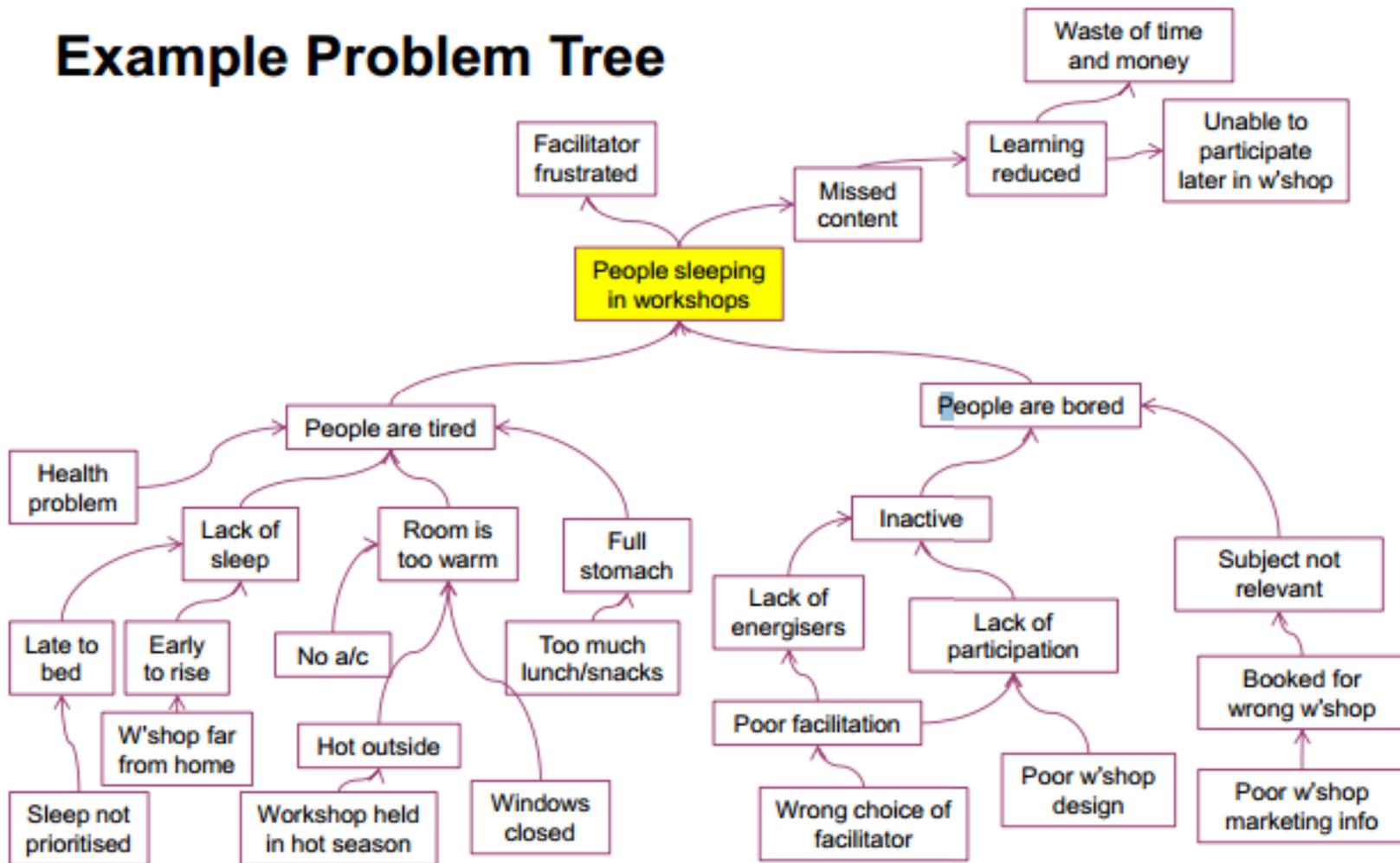




# Example problem tree

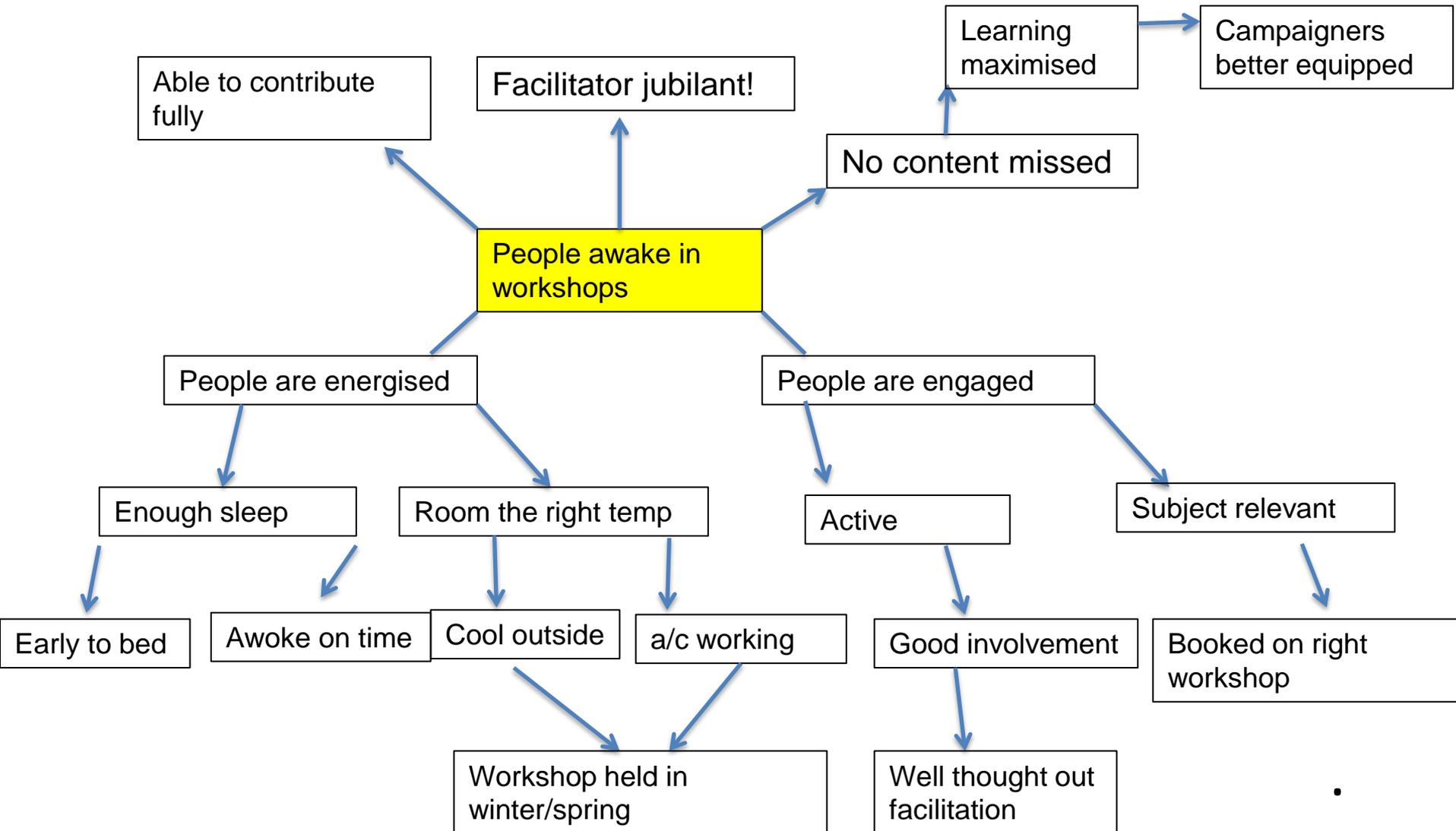
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## Example Problem Tree



# Example solution tree

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## Step 4: Agree aims, recommendations and objectives

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**Aims** These relate to the ultimate impact you hope to contribute to.

**Recommendations** These are what you would like others to do to make that impact happen.

**Objectives** Are those recommendations you will focus your work on.

# Types of objective

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Institutions: Policy change or practice change

People: Knowledge skills attitudes or behaviours

When selecting objectives from your list of recommendations, you could choose:

- The most important one
- The easiest one
- The timeliest one
- The catalyst one
- The most emotive one
- These are just a few ideas!

# Campaign or advocacy objectives

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Don't say:

“lobby the government to increase funding to GAVI”

“Educate health policy makers on TB/HIV”

Do say:

“The UK government to increase funding to GAVI”

“Health policy makers to understand the interaction between TB and HIV”

# Make objectives SMART!

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**Specific**

**Measurable**

**Achievable**

**Relevant**

**Time-bound**

Oxfam Intl's "Education Now!" campaign from 1999

Aim: Universal Primary Education

Objectives: To increase funding for primary education through targeted aid and debt relief.

Recommendations: For the UK government to increase its allocation of development aid to education

# End of step one! Time for a group activity

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## Identify advocacy aim recommendations and objectives:

1. Identify core problem (in your envelope)
2. Analyse that core problem using a problem tree
3. Transform into a solution tree
4. From solution tree identify your aim and 5 recommendations for different actors
5. From the recommendations, select 3 key objectives.
6. You have 20 minutes then 5 each to report back
7. Refer to handout 1 in your envelope

# Part 2: Identify best influencing strategy

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1. Understand the change process
2. Identify and analyse stakeholders
3. Agree target audiences (from stakeholders) and messages

# Why we need to know how to influence

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Advocacy is contested, it is about promoting a point of view in competition with other views, garnered from:

- Vested interests
- Different values
- Alternative perspectives
- Other priorities

# Different influencing strategies

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1. Persuasion
2. Mobilising support for your objectives with:
  - a) A selected group of influential stakeholders
  - b) Targeted segments of the public
  - c) Affected communities

# Types of advocacy argument

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1. Arguments that demonstrate the benefits to people
2. Arguments that demonstrate how your objective will benefit them
3. Arguments that link to wider norms like human rights
4. Emotional appeals to their core values

# Understand the change process

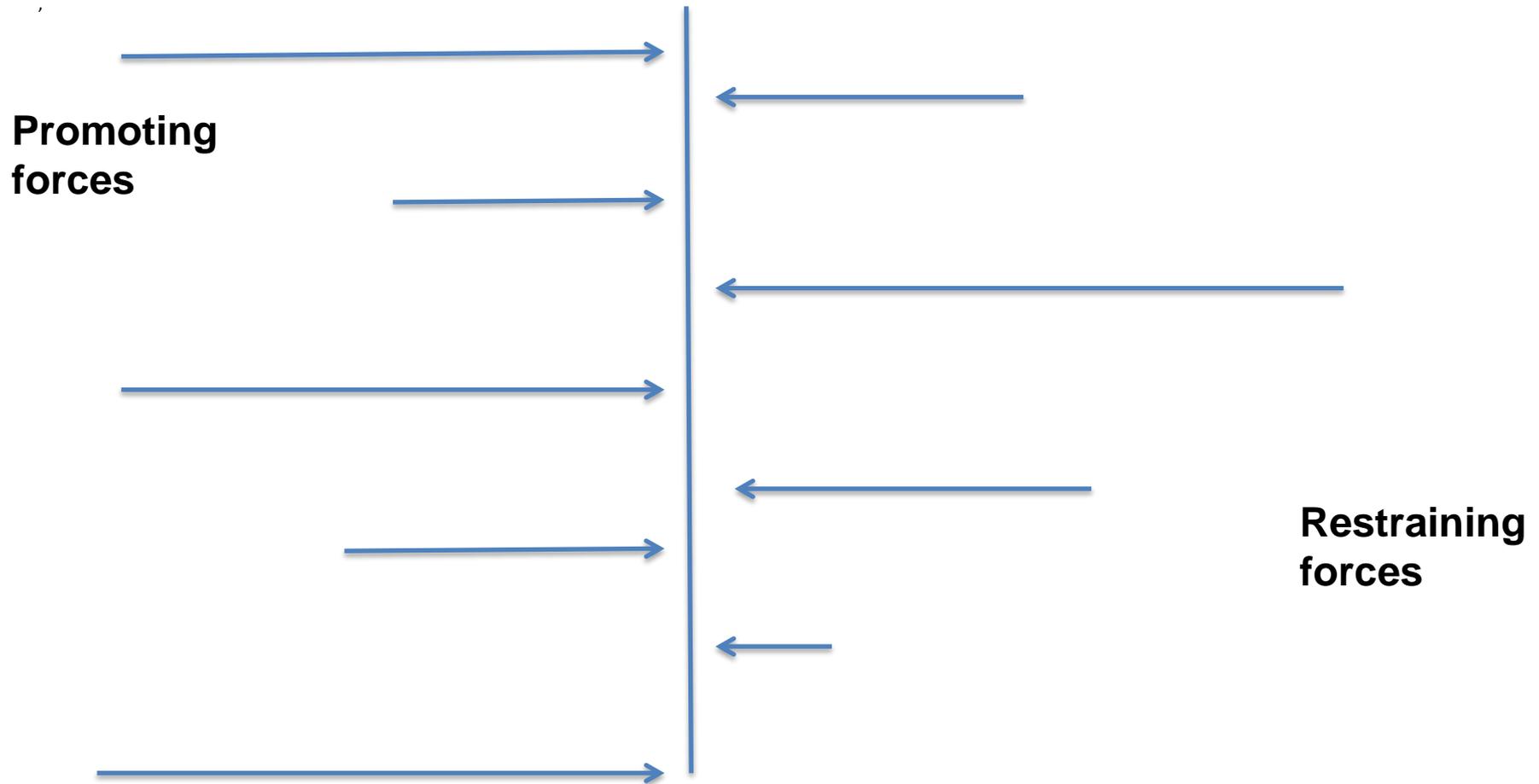
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Five key questions:

- 1. Where**
- 2. Who**
- 3. How**
- 4. When**
- 5. What influences the decision**

**What influences the decision?  
Use a force field analysis to find  
out!**

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# Force field analysis: Why do teenage girls smoke?

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We can do this one together!

# Group activity during and after lunch! Understand the change process

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For a policy objective you identified earlier, answer the 5 key questions:

1. Where is the decision made?
2. Who makes the decision?
3. How is the decision made?
4. When is the decision made?
5. What influences the decision?

Spend most of your time on the last question, creating a rough force field analysis.

You have 15 minutes then we will feedback

Refer to handout 2 in your envelope

## Step 2: Identify and analyse stakeholders.

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Now we understand the change process and have worked out what influences the decision, we need to learn who is involved in the issue.

# Who are stakeholders and why are they important?

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What are they?

Why are they important?

Some are natural or potential allies

Some are neutral or potential opponents

Some are undecided

All can be subject to influence to some extent

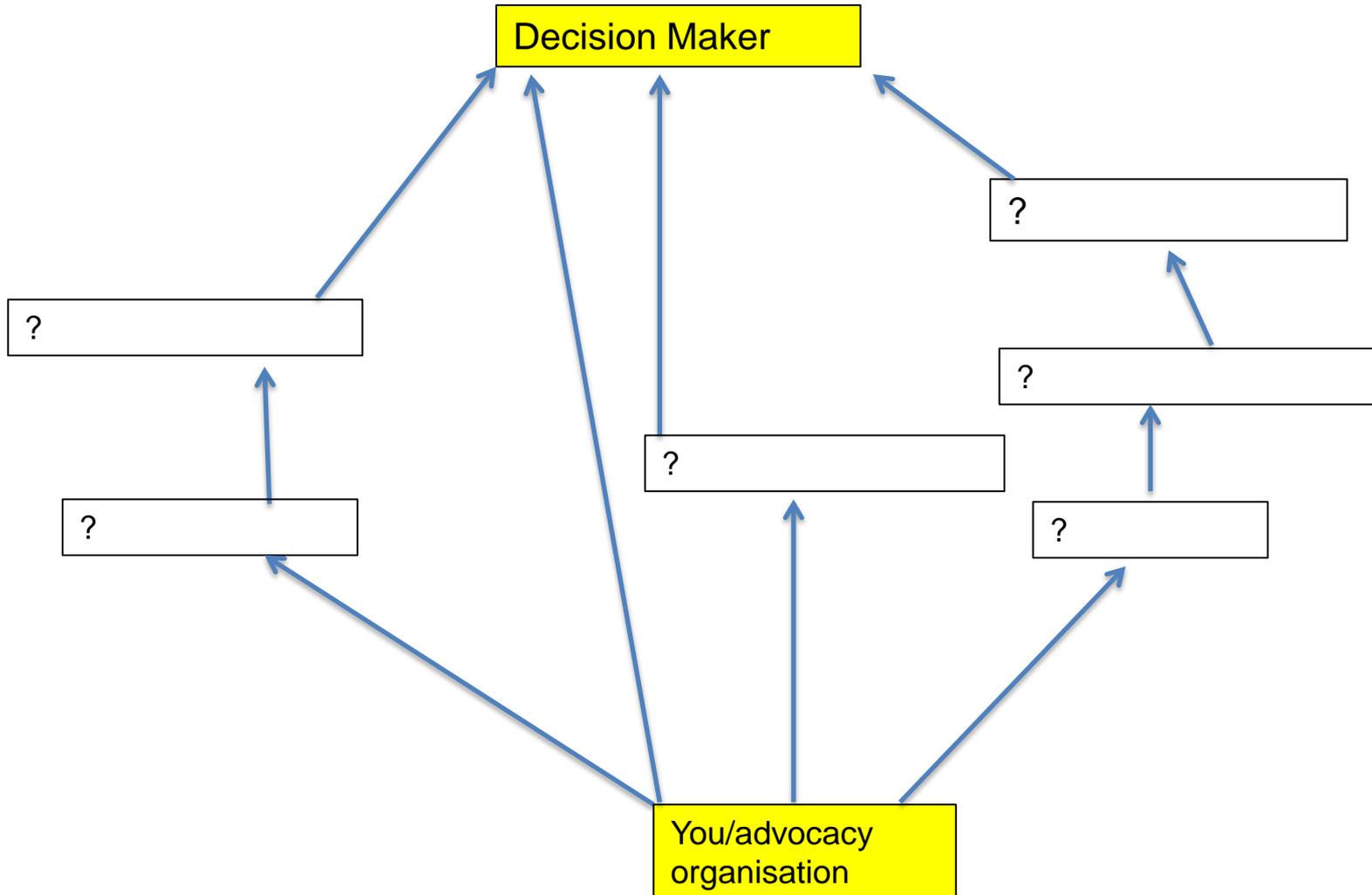
# Why do we do Stakeholder analysis?

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- Helps us to map out the ‘policy battle ground’
- Select those stakeholders who we should target as our audiences
- Allows us to determine the appropriate influencing objective

# Influence map

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# Stakeholder analysis

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Four stages:

1. Identify stakeholders
2. Analyse stakeholders
3. Sort the results
4. Interpret the results

# Stage 1: identify stakeholders

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Brainstorm stakeholders, long and exhaustive list

Be creative! Don't judge or censor your brainstorm

# Analyse the stakeholders

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1. What degree of influence can they have over the decision maker? *High, Medium or Low*
2. How much do they agree or disagree with our objective? *Solidly against, against, neutral, in favour, solidly in favour*
3. How important is this issue to them?  
*Compared to other issues they face: high importance, medium importance, low importance,*

# Plot the results

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## Stage 2: Analyse the Stakeholders

Stakeholder	Influence	Attitude	Importance
	L M H	AA A N P PP	L M H
	L M H	AA A N P PP	L M H
	L M H	AA A N P PP	L M H
	L M H	AA A N P PP	L M H
	L M H	AA A N P PP	L M H
	L M H	AA A N P PP	L M H

AA = Solidly Anti; A = Anti; N = Neutral; P = Pro; PP = Solidly Pro

L = Low; M = Medium; H = High

# Group activity! Brainstorm your stakeholders

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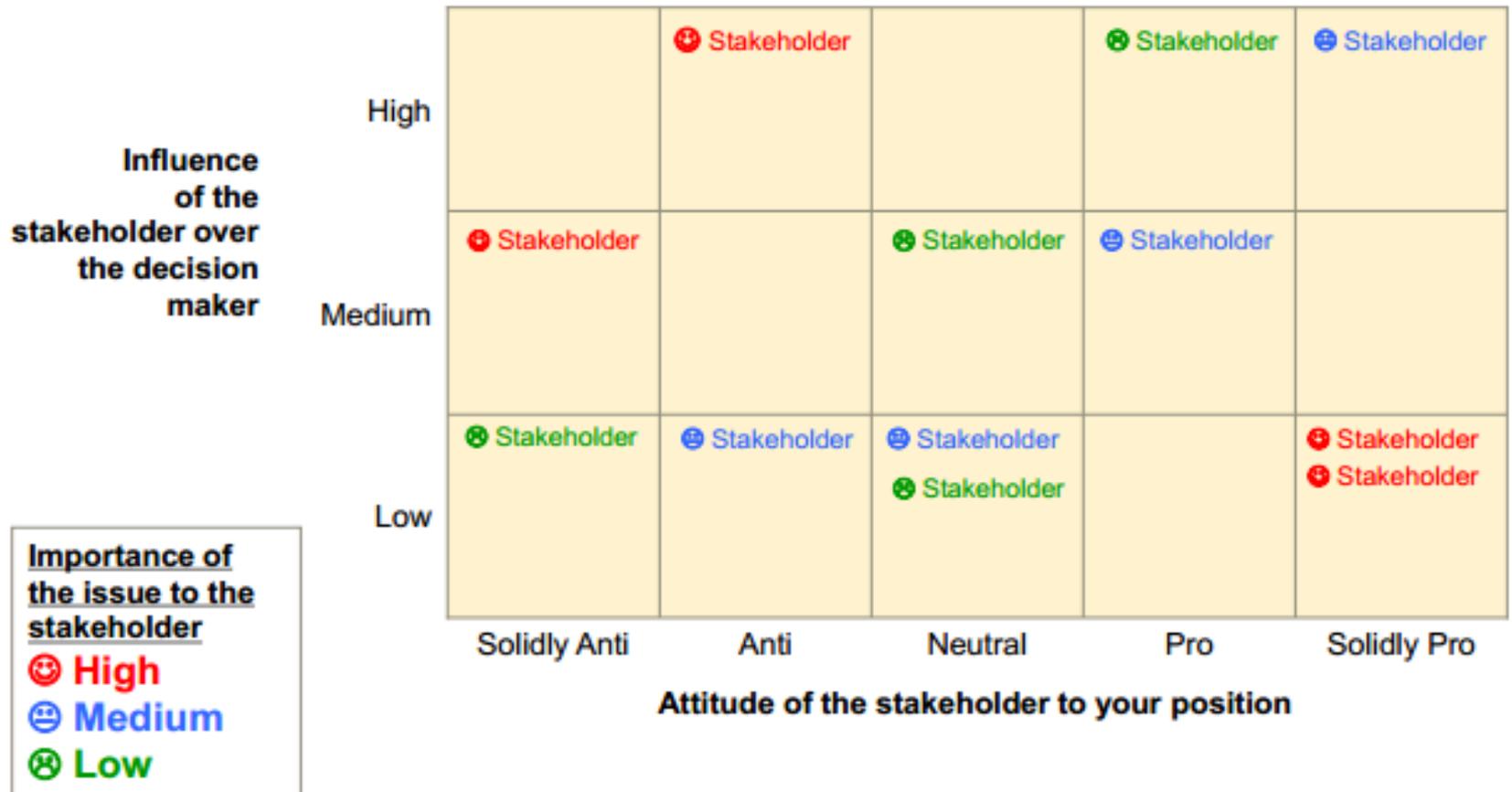
1. Using the results of your last exercise:
2. Brainstorm your stakeholders
3. Analyse them with the three questions.
4. You have 15 minutes!
5. We aren't reporting again
6. Refer to handout 3 in your envelope

# Sort the results

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To make the results stand out you can plot them  
in an allies/opponents matrix

## Allies & Opponents Matrix



# Group activity! Allies and opponents matrix

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1. Plot your stakeholders onto an allies and opponents matrix
2. You don't have to plot ALL the stakeholders you brainstormed.
3. You have 15 minutes!
4. We won't be reporting
5. Refer to handout 4 in your envelope

# Interpret the results

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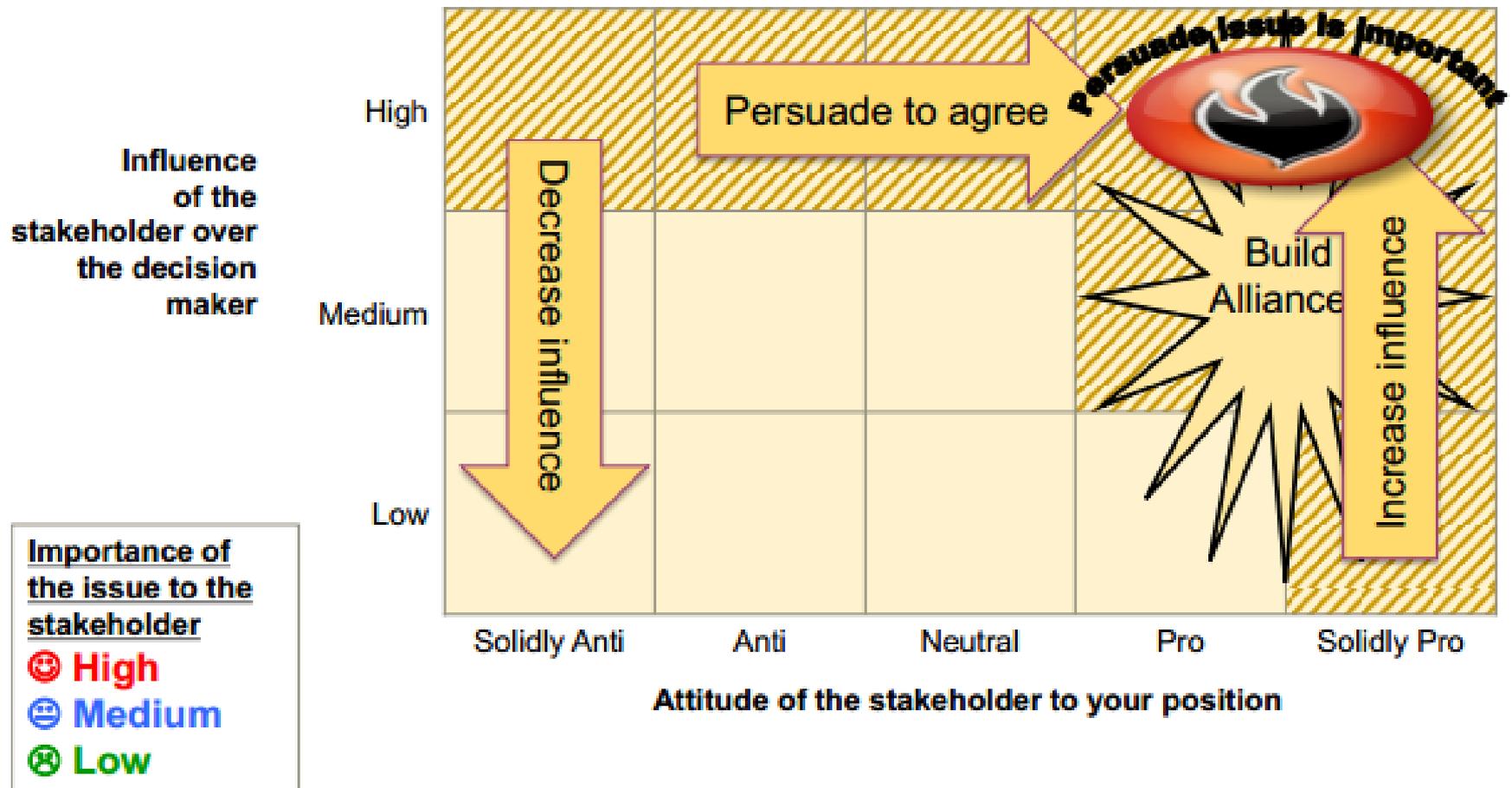
First we can assess the current situation

Secondly, we need to work out how to shift the  
balances of power

# 5 influencing options

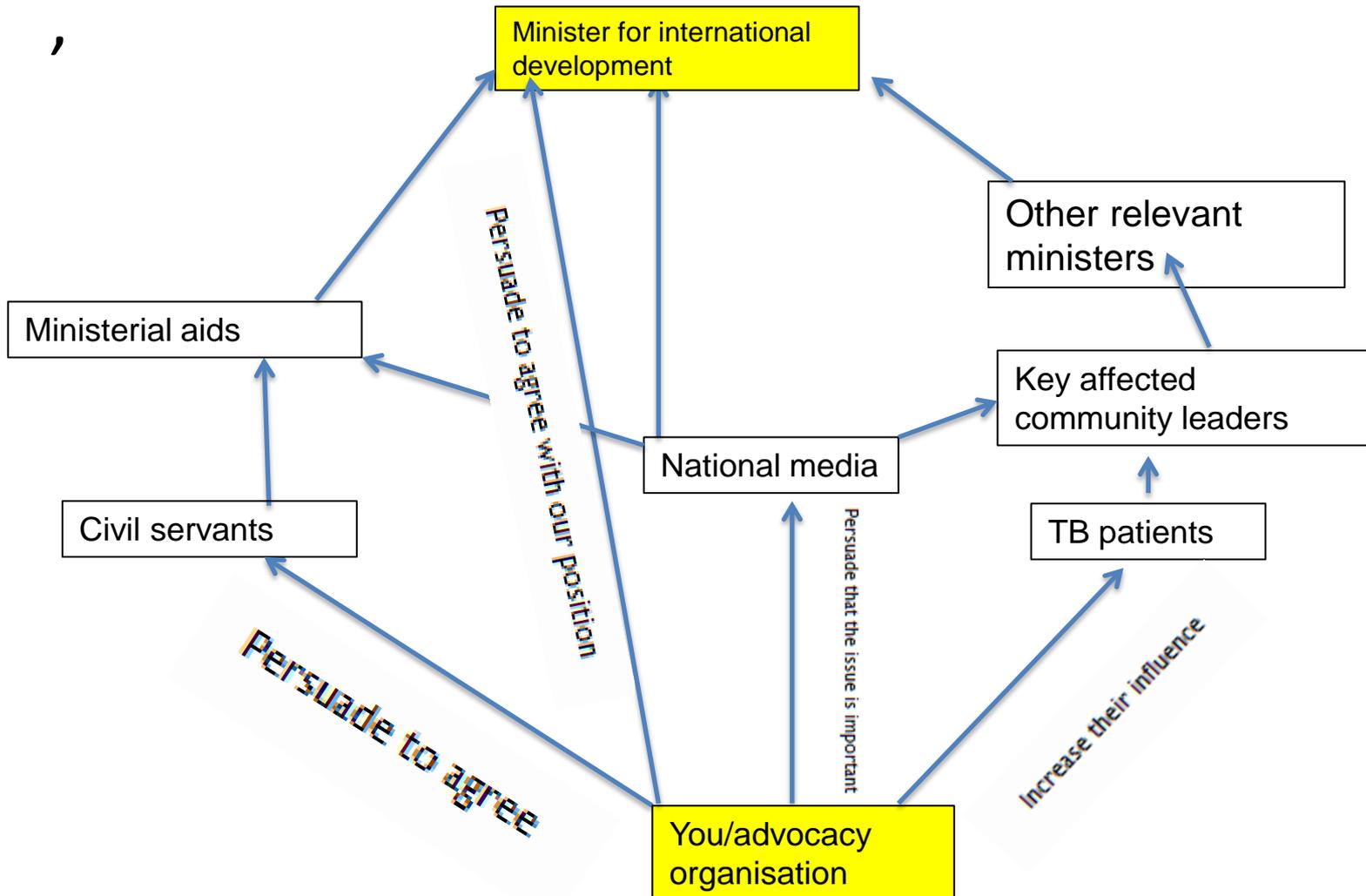
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## Five Influencing options



# Now we can return to our influencing strategy

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# Group activity! Select target audiences and influencing objectives

1. Using your matrix select your target audiences and their influencing option/objective
2. Represent your chosen strategy on an influence map
3. Present back your matrix and map
4. You have 15 mins
5. Then present
6. Refer to handout 5 in your envelope

# Communication!

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## Clear Communications

In case of

# FIRE

1. Sound the alarm
2. Leave the building quickly but calmly
  - Do not stop to collect belongings
  - Do not use the lift
3. Assemble at the assembly point in front of the building
4. Do not re-enter the building until told that it is safe by a member of the fire service

## Guidelines on action that can be taken in the event of a suspected situation of uncontrolled combustion

1. Alert others to the possibility of a situation of uncontrolled combustion. This can be done through identifying and activating the mechanism for sounding the alarm and/or communicating verbally in a loud and urgent manner.
2. Leave the building as quickly as possible in a manner that does not induce panic in others and is consistent with a safe exit strategy. Please note that:
  - You should avoid delaying your exit by gathering your belongings, taking into account the principle that human life has a greater intrinsic value than that of physical possessions
  - You should not use lifts (also known as elevators) in case the combustion results in a cessation of power supply to the lift and you therefore become constrained in the lift (or elevator) and be unable to remove yourself from the location of the uncontrolled combustion.
3. Make reasonable attempts to alert the relevant authorities who has the responsibility, legitimacy and technical expertise required to bring the uncontrolled combustion under control. These legitimate authorities are usually known as the fire service and can be contacted through the national telephone based emergency referral service. If you are unaware of the designated number that needs to be dialled, please consult with and network with the people affected by the combustion to determine the correct number.
4. Assemble in the designated location in order that you can be identified as having safely left the scene of the uncontrolled combustion, thus removing the requirement of the aforementioned fire service personnel to make attempts to rescue you from a situation of danger or grave peril.
5. Do not re-enter the location of the suspected uncontrolled combustion until given permission by a member of the fire service who has the appropriate level of authority to issue such instructions or permission.

# Golden rules of communications

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1. Be clear!
2. Every audience is different
3. Understand their perspective
4. Win their hearts and their heads
5. Use evidence to support your argument
6. Case studies and testimonies are very important
7. Images and pictures can be very powerful

**A picture is worth a thousand  
words: resistance**

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# A picture is worth a thousand words: war

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# A picture is worth a thousand words: famine

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**A picture is worth a thousand  
words: environment**

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# A proposition...

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Is:

Single message

A short phrase

Not a slogan or sound bite

Oxfam Intl's "education now" campaign

Aim: Universal Primary Education

Objectives: To increase funding for primary education through targeted aid, debt relief and reform of IMF programs

Recommendation: For the UK government to increase its allocation of development aid to education

Propositions:

1. Education is every child's right
2. Basic education helps break the cycle of poverty.

# Group activity! Develop message proposition

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1. Generate a number of potential message propositions (not slogans!) for the campaign you have been working on
2. Thinking about the audiences you are trying to influence, select the best proposition for your campaign
3. Develop a slogan to kick start your campaign!
4. You have 15 minutes
5. Report Back

# Stage 3! Develop action plan

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1. Plan ways to engage each audience
2. Devise an action plan

# Plan ways to engage each audience

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1. Each activity you organise or piece of communication material should be designed:
  1. For a particular target audience
  2. For a specific purpose

For this you can use an advocacy checklist

# Advocacy checklist

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1. Audience
2. Influencing objective
3. Format
4. Action/response

# 3 ways to engage

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1. Directly
2. Indirectly
3. Interactive

# Final, last ever group activity!!

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For one of your target audiences in your influencing strategy develop a range of actions that you can take to engage and influence them.

1. Clarify the audience and its influencing objective
2. Generate a sequence of activities to move the audience from where it is now to where you want it to be
3. Describe each activity and its immediate purpose
4. You have 20 minutes