

UNIT 2:

INTRODUCING CAMPAIGNING

ADA Campaign Training Manual

UNIT 2: INTRODUCING CAMPAIGNING



This unit will help participants understand what campaigning is, and how it relates to advocacy.

WHAT IS CAMPAIGNING?

Assessing participants' experience of campaigning

Note: For this session and all others, use the needs assessment you will have carried out to help you adjust the content and methodology according to participants' experience and needs.



Exercise 1 – A show of hands

To gauge the level of campaigning experience among participants in the group, ask them to walk around and meet two other people, one after the other. They should spend about four minutes talking to each person.

Participants should ask each other these questions: Have you had any experience of campaigning? Are you new to it, or have you been involved in lots of campaigning work? Name any campaign in which you have been involved – or one you want to get involved with.

Clap your hands or ring a bell after 12 minutes to bring the participants back to a circle of seats.

In plenary, ask participants to raise their hand if they can answer yes to the following questions:

- Have you been involved in any campaign(s) to date?
- Have you been involved in campaigning work for more than a year? Two years? Three? Five? Ten?
- Do you have an issue you want to campaign on?
- Are you aware of any campaigns, anywhere, which have achieved their goals?

Spend some moments considering the responses, the mix of experience in the room, and what the implications will be for learning together.

“OLDER PEOPLE ARE POWERFUL AND PASSIONATE CAMPAIGNERS ON ISSUES THAT DEEPLY AFFECT THEM BECAUSE THEY KNOW THEIR SITUATION BEST.”

**Coalition of Services of the Elderly (COSE),
Philippines affiliate**



RENPERMAE (Ecuador)



HelpAge International (Tajikistan)

Campaigning definitions

In plenary, point out that campaigning can be described as many things. Ask participants to reflect for two minutes on what they think campaigning means. Ask them to note down their own definition, or simply keep it in mind. Tell participants they are going to hear four definitions of campaigning, read aloud. Ask participants to listen, and as they hear each one, relate it to their own definition and understanding of campaigning. Using Handout Unit 2.1, read the following definitions out loud in a clear voice, or distribute printed slips of paper, with one definition per slip, to individual (literate) participants. Ask them to read each out in turn, slowly. Then ask them to repeat it.



Some campaigning definitions

1. Campaigning can be used to describe actions aimed at changing the policies, position and programmes of governments, institutions or organisations.
2. Campaigning is an organised and systematic process of influencing matters of public interest.
3. Campaigning is a social change process that affects attitudes, social relationships and power relations, which strengthens civil society and opens up democratic spaces.
4. Campaigning is putting a problem on the agenda, proposing a solution to that problem, and building support for action on both the problem and the solution.

Invite participants to give any observations about these definitions. Point out that, as formal definitions, they sound quite impersonal. Other definitions are more direct and immediate:

5. Campaigning is a conversation with society – a two-way process.
6. Campaigning is, in essence, about a struggle for power, and the redistribution of power through exerting influence.

In plenary, conduct a facilitated discussion. Encourage participants to share their views about what type of definition is useful to describe the campaigning activities they are (or will be) involved in. Point out that there is no conclusive definition; whatever is useful and accurate for your issue and context is what counts.

Share these dictionary definitions of “campaigning” with participants:

7. Campaigning is a planned set of activities people carry out over a period of time designed to achieve a social, political or commercial goal. (Collins English Dictionary)
8. Campaigning is a series of actions intended to produce political or social change. (Macmillan Dictionary)
9. Campaigning is where people work in an organised and active way towards a goal (eg, people who campaigned against child labour). (Oxford Dictionaries)

Point out that this last definition, number 9, gives an example of a very well-known global campaign.





50
mins



Exercise 2 – Buzz groups sharing examples of campaigns

Invite participants to form buzz groups of threes. Ask them to think of any well-known campaigns, past or present. Let them share local campaign examples as well. Invite them to consider whether these campaigns succeeded – did they achieve what they set out to do?

In plenary, hear some examples of the campaigns discussed by the buzz groups.



Checklist

- Compare examples of short-term and long-term campaigns – eg, the Campaign for Nuclear Disarmament (CND) and the campaigning against slavery are long-running, whereas anti-drilling in the Arctic is a recent, new campaign. Thousands of local campaigns are short term.
- Tell participants about the origins of the word “campaign”, which comes from the Latin word “campania”, from “campus”, meaning level ground. It refers to an army’s practice of taking the field – that is, moving from a fortress or town to open country at the onset of summer.
- Encourage participants to remember this active image of “taking the field” as they embark on campaigning.



Exercise 3 – The main elements of campaigning

Split participants into small groups. Using Handout Unit 2.1, give each group one or two cards, with one of the stated elements of campaigning (Handout Unit 2.2) clearly written on it. Let each group discuss their elements and decide whether they agree or disagree with them. Encourage them to raise questions and share views. Note down key words and decide an interesting way to present their elements.

Each group should then give a short (five-minute) presentation, summarising their views and discussion on the element. After each presentation, take time to allow for questions, insights and understanding to emerge. Stress that there is no right answer or ultimate definition. This exercise helps to build participants' own understanding of campaigning. It supports participants to find their own useful definition of campaigning, as they go on to campaign and mobilise others.

In plenary, offer the input that the main elements of campaigning are:

Persuasion: Campaigning involves persuading people to take an unusual interest in supporting a move that would not normally happen. Campaigning creates a space for public discussion.

Perseverance: Campaigning means setting up and sustaining processes that are not normal or “business as usual”. Campaigning needs lots of perseverance and energy.



Change: Campaigning is the science and art of changing what it is possible to change – for example, values, behaviours, laws, politics, and the balance of power. It is a political activity that requires taking a decision, standing by it, and actively encouraging and persuading others to help bring about positive changes.

Focus: When things are presented in complex ways it can make people feel confused; and if they feel confused, they will think you are confused, and not worth listening to. Know your “red thread” – meaning the important line that runs through a complex picture, place or process. Your campaign has to be like a red thread. It cannot be the “whole picture”. Instead, it has to be a pathway, with clear stepping stones. Successful campaigns have a clear focus and offer solutions to problems.

Power: We can consider four types of power as we investigate campaigning. These are:

- power over – supremacy power that aims at controlling others
- power within – someone’s inner feeling of power
- power for – the ability to change and achieve
- power with – the shared power between partners and allies.

Action: Campaigning is about doing things. Campaigners need to ask themselves, every day: what is this campaign doing? Is it starting something, publishing something, trying to prevent something from happening, occupying, marching, lobbying... All campaigns have some educational effect but it is education by doing, through experience, not through passively being given information.

Progress: Good campaigning succeeds in inspiring its supporters who are then more likely to go on to the next target and get involved in more campaigning.

“I HAVE LEARNT THAT EVEN IN OLDER AGE I AM ABLE TO DO SOMETHING WORTHWHILE AND CONSTRUCTIVE FOR MY COUNTRY.”

Rhoda Ngima, an older campaigner from Kenya



Exercise 4 – A campaigning tale

Using Handouts Unit 2.3 and 2.4, invite participants to relax and listen to a story you are going to read aloud. Ask them to listen and begin to make links, as they listen, between what happens in the story and things they observe about wider society.

(Story begins)

A woman is walking along a river bank. She notices that there are little children drowning in the river. Horrified, she plunges into the water and tries to save them, pushing children one by one to the river bank. She works frantically and intensely to save the drowning children.

Suddenly she sees another man walking alongside the river. He asks her: “What are you doing in the middle of the river?” She says, “I’m saving these children. There are so many. Come and help me!”

The man immediately jumps into the water. He starts teaching the children how to swim. The woman carries on pushing the children one by one to the river bank.

A second man walking by shouts out to the woman and the man, “What are you both doing?”

The woman replies, “I’m rescuing these children because they can’t swim and pushing them to the bank! You must help me!”

The man who is helping the woman replies, “I’m teaching these children how to swim so they can survive on their own. Come and help!”

The man listens attentively. Then he walks away. The woman and the man scream, “Where are you going? We need your help!”

The man says, “I am going upstream – up the river – to find out who is throwing children in!”

(Story ends)



Ask the participants for any questions or clarifications and if they need to hear the story once more. Then divide people into groups of three. Ask the groups to discuss these questions (see Handout Unit 2.4):

2.4

- Which of the three people behaved most appropriately in your view?
- Why did each do what they did?
- What does this tell us about tackling issues?
- What links can you make between this story and any experience you have about civil society organisations?
- What observations can you make about campaigning based on this story?



Note: Ensure that participants understand what is meant by the term “civil society organisations”. Point out that older people’s associations, community-based organisations (CBOs) and non-government organisations (NGOs) form part of civil society.



Checklist

Check that participants' answers to the five questions include these points:

- The three people each behaved according to what they thought was best for the children.
- They did what they thought was appropriate and they did what they were capable of doing.
- They did not have much effect because they acted on their own. They had no team approach. In the same way, many organisations each work to help people using different methods.
- Campaigning can be powerful because it uses a planned approach and employs different strategies. There is a focus on addressing the root causes of the problem.
- In the story, there is: action which helps the children, action which helps the children help themselves, and action which investigates the causes of – and possible solutions to – the problem.



HelpAge International (occupied Palestinian territories)



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mins



Exercise 5 – Describing campaigning

Invite participants to create a collective picture of their views of campaigning. To create this picture, participants will consider: their own experiences; things they have learnt from each other; the list of definitions given earlier; the presentations on the elements of campaigning; and reflections on the story. Encourage participants to remember the image of “taking the field”.

Using mixed media – coloured paper, coloured shapes, pens, photographs, text or graphics from magazines – the group will create a picture that sums up their views of campaigning. According to the size of the group, work as one group or divide into sub-groups.

Ensure that the picture is large, motivating, and really works as a visual aid to remind participants of the characteristics of campaigning. It is something they can return to in subsequent sessions.



Help Lesotho (Lesotho)

The next section explains how campaigning relates to advocacy.

HOW DOES CAMPAIGNING RELATE TO ADVOCACY?

Definitions of advocacy

In plenary, ask participants what they think are the differences between campaigning and advocacy. Elicit some responses and definitions of advocacy. Explain that definitions are not fixed, and sometimes the terms are used interchangeably. However, the following statements represent how advocacy is often described.

Using Handout Unit 2.5, ask three volunteers to read out one of the following definitions.

Some definitions of advocacy

- “Advocacy consists of actions designed to draw a community’s attention to an issue and to direct policy-makers to a solution. It consists of legal and political activities that influence the shape and practice of laws. Advocacy initiatives require organisation, strategic thinking, information, communication, outreach and mobilization.”

(Human Rights Manual, Marge Schuler)

- Advocacy involves different strategies aimed at influencing decision-making at the local, provincial, national and international levels, specifically:
 - **who decides:** elections, appointments, ministers, boards of advisors, judges, managing directors...
 - **what is decided:** laws, policies, national priorities, programmes, services, budgets...
 - **how it is decided:** accessibility of information, consultation and/or involvement of people in decision-making, responsiveness to citizens/stakeholders, accountability for decisions.

(VeneKlasen L and Miller V, A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation)



COSE (Philippines)



HelpAge International (Ethiopia)

Ask participants to make a note, mentally or on paper, of key words that describe advocacy. To conclude, point out that put simply, advocacy is when people fight for their rights.

Advocacy includes finding out how bureaucracies and systems work, and fighting decisions that deny citizens the things they are legally entitled to – whether that is protection from discrimination, access to social assistance and healthcare, fair treatment by the justice system, etc. Advocacy also includes lobbying organisations, institutions, and various levels of government to change rules and regulations that deny people their full civil, political, economic, social and cultural rights as set out in the United Nations Universal Declaration of Human Rights and specific Conventions.



Wrap up: Please refer to facilitators' notes in Appendix A for guidance on monitoring progress and embedding learning.

UNIT 2:

HANDOUTS



Handout Unit 2.1

Some campaigning definitions

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Other definitions are more direct and immediate:

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There is no conclusive definition; whatever is useful and accurate for your issue and context is what counts.

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(Oxford Dictionaries)

The origin of the word “campaign” is from the Latin word “campania”, from “campus”, meaning level ground. It came from an army’s practice of *taking the field* – that is, moving from a fortress or town to open country at the onset of summer.



Handout Unit 2.2

The main elements of campaigning are:

Persuasion: Campaigning involves persuading people to take an unusual interest in supporting a move that would not normally happen. Campaigning creates a space for public discussion.

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**Campaigning
focuses on
a clear target**

**... action should move
closer to focus**

Focus: When things are presented in complex ways it can make people feel confused; and if they feel confused, they will think you are confused, and not worth listening to. Know your “red thread” – meaning the important line that runs through a complex picture, place or process. Your campaign has to be like a red thread. It cannot be the “whole picture”. Instead, it has to be a pathway, with clear stepping stones. Successful campaigns have a clear focus and offer solutions to problems.

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Progress: Good campaigning succeeds in inspiring its supporters who are then more likely to go on to the next target and get involved in more campaigning.

Handout Unit 2.3

A woman is walking along a river bank. She notices that there are little children drowning in the river. Horrified, she plunges into the water and tries to save them, pushing children one by one to the river bank. She works frantically and intensely to save the drowning children.

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The man listens attentively. Then he walks away. The woman and the man scream, “Where are you going? We need your help!”

The man says, “I am going upstream – up the river – to find out who is throwing children in!”



Handout Unit 2.4

- Which of the three people behaved most appropriately in your view?
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HelpAge International (occupied Palestinian territories)



Handout Unit 2.5

Some definitions of advocacy

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Put simply, advocacy is when people fight for their rights.



KESPA (Kenya)

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COSE (Philippines)

Handout Unit 2.6

Older people are at the heart of campaigns work. Through this training and the ongoing engagement of older people, we are growing a global movement of campaigners who will portray the characteristics listed below.

PROFILE OF AN OLDER PERSON CAMPAIGNER

YOU



...CAN DIALOGUE AND DEBATE AND PERSUADE AND YOU CAN WIN!

...ARE READY TO PARTICIPATE

...ARE SURE TO MAINTAIN AND ATTEND TO YOUR GROUP

...ARE A GOOD ANCHOR FOR YOUR GROUP

...HAVE A UNIQUE PLACE TO SPEAK CREDIBLY ABOUT ISSUES – BECAUSE YOU EXPERIENCE THEM

...UNDERSTAND THE CONTEXT, ESPECIALLY THE POLITICAL CONTEXT

...ARE KEEN TO INFORM OTHERS ABOUT OLDER PEOPLE AND THEIR REALITIES

...ARE A VALUABLE SPOKESPERSON FOR THE MEDIA

...CAN SPEAK ABOUT YOUR LIFE AND THE CHALLENGES YOU FACE IN AN ENGAGING WAY

...HAVE A HEART TO DEVELOP YOUR GROUP

...ALLOW PEOPLE TO SELF-IMPROVE TOGETHER

...SHOW EFFECTIVE LEADERSHIP IN THE GROUP OR MOVEMENT

...ARE STRONG WHEN YOU CONSIDER YOUR OWN VALUES, CULTURE AND HISTORY

...DEPEND ON THE SOURCE OF POWER WITHIN YOURSELF

PROFILE OF AN OLDER PERSON CAMPAIGNER RHODA NGIMA, 77, KENYA



HelpAge Kenya

“We have been removed from a very dark pit and brought to the surface where there is light. ADA has made me an ambassador to spread news about older people. I have learnt that even in older age I am able to do something worthwhile and constructive for my country.”

Rhoda Ngima

Rhoda has long been a pivotal figure in her church and community, where she brings people together, inspiring them to stay strong and keep going through life’s challenges. She’s now bringing her leadership experience and social commitment to ADA, where she’s already made a big impact.

In 2009, she led an ADA delegation to meet the Prime Minister. And the following year, she met the Minister for Gender, Children and Social Development to explain the benefits of increasing pensions. After the meeting, the Government agreed to raise pension payments for all older people in Kenya.

In 2012, Rhoda travelled to Brussels where she met several Members of the European Parliament. In her speech, she spoke about her life in Kenya and the challenges older people face in developing countries, urging the European Union not to forget her generation.

She passionately believes that the world’s older people should unite as one voice.



HelpAge Kenya

This is one unit from a set that makes up the ADA Campaign Training Manual. You can download single units, or the full manual from:

www.agedemandsaction.org

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ADA
Age Demands Action

**HelpAge
International**
global network

Age Demands Action is a HelpAge global network campaign