Framing Equality

Equinet & PIRC

WHAT'S THIS?

Over the Summer of 2017, PIRC talked to members of Equinet working in different countries across Europe. They told us about the campaigns and projects they are working on, the 'narrative landscape' they see themselves working in and the communication practices they use to develop new ideas. Whilst by no means an in-depth study, this provided a snapshot into the shared and distinct communication challenges facing equality communicators and campaigns right now. We hope this handbook will help address these challenges and highlight some of the successful campaigns happening in the Equinet Network.

In 2012 Equinet organised a training event called Tackling Under-Reporting of Discrimination Through Better Communications that included a workshop facilitated by PIRC. The workshop led to a report Valuing Equality: How equality bodies can use values to create a more equal and accepting Europe. Both the workshop and the report looked at how communication can engage particular values and in doing so can be both more effective and aligned with the core principles of the organisation.

Whilst all of this material builds on thinking and research, across a number of projects and years, this short handbook is particularly indebted to a long-standing partnership between ILGA-Europe and PIRC—and draws significantly on work developed for the Framing Equality Toolkit. In particular, the models found in 'Know your Audience' (p.27–28) are the result of a collaborative research project between the two organisations and the five framing principles outlined on p.38 first appeared in the Framing Equality Toolkit.

We hope this handbook will help address these challenges and highlight some of the successful campaigns happening in the Equinet Network. It aims to provide a framework rather than a blueprint; helping you to ask the right questions rather than giving you the right answers for your communication activities.

WHY DO STORIES MATTER?

Our societies are built on stories.

These stories—of our past, present and future—provide scaffolding for our political systems, for our social structures, and for our own thinking. They shape how we understand ourselves, what relationships we value and pursue, how we classify 'us' and 'them', how we treat others, and our expectations of state and civic duties.

That we can deny rights to people based on their gender, race and ethnicity, age, religion or belief, disability, sexual orientation or gender identity, is only possible due to a set of beliefs, or stories, about one group being more deserving than another.

By understanding framing—how these stories interact with our thinking—campaigners and activists can craft their communication to create sustainable social change.

This handbook is about helping you to do that.

"All around us the old stories are failing, crumbling in the face of lived experience and scientific reality. But what stories will replace them?"

Naomi Klein

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1 intro

2 define the task

3 create frames

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In each section, you will find theory, examples and activities to help you apply these framing principles to your work.
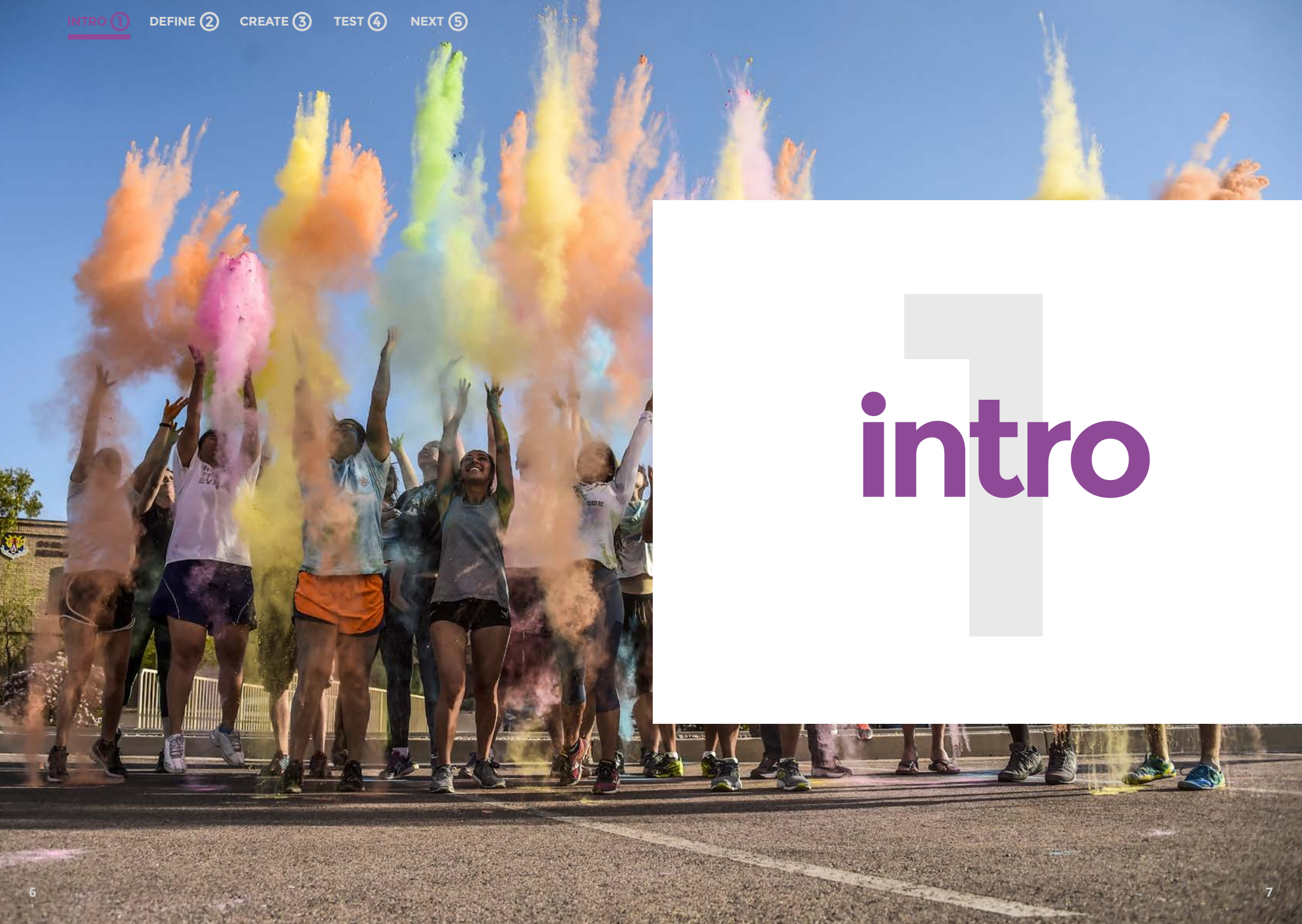
intro

WHAT IS FRAMING?

FRAMES HELP US MAKE SENSE OF THE WORLD

We are not blank slates or empty vessels waiting to be filled with information. Instead, we are already full with thoughts, beliefs and feelings.

We are constantly processing new pieces of information, trying to understand the needs of others and interpret our own emotions and feelings. We rely on frames to help us do all of these things—to make sense of the world around us.

If I describe my new job to you as *like being back at school*, I'm relying on you already having an understanding of what *being at school* is like. I'm relying on the *frame* you have around school. This frame is composed of many associations: teachers, pupils, lessons, sport, buildings and playgrounds. By saying my new job is *like being back at school* I am, in all likelihood, saying that I have to behave or I have a lot to learn.

FRAMING IS ABOUT CREATING MEANING

Describing my job as being *like being back at school* creates a different meaning from telling you my job is *like being on holiday*. I am framing the situation very differently: I want you to understand something different in either case. In this instance, by saying my job is *like being on holiday*, I am probably communicating it is laid back, enjoyable and fun.

Just like the frame around a picture, we can frame a topic: choosing what is in the foreground, what is in the background, and what we will not show at all. This process is *framing*.

We are framing every time we communicate.

"Provide hope and inspiration for collective action to build collective power to achieve collective transformation, rooted in grief and rage but pointed towards visions and dreams."

Patrisse Cullors

FRAMING SHAPES CULTURE

Over time, the way that an issue is framed will have an impact on how we think and feel about it, and ultimately how we respond to it.[1] It can become our common sense: the default way we think about an issue.

Ultimately, as the framing is repeated and strengthened, it shifts culture and practice.
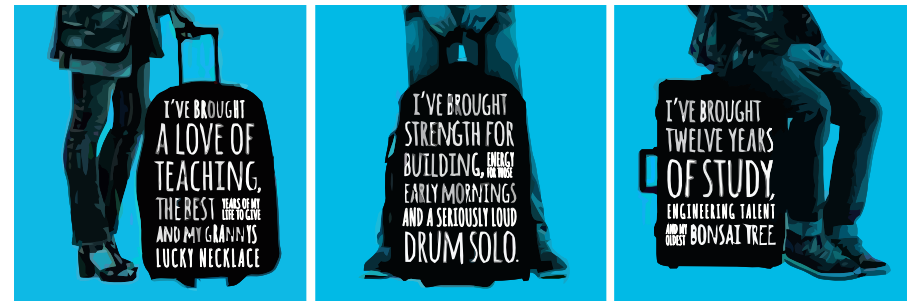
FRAMING FOR CHANGE

Every time we communicate, we are framing—whether we are aware of it or not. Developing our understanding of framing helps us to evaluate the current framing of our issue and make powerful and more impactful framing interventions of our own.

"**The more often the frame is activated, the stronger it gets. When it gets strong enough, the frame will define your "common sense." Common sense is simply the collection of fixed frames that you use to understand what you experience and what you hear.**"

George Lakoff.

KNOWLEDGE IS POWER: HOW TO DECODE FRAMES

Take a minute to look at the two communications—below—and reflect on how they make you feel and what comes to mind as you look at them.
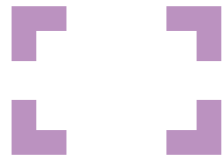
We can take examples of the way that an issue is communicated and reduce it to its core framing. This means looking at what messages underpin the words and images.

From this, we can decode the thinking it reflects, and what type of impacts this might have. We've used the example of the two communications from the previous page to illustrate how to do this using some set questions.

Try using this format on some of your own communication (or those of others: often easier to start!) Remember, you're looking not just for the intended meaning, or even just at the words on the page, but at what is conveyed by the way it is said.

Comms

What we hear, read, see, and say: campaign communication, online and offline media, images and words, slogans, posters, everyday speech, any way information is conveyed.

Framing

How communication shapes the meaning of information and the way we think about it: by what is included, excluded, and what associations are created.

ANALYSIS QUESTIONS

How is the issue being framed?

What's the focus? What's included, and what's excluded?

What problems (and solutions) are suggested?

Who are the characters and what (different) roles do they play?

How do the characters relate to each other?

Thinking

The emotional and psychological, verbal and non-verbal, ways that we respond to the world around us: the stories, patterns, beliefs and assumptions, emotions, and values.

ANALYSIS QUESTIONS

What thinking does it provoke?

What beliefs does it encourage?

What stories do you have to believe in order to accept it is true?

What feelings does it provoke?

What values does it promote, what does it motivate?

Culture

The composition and structure of our societies: politics and policies, what behaviour is accepted and not accepted, social and community cohesion, media and arts, social movements, other outcomes.

ANALYSIS QUESTIONS

How does this shift culture?

What outcomes might this lead to?

What types of behaviours is this associated with?

What types of policies, and other outcomes is this associated with?

What social and cultural practices might this encourage?

Comms → Framing → Thinking → Culture

Immigrants are just like us: Individuals are portrayed with details of their personalities (granny's lucky necklace), wearing 'ordinary' clothes, with suitcases.

Immigration brings benefits: Skills are highlighted (teaching; strength; building; engineering).

Multiple stories of immigration: We don't see where they're coming from, but they are all bringing different things.

Excluded: What we don't see is immigrants interacting with others or being part of a community. We also don't see their faces—so they're still a bit dehumanised.

Diversity is strength, and brings mutual benefits.

Belief in people being active citizens who should contribute to society.

Positive feelings: community, love.

Values of diversity, music, strength, intelligence, education.

We might expect this type of framing to promote a more open-minded approach to immigration. If it was common, we might see resulting policies that promoted immigration and supported rights for immigrants, and a culture that was more welcoming.

Violence to immigrants: It was an online game in which you kicked a migrant into the sea (attempting humour).

Immigration brings benefits: More focus on economic benefits, and those to nationals (Australians). The impact on the economy is the most prominent impact text you see: Kumar is worthy because of his price tag.

Immigrants are part of our communities: Less prominent—Kumar is also a valued community member.

Individual responsibility: The audience has a role to play; Kumar's story is quite individualised.

Angry man: The photo we see of Kumar doesn't make him particularly sympathetic.

Belief that citizens should contribute economically to society.

Negative feelings: guilt, threat of violence.

Values of economic worth, community.

We might expect this type of framing to promote policies that were favourable to migrants who were seen as economically beneficial for a country, and to lead to more nationalistic thinking.

define task

SAY WHAT?! UNDERSTANDING YOUR FRAMING TASK

SUMMARY

KNOW YOUR PURPOSE: WHAT ARE YOUR VISION & GOALS?

Your vision and goals should guide all of your work—and how you frame it. The smaller steps you need to take in order to achieve the long-term are your 'goals'. Your goals could be to promote and raise awareness of the legal acts guaranteeing equal treatment, to increase the voice of a marginalised group in the media, to activate a particular community to play a greater role in reporting and challenging discrimination, or shifting public understanding of equality issues.

KNOW YOUR AUDIENCE: WHO ARE THEY & HOW DO THEY THINK?

Who you're talking to is a big strategic question. You might want to target existing supporters, a group you think is persuadable or someone who has particular influence. Once you've identified your audience, you need to find out a bit about them. What do they value in life? What makes them tick? How are they already thinking about your issue? Knowing the answer to these questions will help you create frames that move your target audience in the right direction.

SET YOUR FRAMING TASK— WHAT DO YOU WANT TO SAY?

Your task is generally to express three key things to your audience:

- ❗ **Problem:** Getting agreement that there's a problem and what it is.
- ✅ **Solution:** Getting agreement that there is a solution and what it is.
- ♥ **Motivation:** Showing why the audience should care and act.

QUICK DIY

We will go through the steps below in more detail. But, before you get stuck in, have a go at writing down the answers to the following questions. It will help you check some of the assumptions you are currently making.

What outcome are you looking for?
E.g. A 'yes' vote in a referendum.

Who is your audience? What do you want to tell them?
E.g. You're targeting young people aged 18-25 and you want them to vote 'yes'.

What's standing in the way of them acting in the way that is needed for your desired outcome?
E.g. They're disengaged with politics and don't believe things can change.

What does your frame need to do in order for your audience to overcome this barrier or resistance? What is needed to motivate their support or action?
E.g. To show young people that there's hope and that voting will create change.

WHAT IS YOUR VISION AND HOW WILL YOU GET THERE?

Your goals are the outcomes you hope to achieve through your work. They should be concrete steps towards your vision: the world you are working towards. Your vision is a dream of how the world could be: it needs to provide inspiration, hope and clarity of purpose. Goals are the steps that will make the dream a reality.

Get clear on your vision and goals: they should guide all of your work, including how you frame it.

Goals should include what you want from your audiences: from the people you are talking to and working with. You may want these people to understand something different, to be more supportive, or to be more active. This may be members of a community who you'd like to be more engaged with your work, in particular politicians and parliamentarians, or members of the wider public.

If possible, goals should be S.M.A.R.T.: Specific, Measurable, Achievable, Realistic and Time-specific.

If your vision is of a sustainable world, your SMART goals could be:

A. By 2020, build support within Parliament for large-scale investment in green energy by setting up an All Party Parliamentary Group.

B. Over the next 3 years, seed a network of 50 local groups that attracts young people organising in their local communities

C. In the next 12 months, create engaging and inspiring campaign material on three battleground issues that aims to shift the thinking of three target groups.

DIY: DRAW YOUR VISION

Draw what you would like the world to look like when you have achieved your organisational goals and dreams.

Why not do this as an organisation or team?
Ask your colleagues to draw their vision and then compare them as a group. What similarities are there? What are the key differences? Can you combine them?

Summarise your vision as a statement.

DIY: SET GOOD GOALS

This tool is designed to help you shift from *thinking about tactics* to *thinking about outcomes.*

✏ First, get six pieces of paper (paper plates work well).

✏ Use your vision statement to think about something specific you'd like to change (such as a hate crime legislation).

✏ Take a few minutes to envision this having been achieved. *What does it look and feel like? What's the story of how it happened?*

✏ Your next task is to identify six changes that need to have happened before the vision is realised. These are outcomes, not tactics. Not what you'd do, but what you'd see once you've acted. If you find yourself writing tactics, flip your piece of paper over and think about what outcome you're working towards with that tactic.

✏ Make them S.M.A.R.T. objectives (Specific, Measurable, Achievable, Realistic, Time-specific).

✏ Lay your pieces of paper out in front of you like stepping stones to help visualise the process.

✏ Keep developing your goals until you're happy with them, and decide which of these you're focusing on in your campaign or communication.

DIY: MORE TOOLS & READING

http://diytoolkit.org/tools/theory-of-change/
http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main
https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf

WHO ARE YOU SPEAKING TO? KNOW YOUR AUDIENCE

As communicators in equality bodies you wear many hats. You are ombuds(wo)men, campaigners, educators, media watchdogs, and much more. This means you address a large audience and have to adopt a range of voices and tones. It is all important to be clear who you are hoping to reach with each piece of communication you put out.

"[Our audience] is everyone who is affected by discrimination, or could be affected by discrimination. Basically everyone."
Equality body staff member

Who you are talking to is a big strategic question.

It's important to understand who your potential audiences are (and who they are not). The categories below may help:

👥 **Your base:** People who are already (broadly) supportive of the issue: activists, campaigners, supportive parliamentarians.

👥 **Your moveable middle:** People who can be persuaded. These may be people who are undecided or haven't engaged with your issue.

👥 **Your target:** People (or institutions) whose behaviour you want to shift, usually by leveraging your base or moveable middle.

👥 **Your opponents:** People who are strongly opposed to your issue. They are unlikely to ever be supportive of your message.

Learning about your audience will help you identify framing challenges and opportunities.

Understanding both a) how they currently think about your issue and b) what they value and care about will help you to identify barriers and opportunities in communicating to this group.

You should be aiming at a 'moveable' audience.

Moveable audiences generally have competing frames they could use to think about your issue. It is also possible that they do not have clear opinions or beliefs[2] on the topic. Your framing task is to encourage them to think through a frame that is aligned with your vision and to build their support for your issue.

But don't forget to consider your base in the framing process.

In the best case scenario, the framing process should involve the participation of as much of your community and base as possible. If you can get your community excited, they will act as spokespeople and cheerleaders—getting new people involved and adopting your frame.

And in some cases, your message should alienate your opponents in the same way their communication alienates you.

Activists in our own movement are unlikely to be convinced by the communication of right-wing populists. And these people are unlikely to be convinced by much of our communication. For communicators in equality bodies, with so many target groups, it can be tempting to create messages that have broad appeal.

Too often, by trying to create a message that will appeal to "basically everyone", we end up connecting with no one.[3]

DIY: IDENTIFY AUDIENCES

Generate a long list using the questions below. Be specific!

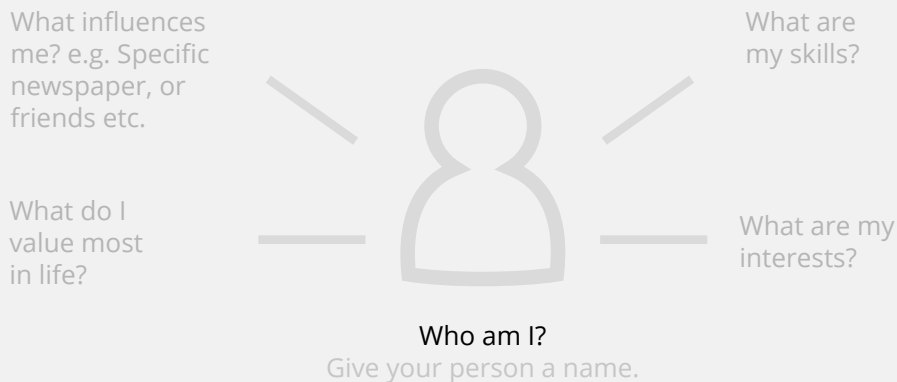| Who **supports** your issue?	Who is **affected** by your issue?
Who **influences** or shapes the issue?	Who actively **opposes** your issue?

DIY: MAPPING AUDIENCES

Have a go at placing the audiences you identified in the previous exercise on the graph below. *a) Who are you are currently targeting? b) Who could you target? c) Who have you never targeted, why?*

Base	Moveable Middle	Opposition

←————————————————————————→
Supportive　　　　　　　　　　　　　　　　Hostile

DIY: PERSONAS

Pick three potential audiences. Focus in on them using the template below. Then do the same for your opposition: mapping out why they are in opposition to you and the reasons they would give.

What influences me? e.g. Specific newspaper, or friends etc.

What are my skills?

What do I value most in life?

What are my interests?

Who am I?
Give your person a name.

DIY: MORE TOOLS & READING

http://ctb.ku.edu/en/table-of-contents
http://diytoolkit.org/tools/target-group/

KNOW YOUR AUDIENCE: HOW DO THEY THINK?

At PIRC, we have conducted research into how people think on a range of issues. This has taught us that there are deeply held values, models of thinking and frames that underpin individual attitudes and behaviour. As campaigners and communicators, you can use these insights to develop an understanding of your audience—and how they think about the issue you are working on.

WHAT MODELS ARE ALREADY AT PLAY?

The models outlined here present challenges for communicators of equality. These are models we have found across other research projects; they are likely to be more or less relevant to your context. We recommend dedicating time and resources to understanding how your target audience thinks to help define your framing task. We provide a framework for how to go about this on page 31.

Natural order / Nation as family
Through our research into Framing LGBTI Equality, we identified the prevalence of family as a metaphor for society (e.g. homeland, fatherland, motherland) as well as family playing a role in a the wider natural order of society model. The natural order of society model assumes a hierarchical structure, with a strict authority (father, state leader, God) at the top.

Inequalities are not seen as a problem, as they just reflect different needs and roles. Nationalism and authoritarianism are strongly associated with this model. Deviance from the social order and fast-paced change is seen as disruptive at best, and destructive at worst. Diversity is seen as a threat to this social order.

Privacy and Conspiracy
There is a common argument against the state granting 'special rights' to a minority that doesn't need or deserve them, often portraying the state as caving into powerful lobby groups in order to impose itself in private spheres (i.e. family life) where it doesn't belong.

"[There are] People on the one hand who say: 'this is my club, my home, my swimming pool and I can do whatever I want. It is my right to do what I want". And, us, on the other hand, who say: "no, it is a human right not to face discrimination". We have these two narratives clashing."
Equality body staff member

Zero-sum thinking
This logic sounds like *there is only so much to go around*. It assumes finite resources, and leads to a deserving / undeserving mentality. The understanding is that, for example, providing for LGBTI people will take resources away from more deserving groups like the elderly, or children. It relies on scarcity beliefs. Zero-sum thinking can therefore drive people to act more competitively and less cooperatively, and become less 'group'-minded.

A lot of the public will say 'well, what about me? I don't have a job, I don't know what to put on the table for my kids everyday, so why should we help them?' **Equality body staff member**

Slippery slope
This logic sounds like *If this, then whatever next?* There is a linear understanding at play here: if A happens, then B will happen, and B is completely terrible (so A shouldn't happen).

E.g. In our research on LGBTI equality we frequently came across slippery slope logic in response to arguments in favour of same sex marriage—e.g 'but, what next, will we let people get married to a horse?'

Some people get 'special rights'
There is a common argument against the state granting 'special rights' to a minority that doesn't need (or deserve) them. At its most benign, the roots of this belief are based on misunderstandings: about the rights that are accorded to different groups, about the different needs that different groups may have, or about the experiences of discrimination and violence that are faced by different communities. Many of the people working in equality bodies we spoke to flagged this as a key communication challenge.

VALUES ARE WHAT WE CONSIDER TRULY IMPORTANT IN LIFE

Values are guiding principles which we rely on to help determine our actions. They are guiding principles that motivate us and shape our decisions.[4] A number of consistently-occurring human values have been identified by psychologists, studies show that these values turn up time and time again across different countries and cultures.[5]

Although to a differing extent, we all hold all of the values on the values map. And, whilst some of those values are usually more important to us than others, our experience—things we see, hear, read—can engage any of these values temporarily.

Values are not static, they can be strengthened.

Researchers have categorised these re-occurring values into intrinsic values (values concerned with compassion for people and nature as well as individual autonomy and freedom) and extrinsic values (values concerned with external reward and approval).

A number of studies have shown that people who consider intrinsic values to be important are more likely to have favourable attitudes towards diversity[6], immigration[7], gender equality[8] and human rights[9] for instance.

It is these intrinsic (or self transcendent) values that campaigners should seek to engage and strengthen if they are going to shift thinking and public support for an issue.

DIY: WHAT VALUES ARE YOU STRENGTHENING?

Look at the values map and circle 3–5 values that you engage in your communication, write down some examples here. Are you appealing to intrinsic or extrinsic values?

You will find value definitions and a guide for analysing the presence and strength of values in messages in the appendix to help you.

STIMULATION

ACHIEVEMENT

HEDONISM

SELF-DIRECTION

POWER

SOCIAL POWER

WEALTH

AUTHORITY

PUBLIC IMAGE

ENJOYING LIFE

SELF-INDULGENCE

INFLUENCE

PLEASURE

DARING

VARIETY

AN EXCITING LIFE

INDEPENDENCE

CURIOSITY

CREATIVITY

FREEDOM

AMBITION

SUCCESS

CAPABILITY

INTELLIGENCE

SELF-RESPECT

CHOOSING MY OWN GOALS

PRIVACY

SOCIAL RECOGNITION

HEALTH

FAMILY SECURITY

SOCIAL ORDER

A SENSE OF BELONGING

SECURITY

RECIPROCATION OF FAVOURS

CLEANLINESS

NATIONAL SECURITY

OBEDIENCE

RESPONSIBILITY

MEANING IN LIFE

LOYALTY

POLITENESS

SELF-DISCIPLINE

CONFORMITY

HONOURING YOUR ELDERS

MODERATION

MAINTAINING TRADITION

TRADITION

RELIGIOUS DEVOTION

DETACHMENT

ACCEPTING MY LOT

HUMILITY

BENEVOLENCE

HONESTY

FORGIVENESS

FRIENDSHIP

HELPFULNESS

LOVE

SPIRITUALITY

SOCIAL JUSTICE

WISDOM

A WORLD AT PEACE

A BEAUTIFUL WORLD

INNER HARMONY

PROTECTING THE ENVIRONMENT

BEING PART OF NATURE

BROADMINDEDNESS

EQUALITY

UNIVERSALISM

FIND OUT HOW YOUR AUDIENCE THINKS

There are a number of ways to find out how people think.

NO BUDGET

Desk research: Use existing survey data, from universities, market researchers or other institutions; also look for international data sets such as for Eurobarometer, or the European Social Survey.

Pool your common knowledge: Get together with other activists, supporters or allies and pool your common knowledge of what people think about your issue.

Basic discourse analysis: It may be counterintuitive, but spend time looking at the comments sections of online media around your issue. Amongst the strong opinions on either side, you'll find the views of the moveable middle.

Basic media framing analysis: Create a media diary, or pick a few examples of print or online media that you think are representative of common understanding. Carry out a framing analysis with your colleagues (see page 71).

LOW BUDGET

Street interviews: If it feels safe and comfortable, try sending a group of volunteers out onto the street and asking members of the public a few on-the-spot questions. Take a clipboard so it looks official!

Low-cost focus groups: Again if it feels safe and comfortable, invite a group of university students, friends or acquaintances to take part in a small 'focus group' in which you ask a number of questions to provoke conversation. Remember that this will give you an insight into the thinking of a select group, but it can still be very helpful nonetheless.

MORE BUDGET

You could commission in-depth interviews, focus groups or surveys (see page 62 for more detail on these methods).

WHAT ARE YOU TRYING TO FIND OUT?

You are looking to find out what stories and frames shape the way your audience thinks about your issue.

For example, imagine your vision is of 'a world in which there is no labour exploitation'. Your goal is to lobby government to tighten regulation of the labour market. In this case, you might be looking for attitudes towards work and working conditions.

You might also be interested in wider social and economic issues connected with your vision and goals, such as inequality or the role of government and trade unions.

Sticking with the example above, we would be looking to find answers to these types of questions:

How do people talk about employers? *How do people talk about the motivations and responsibility of business?*

How do people talk about the rights of employees? *Who do people see as being responsible for workers and working conditions? How do people talk about worker representation and safeguarding?*

How do people talk about the role of the state? *Do people imply that the state has a role to play in ensuring equality and human rights are upheld at work? What role does it have?*

How do people talk about Trade Unions? *How do people talk about trade unions and workplace organising?*

How do people talk about change in society? *How do people talk about changes in society over time? Do people use slippery slope / zero sum logic in considering impacts?*

SET YOUR FRAMING TASKS

Your framing tasks are the articulation of what you want your communication to do.

To identify your task you need to think about who you are talking to and how they are thinking about the issue right now.

- What thinking do you need to challenge?
- What thinking do you need to reinforce?
- What shift in thinking do you want to see?
- How will this contribute to your goal and vision?

You framing task should a) identify the outcome you want to see b) take into consideration the existing beliefs of the audience you are targeting.

E.g. In an upcoming referendum on marriage equality you are campaigning for the Yes vote.

Audience: You are targeting young people between the age of 18–30 who you have identified as moveable on this issue.

Beliefs: Through your research you have identified a key barrier belief this audience holds is that 'nothing ever changes and the political system is corrupt'. This belief is likely to stand in the way of young people turning up to vote.

Outcome: There is an upcoming referendum and the outcome you are looking for is for the yes vote to be successful.

You can also think about your framing task as outlining:

- **Problem**: Getting agreement that there is a problem and what it is
- **Solution**: Getting agreement around a solution
- **Motivation**: Inspiring support or action

DIY: FRAMING TASK

What's your vision?

What's your current goal for your communication?

What do you want your audience to do?

What do they need to know, think, or feel in order to do so?

Summarise...

Problem:

Solution:

Motivation:

**What does your audience currently think and feel about your vision? How do they reason about it?
How would you like them to think and feel about it?**

Circle your answers below. Write any that are missing from the list.

Feelings

Pessimism	Optimism	Joy
Anxiety	Fear	Disgust

Values

Security	Self-Direction	Power
Universalism	Tradition	Benevolence

Frames

_____	_____	_____
_____	_____	_____
_____	_____	_____

Refer back to page 11 (decoding frames) to help with this exercise.

Logic
Zero sum
Slippery slope

Problem
Do they know the problem?

create frames

FRAME ON!
CREATE YOUR FRAME

We recommend the following five framing principles:

1. SPEAK TO PEOPLE'S BEST SELF

It's easy to caricature the public as stupid, uncaring or easily-led (particularly when an election or referendum doesn't go our way). But one of the worst things we can do as communicators is condescend and disrespect the people we talk to.

2. CREATE COMMON GROUND

It can be difficult to imagine you have anything in common with some people. But if you want them on your side, this perception is standing in your way.[2]

3. TALK ABOUT CHANGE

It's easy to imagine that showing people a problem would be enough to motivate a response. But people need to see that there is a problem and that they have a role to play in making a change to take action.

4. MAKE IT REAL

We often believe that showing people the facts will change our audience's mind. As well as (sometimes!) considering the evidence, our decisions are often based on our beliefs, feeling and values. Avoid relying on the facts alone, and instead tell stories and use powerful images.

5. AVOID REINFORCING UNHELPFUL FRAMES

It's easy to get dragged into rebutting our opponents arguments. Particularly when there's so much misinformation and so many attacks to deal with. But doing so can reinforce the very beliefs you're trying to counteract.

1. SPEAK TO PEOPLE'S BEST SELF

Appealing to the emotions and values of people's better selves—the side that most people want to believe themselves to be—can significantly reduce people's prejudices.

In particular:

+ Remind people that they're good people.[10]

+ Make people laugh.[11]

+ Tell people that the change you seek will make society nicer.

+ Appeal to the values that underpin human rights and equality.

Research has shown that there is broad public support for the values which underpin human rights in the UK. And yet, we see that support drop off when people are asked about human rights in the abstract.[12]

Appealing to the values that underpin human rights and equality—such as freedom, dignity, respect and autonomy—and making equality and human rights relevant and real for your audience is key for any communication strategy championing equality and human rights.

Making people feel fearful, concerned about money, or bad about themselves can encourage closed-minded thinking.

Many campaigners will recognise these negative ways of motivating with right-wing populism:

− Fear and guilt can act as serious demotivators: making us feel closed and defensive.[13]

− Talking about money and economic benefits often encourages people to think from a more selfish perspective. Research shows people

become less concerned about social issues after reflecting on money.[14]

- Making people feel insecure about themselves, their families or their countries encourages people to be more closed-minded.[15]

In *Valuing Equality*, we caution against using economic arguments to support the case for equality, as it is likely to engage power values and be in danger of encouraging discriminatory attitudes and behaviours.

We are much more likely to support policies if the social benefits are shown to us—rather than simply economic benefits. Think about how to use empowerment arguments (based on increasing the voice and opportunities of marginalised people) rather than appealing to power values (that are centred on narrow financial or monetary gain).[16]

EXAMPLE CROATIA
SOLIDARITY IN TIMES OF CRISIS

Sometimes external events can provide an opportunity to amplify your message, connect with new audiences and raise the profile of a campaign. These events, whilst out of your control, can be strategically prepared for and responded to. By doing so, when events come along you will be able to tell your side of the story, shine a light on specific action and activity (that might otherwise go unreported in the media) and build public support.

During the summer of 2015, tens of thousand of people started arriving into Croatia each day looking to start a new life in Europe. While much of the media coverage avoided invoking empathy towards the refugees, one of the stories showed people in towns and villages across Croatia who took it upon themselves to organise locally and support the people crossing the border.

Alongside visiting refugee camps and the border, the Office of the Ombudswoman highlighted this response from the Croatian people using it to tell a different story about the refugee crisis: one that focuses on compassion, community and collective action.

"I am still very proud of the local people from small villages and small towns who came out... [during the first days of the refugee crisis]. They went to the shop, bought bread and they brought their homemade jam, they brought out tables and spread the jam on the bread and gave it to the migrants and refugees who were crossing the border." **Equality body staff member**

KADA DRŽAVA ZAKAŽE...

Veliko srce hrvatskih građana: mještani Ilače hrane, pružaju liječničku i psihološku pomoć izbjeglicama

🕐 17.09.2015 19:58   👤 Svjetlana Knežević/Vijesti.hr

Headline: The Great Heart of Croatian Citizens: Local people provide food, medicine and support to refugees.

This story shows:

★ **We can be the drivers of change**. By showing people spontaneously taking action and working together, this story shows the audience that change can come from the bottom up. This is an important story to overcome fatalism (the belief that nothing ever changes).

★ **People care**. It is easy to characterise other people as out for themselves or uncaring. Showing that most of us are full of good will encourage people to take action.
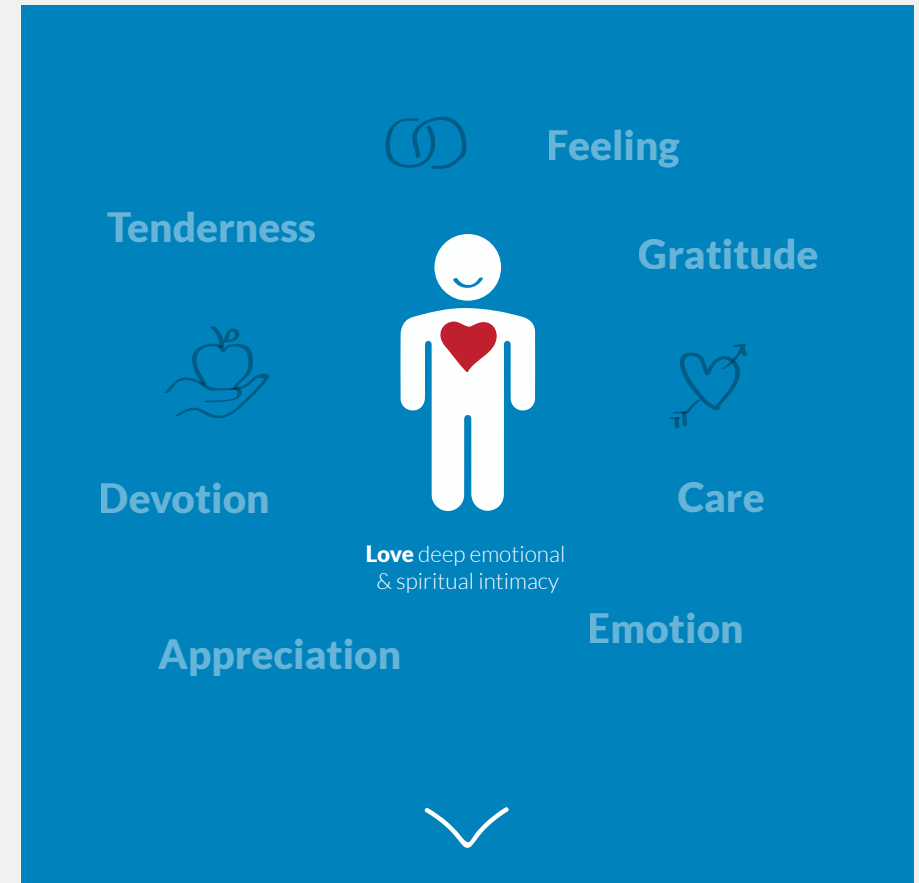
More information can be found at momentumcommunity.org

DIY: BRINGING VALUES INTO FRAMES

This activity will help you embed intrinsic values in your frames.

✎ Choose up to three of the intrinsic values from page 42.

✎ Write them in the middle of a large piece of paper.

✎ Create a word and image cloud around them. Write down any words or short sentences that come to mind, draw images and pictures that pop into your head. This could include song lyrics, nursery rhymes, symbols or synonyms—let yourself freely associate and get creative!

✎ Put your word cloud up on the wall and keep adding to it over a couple of days - ask your colleagues to add things as well.

✎ Use your values cloud as an inspiration board when you are developing new frames—this will help ensure you are engaging intrinsic values in creative new ways.

And then... do it again! Use this as a chance to work with values you haven't before such as curiosity, friendship or spirituality.

See an example on the following page...

Feeling

Tenderness

Gratitude

Care

Love deep emotional & spiritual intimacy

Devotion

Emotion

Appreciation

Once you have created a word cloud like the one above, use it to develop messages and campaign ideas that engage intrinsic values.

You might start off just by constructing simple sentences such as:

I love my grandmother and really appreciate she has the care she needs.

I am so grateful to be part of this community.

We all need looking after sometimes. Caring for other people matters to us all.

Intrinsic values include:

A World At Peace: free of war and conflict
Broadmindedness: tolerant of different ideas and beliefs
Choosing My Own Goals: selecting own purposes
Creativity: uniqueness, imagination
Curiosity: interested in everything, exploring
Equality: equal opportunity for all
Forgiveness: willing to pardon others
Freedom: freedom of action and thought
Helpfulness: working for the welfare of others
Honesty: genuine, sincere
Independence: self reliant, self sufficient
Influence: having an impact on people and events
Inner Harmony: at peace with myself
Love: deep emotional and spiritual intimacy
Loyalty: faithful to my friends, group
Meaning In Life: a purpose in life
Privacy: the right to have a private sphere
Protecting The Environment: preserving nature
Responsibility: dependable, reliable
Self Respect: belief in one's own worth
Social Justice: correcting injustice, care for the weak
Spiritual Life: emphasis on spiritual not material matters
True Friendship: close, supportive friends
Unity with Nature: fitting into nature
Variety: filled with challenge, novelty and change
Wisdom: a mature understanding of life

We made a deck of values which you can get at: publicinterest.org.uk/shop

2. CREATE COMMON GROUND

The sense of being part of the same 'group' helps people to empathise with and support each other.

Many of the Equinet members we interviewed identified helping people to empathise with those facing discrimination as a key communication target. Communication will be most successful when you build on common ground with your audience:

- Find and express your shared identity, values and interests. Reminding people of a common identity can significantly reduce people's negative attitudes: for example, in the run-up to the Ireland equal marriage referendum saying 'we are all Irish', or reminding people of shared experiences.[17]

- Connect with people personally: At events, on the street, or knocking on doors; depending on how safe this is in your context. Personal interaction between different groups reduces negative attitudes towards each other.[18]

- Ask people to take another perspective: Draw on experiences that are commonly understood in your context, and connect them to the issue. For example, you might ask people to remember or imagine a time when they have been excluded or felt vulnerable.

- Use messengers who are trusted by your audience on the topic in question. This can help to normalise the issue.

**EXAMPLE GREAT BRITAIN
POWER TO THE BUMP**

The Equality and Human Rights Commission in Great Britain launched the campaign Power to the Bump to empower women to speak out against pregnancy discrimination in the workplace.

The campaign was developed with help from Young Women's Trust and Royal College of Midwives and tested with young mums. Power to the Bump provides practical information to support young women in how to

manage conversations with their employers, exercise their rights at work and offers advice on how women can raise complaints.

The decision to focus this campaign on young women came in response to research highlighting young mums are significantly more likely than older mums to experience pregnancy and maternity discrimination—and evidence that young women have a lower awareness of their rights.

By collaborating with a range of organisations and networks (such as the TUC, Fawcett Society and Maternity Action) the Equality and Human Rights Commission widened the reach of their campaign—and were able to communicate with a new, and difficult to engage audience.

This campaign creates common ground by:

★ **Using trusted messengers**. The frames feature midwives, who give advice through short videos, and mothers who share their own experience and stories of pregnancy in the workplace.

★ **Providing recognisable and friendly campaign materials**. The campaign graphics are colourful and funny—you can download gifs, logos and infographics from their website to share on social media or send to friends

★ **Creating a community of support**. By offering supportive guidance, videos and information, Power To The Bump creates a community of support, which invites pregnant women to join.

DIY: MAP YOUR MESSENGERS

Who are the messengers that you and your audience trust on this issue?

Who are they?

What do they do?

What personality traits do they have?

What group will they help you reach?

Why does that group trust this person?

3. TALK ABOUT CHANGE

Your frame needs to make change feel possible. Campaigns will be most successful when they show that change is possible, and that their audience can be involved in the solutions.

- ✓ Understanding that a problem is important can demotivate people if they can't see a way to change the situation.

- ✓ People are also demotivated if they can't see their own role in the change.

Simply showing problems or highlighting negative things doesn't motivate people to act. When people are shown images or told about social and political problems (e.g. people with poor mental health, or poor people in far away countries) they are likely to agree the problem is important. But, it may also provoke feelings of insecurity or guilt. This can suppress their sense that there's anything they can do about it.

In fact, negative emotions tend to close down our problem-solving capabilities. The lesson is to present a healthy balance of both positive and negative; problem and solution. Showcasing victories and celebrating campaign wins can be one way to do this.

**EXAMPLE FINLAND
EI MEIDÄN KOULUSSA—NOT IN OUR SCHOOL**

In 2014, the Ombudsman for Equality in Finland launched a campaign called Ei meidän koulussa—Not in Our School.

A study published in 2013 found young people in Finland regularly experience sexual harassment in schools. Schools reported finding it difficult to know how to intervene—and this led them to often not intervene in such cases.

In response, the Finnish Ombudsman for Equality produced materials (created from the point of view of young people) to provoke conversa-

tions in school settings about sexual harassment. The materials helped teachers to explore the issue with young people as well as offering advice on how to recognise harassment. They also created a mapping tool to help schools monitor harassment experiences in their school.

In the first year, the 'Not in Our School' website received over 10,000 visitors and significant reach on social media. The anti-harassment work has provided training for teachers, principals, curators, public health nurses and psychologists. In 2015, the campaign reached 1,500 education professionals.

Not in Our School talks about change by:

- ★ **Leading with the vision, rather than the problem.** The campaign forefronts its objective 'not in our school' rather than dwelling on the problem.

- ★ **Asking the target audience to play an active role in the solution.** Not in our School calls on schools and authorities to create their own strategies for tackling sexual harassment, inviting stakeholders to play an active role in creating and monitoring change.

- ★ **Locating change at a local level.** By calling for change in schools (rather than at a national or regional level) pupils and teachers can more easily identify how to get involved.

DIY: ONCE UPON A TIME...

Write a story that represents the change you want to see in the world: moving from the problem to the solution, and including the motivation.

Start with 'once upon a time' or 'a long time ago, in a galaxy far far away' and end with 'and they all lived happily ever after' or just 'the end'. Keep it to four sentences. What else do you want to happen in your story? What's the problem? Who are the characters?

A LONG TIME AGO IN A GALAXY FAR, FAR AWAY...

1.

2.

3.

4.

THE END

4. MAKE IT REAL

We don't often change our minds in the face of facts and evidence: particularly if it contradicts our existing beliefs.[19]

People don't think in graphs and numbers.

Communication will be most successful at changing minds when they embed factual evidence within a broader message that draws on the values and emotions of an audience.

Think of your frame as a story. This could be a personal story or a story about society.

There are lots of ways of making your message more real:

➕ Give it a human face.

➕ Tell it as a story.

➕ Show, don't tell: use lots of images.

**EXAMPLE GERMANY
#NICHTSCHULDIG #NOTGUILTY**

In June 2017, the German Parliament unanimously passed a law on the rehabilitation of homosexuals convicted after 1945 in accordance with Paragraph 175 of the Criminal Code. This important law decriminalizing homosexual men was in great part thanks to the awareness-raising work and recommendations of the German equality body, the Federal Anti Discrimination Agency—and their #NotGuilty campaign.

At the centre of the campaign is the portrait of three men who were incarcerated for their sexuality. Now in their old age the campaign provides a platform for them to tell the story of their lives.
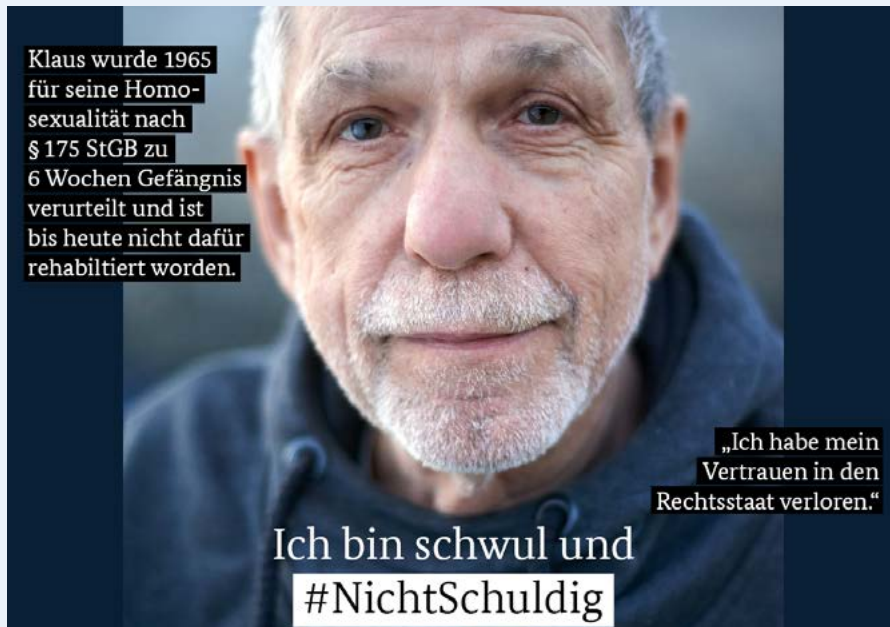
#NichtSchuldig makes it real, because:

★ **We see and hear the people who have experienced discrimination.** In the video we see the faces and hear the voices of the men who faced discrimination because of their sexuality.

★ **We are told a story.** Actors recreate scenes from the men's life, showing what led to their arrest, the court case and their sentencing. We see them as young men facing imprisonment and as old men looking back at their experience.

★ **We are reminded of shared values, emotions and experiences.** The campaign focuses on the idea of the 'right to love', emphasising our shared humanity, emotional connection and common experience.

DIY: WHY DO YOU CARE?

Write down, or draw, the story of how you became a campaigner. Who are the main characters in your story? What events or images come to mind? How does it make you feel?

Your personal story is a powerful tool for connecting with people and motivating them to take action. Find out a lot more about public narrative here: marshallganz.usmblogs.com/files/2012/08/Public-Narrative-Worksheet-Fall-2013-.pdf

5. AVOID REINFORCING UNHELPFUL FRAMES

The linguist George Lakoff says, it's impossible for people to obey the demand 'don't think of an elephant'.[20] When US President Nixon said "I am not a crook", everyone just thought "Nixon. Crook".

Directly responding to something by saying 'x isn't true' simply reinforces the original belief in someone's mind.

In one study, people shown a myth-busting guide about vaccinations not only recalled the falsehoods as true afterwards, they attributed it to the health organisation attempting to quash them.[21]

Similarly, asking people not to think of a stereotype about a stigmatised group (e.g. *'we are not paedophiles')* has been shown to simply make that *stereotype more prominent in people's minds.*[22] This means that campaigns should not aim themselves directly at responding to the opposition. (In addition to reinforcing their story, your opponents will generally have more money to promote theirs.)

In practice, this is something that is incredibly difficult for campaigners, particularly when those who are against their causes are often so liberal with the truth. But many will be familiar with the situation of having been drawn into a debate with someone in which constantly rebutting their points feels somehow like a waste of time. It is.

Discrimination is very complex... [but] we still have to search for the right ways and the right words to make people understand it very easily, without over simplifying. That is a very difficult thing.
Equality body staff member

DIY: KNOW YOUR ELEPHANTS

Elephants are things you come against time and time again. They distract attention away from the argument you want to make and mean you end up debating on your opponent's terms. These are the things you want to avoid in your framing wherever possible.
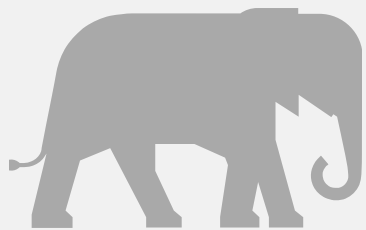
Fill in the following worksheet, print it out, and keep it nearby.

What are the unhelpful frames around your issue?	When might you reinforce this?
Unhelpful values?	
Unhelpful emotions?	

AVOID!

DIY: USE THIS TOOL TO ANALYSE YOUR FRAMES

Whilst you are doing it ask yourself, does this frame:

a) Speak to people's best self?
b) Create common ground?
c) Talk about change?
d) Make the campaign real?
e) Avoid reinforcing unhelpful frames?

Focus
What's important?
Where's the conflict or challenge?

Imagery
Are there any visual or metaphorical images?

Characters
What roles and relationships are presented?

Foreshadowing
What will happen if the problem is taken to its extreme? What if the problem is resolved?
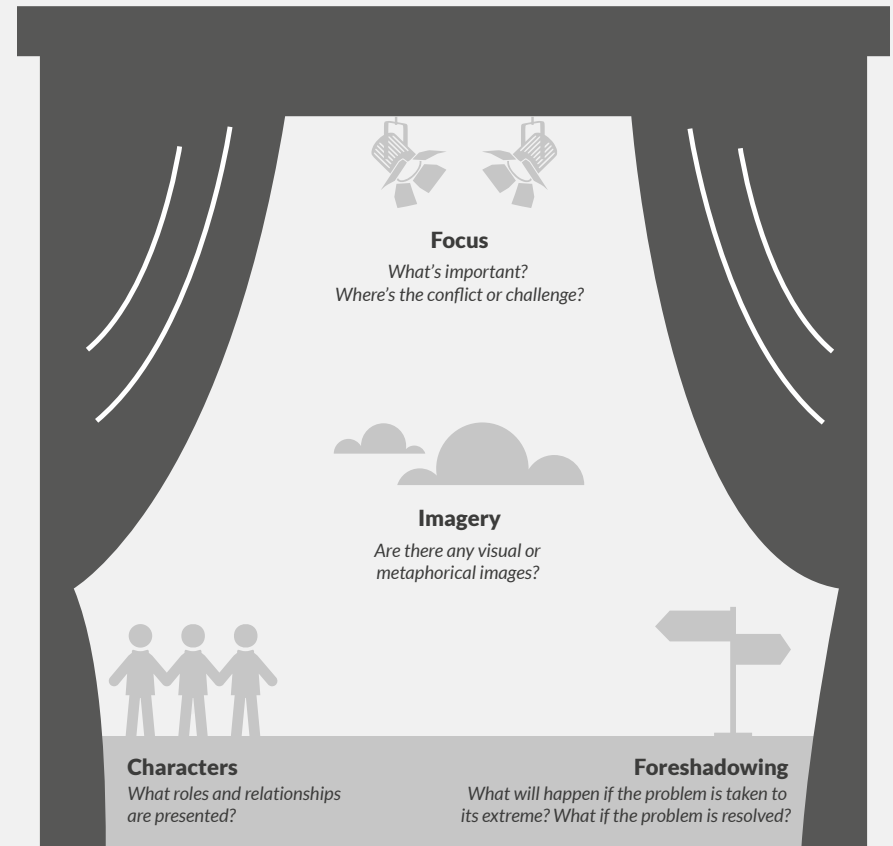
Beliefs, Assumptions & Values
What do you have to believe to accept the frame as true? What are the unstated assumptions? What values are expressed?
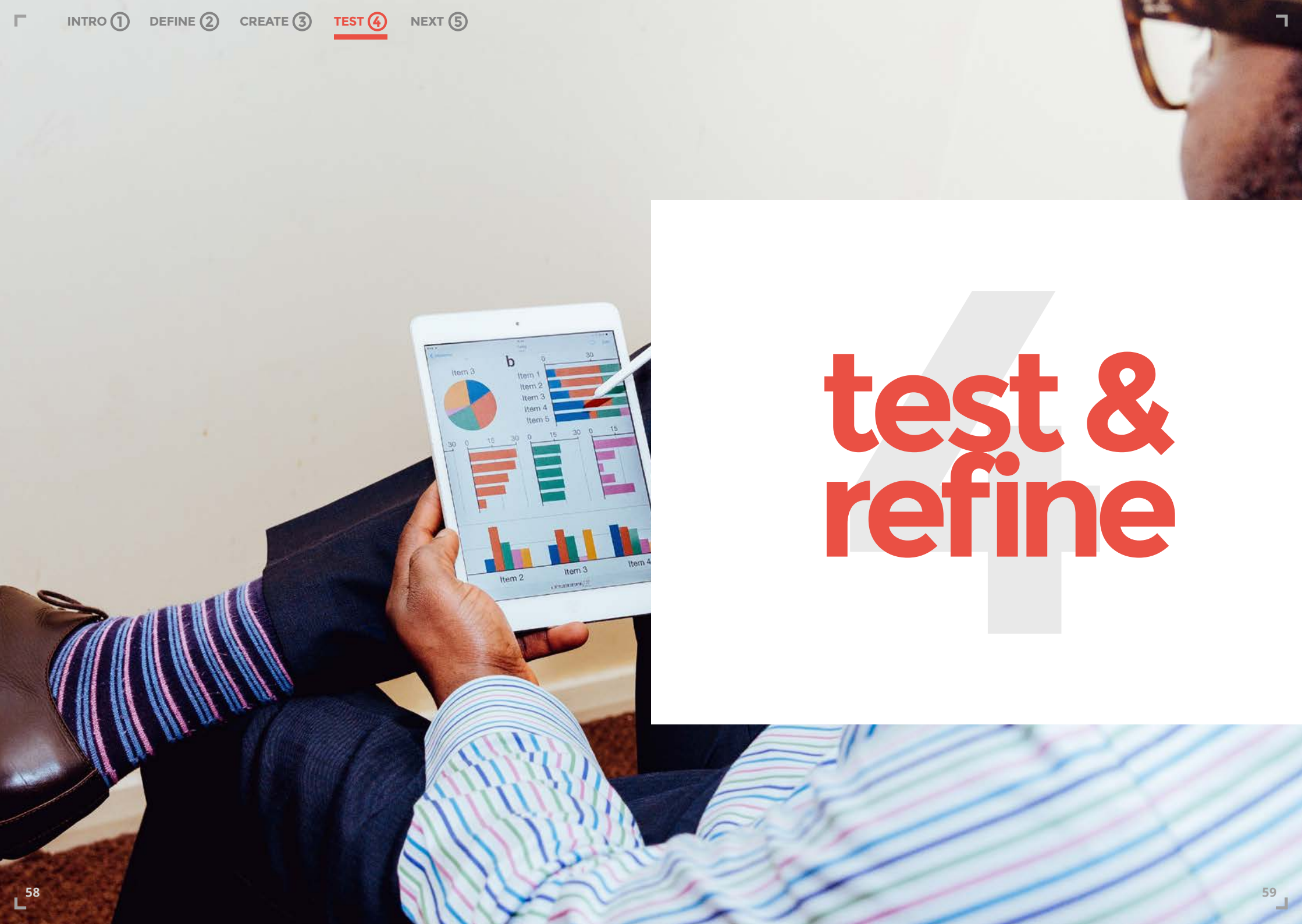
test & refine

TESTING YOUR COMMS

Testing is an important part of creating effective messages: it will help you develop them and decide which ones to use.

Without testing, success can be hit and miss. An example, several years ago, a UK environmental group released a campaign video featuring people in everyday situations, including school children, being violently blown up for not taking climate change seriously. It was intended to be funny, but many found it offensive and it was immediately withdrawn.

There was an existing frame around 'militant' or 'extreme' environmentalists, who care more about climate change than people, and this only served to reinforce this. But any testing of this video would probably have indicated that it wasn't a good idea to release.

Often campaign messages are developed under huge pressure, in a small team, and sent straight into the world. These messages are based on assumptions rather than evidence of how an audience will react and they are therefore more likely to be hit and miss.

Testing helps you examine your own assumptions about what will work and why. It's an opportunity to get outside your immediate bubble and make contact with the people you are hoping to motivate with a campaign.

Testing can be expensive but there are many ways to do it on low or even zero budget. It's better to discuss it with a couple of non-activist allies, friends or relatives, than not test at all.

The fundamental lesson is: any testing is better than no testing.

QUICK DIY

1. Find three people to talk to about your material.
If you can find people outside of the community—for example, someone's parent, random people in a cafe or your local librarian—great. If you can get others to have a conversation about it in front of you, even better!

2. Show them the material you want to test.
This might be options for a poster, a number of images, or even a speech.

3. Ask them questions to see whether what you've produced meets your framing task.
For example: how do they feel when they see or hear this? What does it make them think of? Can they see a solution to a problem here? Would they act on this? What would they do?

4. Does anything you've heard suggest you should pick one option over another, or change your material?

You can repeat this process as many times as you like until you feel you've got it right. Then you can send it out into the world!

5. After some time has passed... Have a look at how your frame has worked out in the world. Revisit your framing tasks which you outlined on page 34. Did it meet these? Would you change anything?

CHOOSE YOUR METHOD

Most methods of testing can be done on a high budget or a shoe string. Below, we outline some common testing methods.

Get help! Many of these methods require specialist support (e.g. for sampling, moderating or analysing). You can approach national polling companies, marketing firms, small recruitment agencies, universities and, of course, PIRC! Go to our full briefing for more information.

What is it?	Good because...	Less good because...	How to do it on a budget?
FOCUS GROUPS Small groups of people (usually 6–8) who are brought together for an hour or so to have a discussion about a topic or product.	They give rich data on how people think about a topic, offer multiple perspectives and give us a sense of social desirability (what's judged to be OK to think and say in society).	The conversation can be strongly affected by the dynamic of the group (for instance, when some people dominate conversation); they take a lot of time; and you don't get the input of a large number of people.	Use a *snowball method* (see p.68); and free venues, or ask a contact in a university if students would be interested. Discussions can be analysed straight from audio or video recordings. *Seek advice from trained moderators.*
SEMI-STRUCTURED INTERVIEWS One-on-one conversations that follow a script loosely, with flexibility to follow the thoughts and interests of the participants.	They can give you detailed insight into individual's attitudes and reactions and encourage people to share things they might not be confident or comfortable enough to share in a group setting.	They can be time-intensive, so you can't test many people. They also depend on the participant feeling comfortable to speak freely.	Done in public spaces, stopping random members of the public to have a conversation about the messages.
ONLINE SURVEYS Surveys to test messages will usually involve asking people to read a message and then answer some questions. The results will tend to be analysed with statistics.	They allow you to collect bigger samples of people that are more representative. Because they yield numerical data, the data is presented as objective and factual, which can be persuasive.	You don't get the detail you get when talking to people.	With a free platform, like Surveymonkey or Google Forms. You can find participants with the help of your networks. It won't be very reliable, but it will give you some idea.
THE ASK-A-FRIEND TEST Asking someone to give you a quick response to it.	Even a short conversation can help check whether your intended meaning is coming through.	Your friend probably isn't your main audience, so beware making strong conclusions!	Talk to someone who is unfamiliar with the campaign. Ask them how it makes them feel.
THE TELEPHONE GAME Testing if your message is memorable.	A fun and easy way to test whether your message is memorable or *sticky*. Get a sense of what is strong, weak or confusing in your message and adapt it.	It won't give you any insight into whether it's shifted anyone's thinking.	Like the game, you pass a message from person to person and see how it comes out at the end. See what's forgotten and what gets transformed or twisted.

PREPARE YOUR MATERIALS

Some rules of thumb for getting your messages ready to test:

A. KNOW WHAT IS GOING ON IN THE MESSAGE

You need to bring out one 'active ingredient' clearly in each message. That might be a value, an emotion, a metaphor or a messenger. Focus on that and minimise any content that might dilute or distract *from that.*

B. KEEP IT SHORT & SIMPLE

Try to keep messages concise so people can absorb them without too much effort. Aim to contain your message within a short paragraph, and ensure the language is accessible. *Don't try to do too much!*

C. COMPARE LIKE WITH LIKE

You should compare text with text, or images with images. If you want to use both, only vary one thing at a time:

IMAGE A		IMAGE A			IMAGE A		IMAGE B
TEXT A	vs.	TEXT B	OR		TEXT A	vs.	TEXT A
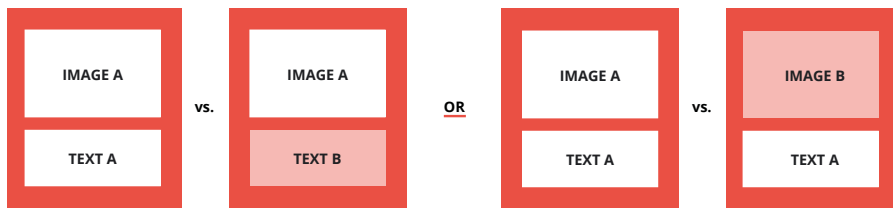
EXAMPLE: MESSAGES ON DISABILITY AND CONSERVATION

These are messages taken from a study called No Cause is an Island:[24]

The following two messages were used to test the impact that engaging values has on people's concern about either conservation problems or the needs of disabled people. Message one is trying to engage intrinsic values. Message two is trying to engage extrinsic values. (The highlighted text points out the relevant values language). Have a look at the values definitions and guide to value coding in the appendix for more information about how to include and test values in your messages.

Message 1 (**Independence and care** frame):

Scope works with disabled people and their families at every stage of their lives. We believe that disabled people should have the same opportunities as everyone else, enabling them to live the lives they choose. Yet today, disabled people are more likely to live in poverty, more likely to experience negative attitudes or prejudice, and are more likely to live alone. They still face marginalisation and discrimination. We help to address the barriers that cause disabled people to be treated unequally, support them in making decisions about what they want to do, and help them put those choices into practice. With the right reassurance and practical assistance, disabled people can live independent lives.

Message 2 (**Economic considerations** frame):

Scope works with disabled people and their families at every stage of their lives. We believe in giving disabled people the chance to achieve greater success in their lives, so that they can fully contribute to the economy. Yet today, disabled people are more likely to be unemployed and receiving benefits. We deliver a range of low cost early interventions—helping to address these issues, while delivering considerable cost savings for both disabled people and the state. Early intervention represents a great return on investment. For example, one initiative costs around £65,000 to set up—that's just £500 each for the 130 or so families that can be reached over the course of a year.

DIY: TEST YOUR MESSAGES

Run your messages by rules of thumb outlined on the previous page:

**Do you know what is going on in your message?
What is the 'active ingredient'?**

**Is it short and simple?
Are there ways to make it more so?**

**Are you comparing like with like?
Could anything obscure the results?**

CHOOSE WHAT OUT-COMES TO MEASURE

Ultimately you need a way of demonstrating that one message 'works' better than another in relation to your framing tasks.

This can be measured by observing how people talk when they are presented with a message, or by collecting survey data on attitudes and beliefs.

EXAMPLE

In one of our projects we used a 35-question survey to help test the prevalence of certain models of thinking that we had uncovered in earlier research. So, for example, we looked at support for statements such as 'Children should be brought up in strict discipline' and 'This country needs a strong and courageous leader which the people will follow' to see the prevalence of an authoritarian / natural order way of thinking (see page 27).

How will you assess what you want people to think and feel?

CHOOSE WHO YOU'LL TEST

If you start by thinking through your ideal sample, you can then develop the sampling strategy that fits your budget.

Here are three simple questions you can ask:

1. **Focus**: is there an audience you are particularly interested in testing the message with?
2. **Exclusion**: are there people you don't want to test?
3. **Comparison**: is it useful to be able to compare groups of people?

Some ways of sampling:

👥 **A nationally representative sample** accurately reflects the population in your country (e.g. in terms of age, level of education, race). You'll need the help of an agency or polling company.

👥 **A random sample** is where everyone in a population has an equal chance of being picked, which probably requires a polling company to do properly. If you simply pick people 'at random', you should consider who might be excluded, and whether you can compensate.

👥 **Targeted sampling** is when you already have a specific group in mind, based on your strategy: for example, women aged between 35-50. Use screening questions (e.g. asking people their age or where they live) in order to select only your target group.

👥 **A snowball sample** is a way of finding people through acquaintances and networks. The idea, like a snowball, is to start small and then build up quickly as people spread the word. It is not random or representative, but the bigger the sample gets, the more useful the data will be.

Consider which sampling method is best for you and, importantly, who might be *excluded* in your sampling method.

DIY: SOME TOOLS

Make quick & easy surveys using tools like:

https://www.google.co.uk/forms
https://www.surveymonkey.com

Spread them around using social media, or pay a company to find a sample for you.

DIY: READ MORE

Read more on testing in our special testing briefing, available online: publicinterest.org.uk/testing.

MEASURING YOUR IMPACT

Once your frame is out in the world, it's a good idea to monitor and evaluate the impact in order to know what works and what doesn't. This is particularly true for bigger campaigns or other communication with a broad reach.

It will help to define your framing task better next time.

DEFINE YOUR IMPACT MEASURES

The first step, just as with testing, is to define what success looks like—what sort of change you're looking for—and how you're going to measure these.

There are many tools that will allow you to measure reach online, particularly on social media (how many people have engaged with your communication). But it is also helpful to measure change: how is your issue being framed more widely, or in shifting attitudes? Below are outlined some examples of the types of things you might be looking for and how you might measure them. In the appendix we list some of the tools that were mentioned by the Equinet members we interviewed.

Impact	Measure
Shift in media framing	Google NGrams; media journal
Attitude changes	Polls; focus groups; interviews
Behaviour changes (such as hate crime decrease)	Crime and reporting statistics; surveys
Change in policy	Policy reporting
Referendum votes	Voting records
Social cohesion changes (such as increased levels of trust)	Polls; focus groups; interviews

MONITORING

Monitoring is the act of observing your impact over time.

It generally involves keeping a record of where your framing is being heard and any shifts in framing in these places. If you use social media, there are some really simple tools for keeping an eye on your reach, and you can tweak some of these to see wider impacts. You might also want to try keeping a media journal or similar for your issue.

Monitoring your impact can also allow you—in many media—to troubleshoot as you go. You might see, for instance, that one of the images you've used is much more popular than another, and decide to use that one more frequently. Or you might see that the comments provoked by a particular social media post suggest that you may be reinforcing some unhelpful beliefs, and adjust the wording accordingly.

EVALUATING

Evaluation is the act of reflecting on the impact and achievements of your framing.

It's a critical bit of learning for you and your team in what has changed, and what has worked. It will also enable you to best decide how to act next.

To evaluate your framing efforts, you should gather information about the impacts—particularly from your audience—and assess how well your frame achieved your goals.

DIY: KEEP A MEDIA DIARY

This is something you could do alone or as part of a team with a shared document to monitor the impact your frame is having.

The idea is to keep a record of the conversation your frame is provoking in others. You could choose to do this daily, or just when you see something significant.

Date

Medium
E.g. Newspaper, email, Facebook comments, Twitter

Message
What people are saying

Change?
Why is this conversation different: e.g. shifts in language or sentiment.

Date

Medium
E.g. Newspaper, email, Facebook comments, Twitter

Message
What people are saying

Change?
Why is this conversation different: e.g. shifts in language or sentiment.

DIY: EVALUATING MOST SIGNIFICANT CHANGES

The Most Significant Change technique is a model for doing evaluation collectively. It aims to move away from collecting numbers which often don't show meaningful impacts. Below is a brief outline of a process you could follow. Read more here: mande.co.uk/docs/MSCGuide.pdf

1. Pick a number of people who have been involved in the process. You probably want this to be at least five people who represent a variety of different groups, including your audience and the people who have designed and implemented your framing.
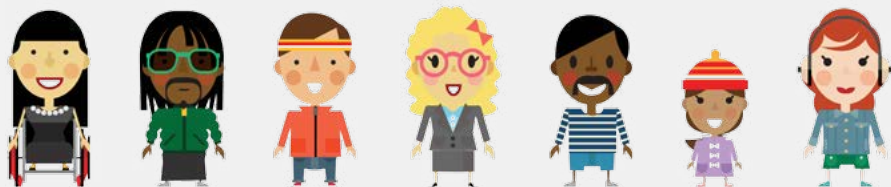
2. Ask these people for a story that represents a significant change or impact to them. Record these. Probe to get the richness of the depth of changes of feeling and attitude, etc.

3. Get these people together to discuss which changes are most significant. Spend time assessing the impact, and how to report and respond to this.

DIY: MORE TOOLS & READING

› You can check trends on social media using hashtag searches on Twitter or Facebook, or use tools like Keyhole to monitor trends in real time: keyhole.co

› Use tools such as Google Trends to measure change in the usage of terms over time: trends.google.com

› See platforms such as betterevaluation.org for more ideas.

RINSE & REPEAT

The testing and impact assessments you do should give you some good insights into how to refine and improve your framing.

You should also be able to get a good idea of whether you need to run another campaign or intervention, and if so, what it should look like.

You can revisit your purpose with a better understanding of your audience and set new framing tasks, and do the process all over again.

next steps

FURTHER RESOURCES & READING

What do you need to know more about?

TESTING

Go and read PIRC's testing briefing, at publicinterest.org.uk/testing

FRAMING THEORY

The Centre for Story-Based Strategy have a great book on framing for social change. You can order a copy here: storybasedstrategy.org/book.html

The FrameWorks Institute have an e-workshop on strategic framing that gives a great overview. Do the workshop here: sfa.frameworksinstitute.org

FRAMING PRACTICE

Council of Europe: We Can: Taking action against hate speech with counter and alternative narratives
nohatespeechmovement.org/public/download/WeCan_EN.pdf

The Centre for Story-Based Strategy also have some great tools & worksheets for thinking about framing & story. Get them here: storybasedstrategy.org/tools.html

Using family as a frame in social justice activism: reclaimingfamilyvalues.eu/download/guide-using-family-as-a-frame-in-social-justice-activism

VALUES AND CULTURAL CHANGE

The Common Cause Handbook
publicinterest.org.uk/the-common-cause-handbook
(full of references for even more reading!)

Valuing Equality. How Equality Bodies can use values to create a more equal and accepting Europe
equineteurope.org/Using-values-to-create-a-more
publicinterest.org.uk/download/framing-equality/Valuing Equality.pdf

DEVELOPING STRATEGY

And lots more besides, at:
ctb.ku.edu/en/table-of-contents/structure/strategic-planning

INSPIRATION

Publications and a project library of Equinet members:
equineteurope.org/-resources-

CAMPAIGNING

Toolkit from 350.org on facilitating workshops with groups in order to build and implement campaigns. It's been designed for climate campaigners, but it's totally transferable to other issues outside of the environmental movement.
archive.workshops.350.org/toolkit/campaign

Beautiful Trouble have a beautiful toolkit for campaigners and activists:
beautifultrouble.org/all-modules

And from the New Economy Organisers Network:
neweconomyorganisers.org/resources

DEVELOPMENT & EVALUATION

Loads of great methods here for developing and building your work, thinking about your audiences, and monitoring & evaluation.
diytoolkit.org/tools

AND LOTS MORE RESOURCES FROM US....

publicinterest.org.uk/downloads

APPENDIX: A GUIDE TO VALUES CODING

PROCESS

This guide[25] is to help you to spot and analyse the presence of values in different messages.

1) Read the text, paying close attention to the words used, the sentiment behind it, and the meaning of each sentence. Spend a few moments reflecting on the text, re-read it as many times as you need.

2) Once you have read and reflected on the piece, think about the values that are being expressed in the text. Think first about the overall meaning of the piece and the values this might relate to. Then think about any other values that might be engaged by particular words and phrases. These might correspond to the values you think are expressed by the overall piece, or they may be very different. It is important to disregard whether or not you happen to agree with the sentiments expressed, and also whether you think it is appropriate for that value to be associated with the topic at hand.

3) Score the piece in a grid. For each of the ten value groups, place 0-5 / N in column according to its presence and strength within the selected text (see below for explanations of each of these). Please refer to the definition of these values groups.

4) Lastly, for any values you feel are present in the text (and have therefore scored 1-5), please provide some notes (however brief) to explain why you chose it. This should include notes on where you thought it was present in the text, or particular phrases you thought expressed it with particular strength. Please also write an explanation of any 'N' (not sure) you score.

SCORING

0—Value not present in text.

1—Value weakly present. Single words that relate to one or two particular value items within a group and/or indistinct / potentially ambiguous phrases that reflect the value. Value words likely to be superfluous to the meaning. E.g. 'The community of statisticians had lunch.' (Benevolence)

2—A number of words that relate to the specified value and/or phrases that reflect the value. A number of value items within the group may be weakly referred to, or the meaning of the whole group. E.g. 'The community of statisticians worked together on the project through lunch-time.' (Benevolence)

3—Value clearly present. A number of words that relate to the specified value and phrases that have a clear relationship to a value. Value words may be the object of, or integral to, sentence meaning. A number of value items within the group referred to, or the whole group, or one item with some strength. E.g. 'It's important to think honestly about the impact on the community.' (Benevolence)

4—Several words that relate to the specified value in prime positions and/or phrases where most meaning relates to the value. E.g. 'The honesty and responsibility of the community allows opportunities for good comprehension of local literature.' (Benevolence)

5—Value strongly present. The meaning of the entire passage conveys this value, with a number of words, phrases, and the implied focus relating to it. E.g. 'The community allows opportunities for true friendship and mature love, because of its honesty.' (Benevolence)

N—Highly ambiguous / uncertain. It is difficult to say whether the value is present or not as there are particularly ambiguous or incomprehensible passages of text, or a value-related word is used in a way that drastically changes its meaning.

VALUE GROUP DEFINITIONS

SELF-DIRECTION INTRINSIC

Independent thought and action—choosing, creating, exploring.

Themes: Self-reliance and sufficiency. Curiosity. Creativity. Mastery and autonomy.

Related attitudes: 'It's important to be able to think outside the box and be creative.'; 'Everyone is free to think what they like and do what they chose, and we should respect that.'
'I want to chose my own goals and make my decisions in life'

Individual value items: creativity, freedom, choosing own goals, curious, independent, self-respect, intelligent, privacy

UNIVERSALISM INTRINSIC

Understanding, appreciation, tolerance and protection for the welfare of all people and for nature.

Themes: Global scale—applies to all living things.

Related attitudes: 'Everyone should be treated with respect, and not be bullied for their race, gender, disability, religion, age or sexuality' ; 'I think about where my clothes and food come from, because I don't want to buy things from places that treat people unfairly or damage the environment.'

Individual value items: broadminded, social justice, equality, world at peace, world of beauty, unity with nature, wisdom, protecting the environment, inner harmony, a spiritual life.

BENEVOLENCE INTRINSIC

Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.

Themes: Affiliation. Local scale—applies to the in-group / global scale refers to 'international community. Friends, neighbours and communities. Co-operative social working.

Related attitudes: 'If someone I love needs help, I'll be there for them'; 'When things go wrong, it's important to say sorry, and to be ready to forgive' ; 'I try to be open and honest about things.'

Individual value items: helpful, honest, forgiving, responsible, loyal, true friendship, mature love, sense of belonging, meaning in life, a spiritual life.

TRADITION

Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self.

Themes: Practising and honouring tradition. Being humble and moderate. Subordination to abstract (religious or cultural) objects and ideas.

Related attitudes: 'Many traditions are valuable and should be respected even if they're old'; 'It's good to be moderate and calm, and not do extreme or crazy things'; 'I think it's important to be humble and accept my position in life.'

Individual value items: respect for tradition, humble, devout, accepting my portion in life, moderate.

CONFORMITY

Restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms.

Themes: Fitting in and sticking to the rules. Resisting temptation. Doing

your duty and obeying others. Self-restraint and subordination to authority and cultural norms.

Related attitudes: 'Rules are there for a reason: it's wrong to break them, whatever they are.'; 'Good manners and politeness are really important.'

Individual value items: obedient, self-discipline, politeness, honoring parents and elders.

SECURITY EXTRINSIC

Safety, harmony, and stability of society, of relationships, and of self.

Themes: Protecting the country from enemies. Keeping loved ones safe. Maintaining social order. Some security values serve primarily individual interests (e.g. clean), others wider group interests (e.g. national security).

Related attitudes: 'Our nation should be safe and have good defenses in case of attack or war.'; 'I want to feel safe at home and know that my family won't come to any harm.' ;
'I care greatly about health and cleanliness.'; 'If I give someone a hand, I'd hope that they'd return the favour and help me out in future.'

Individual value items: social order, family security, national security, clean, reciprocation of favors, healthy, sense of belonging.

POWER EXTRINSIC

Social status, prestige, control or dominance over people and resources.

Themes: Material possessions and wealth. Hierarchy and status differentiation. Social status. Commanding.

Related attitudes: 'I prefer being in roles where I have power and control, and other people look up to me.';'I seek recognition and appreciation for what I do';'It's good to own valuable and expensive things';' I consider how my actions affect my reputation.'

Individual value items: authority, wealth, social power, preserving my public image, social recognition.

ACHIEVEMENT EXTRINSIC

Personal success through demonstrating competence according to social standards.

Themes: Individual success and influence. Mastery. Social, external approval. Winning the race.

Related attitudes: 'Success comes to those who have great ambitions, as well as skills';'I want to be someone who can make things happen'; 'It's important to be really good at what you do.' 'Aim for the top!'

Individual value items: ambitious, successful, capable, influential, intelligent, self-respect, social recognition.

HEDONISM

Pleasure and sensuous gratification for oneself.

Themes: Self-indulgence. Enjoying food, sex, sports and leisure.

Related attitudes: 'The important thing in life is to have fun and just enjoy yourself.'; 'When I make decisions, I often consider how much personal enjoyment each choice will bring me.';
'Good food and sex are a big part of the good life.'

Individual value items: pleasure, enjoying life, self-indulgent.

STIMULATION

Excitement, novelty and challenge in life.

Themes: Adventures and risk-taking. Positive levels of activation from variation and change.

Related attitudes: 'People should rise to challenges and try new and scary things whenever they can.'; 'I think it's important to have lots of different and exciting new experiences.'; 'The rules are there to be broken.'

Individual value items: a varied life, an exciting life, daring

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25. This coding guide and the values definitions were developed by PIRC for in house purposes drawing on Schwartz value theory with support from Dr Alex Nolan, Cardiff University Psychology Department.

NOTES

BACKGROUND

Communication Handbook for Equality Bodies: Framing Equality is published by Equinet, the European Network of Equality Bodies.

Equinet brings together 46 organisations from 34 European countries which are empowered to counteract discrimination as national equality bodies across the range of grounds including age, disability, gender, race or ethnic origin, religion or belief, and sexual orientation. Equinet works to enable national equality bodies to achieve and exercise their full potential by sustaining and developing a network and a platform at European level.

Equinet members: Commissioner for the Protection from Discrimination, Albania | Austrian Disability Ombudsman, Austria | Ombud for Equal Treatment, Austria | Unia (Interfederal Centre for Equal Opportunities), Belgium | Institute for Equality between Women and Men, Belgium | Institution of Human Rights Ombudsman, Bosnia and Herzegovina | Commission for Protection against Discrimination, Bulgaria | Office of the Ombudsman, Croatia | Ombudsperson for Gender Equality, Croatia | Ombudswoman for Persons with Disabilities, Croatia | Office of the Commissioner for Administration and Human Rights (Ombudsman), Cyprus | Public Defender of Rights – Ombudsman, Czech Republic | Board of Equal Treatment, Denmark | Danish Institute for Human Rights, Denmark | Gender Equality and Equal Treatment Commissioner, Estonia | Ombudsman for Equality, Finland | Non-Discrimination Ombudsman, Finland | Commission for Protection against Discrimination, Former Yugoslav Republic of Macedonia (FYROM) | Defender of Rights, France | Federal Anti-Discrimination Agency, Germany | Greek Ombudsman, Greece | Equal Treatment Authority, Hungary | Office of the Commissioner for Fundamental Rights, Hungary | Irish Human Rights and Equality Commission, Ireland | National Office Against Racial Discrimination, Italy | National Equality Councillor, Italy | Office of the Ombudsman, Latvia | Office of the Equal Opportunities Ombudsperson, Lithuania | Centre for Equal Treatment, Luxembourg | National Commission for the Promotion of Equality, Malta | National Commission for Persons with Disability, Malta | The Protector of Human Rights and Freedoms (Ombudsman), Montenegro | Netherlands Institute for Human Rights, Netherlands |

Equality and Anti-Discrimination Ombud, Norway | Commissioner for Human Rights, Poland | Commission for Citizenship and Gender Equality, Portugal | Commission for Equality in Labour and Employment, Portugal | High Commission for Migration, Portugal | National Council for Combating Discrimination, Romania | Commissioner for Protection of Equality, Serbia | National Centre for Human Rights, Slovakia | Advocate of the Principle of Equality, Slovenia | Council for the Elimination of Ethnic or Racial Discrimination, Spain | Equality Ombudsman, Sweden | Equality and Human Rights Commission, UK – Great Britain | Equality Commission for Northern Ireland, UK – Northern Ireland

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Create section—flickr user the.Firebottle
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Next section—@dre0316 from nappy.co

"**Neither revolution nor reformation can ultimately change a society, rather you must tell a new powerful tale, one so persuasive that it sweeps away the old myths and becomes the preferred story, one so inclusive that it gathers all the bits of our past and our present into a coherent whole, one that even shines some light into the future so that we can take the next step forward. If you want to change a society, then you have to tell an alternative story.**"

Ivan Illich

If you want to build a ship,
don't herd people together to collect wood
and don't assign them tasks and work,
but rather teach them to long for
the endless immensity of the sea.

Antoine de-Saint Exupery