



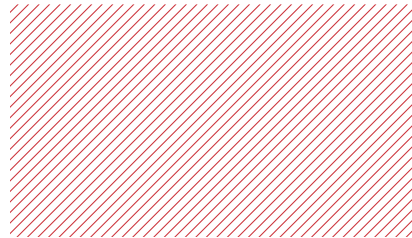
breakthrough

# CAMPAINING FOR CHANGE

## Curriculum Toolkit

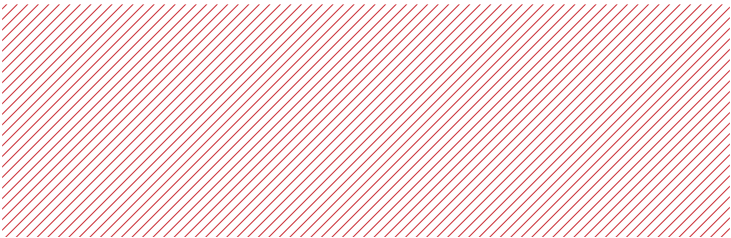
Discover what you can do to prevent  
violence against women and girls



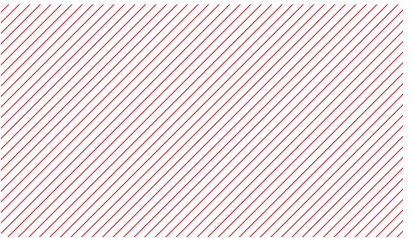


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# This Toolkit Is Made For You



## Are you looking to...

Start a new campaign initiative? Take action against gender based violence? Adapt an innovative campaign for your region? Find new ways of using media to highlight prevalent issues? Highlight local issues of gender based violence? Inspire a change towards more equitable and gender just society. Then read on...

## This toolkit is made for you.

It contains a step-by-step process for creating innovative campaigns to inspire community action against gender-based violence. It brings together strategic and tactical approaches and experiences of diverse campaigns to help you use global knowledge for local and relevant action.

You could be a community-based worker, a social entrepreneur or a young person concerned about inequity

and disharmony or is working on these issues professionally. This toolkit will help you create innovative and low cost campaigns that address the most relevant and pressing concerns that affect you and others.

This toolkit is ideally suited for use by individuals who are part of the community where they wish to work, and are committed to the vision of a gender just and violence free world.

## How to use this toolkit?

This toolkit is meant for anyone who wants to use social change campaigning as a methodology. The toolkit provides process guide for conceptualizing and implementing a campaign. It contains examples, case studies and practical information and tools to help you along every step of the campaigning. The information and tools contain a mix of strategic and tactical approaches to plan your campaign.

The toolkit is divided into three main sections. Each section addresses one step of the campaigning process and includes information as well as a session design to walk the users through the campaign creation and design process. Each section also contains a set of session designs that will help facilitators and participants to create locally relevant campaigns based on their own experiences and ideas. The session details contain activity sheets, formats and additional information that might be required to facilitate the activity.

## Note for Facilitators

The activities and session plans suggested in the toolkit are designed for use in conjunction with the information given in each section. The session details contain activity sheets, formats and additional information that might be required to facilitate the activity. It is essential to read and review the information and the related sections before facilitating the sessions. Enhancing the sessions with local and contextual examples will help in making the curriculum more relevant and real for the participants.

As a trainer, you must know about the on ground realities and be able to communicate effectively. The purpose of this toolkit and the role of the facilitator is to enable and guide conversations towards a common goal. The facilitator is not responsible for offering ready solutions. Instead, the facilitator has to enable and guide the participants to come up with their solutions and workable plans to reach them. The facilitator must try to create an atmosphere that will encourage the participants to learn together and from each other.

This toolkit will provide you with techniques and session plans to help in planning a campaign. You must encourage, appreciate and challenge the participants as required, to make

their plans relevant and context specific as well as executable.

## Your Role as a facilitator

- You need not be a subject expert. Facilitate the participants' knowledge towards building effective plans.
- Manage group dynamics to ensure equal participation.
- Build trust and cooperation among participants for effective personal sharing.
- Build a group agenda and the group discussions towards this agenda
- Communicate clearly and effectively to ensure that the learning inputs are received and understood.
- Be familiar with the training material. Your preparedness to address doubts, clarifications and flexibility to change plans to the situation and learning process is the key to a good workshop or session.
- Acknowledge all inputs in a positive and encouraging manner. Direct the flow of conversation as needed.
- Ensure timeliness and attentive participation from all participants.
- Set the example by bringing your own energetic and engaged participation.
- Ensure a mix of learning and fun to keep the participants interested.
- Don't dominate the conversation, allow the participants to lead.



**Want To Change:** delves into the desire to bring change and the personal motivations of the campaigners.

**What to Change:** helps to identify the relevant issues and community needs. It also helps build a human rights perspective and outlines key concerns while selecting the issue and creating a change intervention.

**How to Change:** lays out the step-by-step process for designing and creating the campaign. It gives examples and checklists to assess progress at each stage of campaigning and ensure effective completion.

The toolkit is both a process guide and a training tool that will help the users convert knowledge of onground realities and media and communication skills into an effective campaign design and implementation plan. The suggested workshop designs leave enough room for facilitators and participants to innovate and tailor-make the sessions based on their need.

The toolkit can help you plan well and be prepared for the journey, but the most critical learning is in the journey itself. This is the process of creating the roadmap, the journey will start once you step out and take action.

This toolkit provides a suggested training design for the activities that have been detailed. You can choose to follow this design or pick specific activities to suit your needs and create your own design. The session plans follow a specific instructional design flow to help participants reflect on and share their ideas and experience, and create plans to implement their learning in a real setting.

### Why a toolkit?

Because you are the expert. This toolkit does not offer any easy solutions or ready templates. It offers guidelines, examples, practical tips and process workshops for helping you design a social change campaign that is locally relevant and best suited to your skills and abilities. It will help you sharpen your ideas and knowledge, and channelize them to achieve your goals.

The toolkit provides perspectives as well as specific exercises and process flows that are conducive for adapting and innovating to suit diverse contexts and situations. It will help you work with communities to recognize, reflect on and act against violence against women and girls.

- Specific guidelines for training on gender, sexuality and violence related issues
- Be sensitive while handling the issue. Get information on the right perspective and the issue before you begin.
- Understand your participants' social and cultural background to be able to ensure sensitive and appropriate examples are shared.
- You are responsible for creating trust and honesty in sharing. Take care to ensure sensitivity and positive energy when participants share personal stories.
- Share your own stories and experiences. You cannot expect the participants to share their intimate and personal experiences if you are not willing to do the same.
- Be non-judgmental. Do not approach gender, sexuality and violence related experiences, opinions or issues with a moralistic approach but one of comfort, consent and safety.
- Use language carefully. Find out what are the correct and appropriate terms to use. E.g. survivor and not victim in case of persons who have experienced or are experiencing violence. You set the example for the campaigners who will carry it to their communities and colleagues. Encourage people to speak – allow expression of opinions, doubts and beliefs and encourage discussion.





# CAMPAIGNING FOR CHANGE

## An Introduction

### Case Study 1

In 2014, a group of young people from Mahatma Gandhi Kashividyā Peeth (MGKP) in Vanarasi, sparked off a campaign in response to government's inaction to the Badaun rape case of two dalit teenage girls, who were allegedly gangraped and hanged. The campaign is to highlight issues of safety of women.

This group of young people were a part of trainings organized by Breakthrough on Gender and Rights under the Right Advocates program; they identified their group as "Kabir manch".

The elected government in response announced to pay compensation to the victim's family. This left many disturbed in the Kabir Manch. They began discussions about possible actions that can be taken as concerned citizen. This led to the campaign to advocate with the government on the issues of safety for girls and women. The campaign was called "Muavza nahi surakhsha" (Safety not compensation). The group invited Lakshay Play academy to create and perform a theatre piece. The performance drew a crowd of more than 500 people who joined the discussion on the politics of compensation by the

government and the issue of safety. 200 people participated in the signature campaign and various organizations based in Uttar Pradesh also joined the campaign.

The signature campaign was successful in collating a letter of demands that was presented to the Chief Minister through the City Magistrate, Urban (East).

**Following is another case study to expand on the topic.**

### Case Study 2

In 2013, a small group called Alfa Education Society based in Karwada region of Rajasthan did a campaign to highlight gender inequalities and their impact on young girls. They organized a workshop with 15 girls from the villages around Karwada to use photography for expressing their experiences of gender discrimination. Over two days they discussed how gender influenced their experiences and learnt photography with the help of a basic point and shoot digital camera. The girls were asked to take the cameras and shoot images that illustrated the experiences they discussed in the workshop.

The young photographers bustling about in the village generated a lot of curiosity and excitement in the village. The resulting set of pictures was displayed in the Alfa Education Society centres in Karwada and a neighbouring village and helped create spaces for discussions and recognition of inequities. Not allowing girls to go to school, preferential treatment to sons and the burden of household duties from an early age for girls were some of the experiences highlighted by the photographs.

The campaign reached out to a large number of women and sparked off discussions in the community. It also helped to enhance girls' participation in Alfa Education Society's work. Moreover, instead of the group going out to teach the communities about gender, it became a collaboration where the girls were partners in highlighting issues from their own lives and talking about them through photographs. Alfa also had a visit from the team of the TV series Satyamev Jayate who spoke to them about their initiative and requested to use the pictures. The group had to consider permission and privacy issues and declined from allowing public use of the photographs.

Lokesh Kalal, one of the founders of the group feels that the campaign was successful in highlighting a normalized behaviour and attitude as an inequity by giving a voice and a platform to the girls. It ran for a limited time, but created an impact and stories that can be used for further work on the issue.





# Understanding Social Change



All around us we see and hear people talking about change. Two of the most popular phrases that we hear about change are;

**“Be the change you want to see”**

**“The only constant in life is change”**

But what exactly is the change we are talking about? It is definitely bigger than individual change and so refers to a group of people or a society. We can call it social change. But social change could be a change in beliefs, lifestyles, attitudes, behaviours or roles of people. It could also be brought by changes in nature and availability of resources, a change in social relations or developments in technology or religious doctrine.

Thinkers have used different approaches and theories to understand social change. In our work, we are concerned with positive social change towards an equitable and democratic

social order, which ensures that people are free and can access human rights. This is the kind of change we are trying to bring by working with a group of people and leading campaigns.

The abolition of sati, and the change in attitudes towards widow remarriage are all examples of this kind of change. The change in outlook towards violence against women and girls, and the new legislation after the Nirbhaya case and its aftermath can be considered a more recent example. In the case of “Muavza nahi surakhsha” (Safety not compensation), the example given earlier, their goal was to highlight the compensation politics of government. Providing compensation instead of infrastructure and systemic change is akin to dismissing women’s safety issues. Compensation also begins to ‘normalise’ such behaviours like sexual harassment, abuse and violence towards girls and women, rather than recognising that these are gender based violence.

**Do you want to create a campaign for change? What is it that you wish to change in yourself and the world?**

# What is a Campaign?

Campaign is a general term used to describe many different activities aimed at achieving an overall goal. Programming, marketing, fieldwork, communications and building partnerships all are a part of campaigning. The term is now most widely used in the context of advertising and marketing.

Campaigns may take different forms depending on their objective. Let us look at some examples of diverse campaigns –

- The campaign against Section 377 of the Indian Penal Code that criminalises unnatural sexual offences against the order of nature in India asked for the reading down of the section in cases same-sex sexual activities between consenting adults.
- Breakthrough’s Bell Bajao campaign against domestic violence asks people to intervene or interrupt an instance of domestic violence. The intervention or interruption lets the perpetrator know that they are being watched and lets the woman facing domestic violence know that

they have support. It is a call to take responsibility and take action.

- The Jaago Re campaign is aimed at people to encourage them to vote. It intends to bring about a mindset and behaviour change in the people regarding voting as a responsibility and right of adult citizens of India.

A social change campaign is the same as a marketing campaign except the motivation is towards a social issue or concern. Our social change campaigns are geared for changing social and cultural norms, attitudes, values and practices that are oppressive and result in violations of people’s rights. We make the best use of marketing and communication tools, and principles, to stop violence and create a better world for women.





# Why Campaign?



**Who can campaign?**

**You can campaign!**

The expansion of media networks and emergence of new media in the last decade has given a big boost to the possibilities of reach and impact through campaigning. We are now able to connect people across the globe and create large collaborations. The

global “One Billion Rising campaign” which began in 2012 and picked up momentum recently and “No Going Back”, the anti-377 campaign in India are examples of networked and collaborative campaigns.

Campaigns need not be run by large organisations or by the government to be successful. 16 girls who were studying a course on Women in the Public Sphere at the Duke University in America decided to start a campaign to bust myths about feminism. They called it, “Who Needs Feminism”. They wanted to change the incorrect and negative associations that many people had about feminism. Their online call to ask people to post their pictures with a reason why they need feminism became hugely popular around the world and has created a lot of conversation on feminism, empowerment and highlighted gender based violence.

Campaigns are an effective tool for primary prevention of violence against women and girls. While a primary investment in direct engagement with community members’ work for women’s empowerment and gender equity is paramount, campaigns are crucial for creating a social climate that will welcome positive change and support the change of social and cultural norms towards equity.

Campaigns can be suited to specific contexts and needs and designed according to the scope and skills available with a local team. They can be run individually or with large collaborative networks and address many issues together to create immediate as well as long term impact. And with the power of social media and community support, one campaign run by an individual has the potential to reach millions of people just at the click of a button.

# Social Change Campaigning

Much like marketing or advertising campaigns, a social change campaigns is a concerted effort to achieve certain social goals instead of market driven or commercial goals. Social change campaigns are concerned with;

- Addressing human rights violations caused by existing social attitudes, values and behaviours. This includes issues like gender based violence, domestic violence, sexual harassment, early marriage and gender-biased sex selection, which are rooted in patriarchal and sexist mindsets, practices and norms.
- Changing social values towards equity, freedom and justice by transforming behaviours and attitudes towards an equitable and safer environment where violence against women and girls is unacceptable.
- Bringing together media skills and marketing knowledge to create interventions that bring in attitudinal change or specific legislations, policies or laws to support such values.





# Campaigning and Community Work

While campaigning is a great way to highlight an issue, it is a specific and time bound process. Collaborations with ongoing community interventions lend a higher degree of credibility and continuity to the work initiated through campaigning. It also brings a greater depth of knowledge and resources and makes the change more sustainable through an on ground action.

Campaigns should ideally work alongside community interventions that provide opportunities for long term and sustained engagement towards empowerment beyond the life of the campaign itself.



## 1

Session 1:  
Getting Started  
(45 minutes)

### Overview

This session is designed to help a facilitator start off a training program with energy and fun. It will help the participants to get to know each other and initiate a supportive and mutually respectful learning space based on shared values.

### Activity 1: Pehchaan Kaun: Getting to know each other.

This session is designed to help a facilitator start off a training program with energy and fun. It will help the participants to get to know each other and initiate a supportive and mutually respectful learning space based on shared values.

Time: 25 minutes

### Objective

- To know the names of all the people in the group.
- Become comfortable with each other.
- Find out some new information about others in the group.

### Materials and preparation

- Activity sheets for each participant
- Pens for participants

	Activities	Time
Activity 1	Getting to know each other; Ice breaking activities	25 minutes
Activity 2	Sharing our expectations – Expectation Tree	20 minutes
Activity 3	Guidelines for working in a group – Group discussion	20 minutes

### Description

#### Activity 1, A. Naam Gum Jayega

(This works best in a larger group of more than 10 people)

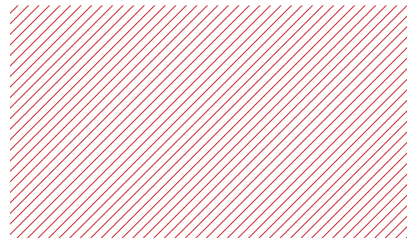
Step 1 – All the members of the group are asked to stand in a circle.

Step 2 – Facilitator starts the activity by taking his/her own name.

Step 3 – The next member has to take

Has the same birth year as you	Has the same favourite sport as you	Has the same shoe size as you
<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>
Has visited a city you also visited	Knows the year in which the Supreme Court issued the Vishaka judgement	Likes a same sport as you
<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>
Has the same favourite actor as you	Can speak more than two languages fluently	Can name two laws/acts addressing VAW
<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Answer</li></ul>





their own name and the name of the person who spoke before them. The next person speaks out the name if the facilitator as well as his/her own name and so on. Each new participant takes the name of all the people who have spoken before.

They must do so without looking at the name-tags and hints. You can make the activity more challenging by asking people who have already spoken their names to interchange places among themselves.

**Step 4** – To close the activity, the facilitator takes the names of everyone in the circle



## Activity 1. B. Human Bingo/Koi Mil Gaya

**Step 1** – Facilitator distributes the activity sheets

**Step 2** – Facilitator explains that the task is to meet at least 9 people in the room in 5 minutes and find out details about them. Each name can only appear once on the sheet. Each time they find a match they have to shout “Bingo/Mil Gaya” out loud.

**Step 3** – The facilitator says “Go” and the participants get 5 minutes to talk to each other and fill in their individual sheets. They can put one person’s name only once.

**Step 4** – De Brief: The facilitator can ask the following questions

- Did you have fun?
- What did you learn about others?
- Can you name two laws about violence against women?

**Step 5** – Facilitator sums up the activity and thanks the participants for their energy.

*Koi Mil Gaya Activity Sheet.*

## Activity 2: What do we want? Clarifying Expectations

This is an activity to help the participants to express their expectations and plans after the workshop. It will help to identify key learning areas for the group and bring everyone on the same page about the intent and objectives of the training.

**Time:** 20 minutes

### Objective:

- To review everyone’s expectations from the learning experience.
- To articulate fears, hopes and goals that the participants have.
- To identify common agendas and possibilities for cross learning.

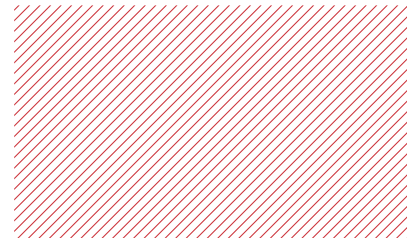
### Materials and preparation:

- A large tree made on four sheets of chart paper.
- Different colour post-it notes or slips of paper with glue /sticky tape.
- Pens for participants

### Description:

**Step 1** – Hand out the post-it notes/slips of paper to the participants.

**Step 2** – identify different content to be put on different parts of the tree. Ask the participants to write responses to questions on the slips of paper and stick them around one part of a tree. Take the group through each part one



by one, summarizing the responses by participants after each stage.

- Roots – What are our assets? What are the strengths that we bring to campaigning?
- Leaves – What are expectations from the workshop? What do you hope to learn or take back from this experience?
- Fruits – What is your goal? What are the outcomes that this learning process will help you achieve if the expectations are met?
- Insects/bugs – What are some of the challenges or roadblocks that will keep you from achieving the goals? Stick these around the branches.
- Trunk – tell the participants that this is reserved for the group guidelines, which will be the strength of the learning process.



## Activity 3: Group agreements and guidelines

This is an activity for setting group agreements and guidelines for working together. It is meant to enable smooth functioning in the group and set the tone for a safe, appreciative and conducive learning environment in the group.

**Time:** 20 minutes

### Objective:

- To review everyone’s expectations from the learning experience.
- To articulate fears, hopes and goals that the participants have.
- To identify common agendas and possibilities for cross learning.

### Materials and preparation:

- A separate chart with a parking lot made on it.
- A chart sheet titled – shabdkosh

### Description:

**Step 1** – Divide the group into two and give each group 5 minutes to make a list. Ask one group to list behaviours that support group work and the other to list behaviours that hamper group work.

**Step 2** – Ask both groups to put up the lists and read them out to everyone.

**Step 3** – Ask the participants to suggest guidelines to enhance the positive

behaviours. You can prompt them with some examples from the list. After making a list, ask everyone if there is agreement on this list. Only if everyone agrees can the list be considered valid and final.

**Step 4** – Introduce the idea of conflict. How will the group manage conflict? What will they do in case someone does not keep the agreements? Help the group create some system for monitoring if everyone is sticking to the agreements and taking action if someone does not.

**Step 5** – Introduce the idea of parking lot. This is a space where participants can park any questions or doubts. Emphasize that no questions are stupid or silly and that they should feel to ask whatever questions they have. Questions can also be put up anonymously.

**Step 6** – Introduce the Shabdkosh – this is a literal dictionary where participants can post any words they do not understand. Explain that many times we use words that others do not understand or words that are technical and jargon like. We will try and avoid all such words but in case any slip in or are necessary, they can be put up in the shabdkosh and explained for everyone.

**Step 7** – Stick the group guidelines near the trunk of the tree of expectations.



# 2

## Session 2: Campaigning for Change (30 minutes)

### Overview:

This module will introduce the concept of campaigning and some of the key questions that the participants must ask before visioning their campaigns. It will help them recollect examples of campaigns and talk about the utility of campaigning to bring positive change

### Session Objectives:

- To familiarize participants with the meaning of campaigning.
- To list some features of campaigning as a change intervention.
- To examine and discuss an example of campaigning for change.
- To list campaigns that the participants remember and find inspiring.

### Materials and preparation:

- Board the Bus campaign video
- Flip chart and markers.



### Activity 1: Introduction to Campaigning (20 minutes)

**Step 1** – Share with the participants that in this session we will be discussing the meaning of campaigning” and it’s relevance as a way to bring change.

**Step 2** – Ask the participants what they understand by the word campaigning. List the responses on a flip chart for all to see. Possible responses may be

- An effort to spread awareness.
- Bringing together people to do something.
- Working together towards a common goal.
- Mobilising people to do something.
- Street plays, online campaigning or using internet and media to spread awareness.
- Engaging community members to do something to improve the situation.
- Responding to violence or any wrong things that happen.

Acknowledge all the responses and say that all these can be part of campaigning. [watch out for any responses that may be completely unrelated to campaigning and resolve those.]

Share the definition of campaigning –



**Step 3** – Say, “let us look at an example of campaigning.”

**Step 4** – Lead a discussion using the following key questions

- What is the issue?
- Who is the audience?
- What was the message?
- What is the call to action? Is it doable?
- Does it address the issue?
- Is the campaign relevant?

**Step 5** – Summarise with the following points -

- The “Board the Bus” campaign addresses the issue of safety for women commuters on public transport, specifically, buses. It addresses a real situation that many women experience daily.
- It targets online as well as on ground audience for spreading awareness about the issue. It calls out to women commuters to take action by inviting them to board the bus on 8th March

and posting pictures or writing about the experience online on Facebook and twitter. The main audience are women who commute by bus, but others could also join in the call for action.

- The campaign message is simple and direct – more women should be able to use the bus at all times. The more women there are, the safer it will be.



### Board The Bus – A profile

In 2009 a baseline study done by Centre for Equity and Inclusion found that 95 per cent women they surveyed reported restricted mobility due to fear of being harassed by men. Breakthrough’s ‘Board the Bus’ campaign in March 2014 focused on the issue of safety on buses in Delhi tackling the broader challenge that women face while using public transport. Through online and on ground action Breakthrough encouraged women to #BoardTheBus on 8th March (international women’s day). They called out to women to ride the bus in large numbers and initiated online action and campaigns to lead up to the day of action – Women’s Day.

The campaign reached over 2000 people on ground and over 6000 online to raise awareness about lack of freedom and mobility as well as sexual harassment.

*Screen the Board the Bus campaign video*



- The call to action is to board a bus on women's day and write about their experience, take a picture or tweet about it, linking to Breakthrough's online platforms. It was simple because for many it was a part of their daily routine.
- It addressed the issue directly by highlighting the problem and spreading awareness and by enabling women and men to share stories and experiences.
- The campaign was relevant to a daily experience and to the reality of women commuters in many cities.
- At the end, also summarise the comments and views shared by the participants earlier.

**Step 7** – Ask the participants if they remember any other campaigns that they have seen, heard about or been part of. List the examples on the flip chart. Encourage them to describe the campaigns – the goal, target audience and call to action – and why they liked that campaign.

**Step 8** – Share that campaigns can be of diverse kinds and have diverse goals.

- The campaign against Section 377 of the Indian Penal Code that criminalises “unnatural sexual acts against the order of nature”, often read in terms of same sex desiring people in India asked for a specific legal action, i.e. to read



down the section and not criminalise consenting adults in same sex relationships.

- Breakthrough's Bell Bajao campaign against domestic violence asks people to ring the bell to interrupt an instance of violence and let the perpetrator know you are watching them; and the person experiencing the violence know that they have support. It is a call to take responsibility and take action.
- The call to action for the Jaago Re campaign is to encourage people to vote. It aims to bring about a mindset and behaviour change in people

coming out to vote.

- The Muavaza Nahin Suraksha campaign supported by Breakthrough, Lucknow asked for greater accountability and action from authorities in the wake of gruesome cases of rape and sexual violence in Uttar Pradesh and Haryana. It raised public awareness against the attitude of announcing compensation to victims of violence and denigration of responsibility to stop violence by the authorities.

**Step 9** – Ask the participants why they want to take up campaigning as a method of bringing in change. List their responses on the flip chart.

**Step 10** – Explain that campaigning can include many different activities. Campaigning as a mode of intervention can be adapted to specific needs and agendas, and work with the available skills and resources to bring focused change or awareness.

- Outline the features of campaigning as a change intervention. You can refer to the list below and add any others that come up in the discussion.
- Campaigning is a specific and focused initiative to address a particular issue.
- Campaigns can be suited to the needs of the community.
- Campaigns are time bound and specific in their objectives.
- Campaigns can bring together online and on ground audiences to

create greater visibility and impact.

- Campaigns can address emerging social realities and change according to the needs of the community and the social climate.
- Campaigning is easy and can be suited to the abilities, resources and skills of the campaigners.

**Step 11** – Share that the training will build on this concept of campaigning and help each team, create actionable plans for specific campaigns relevant to their contexts.





# WANT TO CHANGE

This section deals with our desire to bring a change.

Why do I wish to be part of a change process? What drives me to take action and motivates me to work for a particular cause? Can I understand the society without knowing myself? Can I start a movement, take action and inspire others? These are some of the questions you must ask as you begin your journey as campaigners.

This section will help you find those answers. It will help you understand campaigning in the context of social change and identify a strong personal

connect with the issue or the problem that you wish to address. It will enable you to reflect on your own experience and use that to connect with the social reality you wish to address. Articulating your own inspiration story will strengthen your own commitment and help you find inspiration in the stories of others who share your vision and passion to work for social change.

The training component of this section offers processes and tools to create a safe and collaborative learning environment and begin the process of envisioning and designing a change process to realize your vision. It

will enable a process of reflection, recognition and sharing of “personal stories” in a manner that will inspire support and motivate others to work for change.



## Personal Narrative to Social Reality

Personal stories are like pieces of a puzzle that come together to create a picture of social reality. They help us feel a sense of connection and solidarity with the teller and are powerful inspirational tools for any campaign.

How can personal stories be effective tools for campaigning?

They are your stories. You can tell them in the most authentic and effective manner.

Statistics can seem overwhelming. Personal stories put a face to the issue. They can help the audience feel connected with your reality and situation and a sense of solidarity with your story.

A personal change story shows that change is possible. It inspires people to be part of the change movement and create their own stories of change.

Enabling community members to articulate and share their stories can be a powerful tool for campaigning to highlight a social system that does not allow the realization of a common vision for a better world.

Let us look at a useful technique for identifying and telling our personal stories to inspire others.

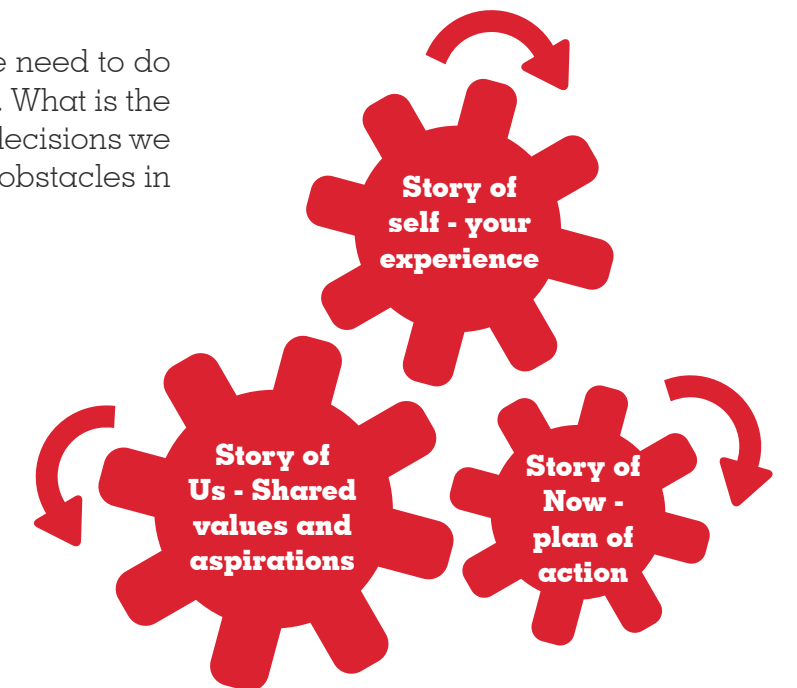
### The “Public Narrative” Technique

Marshall Ganz describes Public Narrative as a leadership art. The technique involves identifying three defining stories and using them to create a narrative that uses your personal story to inspire others to action.

**Story of Self** – Your personal story of inspiration. What experience motivated you to do this? What inspired you to get involved?

**Story of Us** – The collective vision of a group or a community for a larger good. The shared values and convictions that define our vision of what our future should look like.

**Story of Now** – What do we need to do to make that vision a reality. What is the action we must take or the decisions we must make now, to remove obstacles in realizing our dream.





The public narrative method can help you identify and articulate your own personal connect to the issue on which you wish to work and share that to inspire others to join your cause.

**The elements of the Public Narrative technique can be traced in Anita Maurya’s story in this video.**

<https://www.youtube.com/watch?v=9xw0Rl2Dej8>

Anita Maurya is a rural lower middle class woman whose husband was diagnosed as HIV+. On testing, she also discovered her own HIV+ status. In the video, she speaks about her journey from being diagnosed as HIV+ to her work in the community to spread awareness about and living with HIV as a positive person.

**Story of Self:** Anita talks about the experience of discovering her own positive status and her husband’s death as a significant turning point in her life. She also speaks about her struggle to ensure a good life and future for her children.

**Story of Now:** Anita raises key questions about the lack of support for HIV+ women, especially after the death of their husbands. She highlights the stigma and discrimination that single positive women face from their families and society.

**Story of Us:** The video ends on a

positive note with Anita talking about the need for awareness and her own role as a community mobiliser. The call to action is in the form of an appeal to donate to the cause.

In his keynote address in the Democratic National Convention in Boston, US, in 2004 Barack Obama can be seen using this technique here <https://www.youtube.com/watch?v=eWynt87PaJ0>

You can also Watch Marshall Ganz talk about values and strategy here [https://www.youtube.com/watch?v=JAb\\_DPyZdVQ](https://www.youtube.com/watch?v=JAb_DPyZdVQ) , and coach members of the California School Employees Association in Public Narrative here

[https://www.youtube.com/watch?v=JAb\\_DPyZdVQ](https://www.youtube.com/watch?v=JAb_DPyZdVQ)

**Story of Self**

**Story of Us**

Other Examples:

Steve Jobs’ - Stanford Commencement Address 2005

<http://www.youtube.com/watch?v=UF8uR6Z6KLc>

Ban Ki Moon - EU Summit on Sustainable Energy for All

<http://www.unric.org/en/latest-un-buzz/27489-sg-remarks-to-eu-summit-on-sustainable-energy-for-all>



**3**

**Session 3:  
Creating Our  
Change Narrative  
(75 minutes)**

**Overview**

The aim of this module is to enable participants to reflect on and create strong personal narratives to share their stories and connect with the issue they have chosen to address through campaigning. The participants will create

**Key Learning questions:**

- What is my personal motivation to engage with social change?
- What prompted my change journey?
- What is our collective vision?
- What is the block in realising this?
- Why do personal stories work better to inspire others?
- How can we tell effective stories for inspiring change?

**Objectives**

- To reflect on and share personal connect with the change you want to bring.
- To identify a shared vision and values of the world you wish to see.
- To create a personal narrative to inspire change and motivate others.
- To demonstrate the power of personal stories in inspiring social change and using personal stories in campaigns.

**Materials and preparation**

- Public narrative handout.
- This Holiday Season It Starts With You – Anita Maurya’s story [video].
- Video screening equipment.
- Key question handouts.
- Plain sheets and pens for participants.

**Description**

**Step 1** – Screen the video “This Holiday Season It Starts With You” (Anita’s story)

**Step 2** – Lead a discussion on the video and Anita Maurya’s story asking the following questions

- What did you think about the video?
- What did you learn about Anita’s life from the video?
- What are the issues that the video addresses?
- What does the video ask people to do?
- Did you connect with Anita’s story? Why? Why not?

Emphasize the significance of using a personal story to talk about a large issue. Ask the participants if they felt the personal story helped or added something in the discussion. Did having a face and a personal story enhance connect to the issue?

Share that personal stories are useful tools for motivating people to bring change.

They help by giving a human face to an issue which otherwise gets lost in numbers and statistics.

They make the problem real and immediate.

They allow the audience to feel an emotional connect with the issue.

**Step 3** – Explain the background and context of the public narrative training and introduce the activity. You can also photocopy the description given in the Want to Change section as a hand out for the participants.

**Step 4** – Ask the participants to reflect back on Anita’s story and think about their own key experiences that motivated them to act for change. Ask them to write their own stories using the Public Narrative framework.

**Story of Self** – Who am I? What is my strong experience around the issue? What motivated me to connect with this issue? [introduce the issue using a personal story]

**Story of us** – What is the issue and what are the values that we must uphold. Articulate the problem and what shared values [humanity, equality, human rights] must be upheld to solve the problem.



**Story of Now** – What do you want people to do? What action will help people bring a change in their own lives and influence others ?and in society?

**Step 5** - Ask participants to pull these threads together to create a 3 minute story of change. The three-minute story should speak about who you are, what issue you feel passionate about and what others can do to make a difference/join your cause.

**Step 6** - Announce that each participant

will be sharing their personal narratives with others in small groups and sets parameters for feedback using the group norms and emphasizing on critical and positive feedback. You can share the “Feedback Checklist” given at the end with the participants.

**Step 7** – Divide participants into groups of 5. Ask participant to share their story with the others in the group. Appoint one person in each group to keep time and check whether the stories are

less than three minutes. Each person gets feedback from each other in the group along with the facilitator. Ensure that everyone gets the opportunity to feedback on the story.

**Step 8** – Sum up by outlining some of the new things we know about each other and the key issues that have motivated us to be here to be kept in mind while working on our change agendas through campaigns.



## Feedback Checklist

Preparing to give feedback on Stories

### DO —

- ... say first what works in the story, focusing on specifics.
- ... identify the challenge, choice and outcome in the story.
- ... clarify choice points — the moments when one thing happened instead of another.
- ... Identify the emotions that facilitate action – especially looking for the hope.
- ... connect the dots in the narrative, helping to illuminate how someone got from “here” to “there”.
- ... look for themes.
- ... ask questions about the intended audience and the desired action or response.

### DO NOT —

- ... offer vague or abstract “feel good” comments, such as, “You did a great job,” when you could instead offer specific concrete feedback about your reaction to the story and what worked.
- ... enter into debate or react to the content other to than give feedback on the key points of Public Narrative or to get clarity about the storyteller’s intention in a key area.
- ... make value judgments about the storyteller’s voice or the validity of their lived experience. Remember that tellers are experimenting and need a safe space to try out new things.
- ... focus on this as a public speaking exercise, offering comments about “sounding confident,” “making eye contact” or needing “to say a few less ‘ums.’” Instead, spend your time on the structure of the storyteller’s Public Narrative.
- ... think about what you’re going to say about your own story while someone else is saying theirs. Pay attention to each teller, and learn, through that process, how to adapt your own story.





### Knowing the context

Before starting your change campaign, you must have a comprehensive understanding of different factors, realities and the situations on ground. The change we want to bring is in attitudes, mindsets and behaviours. But before you intervene, you must gather information about how these encourage, normalise and/ or lead to violence. The process of gathering this information is called “formative research”.

Well-executed and accurate research should help you identify any gaps between what you think should be done and what is most needed on ground. It will make your campaign relevant, useful and important for the community. You might be part of the community and already have the relevant information and knowledge. It is important to organize and cross check your information and knowledge of the community by sounding it out with others. This will help you strengthen your knowledge and uncover new information and needs.



Key questions that any research for work on gender based violence must ask are:

- What are the most common forms of gender based violence in the community – physical, psychological, economic, etc?
- What are the long term and short-term impacts of violence on the persons experiencing it and on society in general?
- What makes them vulnerable to facing violence?
- Who are experiencing this violence?
- Who are the perpetrators?
- What are the prevailing attitudes in the community about these forms of violence? Are they considered legitimate? Why?
- Have there been any previous interventions in this community against gender-based violence in that community? Are any current interventions? How successful have they been? What has made these interventions successful?
- What are the interventions that have not worked or achieved the desired results? What contributed to their failure?

You can gather this information by a discussion within your group or by taking up discussions with community members. It will be useful to talk to experts who have been or are working on these issues and in these communities. It is also a good way of enhancing your knowledge about the issue and the community.





# Mapping the Issue

It is obvious that before we begin action, we answer the question of “what do we want to change?” The response to these needs to be specific and precise. You might have heard the Chinese saying “The journey of a thousand miles begins with one small step”. We might want to overturn patriarchy, stop violence against women and girls, reduce crime rates and enhance the feeling of safety and freedom for all marginalized sections. However, we need to start the work by addressing one facet of these larger issues that is visible and clearly present in our society.

Some ways in which to begin may be to consider questions like: are women’s and girl’s access to resources, services and facilities like education, health-care etc. restricted? Is the larger issue gender discrimination by the family at home which discourages reporting and action against experiences of gender based violence in private and public spaces? Is it because of the stigma attached to sexual harassment and violence that perpetuates the culture of silence? How much control do women have over assets in their homes??

You must pick up one thread to begin the action, and you will realize how it automatically begins to impact the entire tapestry. These questions are not exhaustive, and more can be added or these can be further broken down to explore various layers within them.

The selection of the issue you want to address should be based on the following criterion;

**Is it a felt need in the community?**

**Do we have the ability to make a difference?**

**How does it connect with the human rights agenda?**

**Does it manifest in the violation of human rights?**

This will ensure that the campaign is relevant and the plans you make are performable by the campaign team. This will also help you bring a human rights approach in the campaign.

One of the methods of mapping the issues of any community is the Problem

and Objective Tree Analysis. In this method, we represent the issue that we are dealing with as a tree. The appearance of branches of the tree depends on how well nourished its roots are. In a similar manner, positive or negative effects of an issue depend on how well you address its root causes. If we represent the issue on the trunk of the tree, the roots as causes and its branches are effects. This can help you to examine the issue in more detail and visually present your understanding.

This helps us see the issue as a set of interconnected issues and help understand the big picture. It also helps to build a common understanding and agreement about the issue that needs to be addressed in a group.

This methodology is widely used for project planning by development agencies. A problem analysis exercise can be taken up by a team that is aware and well informed about the reality on ground or as a participatory method to involving community members who are interested in being part of a change process.

**Main issue:**  
**Sexual harassment of women in public places**

The key to representing an issue in this format is to be specific and precise about the problem, the effects and the causes. Taking up a specific problem will help us create an incisive and clear analysis to come up with clear solutions.

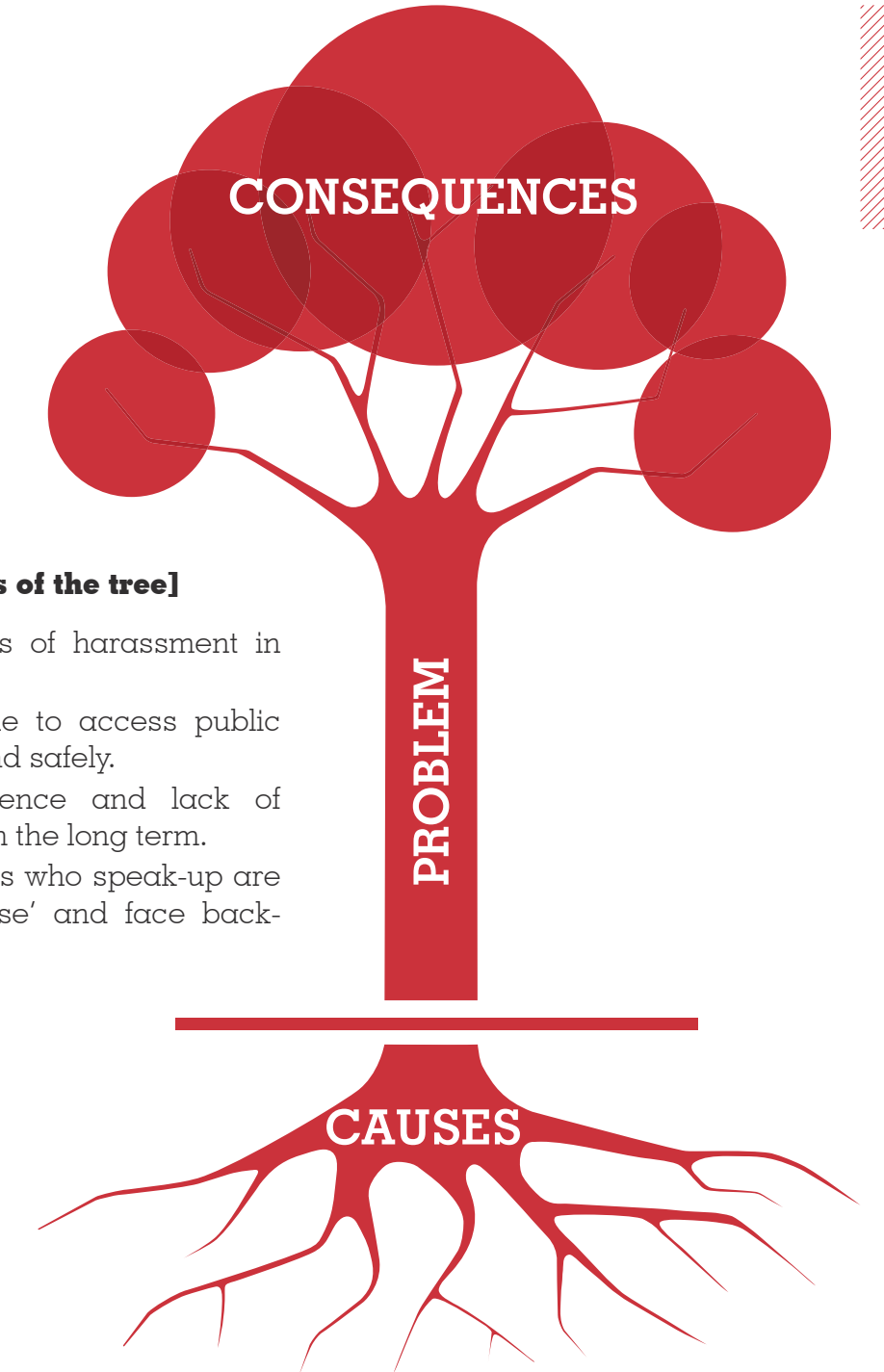
Let us understand this through an example. If we take up the issue of sexual harassment in public places, we can represent the issue in a problem tree format in the following manner

## Causes [Roots of the tree]

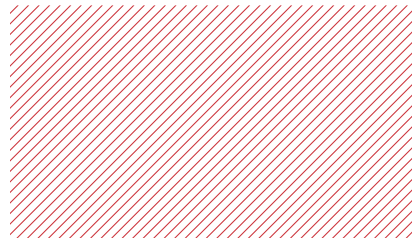
- Bystanders are apathetic or do not know what action to take.
- Women lack the confidence and information to take action.
- Harassment trivialized as “eve-teasing” and not considered a serious offense.
- Sexist and lax attitude of police personnel.
- Harassing women considered fun and a rite of passage by men

## Effects [branches of the tree]

- Increased cases of harassment in public places.
- Women not able to access public spaces freely and safely.
- Loss of confidence and lack of empowerment in the long term.
- Women and girls who speak-up are considered ‘loose’ and face backlash







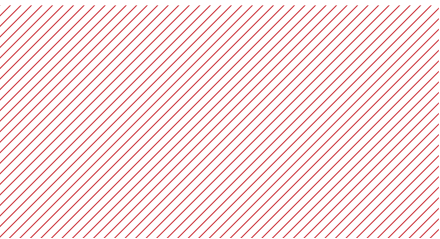
Once we have created a problem tree, we make a plan of action to address that problem. We do this by **turning the problem tree into an objective tree**. This involves reversing the articulation of the causes and effects to find the solutions. The problems are usually expressed as negative statements. Reversing the negative problem statements to create positive outcomes will give us the objective tree. While the problem tree is guided by cause-effect relationships, the solution or the objective tree is guided by means-end relationships. It will help clarify the broad goals as well as the outcomes of your campaign. Let us see how to do this in a step-by-step manner.

**The main issue becomes the goal of the campaign.** Examining the issue statement, “Sexual harassment of women in public places” gives us the broad campaign goal which can be articulated thus; “creating and ensuring safer public spaces for women”.

**The effects are reversed to become the objectives of the campaign.**

Effects	Objectives
Increased cases of harassment in public places.	Reduction in cases of sexual harassment in public places.
Women not able to access public spaces freely and safely.	Women able to access public spaces with freedom and safety.
Loss of confidence and lack of empowerment in the long term.	Reduction in cases of sexual harassment in public places.
Women and girls who speak-up are considered 'loose' and face back-lash	Women able to access public spaces with freedom and safety.
Women not able to access public spaces freely and safely.	Women and girls are not blamed for the sexual harassment. OR Men and boys are discouraged from sexually harassing women and girls. OR Women and girls are able to file reports against incidences of sexual harassment without being blamed or held responsible for the incident.

Using the tree analogy further, nourishing the roots will lead to healthier branches and leaves. Similarly, to achieve the objectives of the campaign, we need to address the causes of the problem. **Reversing the causes will give us the means of achieving the objectives.** These are the actions that the campaign must take.



Causes	Actions
Bystanders are apathetic or do not know what action to take.	Dissemination of information and messaging to promote bystander responsibility and action.
Women lack the confidence and information to take action.	Self-defence and rights awareness trainings to empower women to speak out against harassment. OR Dissemination of information and demanding for accountability from the legal system will encourage women to take action against harassment.
Harassment trivialized as “eve-teasing” and not considered a serious offense.	Public messaging to emphasize the seriousness of harassment and its long term impact.
Sexist and lax attitude of police personnel.	Petitioning the police for stricter and timely action and publicizing correct procedure for registering complaints.
Harassing women considered fun and a rite of passage by men.	Dialogue and training with men and boys to promote caring and sensitive masculinities and denouncing violence.

Each of the resulting objectives may in itself be the key issue for campaigning. It is wise to approach an issue by picking up one or two main objectives that are within the purview and scope of the campaign. There have been specific campaigns to dialogue with men and boys to promote safety of women. These take the route of exploring the notion of aggressive and dominant masculinity as oppressive for men and

encourage men to take action against violence against women and girls. Other campaigns work with the police system and train police personnel in responding to cases of violence against women and girls. Yet others work specifically on bystander responses and exhort people who witness sexual harassment to take responsibility and action against violence.





# 5

## Session 5: Problem and Objective Tree (90 minutes)

This activity will help the participants map the problem in a comprehensive and structured manner and identify its root causes. Participants will work together to present an issue and then set about devising a strategy to address it in the best way possible. It is divided into two parts;

**The Problem Tree** – for mapping the issue and it's causes

**The Objective Tree** – For creating objectives and strategies to address the issue

### Key Learning questions:

- What is the core problem?
- What are the main causes?
- What might be the secondary causes?
- What are the effects of this?
- How do we address this issue?



**“What we put in the roots causes the appearance of the branches”**

### Objective:

- To identify locally relevant issues of GBV.
- To articulate the root causes and secondary causes of the problem.
- To share the impact of the problem on the community.
- To identify approaches and strategies to address the causes of the main problem.

### Materials and preparation:

- A tree diagram depicting the trunk, roots and branches and leaves clearly made on two taped chart sheets for each group.
- Post it notes/slips of paper and tape to stick the notes on the tree.
- Flip chart markers.

### Activity 1.A: Problem Tree (20 minutes)

**Step 1** – Ask the participants to guide you in the process of making a tree. As they name different parts of a tree – the trunk, the roots, the branches and leaves – draw those parts on a chart sheet. Ask them to think about the different essential parts till they clearly mention the roots, the trunk and the branches and leaves.

**Step 2** – Once you have the tree diagram on the chart, ask them how will they identify if a tree is healthy? Discuss the different answers to arrive at the conclusion that the branches and leaves will look healthy if the tree is healthy.

Then ask them how will they ensure that the tree remains healthy? Discuss the responses to arrive at the conclusion that nourishing the roots is essential for keeping the tree healthy.

**Step 3** – From these discussions deduce that the appearance of the branches and the leaves of the tree depend on the condition of the roots. Share with the participants that this is the logic flow that they will be using for creating a problem tree analysis of the issue they have selected.

**Step 4** – Divide the participants into groups on the basis of teams that will work together. Give Ask each group a tree diagram and ask them to write the core problem that they have chosen to address in their campaign on the trunk.

**Step 5** – Ask them to think about the roots of the problem or answer the question “what causes this problem” Groups tend to look at large structures that cause the problem. While picking up issues on violence against women, it is easy to list “patriarchy” as a root causes. While this is correct, for the intervention, it is essential that the participants list causes that are more specific and directly related to the issue. You can facilitate this by encouraging participants to think about the immediate and more direct causes.

The groups should write each cause on small bits of paper/post it notes and paste them near the roots of the tree on the diagram. Encourage each group to keep asking the question “Why?” and think about the secondary causes behind the primary cause. Encourage all groups to dig deeper till they can identify the root of the problem. Give each group 10 minutes to finish this.

**Step 6** – Now ask the participants to think about how the problem appears in society. What are its visible impacts? Ask the participants to write each consequence of the problem on a

separate post it/piece of paper and stick it near the branches of the tree. Give each group 10 minutes to finish this. This is the “problem tree”

**Step 7** – Ask each group to present their problem tree to the other groups.

Quick Option – Ask the groups to paste their problem trees on the walls and then walk around the room to examine the trees of other groups. If they want, they can take different coloured post-it chits and write suggestions or feedback next to the trees made by other groups.

Ask if there are any questions about the problem trees or any clarifications needed.

In conclusion, list out the various issues identified by the groups for action through campaigns and point out any similarities or commonalities in the causes listed. Share this as the context of gender realities in which we are working to create change.





### Activity 1.B: The Objective Tree

**Step 1** – Share with the participants that we will now work with the problem that we have identified to find logical step-by-step solutions. In a way, we will turn the problem around to figure out what needs to be done.

**Step 2** - Ask each group to go back to their problem trees and rephrase the “causes” as objective statements. This simply means turning a problem statement like “lack of information on how to take action” into “give information about bystander action”. Also share that each problem need not have a separate action and that a single action may be able to solve many problems. For example. A sensitization workshop with auto drivers can address their sexist attitudes and give them information about intervention methods. These are the activities or the actions that the campaign must take in order to achieve the objectives.

**Step 3** – Now ask the participants to look at the effects they listed in the problem tree and similarly change them from negative to positive statements. For example, “lack of access to facilities and services” would change to “women and girls are able to safely access facilities and services”. Each effect should be changed into a campaign objective to be achieved by the campaign.

**Step 4** – Ask the participants to stick the charts on the walls and give each group time to browse through the charts prepared by others. This is the objective tree. This diagram gives them a list of objectives and a list of goals to address the issue that they have chosen. Ask each group to pick one or two concrete objectives that they can address through their initiative and identify the objectives that will help them reach that goal.

These are the objectives and the goals of their campaign.

### Notes For Facilitators:

Identifying stakeholders is the first crucial step to planning stakeholder engagement. Once you have identified all the people in the arena, you can build a campaign depending on your ability to influence and work with the stakeholders. Who are the most accessible? Who can you convince to support you? Are they willing to be part of the campaign? These are important questions that will determine which stakeholders you work with in your campaign.

The following session is for facilitating identification and analysis of stakeholders by a campaigning group. For this, the group must have sufficient knowledge of the community and the context in which the campaign will function

# Who All Are Affected?

Careful planning must take into account all the different people who are connected with the issue that you want to take up. They are the people who are affected by the issue and have a stake in the goals or objectives of the campaign. All these people are called Stakeholders. For including people successfully in your campaign, it is a good idea to identify the different stakeholders and plan how they can be involved.

It is important that you identify all stakeholders and understand relationships between them and possible attitudes towards your campaign. Some will be willing allies while others may not be interested or able to participate and help in your campaign. Yet others may be undecided. A basic analysis will help you figure out who are the best targets of your campaign and how can they be influenced to bring a change.

Asking yourself four simple questions will help you identify and categorize the main stakeholders.

### Who is directly affected by the issue? Who is directly involved?

These are your direct or primary stakeholders. They will be directly affected and have a big stake in your campaign. Women, children, family members and men are all direct stakeholders in case of domestic violence.

### Who could be affected in an indirect way?

These are indirect or secondary stakeholders. They are also affected by the campaign but not in a direct way. Many times this may depend on the target and focus of your campaign. The involvement of the secondary stakeholders can greatly increase the chances of success as they create the climate to support the change you wish to see. A campaign against domestic violence might address bystanders directly in which case women and families will become indirect stakeholders. Legal agencies, local NGOs and other residents will be indirect stakeholders.

### Who is not directly involved but could help the campaign?

These are your allies. Local authorities, school staff or teachers, influential persons in the community could all be potential allies to your campaign. Many times you will have to work with these groups to align them with your approach and goal. In case of domestic violence, lawyers and legal agencies, police, prominent community members can all be allies.

### Who could be against the campaign?

These are your opponents. They could be negatively affected by your campaign and thus, you can to keep their engagement in mind and plan for any conflict. Male perpetrators would be the primary opponents in case of a campaign against domestic violence. Other society members who condone violence in the family or consider it a private matter in the household might also be opposed to speaking about the issue and addressing it in the open.



# 6

## Session 6: Identifying the Key Players (50 minutes)

This activity will help the participants identify the stakeholders of the issue they have chosen and begin to plan engagement strategies.

### Key Learning questions:

- Who are the stakeholders?
- What change are they well placed to bring?
- Does it benefit them directly? How?
- What are the blocks to this behaviour?
- What is the knowledge they need?

### Objective:

- To list the range of people who are affected by the issue.
- To identify the potential ways in which each stakeholder can contribute to change.
- To map the current engagement with different stakeholders in ongoing interventions.

### Materials and preparation:

- Chart sheets
- Post it notes/ Chits of paper and tape
- Markers – different colours

### Description

**Step 1** – Write “domestic violence” on the board. Ask all participants to think about all those agencies persons or groups who are touched by the reality of domestic violence. Any person or agency that comes in contact with a case of domestic violence or can do

something about it. Tell them to write on chits of paper and stick it near the writing on the board.

Typically, they will list husband, wife, children, police, lawyers, judges. They might additionally list government, national commission for women, women’s organisations etc.

**Step 2** – Tell the group the definition of the word stakeholder.

“Anyone who is can affect an issue or is affected by it is called a stakeholder”

For your campaign, anyone who can influence the campaign or has an interest in its result is a stakeholder. Point out that all the people or groups they have mentioned on the board are “stakeholders” in any intervention against domestic violence.

**Step 3** – Share with the group about the four categories of stakeholders.

- Direct or primary stakeholders are directly affected and have a big stake in your campaign
- Indirect or secondary stakeholders are also affected by the issue but not in a direct way.
- Allies/Friends are those are might not be directly affected but are in a position to make a change and help your cause.
- Opponents are those whose interests might be harmed by your campaign.

You can visually represent these by making a cross on the board and putting each in a separate quadrant. As you explain, you can pick up examples from the ones listed by the participants for each category and stick them in a separate area or on the diagram.

**Step 4** – Share that the group will all be doing a mapping activity to identify and name the different people and groups who are connected with the issue they have chosen. Divide the participants into groups on the basis of the issue that they have chosen to address.

**Step 5** – Ask participants to sit in their groups and give each group a chart sheet. Ask them to draw a graph on the sheet showing the X and the Y axis as a cross. Then ask them to draw a series of concentric circles on the cross.

Ask them to map the stakeholders in four categories. Ask them to plot each type of stakeholders in a separate quadrant and place each agency/person close of far from the centre depending on their proximity to the issue. Tell them to think of at least one in each category and plot them on the graph.

**Step 5** – Ask each group to present their graphs and seek feedback or clarifications from the others. Encourage them to make any changes depending on the feedback.

**Step6** – Ask the group to take ten minutes to think of one strategy for engaging the stakeholders in each category. They could do this by answering the following three questions:

- What are their key concerns?
- How will they enrol their support?
- What does the campaign need to say to them?

### Notes For Facilitators:

The “What to Change” module focused on mapping the issue and the point of intervention for your campaign. By the end of this module, the information and the activities would have supported you to

- Assess whether your plan and approach includes intersectionality, systems thinking and human rights perspectives.
- Identify the main issue that you want to address through the campaign and lay out key information about the issue and the community context.

**Step 7** – Ask each group to present their map and the engagement strategies to the other groups. Encourage them to take feedback on the strategies.

- Pick the main problem that you want to address and take up a problem tree analysis to arrive at your objectives and goals and finalise a theory of change.
- Identify the stakeholders of your intervention and plan on how to engage them most effectively.

These steps will help you move to the next phase of designing the campaign and making a comprehensive plan for the initiative. Bring together all the plans and tables you created as we start putting together our campaign map.





# HOW TO CHANGE

What do I want to see changed? Who is my audience? What will the campaign do? What is a good approach to planning? How do I convert plans into action? This section responds to these questions in a structured and sequential manner. It will help you chart a roadmap and begin your journey.

The “How To” section describes four phases of campaigning.

- Conceptualizing the Campaign
- Preparing the Ground
- Running the Campaign
- Campaign Closure

Each phase comes with its own processes and planning requirements. This section will familiarize you with those and help you innovate further. The sections also contain tools and examples that lay out a range of options for you to learn, and pick the ones suited to your purpose. You will also find essential checklists and planning tips, along with practical suggestions and guidelines to guide your decisions.

The training tools linked with this section will enable you to work with groups and communities to create campaign plans using the knowledge and perspective

given in this toolkit. They work as useful planning tools along with the actionable ideas mentioned in the main book. You can apply them to planning your own campaign with your team, or to facilitate a planning process for different groups interested in campaigning.

Most of the training tools are connected with the 1st phase – Conceptualizing the Campaign. While facilitators can aid groups to create thought out and actionable plans, the next part of the learning has to be in the doing. The toolkit includes examples and case studies that will help understand

the campaigning process, but we encourage you to dive headlong into the action to cull out your own learning

## Conceptualizing the Campaign

Before you start the on-ground work, you must set out a course for towards realizing the change objective. This involves converting knowledge into actionable plans that will guide the campaign. It includes making strategic plans and gathering insights from experts and community members on the selected course of action.

Detailed planning will help you envisage the spread and depth of the campaign and break the work down to small actionable tasks to share with the team and keep track of completion. You might also want to include key partners in the planning process to build their stake and ownership of the campaign and share the plans with a wider network for feedback and building support.

and create experiential knowledge to aid yourself and others in future.

As key processes in this phase you must;

- Set goals and objectives
- Identify your target audience
- Address the head, hands and heart
- Develop the key message
- Select a media mix
- Plan the direct action
- Assess available resources and
- Create a timeline

This section will delve into each of these in detail and support you through the campaigning process.



# Set Goals and Objectives

The very first step in creating a map of the campaign you want to do, is to clarify your goals and objectives. The crucial questions to ask yourself are;

- What do I want to see happen?
- What are the steps that I must take for this to happen?

These questions are not entirely new. You have already begun to think about and seek answers to these in the previous section of this toolkit. The problem tree analysis is the first step towards identifying the goal and the objectives of the campaign. One campaign cannot address all the issues prevalent in the community together. You will have to start by selecting one entry point for your change campaign. You may pick a few objectives from the objective tree that you want to achieve in this particular initiative.

It is important to outline the crucial differences between the goal and the objectives to be able to frame and work on them effectively.

**A Campaign Goal** is a broad statement or a guiding principle for the campaign. For example, “Safe public

spaces for women”, or “young people take action against violence”. A goal statement emerges from the “why” of the campaign. Why do we want to bring change; to create accessible public spaces for women? This can also be seen as the response to the first question; “what do we want to change?” Goals may be intangible and define a long-term vision towards which the campaign endeavours are geared.

**Objectives** are actionable statements that outline the tasks that we must take up. Each goal is supported by a set of objectives that relate to the “how” of the change. The key to writing out objectives is to start with a verb or an action statement.

- Take up sexual harassment trainings with 500 youth.
- Enrol men as ambassadors for safety.
- Write letters to senior police personnel.
- Hold a slogan competition on safe spaces in communities



These are examples of actionable objectives. Objectives are tangible and usually precise targets set for a short period.

While considering the objective of the campaign, ask yourselves these questions:

- How will it lead to the achievement of the campaign goal?
- Is it a SMART objective?

## SMART objectives

SMART is an acronym that helps us to keep in mind certain points while setting up the objectives of our campaign. These are also sometimes called the

five steps to setting objectives. You can assess the campaign objectives against these criteria.

SMART stands for

- S**pecific
- M**easurable
- A**chievable
- R**elevant
- T**ime-Bound

Let us try and understand these with respect to one of the objectives we mentioned earlier.

“Enrolling men as advocates against violence”

Let us see how this statement works as an objective when we apply the SMART criterion.

**Specific** – the objectives must be well defined and clear. To make the initial statement more specific, we need to address the what, where and why or the action. So the objective can be,

“Enrolling young men from the community as ambassadors against sexual harassment”.

**Measurable** – you must be able to measure the success of an objective. It is good to define the objective in terms of numbers. Therefore, to the previous statement, we can add a target number to the objective statement

“Enrolling 50 young men from the community as ambassadors against violence”

**Achievable** – the objectives should be achievable and you must possess the required knowledge, skills and resources to do so. It is important to set realistic objectives that help you work towards the identified goal. This criterion prompts us to think about the “how” of the objectives. What will help us achieve the objective? What are the actions we must take? In light of our skills we can use an appropriate strategy to work with young men. We must also think about how we will know this has been achieved? Thus, we can say, “Conduct gender and sexual harassment trainings to enrol 50 young men from the community as ambassadors to lead public action against violence and harassment against women and girls.”

**Relevant** – the goals must matter in the given context and for the target audience. The research and knowledge of the issue and the community must be used to set up need-based objectives that directly impact the community and the audience. While the statement can remain the same, we must reflect on whether the action that we have set as our objective, reaches out to an appropriate audience.

Does the objective impact them directly? So while harassment and violence does not impact young men directly, we might want to focus the training efforts and campaign to a questioning of violent masculinity. The terms may change from men standing against harassment to men questioning violence as a characteristic of masculinity in a patriarchal society. That would make it directly relevant to the lives and experiences of men and also serve to reduce violence against women in various arenas. In this context, a better objective statement can be, “Conduct gender and sexual harassment trainings to enrol 50 young men from the community as ambassadors to change existing norms of violence and masculinity through a public campaign.”

**Time bound** – finally, we must set a time frame for achieving the objectives. Campaigns are time-bound and the objectives must be realizable within the life of the campaign to be able to call it successful. Adding a time frame would make the final objective statement a SMART one.

“Conduct gender and sexual harassment trainings to enrol 50 young men from the community as ambassadors to change existing norms of violence and masculinity through a public campaign by the end of 6 months”



# 7

## Session 7: Setting Goals and Objectives (60 minutes)

A self-directed activity to help participants clarify their campaign goals and objectives. The activity will help them create “SMART” objectives and give feedback to each other on their plans.

### Key Learning questions:

- What are goals and objectives?
- How are their different from each other?
- What are SMART objectives?

### Objective:

- To clarify the Goals and Objectives of the campaign.
- To assess objectives against the SMART criterion.
- To give and receive feedback on campaign plans.

### Materials and preparation:

- Chart sheets and markers for participants.
- Objective tree displays made by participants.
- Handout descriptions of Goal, Objective and SMART parameters.

### Description:

Share with the participants that the first step in executing a campaign is clarifying the goals and the objectives for the team and articulate them to the world. The goal and the objectives will help others understand the principles

and the values on which the campaign is based.

**A Campaign Goal** is a broad statement or a guiding principle for the campaign. For example, “Safe public spaces for women”, or “young people take action against violence”. A goal statement emerges from the “why” of the campaign. Why do we want to bring change; to create accessible public spaces for women? This can also be seen as the response to the first question; “what do we want to change?” Goals may be intangible and define a long-term vision towards which the campaign endeavours are geared.

**Step 1** – Ask the participants to sit with their campaign teams and discuss the goal of the campaign. Share with them the description of the campaign goal.

They can use this as an opportunity to clarify how each of them connect to the goal and the issue and come to a common understanding. [In case they took up the problem tree analysis together, you can ask them to refer to the goal of the campaign that emerged in that activity and sharpen it further.]

Each person should share whether they identify with the selected goal. They can make any additions or changes as a group.

**Step 2** – Share the description of a campaign objective with the participants.

Campaign Objectives are actionable statements that outline the tasks that we must take up. Each goal is supported by a set of objectives that relate to the “how” of the change. The key to writing out objectives is to start with a verb or an action statement.

- Take up sexual harassment trainings with 500 youth.
- Enrol men as ambassadors for safety.
- Write letters to senior police personnel.

Ask the participants to think about the short term activities that will help them realize their goal. Giving them ten minutes for a team discussion, ask them to pick 3-4 actionable objectives that can be addressed through the campaign. [The participants can re-look at the set of objectives that emerged in the objective tree analysis.]

Each selected objective must fulfil the following criterion:

- Does it address the issue directly?
- Does the target audience have a personal stake in this?
- Does the campaign have the ability to achieve this?

**Step 3** – Share about the significance of SMART objectives.

**Step 4** – Ask each team to share their goals and objectives with the others. Decide a rotation system where each team gets feedback on their goals and objectives by one other team. At the end of the session, each team would have shared and given feedback to another on goals and objectives.

### Notes for facilitators:

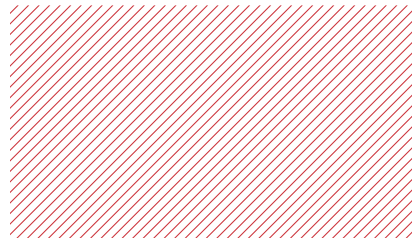
- SMART objectives
- SMART is an acronym that helps us to keep in mind certain points while setting up the objectives of our campaign. These are also sometimes called the five steps to setting objectives. Smart stands for
- Specific – Objectives must be precise and specific about the action to be taken.
- Measurable – They must be quantifiable in numbers so that the degree of success of achievement can be measured.
- Achievable – They must be realistic

and achievable within the purview of the possible actions. The team must have the required skills, knowledge and abilities to attain the objectives.

- Relevant – They must be related to the issue being addressed by the campaign and contribute directly to the social change agenda.
- Time-Bound – They must be achievable within a definite and defined time frame.
- Ask each team to assess their objectives against these criterion and alter or sharpen them accordingly.







# Identify the Target Audience

In the previous example, while the goal of the campaign is to create safe spaces for women; one of the routes for achieving this goal is through working with men to question violence and aggression as ways of performing masculinities. The target audiences of the campaign then, are young men and not women directly.

The question of the target audience is a significant one as it will determine many of the other decisions and strategies that you use in your campaign. **Target Audience is the group of people identified as the key recipients of the message.**

Two key factors influence the selection of the target audience are

- Audience’s proximity to the change process. Are they directly involved?
- The campaign’s proximity to the audience. Can you reach them easily and influence their behaviour and actions?

Audience selection will impact other key campaign decisions like-

- Key message.
- Media selection.
- Call for action.
- Selection of outreach platforms and strategies.

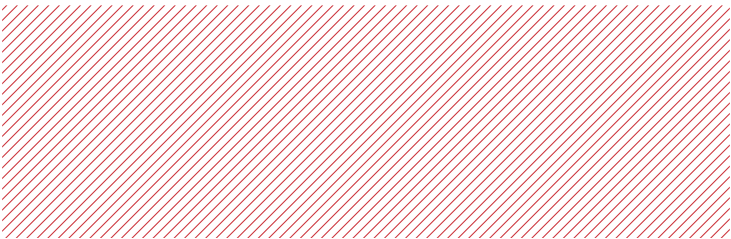
**Picking Your Audience**

- Who is directly connected to the issue?
- Who can your campaign connect with and influence directly?

It is important to keep all this in mind while selecting the audience for your campaign. While a campaign may reach out to diverse audiences through different objectives, it is pertinent to prioritize and select the primary and secondary audience. The stakeholder analysis and the goals and objectives will help you select the best target group and work to direct the campaign efforts towards them.

Remember, effective campaigning is about creating a community that will identify with your goals and objectives and drive the action further. Successful campaigns are ones that can convert their target audience into their key campaigners to take the agenda forward.

Choice of target audience will also determine the site for intervention and the activities or methods that you will use to engage with the audience to inspire change. Preparing a simple table can help the campaign team lay out these key decisions in an easy and clear manner. The following table provides some examples in the context of campaigns against violence against women. However, this list will be specific to your campaign location and context.



Target Audience	Location/Site for interaction
Young women	Education institutions, skill learning centres, homes.
Young men	Playgrounds, education institutions, public spaces in the village/basti.
Village elders	Community meetings, festival celebrations, homes.
Bystanders of violence – men/women	Public spaces, public transport sites like buses, bus stops, auto-rickshaw stands, metro and railway stations.
Teachers	Schools, teacher training institutes, colleges.

The following session design can help you facilitate the selection of target audience by campaigning teams.





# 8

## Session 8: Selecting the Target Audience (60 minutes)

### Key Learning Questions:

- What is the target audience of your campaign?
- Where can you interact with this audience?

### Objective:

- To pick the target audience of your initiative.
- To map essential information about the target audience.

### Materials and Preparation:

- Chart sheets and markers for participants.
- Stakeholder analysis chart made by participants.

### Description:

For this activity, the participants will work with their campaigning teams.

**Step 1** – Ask the participants to recall the stakeholder map for the issue made in session 05. In case they have not taken up the activity, share the description of stakeholders and ask the participants to make a list of stakeholders for the selected issue.

**Step 2** – Ask the participants to deliberate over the list and think of their point of intervention into the issue. Ask them to select their key target audience based on two considerations

- Who is directly connected to the issue and can bring a change?
- Who can we reach and influence as a campaign?

Ask each team to think about the various stakeholders and their ability to bring a change in the situation and decide who they would like to target through their messages and intervention. You can share examples to encourage them to envisage the impact of this decision.

- The Bell Bajao campaign addresses bystanders who can intervene in case they witness domestic violence.
- The Jaago Re campaign addresses voters who can exercise their rights and change the behaviour of not going out to vote.
- The Board the Bus campaign addresses women who use public transport to come out and reclaim their right to use public services and access public spaces.

**Step 3** – Ask the teams to deliberate over the following questions regarding their chosen target audience.

- Who are they?
- Where can they be reached?
- Who are their role models?
- What are their current needs, attitudes and behaviours with regard to the issue taken up by the campaign?
- What blocks them from acting for change or changing their behaviour?

- What can motivate them to change?

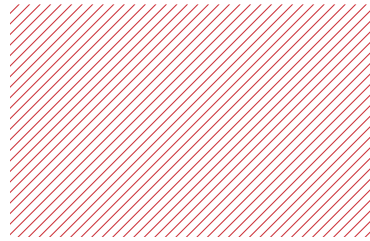
The more diverse the audience, the more difficult it will be to answer these questions. Encourage the participants to pick one audience group as the primary target. Their campaign might include messages for a secondary audience as well, but it is essential to answer these questions about the primary target group.

**Step 4** – Ask each team to share their selected audience and responses with the other groups. Encourage other groups to give feedback and ask any queries.

**Step 5** – Close by saying that each team must keep the target audience in mind while creating messages, activities and campaign designs. This will help them maximize their reach to the desired audience and suit the messages to bring the change they want to see.2. Who can we reach and influence as a campaign?







# Address the Head, Heart and Hands

Now that the goals, objectives and target audience of your campaign have been clearly laid out. It is time to strategise about what exactly the campaign must do to create the desired change. For this we will use a Head, Heart and Hands (HHH) approach.

This approach proposes that to make an effective change, an intervention must appeal to their head, hearts and hands. This is the key to creating effective engagement of any target group. Let us understand the HHH framework in a little more detail.

**Head:** The head is the seat of rational and logical thinking. Appealing to the head implies that your campaign must give the audience a rationale for why they should believe in and act for change. In the context of campaign planning, this is also a check for whether your campaign gives them the knowledge and information required to convince them about the need for change. The campaign must answer some essential questions;

- What must they know about the issue?
- Who is it going to benefit?
- How big is the problem?
- What are its impacts?

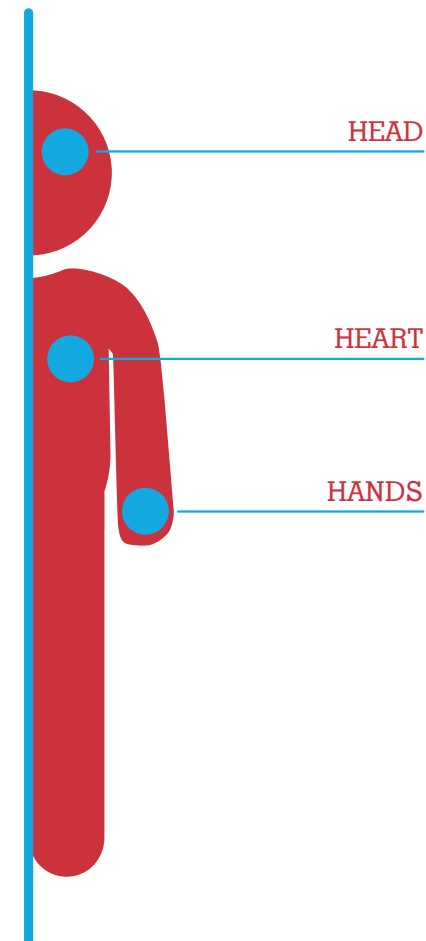
**Heart:** The heart is typically seen as the seat of emotion and feeling. The campaign must have an affective appeal, which makes the change pertinent, real and immediate for the target audience. Some of the critical questions that need to be answered for the audience are

- Why is it necessary to make this change happen?
- What is the greater common good involved?
- Why is it critical that they act for change right now?
- How will it affect their reality?

**Hands:** Along with establishing the logical and affective reasoning for action, the campaign must also call for a clear and performable action.

- What can the audience do immediately to bring in change?

- Is it their own behaviour or an action/appeal to someone else?
- Is it simple and quick?
- How will you acknowledge their action?



## 9

### Session 9: Head, Heart and Hands (60 minutes)

A simple group activity to help the participants clarify and articulate the essential aspects they need to cover in their campaign. The strategy book explains the significance of addressing the head, heart and hands of the audience. This activity will help plan the actions that need to be taken to do so.

#### Key Learning questions:

- What information must the audience have to take action?
- What feelings should the campaign evoke in them?
- How will you motivate the audience?
- Do they connect with the issue and the message?
- What do you want the audience to do?

#### Objective:

- To list various factors that a campaign for change must address.
- To map the various aspects including the action plan of one's own campaign.
- To assess the campaign's effectiveness for the Target Audience (TA)

#### Materials and preparation:

- Chart sheets and markers for participants.

#### Description:

**Step 1** – Share with the participants that this is a group activity, which will help them think through and articulate the essential aspects that their campaign design must cover.

**Step 2** – Ask the participants to sit in groups with their campaigning teams. Give each group a chart sheet and markers. Ask them to draw a human body, clearly representing the head, heart and hands of the body.

**Step 3** – Tell the participants that any campaign must address the head, heart and hands of the campaign. Answering a few questions will help them figure out whether their campaign design is doing this and what they need to do to be better prepared.

**Step 4** – Ask the participants to discuss certain key questions associated with the head, the heart and the hands and write the responses on their diagram near the related body part.

**Step 5** – Ask them the key questions and give 5-7 minutes for each group to discuss and jot down the responses on their chart.

#### Head:

- What does the audience need to know about the issue?
- What do they need to know about your campaign?

- How do the campaign activities provide them this information?

#### Heart:

- What are the feelings that the campaign will evoke in the audience?
- What will motivate the audience to take action?
- What does the campaign do to make the issue real and immediate for the audience?

#### Hands:

- What do you want the audience/participants to do?
- How does the campaign enable them to take this action?

Encourage the participants to address the “how” of the problem. The brainstorming should include not just the information or the right message, but also a plan for reaching it to the audience. Ask “what activity will drive this message home for the audience.”

**Step 6** – Ask the participants to put up the charts in a gallery display and stick their goal and objective statements near their charts. Give them 5 minutes to walk around and see the displays by other groups.



# Develop the Key Message

The campaign message is one of the most critical parts and outcomes in the campaign planning. You must use your research and knowledge of the audience, the issue and the approaches to create effective and relevant messaging.

The message must go hand in hand with the objectives of the campaign. It must capture attention and present the information required to spark off interest. It must also appeal to the emotions and inspire action. Further, it must do so within a short time before

the audience's attention gets diverted. While that seems like a lot riding on one message, a simple checklist can help consider the various factors while creating an effective message:

A great way of developing messages for community campaigns is also to involve community members in the creation of a message. This will not only make it relevant and contextual, but also build a buy-in for the members involved for rallying behind the message and help in its spread.



## What to Keep in Mind?

### Audience: Create a personal connect with the campaign.

- Who is the message targeted to?
- Is the language appropriate for the audience?
- Does it appeal to their real concerns?
- What modes of communication will they prefer? (consider the literacy and language of the audience)

### Clarity: Short, clear and concise visual messaging wins.

- Does the message give clear and precise information?
- Is the tag line or slogan clear?
- Does the message suggest a clear action or change? Will the audience know what to do after reading the message?

- Is it concise or does it take too long to communicate the information?

### Creativity: Grab attention by doing something unexpected.

- How is it different from the other messages people see every day?
- What is intriguing, shocking or urgent about the message?
- Humour? Emotion? Urgency? What would best appeal to the target audience?
- Can you make it visual and sharable? Does it have a recall value?

## What to Watch Out For?

### Can it be interpreted differently?

Make sure that your message is clear and not open-ended. People will approach the message with different contexts and experiences and it should not leave room for interpretation by the audience. While humour is a good way to create memorable messaging, its use must be appropriate and not belittle or take away from the seriousness of issues.

### Is it inclusive?

Think about the power walk exercise and the discussion on intersectionality and consider whether the message and the campaign includes the realities of the most vulnerable and takes into account the intersections of various issues. Addressing same sex couples in campaigns on safe sexual practices is one example of mindful inclusivity.

### Is the language politically correct and sensitive?

It is important that the message and the campaign take into consideration cultural and local sensitivities and context while designing the visual as well as written or verbal messaging. Further, while working on gender issues, it is crucial to use language that is not sexist and does not replicate gender stereotypes or a binary view of gender. Articulation on roles, behaviour and identities must be checked with technical experts or local activists for appropriateness. Many campaign's

targeted at young audiences might use slang words, but the use must not be overtly offensive or reproduce sexist or offensive meanings without questioning them.

### Has the copy been double-checked?

While this may seem like a simple and inane detail, many campaigns have had to suffer either correcting or discarding campaign material that had grammatical or syntax errors. Such errors could at best create small embarrassments and at worst alter the meanings or import of the message or key information and must be double checked before printing.



## Making Messages

The December 2013 incident of the rape and torture of a young girl on board a bus in Delhi sparked off a lot of public action and campaigns against violence against women. One of these public media campaigns called on men to step forward and protect women. While the message for intervention and action were desirable, in some ways it ended up taking the focus away from empowerment to protection of women. Many groups were wary of aligning with this campaign as it called to men as soldiers for women, which reaffirmed the stereotype of aggressive and dominant masculinity that they saw as the root cause of violence.

It is important to watch for such subtle hints that might make your message and campaign problematic and create clear and precise rights based messaging.





## What Works?

### Humour:

Humour can be a great tool for a message that will get the point across and also inspire people to share it with others. Jokes and funny photos get the highest shares and likes on Facebook. Can you incorporate humour into your messaging on the issue? Consider the example of the Pink Chuddies campaign.

### Personal stories:

Personal stories give a human face and urgency to the situation. They help people connect with the ones who are directly affected by the issue and evoke an emotional response. Especially while talking to people in person, personal experiences can be inspirational and create an instant connect.

### Memorable punch lines:

Even if they appear funny or silly, punch lines, slogans and rhymes work well and are remembered. "Bell Bajao" is a simple punch line that worked as a slogan and a call to action. It is short, memorable and doable. "Jaago Re" is a similar punch line that has been used for voter awareness, cleanliness and a host of other social awareness campaigns by the TATA grHash tagsashtags work in a similar manner and help enhancing viral-ity and recognition. #BringBackOurGirls or #YesAllWomen went viral as people tweeted and sent in social media responses to an issue in massive numbers. It got picked up

by mainstream media and received attention the world over.

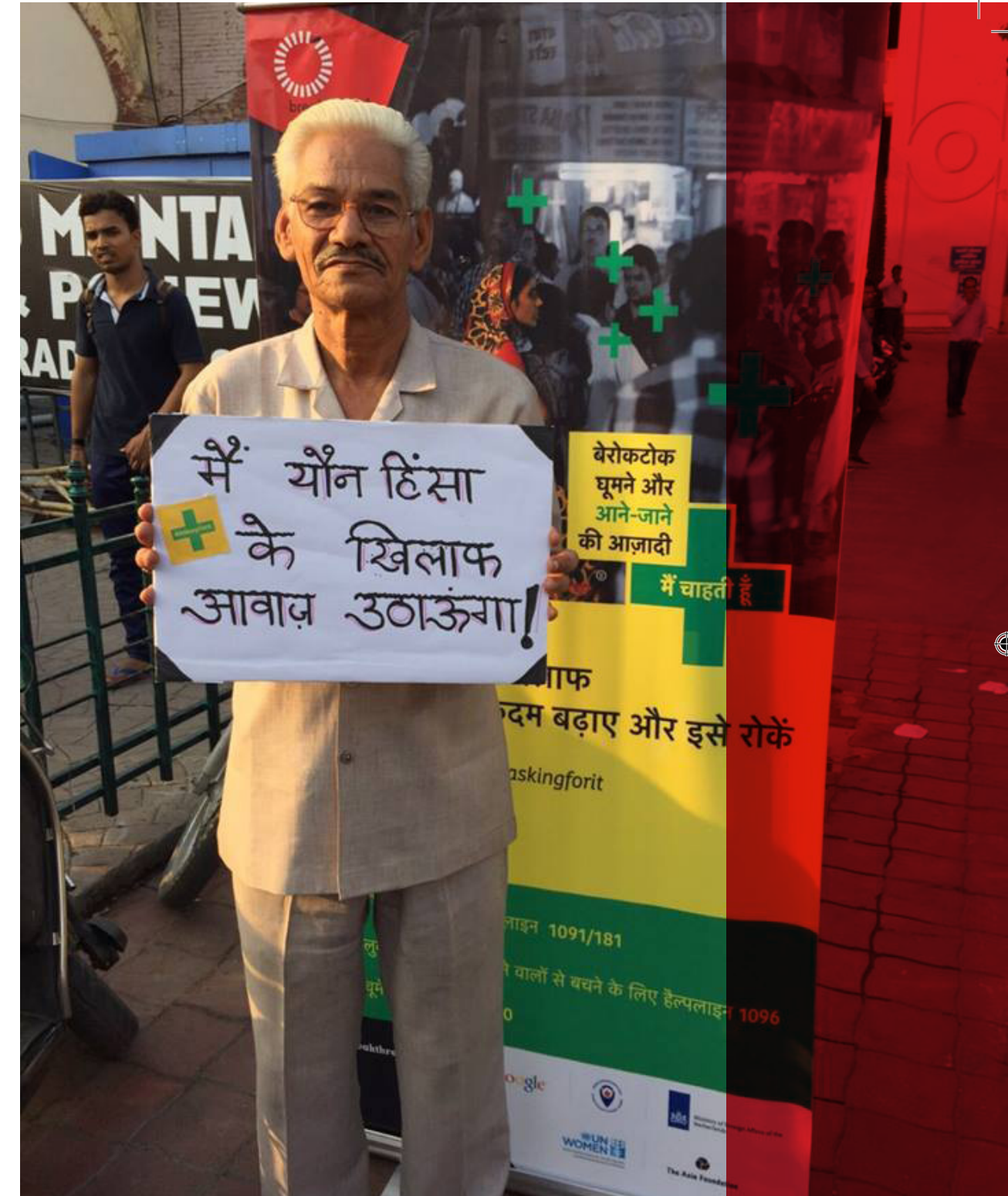
**Think Visual:** Can your message be represented visually? The red ribbon has become synonymous with HIV AIDS awareness campaign's the world over; the pink ribbon has a similar appeal for breast cancer awareness. What does your message look like? Incorporating a visual into the message will help enhance its appeal and recall.

**Shock value:** A campaign led by UN women recently exposed the most popular Google searches through a campaign that was visual and had shock value. Are there facts and patterns of violence all around us that the audience might not think about or know? Highlighting a simple reality like the number of times a woman faces harassment in a day can be shocking and spur people into action.

### KISS [Keep it Simple Silly]:

A much-used acronym that always works. Simple and direct messages communicate with clarity and precision. Ensure that there is no room for misinterpretation.

The following session will help the participants identify principles of good communication and develop key messaging.





# 10

## Session 10: Creating Memorable Messages (60 minutes)

### Key Learning questions:

- What makes some messages work better than others? Which ones do we remember, why?
- What principles of communication can we draw out from that?
- What message would be effective and suitable to our campaign?

### Objective:

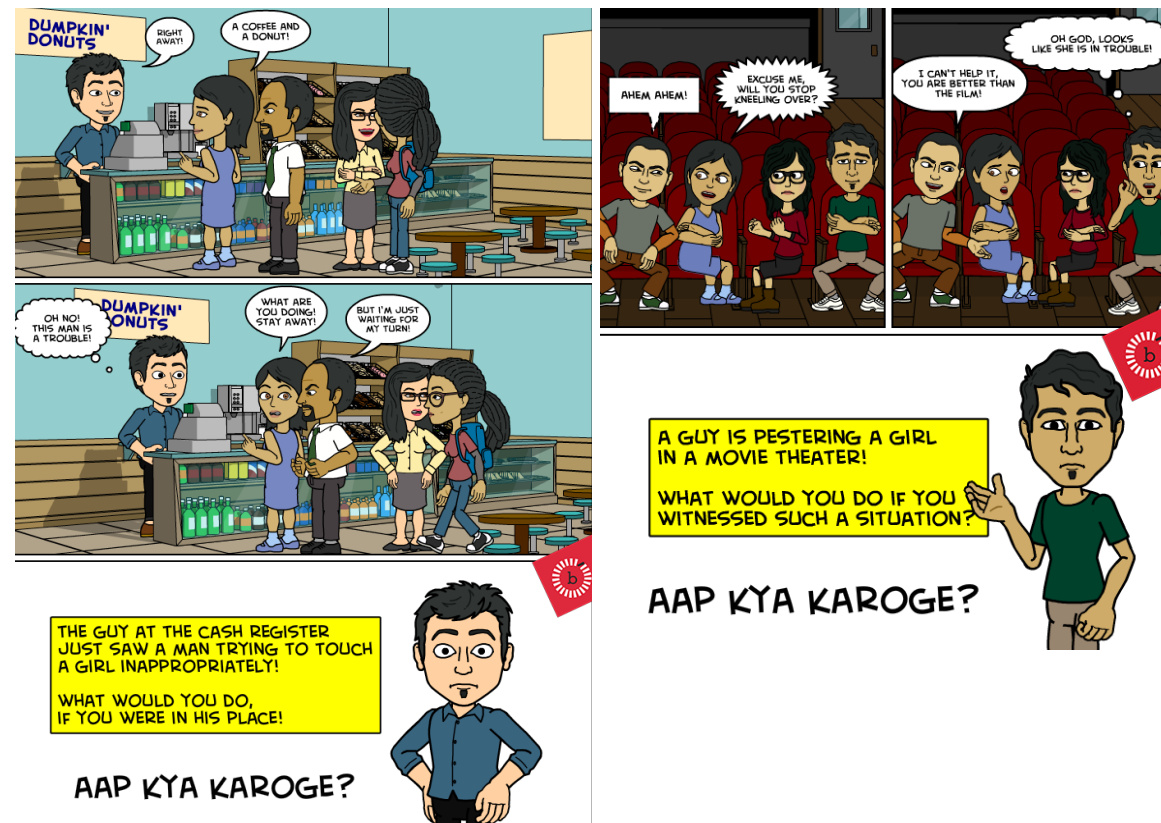
- To analyze examples of good communication - campaigns, advertisements, slogans etc. that have worked.
- To list principles of effective communication.
- To create memorable campaign names and messages specific to your campaign initiative.

### Materials and preparation:

- Chart sheets and markers for participants.
- White board and markers.
- Examples of good communication to be shared by the facilitator – projector and screening set up or prints of advertisements or posters.

### Step 1 – Relate the following case study –

As part of a protest against the bad state of roads and lack of repairs, a group of activists in Ukraine planted tulips in the potholes on the roads overnight. The next morning, everyone woke up to



seeing flowers planted in the middle of the roads. They did this to draw attention to the state of the roads. The innovative and humorous way of giving a message got the attention of the authorities and was also circulated widely online as an art-activism initiative.

**Step 2** – Share with the participants that in this session we will discuss examples of good messaging and communication strategies and design our own campaign based on the learning.

### Notes for facilitators:

- Participants may share examples that others do not know. In such cases encourage them to describe it well and give others an accurate account of what they saw and remember. Encourage the participants to remember advertising campaigns or other large public campaigns that others might also know.
- Prepare some examples of your own to aid the discussion if needed.

### Suggested examples

Hindu Newspaper "Behave Yourself India" - <http://www.youtube.com/watch?v=KC9VOQvYA6w>

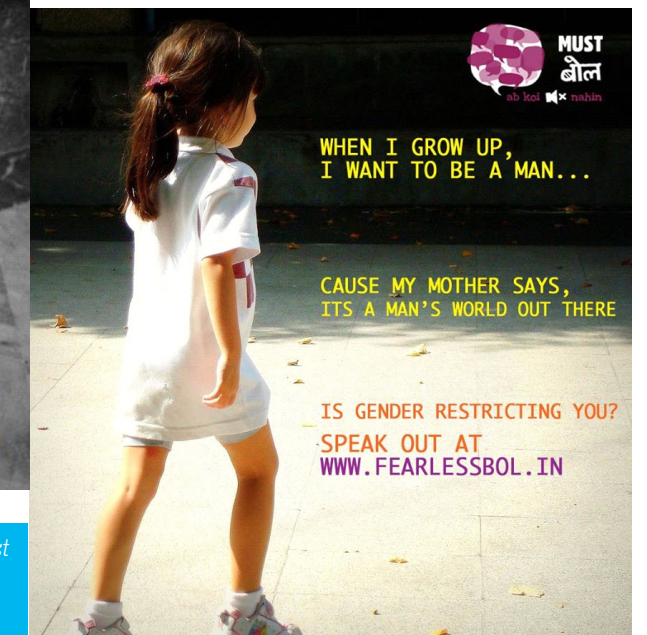
KidsCan campaign to promote a child friendly Australia

"Children See, Children do" <http://www.youtube.com/watch?v=7d4gmdl3zNQ>



Must Bol campaign against gender-based violence. Poster on gender bias.

Must Bol Campaign against gender based Violence, Poster on dating violence/ controlling behaviour and violence in relationships

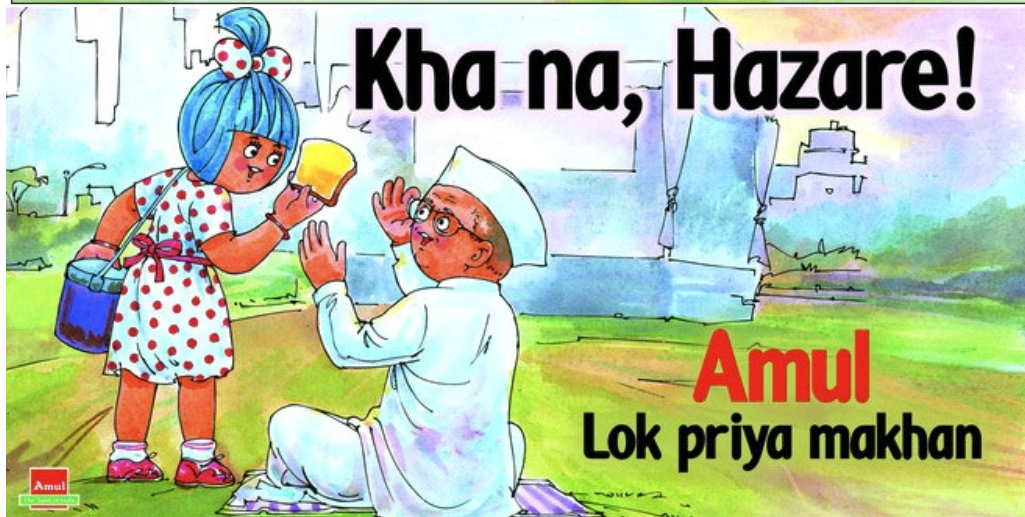
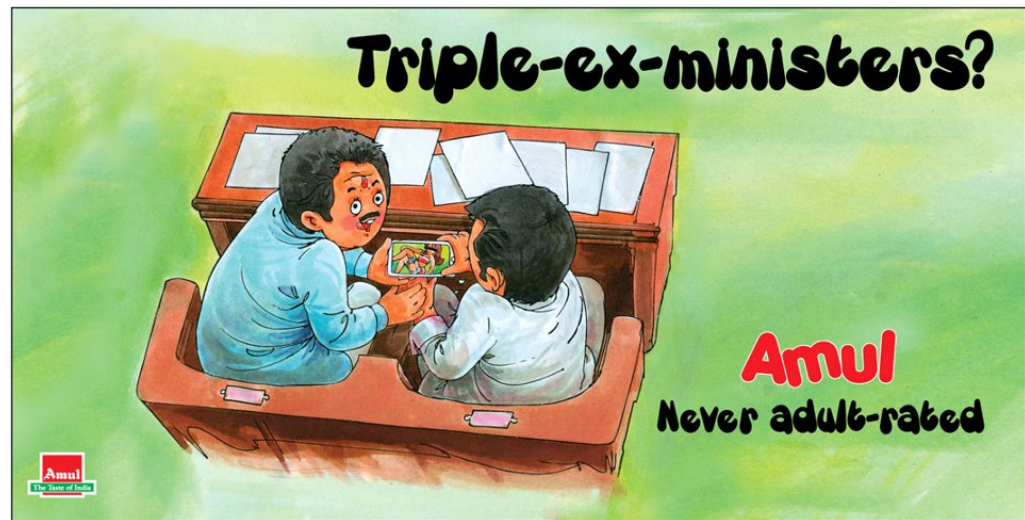




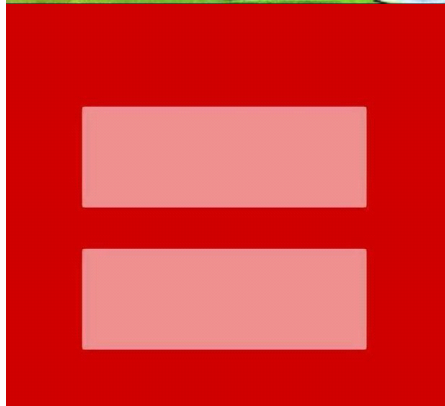
**Step 3** – Ask participants to remember any example of a message or a campaign that appealed to them. It could be an advertisement, a social message campaign or any other message that appealed to them for any reason. It should be a message they remembered and one that stayed with them.

**Step 4** – Ask the participants to share what made them remember that particular message or communication. Encourage them to identify certain principles that worked well in that example and connected well with them. Write the emerging principles on the board to draw up a list of principles of effective communication. The list might include :

- Humour
- Directness
- Emotional connect/appeal
- Clarity
- The issue.
- Punch lines
- Topicality
- Relevant to life
- Using relevant facts.
- Innovative or “different” message.
- Short and crisp communication.
- Mass scale – message was repeated and multiple media used.



Amul Butter advertisements that pick up topical and relevant issues



The viral marriage Equality campaign by the Human Rights Campaign

Repeat this list to the participants, explaining each point and asking them to add or change anything if they want. Share that the final list can serve as a checklist for us while developing our own campaign communication. These principles can be followed while creating slogans, punch lines, posters and other communication material and strategies.

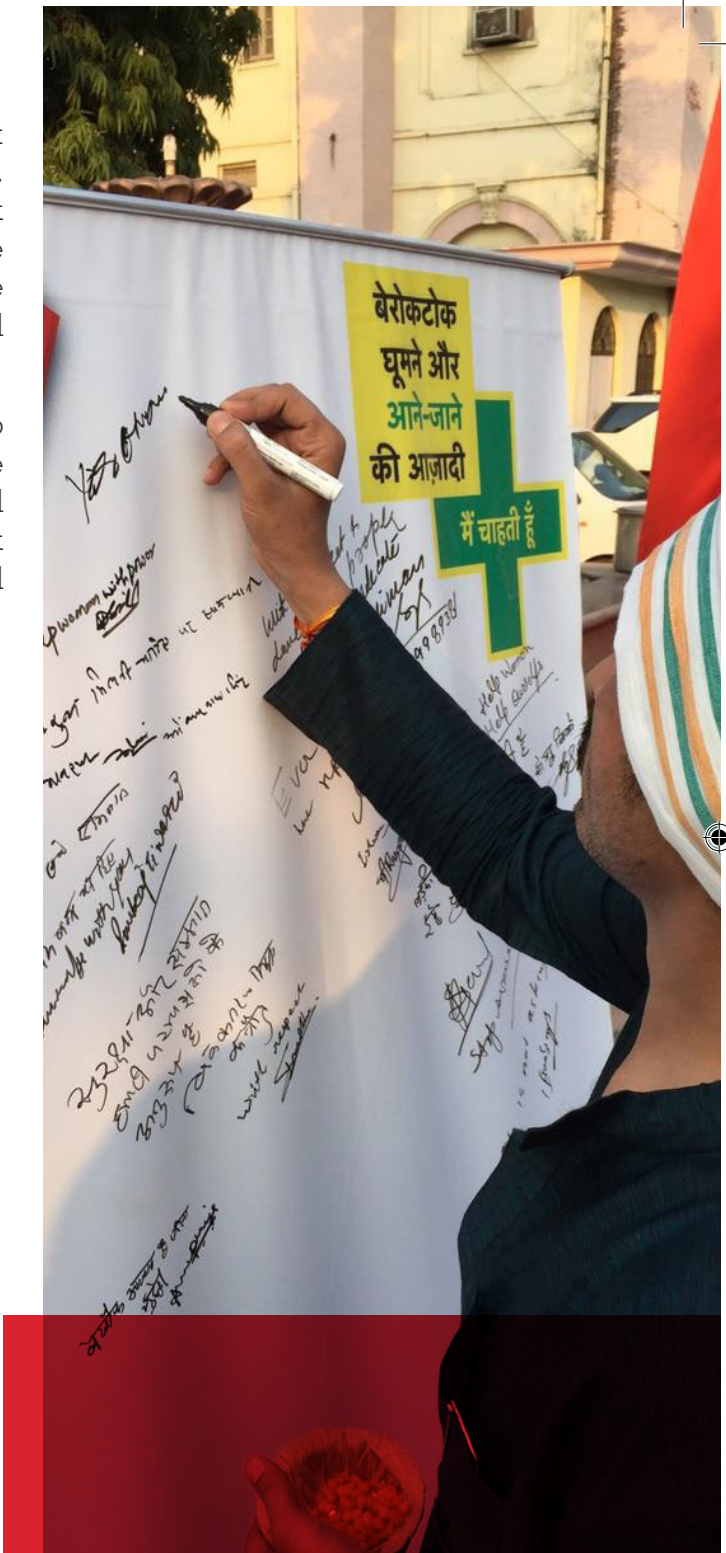
**Step 5** – Ask the participants to sit in groups with their campaign teams. Tell them to discuss the issue and the principles of communication developed by the group. Give each team 20 minutes and ask them to decide

- The name of the campaign
- Description of the campaign message.
- One slogan/punch line for their campaign
- The tone and feel of the messaging and communication. [whether they will use personal stories, humour, facts, pose questions etc.]
- How can they make the message innovative or different?

Give each team 25 minutes for this. Ask them to prepare this on a chart sheet.

**Step 6** – Ask all the groups to present their campaign details to others. Facilitate presentation and feedback on campaign designs. Encourage the participants to assess each message and slogan against the principles listed by the participants.

At the end of the session, each group should have a campaign name, the description of their key message and a slogan depicting that message. Ask them to develop the ideas further and detail them before implementation.





# Select a Media Mix

The next crucial question to consider while planning the campaign is what media do people use? Media is the vehicle for the message to reach its intended audience. Many a carefully crafted and well-made message has failed to create impact as the media platform used did not appeal to the intended audience and they failed to see the message.

Will a written message asking illiterate people to write to ask for help really work? The form and the choice of the vehicle to carry your message is as important as the message itself. With a bad media selection, a great message might fail to reach the intended audience and create change.

A campaign may use one or more media vehicles to carry the message. The more ubiquitous the message, the more likely it is to be remembered and internalized by the audience. A combination of live, and electronic media may be used to reinforce the message for the audience while also tweaking the message according to the vehicle. A video message may be written in a way that can also be used for audio broadcast. A pre-determination of the media vehicle can help you cut costs and also develop messages specifically suited to the media platform for which they are meant.

The factors for selection of the media platform is much the same as that of the selection of the target audience –

**What media does your target audience use?**

**What media does your campaign have the capacity to use?**



The selection of the media platforms will depend on the audience preference and your capacity. While live media or community led messaging campaigns are low cost and effective over small areas, mass electronic media offer large reach but at considerable monetary costs. It is good to do an assessment of the media that is most popular and accessible for your audience. This will be different on the basis of age, education, gender, class and other factors. An audience survey to determine media consumption habits can be very useful for this decision. Focused group interviews and stakeholder meetings can also be used to confirm the trends.

The following section describes different media platforms and vehicles and lays out some advantages and

## Posters for Change

The Must Bol campaign against gender based violence by Commutiny- the Youth Collective used a lot of posters targeting young people as exhibitions to inspire discussions in public places where otherwise such materials would not be seen.

Roopantaran Foundation, a small group based in Kolkata used comics made by young people as wall posters to reach out to other youth to inspire action against gender based violence.

disadvantages of using them. This information can equip you to make an informed decision when selecting the media mix that will be used in your campaign.

## Mass Media

This refers to media channels that are able to reach out to a large number of people with a single message. This includes electronic media like radio and television and print media in the form of newspapers and magazines. While it is costly and might seem like one way communication, it is important to note that a majority of the population still rely on mass media as their primary source of information and knowledge.

## New Media

New media refers to digital media, which offers on demand access to content at any time. It includes primarily internet-based media platforms like websites and other social media platforms. Using new media for marketing is a relatively new concept, but has shown tremendous success in aiding rights movements, spreading messages across the world and creating a much wider and instant reach as compared to old media. New media is a very useful and popular method of carrying messages. However, it must be kept in mind that while it can enhance your reach to people across the world, in the local context, new and digital

media reaches only the literate and connected audience. Others are left out of the reach of social media and for an offline community, new media might not be useful as a medium at all. The positive side is that any message created for mainstream or mass media can simultaneously.

A range of digital media platforms are available for carrying your message.

- **Websites** are the most used platform for providing authentic and first hand information about any initiative. While traditionally considered a static information repository, websites have emerged into being dynamic and interactive platforms that can be used in innovative ways.

## Benefits

- Lends formality and authenticity to the initiative.
- Can be a storehouse of information about the issue and about your work. Makes online sharing simple and instant.
- New formats have made websites more versatile and interactive and not just static information pages.

## Concerns

- Websites need a money investment to create and preserve online.
- Some technical knowledge and skill is required to continuously update and make changes in the website.



- A complex design may require professional expertise and thus a larger monetary investment.

Websites are traditionally the most popular method of creating an online presence. However, with new platforms like blogs and social media, more and more people are moving away from websites at least for short term and small initiatives. The cost can be avoided and blogs and tumblr offer the same features at no cost. They are also easier to maintain.

**Blog** is short for web log, which is a personalized information page published on the internet. They are like a website page and allow users to make multiple entries and embed images, videos and linked content into their blog. [www.blogspot.com](http://www.blogspot.com), [www.wordpress.org](http://www.wordpress.org) and [www.tumblr.com](http://www.tumblr.com) are popular blogging platforms. Blogging has become a very popular medium in the recent past and evolved into video and photo blogging as well as writing. Many journalists and writers write blogs. Blogs are also known by specific topics that they delve into like food blogging, technology or social issues.

#### Benefits

- Easier to maintain and cheaper than a website. Blogs can be updated very easily and quickly.

- No cost investment needed.
- It is not as formal as a website and can use an informal and easy style.

#### Concerns

- Not as flexible as a website and you have to work with the standard template design and the possibility for adjustments offered by the platform you choose.
- May not be taken seriously as an official page of the campaign as compared to a website.
- Requires regular update and the skill to create content that will grab attention and engage viewers.
- Not as interactive as social media platforms like Facebook and twitter, although getting and responding to feedback is almost always possible.

**Facebook** is one of the most popular online platforms for messaging and reaching out to a larger audience. It is cheap, simple and gives you multiple ways of creating a distinct online identity. It requires you to have a Facebook account and start a separate public page for your initiative. You can connect with other Facebook users and spread the message through your friends and their friends. Other Facebook users can “like” your page and stay connected with your campaign online. You can easily post updates, pictures and put up online marketing materials and messages in the form of text, images, videos and



link to other similar initiatives online. A Facebook page has become a must for most businesses and campaigns in today’s times and Facebook marketing is catching on in a big way.

#### Benefits

- Instant outreach to a large number of people with the possibility of worldwide reach.
- Low and in many cases almost no cost for marketing.
- Continued access to a user base for repeated messaging.
- Particularly useful to reach out to young people.

- Possibility for interaction and dialogue with the users.

#### Concerns

- Can only work with digitally connected audiences.
- Requires dedicated attention and a separate online engagement strategy.
- Needs to connect with on ground action for creating change.

**Twitter** is a micro-blogging site which is very popular with young professionals, businesses and social initiatives the world over. It allows users to send and read short 140-character text messages, called “tweets”. These are delivered directly to your followers. You can also select a setting, which makes them public and accessible by anyone. Twitter can also be used for sharing links, videos and pictures, however, unlike Facebook, you cannot make photo albums or upload videos to twitter.

#### Benefits

- Very popular with professionals and used widely across the world. It offers scope for interaction and engaging users for a long term.
- Can be used to connect with others and put out information.
- Good for building a brand and tone of the campaign.
- Twitter is a very useful medium to

keep updated about news and tap into popular trends.

#### Concerns

- Needs constant attention and updates. Engagement and response to users is the key to success.
- Communication needs to be very precise and clear.
- Short campaigns might spend time to create a large fan base and not be able to reach enough people in time.

**YouTube and Vimeo** are video sharing websites that allow users to upload video content to their dedicated channel. These videos can then be shared as links and viewed online from across the world. A video message

can be uploaded on YouTube or Vimeo and sent to many people via any of the other social media platforms, hosted on a website or blog and embedded into email messages.

#### Benefits

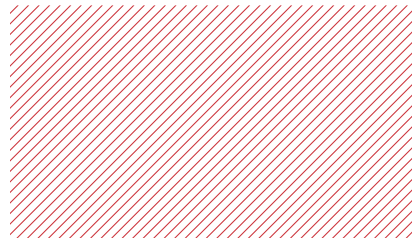
- Easy to share and circulate content.
- Simple and no cost hosting of videos of up to 20-minute duration.
- Very popular with users searching video content and tags can highlight your video in searches with connected words.

#### Concerns

- Can only be used for video content.
- Needs a fast Internet connection and a connected device for viewing.







- The message might be lost in a plethora of content being pushed to the viewers.

### Mobile Media

Mobile phones have sharply risen in popularity and become a part of the daily lives of most people in the recent past. It has become quite common for people even in remote and rural areas to use mobile phones. Low cost technology and increasing options have also made smart phones and multimedia phones easily available and common. The use of SMS or internet-based messaging services is also a good way to connect directly and send out information to the audience and to participants of the campaign. Many initiatives are also using mobile apps to give key info about health, agriculture and taking up initiatives on safety. Websites like [www.way2sms.com](http://www.way2sms.com) also provide free mass SMS sending services that can be used effectively to disseminate messages in a campaign.

### Benefits

- The information reaches the audience directly.
- If set up in an effective manner it can be quite inexpensive.
- Direct contact with the audience and participants can be used for creating further engagement and feedback.
- Can also be used to disseminate

small videos and images if the audience typically uses smart phones or multimedia phones.

### Concerns

- The message has to be concise and clear.
- The receivers might consider it spam and be put off the campaign.
- Mass SMS messaging cannot support feedback effectively.

### Live Media and Direct Outreach

Live media and events are also a common way of disseminating a message. This is particularly useful in case the community is geographically defined and can be reached in one place. Many initiatives have used local and traditional forms of art and entertainment for direct outreach. The Breakthrough Van is an example of this method. A van went into a community area and created a platform for live messaging, film screenings and discussions. It also creates scope for the audience or the participants to be part of the messaging. The campaign by Alfa Education society mentioned at the beginning of the “Want to Change” section is one such example.

### Benefits

- The form of messaging can be suited to specific and local tastes to enhance the engagement and recall of the message.

- A live platform is a great way of getting direct audience feedback and assessing perceptions about the issue and the message.
- Can be made low cost depending on the form of messaging and the event design.

### Concerns

- Limited outreach and longevity.
- Needs repetition to endure message recall and action.
- Community audience needs to be in one location.

Along with the content, you also have to select the form of the message. Will you create a video message or an audio? Will it be a text advertisement of an image? This will depend greatly on the medium that you decide to use for the dissemination of the message. While all messages for mass media can be disseminated simultaneously through social media, it is important to give some consideration to the materials that you will create. The form should be easily accessible to the audience and well suited to the platform in order to reach and create significant impact.

The following session plan will help to facilitate identification of media platforms most suitable for their campaign messages and scope and create a media strategy.



# 11

## Session 11: Selecting a Media Mix (60 minutes)

### Key Learning questions:

- What are our communication needs?
- What media platforms and outreach methods would be best to reach the target audience?
- What communication platforms are best to highlight the issue and enhance the visibility of the campaign with the relevant audience?

### Objective:

- To identify available media and create a strategy for the best platforms for an identified target audience.

### Materials and preparation:

- Chart sheets and markers for participants.
- White board and markers.
- Examples of good communication to be shared by the facilitator – projector and screening set up or prints of advertisements or posters.

### Description:

This activity uses a format called the “world café”. In this method, facilitators are chosen from within the group to host discussion tables. Each table has a chart sheet with one key question. The rest of the participants are divided into as many groups as there are discussion tables. Each group moves from one table to another and stays at the table for 10 minutes. Each session lasts for

ten minutes wherein the group at each table discussed that question and the facilitator puts down the discussions on a chart sheet. After ten minutes, the each group moves to the next table, repeating the cycle till each group has discussed the question on all the tables.

**Step 1** – Pick three facilitators from the group. Share with them three key questions that they are to host on three tables.

- Why do we need to communicate as a campaign? What are our communication needs?
- To whom do we need to communicate as a campaign?
- How do we communicate? What are the platforms and communication tools that we use?

Ask the facilitators to host a table where different groups will come and respond to the question. The facilitators must list all responses as clearly and concisely as possible. With each new group, they should quickly summarise the previous discussion and ask the group to add new points to the list in case they feel anything has been left out.

**Step 2** – Divide the remaining participants into three groups and assign a table to each group. Tell them that they have ten minutes to discuss the question on the table. At the end of ten minutes, they must move to the next table and respond to a new question.

This sequence will continue till each group has been to all three tables.

### Note for Facilitators

Give each group ten minutes at each table. At the end of the session, the facilitators should have three sheets with a list of inputs from the participants on the key question on their table. During the discussion encourage the participants by prompting them with some information. Ask them to think about their stakeholders, their audience and examples of communication campaigns that they have done or seen. Encourage them to think about innovative ways including on ground and online platforms for communication.

**Step 3** – Ask each facilitator to present the list and the inputs that they noted at the table. While presenting, encourage participants to add anything they feel might have been left out to the list. This activity will help you repeat the responses to the three key questions before the whole group and create a context for the next group work exercise. Share that together the participants have drawn up the key considerations while developing a messaging strategy. While our communication needs and the modes of communication are varied, for this session, we will limit ourselves to developing a strategy for public messaging as a campaign.



**Step 4** – ask the participants to sit in groups with their campaign teams. Each group has to discuss and design a communication strategy for the campaign. While doing so, they must keep in mind the messaging plan they developed in the previous activity. Must select a mix of communication platforms suited to their campaign and messaging. Their discussions can dwell on the following questions:

- Do they have access and expertise for the platform?
- Does the target audience use this platform?
- Is it suited to the tone and tenor of the message? [Can the platform support complex messaging? Does the message need direct interaction? How will you get feedback? – these are some considerations in this regard]
- What are the steps we must take towards implementing this plan?

Give them 15 minutes for discussion and creation of a campaign plan. Encourage the participants to think about the practical steps they must take to implement their campaign plan. What are the preparations needed and how will they ensure a wide spread for the message.

**Step 5** – Ask each group to present their communication plan for feedback. Encourage participants to give feedback and inputs to the plans. At the end of the session the participants will have a communication plan specific to the messages developed for their campaign.



# Plan the Direct Action

Along with media messaging, any campaign has to take up on ground action to engage audiences and spread the message. The direct action in the campaign is the space to enhance the communication and connect with the target audience and also spread awareness and enrol new campaigners.

## Key considerations;

- **Does it address the issue directly?**

The first and foremost concern while planning on ground action is that it should address the issue directly. A slut walk campaign for the right over one's own body in the context of clothing and slut-shaming will not work in a community where most people do not understand the term slut. The action should be designed to give the relevant information and create a direct engagement between the target audience and the issue to make the goal real and immediate for them.

- **Is it unexpected/innovative?**

We are continuously bombarded with information and advertising telling us about new things that are

taking place. Your on-ground events will compete with many other things going on in the lives of the target audience. In such a scenario, it is important to ask whether you can do the same thing in an innovative manner. This does not always mean spending money and starting from square one. Simple changes can give an innovative twist to regular actions that are part of campaigns. In Ukraine, activists planted tulips in the potholes in the roads to bring attention to the issue of road safety and lack of infrastructure. In Delhi, a group called Please Mend The Gap organised a flash protest by asking young people to paint slogans for women's safety on bright yellow T-shirts and board the metro in groups. Many bystanders found the idea innovative and took pictures and videos and posted about it online.

- **Does it have mass and long-term appeal?**

It is something that will appeal to the emotions of a large number of people in the community. While this may also come from the message, it is also a key consideration while

designing the on ground action. For a youth audience, a seminar might not have as much appeal compared to a music concert or a film screening. The action will have to be suited to your audience and designed with their interests and excitements in mind. A well thought out action will not only engage the audience in the immediate moment, but also create learning and reflection to influence long term behaviour.

- **Is it simple to do?**

This is important particularly when designing actions that require the target audience or community members to do something. Do you have a ready template for a letter writing campaign? Sending a ready email by a click might be much more appealing than having to write out a personal email for a campaign. Organisations like Greenpeace have perfected this style by creating ready online templates and actions that only require a click from anyone who wishes to endorse the cause. An action that is too complicated or time-consuming will not appeal to





the audience. For engaging a mass and widespread audience, this is an important consideration.

- **Is there a media plug in?**

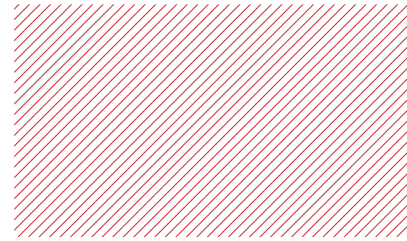
Does the action lend itself to creating material for publicity and outreach? This does not mean that publicity should override the main concerns of your campaign and the on ground actions. It only means that you keep publicity and media engagement strategies or a “plug in” in mind while designing the action.

In the era of social media, it is crucial to plan a social media plug in that can go with the event. Can you take a video that will go viral? Would a series of photographs taken creatively help in spreading the information on social media? These are important considerations for a campaign where the primary objective is to highlight a particular issue and get a large number of people rallying behind it. For example, Must Bol, a Delhi based campaign against gender-based violence asked people to contribute pictures of themselves holding a placard saying “I support violence free relationships” during a college festival. These pictures were put on their Facebook page and the people were asked to like the page and tag their own pictures online. This not only helped spread the message but also enhanced the outreach of the campaign in the long term.

The action can take many forms depending on the nature and the goals of your campaign. The purpose of the direct action is community mobilization. This includes a set of activities to engage the community as participants in the change process. These activities are geared to facilitate awareness, inspiration and ability to support community participation and leadership of action for change.

**Some commonly used strategies** for community mobilization through direct action are detailed here:

- **Trainings** - Many gender campaigns have used training of different stakeholders as a key campaign activity. This could involve training volunteers to lead the campaign by building their skills and perspectives, or, training other stakeholders like DTC bus staff in Delhi or Autorickshaw drivers to intervene in cases of violence against women and harassment in public transport.
- **Participatory media** – another activity that is used often is the creation of participatory media products. This enables communities to raise their voices directly and also provides a set of usable media products that can be used for on ground, online and mainstream distribution and advocacy.



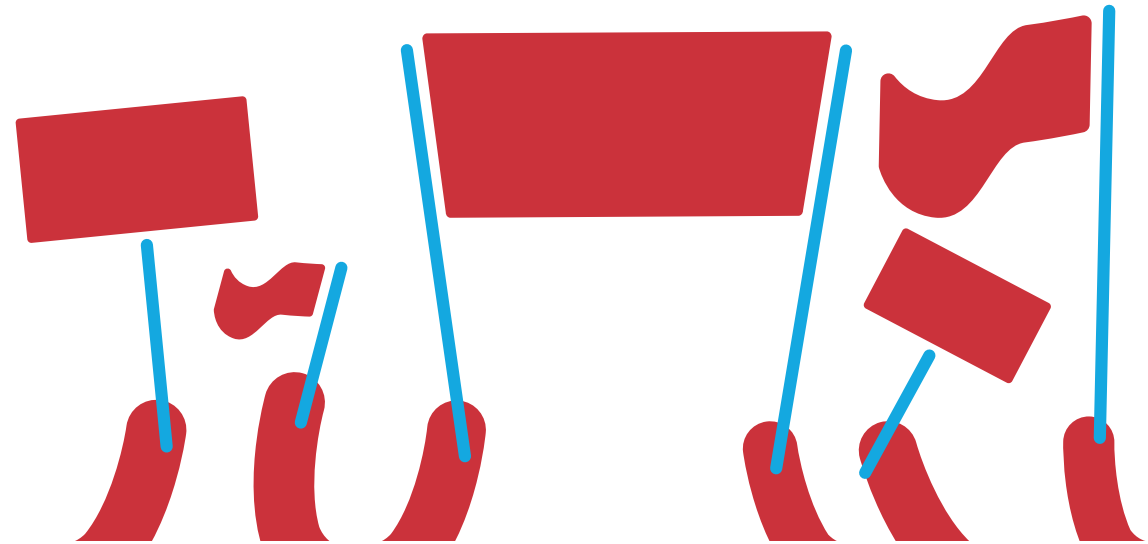
- **Press Conferences** – This is the traditional and often used way of engaging the mainstream media to highlight the campaign. While the campaign may invite the media persons to give them information, a press conference also requires finding the key issue that will interest the media. Often, this means building up the campaign around strategic events like women’s day or world environment day. Another strategy can be to focus on the unexpected and highlight key issues that are being taken up in the media discourse already.

- **Rallies** – Creating rallies or events for people to come out and show solidarity and ask for change is another way to highlight the issue. The “Slutwalk” campaign across the world or “take Back the Night” campaigns for bringing focus on creating safe spaces for women at night have used these methods innovatively. This can also be coupled with presenting a set of demands or a public letter to officials who may be in a position to initiate action.

- **Events** – Many campaigns take up targeted events to highlight specific issues or causes. These could be geared towards raising money, creating awareness or showcasing an important intervention. Events may take the shape of exhibitions,

performances, community celebrations or meetings. They often include invitations to public personalities or activists working on the core issue to address the public and the media. Many campaigns also tie up with other events to create a focused activity or presence. These could be college festivals, ongoing celebrations or special events like women’s day or world AIDS day.

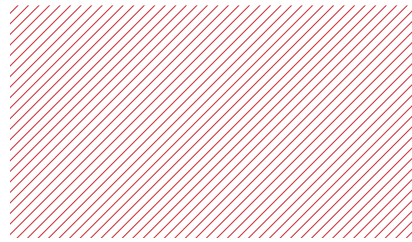
- **Seminars** – A seminar or a panel discussion is another good way to engage the audience to build knowledge and take up in depth discussions about the issue. These work particularly well in education campuses and universities.



- **Film Screenings/Festivals** – Film festivals of film screenings using films on the chosen issue are a great way to create engagement and take up discussions on an issue. Films are an engaging medium to create audience interest and the filmmaker or a subject expert can add value and knowledge to the discussion. Films can also be used as part of facilitated sessions to take up in depth discussions or trainings with community groups. Documentary and short films as well as mainstream films can be used for discussing specific issues.

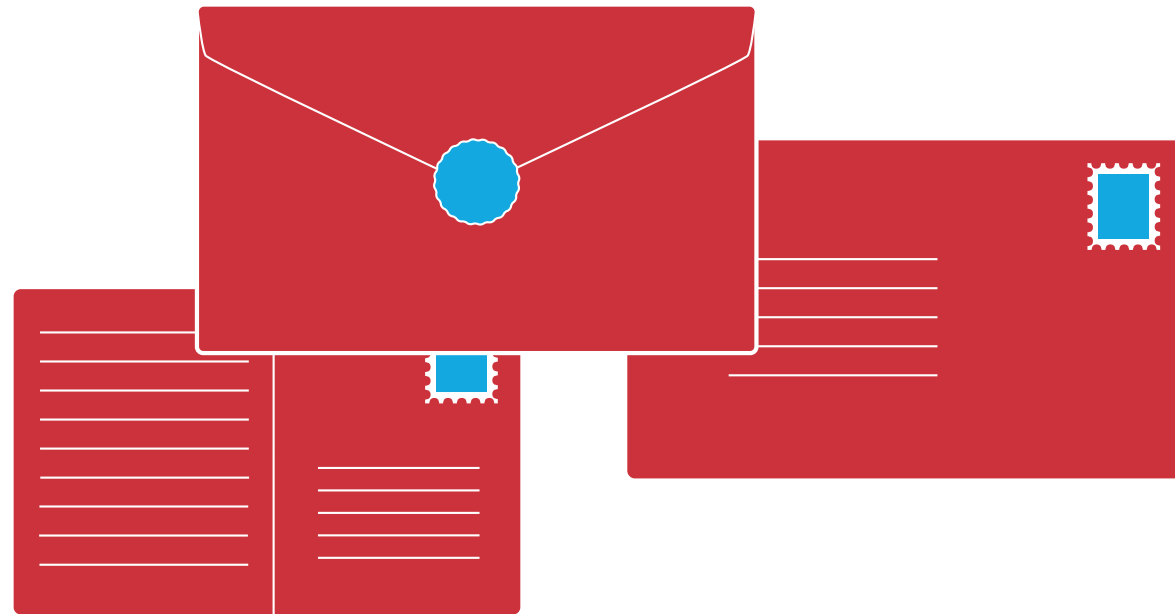
- **Demonstrations** – Demonstrations are used especially in case of anti rights abuse protests where a





group may be organized to picket the violating party's premises. Queer rights groups in many countries protested against the Indian Supreme Court decisions on Section 377 in 2013 by organizing demonstrations in front of the Indian embassies in those countries.

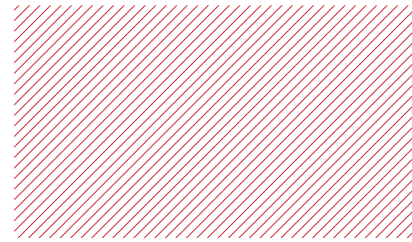
- **Letter writing Campaigns** – Another popular form of campaigning is to rally around communities to reach out to the media or to the local authorities by sending in mass appeals in the form of letters. A letter to the editor campaign can help in bringing an issue to the attention of the media and the general public. It can also create pressure on authorities to investigate or look



into the issue being highlighted. Letter written directly to groups or authorities can be collected over a period of time and delivered together with media attention to highlight the issue. One of the actions as part of the anti 377 campaign in response to the Supreme Court judgement in December 2013 was to ask community members to send postcards to the Supreme Court. The campaigners provided blank, stamped postcards with the address already written to make it easy for community members to write a message and mail the postcards. They also urged people to send postcards through online appeals and asked people to send a picture of the postcard online for the campaign website.

**Online Actions:** Online activism and action, especially or campaigns has gained a lot of popularity. While each of the direct actions listed above can be used to generate online interest in the issue and spark off action, you can also take up specific online actions as part of the campaign.

- **Online petitions and signature campaigns** – Similar to a letter writing campaign, an online petition or a signature campaign asks community members to sign a readymade petition or a letter of appeal to a certain group or authority. The letter may be addressed to the relevant local authority or to a political or state leader who is in a position to implement the desired change. Websites like [www.awaaz.org](http://www.awaaz.org) and [www.change.org](http://www.change.org) offer readymade platforms for hosting and collating signatures on online petitions. The same action can be replicated on ground by asking people to read a copy of the petition and sign on a sheet with their details. The cost however, is significantly lesser for online petitions which can actually be created and managed free of cost.
- **Blog-a-thons** – A blog-a-thon is a blogging event where a large number of bloggers coordinate to write entries about a common issue of subject. The blog posts are either



linked to or hosted on a common blog of the campaign hosting the event. This creates media material to highlight a particular issue and also helps in reaching out to new audiences who might follow any of the connected bloggers and not necessarily be interested in an issue.

- **Tweet-a-thons** – A tweet a thon, as the name suggests is a twitter event where you invite twitter users to take part in a focused online discussion about a particular issue. You can start by raising a set of pre-selected questions and others can re-tweet or respond to the tweets. A single hashtag such as #BringBackOurGirls can be used to connect the tweets and help achieve viral-ity. Many times, the mainstream media picks up issues that go viral online and a large number of users talking about a common issue and using the same hashtag can definitely make it a trending topic which gets visibility beyond just twitter and online discussions. The Must Bol campaign against gender based violence organised a Valentine's Day tweet-a-thon to talk about love without violence and highlight the issue of dating violence.
- **Online contests** – Organising online contests is also a good way of crowd sourcing content. Online photo competitions, photo captioning

contests, slogan or quizzes can be used to generate new ideas, material and engage users on the issue. Prizes and acknowledgement can motivate online communities to respond and engage themselves as well as inspire others and can be used effectively for generating interest in a campaign.

Direct actions can take multiple forms and are a good way to combine different activities and provide information as well as inspire action. Many include an activity that allows all present to pledge support, contribute an experience or photograph or money. The scope of the action can depend on the capacities and scale of the campaign. Events are also a good way to build networks and create effective collaborations for long-term work on the issue. However, it is a good idea to plan the regular on ground engagement that the campaign will take up and account for the time and resources required.

Creating an activity map and timeline is a good way to plan direct community action in the campaign.





# Assess Available Resources

You might have noticed the repeated mentions of the scale and scope of the campaign as a deciding factor for many other aspects. This depends largely on the campaign budget and the resources available at hand.

Before you launch your campaign, it is very important to have a clear idea of the resources that are available for the initiative. You will need to prepare a budget with expected costs and allocate resources for different aspects of the campaign. However, many times we end up thinking on money as the only resource available for our work.

Spend some time thinking about all the resources – financial and otherwise – that are available. This will help you maximize the available resources to achieve the results.

- **Money** – One of the main resources that will be needed to execute the campaign is money. On ground events, media creation and dissemination, time from the team and experts will all require direct monetary contribution.

- **Person Power** - Many campaigns have been successful with minimum or no monetary investment at the beginning, and just on the basis of networks and people who are willing to give their time and efforts because they believe in the cause. This includes the time from volunteers as well as experts who might come with a specialized skill or knowledge. IT is important to know the skills of each person involved in the campaign to be able to make full use of their expertise.

- **Collaborations** – Collaborations with other groups and organisations can be a big resource in campaigning. It brings in additional knowledge and many times also financial resources. Collaborations also help in getting infrastructure support such as using the school grounds and classrooms for training or events in case of partnerships with schools. Panchayat or gram sabha offices, education campuses, NGOs and even private organisations might be willing to offer such support.

- **Media time donations** – It is a good idea to network with media organisations to seek contributions in terms of media time. They might be able to offer airtime to broadcast a media message created by the campaign or feature the campaign in one of their existing programs. It is also good to do some research about specific media persons or programs that might be interested in the specific cause that your campaign will take up. This can make collaborations mutually beneficial and rewarding.

- **Celebrity endorsements** – Some campaigns can benefit greatly from asking local or national celebrities to endorse and espouse their cause. Celebrities can help in getting the media interested in talking about your cause and also many times contribute through performances or appearances in awareness raising and solidarity building events. However, there are also many concerns of working with celebrities, which we will detail when we talk about running the campaign.



A listing of all available resources as well as resources needed, will help you decide the scale at which the campaign can work. You can use an easy budgeting template to plan expenses and also plot additional resources so that you are able to use them efficiently and to create maximum impact.



# Create a Timeline

The final step in planning the campaign is to create a timeline for the achievement of objectives. This will help you plan the actions and media outreach and monitor progress as you go along.

The key things to plot on the timeline are

- Campaign launch
- Media campaign
- Direct action with details.

- Key targets/objectives to be achieved
- Monitoring processes.
- Any significant milestones [events, processes etc.]
- Campaign closure.

Plotting all these on a timeline will also help you create links between the media and communication, and the direct actions in the campaign. It will help you direct the outreach and campaigning efforts towards the realization of objectives and meeting the milestones.

One way to approach the timeline is to break the achievement of each objective into steps and plot the steps on the timeline. Any deviations from the timeline will make you aware of discrepancies and enable you to make effective mid course changes.

The following session plan applies a simple tool for representing the campaign plans on paper for feedback from other groups and experts.



## 12

### Session 12: Creating a Campaign Map

This is a team activity, which can also be given during an overnight break in the training. It comprises of a campaign plan sheet and a checklist that will enable the participants to ensure they are ready to roll the campaign on the ground. It will also aid in presentation of the campaign plans for sharing and feedback among participants as well as to partners and supporters.

#### Objective:

- Creating a checklist and detail sheet to ensure that the planning is complete.

- Creating a gallery walk to share campaign plans with other participants for feedback and discussion.

#### Materials and preparation:

- Checklist and mapping sheet for each team.
- Chart sheets and coloured markers and pens.
- Blue Tack/tape to put up the displays.
- Post it notes/coloured paper chits and tape for feedback and suggestions.

#### Description:

**Step 1** – Share that in this activity all teams will be filling in and creating a campaign map for sharing their plans with other teams and seeking feedback and inputs.

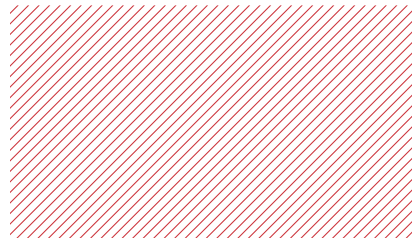
**Step 2** – Give each team a Campaign Mapping Template and ask them to fill it in as per the plans created in the previous sessions in the training and their own knowledge.

#### Does your campaign have

- A name.
- A clear long and short term goal.
- SMART objectives that address community needs.
- Clearly defined target audience.
- A connect with human rights.
- A clear and direct message addressing the issue.
- A communication plan and media mix and platforms you want to use.
- Identified partner organisations that are on board.
- Ready and skilled team.
- A plan for direct action.
- A defined and limited timeframe.
- A documentation plan.
- A system for seeking feedback.
- Indicators for measuring success.







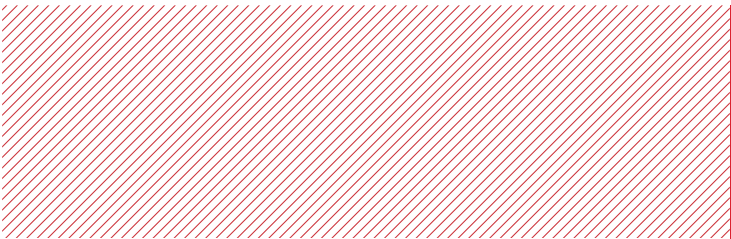
Campaign mapping template

Title of the Campaign		
Goal	Objectives	
Change that you want to see	Human Rights Agenda	Target Audience
Key message	Media mix	
Main Campaign Actions		Timeline
Indicators for Success		

**Step 3 –** Give each team a campaign checklist and ask them to tick off all the planning tasks that have been completed. Ask them to make a clear plan to address any point that has not been checked off in the list.

**Step 4 –** Ask the participants to create an attractive layout using chart sheets and other materials to display their Campaign Map. Ideally the mapping template can be filled in overnight and the teams can take an hour to create the templates for display.

**Step 5 –** Ask all the teams to put up their maps along with any other filled in templates and planning sheets as a comprehensive display of their campaign plans. Depending on the number of teams, give all participants 30-45 minutes to see the displays. Ask them to give suggestions and feedback to each display using different coloured post it notes or chits of paper.



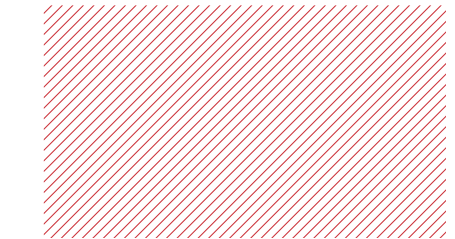
Note for Facilitators

At the end of this section, you should have a detailed and precise campaign framework on paper for sharing and to aid in further action. Let us look at some of the outcomes and decisions that should be clarified by the end of this phase.

- **Goal and objectives** – using the problem tree analysis and setting up SMART objectives.
- **Target audience** – identifying primary and secondary audience and creating specific targets.
- **Message** – using the guidelines and examples to create specific and clear messaging to enhance impact.
- **Media Strategy** – mapping the media terrain to select the most appropriate and relevant mix for your campaign.
- **On ground action strategy** – identifying on ground action strategies that will engage audiences and be the mainstay of the campaign.
- **Resource planning** – identifying and planning for the efficient use of all available resources.

You have also assed the campaign vis-à-vis the perspective inputs mentioned in the What to Change section and applied the Head, Heart and Hands framework to your plans. All the points mentioned above are the key outcomes of the planning phase of the campaign.

You should now have a comprehensive campaign plan on paper. Share this plan with a few others to seek feedback and inputs. Subject experts or groups that have been working on ground are best placed to provide this feedback. This is also a great way to build their trust and confidence in your plans and engage them as key partners in the campaign.







# PREPARING THE GROUND

The second phase of campaigning is when you prepare the ground to roll out the action. This involves creating essential checklists and making sure that all the materials, networks and systems that you need for the smooth running of the campaign are prepared and ready.

This section will walk you through some of the essential components on campaigning that you will need to prepare. While the requirements will differ from campaign to campaign, this listing will help you carefully look

at each aspect and think about the specific things that are required in your campaign.

This is the phase for bringing together the key players, resources and the technical skills required for the intervention and gearing them to roll the campaign out on the ground.

## Recruit Your Team

A strong and efficient team is essential for running a good campaign. Any campaign needs a dedicated team with clearly defined roles and responsibilities. Working on a campaign requires multiple skills. A good campaigner needs to be committed, knowledgeable about the issue and have the ability to take quick decisions and follow them up with action.

## Design and Produce Campaigning Materials

The key actions in any campaign involve spreading information, awareness and creating publicity. For this, it is good to create a variety of campaigning materials that can be used during events and outreach initiatives. These materials must carry the campaign branding and logo and present concise and clear information about the issue and the aims of the campaign. This material can also include a campaign call to action which is the action that you expect the target audience to take.

The campaigning material must be designed and created according to the specific context, audience and needs of the campaign.

**Information and outreach** – Specific materials may be made to spread information on the issue and what action the campaign proposes to take. It can also be a call to action to ask people to join the campaign or take a specific action. These can be in the shape of leaflets, parchas or information cards. Email newsletters also serve this purpose.

## Writing a Great Press Release

A press release is one of the most basic and useful documents for a campaign. A press release could be about an event or about the campaign in general. Sending regular press statements to media persons is a good practice to keep them informed and to keep from losing any opportunity for publicity in the media. You can follow these simple tips to write a great press statement:

**Find a hook** – Does the statement connect to a topical or human interest issue that will make it relevant to the journalist and to the readers?

**Give it a great headline** – Start the press release with a headline that can catch interest. “Autorickshaw driver to ensure safe commute for women.” “Girls click photos to highlight inequality” are examples of intriguing headlines.

**Lead in with the story and not the brand** – The readers are more interested in a story that affects them. If you talk about a great story or a great idea for an initiative, they will

make an effort to find out more about your initiative. Give that information later in the statement.

**Give details** – The first paragraph of your release should cover the who, what, why, where, and how of your new launch, update, or development. Give relevant details first.

**Use simple language** – Avoid jargon or any short forms that can confuse the readers. Keep the language simple and include relevant facts.

**Keep it short** – Write a short and clear statement that does not take too much space. This might be essential when competing for space with other news items and advertisements for print space.

**Include images** – Include any relevant pictures of graphics that can give a clear picture of the issue of the event. Explain the image clearly.

**Include quotes** – Including quotes from experts or celebrities that talk about the initiative or about the issue in general is a great idea. It makes the issue relevant and lends your work credibility.



**Specific and specialized materials** – Campaigns often use specific materials with campaign branding and messages targeted as particular audience groups. This can include anything from notebooks, bookmarks, posters, pens, cups etc. to bags or buttons.

Some materials commonly used for campaigns are:

**Banners**—usually displayed prominently during events, a good banner can be reused if not event specific. The cost of production can vary depending on the material and size but is a must have for any direct action based campaign.

**Posters** – could be used for outreach, information on the issue or information about campaign events. Posters are cheaper to produce and need to be made in significant numbers and put up in many places. They can also be used online for specific messaging and awareness as well as creating conversations around the issue and the campaign.

**Hoardings** – the cost factor is high but it offers good visibility if used for an innovative and smart message.

**Email newsletters**—very low or perhaps no cost. It is a good way to maintain audience engagement and update the stakeholders about the progress of the campaign. Email is a great way to take up online campaigning and petitioning.

**Postcards** – Should be used for targeted messaging with an attractive design. Potentially, it is a material that the audience can keep for a long time and so must be maximized even though it offers little space.

**Leaflets** – generally produced in bulk, they are useful for disseminating issue based and campaign information in direct events and outreach initiatives.

**Special materials** – products like T-shirts, mugs, notebooks, bags and caps can be produced depending on specific needs and budgets. There are typically used during outreach events and if designed well, can also be used to generate resources.

**Social media materials** – any well-designed materials such as posters, leaflets, post cards or bookmarks can also be used and disseminated online for additional outreach and publicity.

Some materials will require physical production while for others, it might be sufficient to create designs and keep ready till the need arises so that time does not have to be spent on it later. The campaign branding and identity should be part of all materials.

## Create a Resource Network

Before rolling the campaign on the ground, it is essential to have a resource network of experts, local activists and specialists, government and non-government players and community members who are willing to support and back the campaign.

This support network can convene in various ways:

- A panel of experts as well as organisations to advice and guide the campaign.
- A critical group to take up advocacy and influence structural change through policy.
- Partner networks with other groups and organisations for taking up the campaign as a collective forum.
- A support network of community

groups and organisations to enhance online and on-ground outreach and participation.

A strong support network can not only enhance the depth and spread of the campaign but also be a critical resource in case of crisis management. A collective also lends additional authority and authenticity to the campaign and makes it more credible.

## Prepare Online Platforms

It is almost usual practice for all initiatives to create an online platform to build support and make their work and information available to a larger audience. This will enable you to make key information and updates about your work available in an easy to share manner. It will allow audiences across the world to know about your work and can also become an important documentation and resource support tool.

You have already selected a media mix and created a social media strategy for your work. Depending on the kind of presence you want to have online, you can pick from the variety of platforms that have been detailed in the earlier sections. The next step is to start preparing and designing materials that you wish to put on the online platforms. The processes and decision outlined below will help you gear the campaign for online action.

### Selecting the platforms

Should you make a website, a blog or a Facebook page? The selection of platform will depend on factors like the nature of information you want to put up, the target audience and the longevity, apart from the resources and time available. You can ask yourself the following questions:

- Is it a short-term project or will it be useful for a long term.
- Does it need to be updated often? Do we have the time to do this?
- What is the information it will host?
- Do we need an interactive and dynamic online presence?
- Does it need special technical abilities to set up and run? Can we do this in house?





## Plan On-ground Work

As for the online action, it is important to prepare for the on ground and direct action in the campaign. You have already selected the main campaign action from the examples and list given earlier. You must set about preparing the logistics and communications accordingly. Is it a mass media campaign or will it use live events? What will be the call for action and expectations from the audience? Will training be the mainstay? The specific preparation for on ground action will depend on the nature of the actions.

The following checklist can help in planning for the rollout of the campaign.

- Decisions on venues and logistics of actions for launch and further.
- Preparation and signatures on MOUs and contracts with individuals and groups for partnership.
- Availability of cash and resources for the campaign actions.
- Necessary permissions for events and putting up publicity materials.
- Information to community members and any other influential stakeholders.

- Information to relevant officials and departments to take on on-ground work.
- Campaigning materials produced and ready to be used/given out.
- Volunteers engaged and informed about key responsibilities and logistics.

A good idea is to make a chart of decisions and processes for each action and use that as a checklist that will help you effectively plan each action leading up to the achievement of objectives.

## Make a Detailed Budget

Before rolling out the campaign it is essential to make a detailed budget that takes into account each aspect and activity of the campaign. You have already taken up a resource planning for the campaign. The detailed budget is specific to financial management and allocations. It is an estimate of the amount of money you will need for different aspects of the campaign.

A few quick tips on budgeting:

- Combining the budget with a timeline of activities will help you monitor the expenditure in a regular fashion and help take plan for any over or under spending.
- Keep a certain part of the money as a contingency fund to deal with any

unexpected or crisis situations.

- Keep a regular account of expenditure against the budget to have a clear idea of the available resources and whether there will be need for additional funding.
- Maintain the budget and expense

account in a clear and decipherable fashion in case it needs to be handed over from one person to the other. A clear and regular budget and expense statement also indicates transparency and accountability for community/public funds.



# Summary

At the end of this phase, you should be ready to roll out the campaign on the ground. By the end of this phase you should have the following outcomes.

**Team** – a skilled and ready team with clearly divided and laid out responsibilities.

**Brand Strategy** – branding plan as well as logos, graphics and designs to give the campaign a cohesive look and feel.

**Campaigning Materials** – Prepared and ready campaigning materials as per the needs of your campaign.

**Resource Network** – Clear and supportive network of allies, partners and with the audience to support the campaign action.

**Communication Systems** – Identified communications protocols with different groups and the equipment and systems required for communication needs.

**Online Platforms** – Ready and updated online platforms to start online campaign actions.

**On-Ground Systems** – Checklists of on ground systems, permissions and requirements for campaign actions.

**Detailed Budget** – a detailed campaign budget with clear allocations of available resources for different aspects of the campaign.

You are now ready to launch the campaign on ground. It is good to tick all the checklists and do multiple system checks to avoid any unnecessary crisis situations while running the campaign.

This and the next section of the “How To” chapter will focus on the action in the action-learning part of this toolkit. You might notice that there are fewer linked training sessions in this section. That is because this is the part where you put the training into practice. We have tried to provide essential formats and checklists that can be used during the course of the campaign.







# RUNNING THE CAMPAIGN

This is a short section that deals with the day to day running of your campaign. If you have followed the processes and tips given in the toolkit up till here, you should be able to carry on campaigning smoothly. The daily tasks of running your campaign will depend on the way you have conceptualized and planned your initiative. The running of the campaign will depend of how effectively you can put your plans into action.

While this part of the campaign will be determined by the ground realities and your specific experience, this section offers some tips to keep in mind while running the campaign.



## Planning Sheet for Organizing Events

### Name of the Event

Give the event a catchy and intriguing name.

E.g.: Music for Harmony, Films for Freedom

### Details

Date, Venue & Time. Select a good venue and book in advance. Can you tie up the event with commemorative days to inspire media interest?

### Objectives of the Event

What do you want to achieve through the event?

What is the primary purpose – awareness, action or protest?

### Event Flow

What will happen at the event? Will there be performances and speeches? Are there any guests or speakers to be invited?

What will the participants experience through the event?

It is good to work out a sequence of flow of the event to make sure that everyone is prepared well and there is no confusion or lags during the event.

### Target Audience

Who is your target audience? How many people do you expect?

How will you reach and mobilise the audience to participate?

### Indicators of Success

How will you know that the event was successful? The number or feedback from participants? Were the objectives met?



# Document the Action

Documentation is an important part of the ongoing work in your campaign. It essentially means recording the experience and the learning from it to be able to generate knowledge for yourself and others. It is also part of the essential practice of keeping all partners and supporters informed about the progress of the campaign and sharing the insights.



## Why Document?

- To share the experience with others and inspire them to join your initiative.
- To record the experience and generate knowledge for yourself and for others who might want to take up similar work in future.
- To keep track of successes and failures and aid in improving the quality of the campaign.
- To ensure transparency and fulfil accountability for public or private resources.
- To inform partners, supporters and participants about the work done and the progress made.

## What to Document?

- Specific events and activities such as trainings, rallies or community meetings. The documentation should capture the issues raised, the decisions taken and also any news coverage or external writing about the actions. It can also include any campaigning material such as posters, pamphlets etc. developed for specific events.

- Key processes and decisions taken and the reasons behind the same. For example, why did you choose to work with men in a campaign against gender-based violence? Why did you choose to work in schools and not outside schools?
- Learning and failures. What worked well, which strategies were successful and which did not work? Converting failures into learning is the most vital part of the experience that can help you and others in future. Sharing and celebrating success is as important as reflecting on failures.
- Any new innovations or insights. New strategies or formats for events or advocacy should definitely be recorded. Did social media marketing teach you something about young people's online activities? Did a new strategy to work with the media bear fruit? These can be recorded as small case studies to showcase innovation.
- New knowledge about the issue. Any new information or analysis of the experience of the community is an

important resource for your own as well as other ongoing work on the issue. Researches, emerging trends, case studies and community data can help in improving the work to address that issue and should be documented.

- Showcasing successes and celebrating heroes. Documenting successes and showcasing any inspirational stories of incidents can be very useful for sharing with the larger community involved in the change process. It can help affirm the belief in the change potential and further inspire others to align with change processes.

## How to Document?

Documentation does not necessarily mean long reports and tedious note-making at every event, process and action. You can make documentation as innovative, creative and fun as you want. Creative modes of documentation not only make it a more fun activity but also make it easier and more interesting to read. Done in the right way, your documentation can also be good quality marketing material that can be shared online and help generate more interest in the campaign.

Some of the forms that can be used for documentation are:

**Photo stories/essays** – making pictures the mainstay of the documentation

and adding detailed captions to explain the process and the people being documented. This can be done using simple cameras or even phone cameras that offer good resolution and clear pictures.

**Films** – short films that capture a specific and focused action are a great way to generate interest and have a ready reference document as well as media product that can be used for publicity. Simple handycams, phone cameras or digital cameras can be used to create short and innovative films.

**Newsletters** – a newsletter with updates that captures diverse aspects of the campaign in short paragraphs to

inform the readers is a quick and easy to read document. It can help you stay connected with the participants and partners and also be a regular and ongoing record of the action.

**Blogs** – creating short informal posts about actions using videos or photographs is also a great way to maintain an online record. This

**Comics** – grassroots comic making is an easy skill for those who are inclined to make art or sketches. It gives an innovative and fresh outlook to documentation and can make even a drab project report lively and interesting.





# Examine, Evaluate, Evolve

As the campaign moves forward, you have to continuously monitor and evaluate whether the actions are being able to meet the objectives. You have already worked out a clear set of goals and objectives and made a timeframe and list of activities. SMART objectives would have given you the specific criterion you wanted to meet and the aims that you have set for yourself in the campaign.

## Examine

Monitor progress as you go along in the campaign. Are the objectives being

achieved? Are the actions being taken up as per the timeline? Examining as you go along with help you keep things on track and address any deviation from the plans or any shortfalls.

Examining the campaign in a timely fashion will help you make any contingency plans or re-adjust the plans to suit emerging situations. It will also help keep track of small achievements to inspire the campaign team.

## Evaluate

Keep an eye on the goals. Are the current strategies good enough for achieving

the goals set in the campaign? What works well and what doesn't? Develop a clear set of parameters that will mark success? The number of people that you reach, the number of actions taken by participants.

Pay attention to feedback from the audience, the participants and the partners. This will help you evaluate the quality and the success of the small actions. Policy shifts or infrastructure changes in the community. Develop a set of parameters at the beginning and evaluate the success based on those towards the end of the campaign.

## Evolve

Continuous monitoring should be geared towards making the desired changes and directing efforts to address any lags in the plans. Mid course correction in messaging, the nature of the direct action and the mobilizing initiatives can all be the key to ensuring a greater degree of success. The work may not be going badly, but there is always scope for improvement.

## Notes for Facilitators:

- This section has familiarized you with some of the daily management and ongoing campaigning processes that you can anticipate. It helps to keep in mind some of the regular tasks and divide the work and responsibilities accordingly.
- While this section can give you an initial idea, campaigns are developed and managed through experience and you must be prepared to address daily planning and work needs as they emerge on the ground. To be prepared you can develop
- An evaluation plan and parameters based on the objectives and goals defined through the objective tree.
- A plan for documentation and reporting with each event and action as well as in the long term.
- Clear delegation of responsibilities in the team.
- It is also useful to develop team processes such as regular meetings, internal feedback and team building activities. This will help the key members work together in a better and more efficient manner. It will also help resolve any team issues and clarify expectations and tasks within the team.





# CAMPAIGN CLOSURE

Campaigns are time bound and have specific objectives and their closure is as important, or perhaps even more than the launch. A campaign closure should bring together the different aspects of the campaign into one concerted action that highlights the work done and the achievements of the campaign. This section lays out some guidelines and reminders that can make a closure more effective and positive.

Whatever the design of your campaign, you should pay some attention to designing a campaign closure that brings closure to the initiative that you started with community members and stakeholders and gives a direction for future endeavours to take up work on the issue. It is useful to keep in mind certain key points or aspects of a closure process to make the closure process positive.



## Indicate a Future Direction

While the objectives of your campaign might have been met, the goal is a large vision statement that requires continuous efforts. A world without gender-based violence cannot be achieved through a single campaign. Closures are a great opportunity to not only share achievements, but also call for a larger change that is actionable and part of the daily lives of the participants. What are the behaviours that you want them to adopt? What are the positive attitudes you wish them to imbibe? Can

you create a small souvenir, a poster or an experience that will make everyone recall the campaign and the behaviour it asked them to model?

This is also the time to clarify how the groups that were involved in the campaigning will continue to take up the cause in their work and whether the community members and participants can seek support or link with the ongoing work in future.

## Hand Over Responsibility

Ideally, for sustainability and continuity of the work sparked off in the campaign, the design should consider a model that can be handed over to the community. What did the campaign learn from the community? Did it create a model or an example of effective action that can be taken over by existing community groups? Did it create and empower a new group to

take action? Demonstration of a model and development of knowledge and skills that can be handed over to the community and empower them to take action in future is a great approach to creating goals and outcomes. Build a plan for handing over the work to the community in the closure of the campaign.

## Notes for Facilitators:

This section details some of the closure related processes and tasks that you must complete before ending the campaign. It emphasizes the significance of a clear closure plan and sharing the work done with the community and the participants of the campaign.

This section should prompt you to plan:

- An effective closure process to showcase the success or the work done in the campaign.
- Create a clear end timeline to meet objectives.
- Logistical arrangements for closure and handover in the campaign.