

# UNIT 6:

## SETTING YOUR CAMPAIGN OBJECTIVES

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HelpAge International (Bangladesh)

**This unit will help participants to understand the terminology that is used in campaigning. It will also help them explore and define their own campaign objectives.**

## TERMINOLOGY

In plenary, mention some of the key terms used in campaigning. Point out that we usually use the word “aim” to mean the key goal of any project, programme or campaign. Specific objectives usually come under this higher-level, overarching aim. Other key terms include: vision/purpose; goal/aim; objective; activities. Any well-designed initiative should be able to reveal how its activities, however detailed, contribute to an objective, which in turn contributes to realising the bigger aim or goal, and how that goal ultimately contributes to bringing about the change the campaign wants to see. Point out that “impact” means what happens as a result of activities, and is measured through evidence of meaningful, significant changes in the world.

Although different campaigns each have their own aim, the word “objective” is used here to describe these aims. So these objectives relate to the ultimate aim of realising the rights and responsibilities of older people worldwide. Being able to realise a campaign objective is a major success and an achievement in its own right. Being able to realise many campaign objectives will collectively bring about the wider, worldwide aim of social transformation.



HelpAge International | (Ethiopia)

## EXPLORING CAMPAIGN OBJECTIVES



### Exercise 1 – Exploring campaign objectives



Put up a flip chart you prepared in advance, with the following objective as an example (taken from older people working on the ADA campaign in Kenya):



*Our campaign objective: To ensure the provision of affordable, friendly health services for all people aged 60 and over in Siaya County within a year.*

**Ask what participants notice about this objective. What elements does it contain? Ensure that the discussion covers all the points in the checklist opposite.**



## Checklist

- Use of language (eg, what is behind the call for friendly health services – can it be expressed differently?)
- Specifics about what is being called for
- Specifics about who the change is designed to help (the target population)
- How to measure whether the objective is achieved
- Is it realistic?
- Is it relevant?

The timeframe for this objective is “within a year” – but it is best to state the actual year, and even the month if possible.

Draw participants’ attention to the principle of creating effective, focused objectives.

Prepare the information below on a flip chart. Use this flip chart as a visual and go through it with participants, highlighting that generally speaking, it is better to campaign against a small part of a big problem, where that part is 99 per cent unacceptable to the public, than to campaign against some of the overall problem, which is only unacceptable to 1 per cent of the population (see the examples below).

### **Unacceptable to 99 per cent of the public**

- Lack of health service workers in all health facilities
- Lack of social benefits for unemployed people
- Citizens’ voices are not being heard by the government
- Increased cost of living for all.

### **Unacceptable to 1 per cent of the public**

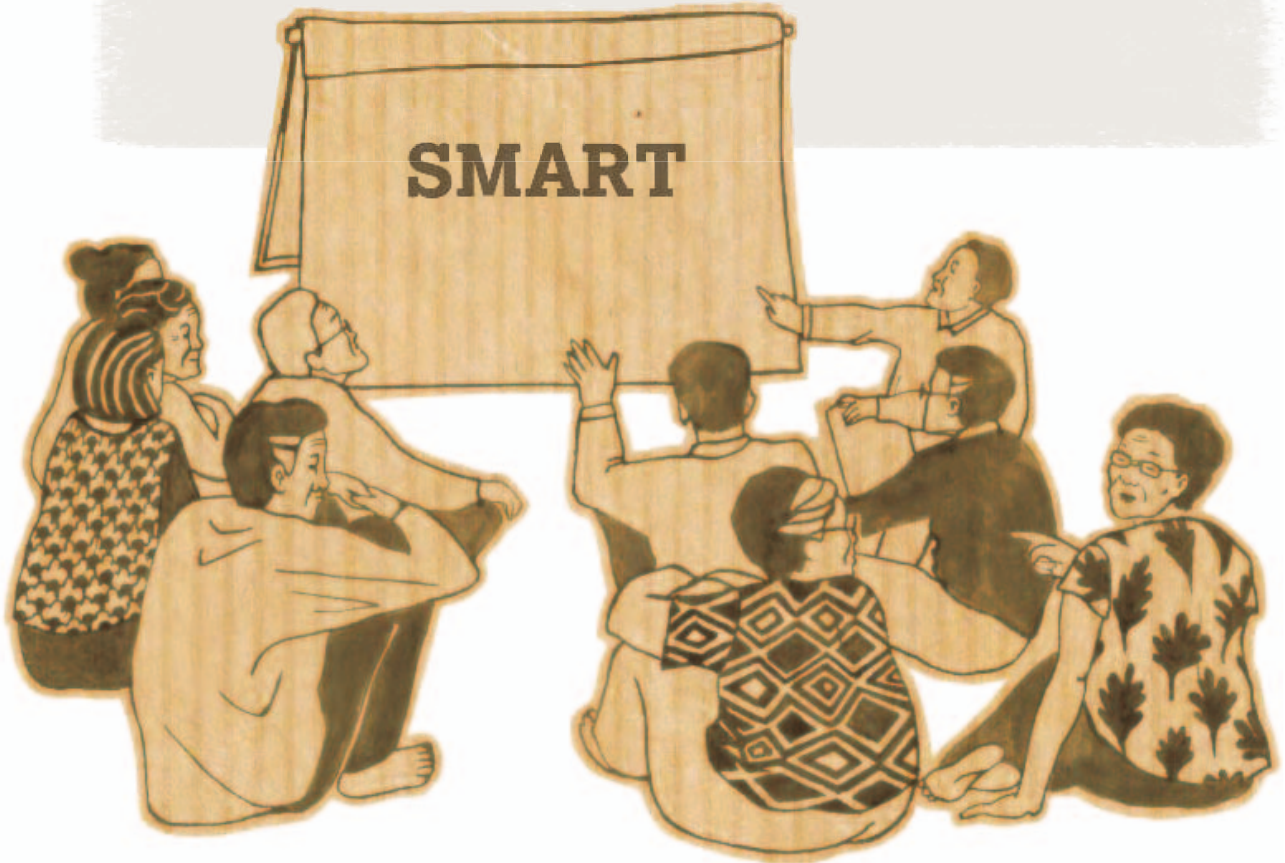
- Retired government officials are paying taxes
- Minority groups in region A have no protection against discrimination
- Lack of land to build an older people’s sports centre
- Introduction of property tax for older people in urban areas.





## Exercise 2 – SMART objectives

Write up the acronym **SMART** and ask if participants know what it stands for. Then, using Handout Unit 6.1, write up the definitions of **SMART** objectives on a piece of flip chart paper and check and test participants' understanding against each element. With a mixture of your own input, eliciting participants' input and discussion, ensure that the group is familiar with and understands the meaning of each of the **SMART** elements, as follows.



**Your campaign objectives should be SMART:**

- S**    **Specific**
- M**    **Measurable**
- A**    **Achievable**
- R**    **Relevant**
- T**    **Timebound**

## **Specific**

A specific objective will usually answer the five Ws (what, why, who, where, and which):

**What:** what do we want to accomplish?

**Why:** specific reasons or benefits of accomplishing the objective

**Who:** who is involved?

**Where:** ideally, state a location

**Which:** which actions are required?

## **Measurable**

If an objective is not measurable, it is hard to know whether any progress has been made as a result of your campaign activities. Think of questions such as “how much?” and “how many?” to ensure that your objective is measurable.

## **Achievable**

Make sure your objective is not extreme or out of reach. It needs to be realistic. Are you able to say how the objective can be accomplished?

## **Relevant**

This seems like common sense, but make sure your objective is one that matters.

## **Timebound**

Make sure you give your objective a target date that is as precise as possible. This helps you and your supporters to focus your efforts and underlines the urgency of taking action.

In plenary, share the following sample objectives one by one, and invite participants to discuss how SMART they are.

- Free seating for all older people on public buses in three districts of X country by 2013.
- A technical working group established next year to discuss the creation of national ageing policy.
- Social pension granted to 50 per cent of all indigenous older people in country X by end of 2015.
- Health insurance cards provided to all older people over the age of 85 in country X by mid-2014.



In plenary, and using Handout Unit 6.2, share the following information on levels of objectives, eliciting existing knowledge from participants.

Often, people plan campaigns using two different levels of objectives, known as primary and secondary objectives. For example:

**Primary objectives might aim to achieve:**

- changes in laws and policies
- more effective implementation of existing laws and policies
- reform of institutions
- changes in attitudes and behaviours
- more democratic space – legitimacy of civil groups, freedom of information, and space to speak out
- civil society gains – increased co-operation, solidarity.

**Secondary objectives might aim to:**

- get the issue on the agenda for public debate
- increase support and active membership of a campaign
- raise funds to support campaign activities
- develop the profile of your campaign group.

**Focusing on outcomes**



Note: In addition to setting advocacy objectives, it is important to focus right from the start on what outcomes you want to see, for the following reasons:

- Outcomes reduce the danger of being too activity-focused – that is, objectives can sometimes become a list of “things we intend to do”.
- If you are outcome-focused, you are much more likely to look at the impact of the activities rather than the activities themselves.

# DEFINING YOUR CAMPAIGN OBJECTIVES



HelpAge International (Peru)

50  
mins



## Exercise 3 – Be SMART

**Invite participants to form groups of four. Each group's task is to write a SMART objective for a simple event, which might be visiting a relative for an occasion, sharing a family meal, or going on a trip. Ensure that the groups have clearly expressed their objective and have covered every one of the SMART elements in their description. Ask them to explain the objective and share the SMART description in plenary.**

In plenary, groups present their chosen objectives. Let the other groups critique each one to test whether it fulfils the characteristics of a SMART objective. Keep this discussion easy and good-natured and vote or decide on the winner. Give that group a round of applause or some other form of light-hearted reward, such as biscuits.



45  
mins



## Exercise 4 – Prioritising your issues

Ask each participant to think of the two most pressing issues facing older people in their communities – issues that call for campaigning work. Link up in pairs and, being sensitive to literacy levels, ask participants to write these issues on large coloured cards with thick marker pens. Place all the cards on the floor. Collectively, group them into themes. Decide the most appropriate method to rank the issues written on the cards and come up with the top three. You can use different means to decide which are the three top priorities: ask participants to vote by placing a coloured dot on the cards; debate each card and decide by consensus; majority decision in descending order; etc.



Once you have decided the three priority campaign issues to work on, create three stations around the room, one for each. Allow people to choose which issue they would like to work on. Adjust the groups if the numbers are very uneven.

60  
mins



In three groups, ask participants to work together to create a SMART objective for their issue. Once they are happy with the objective, decide on three or four example activities that contribute to meeting that objective. Encourage participants to think about the overarching goal of their campaign and express it. Ensure that there is a link between the objective and the wider goal. Ask participants to select a “scout” from within their group.

**At any point in this activity, the scout can visit the other two groups to see their progress and bring back any tips or questions for their own group. The groups should be prepared to share their objective, sample activities and overarching aim in plenary.**

In plenary, allow time for the three groups to share their work and for peers to comment, question and embed learning on how to create SMART objectives for their campaign issue.

Again, in plenary, describe this example, which is drawn from direct experience within HelpAge International:

### **Overall objective**

**Provide pensions for people over the age of 60 in Tanzania by 2018**



### **Achievable policy demands**

- Analyse policy gaps and create a draft concept or a terms of reference for pensions. Organise stakeholder forums to add inputs to the papers
- Announce a pension pilot in the next budget year
- Provide social pension to the senior groups who are living in poverty
- Bring workers from the non-formal sector into non-contributory pension schemes

**Provide free access to healthcare for older people in Kyrgyzstan by 2015**



- Draft a healthcare plan for poor older people
- Extend free healthcare to the most vulnerable older people above the age of 65
- Agree to review the policy after a year of implementation
- Provide free medical consultations for older people in three regions as a pilot



## Exercise 5 – The solution tree

Ask a volunteer to draw a stylised tree, with main roots and secondary roots, trunk, main branches and secondary branches. Set out large Post-it notes in four colours.

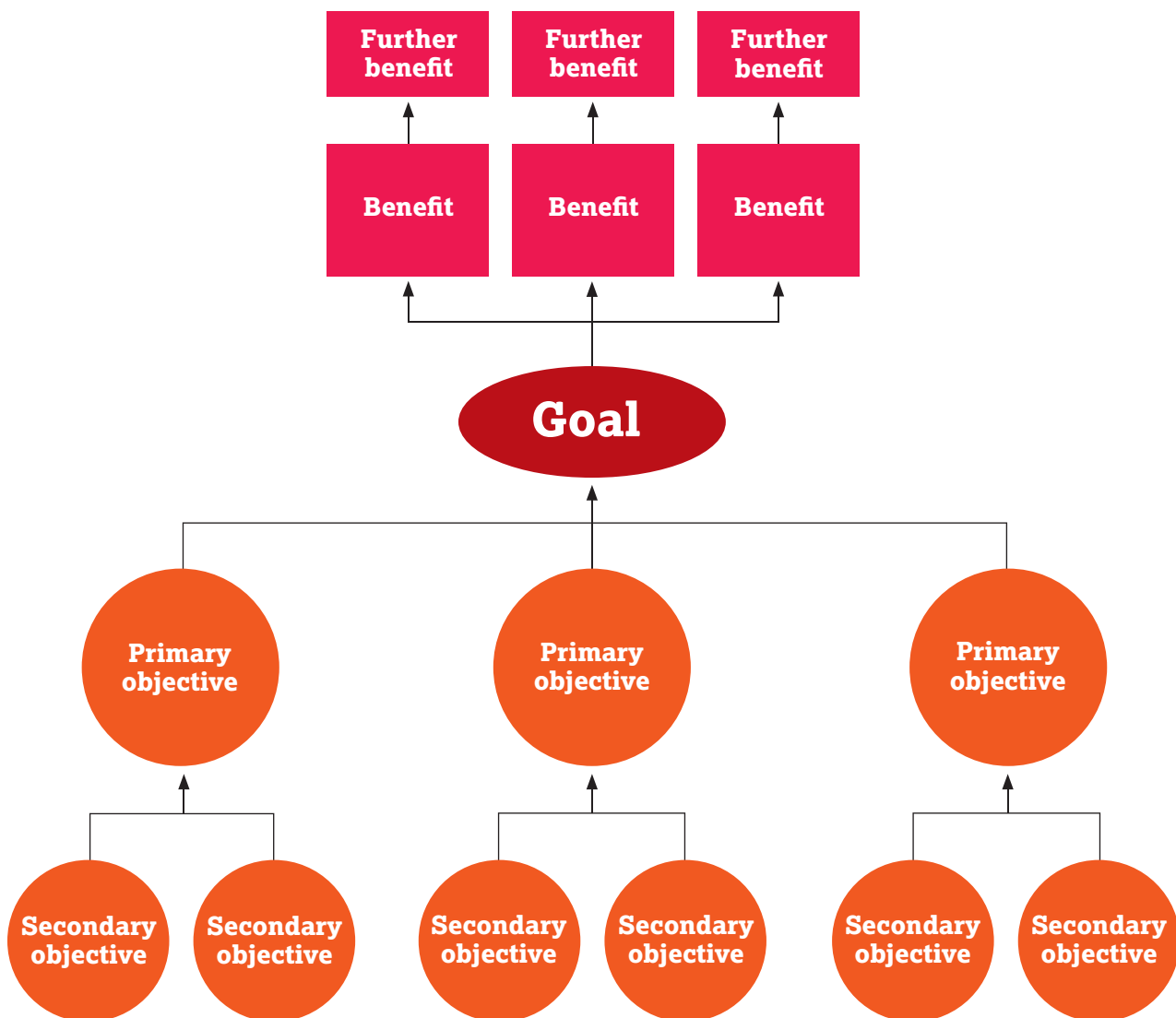
As a group, come up with some examples for the main objectives, secondary objectives, and an expression of the overarching goal. Enlist the help of volunteers to write on the Post-its. Place the agreed statements on the solution tree.

Next, in pairs, decide on what might be the primary and secondary benefits for the successful realisation of this campaign.

Return to plenary and ask each pair to share their views on the benefits of the campaign. Again, ask volunteers to write up the benefits people have agreed on, on the coloured Post-its, and place these on the branches of the tree to complete the picture.



Present the solution tree diagram, enlarged on flip chart paper.  
Here is an example:



Together, decide which of the three sample objectives to continue to work on.

Elicit why this solution tree tool can help with planning and implementing campaigns.



### Checklist

- It encourages integrated thinking about the whole campaign.
- It sets out primary and secondary objectives.
- It is motivating to keep your overarching goal at the centre of your thinking.
- It helps you see the point of the campaign, as you set out the primary and secondary benefits.





In plenary, explain that objectives can be defined in more detail by breaking them down – into content, structure, and culture. Read out the example below. Give participants Handout Unit 6.3 so that they can read it in between sessions (being sensitive to literacy levels and omitting if necessary).

### **Long-term goal**

Expand and promote the legal rights of women, and gender equality.

### **Short-term goal**

Ensure that domestic violence is recognised by the legal system and society as a crime and a violation of fundamental human rights.

### **Objectives – by content**

Reform the criminal code and family law act to recognise domestic violence as a crime and create procedures to protect victims and punish offenders.

### **Objectives – by structure**

Provide training for law enforcement and judicial authorities on the topic of domestic violence and the special needs of offenders and victims.

Create reception rooms within police stations for women who are reporting domestic violence, with the support and involvement of NGOs working on the issue.

Convince the government to fund shelters and hotlines for people experiencing domestic violence.

### **Objectives – by culture**

Educate the general public through the media about the fact that domestic violence is a crime, and perpetrators will be dealt with by the criminal justice system.

Create pilot men's groups to discuss issues around masculinity and domestic violence, and encourage a new understanding of power relationships and notions of masculinity.

Organise training programmes for women, combining information on rights (including the right to dignity), and the elimination of domestic and other forms of violence.



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

# UNIT 6:

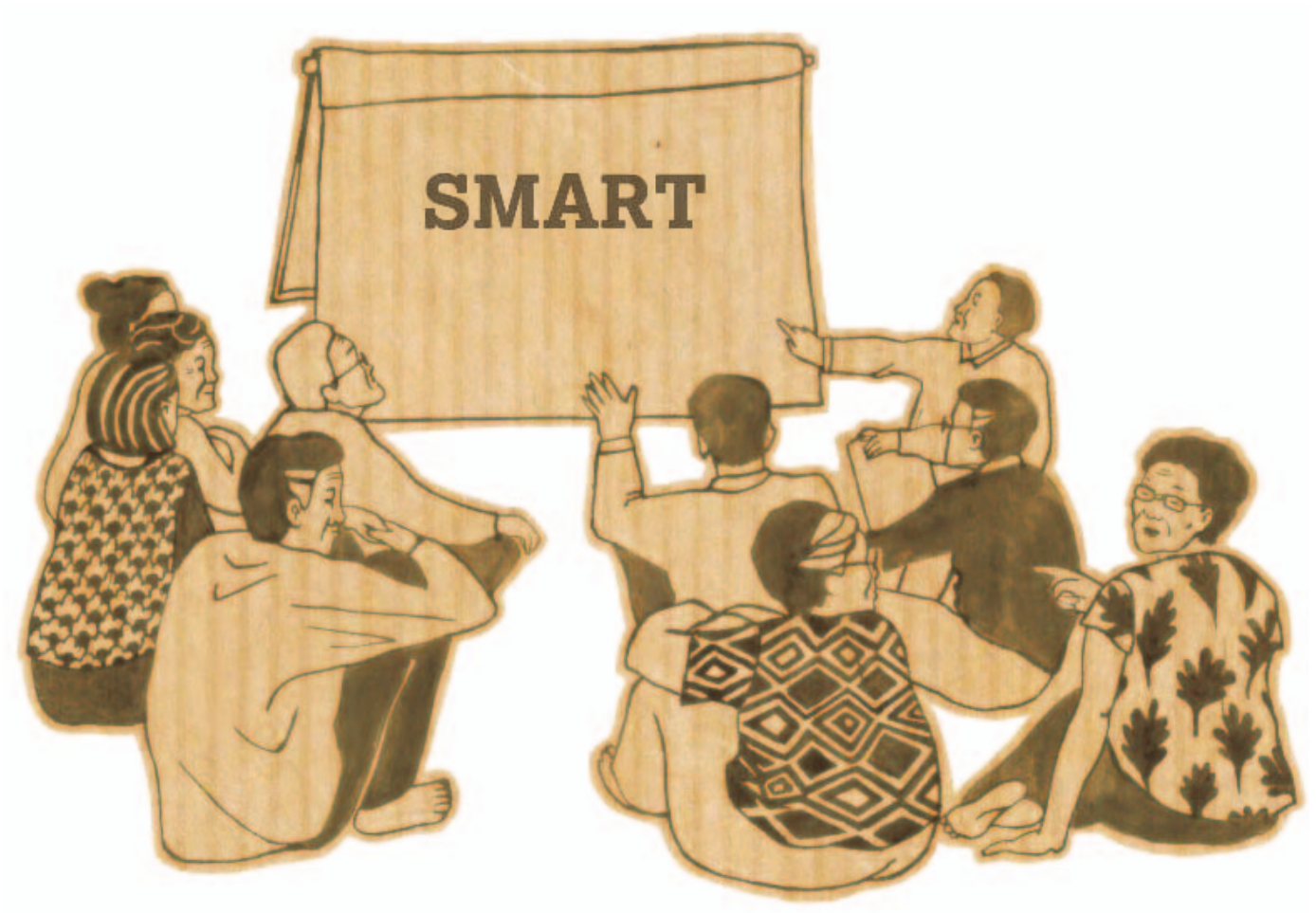
## HANDOUTS



## Handout Unit 6.1

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## Handout Unit 6.2

Often, people plan campaigns using two different levels of objectives, known as primary and secondary objectives. For example:

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HelpAge International (Ethiopia)

### **Secondary objectives might aim to:**

- get the issue on the agenda for public debate
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- develop the profile of your campaign group.



## Handout Unit 6.3

### Long-term goal

Expand and promote the legal rights of women, and gender equality.

### Short-term goal

Ensure that domestic violence is recognised by the legal system and society as a crime and a violation of fundamental human rights.



HelpAge International (Bolivia)

## **Objectives – by content**

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## Handout Unit 6.4

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](http://www.agedemandsaction.org)**

HelpAge International, PO Box 70156, London WC1A 9GB, UK  
Tel +44 (0)20 7278 7778 Fax +44 (0)20 7387 6992

[www.helpage.org](http://www.helpage.org) [info@helpage.org](mailto:info@helpage.org)

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**ADA**  
*Age Demands Action*

**HelpAge  
International**  
*global network*

Age Demands Action is a HelpAge global network campaign