

EDUCATION

CAMPAIGN PACK FOR UCU BRANCHES
PUT JOBS FIRST, EDUCATION FOR ALL

FundtheFuture.org.uk

WHAT we want

UCU is the largest trade union for post-16 education professionals in the world. We are standing up for education in response to the Corona virus crisis and its dramatic impact upon our members and their students.

Our objectives are:

to defend members' jobs

to win increased financial support from Government

to win support for a public education system underpinned by equality and cooperation.





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ABOUT the campaign



£2.5bn

less income
estimated for
higher education



£2bn

of income at
risk for further
education
institutions

WHAT IS HAPPENING?

The Covid-19 crisis has caused huge damage to our society and economy. UCU believes that education has a crucial role to play, not only in our recovery but in ensuring that our country becomes fairer and more equal.

However, there is a problem. While higher and further education are key to the recovery, they themselves have been hit hard by the crisis due to uncertainty about future student numbers and government support.

London Economics, in a landmark report for UCU, estimated that higher education income would be £2.5bn lower due to a substantial increase in deferrals by both international and domestic students.

<https://tinyurl.com/yag7n4aq>

The Association of Colleges estimates that up to £2bn of annual income is at risk for FE institutions in England. <https://tinyurl.com/y9xhs9xy>

We need education to be at the centre of our plans for recovery. Cuts at this level will endanger not just the jobs of UCU members and those beyond whose income is linked to their local institution. They will also mean reductions in provision, course closures and a reduction of choice for potential students at just the time when people will be looking to increase their education and skills.

WHAT HAS UCU CALLED FOR?

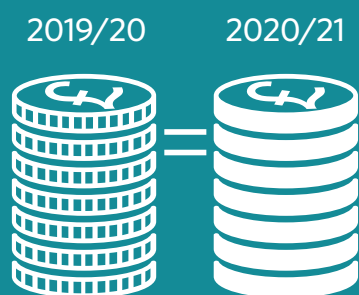
UCU has led the campaign for government to take these issues seriously. Back in March we wrote to the Westminster and devolved governments calling for political action in seven key areas:

- ➔ underwriting current funding levels
- ➔ restricting competition and focusing on the wider interest
- ➔ protecting students
- ➔ protecting jobs and academic capacity
- ➔ stopping institutional closures
- ➔ reducing bureaucracy so staff can focus on core tasks
- ➔ expanding lifelong learning opportunities.

While we want governments to step up and deal properly with the crisis, we also want our employers to act responsibly. This means working with UCU and the other trade unions rather than implementing knee jerk cuts or sacking dedicated staff.

1

ABOUT the campaign (continued)



The government must maintain current funding levels for all publicly-funded F/HE institutions

We will need support from a range of stakeholders to achieve our objectives

We want to:

- ➔ defend members' jobs and existing terms and conditions, including our casualised and most vulnerable members
- ➔ pressure employers to focus on a *jobs first* response to the crisis which prioritises security of employment over other business concerns
- ➔ demand full and transparent disclosure of financial information to the union
- ➔ call for employers to proactively support UCU's calls for government action
- ➔ oppose institution closure and fight cuts in course provision
- ➔ demand that institution reserves are used and other non-staff expenditure suspended before staff face any cuts.

WHO DO WE NEED TO INFLUENCE?

When it comes to providing greater financial support, any decision will be taken by the Westminster and devolved governments, specifically the Prime Minister and Treasury and first ministers.

Influencing them will require us to gain support from a range of stakeholders including politicians, students, parents, local businesses, local and national media, mayors and councillors and other trade unionists.

Decisions about what happens to jobs at institutional level are primarily the responsibility of vice-chancellors (VCs) and principals, supported by senior managers and governing bodies.

Influencing their strategy will depend on us being able to bring together a local coalition of the key stakeholders in each university and college including staff, students, unions, senior staff, local media, local politicians, and governing bodies. We will need a coherent, credible, and widely supported negotiating and engagement strategy, an effective, targeted campus and local media campaign.

1

ABOUT the campaign (continued)



Branches have been resisting the appalling practices of some employers who have used the crisis to undermine the employment of staff on casualised contracts



We are determined to focus on ensuring that the most vulnerable are prioritised

EQUALITY AND FAIR TREATMENT ARE CENTRAL TO OUR CAMPAIGNING

UCU recognises that while the Covid-19 crisis has created real difficulties for members everywhere (<https://www.ucu.org.uk/coronavirus>) some groups of staff are suffering disproportionately and their plight is central to our campaign to defend jobs.

UCU has produced extensive guidance for casualised members and our bargaining advice to branches (<https://tinyurl.com/y7kjcyy6>) is very clear that a key demand to employers is to protect the income and job security of staff on casualised contracts, with government support where appropriate.

Branches, with support from the regional and national union, have been resisting and campaigning against the appalling practices of some employers who have used the crisis to undermine the employment of staff on casualised contracts.

We have also been seeking commitments from the national employer bodies that staff on casualised contracts will have their earnings protected and that employers will not, for example, end fixed-term contracts during the Covid-19 crisis.

UCU has also worked closely with our equality structures to understand and address the specific impacts of the Covid 19 crisis on black members, women, disabled members, migrant members and LGBT+ members.

Our Equality unit has produced comprehensive guidance aimed at members in these categories which is available: <https://tinyurl.com/y7n5pg3h>

While our national and local campaign to defend jobs will benefit all members, we are determined to focus on ensuring that the most vulnerable are prioritised and that equality is at the heart of our work.

2

BUILDING your local campaign



Before you start agree as a branch what your objective will be

The first thing is to delegate responsibility within your team



PUTTING TOGETHER A CAMPAIGN PLAN

There are seven key steps branches should take to ensure that their local campaign is effective:

- ➔ define your objective
- ➔ get organised
- ➔ evaluate the current climate
- ➔ set milestones
- ➔ target strategies
- ➔ agree and tailor messages
- ➔ stay on track.

DEFINE YOUR OBJECTIVES

Before you start, agree as a branch what your objective will be. Your goal should be consistent with the national objectives of protecting jobs, calling for government support and arguing for a different future education system. However, your plan should also reflect the specific local conditions that you face at your institution and have a local flavour.

An example of a straightforward set of campaign objectives for a branch could be:

- 1. Negotiate a *jobs first* agreement with the employer** which prioritises the protection of existing staff.
- 2. Work with local MPs, Council leaders, and the community to support a *jobs first* campaign** and to support UCU's calls for more government financial support.
- 3. Change the debate on campus** about what education should be after the pandemic.

NOW GET ORGANISED

Things happen in campaigns and usually at the most unexpected times! You need a structure and a plan that can deal with the ups and downs. The first and most important thing is to delegate responsibility within your team. Thinking about the example objectives from earlier of (1) defending jobs, (2) calling on local MPs to support more financial assistance from government and (3) winning the argument about the future of education, you might set up a team as follows:

2

BUILDING your local campaign (continued)

Each item in your campaign plan should have a deadline, an owner, and a clear understanding of what you want to achieve



- ➔ **Lead,** negotiations
- ➔ **Lead,** political contact
- ➔ **Lead,** member communications and media
- ➔ **Lead,** events

A key task of the branch leadership is to give members tasks which aid the campaign, both in terms of small tasks which support our aims and, where possible, taking on bigger roles in certain areas. In many branches these roles are already defined, and in smaller branches the roles may even be combined. Where they are not, make sure the wider membership knows who is doing what.

Each item in your campaign plan should have a deadline or timeline, an owner, a clear understanding of what you are trying to achieve, and - if it costs the branch money - a budget.

Evaluate the climate. How helpful is the local situation to achieving your aims?



EVALUATE THE CLIMATE

You will need to assess who in your community can help you achieve your campaign goals.

Start by asking these key questions:

What *is the current discussion on these issues?*

Who *is the opposition and what is their agenda?*

Who *else is working on this issue - both for and against us?*

What *events or opportunities can you use to your advantage?*

Also ask whether any groups of staff or students (eg women, casualised staff) are particularly affected by the issue.

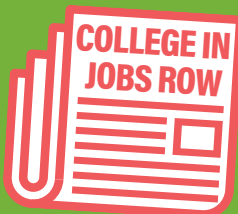
Once you have done this it is worth using a power mapping exercise to ensure you have factored in all the various actors who can influence the success of your campaign.

2

BUILDING your local campaign (continued)



Create a power map – an effective way of seeing who your target is and who or what influences them



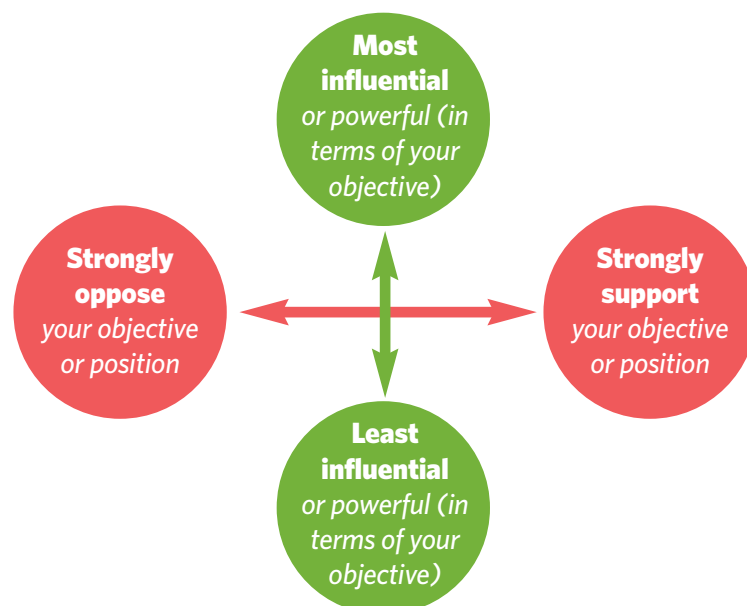
Think of how to exert influence. For example, do they hate adverse publicity?

A power map is, usually a low tech but highly effective way of visually expressing who your target is; what or who influences them; who they and those who influence them associate with; and the power lines between them.

In most cases your VC or principal will be your key target. But you should also have a think about where the following people might sit in the power map below: faculty heads, other unions, student union, local MPs, members of the governing bodies, alumni, business partners, local council, local businesses, senior academics, local paper, graduate teaching assistants. Are there any unexpected connections between some of these people and groups?

Once you have done this, you can see that you should try to focus your campaign on those who have the most influence on the key decision maker – in this instance the institution head. Every power map is different but if your exercise shows, as is often the case, that outside opinion formers like local press or MPs have significant influence, or that one or two members of the governing body both have influence and are broadly sympathetic, then that is where you should focus your attention.

- ➔ **Who do you know who might influence** those who can influence the decision maker and with what?
- ➔ **Do they hate adverse publicity**, recoil at student complaints, see themselves as part of the academic community and vulnerable to its displeasure?
- ➔ **Or can they deal with anything** except the opprobrium of their chair of council?



2

BUILDING your local campaign (continued)



Write a short position statement which summarises your key arguments



Tactics can include press releases, social media campaigns, industrial action, mass letter writing – the list is practically endless

GETTING THE MESSAGE RIGHT

This is the hard bit. Your position is based on core concepts and principles – these things are the cornerstone of the union’s stand. You should write a short position statement which summarises your key arguments. A good position statement includes the following four points:

- **explains** the problem clearly
- **specifies** what your objectives are
- **describes** how you recommend addressing the problem, including specific actions that decision makers need to take
- **explains** the impact your victory will have and how it solves the problem.

It is also important to think about different audiences.

Every influencer or audience has different interests and will be interested in different parts of your message. Successful advocacy often combines a call to do ‘the right thing’ AND to the target’s own self-interest. So for example, you might appeal to your university or college to support rather than sack hard-pressed staff who will not be able to find another job (the right thing) and to thereby position the institution as being a good employer (self-interest).

CHOOSING THE RIGHT TACTICS

The list of campaign tactics is practically endless. Tactics are a means to an end (your objective) and not an end in themselves. Common tactics include:

- mass meetings
- petitions
- media coverage
- social media campaigns
- writing to key influencers
- industrial action
- consultative ballots or surveys
- mass letter-writing to decision-makers
- influencer-to-influencer writing
- articles or letters in the local press
- advertising
- picketing or protesting key events

2

BUILDING your local campaign (continued)



- ➔ social events
- ➔ stickers, posters, badges
- ➔ film screenings
- ➔ briefings.



Who does each tactic seek to put pressure on. How will we make sure they notice?



With the limitations on face-to-face contact now in place, it is worth thinking through imaginatively what will be most effective in reaching your targets.

For example at a time when most people are working from home and social distancing is in place you should think through both how to stay in touch with your members through online meetings and email messaging and how to effectively target the online presence of whoever it is the campaign is directed at.

Most effective tactics achieve one or more of three things in a campaign:

1. apply pressure to your target
2. build power among your members
3. build leaders among your activists.

It is also important to think about how you escalate your tactics. If you start your campaign with your biggest weapon and yet the target refuses to budge this can be both demoralising and ineffective - you end up having nowhere to go.

Once you have agreed what tactics will be useful in your campaign, think about which are relatively small scale and which are the highest powered, biggest stakes. Put them together in your timetable so that you are moving upwards and generating ever-increasing pressure if your target - in this case the employer (or local MP) - will not move.

Finally, ideas about tactics often look good on paper but are more challenging in practice. Use this list below to think about whether something you are considering will work:

Ask the following questions when you are considering your options

- ➔ How do we make sure we have the people and resources?
- ➔ How do we make sure our campaign escalates over time?
- ➔ How will we make sure members support our campaign tactics?
- ➔ How will we pick campaign actions that require lots of people to be involved?
- ➔ Who does each tactic seek to put pressure on? How will we make sure they notice?

2

BUILDING your local campaign (continued)

To be successful in your campaign plan, work backwards from the outcome you want. What must happen and in what order?

3



2



1



- ➔ What is our plan to identify and bring on new leaders in the campaign?
- ➔ How will our campaign tactics escalate our power, our membership our goals?
- ➔ How will we challenge the target by tactics that are outside of their normal experience of industrial relations?
- ➔ How will we make our campaign tactics inclusive, safe and enjoyable and how will we assess this continually?
- ➔ How will we make sure each campaign tactic embodies our values and vision?

SETTING OUT WHAT YOU WILL DO AND WHEN

What things must happen for you to win? A good way to think about this is to work backwards from the outcome you want. What must happen and in what order?

Using our example of seeking a local agreement on jobs, and thinking about the tactics discussed earlier, the branch timeline might look like this:

1. Write a claim (a document articulating your demands).
2. Mobilise members to support the claim.
3. Submit the claim.
4. Campaign on campus for meaningful negotiations.
5. Achieve negotiations.
6. Negotiate.
7. Consult members on outcome of negotiations.
8. Achieve an agreement to protect jobs.

Along with each step, think about what your focus should be. Should you consult widely with members via a survey before writing the claim so you can demonstrate both the problems and the strength of feeling? Might you call a mass meeting to discuss and agree the claim? When you submit the claim should you publicise this across the university or college community? When you are seeking serious negotiations, might an open letter from senior university or college staff help, or a petition or publicising the unfair treatment of staff so far? When you are negotiating, how do you gain leverage? If talks stall should you consider publicly consulting members on industrial action or let members know you are making no progress?

3

BUILDING the union



You may not know who they are yet, but your branch will be full of members with the kind of skills the union desperately needs during this campaign



Remember, recruitment of new members grows when the union is active and visible in the workplace

INVOLVING MEMBERS

If the union has a clear, forward looking campaign plan members will come forward to help. However, it is also worth seeking volunteers. When it comes to helping, try to give members options other than *all or nothing*.

The best way to do that is to break jobs down into mini tasks such as:

- ➔ seeking feedback from each department
- ➔ writing letters to management/local MP/the papers
- ➔ using their internal contacts to find out information
- ➔ acting as a union contact on a governing body
- ➔ recruiting new members.

Do any members have particular expertise that could help push back against issues that disproportionately affect certain groups?

You may not know who they are yet, but your branch will be full of members with the kind of skills the union desperately needs during this campaign.

Do you have members who know how to read and report on financial accounts; who can analyse data to support negotiations; teach communications skills or whose job is related to planning and might be good at acting as a central planner? Do you have members who are also members of local political parties and therefore know the MP or their local councillor well enough to help you lobby? Do you have some members who specialise in education policy who might be prepared to help you organise an event about the future of education.

The best way to find out is to ask them.

RECRUITING NEW MEMBERS

The current crisis has shown the clear need for unions and many of those who need UCU most are not yet members.

It is worth remembering, for example, that graduate teaching assistants can join UCU for free for an initial period: <https://tinyurl.com/yblfct7>

Typically, recruitment of new members grows when the union is active and visible in the workplace.

3



Consider inviting non-members to some campaign meetings and encourage members to send on your messages to non-members

BUILDING the union (continued)

A good overall approach to embedding recruitment into the local campaign is to **adopt the five Cs:**

Campaign be clear with members and non-members on our goals and targets.

Contact be systematic about your contact with non-members, for example with department level meetings.

Communicate with all those affected, not just current members.

Credibility be present and with a believable analysis and campaign people can get involved in.

Commitment be clear on the medium and long-term goals of the campaign and the need to build the union locally.

If members see the local union doing these things they will be more likely to get involved and if non-members see this activity they will be more likely to join.

For more on recruitment see the organising toolkits here:

<https://www.ucu.org.uk/article/2122/Organising-toolkits>

BUILDING ALLIANCES

The more allies the union has in its local campaign the more likely it is to succeed. It is worth thinking about some of the organisations that may have featured in your power map.

This might include:

- other campus trades unions
- your student union
- your local trades council
- local businesses
- local politicians
- local press
- alumni.

3

BUILDING the union (continued)

PUTTING IT ALL TOGETHER AN EXAMPLE LOCAL CAMPAIGN PLAN

Below is an example plan which builds on each section of this campaign pack. It should give you some ideas of your own to work with:

1

CAMPAIGN OBJECTIVES



- Win jobs first agreement
- Persuade local MPs to support
- Increased financial support
- Lead debate about what next for education

2

CAMPAIGN MANAGEMENT



- Negotiations – Jenny
- Communications and events – Ted
- Lobbying – Bill
- Social media – Viv

3

POWER MAP TARGETS - DECISION MAKERS



- Head of institution (hates being in negative stories in press)
- Local MP (studied subject now being axed)

4

POWER MAP - INFLUENCERS (SECONDARY TARGETS)



- Local newspaper (Sandra wrote a column for it)
- Chair of governing body (Bob knows her well)
- Heads of department (which are members?)
- President, students union (worried about cost of going to university)

5

CURRENT CLIMATE



- Head of institution has announced cost must be cut but not engaging with union
- Staff angry and worried, some keeping heads down
- Student union focused on complaints

continued overleaf

3

BUILDING the union (continued)

6

KEY MILESTONES



JOBS

1. Consult members on jobs claim
2. Write claim
3. Hold meeting to endorse claim
4. Publicly send claim to employer
5. Mobilise opinion for serious negotiations
6. Undertake negotiations
7. Achieve successful outcome

MP LOBBYING

1. Research MP(s) interests
2. Seek meeting with MP(s)
3. Select UCU attendees
4. Ask MP to support jobs claim and make representations to government for more support
5. Achieve MP support

7

OUR TACTICS (DATED AND IN ORDER OF USE)



- Member survey to support jobs campaign
- Petition to head of institution
- Members write to MP, seek meeting
- Senior staff write to head of institution/MP
- Social media campaign on job fears
- Press release on impact on community
- Joint position with other unions
- Joint statement with local SU
- Call for equality impact assessment of any proposed cuts
- Consultative ballot if necessary

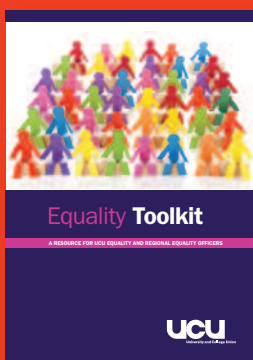
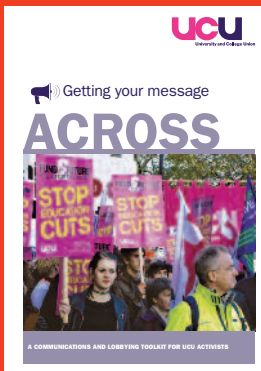
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OTHER MEMBER EXPERTISE

- Finances (Garfield from accounts)
- Tory MP (Swati knows via school governing body)
- Student union (Tim taught SU president)
- Labour MP (Jan is chair of local party)

4

RESOURCES



- ➔ Campaign website: <https://fundthefuture.org.uk>
- ➔ Fund the future, the UCU film:
<https://fundthefuture.org.uk/protect-education-for-all>
- ➔ Contact your MP: <https://fundthefuture.org.uk/your-mp>
- ➔ Contacting and lobbying your MP:
<https://www.ucu.org.uk/lobbyingyourmp>
- ➔ Activist lobbying toolkit: <https://tinyurl.com/yauh9qpb>
- ➔ UCU Covid-19 guidance: <https://www.ucu.org.uk/coronavirus>
- ➔ Campaign gifs for use in social media:
<https://fundthefuture.org.uk/resources>
- ➔ Fund the future campaign posters:
(1) Invest in the future (2) Protect opportunity (3) No job cuts
(4) More educators, not less
<https://fundthefuture.org.uk/resources>
- ➔ Customisable campaign poster (MS word)
<https://fundthefuture.org.uk/resources>
- ➔ Organising and recruitment toolkits:
<https://www.ucu.org.uk/article/2122/Organising-toolkits>
- ➔ Equality Toolkit:
www.ucu.org.uk/media/5234/UCU-Equality-Toolkit/pdf/Equality_Toolkit.pdf

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CONTACTS

Help and support is available from your UCU regional office and national teams. Have a question? Get in touch!



For initial inquiries about the campaign contact Matt at: mwaddup@ucu.org.uk

CAMPAIGNS ADVICE AND MATERIALS

Contacts are here: <https://www.ucu.org.uk/article/7912/Policy-and-campaigns>

YOUR REGIONAL OFFICE

Contacts are here: <https://www.ucu.org.uk/regionalofficials>

BARGAINING GUIDANCE

Contacts are here:

<https://www.ucu.org.uk/article/8000/Bargaining-and-negotiations>

EQUALITY ADVICE AND GUIDANCE

For initial inquiries contact Jenny at: jsherrard@ucu.org.uk

PRESS AND PARLIAMENTARY ADVICE

Contacts are here:

<https://www.ucu.org.uk/article/2099/Press--parliamentary-team>

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