Campaign Skills Trainer's Guide

Module 3
Preparing for an Election
Analysing Trends, Setting a Vote Goal and Targting Voters

المدارس الإقليمية لتنظيم الحملات

CAMPAIGN SCHOOLS

NATIONAL DEMOCRATIC INSTITUTE

CAMPAIGN SKILLS TRAINER'S GUIDE

MODULE 3: PREPARING FOR AN ELECTION
Analysing Trends, Setting a Vote Goal and Targting Voters

SESSION OVERVIEW:
This module teaches participants to think about how to approach an electoral campaign strategically, to use resources wisely and to communicate only with those voters who are receptive to the campaign's message. To do this, this module instructs participants in how to calculate the number of votes they will need in order to win, and how to determine where they find those votes. Participants will learn how to research and understand voting trends in their area assess likely voter turnout and understand how these dynamics will affect their campaign.

SECTIONS:
1. Resources
2. Research and Analysis: Voting Trends
3. Research and Analysis: Electoral Environment
4. Setting a Vote Goal
5. Voter Targeting: Geographic
6. Voter Targeting: Demographic

LEARNING OBJECTIVES:
- Understanding campaign strategy and resource management
- Using past voter behavior to identify voting trends
- Assessing the electoral environment to project voter turnout
- Setting a vote goal
- Targeting voters based on geographic and demographic breakdowns

TIME: 170 minutes

MATERIALS:
- Flipchart and paper, markers and tape
- Training agenda (can be written on the flipchart)

HANDOUTS:
- Data necessary to calculate a vote goal (if not using Noura example)
  - Number of seats a party is competing for (this may be determined by participants during the session)
  - Number of voters registered in the voter's list
  - Estimated voter turnout
  - Number of contestants (political parties or candidates)
- Materials for geographic targeting: official election returns, mock returns or maps of the relevant area
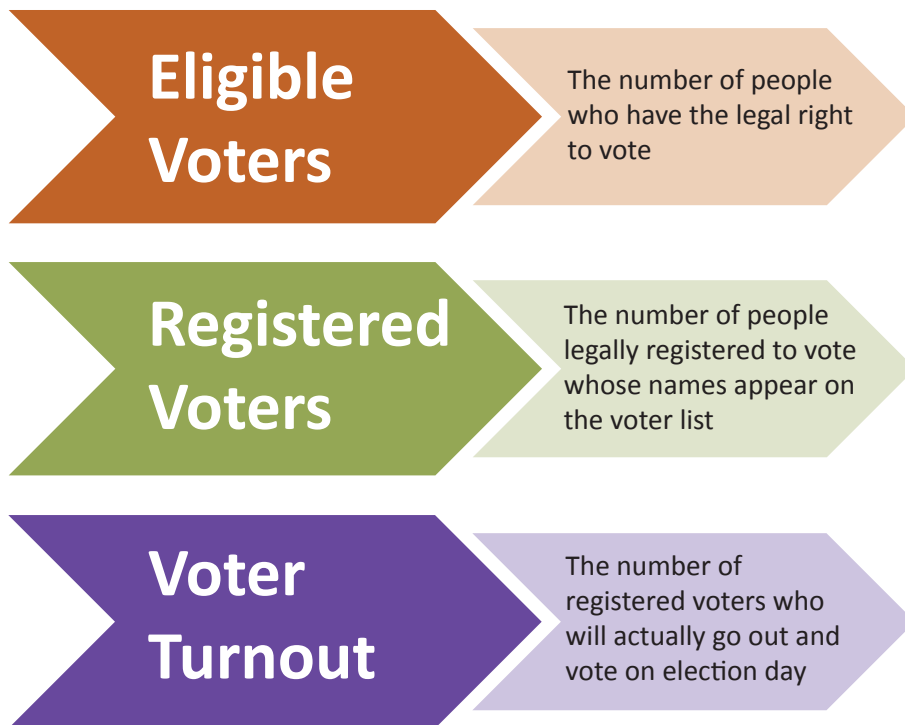- Materials for demographic targeting: census or other demographic information (if available)

PREPARATION:
Write on the flipchart in advance:
- Agenda (if it is not copied)
- Learning Objectives
- Four main resources: people, money, time, information
- Voting trends:

- Overall voter turnout
- Turnout among different groups

- Turnout explanation graph (optional):

Eligible Voters — The number of people who have the legal right to vote

Registered Voters — The number of people legally registered to vote whose names appear on the voter list

Voter Turnout — The number of registered voters who will actually go out and vote on election day

- Table for examining voting trends

Year	Type of Election	Turnout
1998	Parliamentary	75%
2003	Parliamentary	77%
2005	Parliamentary	74%
2010	Parliamentary	80%
	Total	306
	Divided by 4 elections	306/4
	Average Turnout	**76.5%**

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- Electoral environment pendulum:

Change ⟷ **Electoral Environment** ⟷ **Status Quo**
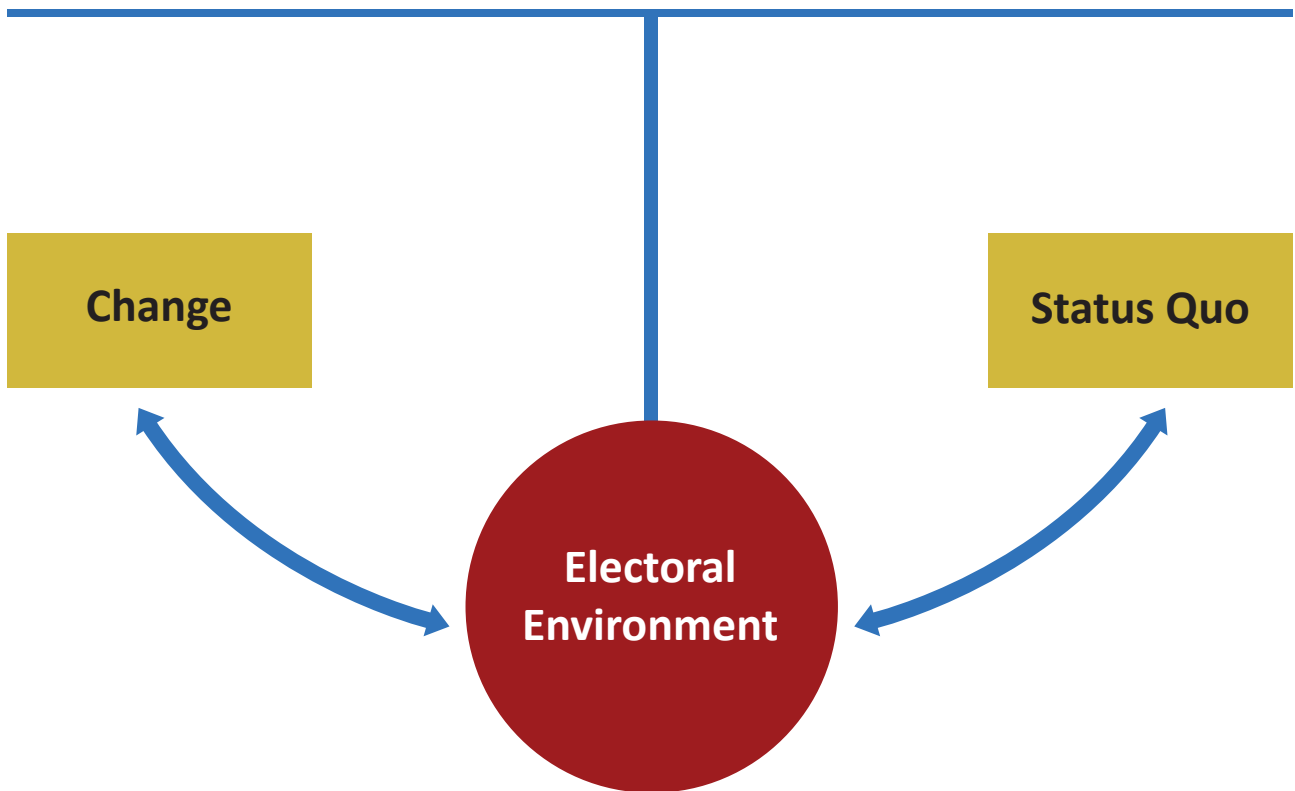
- Steps to calculate a vote goal

  1. Identify the **number of seats** in the electoral area.
  2. Determine the number of eligible **registered voters** in the electoral area.
  3. Estimate what **voter turnout** is likely to be for the area.
  4. Based on estimated voter turnout, calculate how many votes it will take to **win one seat**. This will be different depending on the electoral system.
  5. The number of votes a campaign will need to capture the number of seats they want to win is the vote goal.

KEY FOR THE TYPES OF ACTIVITIES INCLUDED IN THIS WORKSHOP:

TP – Trainer's Presentation

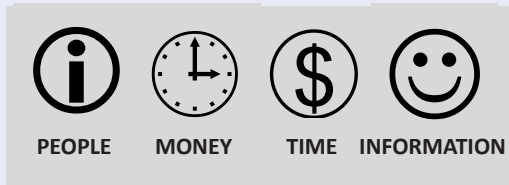PEE – Participants' Experiences or Exercises

DBR – Facilitated Discussions, Brainstorming and Reflection

CLL – Conclusions and Lessons Learned

ANK – Application of New Knowledge

TRAINING ACTIVITIES

SECTION 1 – Resources – 10'

Steps	Description	Type	Min	Note to the Trainer
1	Introduce the session and review the learning objectives.	TP	2	
2	Introduce the four main resources by asking participants what they would need for a campaign. Encourage them to mention as many things as possible (leaflets, phone calls, ads, premises, etc.). Once participants have brainstormed a short list, tell them that all those things come from the four main resources: people, money, time, and information. Illustrate the point by saying, for example, that for printing leaflets they either need money or a party member or supporter who owns a printing shop and is willing to print leaflets for free. Emphasize that every campaign has different amounts of money and different numbers of people involved, but that the amount of time available is the same for all. Time, therefore, creates a level playing field if it is used wisely. Decisions informed by research and information tend to yield more results for the campaign. Conclude with the following point: running a winning campaign is not about having the most resources; it is about using what you have effectively and strategically. This module is about learning how to strategize and be able to decide where to invest your resources to make them as efficient as possible in persuading people to vote for a party or candidates.	TP	3	Have an illustration of resources prepared on the flipchart in advance, like this or draw one while you are explaining the resources: PEOPLE MONEY TIME INFORMATION During this activity, lead the participants to understand that campaigning is about making critical decisions and thinking strategically.

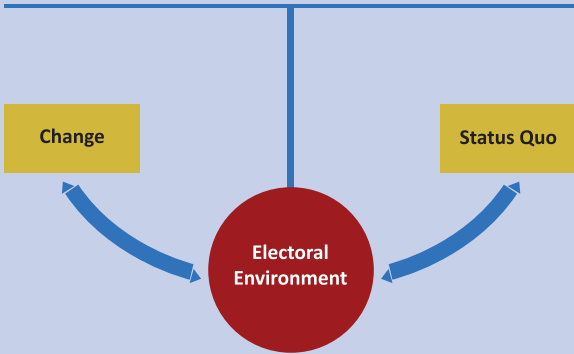| Steps	Description	Type	Min	Note to the Trainer
1	Introduce this section by saying that all good strategy starts with research. Ask participants where the best place to start researching might be. All answers will likely be valid, but guide participants towards thinking about the voters as the best place to start. ● What is happening among the voters? ● How are they feeling about voting, elections and politics in general? Explain to participants that we focus on voters because: ● Very often people involved in politics think they can credibly assess the political environment by just living in it. This can be a trap, because each person mingles among and interacts within a social network which was created based on mutual interests and common social circumstances. In other words, we tend to be surrounded by people "like us" who may not represent the diversity of political opinion out there. ● People involved in politics pay more attention to politics than people who are not involved in politics. Therefore, we tend to be more politically aware than most people, which makes us different as well. ● No matter how many people you know, your social network can never be representative of the whole electorate. Therefore, to be able to understand what a broader population of people think and feel about politics and what they care about, it is important to look at facts and figures, as well as to examine and survey trends in voting behavior.	DBR	4	Participants who are politically aware and politically active, particularly those coming from families or communities that take a leading role in local politics, often feel they know everything they need to know about the voters. Help participants understand that the behavior of voters and their political opinions may be more malleable and changeable then we assume. If it's helpful, tell the story of Tip O'Neill, the speaker of the US House of Representatives, to enforce the point about not making assumptions of the intentions of voters. If this story isn't suitable for your audience, construct your own story using local personalities or situations to make the same point. [*Tip O'Neill was a member of the US Congress for 35 years and the speaker of the US House of Representatives. He was an extremely powerful man and a popular politician who won every election with a very large majority of votes. He was also extremely loyal to his family and local community and lived in the same area his entire life.* *One day, shortly after an election, he was walking home and ran into his neighbor, Mrs. Murphy. Tip had known Mrs. Murphy since he was a boy and he greeted her when he saw her. Mrs. Murphy said hello to Tip and congratulated him on his victory in the recent election. Tip said, "Thank you, Mrs. Murphy, and thank you for your vote."* *Mrs. Murphy said, "I didn't vote for you." Tip as astounded. He exclaimed, "But Mrs. Murphy, you've known me since I was a boy! You've voted for me my entire political career! Why didn't you vote for me?"*

Steps	Description	Type	Min	Note to the Trainer
6	Learning about voters can be done by looking for trends among voters and examining the electoral environment.			*And Mrs. Murphy said, "Because you didn't ask."]* The point of the story is that we shouldn't take voters for granted, and we shouldn't make assumptions about what they are thinking and what they will do in an election. Figuring this out begins with research and analysis.
2	Explain the following: **Trends are patterns that help us predict how voters will behave.** Trends can emerge even over a short period of time. To figure out what the trends among voters are, it's helpful to collect and examine information about previous elections. Introduce the different voting trends which can be learned about from the results of previous elections: - Overall voter turnout - Turnout among different groups Turnout is the number or percentage of eligible voters who actually go out and vote on election day. Further explain turnout by saying that there have been no elections in history in which 100% of the people eligible to vote actually voted. There is always a percentage of the population that does not participate for different reasons.	TP	3	For explaining voter turnout you can use the following graph: **Eligible Voters** — The number of people who have the legal right to vote **Registered Voters** — The number of people legally registered to vote whose names appear on the voter list **Voter Turnout** — The number of registered voters who will actually go out and vote on election day

Steps	Description	Type	Min	Note to the Trainer
3	Ask participants why trends in overall voter turnout are important. The answer you are looking for is: **you need to know how many people are expected to vote and who these voters are in order to set a clear goal for how you will win an election.** Walk the participants through the steps to identify trends in voter turnout: **1. Examine the results from past elections.** It is best to use turnout figures for similar elections. For example, look at the figures for parliamentary elections to estimate turnout for a parliamentary election, local for local elections, etc. **2. Track overall voter turnout.** Ideally, it is best to have several examples of the same types of elections, e.g., several parliamentary, presidential, local or regional elections from different years. ***However, if there have not been very many elections or if there has been a significant change in the political environment or system of elections, then use whatever information is available.*** If you have several years of elections to work with, track trends in voter turnout for the most recent years. For example:	DBR + TP	10	Sometimes, information on past voter turnout not publicly available or is not reliable. If this is the case, encourage participants to think of other ways they can get this information. Options include gathering data from: ● domestic or international election monitoring groups ● academic institutions or think tanks national or international media coverage ● local party branches, which may be able to come up with figures for each ● local area based on their experience and any records they may have kept Parties with sufficient resources might to a survey in key areas to ask which voters have voted in the past and whether they are planning on voting in any upcoming election. However, in some circumstances a party or campaign has no other option but to make a lucky guess. In any case, thinking through and defining the estimated turnout figure is important for making many decisions about campaign strategy.

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Steps	Description	Type	Min	Note to the Trainer
8	The average turnout from the last four parliamentary elections is 70.5%. However, what is more interesting is the trend in voter turnout. Ask participants: in this example, is turnout going up, down, or staying the same? Over the past four elections, it has gone down significantly. The *trend* is for a decline in the level of voter turnout. Ask participants: What does this mean for all political parties competing for elections in this environment?			
4	Shift the discussion by asking participants to think about what kinds of voters are behind the figures on turnout. In other words if, as in the example above, 70% of the eligible voters are coming out to vote, who exactly are these people? Introduce the terms **demographic** and **geographic** and ask participants if they might be able to define them. • Demographic groups have similar situational characteristics, such as age, gender, religion, education, profession, background, etc. • Geographic groups live in or come from the same area Ask: why would these distinctions – demographic and geographic – be important for our discussion on voting trends? Explain that when it comes to politics, people with similar characteristics often behave in a similar way and make similar choices. When it comes to politics, people from similar groups sometimes behave in a similar way or make similar choices. Again, people from similar areas can sometimes make similar choices.	DBR	5	As an illustration of trends among demographic groups, you can give an example of very low turnout among younger voters (18 -29). Ask the participants to tell you how it would influence their campaign if turnout among young people was very low. Would they consider that group as a potentially significant source of support or not? If they say "yes" ask them why and under what conditions.

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Steps	Description	Type	Min	Note to the Trainer
	Ask participants to write down at least 3 demographic or geographic groups that are important to their party's electoral success in their area. Discuss how much they know about voting trends among these groups, and whether they are voting to their full potential.			9

SECTION 3 – Research and Analysis: Electoral Environment – 10'

Steps	Description	Type	Min	Note to the Trainer
1	Transition to the next topic by explaining that part of strategizing about voters' behavior involves analyzing the electoral environment. Explain that the electoral environment is the general mood of the electorate about politics, politicians and political parties. Depending on what is going well or going badly in voters' own lives, in their communities or in the country, the electoral environment tends to favor either maintaining the status quo (returning the governing parties to power) or making a change (supporting parties in the opposition). Explain that the mood of the electorate is like the pendulum on a clock. It can swing from a total desire for everything to change, to a very strong need to maintain the status quo (for nothing to change), or fall somewhere in between. It can change from one election to another and influences voter turnout. Using the pendulum on the flipchart, ask several participants to come up and map where they think the mood of the electorate currently sits on the pendulum by placing a dot or an x anywhere along the arching spectrum between "Change" and "Status Quo". Remind participants that although our political instincts may be right, it is always good to test what we think against research information to ensure our campaign strategy is sound. Ask the participants what questions they would need to ask to find out more about the electoral environment. Elicit the following:	TP + DBR	10	Draw a pendulum on the flipchart, similar to the one below. If participants need an example to further understand the influence of the electoral environment on voter turnout, use the following description or make up your own, which describes the current electoral environment in your country: Imagine that people are happy with the current situation and there are no major disappointments and frustrations. In this case people are less likely to seek change, meaning that they may be less likely to pay attention to an election, because they are satisfied with the way things are. Alternatively, higher levels of dissatisfaction and frustration may mobilize more voters to get out and vote for change. The exact outcomes will depend on the dynamics of that particular election. If you have more time and if the group is advanced enough, you can share with the participants short descriptions of each research tool listed. Briefly: - Public opinion polls are done scientifically by professional marketing agencies and can be expensive. A party can purchase them if it can afford it.

Steps	Description	Type	Min	Note to the Trainer

	- Are voters excited or motivated by the current election?
	- Are voters experiencing a high level of disappointment or disillusion?
	- Are voters angry or frustrated?
	- Are there security concerns that may inhibit turnout, or political issues that undermine people's faith in the electoral process?
	
	Discuss how and where to get independent and credible answers to questions about the electoral environment. Possible research tools include:
	
	   - Academic research
	   - Public opinion polls
	   - Surveys
	   - Focus groups
				- Surveys can be conducted by a party or campaign itself. These are basically simple and short questionnaires which party volunteers use to ask voters about their opinions. Though less scientific than polls, they can still provide valuable information.
				
				- Focus groups are qualitative research and are usually done by professionals. While polls and surveys give you breakdown of how many people opt for something, focus groups seek to find why it is so. If, for example, a survey finds that 60% of young people (18-29) does not want to vote, focus groups will find out what their reasons are not to vote are.
				
				- A campaign's own communications with voters are not as structured as surveys, but these record voters' feedback during direct voter contact. From that feedback a campaign can draw some conclusions about the electoral environment.

SECTION 4 – Setting a Vote Goal – 35'

Steps	Description	Type	Min	Note to the Trainer
1	Start this section by giving the definition of a vote goal: *a vote goal is the number of votes a campaign will need to win an election* Explain and discuss that "victory" or "winning" will have a different definition depending on the party or candidate's circumstances, and the type of electoral system, but the vote goal is basically the number of votes that gets you to where you want to be on election day. Ask participants what information they would need to estimate a vote goal. Keep in mind that this will change slightly depending on the electoral system in use, but basically the brainstormed list should include the following answers: - Number of seats a party is competing for (or wants to win) - Number of voters registered in the voter's list - Estimated voter turnout - Number of contestants (political parties or candidates) - The rules of the election and how votes are calculated Emphasize that vote goals must be determined for each electoral area separately.	TP + DBR	5	Keep in mind that what counts as "victory" may change for each party and each election. For most candidates, victory means getting enough votes to win their election. However, there are other valid political goals. A presidential candidate may simply be hoping to raise her profile, with the intention of actually winning the next election. A small party may want to pick up only 1 or 2 seats. A larger party may be hoping for an outright majority. Try to help participants define as realistic and relevant sense of what constitutes "victory" for them.

Steps	Description	Type	Min	Note to the Trainer
2	Explain the 5 steps to calculating a vote goal. Write the steps on a flipchart as you explain them. 1. Identify the **number of seats** in the electoral area. • Is it a single-member constituency, multi-member shared constituency, or national PR system? • How many seats is the party competing for? 2. Determine the number of eligible **registered voters** in the electoral area. • Look at the voter list or register to get this figure. • Sometimes you can discover who the registered voters are by looking at lists for distribution of food aid or social benefits. 3. Estimate what **voter turnout** is likely to be for the area. • Voter Turnout is the percentage of eligible, registered voters who turn up to vote on Election Day. 4. Based on estimated voter turnout, calculate how many votes it will take to **win one seat.** This will be different depending on the electoral system. 5. The number of votes a campaign will need to capture the number of seats they want to win is the **vote goal.**	TP	10	It may be helpful to prepare in advance an example with precise figures for the electoral system in which you are working to help participants understand these calculations. Build this section of your training around the electoral system in place in your country and specifically the system being used for any upcoming election, and apply the calculation that matches this system. A guide for common electoral systems appears after the chart below. Here is an example of how to calculate a vote goal that you can use:

	Number of Seats in the District	Registered Voters in the district	Likely Turnout	Votes Needed for 1 Seat	Number of Seats we Want to Win	Vote Goal
FPP system	1	600,000	58% (348,000 voters)	174,001 (348,000 / 2 + 1)	1	174,001
PR closed lists	6	300,000	73% (219,000 voters)	36,500 (219,000 / 6)	3	109,500 (36,500 x 3)

If you are constructing your own example, here are guidelines for how to do this for common electoral systems:

• In **First Past the Post (FPP) or plurality systems**, the safest way to calculate a winnable seat is to divide the number of estimated voters (projected turnout) by 2 and then add 1 (50% +1). Although there may be more than two candidates in the race, 50% +1 is the only figure that guarantees a win. If, for example, voter turnout is likely to be 100,000 voters, the seat will be won with 50,001 votes (100,000/50,000 + 1 = 50,001).
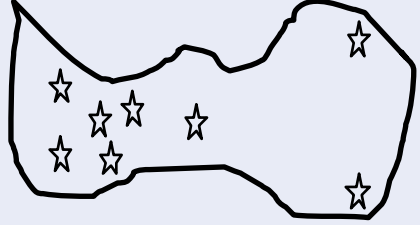
Steps	Description	Type	Min	Note to the Trainer
14				• In **Proportional Representation (PR) systems with closed party lists**, divide the number of seats in the district by the projected number of voters. This gives you the threshold for one seat. If, for example, there are likely to be 100,000 valid votes cast and there are 5 seats in the district, then you will need 20,000 votes to win one seat. In calculating a vote goal for PR systems, it is best to estimate these raw figures first before considering any possible remainders.
				• **Block voting systems** are calculated in a manner similar to FPP. If a majority of votes must be won in order to carry the district (i.e., if there is a run-off system in place), the only safe vote goal is 50% of the likely votes cast + 1. If it is a plurality system, the winning party will not have to reach this threshold. In this case, the vote goal could be calculated based on the number of likely voters, the number of party tickets in the election, and an assessment of what you will have to do to beat the vote of all the other parties.
				• In **Single Transferable Vote (STV)** systems, look at how many votes it will likely take to make quota. Quota is typically calculated by dividing the number of votes cast by the number of seats, then adding 1. If it is unlikely your candidate will make quota, consider which candidates will be disqualified first and whether their votes will transfer to your party.
				• In **PR systems with open lists**, calculating a vote goal is directly tied to how votes will be calculated. Projecting a vote goal for this type of system requires a fair amount of research and analysis, looking at past voting trends for your party and the level of popularity and name recognition of individual candidates.

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Steps	Description	Type	Min	Note to the Trainer
2	Divide participants into groups of no more than 5 people. Provide each group with a piece of flipchart paper and a marker. Tell each group that their task is to calculate a vote goal. They can do this for their own party or campaign (based on the necessary data provided by the trainer), or they can use the example below to calculate the vote goal for parties in the fictitious Kingdom of Noura. The parliament of Noura is elected proportionately in a single national constituency with open party lists. There are 50 seats in the parliament. The number of registered voters over the age of 18 is 530,073. Based on past elections, voter turnout is projected to be about 60% of registered voters for the next general election. <table><tr><th>Party</th><th>Seats in Parliament</th></tr><tr><td>Noura National Party (NNP)</td><td>21</td></tr><tr><td>Tannour National Bloc (TNB)</td><td>13</td></tr><tr><td>Democratic Alliance (DA)</td><td>12</td></tr><tr><td>Green Party (GP)</td><td>3</td></tr><tr><td>People First (PF)</td><td>1</td></tr></table> Using these figures, calculate a vote goal for each party in Noura. You can assume that the DPP wants to win a clear majority, the RPDP wants to take over as the majority party and the NDP and Greens want to double their seats.	ANK	10	It is important that participants have the chance to practice setting a vote goal. If you have access to the necessary information to do this for your party or candidate and the electoral system, prepare this in advance so that participants can use this information to calculate a vote goal for their own campaigns. If you cannot get the data you need, use the example from the fictitious Kingdom of Noura in the section to the left. Likewise, if the electoral system you are working with does not corresponding with the one assumed in this exercise, feel free to either adapt this one or invent something similar so that participants have the opportunity to practice calculating a vote goal.
3	Ask participants to report their findings and facilitate a discussion if their figures are different, or if they have struggled to understand how to do this.	ANK	10	

Steps	Description	Type	Min	Note to the Trainer
1	Move into a discussion of targeting by explain that, now that you have your vote goal you need to figure out exactly where you are going to get the votes to reach this number. Explain that, in general, the electorate can be divided into 3 main groups: 1. **Your core supporters** – these are the people who are going to vote for your party or candidate and they will not change their minds before election day 2. **Undecided or persuadable voters** – these are the people who have not yet made up their minds who they are going to vote for, or are thinking of voting for a different party than the one they supported in the last election 3. **Your opponent's supporters** – these are the people who are going to vote for your opponent and they are not going to change their minds before election day Explain that identifying who supports or has the potential to support our campaign is crucial for knowing where limited resources should be spent. Ask participants what portion of a campaign's resources they think should be directed towards each group. Make the point that most resources should go to persuadable voters, and that money or volunteer time spent campaigning to our opponent's supporters is wasted.	TP	5	You can help illustrate the how the electorate can be divided by drawing some simple smiley faces on the flipchart: ☺ Your core supporters 😐 Undecided or persuadable voters ☹ Your opponent's supporters Feel free to use humor as you try to explain and illustrate to participants that they cannot campaign to every voter in the country or region because, sadly, not every voter is going to support our party or campaign. Explain, perhaps, that there are always a number of "poor misguided souls" who haven't yet figured out that our party or candidate has the best solutions and that we offer them our sympathy but not our campaign's precious resources.

Steps	Description	Type	Min	Note to the Trainer
	Explain that a strategically run campaign needs to figure out which voters are in each of these categories so that it knows how to direct its resources. Ask the participants how they might work this out. What would they do to identify who, among all the voters in the country or region, their supporters and potential supporters are? - Look for answers such as: looking at the previous elections results, survey research, and any records the party has kept of its communications with voters. Use this discussion to introduce the concept of targeting. Explain that targeting is the process used by campaigns and political parties to figure out which voters are in each of these categories, and most importantly who among the electorate is likely to support our party. Explain that there are generally two types of targeting: **geographic** and **demographic.** Explain that with geographic targeting a party identifies *where* its potential supporters live, and with demographic targeting a party assesses *what types of people* are likely to support them.			
2	Explain that geographic targeting helps us figure out who are supporters and potential supporters are according to where they live. It is essentially a mapping exercise. Walk the participants through the process of geographic targeting:	TP	10	

Steps	Description	Type	Min	Note to the Trainer
	The most accurate way to conduct geographic targeting is to start by examining the returns from the last similar election. Scrutinize these results by the smallest geographic unit possible (electoral ward is acceptable but polling station is best). Compare how well your party or candidate did in each area compared to the other parties or candidates, and particularly how well it did in comparison to its strongest opponents. Based on these results, categorize each area as one of the following for your party or campaign:			To explain the concept of geographic targeting, you can draw a random map on the flipchart to illustrate what it might look like. For example:

A areas = core supporters

In these areas, your party or candidate did very well. These are the areas of your strongest support.

B areas = highly persuadable voters

In B areas, the party or candidate is not the strongest one, but you are pretty close to winning these areas and there is good potential for growth in support.

C areas = somewhat persuadable voters

In C areas, the party or candidate is not the strongest one, but there is modest potential for growth in support.

D areas = your opponent's base of support

In D areas, the party or candidate did poorly. These areas belong to your opponents and should be ignored.

Stars symbolize support in certain areas of the district.

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Steps	Description	Type	Min	Note to the Trainer
	Note that in geographic targeting, undecided or persuadable voters are further divided into 2 categories (B and C) to help the party or campaign figure out with even more accuracy where to spend its resources. Confirm with participants that they understand this process.			
	Divide participants into groups of no more than 5 and provide them with the returns from the most recent similar election or elections. Ask them to identify each geographic area on the returns as an A, B, C or D for the party, candidate or campaign. Allow 10-30 minutes for this exercise, depending on the amount of information groups will have to analyze.* When they have finished, allow one person from each group to report back. Ask them to report how many A, B, C and D areas they have, and how many voters voted in each of these areas in the last election. Discuss the figures and whether, based on this analysis, the party or candidates has enough votes to reach the vote goal discussed in the previous exercise. *NB: If it is not possible to conduct the geographic targeting exercise in this manner, review the other options in the Note to the Trainer.	ANK	40	To conduct geographic targeting, you will need several copies of handouts of the returns from the last similar election (parliamentary if your participants are preparing for a parliamentary election, for example). It is ideal if you can provide one copy per participants so that they can take it with them as resource material. If this is not possible, you will need at least one copy for each team during the exercise. Alternatively, you can find a way to project the information onto a wall or screen with a projector. Be sure it is legible. If you are not able to find or use official election returns, there are other ways you can conduct the geographic targeting exercise: 1. Prepare a mock table of election returns based on what you think (or what research tells you) the support for various parties was likely to have been in a recent election. 2. Use maps instead of electoral returns. Provide participants with copies of maps of relevant electoral areas and ask them to mark local areas as A, B, C or D. 3. Draw or copy (as accurately as possible) a map of the relevant electoral area onto the flipchart. Instead of working in small teams, work together as a large group to identify the party or candidate's A, B, C and D areas. Mark these on the flipchart map so that the group can continue to use this as a resource throughout the training and even afterwards.

Steps	Description	Type	Min	Note to the Trainer
20				During the geographic targeting exercise, it can be helpful to assign participants to analyze geographic areas with which they are already familiar. If, for example, participants have come to the training from different regions, have them analyze the results from an area in their region. If there are concerns among participants about not having the information they need, suggest that they work with the party's local branches to figure out where the party's support comes from in each locality. Veteran party activists at the local level who have spent long hours speaking to people and working with the local community often have exactly the type of information needed to break down the party's support by neighborhood or even polling station. If the geographic targeting exercise reveals that the party or candidate's campaign does not have enough votes to achieve its vote goal, or even if it has more than enough votes to achieve victory, you can discuss with participants what they think should be done as a result. Conclude by explaining that the other components of this training will discuss the techniques necessary to solidify base voters and persuade undecided voters.

SECTION 6 – Voter Targeting: Demographic 30 '

Steps	Description	Type	Min	Note to the Trainer
1	Move into a discussion of demographic targeting by explaining that this form of targeting helps us figure out what types of people make up our supporters and potential supporters. Explain that demographic targeting involves dividing the voting population into various groups or subsets of the population. These groups can be based on age, gender, income, level of education, occupation, ethnic background or any other distinct grouping. The basic assumption for demographic targeting is that people from the same demographic group are likely to have similar concerns and, therefore, similar voting preferences. Demographic information can be gathered in one of the following ways or by a combination of ways: 1. census information 2. government welfare or food assistance lists 3. local party branches 4. independent research or surveys 5. personal knowledge and experience Discuss with participants what types of information each of these sources might provide, what sources of demographic information they have access to, and what other sources might be available. Make a list of these on the flipchart and discuss which would be the best for participants to use. Ask participants to think through some of the demographic groups which are more likely to support their party or candidate. Brainstorm a list of 3-5 demographic groups on the flipchart and discuss why each of these is likely to be supportive. Then, ask participants (as a large group or in teams) to list 3 common concerns for each group.	TP + DBR	10	Use the discussions in this section to help ensure participants understand what a demographic group is and what it might look like. Reinforce the point that it's important to avoid defining too groups that are too large or too small. For example, women, who make more than a half of the electorate in most countries, are a very large group. If the campaign is looking to target women, this should be broken up a bit more to define life circumstances, age, type of work they do, likely level of income, interests, etc. Similarly, guide participants so that they don't look to groups that are too small, such as teachers of math in primary schools or left-handed violin players. Focusing on groups that are too small can waste resources because they don't make a significant contribution to achieving your vote goal.

Steps	Description	Type	Min	Note to the Trainer
2	Ask participants to return to the groups they were in for geographic targeting. Provide each group with a piece of flipchart paper, a marker, and demographic information for the same areas for which they conducted geographic targeting.

Ask each group to review the demographic information you have given them and come up with a list of 3-5 new things they have learned about the people who live in this area which would be useful for their campaign strategies. Guide participants to think of what the general age, education, local economy, housing and similar situations means for what political issues would be important to voters in this area.

Allow 15-20 minutes for this analysis, then invite each group to present their work. Discuss their findings and ask them to explain how this information would be useful to their campaigns. | TP + DBR | 10 | Finding demographic information in a user-friend format can be tricky. Census information is the best source for demographic targeting since, if it is recent, it is likely to be reliable and should be easy to apply to the geographic targeting you have already conducted. Voting districts and census data are typically organized using the same geographic boundaries.

However, census information can also be difficult to decipher if participants haven't used it before. In this case, study the information in advance to ensure you understand it and guide participants in reading it before they do the exercise. As a larger group, answer questions like:

- Are there more men or more women? What are the political implications of this?
- What is the dominant age group? What are the political implications of this?
- How do people here make a living? Is it a good living? Can they afford to take care of their families?
- What does the data tell you about how people in this area get their information? Can people read (both men and women)? Do they have reliable access to electricity? Based on these statistics, are voters most likely to rely on TV, radio, newspapers, community meetings, etc.?
- What are the educational levels of the area? What are the literacy levels for the area? Are they different for women and men? How would that affect how you communicate with voters in this area?
- What do you think are the most important issues to voters in this area? |

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Steps	Description	Type	Min	Note to the Trainer
				If you are unable to access useable or reliable demographic information, have participants return to the groups with which they conducted the geographic targeting exercise, and ask them to think through the 6 questions above for a sample of their A and B areas (they can do C as well if there is sufficient time) based on their personal experience and knowledge of the area. If participants cannot answer questions about demographics in these areas based on their own experience and knowledge, use this as an opportunity to reinforce the point about the importance of research and analysis in formulating a campaign strategy. If it is appropriate, assign the task of researching the demographics in key areas as "homework" and give participants a deadline and assign a person to get back to you with the completed task.

CONCLUSION – 3'

24 | Summarize the session:

- Running a winning campaign is not about having the most resources; it is about using what you have effectively and strategically.

- You need to know how many people are expected to vote and who these voters are in order to set a clear goal for an election. This is why we look for trends in voting behavior and in the electoral environment.

- You need to define what "winning" will look like for your campaign so that you know what you are working towards. A vote goal is the number of votes you will need to win.

- Geographic and demographic targeting are crucial strategic tools that can help you find supporters and persuadable voters. They are all about using your resources wisely, by getting the right message to the right people.

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