

Student Empowerment: Organizing and Winning an Effective Darfur Divestment Campaign



Intro

The United States government, for the first time in history, named a conflict as “genocide” while the killing still continued. This historical statement was issued in response to the conflict in Darfur, Sudan, where on-going genocide has claimed the lives of approximately 400,000 people and sent 2.5 million others fleeing from their homes.

Any conflict must be funded and supplied. The government of Sudan receives much of its revenue from the investments of foreign companies in its oil sectors and other areas. It is estimated that the government spends approximately 70% of its oil revenue on the military, and is also accused of funding and supplying the Janjaweed, Arab militias, who are largely responsible for the killings. By divesting from these foreign companies that conduct business with the Sudanese government, investors impose a cost on those companies; either those companies continue business as usual with Sudan and lose American business, or they drastically alter their policies and pull out to continue the benefits of American investment. These companies can use their economic leverage with the Sudanese government to cut the funding to the Janjaweed and bring an end to the killing.

A total of 61 universities have adopted Sudan divestment policies, while an additional 55 have initiated divestment campaigns. The movement is only growing, and you can be a part of it by beginning your own university divestment campaign. Although this guide is certainly not exhaustive, it can serve as a resource for your campaign’s implementation.

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Part I:

Forming a Group:

The first step towards winning a divestment campaign is to educate yourself and others interested in supporting you. Learn about the conflict in Sudan, the specifics of divestment, and how your university has responded to similar campaigns in the past, such as the divestment movement during the South African apartheid.

You may find it useful to begin with an activist group already focusing on Darfur. Such a group may be your university's STAND chapter. STAND, a student anti-genocide coalition, is a global organization which seeks to empower students with the tools to stop and prevent genocide whenever and wherever it may occur. If your university doesn't already have a chapter or a similar group, you can go to the website (www.standnow.org) and sign your school up. You will then be contacted by a member of the national leadership team who will help you get your chapter up and running. Often universities require students to register their organizations in order to receive benefits associated with being a recognized student organization. With guidance from the divestment leadership at STAND, the Sudan Divestment Task Force (www.sudandivestment.org), and Americans for Informed Democracy (AID), you can find educational materials to further your own understanding of the issue and then from there launch an effective campaign.

A good place to start is by determining whether your university divested during the South African apartheid. You can find this out by searching through your campus paper's archives or asking a faculty member who was there at the time. Not only can this research help your campaign from a strategic perspective, it can be fun and inspiring to read about what student activists on your campus have done in the past to launch a campaign. This can stir up some great creativity for your own campaign.

If your university already has a STAND chapter, or another activism group, it may be a good idea to form a "divestment team" within your group. This team can meet weekly and deal with the nitty

gritty details of the campaign, including attending the investment committee meetings and discussing the matter with the Board of Trustees. This team can inform members of the whole group on ways in which they can help if they are unable to dedicate enough time to lead the campaign.

Group Health:

The heart of any campaign is its members: The passion, energy, and dedication that students give to their cause are fundamental to the success of the campaign. These commendable and desirable characteristics, unfortunately, can be undermined by personality conflicts, racism, sexism, and other forms of discrimination. Thus, just as important as the issue we are working on, is the way in which students organize themselves. We must not be complacent; we must build, bolster, and maintain our groups' health at all times. A few guiding aphorisms and questions can help you think of ways to make your group dynamic, egalitarian, and above-all, healthy.

Questions:

- Does the whole group make decisions, or just certain individuals? Is there a group hierarchy? How are decisions made: voting (with some form of majority), consensus (all members in agreement), or some other way?
- Do some group members' opinions carry more weight when making decisions? Is this because they have excellent ideas, or because the group is deferring to someone who is of a certain sex, ethnicity, class, or sexual preference?
- Does everyone in the group feel comfortable speaking? Are all group members encouraged to speak, share, and weigh-in when making decisions?
- How are tasks delegated? Do a few people do all of the work? Who does what work? Are tasks based on skills and preferences or by gender, race, or ethnic stereotypes?
- If someone discriminates against another group member, how does the group respond?

Some General Advice:

- Step up if you have not spoken; step back and permit others to speak if you have dominated the conversation.
- Delegate tasks evenly and broadly: Groups can accomplish incredible amounts, but only if all group members are participating. Allow everyone to do both desirable tasks and less-enjoyable work.
- Have a different person facilitate each meeting. The facilitator can keep the meeting moving, encourage everyone to participate, and, if several people want to speak at once, is responsible for keeping track of who is next to speak. By rotating this position, each person in the group can build leadership and communication skills, while simultaneously ensuring that one person does not dominate the discussion.
- Greet new members when they arrive, make them feel as part of the group, and encourage them to get involved with small tasks. This is a way to hook them into the group and enfranchise them.
- HAVE FUN!!! Groups should, hopefully, be friends; meetings should be a space for work as well as jokes, food, and a time to spend learning from other intelligent, passionate students. You are doing great work, and you should enjoy doing it together.

II. Sample Meeting Agenda:

Meetings should, ideally, be short and sweet: plans are made, updates are presented, tasks are delegated, and we can all have a good time and hang out together. Below is a sample agenda that can be used as a guiding example of how to structure the meetings:

- Intros with beginning question (favorite quote, flavor of ice cream, travel plans?)
- Announcements
- Most pressing business to discuss: updates, report backs from previous events or meetings, etc.
- Events to plan—delegation of tasks
- Anything else
- Evaluation: This is a way to make everyone feel comfortable and offer a space for analyzing the meeting: What worked, what should be changed, and any other commendations, concerns, or thoughts.

Objectives:

Now that you have your group and are having meetings, it is time to decide exactly where you are going. The imperatives are clear: approximately 400,000 men, women and children have died at the hands of a genocide perpetrated by the Sudanese government, and an additional 2.5 million are displaced throughout Darfur or in neighboring Chad and rely upon humanitarian assistance for daily survival. The Sudanese government equips, trains, and funds the Janjaweed, Arab militiamen, who are conducting the genocidal campaign. Approximately 70% of the government's oil revenue is heading straight into the military, also guilty in perpetrating the violence, and under which the Janjaweed are often disguised. Individuals, cities, universities, states, and countries are investing in foreign oil companies which are providing revenue for the government to use at will. As students, we can play a critical role in the global efforts to stop the killing in Darfur by making it costly for companies to do business with the genocidal Sudanese regime. We can do this by initiating a university divestment campaign, asking investors to declare that genocide will not happen on our watch, and certainly not on our dime.

Overall Campaign Goals:

To develop a strong campaign, it is important to determine your ultimate goal, and then work backwards, determining how events and actions in the immediate and medium-term will build towards your ultimate goal. Below are some examples:

A. Short Term Goals: Today

- To fully learn and understand divestment's effects on the Sudanese government and what your university can add to the divestment movement
- To establish or organize a group of like-minded students who are interested in the issue.
- To learn if your university is investing in highest offending companies, and if so, whether those investments are indirect or direct
- To set up an information-sharing meeting, or at the very least a phone call, to inform university investment committees on your concerns and to learn theirs

B. Long Term Goals: Tomorrow

- To generate vast student, faculty, and community support through education and petition-signing
- To host educational events on Sudan and how university money relates to the conflict
- To pass a Student Government Resolution in favor of university divestment
- To build a diverse coalition of student groups, community groups, faculty, staff, alumni, religious organizations, and other influential groups to advocate to the decision-maker on this issue.

C. Ultimate goal: The Future

- To have your University divest funds from companies complicit with the genocide in Darfur, Sudan. If you discover that your university does not have funds in highest offending companies, then the ultimate goal will be for your university to commit that they never will do so in the future.

In order to reach this goal, to achieve what we aspire to see in the future, we need to set short and long term goals that will lift and lead us to this ultimate goal. The short term goals should lead to the long term objectives and should subsequently move our universities to divest for Darfur.

Targets:

Now that you have set out your objectives, the next step is to identify who is ultimately responsible for university investments. That is, who is the target of your efforts? You can tailor your events and actions to these targets. For example, you may want to organize a large rally of support for your campaign in order to generate energy and enthusiasm among the student body, rather than pressure the primary target.

A. Primary:

Who are the decision makers that are ultimately responsible for implementing the policy? Typically, this means the investment committee of the university foundation or system.

B. Secondary:

Who holds influence on the primary target: alumni, prominent donors, pre-eminent faculty, community luminaries, and students?

C. Tertiary:

All other forms of influence and important opinions: student body, faculty, staff, community and religious organizations. Often, you will principally concentrate on building coalitions with these groups in order to influence your primary target.

Resources, Allies, and \$:

A. Student Groups

There are a myriad of sympathetic student groups on campus that will support your campaign. It is important to reach out to them, to ask for their support, and to reciprocate by attending their events and/or endorsing their campaigns. Initially, do not ask too much of other groups until you have established a foundational relationship. Attend their meetings and events, build relationships with their members, invite them to your meetings to present their group, and hang out together. Much of this type of

coalition building is informal; it is about building and deepening relationships—both personal and working ones.

Once you feel these relationships are sufficiently developed and strong, you can ask them to cosponsor an event (see events section for more on this) or sign on to a letter that formally proclaims their group's support for your campaign. This type of sign-on letter—an explicit and public endorsement of your campaign by other student groups demonstrates to your primary target that you are not a parochial, isolated, or small group of students, but rather, a coalition and a movement. It carries great weight.

Potential allies include other human rights or advocacy groups, but the list certainly does not stop there. The diversity of the coalition is important; include religious groups, political groups from both sides of the aisle, student government, nonpartisan groups, and others.

B. Community and Religious Organizations

These can be approached in much the same way as student groups. Often students in your group are already members of these groups, and can address these organizations and ask for their support. These organizations are often more amenable to writing individual letters on behalf of their organization to the primary target rather than sign onto a form letter. This method is persuasive and effective as well.

These organizations often can provide financial support and are willing to cosponsor events with student organizations. Take advantage of their resources, contacts, advice, and support!

C. Student Government

Student governments can be a boon to any campaign. Beyond having funds that students can access to underwrite a campaign, their resolutions are powerfully symbolic and have far-reaching effects. Discuss your campaign with interested student government representatives to take the pulse of the student government. Are they interested in introducing, sponsoring, or supporting a resolution exhorting your university to divest? Do not, however, try to push through a resolution that will not pass; it will be detrimental to your campaign. If it is possible, pass the resolution, but also take advantage of the resources, influence, and contacts of your student government.

Student governments usually grant money to student groups in the form of an operating budget. They also, usually, have a special allocation request process, which is simply a mechanism for obtaining funds to put on an event—for example, to cover the costs of renting a room, sound equipment, or other materials.

D. Faculty and Staff Governments

Often faculty and staff have representative associations, such as a senate. These bodies can be approached and utilized in the same way as the student government: Establish

contact with a supportive representative, discuss the issue, and how the representative body can support your campaign. Also, academic departments often have funds available to help finance speaking events. Finally, at schools where the faculty and staff are unionized, you can ask these associations to endorse your campaign.

E. Americans for Informed Democracy (AID): Network and \$

AID has a vast network of students with whom you can collaborate. These students often have insights and experience with organizing events—what worked, what was unsuccessful, and a ton of other info.

In addition to that invaluable resource, AID has something more quantifiable: mini grants. You can apply for a mini grant for your event by writing Sarah@aidemocracy.org. Although not massive, these mini-grants will give you the financial means to buy the materials that will get you going, or augment and enhance your campaign.

F. STAND, A Student Anti-Genocide Coalition

Whether your group urging divestment is a STAND chapter or another activism group, national STAND leadership is ready to help your campaign be a success. To get in touch with a fellow activist well-versed in divestment and university and state campaigns, email divest@standnow.org.

Messaging:

The success of your campaign is inextricably linked to how it is perceived by your targets. To this end, the adjectives, phrases, and message that you use to project, frame, and present your campaign are intrinsic to achieving your ultimate goal. Articulate, reasoned, and polite yet insistent arguments are paramount. When the student paper, student body, and greater community begin to discuss your campaign, the way in which the issue was initially framed will influence whether these different groups are sympathetic or antagonistic to the campaign.

Begin by evaluating your audience—that is, the main target you are addressing. Speaking with administrators requires a different approach than with your friends and overall student body (see section entitled “How to Approach your Administration” below for more guidance). For students, it is imperative to highlight the fact that the policies at our University—policies ostensibly implemented in our names as students, faculty, and administrators—have significant ramifications on the lives of millions of men, women, and children in Sudan. By divesting from companies complicit with the genocide in Darfur, we have the opportunity to create the environment for a peace process to ensue. Students have this ability, this responsibility, and this power.

Furthermore, as institutions of higher education, universities often have mission statements that pay homage to grandiose, cosmopolitan, humanistic, and noble goals. Incorporating these missions into why your University should divest is both powerful and persuasive. Administrators can be

convinced by arguing that your university can and should be a leader in the fight to end the genocide in Darfur—that it can be a national and international leader in this arena. Not only will divesting from complicit companies enhance the prestige of the university, divesting will ensure that university funds are not invested in companies recklessly doing business in such an unstable environment.

Some reference questions to help think about your message are:

- What exactly do we want—one sentence i.e. what is your ultimate goal?
- Why is this important (for students, the university, and other community groups)? Why should the University divest (for the administration)?

Perhaps the best rudimentary guide for framing your campaign is to follow the language used in the introductory section of this toolkit. Every handbill, banner, press release, and speech should have a consistent, coherent message—tied together by a unifying theme that is reinforced through your messaging. Thus, messaging should be included in every planning session as part of a large campaign strategy.

Education and Events/Actions:

You now have your objectives, you have identified the various parties that you need on your side to reach the ultimate goal, and you know how to frame your campaign. Now it is time to plan how you will influence those targets. The supporting pillars of every campaign are education, action, and political negotiations. The first two are addressed in the proceeding section, with political negotiations falling under the rubric entitled “Talking to Your Administration.”

Events and actions serve two purposes: education and advocacy. In order to get grassroots support among the student body, faculty, staff, and community, it is imperative to do huge education campaigns. People will be more supportive of your cause if they understand it: How it will help others, why it is pertinent to them, and what exactly the campaign hopes to achieve (i.e. the message). Educational events and actions can help recruit members, gain publicity, advance your cause, and pressure your targets to divest.

The guiding acronym for your actions should be

Specific
Achievable
Measurable

Keep all actions specific, achievable, and measurable. If you plan to have a rally, for example, work toward turning out a certain number of students—a realistic amount that will still show sufficient support for university divestment. Something important to keep in mind is that the concept of divestment and how it links your university to the genocide in Darfur is not an easy one to swallow; you may want to host events mainly focused on the genocide itself with a divestment theme. Bring a speaker or show a film about the conflict, and then explain that divestment is a way in which students can take action on what they’ve learned. Having concrete actions, such as signing a petition or contacting a member of the university investment committee, will keep students engaged without burdening them with the intricate details of divestment. Of course, you may delve

into the details with those who ask for specifics. But it is important not to overwhelm those not seeking for intense involvement with lots of details. Partner with other student groups to put on events. Also contact [Americans for Informed Democracy](#) or sam@aidemocracy.org for information on potential speakers, ideas or other advice.

Most importantly, make sure that prospective actions build upon previous actions. That is, you want to aspire to organize a steadily escalating series of events—from awareness-building events, to rallies, and then, if necessary, to more direct actions. For example, a speaking event that is attended by 50 people could then be followed by a rally of support that turns out 75 people—visible and growing forms of support among students, faculty, staff, and community members can instigate and move others to take action on your behalf. A potential timeline of escalation is provided below.

AID can provide you a guide for [video conferences](#), [speaking events](#), [film screenings](#), [mini-conferences](#), [rallies](#), and other more targeted actions. We also have [mini-grants](#) available for all of these activities. Contact [Americans for Informed Democracy](#) or sam@aidemocracy.org.

Publicity:

A. Flyering and Handbills:

Events and actions do not have to be large or grandiose to be effective and constructive. Indeed, distributing hand-bills to students or posting provocative flyers around campus can advance your campaign immensely; this builds awareness, as well as serves a recruitment purpose. Very effective messaging on divestment may be a statement like “did you know that your university invests in companies funding genocide in Darfur?” or “divest your university from companies complicit with genocide.” Including your group name, group contact info, the time and place you meet, and a clear, powerful, cogent message will entice students to come to your meetings, and thus, get involved with your campaign. Flyering several prominent places—such as the entrance doors to popular buildings, the student center, dining halls, bathroom stalls or the cafeteria—once a week is a way to generate an ongoing buzz and publicity for when you do a bigger event. Flyering in areas that are prominent and obvious i.e. not bulletin boards. See the Appendix for sample flyers.

B. Letters to the Editor:

These will increase the legitimacy and publicity of your event, as well as publicly respond to any criticisms your campaign has faced from the administration. It is a great way for new group members to educate themselves about the issue and get involved with the campaign in a small, but important, way.

C. Petitions/Canvassing:

Getting signatures on [petitions](#) or collecting student’s contact info by talking to them around campus is imperative to running a successful campaign. It serves the same function as flyers and handbills, and it is a fun way to mosey around campus on a nice day with a clipboard and meet new people. Petitions will not win your campaign; they will, however, provide you with contact info to send action alerts, recruit new members, and build a foundation of student support.

D. Class Raps:

Thirty seconds in front of your class to explain the issue, what you are hoping to achieve, and where/when you meet is a great way to get others involved—especially in classes where the theme is obliquely related to your campaign. If politely approached, professors almost always allow students to make brief announcements about the group and upcoming events, and often end of supporting your campaign as well. Also, ask your professors if any of their colleagues may be interested in supporting you, or letting you speak in front of their class. When you introduce the issue, pass around an information sheet, contact information, and petitions for students to sign.

E. Student Newspaper:

Talking to student reporters who are your friends (or even local papers) is a great way to generate publicity and to show public support for your campaign. Reporters will often be enticed by large events. [See a sample press release and contact advice.](#)

F. Banner:

Student groups are often allowed to hang large banners in their student center in order to advertise events. This is a great tool to publicize your first meeting—a “kick-off” meeting—and also any other large events you are planning. Finally, if you decide to set a deadline for your administration to divest, banners are perhaps the best way to raise awareness of the deadline among the student body.

G. Tabling:

You can reserve tables in the student center and dining halls in order to advertise your campaign. A few times each week, during high traffic times, is a great way to raise awareness and get people interested in the issue—motivating them to come to your meetings. Have petitions, hand bills, and even a poster (tri-fold) with pictures and background info at the table. Something bright and colorful grabs attention, especially when coupled with a provocative sign that piques interest: “Divest *your university* from companies funding genocide in Darfur!”

H. Submit press releases 1 week and again 2 days before the event:

Click here for a sample press release templates http://www.aidemocracy.org/toolkit_templates.html#press>. A great resource for finding press office fax numbers (and the tool that we use) is Newspapers Online <http://www.newspapersol.com/index.html>> . Then call to remind the press outlet of your event the days before.

I. Put your event in the calendar of events. Find your newspaper contact at Newspapers Online <http://www.newspapersol.com/index.html>> . Since community calendars fill up quickly it is vital that you put your event in early. When corresponding via email be sure to put “Event for community Calendar-INSERT DATE” in the headline. Once you have attained contact information and have spoken to someone be sure to follow up with an email or phone confirmation especially 2 days before your event and the day of.

G. Talk to your friends!!!

The best way to get people to turn out for events and meetings is to draw upon your friends. If each person in the group commits to calling 3 friends a week before an event, and then makes two follow up phone calls, this is the surest way to get a large turnout.

Contacting and talking to your administration:

While in the midst of your campaign, —it is important to maintain contact and hold negotiations with your primary decision makers. Although putting on rallies is fun and rewarding, the political work with the administration is equally important. The section on the timeline details an approximate schedule for beginning to approach them.

Something extraordinarily important to keep in mind is that divesting because of humanitarian concerns cannot be your only argument you pose to your administration. It is very easy to want to appeal strictly to a person's sense of humanity and morality, but realistically, this is not sufficient for an effective campaign. This is not to say that you should not include this argument as a reason for divestment, but it is to say that you absolutely must be well-versed on practical, perhaps even selfish, reasons for divestment. These include ensuring that your university can still maintain fiduciary responsibility in its investments. An effective argument here is that highest offending companies are heavily invested in a country in which genocide is still ongoing, a two decade civil war just recently ended, and a peace agreement which ended the war is threatening collapse with an upcoming election and referendum. Because of this instability, soldiers are sent to protect oil fields from rebel attacks. Investments in such an environment is not only morally wrong, it is also reckless and irresponsible monetarily.

In terms of how to approach your administration—primarily the most prominent members of the finance or investment committees of the Board of Trustees—the key is to work through their secretaries. These men and women (some of whom are your fellow students) are the interlocutors between the decision-makers and your group. They can be thought of as secondary targets. They have the power to permit you access to the administration by scheduling meetings and forums with the typically busy administration; or, conversely, they can leave you wallowing and contact-less for months at a time. The simplest way to get a meeting is to ask the secretary to schedule a specific meeting with your decision maker.

Perhaps the best guiding aphorism for approaching your administration is: Be prepared, be polite, and be insistent. Do not doubt your cause, your knowledge, or your dedication. Always ask why: Why do they feel concerned about implementing this policy? Why is that question pertinent to your discussion? Offering to do extra research and write informative memos for the administration to answer their specific questions can be constructive and expedient, but be wary of the fact that this task is often little more than a stalling technique—employed as a way to sidetrack, delay, or undercut your efforts. The modus operandi of many administrations is waiting—purposefully stalling or delaying to make a decision in the hope that leaders in the your group with graduate, summer break will come, or that students will eventually lose motivation or interest in the campaign. Be highly cognizant of this tactic, and do not hesitate to insist that they make a decision by establishing concrete timelines or deadlines for meetings and decisions.

A way to preempt these types of stalling tactics—narrowly disguised as informational inquiries—is to send a background and briefing proposal to the administration before the first meeting. Much of

the info that you can put in this memo is contained in the introduction to this toolkit or by contact sam@aidemocracy.org. Deliver this report when you set up the first meeting, and then refer to it in your introductory remarks during the first meeting. If they have read the report, the meeting will provide you with an opportunity to take their pulse and see if they are generally receptive to the idea of divesting; if they have not read the memo, that indicates that you may have much more political and advocacy work to do.

Subsequent meetings should all be centered on concrete steps, such as: When are they going to make a decision? What else needs to be done in order to help them adopt the policy? Setting timelines and deadlines is effective for this purpose.

Time Frame or, How to reach the Objectives: Putting it all together

A possible schedule of organizing is provided below; it is not exhaustive or the only strategy, but it has worked before for other schools. You can use the accompanying worksheet to plan your campaign in your group. This matrix is a reference for actions on how to achieve your short-term, long-term, and ultimate goals. Have fun, go out and learn, and win.

Phase 1: Recruitment/Education

•Weeks 1-3

- Educate yourself on the genocide in Darfur, the use of economic pressure in the form of divestment, and your university's response to the divestment movement surrounding the South African apartheid
- Introduce your friends and fellow students to the issue—explaining its importance and pertinence.
- Form a student-government recognized group, and establish weekly meeting times and places to plan your campaign.
- Canvassing on campus with petitions, tabling 2X/week, flyering on doors once a week, deliver flyers to dorms to be posted, class raps, and banner in student union.
- Plan rough outlines of the entire semester—week by week--with as much group participation as possible (this schedule can and will change, but it is an important first step toward getting organized). Establish specific, achievable, measurable tasks that are equally shared among group members.
- Make initial contact with decision makers.
- Make initial contact with potential allies.
- Touch base with allies in student government; initiate process to get resolution passed in favor of your campaign.
- Begin with letters to the editor.

•Weeks 3-10

- Continue to flyer and table and class rap and do petitions.
- Begin to build relationship with press.
- Nail down meeting times with admin, take their "pulse."
- Begin speaking with friends, allies, and faculty in earnest. This is fundamental to building a strong foundation—an informed student body will be less fickle and more supportive than an ignorant or misinformed one.

- Go to faculty and staff senates, and other associated councils or task forces in order to get resolutions passed in favor of campaign.
- Work with student government in whatever capacity is necessary.
- Plan and carry out 1-2 events: Something fun, educational, and that gets wide press. Click [here](#) for ideas and how we can support you.
- End with something that is hugely successful in terms of education and bolstering community/campus support: speaking event, concerts, mini conference, street theater in your campuses main area. Contact sarah@aidemocracy.org for fun, innovative events.

Phase 2: Mobilization

- Set deadline for the administration to make decision.
- Make student body aware of decision with letters to editor, flyers, and banners.
- Inform the press of the deadline.
- Keep talking to more and more allies, professors, and students.
- If (or when) the administration misses the deadline, respond rapidly with a big, public event, such as a rally.
- Keep meeting with the administration as you begin to escalate with other actions.
- Contact regents/legislators and/or other prominent luminaries and get them to intervene and advocate on your behalf.

Phase 3: Winning

It is possible that your administration may continue to be intractable and unreceptive to your requests after phases 1 and 2. Thus, to win your campaign—divestment from highest offending companies funding genocide in Darfur—you may need to employ more targeted, direct actions. This is the escalatory phase, when it is imperative to bring pressure to bear upon your main targets in order to win your campaign. Contact sarah@aidemocracy.org for advice and ideas about a number of powerful, effective, and entertaining steps that your group can take at this phase in order to win your campaign.

CAMPAIGN STRATEGY CHART

Goals	Who Makes the Decision?	Potential Allies	Potential Opponents	Unknowns	Needs: Research and Material	A
Ultimate Long-Term Short-Term	Primary Target Secondary Target Tertiary Target	1. List Student Groups 2. Faculty Members 3. Staff Members 4. Student Government	List potential spoilers			

		5. Community Organizations 6. Alumni 7. Religious Organizations			
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Part III: Concrete Events to Launch, Strengthen, and Win your Campaign.

AID offers specific organizer’s toolkits and mini-grants for the following events that you can use as guiding steps to build your campaign to **INSERT GOAL**.

- [Film Screenings](#): AID has a plethora of provocative films and documentaries that you can screen at your campus. This is a great first event to kick-off your campaign—setting the educational and awareness foundation for you campaign.
- [Mini-conference](#) : Draw upon AID’s network of pre-eminent speakers to come to your campus and speak on a topic pertinent to *INSERT CAMPAIGN GOAL*.
- [International Videoconference](#): Link to other students nationally and internationally to discuss your campaign, interact with these students, learn, and apply what you have learned back to your campaign.
- [Rallies](#): Plan an exuberant, overwhelming display of support for your campaign to raise further awareness and pressure your administration to *INSERT CAMPAIGN GOAL*.