
Introduction to Oxfam Canada

History

Founded in 1963, Oxfam Canada is a non-profit international development organization that supports community programs in food security, health, nutrition and democratic development with an emphasis on working with women.

We are a member-based organization. Members help to formulate our direction, participate in governing bodies and elect representatives to the Board of Directors.

Oxfam Canada is one of the 12 Oxfam organizations around the world that form Oxfam International. Together we are working to tackle the root causes of poverty, social injustice and inequality. Oxfam Canada is a founding member of Oxfam International, the federation of Oxfams worldwide.

Oxfam Canada traces its history to 1963, when the British-based Oxford Committee for Famine Relief sought to establish a Canadian branch. The Oxford Committee itself was founded to respond to famine in Nazi-occupied Greece during the Second World War. ('Oxfam' was the abbreviation used as the telex name.) By 1960 it was a major international non-governmental aid organization.

Today, Oxfam Canada works with over 100 partner organizations in developing countries, tackling the root causes of poverty and inequity and helping people to create self-reliant and sustainable communities. In Canada, Oxfam is active in education, policy advocacy and building a constituency of support for our work.

Our Vision

Oxfam Canada believes that people together can create a fair world, free of poverty and injustice.

A fair world respects the basic rights of all human beings to:

- earn a decent living to support themselves and their families
- enjoy basic education and health care
- get help in life-threatening disasters
- speak out for their rights
- be treated as equal

Our Mission

Oxfam Canada builds lasting solutions to global poverty and injustice.

We work with allies in Canada and around the world to change the policies and practices that perpetuate human suffering. We support organizations in poor communities overseas in their struggle to secure basic rights. Oxfam's advocacy and campaigns for just policies are rooted in the knowledge and experience gained in that struggle.

What is the Oxfam Canada CHANGE Initiative?

The CHANGE Initiative is a program that trains and supports post-secondary students to become actively engaged in Oxfam Canada's social justice mission to build lasting solutions to global poverty and injustice. CHANGE helps develop capable and confident young leaders, who are informed and active voices for positive social transformation, and who inspire greater global awareness in others and change minds.

Participants ("CHANGE Leaders") start the program with a 3 day intensive training that will help equip them to advocate effectively for social change. They are introduced to social justice and poverty issues directly related to Oxfam Canada's mission, including HIV/AIDS, food security and fair trade. CHANGE Leaders also have an opportunity to develop advocacy skills, learn about group development and creative action. The CHANGE training includes students from campuses across Canada, experienced Oxfam youth facilitators, staff from our campaign and program teams as well as representatives from Oxfam's global youth network.



CHANGE

Based on Oxfam Canada campaigns and programs, participants initiate an action plan on their campus during the academic year, working with Oxfam's youth team, including past CHANGE Leaders from across Canada. CHANGE Leaders also receive an action kit with resources they can use on campus, to start a group or a project. A small grants program will support CHANGE Leaders to develop projects on their campuses that support Oxfam's aims. Year 4 of the CHANGE Initiative will involve hosting a training session for a diverse group of university students from each Oxfam university campus club throughout Canada to take place near Toronto August 22-24 2008. Following the training, CHANGE Leaders will return to their campuses and communities and initiate at least one action plan developed during the CHANGE initiative during the 2008/2009 academic year, focused on an area of our work related to Oxfam's strategic goals with a focus on women's rights and the public services campaign.

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Women's Rights and Gender Equality



Oxfam Canada aspires to be a centre of excellence in capacity building linked to women's rights and gender equality, and a change agent that reflects our commitment to human rights and sustainable development in our own practice, promoting participation and effective, accountable governance, including equality among women and men, and respectful relations among members and staff. We strive to learn, to improve our practice and to increase our impact in solidarity with and support of our counterparts and allies in Canada and overseas.

Critical Focus & Key Program Theme

Women's rights and gender equality is one of the key themes for this year's CHANGE initiative. There are currently 1.3 billion people living in extreme poverty in the world. 70% of these people are women. Gender discrimination and the subsequent denial of basic human rights is often the leading cause of poverty in a majority of cases. Gender-based discrimination frequently results in women's priorities being overlooked during development projects.

Oxfam Canada seeks to address basic human rights and needs. Often this means addressing the inequalities that stand as obstacles to achieving those needs. Power relationships in a majority of countries worldwide are anything but equal. Women are repeatedly victims of gender discrimination in economic, political, cultural and social realms of life, and are consequently poorer than men.

Oxfam Canada focuses on critical issues related to women's rights and rural livelihoods such as HIV/AIDS, labor rights, gender-based violence, and the impact of humanitarian disasters on women and girls. Oxfam Canada's focus on women's rights provides a more consistent axis around which our other programs revolve.

Furthermore, Oxfam Canada focuses its campaigns and programming on women and HIV/AIDS, women's rights and livelihoods, women's rights and participation, women's rights and gender-based violence. In addition, Oxfam Canada supports interventions that bolster women's power to have access to and to control resources, to build capacity and to support women's leadership, and lastly to change attitudes and legislation to promote women's equality. Oxfam Canada, together with other Oxfams has adopted a rights-based approach that supports the fulfillment and protection of human rights, including the right to a sustainable livelihood, the right to basic services, the right to life and security, and the right to an identity, which consists of the promotion of gender equality and social and cultural diversity.

Apart from grant-making, Oxfam Canada provides technical advice and training to its counterparts, links to resources, networks and other allies, and support for direct engagement in policy and advocacy work surrounding women's rights. Oxfam Canada works with a wide number of organizations throughout Canada and the rest of the world which aim to promote women's rights.

Oxfam Canada believes that a focus on youth and children is vital in eradicating poverty and inequality. Several of the target groups of Oxfam Canada's Overseas Program include youth. This includes young women working in maquilas in Central America, young women working to stop the spread of HIV/AIDS in Southern Africa, young women building community assets in Ethiopia, and even young women engaged in peace and capacity building in Sri Lanka.

Oxfam Canada is of the opinion that the most effective way to strengthen its program is to focus its efforts in support of women's rights and gender equality. Women's rights and gender equality will inform every aspect of Oxfam Canada's work- program priorities, counterparts and allies, grant-making and roles vis-à-vis partners, lobby and advocacy work, public engagement and outreach, communications and fundraising, membership and volunteer program, among others.

By converting women's rights and gender equality from a cross-cutting theme to our main focus, Oxfam Canada can now make a substantial contribution, exercising leadership among Canadian NGO's, within Oxfam International and in relation to the Canadian government.

Oxfam aims to reinforce women's participation and leadership in planning, in addition to providing aid for priority needs and engaging with counterparts directly and through coalitions on policy, advocacy and campaign initiatives.

As a part of Oxfam's new focus on women's rights and gender equality, Oxfam Canada believes that International Women's day on March 8 is an excellent opportunity to critically examine our progress towards gender equality.

In conclusion, Oxfam Canada aims to establish a culture of learning and leadership, supported by a system of accountability that allows us to demonstrate the impact of our efforts on women's rights and gender equality.

Women's Rights and Gender Equality

Learning Objectives

- To give CHANGE leaders an opportunity to discuss women's rights
- To profile some of Oxfam Canada's work overseas with respect to women's rights
- To discuss Canadian programming and how CHANGE leaders fit in to the new strategic focus

Oxfam Canada Strategic Focus

Oxfam Canada has adopted the following statement as its overarching strategic change objective:

More women in regions where Oxfam Canada works are empowered and have the capacity, tools, legislation and social environment that enable them to promote and defend their rights.

In focusing on women's rights, Oxfam Canada will continue to work on priority issues related to rural livelihoods, labor rights, HIV/AIDS, gender-based violence and the disproportionate impact on women and girls in humanitarian disasters.

Women are the powerhouse of developing countries: they produce a staggering 60 percent of all food, run 70 percent of small-scale businesses and make up a third of the official labour force, in addition to caring for families and homes. Yet their status rarely reflects this contribution.

Asking Critical Questions on Gender Analysis

1. Roles And Activities: Who does what, when, where?

- What do men, women, adults, children and elders do, and where do they do it?

2. Access And Control: Who has what?

- Who has access to and control over resources and services, and who makes decisions in the community?

3. Influencing Factors: Why?

- What are the reasons behind these differences in gender (social, political, economic, environmental...)?

"Women's rights are human rights. When we ensure women have access to land, markets and services and control over the product of their labor and over their lives, the whole community benefits."

—Robert Fox,
Executive Director,
Oxfam Canada

Gender Analysis

A gender analysis is not just a question of identifying difference (between men and women), but of analyzing how these differences had led to inequalities in power between men and women. (women's Initiatives for gender justice

Gender discrimination is the source of endemic poverty, of inequitable and low economic growth, of high HIV prevalence, and of inadequate governance.

Statistics

Poverty: Women make up 45% of the world's workforce, yet account for 70% of the world's population living in poverty. They make up 65 percent of the world's refugees and two-thirds of the world's illiterate population.

Work: Women in developing countries work an average of 60-90 hours/week. They provide 40%-60% of household income worldwide, 75% of healthcare in developing countries, and over 75% of the food consumed throughout Africa. Women's unpaid work at home, in agriculture and in the so-called unofficial sector often remains unnoticed by those who compile statistics, although it is estimated that this work is up to a third of global GDP.

Pay: Worldwide, women are paid 30%-40% percent less than men for comparable work. They own just one per cent of the world's resources, and earn one-tenth of the world's income.

Indigenous women: Indigenous women have the world's lowest rates of education and life expectancy and the highest rates of illiteracy, infant and maternal mortality and death from preventable disease.

Survival: Of the 1.2 billion people surviving on less than \$1 a day, 70% are women. Girls are twice as likely to die from malnutrition and preventable childhood diseases as boys, while almost twice as many women suffer from malnutrition as men.

Exploitation: Ninety percent of the 27 million workers in highly exploitative export processing zones (EPZs) are women, most of them between the ages of 16 and 25. EPZs are tax-free industrial areas for foreign companies in which labor laws often are suspended and workers unprotected.

"I never ever understand why boys and girls are not equal to each other. In rural areas elders think that girls are born to give birth and to marry and for cleaning the house. Girls who live in rural areas... are not sent to schools. Their parents are not aware of the changing world yet."

—Girl, 15, Turkey

Government: Women constitute less than one seventh of administrators and managers in developing countries, and hold only 10 per cent of seats in the world’s parliaments. In 103 countries the proportion of women in parliament increased between 1995 and 2000, but worldwide it still averages just 14%.

Web Resources

| | |
|---|--|
| “Trading Away our Rights: Women working in global supply chains” Oxfam International, 2004 | www.oxfam.org.uk/what_we_do/issues/trade/downloads/trading_rights.pdf |
| WIDNET | www.focusintl.com/widnet.htm Women in Development NETwork (WIDNET) extensive bilingual (English/French) online database, with thematic, resource and statistical indexes |
| Women’s Human Rights Net | www.whrnet.org/ WhrNET is a collaborative Information and Communication Technology (ICT) project developed by an international coalition of women’s organizations |
| WomenWatch | www.un.org/womenwatch/ The major UN internet gateway on the Advancement and Empowerment of Women, which gives information on UN treaties, policies and activities related to gender |
| UNIFEM (UN Development Fund for Women) | www.unifem.undp.org UNIFEM promotes the economic and political empowerment of women. Regional offices all around the world. Site includes information on UNIFEM’s activities (e.g. governance and leadership) and online publications. |
| Association for Women’s Rights in Development (AWID) | www.awid.org AWID’s aims to connect, inform and mobilize people and organizations committed to achieving gender equality, sustainable development and women’s human rights. |

**PAUSE
& THINK**

Turn to pages 58-59 of the section “Strategic Campaigning & Event Planning” in this Participant Guide. Pause & think about how the knowledge you’ve just read might be turned into campaign action.

“For All” — Access to Essential Public Services Critical Focus & Key Campaign for Water, Health, Sanitation & Education

Learning Objectives

- To develop an understanding of the context and objectives of the For All Campaign
- To demonstrate the importance of public services for developing countries and hence, for the importance of the campaign
- To demonstrate how CHANGE leaders and corresponding university clubs can best fit into the campaign

Overview

Oxfam believes in the universal right to access basic health care, clean water, sanitation and education and helping all people to access these services. Access to public services and basic needs is intrinsically linked to women’s rights and roles as duty bearers. Today, 80 million children do not attend school world wide, the majority of which are girls. 4,000 children will die because of diarrhea, a disease caused by access to unclean water. 1,400 women will die needlessly in pregnancy or childbirth. Thousands more will die from diseases that are treatable with medicines and basic health care and preventable with access to clean water and sanitation.

Oxfam believes that without access to these vital public services – water, sanitation, health care and education – poor women and men are denied the opportunity and ability to escape poverty. Furthermore, access to basic needs equates to human rights.

A Global Picture

The pillars of civil society that would achieve Essential Public Services For All are: governments • human resources • money

Critical factors that have made developing countries successful in achieving public services:

- Investing in women
- Investing in staff à Teachers, nurses, & rural areas
- Political pressure à Citizens demonstrating support as well as a clear
- commitment to the campaign
- Health care & Education = free & accessible
- Water & Sanitation = affordable & available
- Universal access: Public & available, as opposed to private & with fees
- Equitable access: Special efforts to reach poor people
- Sustainable programs: Building long-term capacity

Rich country governments – Failures & broken promises to poor countries: They push privatized services... BUT:

- Poor people can't afford those services
- Corporations get huge contracts, but governments can't always monitor them
- Rich countries may cancel loans, but often on condition of privatizing services
- Huge \$-lending bodies (World Bank, IMF, others) gang up with private investors
- They ignore public opinion – who often see privatization as non-beneficial

They poach staff from poor countries:

- filling their own gaps by recruiting from poor countries !

They fall short on aid:

- breaking promises
- dragging debt
- forcing rigid policies on loans, which restrict public spending needed for MDGs (Millennium Development Goals)
- not coordinating the money they give
- funding international consultants & technical assistance instead of local salaries
- funding projects instead of government budgets (more effective)



Above: Collecting water in Shibantai village, Tajikistan.

“It’s really hard work because the water buckets are so heavy... I’ve heard that in other places people just turn on a tap in their house and the water comes out. I would love a tap like that in our house.”

—Saodat and Osuda Hasanova fetch water two or three times every day

How does this get played out in the lives of girls and women?

Critical Question on Gender Roles: There are certain tasks that are gender-specific. Why is it so?

WATER – A Personalized Picture

“Unfortunately, in my beautiful country Cameroon, potable water is not found everywhere. In addition the quality does not always meet up with the characteristics of good drinking water, (colourless, odourless, and tasteless); because of this, people suffer from water-borne diseases. In the villages, people trek for kilometres to fetch drinking water from wells or running streams.

“Worse still is the fact that this unworthy task is assigned to only young girls and women who are victims of gender discriminations. The young boy is privileged to have good education, while the girls go to fetch water from streams. One often sees them with big basins of water on their heads in the early mornings, afternoons and evenings to fetch water while the boys play football forgetting that they need water to take a bath. ‘After all’ they say, ‘why worry when God has blessed us with one or more sisters to relieve us of this task’. Without water she will not be able to perform other household duties, such as laundry, cooking, and washing of dishes. “In Bertoua, in my neighbourhood, after school or early in the morning, you will meet on your way a group of girls queuing up before the only village well waiting to fetch water.”

—*Ida, 16 years, Children’s Forum Plan Bertoua* (Because I Am A Girl: The State of the World’s Girls 2007, Plan UK, p.68)

Sanitation—Personalized Pictures

“Girls are the ones that are involved in cleaning the surroundings and disposing rubbish. Most times girls contract deadly diseases while disposing waste. They contract diseases like cholera which kills in a short time.”

—*Judith, age 14, Zambia* (Plan, 2007, Because I am a Girl: A Collection of Essays)

The harsh inconvenience of menstruation in schools without sanitation is just one more reason for girls to stay home. “They miss three or four days of school. They find themselves lagging behind, and because they don’t perform well, their interest fails. They start to think, ‘What are we doing here?’ The biggest number of them drop out in year five or six.”

—*Florence Kanyike, Uganda coordinator for the Forum of Women Educationalists, Nairobi*¹

¹ Another School Barrier for African Girls: No Toilet. The New York Times, 23 December 2005. http://www1.worldbank.org/education/efafti/documents/ NYT_article_girlsdec2305.pdf Cited in Children’s Defense Fund, Promoting Girls in Education: Where do we go from here and how do we get there?” http://www.childrendefense.org/site/DocServer/Promoting_Girls_Education.pdf?docID=2151

Health—Personalized Pictures

“After the delivery I was presented with a bill for 30,900F [around \$30]. As I didn’t have anything to pay with, I was imprisoned in the health centre... I remained there for a week, in detention, without care and without food. I was suffering from anaemia and my baby had respiratory and digestive problems.”

—*Eighteen-year-old Clémentine, from Cibitoke, Burundi, on user fees*²

“We do not have access to contraception. We are stigmatized if we have a child before marriage. We do not have the right to abortion.

What a dilemma! How can we not die if we are exposed to risky abortions?
How can we not resort to abortion if a child before marriage is a sacrilege?
How can we avoid having children when there are no contraceptive services?

We wish to affirm that one of the best weapons in the fight against risky abortions among the young is to respect our rights, starting with the right to information.”

—*Brisson Ebaya, DR Congo*³

Education—Personalized Pictures

“Me and other girls of the community school want to make our future bright. I do not want to see my brothers and sisters experiencing the same hardships that I faced. I have developed confidence in myself. All this has happened due to education. After seeing us, people of our village have become aware about the importance of education. Now those people who were against the education of girls are sending their daughters and sisters to the schools.”

—*Nagina Habib, Community School, Lassan Thakral, Pakistan*⁴

“School is a good thing. If you go to school, you will become a female teacher, a minister. However many parents say that it is not good to send girls to school... I have many things to do when I come back home even if I am tired. I sweep the floor, I go to buy things for my mother, and I play with my brother. I do not have much time to do my homework.”

—*Ballovi Eliane, aged 10, Couffo District, Benin*⁵

² Cited in *In the Public Interest*, Oxfam International, 2006, p.49. Original source: Phillips M., Ooms, G., Hargreaves S. and A. Durrant (2004) ‘Burundi: a population deprived of basic health care’, *British Journal of General Practice*: 54 (505); 633-48.

³ Association for Changes in Behaviour in the battle against HIV/AIDS and for education in sexual and reproductive health for the young, Kinshasa, DRC (IPPF 2003) http://www.ipas.org/publications/en/DANGER_E05_en.pdf. Cited in *Because I Am a Girl: The State of the World’s Girl*, 2007, Plan UK.

⁴ Plan. *Children’s Consultations in Pakistan*

⁵ Plan, 2007, *Because I am Girl: A Collection of Essays*

“In the health centre they get annoyed when they treat you. If you don’t have any money they won’t take you. If you don’t have money, then what? Well, you’ll just be left to die.”

—*Marta Maria Molina Aguilar, mother of sick child, Nicaragua*
(From *In the Public Interest*, Oxfam International report, 2006, p.47)





Human Rights FOR ALL:

Access to Public Services is a basic human right.

Benefits FOR ALL:

How does improving women's rights improve society for all?

Overview of FOR ALL Campaign Aims

This is a Global scope campaign and will aim to recruit and train 6 million more teachers, doctors, and nurses. It will involve allies, partners and coalitions in both rich and poor countries. It will invest in training and supporting public workers responsible for delivering water and sanitation services. It aims to engage celebrities from all over the world.

Oxfam Canada demands that all governments deliver on their responsibility to ensure universal access to public services and deliver these services based on need not ability to pay. Oxfam Canada has joined forces with the Canadian Union of Public Employees (CUPE) to further the advancement of the "For all: Public Services Campaign" in Canada.

Oxfam Canada calls on Canadians to:

- To pressure the Canadian government to honor its international commitments: such as their commitment to devoting 0.7% of GNP to overseas development.
- To pressure the Canadian government to use Canadian aid dollars to combat poverty and further women's rights and not towards promoting privatization.
- To cancel debt owed to Canada and other countries by developing countries.

Objectives of the Campaign

Promote attitudes and benefits that aid works and that public services are the 'better' part of 'more and better aid':

- Decreased skepticism about aid
- Increased support for aid to public services to fight inequality and poverty
- Increased awareness of the problems of privatization of public services

CHANGE government policy:

- Increase aid to support the provision of public services
- Support Make Poverty History's efforts to achieve a binding timetable raising aid to 0.7% of national income by 2015, cancel debts.

Increase profile and support for Oxfam :

- Increase membership
- Build a solid alliance with the labor movement (CUPE)
- Double e-community
- Solidify presence on campuses
- More media coverage

Can we end poverty?

In 2000, world leaders made commitments to the international community in the form of 10 Millennium Development Goals including the goal to eradicate hunger and extreme poverty, to achieve universal primary education, to combat HIV/AIDS, malaria and other diseases, and to promote gender equality and empower women. Public services and human rights are at the heart of these goals. Public services are useful tools to fight poverty and transform lives in the global South, especially those of women & children.

Let's work together in the public interest. Help Oxfam and CUPE stand up against poverty and for public services.

Turn to pages 58-59 of the section "Strategic Campaigning & Event Planning" in this Participant Guide. Pause & think about how the knowledge you've just read might be turned into campaign action. HIV/AIDS—A Global Picture

"Like apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings"

—Nelson Mandela,
Feb. 3, 2005.

**PAUSE
& THINK**

HIV/AIDS—A Global Picture



Approximately 60%
of people infected with HIV
live in Africa.

Total Infected
30.6 -36.1 million

**HIV/AIDS Statistics
(2007)**

North America
480 000 – 1.9 million

Caribbean
210 000 – 270 000

Latin America
1.4 – 1.9 million

Western and
Central Europe
600 000 – 1.1 million

Middle East and
North Africa
270 000 – 500 000

Sub-Saharan Africa
20.9 – 24.3 million

Eastern Europe and Central
Asia
1.2 – 2.1 million

East Asia
620 000 – 960 000

Proscovia’s story: A Personalized Picture

Proscovia is 17. She lives in Uganda and has just completed her O levels. She talked to Straight Talk’s student journalists:

“My mother died when I was 13. I was the one in the hospital washing her and taking care of her. She didn’t tell me that she had HIV. I found out from my dad. She died in 2000. My brother died when he was eight in 2001 and my sister died when she was six in 2002.

“I was also born with the virus but I lived without getting sick until I was in secondary school. Then I got very sick. I weighed only 32 kgs. At first I hated and stigmatized myself. Most of the time I would sit away from my friends and cry. But then I got counselling and it changed my life. I am now on anti-retrovirals and doing well. My advice to fellow youth is: ‘Avoid self-stigma. Feel free and get counselling.’ I am not planning to get married. I do not want to infect anyone. If I get a job, I’ll just stay with that.”

From *Because I Am A Girl: The State of the World’s Girls*, 2007 report, Plan UK, p.80

Access to Care

- People infected with HIV/AIDS often face stigmatization and discrimination.
- Anti-retroviral drugs (ARV’s) have the potential to reduce the impact of HIV/AIDS
- Taken regularly and with adequate nutrition, ARV’s can extend the life of an HIV/AIDS patient by 15 years
- Some 6.5 million people living with HIV in developing countries have no access to needed medicines.
- Only 31% of people who needed HIV treatment had access to it by end 2007 (Oxfam Canada).

HIV/AIDS Programming

- Oxfam Canada is currently working in southern Africa with partner organizations in Mozambique, Zimbabwe, Namibia and South Africa to fight HIV/AIDS and improve access to education, social support, and promote gender equality.
- Established partners include the Masimanyane Women's Support Centre (South Africa); the Matabeleland AIDS Council (Zimbabwe); the Ministry of Health and Social Services (Namibia); and OMES (Mozambique).
- The Southern Africa Programme links HIV/AIDS with other issues such as food security, gender equity, and human rights.



HIV/AIDS and Women

Women, Girls and AIDS—Overview

Unequal Burden: The burden of HIV/AIDS is profoundly felt by women... Women are socially and biologically more susceptible to infection and in Africa, an estimated 60% of HIV/AIDS infections occur in women (Oxfam Canada).

Risk: Young women are more at risk of infection. Women are two to four times more likely to be infected as young men due to physiological characteristics of female genitalia and the higher concentration of HIV in semen. In sub-Saharan Africa, young women aged 15-24 are more than three times as likely to be infected as young men. (Oxfam Canada)

Stigma & Violence: HIV causes violence against women and it is also a consequence of violence against women.

Education As Prevention: Research by the Global Campaign for Education suggest that if all children, girls and boys, receive a complete primary education around 700 000 cases of HIV in young adults could have been prevented in young adults.

Asking A Critical Question: Why are women at risk?

Greater chances of infection

Most HIV+ women have been infected with HIV through heterosexual sex. Physically, women are more susceptible than men to HIV infection through heterosexual sex, and this fact alone means that special attention must be paid to protecting them if they are not to be disproportionately affected by the epidemic.

Information drawn from different studies shows that during heterosexual sex, women are about twice as likely to become infected with HIV from men as men are from women. This is a major reason why women have caught up so rapidly with men when it comes to figures for the numbers of HIV+ people.

It seems very possible that, unless something is done to prevent it happening, women will soon come to overtake men in these statistics.

This may already be happening - data from the CDC in America shows that among teens, girls accounted for more than half of new HIV infections reported in 2001. Globally, women make up 60% of the 15-24 year olds who are HIV+.

Many millions of children around the world have already been orphaned by AIDS, and become themselves easy prey to the virus.

Asking A Critical Question: Why Is It Difficult For Women To Protect Themselves?

Inequalities

Feminism may have been discussed in the West for several decades, but in many parts of the world it's impact has not been felt at all. There still exist major inequalities between women and men in all aspects of living - from employment opportunities, availability of education, and choices in relationships. Many countries still have patriarchal rules governing women's place in sexual relationships. In some societies, women are unable to choose their sexual partners or who they marry, these choices being made for them by men in their families. In situations where the man has all the power, a woman is unlikely to be able to insist on the use of condoms, or to take measures to protect herself from HIV.

In many countries, women still have very narrow career options available to them, and often these are limited to the prescribed roles of teachers, nurses or careers. These roles, however, are crucial ones in all societies. A country which loses a large number of nurses will have great difficulty in keeping its medical services running. A country which loses many teachers will find it hard to educate the young. And both healthcare and education are absolutely vital anywhere where there is a severe AIDS epidemic.

Women are often required to work harder than men, even if they are infected with HIV. In many places girls may be taken out of school to care for family members who are infected, and a woman who is seen as the main career for the family will also be expected to go out to work.

"When I got pregnant last year, I found out that I was HIV+. When I told him about it, he just knew I was messing around with someone else. I knew I was loyal to him"

—DQ, 33 yrs old

Women in the family

Even marriage isn't a protection for a woman in many countries. Women's infidelity is not only frowned upon but actually criminalized in certain places, whilst men's extramarital sexual relationships and use of female sex workers are seen as being almost acceptable, or to be expected. Much of the HIV prevention work in developing countries now focuses on sexual abstinence until marriage, but remaining faithful to her husband won't help a woman to stay safe from HIV if he is the one who infects her. In fact, this is one of the most common ways in which women are infected in many places.

Additionally, the multiple roles women fill in society are very important ones. Women as bearers of and careers for children are crucial to social and family structure. In many countries women play a vital place in the workforce in addition to caring for their families. The loss of a mother can be devastating to a family, often depriving them of a key breadwinner and depriving children of a vital career and teacher.

Turn to pages 58-59 of the section "Strategic Campaigning & Event Planning" in this Participant Guide. Pause & think about how the knowledge you've just read might be turned into campaign action.

**PAUSE
& THINK**

Women's Rights, Food Security and Trade

The Global Picture: A World in Crisis

In the last three years, food prices have increased by 83%, which means more people than ever are going hungry. Some of the world's poorest citizens are spending up to 80% of their income to feed themselves and their families.

Many factors have contributed to the spike in food prices: climate change, climate-related disasters, high oil prices, the push for ethanol-based bio-fuels, and inequitable trade rules.

The fact remains that no one should go hungry. There is enough food produced to feed everyone on the planet; when people go hungry – when they can't access food, or can't afford it – the root problem is not the lack of food, but its unequal distribution.

The Right to Make a Living

Oxfam supports people's efforts to achieve food and income security, fairer working conditions and increased protection of the natural resources on which they depend.

A "livelihood" refers to the capabilities, assets and strategies that people use to make a living. That is, to achieve food security and income security through a variety of productive economic activities.

For Oxfam Canada, "sustainable livelihoods" are those that allow people to cope with and recover from shocks, maintain quality of life over time, and provide the same or better opportunities for all, now and in the future.

Of all the basic human rights protected by international law, Oxfam's livelihoods program seeks to help realize poor peoples' rights to a sustainable livelihood, including closely related rights to a safe environment, housing, clean water and sufficient food.

Our analysis and experience of working directly with those people and groups who enjoy the fewest rights and/or gross human rights violations have led Oxfam to believe that:

- All human beings have economic rights as part of their fundamental human rights;
- Power imbalances in markets – at all levels – are a leading contributor to the denial of economic rights – reversing such imbalances can lift millions out of poverty;
- Achieving market development and greater power in markets for poor people requires organization by people themselves as well as redistribution and sound market regulation and management on the part of governments and other organizations;
- International trade can be a powerful engine for poverty reduction, but international trade rules are currently loaded against the poor and the environment; changes in national policies are also imperative and often a pre-requisite for more equitable international trade;
- Economies must be managed to ensure that growth is a means to economic and environmental equity for current and future generations rather than an end in and of itself.

Oxfam Canada's livelihoods program strategy is based on a holistic analysis of poverty and reflects in its implementation on the other principles that underlie a sustainable livelihoods approach - people-centered, responsive and participatory, multi-level, conducted in partnership and sustainable. In pursuit of this strategy, Oxfam Canada:

Directly and indirectly promotes the development and regulation of local and global markets to promote equitable and sustainable growth, gender equity and to reduce people's vulnerability to crises;

Ensures that women, in particular, and small producers, gain greater access and control over an appropriate mix of assets and resources with which to pursue their livelihood strategies, and that the unpaid caring, household and community work – done mainly by women – is recognized and invested in as a critical livelihood resource;

Works to strengthen organizations and coalitions of producers, labourers, employees, trade unions and women's organizations in order that they are able to develop practical economic alternatives, as well as influence and hold to account their governments, corporate actors, and international institutions;

Improves information flow and knowledge creation about successful strategies and experiences relating to the achievement of sustainable livelihoods around the world.

For greater impact and learning, Oxfam is currently focusing its livelihoods program on the following two strategic themes:

Pro-poor agricultural development, focusing especially on the power of poor producers, especially women in local, national and international markets.

Increasing the power of women workers, especially those working in global trading chains, to increase security and improve employment and working conditions.

Asking Critical Questions about Food Security and Trade

1. Roles and activities: Who does what, when, where?

- Who is responsible for producing food for personal/family consumption?
For the market?

2. Access and control: Who has what?

- Who owns land? Who has control over what gets grown? Who decides what crops are worth?

3. Influencing factors: Why?

- Why do the present power dynamics exist (and what is their impact)?

Turn to pages 58-59 of the section "Strategic Campaigning & Event Planning" in this Participant Guide. Pause & think about how the above information can be used to create action on campus.

**PAUSE
& THINK**

Leadership/Facilitation: Helping Individuals to Develop; Seeing Styles



Learning Objectives:

By the completion of this module, participants will be able to:

- Explore a variety of leadership styles using four compass points (North, South, East, and West) as metaphors
- Identify their Compass Point's strengths and challenges, and
- Explain why and how to respect and collaborate with diverse leadership styles.

Leadership Compass

This exercise introduces a metaphor that describes four types of leadership styles (North, South, East, and West.) You will use this metaphor to explore the strengths and challenges of each style and to identify strategies for understanding and collaborating with styles that differ from your own. This information is powerful because it points out how each of us leads and thinks differently.

Oxfam Canada has adapted this module from City Year which gave Oxfam America permission to use and duplicate the foregoing materials for the purposes of this guide.

What kind of leadership style are you?

The Compass Point Styles

North

Approaches to Work/
Work Style

- Assertive, active, decisive
- Likes to be in control of professional relationship and to determine course of events
- Quick to act, expresses sense of urgency for others to act now
- Enjoys challenges presented by difficult situations, especially people.
- Thinks in terms of "bottom line"
- Likes quick pace and fast track
- Perseveres, not stopped by hearing "NO," probes to get at hidden resistances
- Likes variety, novelty, new projects
- Comfortable being in front
- Values action-oriented phrases "Do it now," "I'll do it!," "What's the bottom line?"

Overuse: Style Taken
to Excess

- Can be bogged down by need to press ahead, decide, seem to disregard process
- Can get defensive quickly, argue, try to out expert you
- Can lose patience, pushes for decisions before its time
- May get autocratic, wants ones own way, ride roughshod over people's decisions
- Sees things in terms of black and white, little tolerance for ambiguity
- May go beyond limits, gets impulsive and disregards practical issues
- Not heedful of other's feelings, may be perceived as cold
- Has trouble relinquishing control -find it hard to delegate
- Value statement -"If you want to do something right, do it yourself!"

Best Ways to
Collaborate

- Present your case quickly, clearly, and with enthusiastic confidence
- Let them know how they will be involved, their payoff and their role
- Focus on the "challenge" of the task
- Provide plenty of autonomy
- When establishing timelines, stick with them
- Give positive public recognition
- Use them in tasks requiring motivation, persuasion, initiative

South

Approaches to Work/ Work Style

- Approaches to Work/ Work Style
- Allows others to feel important in determining direction of what's happening
- Value driven regarding aspects of professional life
- Uses professional relationships to accomplish tasks, interaction is primary
- Supportive, nurturing to colleagues and peers
- Willingness to trust others' statements at face value
- Feeling-based, trusts own emotions and intuition, intuition regarded as "truth"
- Team player, receptive to other's idea - builds on ideas of others, noncompetitive
- Creativity and energy thrive in a team work environment
- Able to focus on present moment
- Value words "right" and "fair"

Overuse: Style Taken to Excess

- Can be bogged down when believes relationships, needs of people, are being compromised
- Has trouble saying "NO" to requests
- Internalizes difficulty and assumes blame
- Prone to disappointment when relationship is seen as secondary to task
- Difficulty confronting, dealing with anger, may be manipulated by anger
- Easily taken advantage of
- Immersed in present, loses track of time
- Immersed in now, may not see long-range view

Best Ways to Collaborate

- Remember process, attention to what is happening in the relationship, feelings between you right now is of primary importance
- Needs to feel decisions are ethically right - justify decisions around values, ethics, the right thing to do
- Appeal to relationship between you and this person, this person and others
- Listen hard and allow the expression of feeling and intuition in logical arguments
- Easily steam rolled, be aware this person may have a hard time saying -"NO" to you
- Provide plenty of positive reassurance and likeability
- Let the person know you like them personally and appreciate them

East

Approaches to Work/ Work Style

- Visionary who sees the big picture
- Very idea oriented, focus on future thought
- Insight into mission and purpose
- Looks for overarching themes, ideas
- Likes to experiment, explore
- Strong spiritual awareness, attuned to “higher level”
- Appreciates a lot of information
- Likes to tackle “Big Picture” and break it down to size-able pieces
- Is open to input from others
- Value word: “option,” “possibility”

Overuse: Style Taken to Excess

- Can be bogged down by lack of vision or too much emphasis on vision
- Can lose focus on tasks
- Poor follow-through on projects
- May become easily overwhelmed
- Not time-bound, may lose track of time
- Tends to be highly enthusiastic early on, then burn out over the long haul
- Can develop a reputation for lack of dependability

Best Ways to Collaborate

- Show appreciation and enthusiasm for ideas
- Listen and be patient during idea generation
- Avoid critical judgment statements of ideas
- Allow and support divergent thinking
- Provide a variety of tasks
- Provide help and supervision check-points on detail and project follow-through

West

Approaches to Work/ Work Style

- Seen as practical, dependable and thorough in task situations
- Helpful to others by providing planning and resources
- Moves carefully and follows procedures and guidelines
- Uses data analysis and logic to make decisions
- Weighs all sides of an issue, balanced
- Introspective, self-analytical
- Careful, thoroughly examines people's needs in situations
- Works well with existing resources - gets the most out of what has been in the past
- Skilled at finding fatal flaws in an idea or project
- Value word: "objective"

Overuse: Style Taken to Excess

- Can be bogged down by information and analysis process
- Can become stubborn and entrenched in position
- Can be indecisive, collect unnecessary data, mired in details, "analysis paralysis"
- May appear cold, withdrawn, with respect to others' working styles
- Tendency towards watchfulness, observation
- Can remain withdrawn, distanced
- Resists emotional pleas and change

Best Ways to Collaborate

- Allow plenty of time for decision making
- Provide data - objective facts and figures person can trust
- Don't be put off by critical "NO" statements
- Minimize expression of emotions, use logic when possible appeal to tradition, sense of history, correct procedures

Introduction

To successfully implement an Oxfam campaign you need a cohesive group of people working together, communicating clearly and to resolving conflicts well. Before this can happen, each member of the group needs to feel that the group environment enables them to contribute their best. Effective facilitation is key to building an inclusive group, making facilitation one of the core skills upon which a successful campaign may rest.

Facilitation is both an art and a science. There are specific techniques and tools that most good facilitators use, which can be taught. Training, however, can only take you so far without an innate curiosity about people that leads you to be genuinely interested in other people's points of view.

What is a facilitator?

“In a group context, a facilitator is someone who helps the group accomplish the tasks they have set for themselves (product focus) and ensures that individual group members are included respectfully in the discussion and decision making (process focus)”

The main goals of a facilitator are to draw out knowledge and insight from other group members. A facilitator will use different skills, exercises, tools and techniques to keep a group discussion moving smoothly even through conflict. In general, facilitators have three responsibilities:

- to make sure everyone has a chance to have their ideas and feelings expressed in a respectful way
- to keep the discussion moving in a direction which produces the product that a groups has decided it wants (this product may be a project plan, a decision, or simply a brainstorm at a meeting)
- to maintain a safe and respectful group environment that enables everyone to contribute their best

In a group that is functioning very well, each group member contributes to the overall facilitation of group processes.

Have you seen effective facilitators in action? What are the skills and personality traits of an effective facilitator?

The activities in this manual draw heavily on the exercises designed by the kinex youth initiative of the Self Help Resource Association of BC. This youth-driven team offers a four day Youth Focused Facilitation Training; this is a condensed ninety minute version! To learn more about their work, go to <http://www.vcn.bc.ca/shra/>

Facila-nightmares

Learning Objectives:

- to identify possible personality types you may face as a facilitator that could disrupt the group process
- to identify possible intervention strategies for each situation

Intervention Strategies

Leadership/Facilitation: Helping Groups to Develop; Seeing Stages

The Stages of Group Development—Background

According to Bruce Tuckman, every group moves through each of a series of developmental stages which he calls Forming, Storming, Norming, Performing, and Adjourning. Movement through these stages is not always linear, with groups capable of (for example) moving from Storming to Performing and then back to Storming. He suggests that these processes take place in any group that is working together toward a specific goal or project for a given period of time. A brief description of each stage is provided below. As you read the descriptions, think back to some group experiences you have had with friends, family, co-workers and classmates.

Stages Of Group Development (in brief)

Forming

Remember the first day of classes in a new school? Or the first meeting of a new group, or committee? While a few individuals may know other people, or may have come with a friend, most people are not familiar with one another. This is the beginning...

Storming

Now that people have come together, everyone starts to figure out where they stand in relation to each other, to the project, and to the group leaders/facilitators/coordinators. Members pass beyond superficial politeness and begin to expose what they think and feel about the issues the group is addressing, and the ways in which the group is addressing them.

Norming

During this stage group members start to develop a common sense of identity and purpose. Members begin to understand their expectations of one another, give and receive feedback, and develop relationships.

Performing

At this stage, group members work well together and achieve more as a group than they could as individuals. All cylinders are firing.

Adjourning

All good things must come to an end. Either individual members transition out or the group as a whole dissolves.

Within each stage, experiences and events take place between group members that have a direct impact on:

- what types of group dynamics become normalized
- how effectively the group accomplishes its goals

| Stage | Generic Descriptors of Each Stage |
|---|--|
| Orientation (Forming) | <ul style="list-style-type: none"> • Feeling moderately eager with high expectations • Testing the situation and central figures • Depending on authority and hierarchy • Needing to find a place and establish oneself • Excited about new possibilities |
| Dissatisfaction (Storming) | <ul style="list-style-type: none"> • Experiencing a discrepancy between hopes and reality • Feeling dissatisfied with dependence on authority • Feeling frustrated around goals, tasks and action plans • Feeling incompetent and confused • Competing for power and/or attention |
| Resolution (Norming) | <ul style="list-style-type: none"> • Resolving discrepancies between expectations and reality • Resolving polarities and animosities • Developing harmony, trust, support and respect • Developing self-worth and confidence Giving more openly and providing more feedback • Sharing responsibility and control |
| Production (Performing) | <ul style="list-style-type: none"> • Feeling excited about participating in team activities • Working cooperatively and interdependently with peers and subgroups • Feeling team strength • Sharing leadership • Feeling positive about task successes • Performing at high levels |
| Termination (Adjourning or Mourning) | <ul style="list-style-type: none"> • Feeling concern about impending dissolution • Feeling sadness or gratification • Decreasing or increasing task activity • Experiencing a decrease or increase in morale Feeling exhilaration about accomplishments or disappointment over challenges • Feeling close to other members of the group |

Facilitator Checklist For Successful Group Development

| Stage | Personal Growth Activities | Organization/ Team Building Activities |
|---|---|---|
| Orientation (Forming) | <ul style="list-style-type: none"> • Personal Goal Development • Group Growth Chart | <ul style="list-style-type: none"> • Make Agreements • Set Goals • Define Roles • Share Mission • Inclusion/Trust Building • Boundary Breaking • Project Planning Arrow |
| Dissatisfaction (Storming) | <ul style="list-style-type: none"> • Performance Assessment • Conflict Resolution • Clarify Values • Assess Individual Place In Group | <ul style="list-style-type: none"> • Re-formulate Agreements • Clarify Values • Formulate Action Plans • Identify Gaps • Define Current State • Formulate Vision • Assess Group Growth |
| Resolution (Norming) | <ul style="list-style-type: none"> • Performance Assessment • Individual Feedback • Revisit Goals • Assess Group Growth • Use Communication/ • Conflict Resolution Skills | <ul style="list-style-type: none"> • Implement Action Plans • Acknowledge Contributions • Process Observation/Discuss • Check Agreements • Revisit Goals • Assess Group Growth |
| Production (Performing) | <ul style="list-style-type: none"> • Performance Assessment • Check Group Growth • Check Action Plan Progress | <ul style="list-style-type: none"> • Check Agreements • Acknowledge Contributions • Check Group Growth • Check Action Plan Progress |
| Termination (Adjourning or Mourning) | <ul style="list-style-type: none"> • Plan Next Steps | <ul style="list-style-type: none"> • Validate Contributions • Evaluation • Assess Accomplishments • Celebrate Accomplishments |

Communications for Change Messaging, Engaging Media and Coalitions



**Please Oxfam
Canada staff before
approaching media
sources on behalf of
Oxfam** – we can help

provide support and we also are excited to hear about the media work you are doing in your community. We would appreciate receiving copies of any media you generate.

Contact Oxfam's communications team at alexandral@oxfam.ca as well as your regional Oxfam office

Learning Objectives:

- To use appropriate media to communicate to multiple audiences such as newsletters, newspapers, web-based resources, local television, and word of mouth
- To be able to employ media to motivate others to take positive and concrete actions
- To build confidence among CHANGE leaders and practice developing messages/presentations on Oxfam work, with a focus on women's rights and the public services campaign

Introduction

This module challenges you to strategically assess how to use media to advance the profile of your groups and agendas. Activists tend to “speak to the choir” - to reach out to those who already agree with their positions and goals. It is more effective to reach out to those who are outside a constituency, or to target those who oppose a platform. Effective social justice activists know how to craft messages that speak to a traditional base and that reach new audiences.

Getting Above the Crowd

In the world of media, perception is reality. How you control perception, and create the right perceptions for the right audiences is the key to effective message development and dissemination.

If you want to influence a corporation, speak their language. If you want to convince a member of parliament to adopt your agenda, present it in terms of

his/her own interests. The trick is to learn what people want to perceive and what perceptions make them act.

Unfortunately, grassroots activists tend to craft press strategies based on a sense of outrage and urgency. They tend to spend too much time faxing and not enough time analyzing their target audience needs. Don't let your emotions prevent you from seeing the big picture of how the interests and actions of governments, groups, institutions and individuals interact. Instead, take the time and make the effort to develop strategies that turn their messages to your favor.

If used effectively, the media can be an extremely powerful tool, it can help to:

- raise awareness about an event, group or issue
- gain credibility within the community
- get access to participants or volunteers
- create political pressure
- get youth voices and concerns out into the general community discourse
- reach 'new' (and large amounts of) people
- it's not really hard to do ... and do well

Try to develop a good relationship with reporters, DJs and editors on your campus by meeting them in person and keeping in regular contact. Follow-up with phone calls to give story ideas or updates on your program. Be prepared to give reporters facts, information, quotes, and historical background information. Maintain a press list with reporter's name and contact information.

Use all the free resources the media offers, such as the calendar column, letters to the editor, Op-Ed articles, and Public Service Announcements.

Op-Eds, opinion pieces that appear opposite editorial pages, are highly effective ways to express your opinion in the newspaper. They are persuasive, well thought-out, well written, and authored by a high-profile person or someone who has experience with the issue (that's you!).

When taking your message to the media, you should consider the **7 news values**:

Conflict

- Good news stories always have to have conflict
- Remind people of their problems, and show how you are struggling to resolve them



Logistics

Use letterhead if you have it. At the top of the release, provide the name and phone numbers for a contact person, the date and time for the story's release, and a short headline.

Fax or mail the release to a reporter or editor with whom you have a relationship. Follow-up with a phone call and/or personal visit to increase their interest in the story.

Humanity

- What does this mean to the readership/viewers?
- Seek to bring every issue down to a personal level (show the human connection)

Immediacy

- Why is this story important now?

Locality

- Media will be looking for a local angle

Celebrity

- Are there recognizable names or organizations that can draw attention?

Novelty

- Is there anything new that you can bring up that will grab people's attention?

Timing:

- Wait for a slow news day, as it'll give your story more attention
- If it's relevant to a major news item, put it out there then.

Letters to the Editor

Letters to the editor get your perspective into local newspapers. They are counter arguments for articles or positions with which you do not agree.

They also:

- Reach a large audience;
- Are monitored by politicians and decision-makers; and
- Create an impression of widespread support for or against an issue or position.

Be Direct

- Make no more than two points in your letter.
- Clearly state your points in the first paragraph
- Start with a catchy opening and use active voice

Be Timely

- Refer to a specific article, editorial, or letter that recently appeared in the paper or refer to a recent event. Provide the title, date, and author of the piece you want to agree with or dispute
- Support Your Facts If the topic is controversial, provide documentation with your letter. Don't overload editors with too much information

- Refute or support specific statements, address relevant facts that are ignored
- Avoid attacking the reporter or the newspaper

Local Angle

- Read the paper on a regular basis to identify what types of letters get printed. What topics or issues get a lot of attention?

Know Your Audience

- Familiarize yourself with the coverage and editorial position of the paper
- Write for the community who reads the paper (don't use technical terms or jargon your audience won't know)

Maximize Use of the Letter

- Send the letter to neighborhood, alternative, high school, and college/university papers—the smaller the publication the more likely it will get published
- Ask others to write letters—if your letter doesn't get published, perhaps someone else's will

Logistics

- Find out the editor's name, include your contact information (name, address, phone number, email), type or email the letter
- Check and adhere to the newspaper's letter specifications, especially regarding word limits. Write in short paragraphs

Press Releases

A press release is a succinct account of a story/event. Usually no more than two pages, press releases are written as news articles. In fact, a well-written press release may be run exactly as it is submitted.

The lead: This first paragraph should be one to three sentences long and clearly explain “who, what, when, where, why, and how.” A lead must grab the reader's attention.

The bridge: The second paragraph, this provides the source and a transition for the more detailed information in the following paragraphs.

The body: In this third paragraph the information outlined in the lead is explained in more detail. Add quotations, facts not included in the lead, and general information on the organization.

The visual: Submit a photograph to grab attention. Make sure to credit the photographer. In some papers, you have to provide a release so that they can use the photo and may have to have written permission from the people in the photo to use their likenesses. Newspapers can usually provide you with release/permission forms.

Public Service Announcements

Public Service Announcements (PSAs) are short messages (usually 15, 30 or 60 seconds long) that radio and television stations are required to air free of charge for community organizations. Contact your local public service directors at the television and radio stations serving your area for the exact requirements of placing a PSA. Generally, they need a PSA three weeks in advance of when it is to air. Some stations may help you produce a PSA.

Guidelines

- A PSA must be personal and have a sense of immediacy. Write the PSA to grab the interest and attention of your audiences
- Use active voice and present tense when possible
- Inform listeners/viewers how they can contact your organization—include a phone number and web site (be prepared for increased calls)
- Include accurate facts, dates, and names. Answer the questions “who, what, why, when, where, and how?”
- Read it aloud—does it read smoothly? Are words difficult to pronounce?
- Fit your message to the time slot: on average, 10 seconds=25 words, 30 seconds= 75 words, 60 seconds=150 words
- Send a thank-you letter to the public service director and/or the DJ or TV host that airs a PSA. Ask your friends to do the same. They like positive feedback!

Building Coalitions

Introduction—What is Collaboration?

Collaboration is a strategy for building relationships and getting things done. It involves people with diverse interests working together to achieve mutually satisfying outcomes.

Many factors are likely to influence the success or failure of inter-organization collaborations, and no two collaborations will progress in exactly the same way or within the same time frame.

With a range of on-campus organizations competing for student attention and limited resources, strategic collaborations are often great ways to build campaigns. Executed properly, collaborations expand the capacity of an organization and extend its resources while increasing impact on issues.

Each effort must find a way to proceed that is consistent with its unique circumstances and composition. Nevertheless, here are some suggested guidelines that have wide applicability:

- Involve all key stakeholders so that decisions and activities will receive widespread support and recognition
- Ensure that the coalition's leadership is visionary, is willing to take risks, and facilitates change rather than directs it.
- Establish a shared vision of how the coalition should progress and of its expected outcomes.
- Build ownership at all levels. Commitment to change must be mobilized at all organizational levels of member organizations involved in the coalition.
- Establish communication and decision-making processes that allows for disagreement and criticism to be dealt with constructively.
- Remember that change begins with individuals, not organizations. It is essential that organization members interact on an individual basis to generate trust and respect.

Getting the word out on campus!

Your University campus may host a number of newspapers, radio stations, local informational websites and television stations. For a successful event, you need to ensure that you are being talked about in all of these arenas. Here is how:

Use the Establishment

Your University probably has a communications or public relations department with a number of media officers who get paid to publicize University based programs. Approach them early on in your event cycle with a detailed press release to spread the word for you. There are a number of ways they can help you out:

Post a hype-release or teaser weeks before the event on the community intranet/website.

Forward your press release out to their media list. The PR officer probably has a fax list of all the local media organizations where s/he distributes information. Encourage them to share this information with you.

Send out a University wide teaser or detailed email.

Plug into the Campus Press

Want to get the word out? Drop by your campus paper office and get to know the editors. Write a feature or op-ed on your campaign or issue and use the space to plug an upcoming event. Send in some accompanying graphics. Try to get a reporter to cover your event; or if no reporters are available, write a news piece yourself!

Most campus papers belong to the Canadian University Press (CUP). This means that an article you write may be picked up on the wire by other campus papers across the country for maximal coverage. Keep this in mind as you write your piece, and speak to your campus editors about a good approach for getting your article picked up.

Communication and Coalitions

Always keep the Oxfam message in mind. You may be working with your campus Engineers Without Borders, WUSC, women's centre or otherwise, but ensure the Oxfam message is well integrated into the main message of the article/press release and not drowned out.

Creating coalitions with other groups on campus is a great way to build momentum and attract attention from the media—strength in numbers!

References

Op-Ed Resources http://www.davidsuzuki.org/Take_Action/OpEds.asp

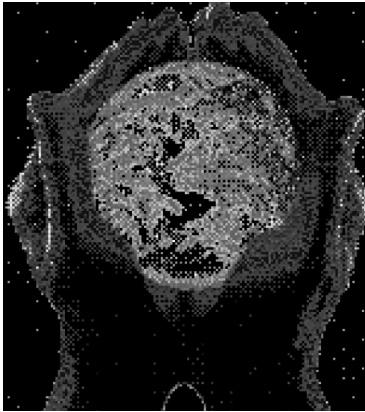
Using the Media: Getting Your Voice Heard (Canadian Red Cross Youth TAP)

Media Resources

Contact youth@oxfam.ca for a copy of Oxfam Canada's Media Guidelines

Developing Effective Media Communication Skills http://www.impacs.org/files/CommCentre/dev_effective_media_comm_skills.pdf

Fundraising is an act of solidarity! Fundraising and Group Resource Development



Learning Objectives:

By the completion of this module, you should be able to:

- Expand your understanding of the fundraising process by deconstructing assumptions or misconceptions
- Share knowledge, experiences and tips about how to locate potential sources of funding for your activities, and
- Begin to use a framework for organizing and tracking fundraising activities

Fundraising

Fundraising is often a necessary part of volunteer work in order to get funds needed to take action (for example to host an event or promote a campaign). It is also a critical part of supporting Oxfam's program work overseas. Fundraising doesn't just have to be bake sales and auctions, there are many exciting and fun ways to raise money that can also raise awareness at the same time.

When you raise funds as an Oxfam volunteer in a local group, note that all funds raised under Oxfam's name must be sent to our fundraising team (Toronto). Volunteer groups are not permitted to do fundraising under Oxfam's name directly for group or project costs, or take a portion of the proceeds directly, but you can request start up funds to cover your expenses from Oxfam for your activities. Contact your regional Oxfam office for more information about requesting funds for group activities.

Wondering where the money fundraised and donated to Oxfam goes?
See <http://www.oxfam.ca/who-we-are/financial-summaries>

Oxfam Canada has produced a comprehensive volunteer fundraising toolkit that gives you useful information on how to organize events and activities to raise money for Oxfam’s work. It is full of examples and tips on how to make fundraising work for you.

Check out: <http://www.oxfam.ca/what-you-can-do/fundraise-for-oxfam>

Resource Development Fundamentals

| Hints | Comments |
|---------------------------------------|---|
| Strive to Overcome Your Apprehensions | <ul style="list-style-type: none"> • Asking for money is not easy – it gets easier with practice. • If you feel nervous, uncomfortable or intimidated, remind yourself these are temporary feelings that go away. What you are doing is too important to avoid raising the funds and in-kind contributions you need. • Remember that donors give to people – especially to committed young people. So be yourself, be confident, and show your passion. • People don’t give unless they are asked...so take a deep breath and ask away! |
| Create a Plan | <ul style="list-style-type: none"> • Before you think about how you are going to get the money you need to think about what you want to achieve with it. You need to have done some project planning before you can come up with a resource development plan. Resource development should become part of your organization’s overall strategic plan and support your mission. • Assess the total amount of money you need to achieve your campaign goals. Then identify a variety of methods and strategies to raise funds (appeals to campus administration plus proposals to foundations and corporations plus special events plus tabling, etc.). • Create a systematic process for reaching your financial targets – break out the project into smaller tasks – delegate tasks to the team • Make sure that your group supports all resource development initiatives and see that financial independence is important. Make sure they share ownership/responsibility for fund raising tasks. Review Oxfam Canada’s Fundraising Toolkit available at www.oxfam.ca. |
| Know your Cause | <ul style="list-style-type: none"> • Make sure everyone in the group is well educated on the issues. If someone asks where the money is going and why it’s important to support it, everyone in the group should know the answer! |

Hints

Comments

Focus on Local and Individual Needs

- Keep your focus local. Potential donors want to know how your project makes a difference. People don't just hand money to anyone; they give to satisfy a need they have. Be prepared to demonstrate a local benefit for the project, whether it is on campus, in the community or town.
- When working on global social justice issues, it is important to illustrate the local connections to these issues.
- Your ideal targets are people who live within your community; family, friends, neighbors, who are willing to donate a little of their money to a worthy cause
- 90% of charity dollars come from individuals. The 10% given by corporations and foundations are by individuals: program officers or company employees.

Identify Your Targets – Find the “hooks”

- See the next page for more information about Tier 1 and 2 donor targets.
- Make sure that you are asking the right donors for the right things. Do not ask donors to fund programs or projects that do not meet their criteria

Customize Your Approach to the Donor

- If you know the donor well, a simple conversation might be all you need
- Campus-based organizations and some foundations may require you to complete an application form
- Create a “generic” proposal – and then customize it for specific donors

Share Your Passion

- The more passion and commitment you show, the more likely they will donate. People donate for a variety of reasons –often because they feel a strong connection with the person who asks them for their support.
- Think about all the other people, groups and/or organizations in your area who share your passion for your issue(s). They might not always have funds to donate – but they can share resources and other in-kind donations.

Keep Your Donors Involved

- Contributions represent an opportunity for donors to invest in your issue(s) and participate in your project, so think about what you can give back to those who have invested in your project. It may be free advertising and/or exposure at one of your events, or a thank you letter.
- Use your contributors to the fullest; give them the opportunity to act as mentors or as advocates for your issue(s). If they are actively involved, they are more likely to give again.

Follow Up: Thank Your Donors Again and Again and Again and..

- Keep your donors in the loop. Let them know how their contributions were used – and the positive effects.
- A rule of thumb: thank a donor at least three times in three different ways. This can include thank you letters, acknowledgement in publications, mentioning the donors in public appearances and profiling the donor in newsletters or press releases.

Identify Funding Sources

Potential sources of funding for your activities

| Tiers | Examples |
|-------------|---|
| First Tier | <ul style="list-style-type: none">• Local, Individual, and/or direct control over funds• Student Advisor discretionary funds*• Students Affairs discretionary funds*• Student Government/Student Activities*• Dean discretionary funds*• Board of Trustees/Governors discretionary funds*• Alumnae Associations*• Local churches/religious organizations• Community Foundations• Local Small Businesses• Family and Friends• Fundraisers/Joint Fundraisers (events/projects) |
| Second Tier | <ul style="list-style-type: none">• Other individuals (see next page for more details)• Foundations• Corporations |



Particularly when asking the asterisked sources, remember to:

- If you require large sums of money you will probably need a funding proposal. It is best to complete this before you begin to approach organizations and groups. This will help you to channel your preliminary discussions with them and build up the project's credibility.
- Request a meeting to discuss the discretionary funds they have and how to apply. You might be able to determine this from an email back and forth. Even if the organization requires an application, it is very important that you communicate with them before submitting an application. This will help you to develop a 'rapport'.
- Do your homework. Be clear on what they do and do not fund. Do not ask them to ignore their funding criteria.
- After you have done your homework, you can tailor your proposal and tactics. When approaching administrators or faculty, focus on how your project benefits students as a learning experience or how it will publicize your school.
- Ask early – and for more than you think you'll get
- Request meetings with directors of departments that connect to your issues, (Political Science, Women's Studies, etc).
- FYI: some colleges and universities have special funds set aside for conference attendance!

Individual Donors

To identify and target individual supporters, start with the people you know who support you, your activities, and/or your issue(s). These include:

- Family and friends
- Dorm residents
- Sorority or Fraternity members
- Volunteers
- Campus organizations
- Community leaders
- Professors
- Advisors
- Alumni
- Employers

Conduct research to identify what they have supported in the past (similar issues, organizations etc.). If they can't fund your project, they still probably want to help you. Ask them to help you identify other targets.

One approach that some have found useful is to build profiles of your individual targets. With this information, you can construct strategies to reach out to them. **See the Individual Donor Profile at the end of this module.** This is a good tool if you have an individual you are giving a large sum or is donating continuously.

The Importance of Rapport

Successful fundraisers don't see potential donors as just sources of funds or in-kind contributions. They see their donors as allies who share common values and concerns. To build rapport, clearly demonstrate that what your donors care about is what you care about. The more you customize your approach to demonstrate connections between your campaign and your donor's values – the faster you build valuable and long-term collaborations with them.

Follow Up

A donor's involvement doesn't end with a check. As stated previously, a key to successful fundraising is rapport. You may want to ask for additional resources in the future: such as benefits that money can't buy (i.e. a powerful ally, name recognition, good references/referrals, letters of support, etc.)

Make sure your donors are periodically updated to keep them involved in your plans. Don't be afraid to ask for their advice. They want you to succeed and they want to feel included. If they support an event, make sure to invite

them and to publicly thank them. If they can't attend, send a thank you with a brief description of the success of the event. Some donors may ask for project reports or will ask for report to be submitted.

Monitoring

Some donors may require an end-of-project report or some sort of summary. The purpose of this is for the donor to see exactly where their funds went and what their impact was. Depending on the size of the donation or the demands of the donors you may need to incorporate formal monitoring into your project's overall plan. In order to do this it should be listed as an output for the project from the start This is something that will be discussed in the strategic campaigning module.

In terms of the from a donors perspective the things you should monitor are the EXPENDITURES and the BENEFICIARIES. The expenditures are your expenses weekly, monthly, quarterly, annually and should be the same as the budget submitted in the application. The beneficiaries are those benefiting from project or activity. This means discussing what CHANGE occurred with the project and who was impacted.

ALWAYS send a thank you letter regardless of the amount.. The donor needs to know how much you appreciate contributions and guidance. Even if you were able to develop a significant rapport with a potential donor, but did not get the financial support still send them a note thanking them for their time. This keeps the door open for other potential funding.

Set realistic and attainable targets. Make sure everyone in your group is responsible for specific responsibilities and that everyone understands and accepts ownership for their responsibilities.

Quick and Easy Fundraiser Ideas

One important thing to remember in fundraising is that the more resources that are put into a fundraising event, there is an increased risk that you might (in worst-case scenario) lose money on the event. However, some experienced fundraisers particularly with special events will tell you that to make money you need to invest in your fundraising strategy.

With this in mind, there are some 'no-fail' fundraisers that your group can in order to fundraise smaller amounts to support your work on campus. The idea of 'no-fail' fundraisers is that you don't need to invest a lot of money into them and chances are you will gain some money in the end (even if it is a small amount!). See Oxfam Canada's Fundraising Toolkit for a few ideas to get you started. This toolkit is available online at www.oxfam.ca.

Tip: Joining up with other events going on at school organized by other groups and coordinating a fundraising campaign to occur at the same time. For example, you might organize a fundraising activity during orientation week.

There are 1000's of different ways to fundraise.... Get creative and take the opportunity to EDUCATE at the same time!

Budgeting 101

In order to create project proposal or even begin to fill out applications for funding you need to create a budget. The following is a four step process to creating a budget:

1) Calculate expenditure

Possible headings under expenditure in your budget may be:

- Travel costs
- Equipment/Materials costs =
- Administration costs (telephone, photocopies etc)
- Food and accommodation
- Fees = how much do you need to pay designers, etc?
- Personnel and miscellaneous expenses = are there likely to be any extra expenses to be reimbursed to members or staff?

2) Calculate income

Income consists of **guaranteed income**, i.e. income which has already been agreed by a funder or funders, and **non-guaranteed income**, i.e. income which you plan to raise. In general income comes from the three main sources presented in **own resources, revenues, and individuals** – public sources, Oxfam Canada, independent funders, etc.

Possible headings under income in your budget may be:

- fees (from members, participants)
- income from your own fund-raising events
- public funding, e.g. local government, student union
- corporate gifts
- private donations
- value of gifts in kind

3) Compare income and expenditure

Total income and expenditure should now be compared with each other to establish if there is a surplus or deficit.

It is recommended that you budget for a surplus of about 5% (i.e. income should exceed expenditure by about 5%). This should ensure that any unforeseen expenditure can be met. This surplus is sometimes known as a contingency fund. You should check that your potential funders allow it.

Once the budget shows an adequate surplus, you have to “phase the figures” or produce a cash flow forecast: i.e. analyze when the different items of income and expenditure will arise.

4) Phase the budget (produce a cash flow forecast)

Phasing is the most important aspect of constructing a budget. It involves analyzing both income and expenditure month by month (or quarter by quarter, or week by week, depending on the level of detail and the length of your project). This is important because, while the total budget for the year may show a surplus, it is quite possible to have sizeable deficits in individual months or at particular crucial moments.

Source: “T-Kit on Funding and Financial Management” Council of Europe Publishing, 2004 (page 39-40).

Writing a Proposal

Good proposals are short, to the point and customized for each donor.

| Proposal Component | Description |
|-----------------------------------|--|
| Executive Summary | <ul style="list-style-type: none">• A one-page summary of the entire proposal, the Executive Summary should be easy to read and hammer home all your key points in just a few paragraphs.• Many donors will not read a proposal if the Executive Summary is too long, too wordy, or too detailed.• Include a specific ask in the first paragraph for example: This proposal outlines a plan of action to raise campus awareness about the XYZ issue. We propose to offer a variety of educational activities including xxx, yyy, and zzz. The total cost of the program is \$10,000. We request your support for “seed money” of \$2,000.• Write the Executive Summary last – after you complete the rest of the proposal |
| Project Description and Timelines | <ul style="list-style-type: none">• Should be no more than 2-3 pages – here is where you outline all your program objectives and key activities• Schedule – provide a Calendar of Events• Success Criteria – outline exactly what will happen as a result of each key activity, for example: |
| Budget | <ul style="list-style-type: none">• Clearly delineate the budget, divided into line items• Be prepared to demonstrate that at least 30% of the project costs are in the form of in-kind donations (donated space, time, equipment, etc.)• Do NOT ask for funds to pay staff salaries – few are willing to underwrite “administrative” costs. Donors prefer to support Program Costs (e.g., funds to print handouts, rent equipment, purchase tee-shirts, etc.) |
| Summary | <ul style="list-style-type: none">• No more than a page – the Summary repeats the “ask” you made in the Executive Summary• Addendum – Here you can include a sample of what you’ve already accomplished: flyers from previous events, brochure, one-page description about your organization, letters of support, etc.• Keep the Addendum short – few donors have the time or energy to read large documents |

Please review Oxfam Canada’s privacy policy available at <http://www.oxfam.ca/about/PrivacyPolicy.htm>.

Fundraising Internet Sites

| URL | Contents |
|--|--|
| www.canadianheritage.gc.ca/progs/pc-cp/pubs/e/Specev1.htm | This is a link to a 'Guide to Special Events Fundraising'. This site is hosted by Volunteer Action Program of Canadian Heritage. It is a great guide to assist in planning for special events with excellent tips for managing financial resources for your events. |
| www.fdncenter.org | <p>The Foundation Center is an independent nonprofit information clearinghouse established in 1956. The Center's mission is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects.</p> <p>The Center Website provides searchable information on thousands of foundations, corporate givers and grant-making public charities and a grants file of over 170,000 grants awarded by the nation's top donors.</p> <p>The Center's Research Department conducts original research on foundations and their giving. Key highlights of their findings and excerpts can be found at the Funding Trends and Analysis section of this site. FC Stats, a free online resource, offers over 760 data tables covering foundations and their giving, that is only available through the Foundation Center.</p> <p>This site also offers a free download proposal-writing course.</p> |
| www.idealists.org | <p>In this site you will find a directory of 22,000 nonprofit and community organizations in 150 countries, which you can search or browse by name, location or mission, thus, various searches can help you locate people around the world who share your interests, goals and ideas.</p> <p>Additionally, a search through their Resource section by area of focus can lead you to individual foundation and corporation sites.</p> <p>This site also lists thousands of volunteer, job and internship opportunities in the States and abroad.</p> |
| www.fund-raising.com | <p>Fund-raising.com lists several Idea Banks, which consist of fund-raising ideas sourced from the site's users. As the pages are updated, new ideas appear at the top of the list.</p> <p>Example – a G.S.T. Auction where local businesses, community members and individuals donated - A Good, Service or Talent.</p> |

Strategic Campaigning & Event Planning

Quick Reference to this Section

Strategic Planning Tools this module contains a list of tools at the end which will help to design, develop, and ultimately plan campaigns.

- 1) Group Planning Worksheet
- 2) Handout 1: Clarifying The Campaign Goals
- 3) Handout 2: Identifying The Approach
- 4) Handout 3: The Change Planning Chart
- 5) Event Planning: Smart Campaigning

“Power concedes nothing
without a demand.”
Frederick Douglas,
1849

Strategic Planning

Introduction

Understanding how to develop a strategic campaign is essential to bringing about change and having an impact. However, before a successful campaign can be implemented your group/team must be set up strategically to meet those campaign goals. The MidWest Academy Campaign Strategy Chart is an organizing tool that details a proven and fully integrated approach to campaign organizing

Learning Objectives

By the completion of this module, you should be able to:

- Think strategically when planning and setting up a group/organization
- Think strategically when planning campaigns
- Use a planning tools identify key strategies and tactics needed to plan social justice campaigns.

I: Organizational Level Planning

Getting Started

These are some of the steps involved in the process of forming group.

How do strong organized groups form?

1) Ad-hoc group forms with emerging common interest in addressing a challenge or some need.

Questions to that need to be asked:

- Is this something we want to work together on?
- What is it that we want to do?

2) Interim committee forms

This is organized in a way that there is someone designated to facilitate the meetings and someone to take notes...

Note: this set-up should only be temporary if your group wishes to expand and achieve long-term results. However, attempts to formalize governance structures too early can discourage potential members and can be shaky because they lack organizational foundation.

For items 3-5, see the Group Planning Worksheet on next page to guide this process further.

3) Develop a Vision.

This is the most important component of strategic planning for any organized group. This should state the desired condition for what this organization would like to see in the future... what is the desired endpoint?? In perfect world the end result of our efforts would be _____?

4) Develop A Mission Statement

What is your role in achieving this vision? This statement should indicate your journey towards reaching the vision. This is more of a 'HOW' statement.

5) Develop Key Objectives

this should be a list of the top 4-5 things that your organization needs to achieve in order to reach the vision. This is where the brainstorming should happen and the use of a planning framework would be helpful. Although it may seem like a more ambitious initiative if your group came up with 10 objectives, this is not the purpose of the objectives. These should be broad statements and there can be overlap. These are flexible and can be revised over time.

6) Values/Principles

This is a helpful list to draw up for your group as it will ensure that different values and principles are incorporated into your activities. Basically, it is a list of what the group members see as important in their activities.

Examples:

- Will strive to have FUN with all club activities
- Decision-making will occur by consensus
- Respect equity and empowerment at all times

Remember....

Many university campuses require written documents (ie a constitution) in order to be a formally recognized club and/or to hold an event on campus.

Group Planning Worksheet

This chart is a useful tool to assist groups in developing an overall organization strategy and provide foundation for the campaigns and activities to occur.

Why did we create this group?

- This question should help to develop a vision and the long term impact you hope to have... from this you can develop a mission statement

Who do we want to reach and target in our activities?

- This includes members, sponsors, allies, potential supporters, other student groups.... Who will be affected by the group's activities

What do we want to achieve by forming a group?

- This can include the desired the specific goals of the campaigns and the project that the group will undertake
- These ideas can be categorized to form your objectives

How are we going to operate?

- This can include logistics, governance, resources, and principles/values

This is a template which can be used as a tool which can be adjusted and modified as needed. This should assist in planning a long term strategy. Furthermore, this is a helpful chart to revisit after your group has been working together for a while if you think you have lost sight of your original vision or you need redirection.

Large goals

- List the long-term objectives of your campaign. Aka the intermediate goals for this issue or campaign.
- What constitutes victory?

Small goals/outputs

- What activities need to happen to achieve the larger goal?

Inputs

- What resources are needed to make the smaller goal happen?

Reach

- Who is going to be affected by this activity?
- Who is going to be targeted?

Opportunities

- What would happen to help this goal be achieved?

Risks

- What could go wrong?
- What assumptions have been made in the planning of this activity?

Evaluation

- Every activity should be evaluated after its completion. For this column, think about each specific short term goals and what would indicate that it was successful.
- How will you tell if you achieved your goal?

CHANGE Planning Chart... Closer To Action!

This is a valuable planning tool that can be used for your group's large scale and small scale activities. This table is easily used as a stepping stone in developing concrete work plans or task lists. Working through this process as a group will help to make sure that different planning considerations are not overlooked. This table can be modified and used in a more detailed context to develop complex work plans or as a brainstorming tool to help to develop to-do lists for small groups (a large blank template is located at the end of this module).

Why did we create this group?

Who do we want to reach and target in our activities?

What do we want to achieve by forming a group?

How are we going to operate?

After Starting Up

After the initial interim committee has established a basis for your organization and you want to move things into action and the group develops you may need to restructure.

Getting more formal as a group...

There will be a point where the it will become necessary for your group to formalize.

Things to Consider:

- How is the group going to be directed/managed on a long term or daily basis?
- How are decisions made?
- How could the group organize to work most effectively? (ie smaller committees or working groups break off, etc)
- What functions do you have to perform as a group?
- Should we create governance documents, and if so who will be responsible for their creation?
- How will your organizational structure support the principles and values decided upon in the interim?

Outcome

- Outputs (these are the activities involved in getting the outcome)
- Inputs (What resources do we need? Financial? Personnel?)
- Reach (Who is going to be affected? Who are we targeting?)
- Opportunities (What would help achieve our goal if it were to happen?)
- Risks (What the underlying assumptions? Gaps?)
- Evaluation/ Indicators (How will you measure if it was successful)
- Fair Trade Fair (to increase awareness of Fair Trade in University Community)

Advertising

- \$10 for printing flyers
- fellow students at 'Oxfam University'
- professors and university staff
- donation of printing
- lots of volunteers to distribute flyers
- professors volunteer to advertise activity in class
- flyers in English- everyone can understand it
- fellow students will read the flyers
- the flyers are being distributed in an area accessible to everyone
- the number of flyers distributed and printed
- the number of students who attend the Fair Trade Fair

| | |
|--|---|
| <p>Logistics (the venue, speakers, TV, Video, etc)</p> | <ul style="list-style-type: none"> • \$10 for table rentals • \$50 for transpo of guest Speaker • -\$60 for volunteer t-shirts • university staff • other student groups wanting the space • fellow university students and profs • donations • someone with experience with venue to assist with logistics • Guest Speaker Arrives on time • the venue will be the right size for the # of attendees • The video will played on the screen • the event is implemented as planned and on schedule |
| <p>Fair Trade Fair Implementation</p> | <ul style="list-style-type: none"> • 6 volunteers • \$50 cash box • \$10 for decorations • fellow students at 'Oxfam University' • professors and university staff • support of Fair by University Administration • support and participation of other student groups • the volunteers will all be present to help • students will grasp in the message of the trade fair fair • the number of students who attend the fair • the number of students who fill out a petition |
| <p>Volunteer Make Trade Fair Fair Committee</p> | <ul style="list-style-type: none"> • one Fair Trade Campaign trainer • Meeting space • fellow Oxfam Club members • trained meeting facilitator • trained minute taker • everyone will be able to make the meeting time • committee is composed of a diverse mix of students • meeting space will fit the number of students • the number of actively participating committee members • volunteers have fun • meeting attendance and participation |

Handout 1: Clarifying the campaign goals

Q1: What is the problem?

Q2: What are the underlying causes of the problem you seek to change?

Q3: What are some of the key solutions to these problems?

Q4: Who has the power to bring about these solutions?

Q5: Out of these pick one primary target. This is the main person/organization you wish to influence.

Q6: What are your first draft objectives [focus on outcomes]?

Source: Pick Up & Go Pack, Oxfam GB 2004

Handout 2: Identifying the approach

Q1: What are the key external factors to bear in mind?

a) What is the political and campaigning environment in which you are operating?

b) What is the target's current position and what might influence them to change?

c) Who are the other key players (allies and opponents)?

d) Who are the beneficiaries of the campaign? Do we know what they think?
What, if any, further research do we need to do on this?

e) Does this issue affect men and women differently? How?

f) Given the above, how will you involve men and women in the campaign?
(If only one group to be involved, explain why.)

Source: Pick Up & Go Pack, Oxfam GB 2004

Handout 2: Identifying the approach (cont'd)

Q2: What are your internal campaigning strengths and weaknesses?

Strengths

Weaknesses

Q3: Given all the above, who should be your primary and secondary targets?
Who should you seek to work with? Who might pose problems?

Lobbying

Media

Popular campaigning (include alliances, actions, public)

Q4: What are the risks involved in this campaign?
How can these risks be mitigated?

Handout 3: The CHANGE

| Outcome Goal #1: | |
|--|--------------------------|
| Outputs | 1a) 1b) 1c) 1d) |
| Inputs (What resources do we need? Financial? Personnel?) | 1a) 1b) 1c) 1d) |
| Reach (Who is going to be affected? Who are we targeting?) | 1a) 1b) 1c) 1d) |
| Opportunities (What would help achieve our goal if it were to happen?) | 1a) 1b) 1c) 1d) |
| Risks (What are the underlying assumptions? Gaps?) | 1a) 1b) 1c) 1d) |
| Evaluation/ Indicators | 1a) 1b) 1c) 1d) |

Handout 3: The CHANGE (cont'd)

| Outcome Goal #2: | |
|--|--------------------------|
| Outputs | 2a) 2b) 2c) 2d) |
| Inputs (What resources do we need? Financial? Personnel?) | 2a) 2b) 2c) 2d) |
| Reach (Who is going to be affected? Who are we targeting?) | 2a) 2b) 2c) 2d) |
| Opportunities (What would help achieve our goal if it were to happen?) | 2a) 2b) 2c) 2d) |
| Risks (What are the underlying assumptions? Gaps?) | 2a) 2b) 2c) 2d) |
| Evaluation/ Indicators | 2a) 2b) 2c) 2d) |

Handout 3: The CHANGE (cont'd)

| Outcome Goal #3: | |
|--|--------------------------|
| Outputs | 3a) 3b) 3c) 3d) |
| Inputs (What resources do we need? Financial? Personnel?) | 3a) 3b) 3c) 3d) |
| Reach (Who is going to be affected? Who are we targeting?) | 3a) 3b) 3c) 3d) |
| Opportunities (What would help achieve our goal if it were to happen?) | 3a) 3b) 3c) 3d) |
| Risks (What are the underlying assumptions? Gaps?) | 3a) 3b) 3c) 3d) |
| Evaluation/ Indicators | 3a) 3b) 3c) 3d) |

Handout 3: The CHANGE (cont'd)

Outcome Goal #4:

| | |
|--|--------------------------|
| Outputs | 4a) 4b) 4c) 4d) |
| Inputs (What resources do we need? Financial? Personnel?) | 4a) 4b) 4c) 4d) |
| Reach (Who is going to be affected? Who are we targeting?) | 4a) 4b) 4c) 4d) |
| Opportunities (What would help achieve our goal if it were to happen?) | 4a) 4b) 4c) 4d) |
| Risks (What are the underlying assumptions? Gaps?) | 4a) 4b) 4c) 4d) |
| Evaluation/ Indicators | 4a) 4b) 4c) 4d) |

Event Planning: 4 Step Model

Adapted, with permission, from Canadian Red Cross Events 101: Planning for Success

1) Goal Setting

This sets out what you and your group wants to accomplish and will guide you through your project.

- Be SMART—Specific, Measurable, Attainable, Realistic, Timeline
- Involves looking at Goals and Objectives for your group
 - Goals: Broad Statements describing overall purpose, intentions, and aims
 - Example Goal: To increase awareness at your school about HIV/AIDS
 - Objectives: More specific statements to achieve the goal(s)
 - Example Objective: To provide information about HIV through posters

2) Project Planning

Have a large brainstorming session to generate ideas for projects

- Once you have several ideas, choose the ones to focus

Make decisions regarding your events:

- Vital details: When, where, and for whom
- Resources: What do you have and what will you need.
- Break down tasks and assign responsibilities
- Decide on budget and promotion strategies
- Put into a timeline and ensure that everyone has a copy

3) Implementation

- Stick to your roles and your timeline
- Check in with one another regularly
- Be sure to have a detailed day plan with assigned tasks as well as plan B.

4) Evaluation and Follow-up

- Was it successful?
- What should be changed in the future?

Action Planning



If you don't know
where you are going—
chances are you'll end up
someplace else.

Learning Objectives:

- To develop campaign action plans to take back to your campus groups and to review and use the knowledge and skills you have learned thus far.
- To collaborate with each other on these action plans which will be aligned with key Oxfam campaign dates
- To break down large campaign goals into actionable steps
- To share plans with other Interest Group members in order to gather insights and ideas that can strengthen individual plans

Introduction

This module challenges you to begin to create campaign action plans and to review and use the new knowledge and skills you have learned during this training. By focusing primarily on the tools presented in the Strategic Planning session, you will begin to draft plans for initiating a campaign on your campuses. The session is organized so that you plan individually and then take turns presenting your plans within your Interest Groups in order to share constructive feedback and suggestions with each other.

Reflection Questions

- What did you learn about yourself and your strengths and challenges as a planner?
- How can you continue to tap the wisdom and experience of your interest group?
- What else do you need to know, or to be able to do, before you can get a solid campaign plan together? What did the session tell you about competencies you want/need to strengthen?

Creative Action

Creative Actions are activities that allow participants an opportunity to be creative in exploring issues of globalization, power, identity and social and environmental injustice. Creative actions can play an important role in developing campaigns and help to find unique ways of getting your message across.

How would you differentiate between creative and direct action?

Creative/Direct Action Ideas

- Banner Drops
- Buy Nothing Day/Buy Something Day
- Candlelight Vigils
- Dress up to make your point - costumes always attract attention
- Hunger Strikes
- Letters
- Marches – on foot or on bicycle, take a twisting route in the downtown to raise awareness
- Media Stunts
- Mock Jail Cell/Mock Sweatshop: set up shop in your student centre or an area with high traffic to get give people a visual image
- Music: have it at marches, rallies, teach-ins. You can write songs and pass the words out on cards to other people who've joined the rally
- No Sweat Christmas Carols (adapt to any campaign)
- Organize a Critical Mass
- Participatory Theatre¹
- Street Theatre
- Petitions
- Phone Jamming
- Pickets
- Sit-ins
- No Sweat Fashion Shows
- Teach-ins
- Work disruptions

¹ For more info: Mixed Theatre Company <http://www.mixedcompanytheatre.com/forum/forum.html>

