

“Action
is the
antidote
to despair”

Joan Baez



Do it

In this section...

78 Rolando's story on making education advocacy happen
Caravan for inclusion

80 Lobbying – Influencing policy and decision-makers

- 80 What is policy?
- 81 How policy is made and implemented
- 83 Influencing policy
- 84 Meeting decision-makers
- 85 Tool: "I couldn't disagree more"
- 88 Negotiation
- 90 International policy frameworks

92 Campaigning

- 92 Why campaign?
- 92 Campaign actions
- 102 Online campaigning

107 Mobilising

- 107 Why mobilise?
- 107 Building your team
- 110 Mobilising supporters
- 111 Building alliances and partnerships

114 Media and communications

- 114 Why use the media?
- 116 Getting noticed
- 118 Model press release
- 119 Talking to the media – Interview skills

120 YETAM story

Youth Empowerment through Arts and Media

ROLANDO'S STORY ON MAKING EDUCATION ADVOCACY HAPPEN

Caravan for inclusion

Children with special educational needs were not able to claim their right to education.

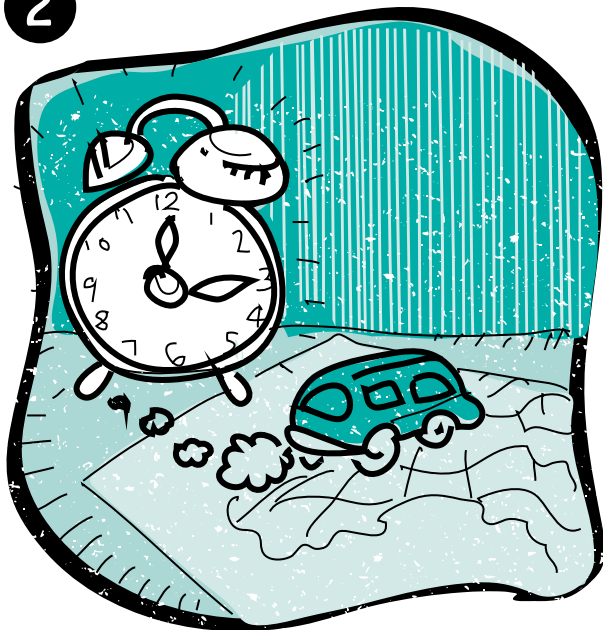
Inclusive education – education that integrates children and young people with special needs into mainstream education – had been identified as a priority in policy, but it was far from a reality in practice. There was no support or capacity amongst teachers and it was not a formal requirement. We made the strategic decision to go for an 'early intervention', targeting student teachers to change their hearts and minds and to build their capacity.

"The push for inclusive education came from young people themselves. They were being denied their rights and we wanted to support them... We had no money but we made use of everything we could."

Story from the Philippines



2



3

STUDENT TEACHER'S WORKSHOP



5

Join Us – Support inclusive education and give EVERY CHILD a chance"



6

3

MONTH CAMPAIGN REPORT



SCHOOLS SUSTAINING INVOLVEMENT



SCEPTICISM DECREASING



MORE SUPPORT FOR INCLUSIVE EDUCATION



3 LOBBYING – INFLUENCING POLICY AND DECISION-MAKERS

Lobbying is an attempt to influence policy and decision-makers by communicating and building relationships with them.



What is policy?

A policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary schools, which will guide how education develops in that country.

Some policy will become law, for example, ‘all children under 16 years old must attend school’.

We use the term policy to include local and national government policies and those of international institutions (e.g. the UN), and organisations (e.g. NGOs and donors).

How policy is made and implemented

The process of policymaking includes the following steps, all of which may present lobbying opportunities.



Ideas for new policies are presented.

For example, 'our research shows that investment in early years education is the best way to reduce overall inequality.'

Options for new policy are explored and a design is outlined.

For example, 'We will focus education spending on access to primary education in rural areas.'

Finding agreement or compromise among everyone who needs to be involved in the decision.

For example, 'Agreement will have to be found within Government as the funds will need to be taken from other departments to fulfil this policy.'

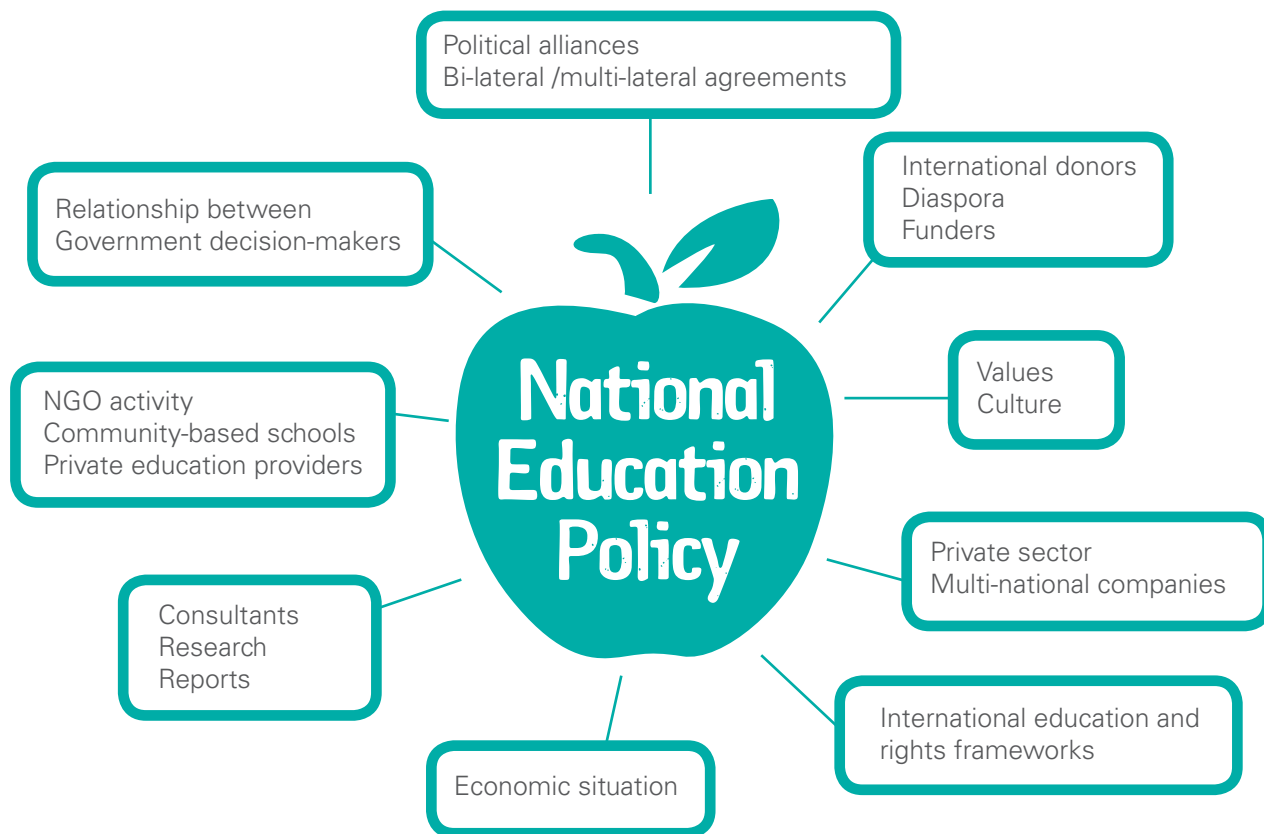
Putting the policy into action.

For example, 'Government contracts are available for teacher training and school-building'.

Reviewing how the policy is being implemented and making changes if necessary.

Each of these steps is usually broken down into a number of stages. For example, decision-making can be a long process, including different groups having their say in different ways.

Although this step-by-step process looks quite simple, the way that policy is developed and influenced can be complex. This can make planning an advocacy strategy challenging though it can also be a good thing because it means there are potentially lots of different ways of influencing policy.



Influencing policy



1. Map out the process – the linear and the complex picture – for the policy that you're trying to influence.
2. Identify how you could influence the policy. Think about:
 - Which actors are in charge of the process?
 - What is motivating policy development or the way it is being implemented.
 - Where you can make the most impact? For example, do you need to target the policy or the ways the policy is being carried out?
 - What's missing from your maps? What do you need to find out?
3. Organise meetings with decision-makers or those who can influence them.
4. All the campaign activities included in this section could be targeted at policy change, but here are some specific actions to consider.

IDEAS FOR INFLUENCING EDUCATION POLICY

- **Respond to policy consultations**
- **Join up with other organisations already influencing relevant policy**
- **Provide training to policy-makers**
- **Comment on draft policy documents**
- **Organise seminars for policy-makers to hear from experts**
- **Produce research on policy issues**
- **Provide services to deliver on the policy**
- **Demonstrate alternative policy approaches**

3

Meeting decision-makers



There's a good chance that you will need to meet someone in a position of power to help you achieve your goals. This could be a national Minister of Education, an advisor, someone at UNESCO, or a local chief. Whoever it is, there are some things to keep in mind to help you reach and influence them.

1. Setting up an advocacy meeting

- **Contact**

Find out the best way to reach them. Who can help you set up a meeting?

- **Courtesy**

The relationship starts here! Recognise that your issue might not be their priority.

- **Timing**

Is this a good time? Can what you are asking them to do be done now?

- **Clarity**

Be clear about what you want from them.

2. Prepare

- **What interests and influences them?**

Go over their position on your issue – could they support the change you're looking for? (See page 57)

- **Who should go?**

Think about who is best to attend the meeting. Can you involve those directly affected by the issues?

- **Have you designed brilliant messages?**

Go through your messages and requests. List your key points to communicate. (See page 60)

- **Are you legitimate?**

Are you recognised as a representative of the people whose interests you are advocating? Do you have evidence from your research?

- **Are you convincing?**

Do you have evidence to support your position? Will what you are proposing really make a difference?

- **Have you got a plan B?**

It's common to turn up at a meeting to find that it's a different person than you expected, that you have less time, and that their agenda is different to what you'd agreed. Be ready for anything!

- **Practice with the tool below:**



Tool: "I couldn't disagree more"

There's nothing worse than finally meeting a target for your advocacy and being hit with a question you don't have an answer to, or an opposing view that you find yourself agreeing with. It can knock your confidence and weaken your arguments.

People you are trying to influence will not always agree with what you have to say. It's important to understand their position and why they believe what they do, and to be prepared.

Try this quick activity to help you:

- Prepare your strategy and polish your messages.
- Pre-empt responses and questions.
- Learn. You will see things from different perspectives, and you might be surprised what you believe.



- 1 WRITE IT DOWN,**
Ask everyone to write down a statement about the issue you are working on that they believe strongly. For example, 'more girls should go to school'.
- 2 GET INTO PAIRS**
Get into pairs and swap statements with the person you are paired with.
- 3 READ OUT THE STATEMENT**
Ask one of each pair to read out the statement to their partner, and ask the partner to respond by saying, "I couldn't disagree more..."; and then to argue against the statement.
- 4 SWITCH**
After a few minutes, switch and do the same again for the other partner.
- 5 WHAT HAVE YOU LEARNT?**
What have you learnt about your issue and other views on it? What arguments do you need to prepare for? Prepare positive alternatives. Be ready!

3. At the meeting



Dialogue

Meeting with decision-makers may give you an opportunity for dialogue.

Dialogue refers to a conversation where the purpose of the conversation is learning and sharing with others. Successful dialogue will improve trust and understanding between you and decision-makers. For dialogue to be successful it's important to:

- a) apply sensitive listening and communication skills and
- b) provide an opportunity for everyone to participate in the conversation.

Negotiation



Negotiation takes place when... “two or more people, with differing views, come together to attempt to reach agreement. It is persuasive communication or bargaining”

We use negotiation all the time, with all kinds of people in all kinds of ways; for example, dealing with competing priorities from two bosses at work, or the breakdown of chores in a shared house.

Some advocacy meetings with decision-makers will involve negotiation. This is where you want to gain something specific from the meeting – for example subsidies from the local council for pupils’ breakfast. As part of the bargain you may also need to offer something in return, for example, to promote the local council as a supporter of the programme.

In addition to the tips on meeting with decision-makers, you also need to consider:

- Their needs – What do they want to gain from your meeting?
- Your offer – Can you provide something that the other group wants?
- Your needs – What do you NEED to get from the meeting. What is the minimum you would be happy with?
- Your concessions – What are you willing to give up to get what you want?

And remember in the meeting...

- Aim high – You can always negotiate down, but is it difficult to negotiate up.
- Give concessions reluctantly – be seen to be driving a hard bargain.

Possible outcomes of the negotiation:

Win/Win – where both parties feel as if they have achieved something.

Win/lose – where one party comes out as a ‘winner’, and the other feels like they’ve lost.

Lose/lose – where both parties feel like they have lost out. It’s surprising how many times this happens!

Most often you will be seeking a win/win outcome. Although not always.

Negotiation Tactics

“Can we break this down?”

Some things are too big to agree straight away and need to be broken down into smaller decisions. It takes time and patience.

“Do you know who I am?”

Relying on status rather than skill. This can come across as dominant and forceful.

“I have to check with other people first”

Reverse of the above. You can't make a decision now, and have to go back to your team or superiors.

Good cop / bad cop

Team performance where one person is very critical and aggressive; the other is kind and easy-going.

Extremes

You propose something extreme in order to get the small gain you actually want.

Ultimatum

“This is our last and final offer... ”

(Adapted from National Union of Students Negotiation Training)



Clockwatching

Using time pressures to create a real sense of urgency and force an agreement.

Repackaging

Taking something you originally tried to negotiate for and presenting it in a different way.

“We both like fruit...but you like apples and I like bananas”

Working from a principle of what you agree on, e.g. we both believe all children deserve a good education, but I believe it should be free and you believe parents should pay. Use shared principles to work out an agreement.

International policy frameworks

Whatever level your advocacy is at, from a single school to the United Nations, your work will be supported by a number of global frameworks and agreements that enshrine education as a universal right. This means that it is the duty of all countries to ensure that their citizens have access to education.



- Universal Declaration of Human Rights (1948)
Article 26 – “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.”
- The International Covenant on Economic, Social and Cultural Rights (1966) Article 13 of the Covenant recognises the right of everyone to free education.
- UN Convention of the Rights of the Child (1989)
Article 28 – “All children have the right to a primary education, which should be free.”
- World Declaration on Education for All (1990)
Article 1 – “Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their learning needs.”
- Millennium Development Goals (2000)
Goal 2 – “Achieve Universal Primary Education”
Goal 2A – “Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”

Using Global frameworks for advocacy

These global frameworks can be powerful tools for advocacy. They can help you:

- Position you within a wider global movement for education for all.
- Provide evidence of every child's right to an education.
- Hold your Government accountable to commitments they have made.
- Use language to communicate your message to different audiences.
- Provide data for monitoring progress.
- Compare your country against others – which can be useful in influencing national decision-makers.
- Escalate your campaign if you feel rights are being violated.
- Connect to other campaigns and networks around the world.

CAMPAIGNING



Campaigning is action taken towards your objective that is targeted at wider audience, beyond your team and those you want to influence.

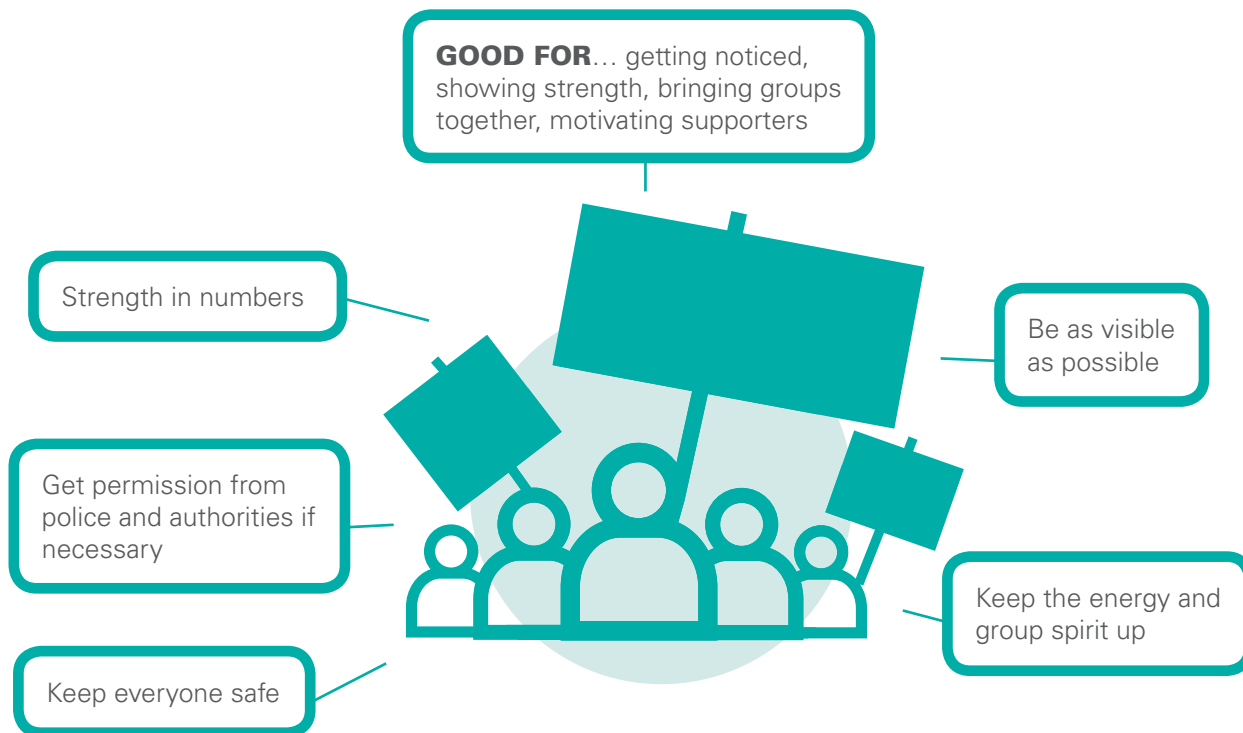
Why campaign?

- To raise awareness and educate people about your issues.
- To raise the profile of your organisation and work.
- To increase public pressure on decision-makers.
- To grow the numbers of supporters and recruit more people to help you.
- To start a public debate about the issue.

Campaign Actions

Try a 1 minute brainstorm with your group of all the possible campaign actions you could take. Even with a small group you should get a lot of ideas – up to 100 is not unheard of!

Some popular public campaign methods include...

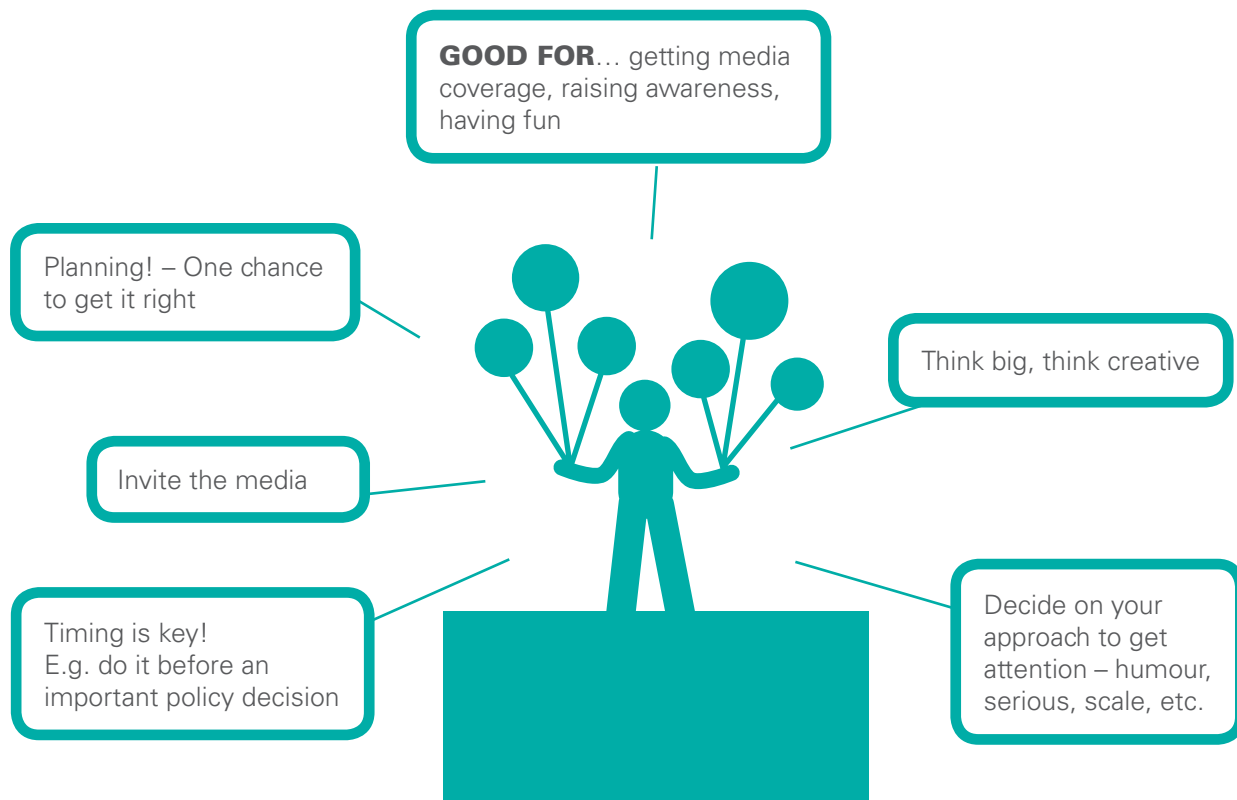


Rallies and marches

Some popular public campaign methods include...



Public stalls and exhibitions

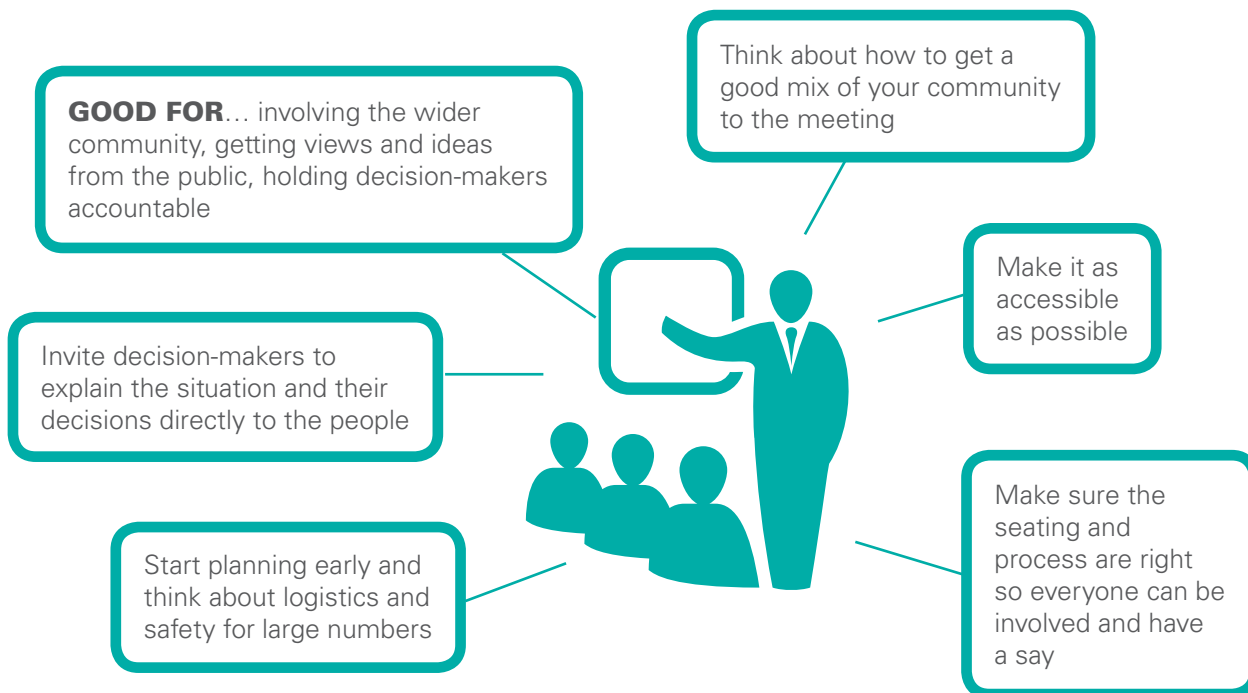


High profile stunts

Some popular public campaign methods include...



Performances – Music, theatre, poetry, comedy...



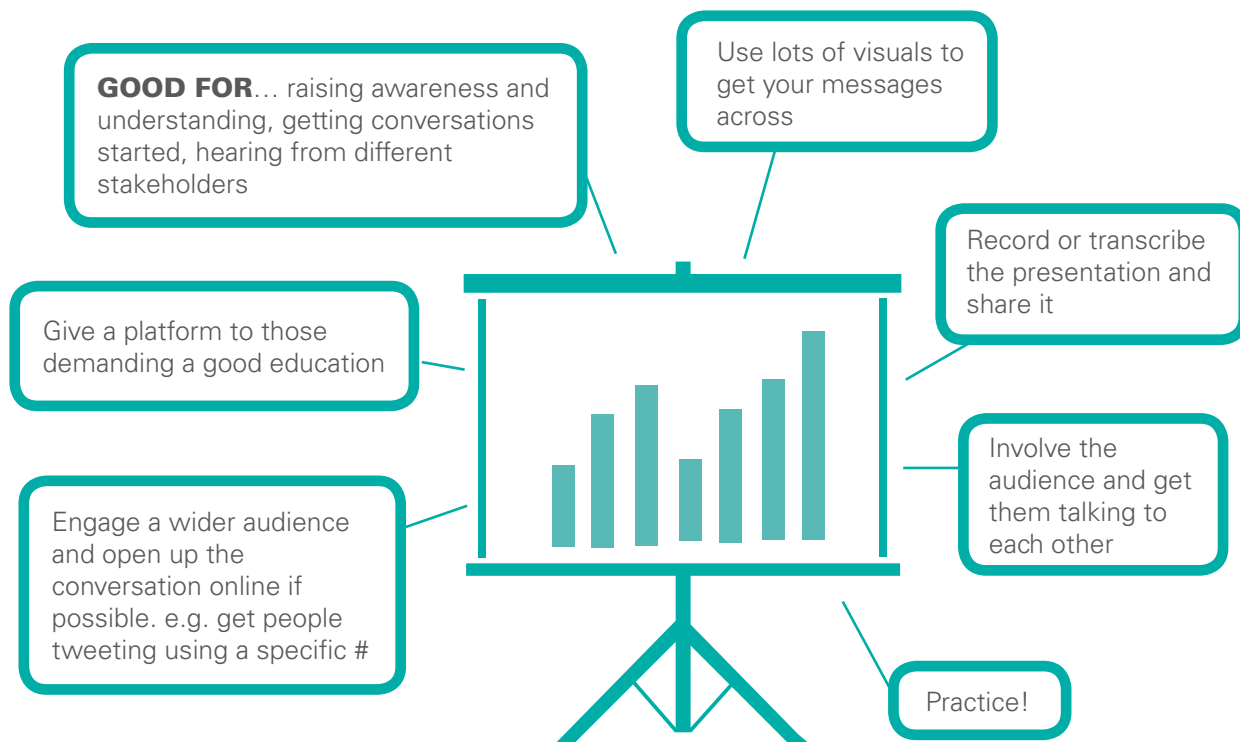
Public meetings

Some popular public campaign methods include...



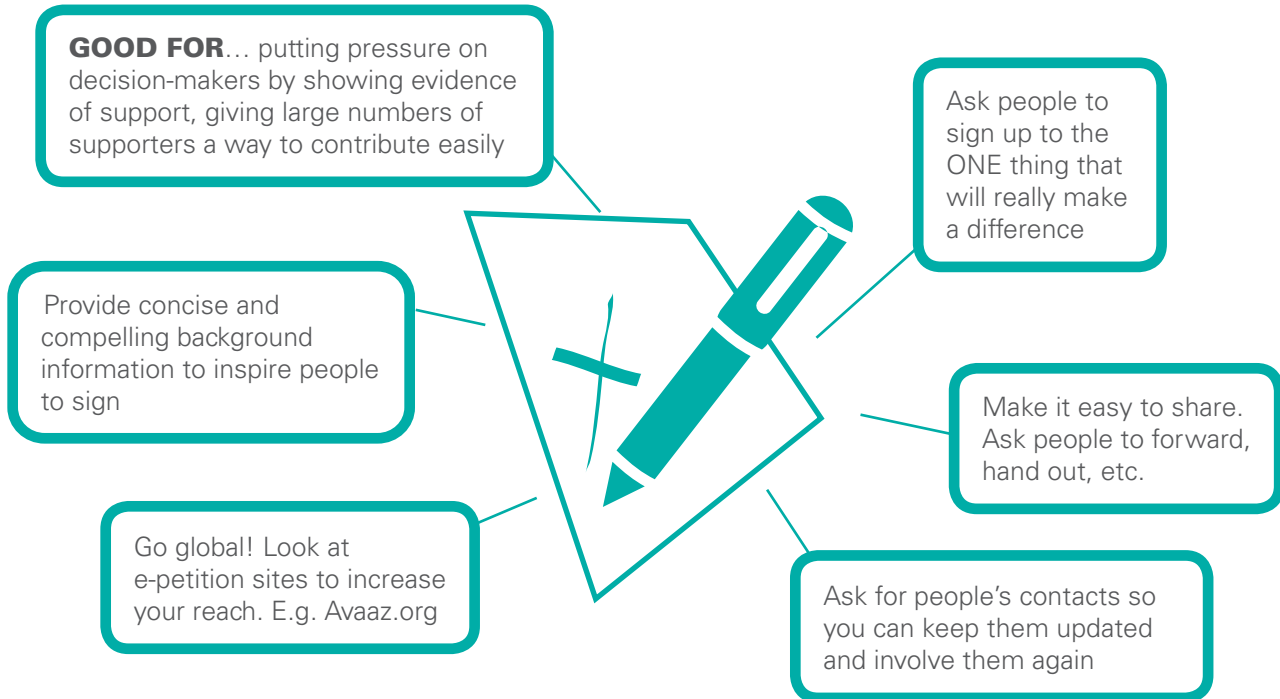
Nonviolent direct action

For example: occupations, disruptions, strikes.

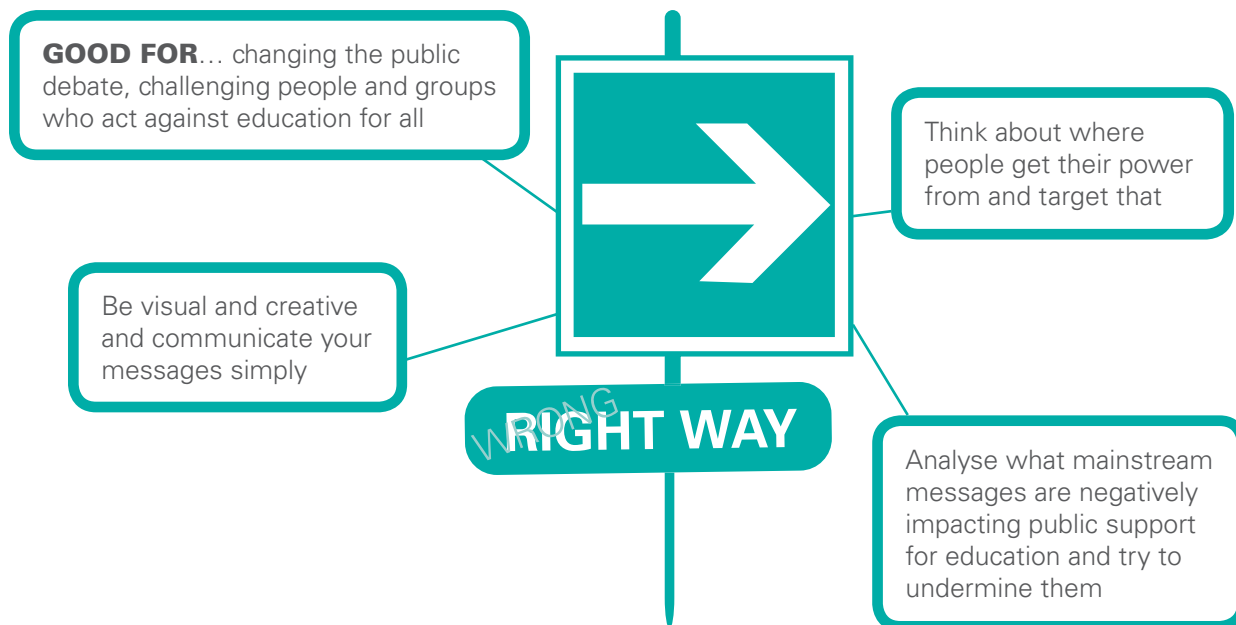


Talks and presentations

Some popular public campaign methods include...



Petitions



Culture Jamming

(Creatively subverting and challenging mainstream media messages that go against what you are working for) For example: fake adverts & news stories, pranks, spreading disinformation.

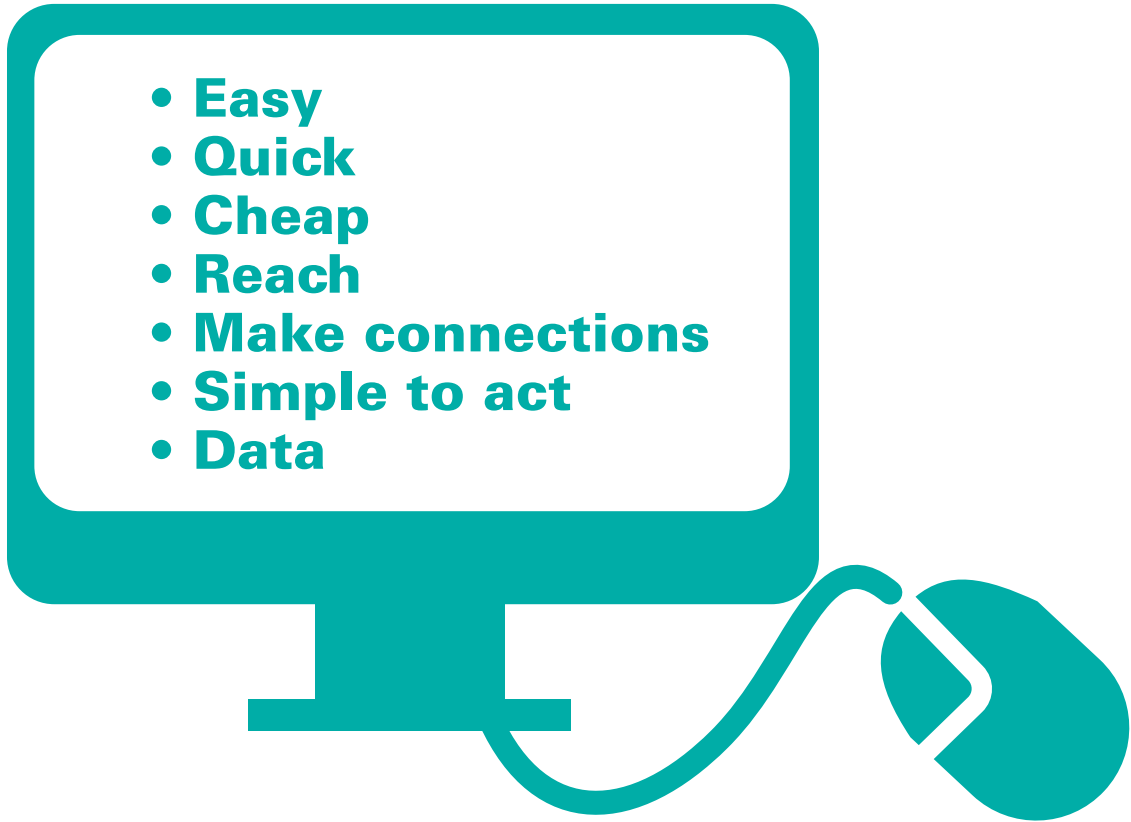
Online campaigning



What is online campaigning?

By online campaigning we mean using web-based tools and approaches to achieve your campaign goals. This includes social media such as Facebook, video sharing, online petitions, virtual marches, and more.

- **Easy**
- **Quick**
- **Cheap**
- **Reach**
- **Make connections**
- **Simple to act**
- **Data**



Why online campaigning?

- **Easy** – Technology is developing fast and there are more and more ways to get people involved in your campaign.
- **Quick** – You can respond to news and events, send messages to supporters, share information at the click of a button.
- **Cheap** – It's all there for you. Emails, social media and a whole lot of web-based tools are there for you to use for free.
- **Reach** – It's where people are. People spend time on the internet and using social media, you can reach huge numbers online, your supporters can spread what you share with others in their networks, and so on...
- **Make connections** – Social media helps connect your supporters to each other. This makes them feel part of a community and motivates them as part of something bigger.
- **Simple to act** – Engaging supporters in action can start with something simple, like signing an online petition. There are simple entry points that can lead to greater involvement.
- **Data** – You can easily store and build up information about your supporters, and help move them up the ladder of involvement (see page 110).

The DOs and DON'Ts of using social media to build your campaign

Do...

Follow the same rules about good messaging covered throughout the toolkit.

Plan your online action – just like you would any other action.

Share things that people will want to share.

Get into conversations. Show you are open to other opinions and arguments, and respond to them.

Know your target audience, and think about where they are and what they are doing online.

Tell your personal stories. As young people you may not be experts on particular topics, but you are experts of your own experiences so it's important to highlight that.

Get to know how to make the most of all the major platforms (Facebook, Twitter, YouTube, etc.) and explore platforms that are new to you.

Tie in your online advocacy with your offline advocacy and activities. Arrange to meet committed online activists, and encourage your community networks to take conversations on line.

Be yourself. You may be communicating through a machine, but don't become one!

Analyse the effectiveness of the social media platforms you're using, and alter your approach to make it more effective.

Connect with influential people online. Ask them to retweet something, or give you a quote. It can be easier than you think.

Join online education advocacy groups and campaign networks.

Create new and useful content.

Promote your social media channels where you can – including on other social media channels.

Monitor who is viewing your social media, who's opening your links and who is forwarding things on (e.g. Google).

Don't...

Overload your message with too many issues that might take away from your core advocacy messages.

Exhaust yourself. Try to choose one or two main platforms for your advocacy, and use other social media to support or direct attention there.

Be aggressive in your social media posts. Things can be misinterpreted online. Re-read what you write before you post it to make sure you come across as you would hope.

Use professional jargon or slang. It can complicate or weaken your message.

Expect to build an online community too quickly.

Take too long to respond to people. Social media thrives on live conversations.

Automate everything. It can be convenient, but use some variety across your platforms to keep things fresh.

Use social media to advertise.

Let untrue or negative stories take root. Don't ignore them. News travels super fast online, so step in quickly and make sure your side of the story is heard.

Social media is a conversation



Using mobile technology

Only about one third of the world's population has regular access to the internet, whereas three quarters of the world has a mobile phone.

As a campaign tool, mobile phones can help you: send group / team messages, collect data and feedback, notify people of events, update supporters with news, send out a call to action, get instant notification of issues and emergencies, and much more.

Plan International create SMS Helpline to Tackle Violence Against Children in Benin

Plan International integrated SMS into their work in Benin to track violence against children in Benin.

This program has now expanded to include 'Zemidjan', or 'Zem', the motorcycle riders that are common in Benin. Zem are trained to report violence against children through SMS sent to Plan Benin's 'FrontlineSMS' installation. This is then mapped using tools from an online crowd mapping programme and passed on to government officials.

MOBILISING

Why mobilise?

We can't do everything on our own, and we'd be missing out on others' energy, opportunities and talents out there if we tried. You want to mobilise others to join your campaign in different ways to:

- Build a stronger voice and be more influential
- Diversify your networks and outreach
- Volunteer to take on work
- Bring in specific expertise
- Link up similar campaigns.

Building your team

Vision and values

It's important to share your personal values as a team, and to agree some shared values that will support the team to work towards its vision.

**Everything happens
between your vision
and your values.**

3

Establishing roles

When determining roles for your team think of these four Cs.

- **Clarity** – Is the role clearly defined, including responsibilities and time commitment? Will the person who takes the role know what is expected of them? Often roles may not be fully clear, or may change regularly over time. That's OK, just make sure that everyone involved knows what to expect.
- **Commitment** – Does the person want to take on the role? Will they be committed to it?
- **Confidence** – Is the person confident that he or she can do a good job? What support, training, resources, etc. does he/she need to be confident?
- **Capacity** – Can the person actually do what is being required of her/him? Is he or she the best person for the job?

Staying motivated

Working in a campaign team can be one of the most exhilarating and enjoyable experiences of your life. But achieving success can take a long time and it's possible that you may not ever reach your objective. There will be ups and downs, so stay motivated by:

- Celebrating individual and group successes.
- Communicating well. Set up regular team meetings/calls/Skypes.
- Discussing as a team how you'll deal with confrontation/disagreements.
- Taking responsibility. If you all feel like you're all in it together you'll be a happier team.
- Having some down time. You may be making the world a better place but you are also just human beings with your own lives, passions, needs and issues.

And yes, it's a big cliché, but have fun. Plan for it, invest in it, get creative. It's good for you, and teams that enjoy working together are also more successful.

Mentoring

Being supported, having someone to chat to, and feeling like you are developing personally are crucial parts of being part of a good team. A nice way to set up your team is for each person to mentor another. This is a simple but effective process for a simple mentoring meeting with someone in your team:

- Allow time for them to offload anything that's bothering them
- Support them to GROW. Ask them:
 - What their Goals are?
 - What their current Reality is?
 - What Opportunities and Obstacles are there between the reality and the goal?
 - What Work they can do to make the most of the opportunities and overcome the obstacles?
- Discuss any actions that they will take before next meeting.
- Chat through any other questions and agree another time to meet; every 6-8 weeks is normally about right.

Mobilising supporters



Through the course of your advocacy you are likely to want to mobilise different people, and hopefully some of them will be involved more and more – moving up the ladder of involvement over time.

The ladder of involvement

Leaders – join the team and dedicate time to taking the campaign forward

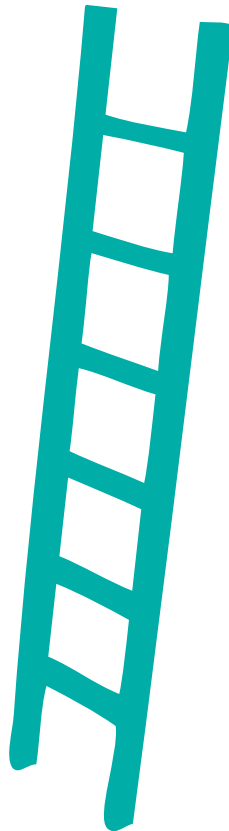
Activists – volunteer to take up specific roles

Promoters – actively share what you are doing with others

Supporters – show their support, e.g. liking your Facebook page

Understanding – People understand the issues

Awareness – People know about the campaign



Helping people up the ladder

- Inspire people to get involved
- Stay connected
- Get to know people and what they like and want
- Recognise efforts
- Celebrate together
- Provide more opportunities
- Offer training and support
- Hand over responsibility
- Involve people in decisions

There are fewer people as you go up the ladder, but when more people go in the bottom, more come out the top. Awareness alone doesn't change anything but it can be a good start.

Building alliances and partnerships



Working with other organisations that have the same aim can help you accomplish goals you could not accomplish alone.

Looking for partners

- Long or short term – Are you looking for a long term partnership or someone you can work with for the short term, just for an event for example.
- Who is doing what already? – If something is being done well then get involved or involve them. Their gain is your gain, and vice versa.
- Look at your stakeholders – See page 27.
- Join networks – to make contacts and get access to information and resources.
- Outreach – Bring people together to find out what you're doing, ask questions and see if they want to get involved.
- Be creative – Just because you are working on an education project doesn't mean you have to partner with education organisations or NGOs. Some of the best partnerships are between completely different types of organisations that combine their strengths to create something exciting and influential.

Forming a coalition

A coalition is a group of organisations and people who share a common vision or goals and want to work together to achieve them.



On the plus side

- 1.** Strength in numbers – you can achieve more together than you can alone.
- 2.** Provides safety for advocacy efforts and protection for members who may not be able to take action alone, particularly when operating in a hostile or difficult environment.
- 3.** Makes the most of existing financial and human resources by pooling them together.
- 4.** Reduces duplication of effort and resources.
- 5.** Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members.



On the negative side

- 1.** Can be difficult to agree common objectives.
- 2.** May be dominated by one powerful organisation. Larger or richer organisations can have more say in decisions.
- 3.** May require you to compromise your position on issues or tactics.
- 4.** You usually get less credit for your work. Often the coalition as a whole gets recognition rather than individual members.

Ethical considerations

Think about the relationship between the people or organisations you want to work with and the aims of your cause. For example, you might be happy to stand shoulder to shoulder with one organisation on one issue, when on a different issue your views might be completely opposed.

It is not uncommon for organisations to work with those whose activity is directly opposed to their aims, for example a sustainable development initiative sponsored by a bottled water company, or for a health campaign to be supported by a fast food company.

Think about your principles, who you are prepared to work with to achieve your goals, and what you win and lose by working with your potential partners.

MEDIA AND COMMUNICATIONS

Why use the media?

The media – including radio, TV, print media such as newspapers and magazines, and web media, like blogs and issue-based websites – can be a hugely powerful tool for your campaign.

Whatever media you choose to target, there are some key things to know and skills to pick up:

- What makes a good story?
- How to get noticed?
- How to write a news release (or press release)?
- How to give a good interview?

What makes a good news story?

If you were writing the news what would you be looking for? What is it that makes it news?

There are always at least two sides to every story, and no matter how passionately you feel about a subject remember that there are hundreds of other people who are equally passionate about theirs, and you are all competing for media attention.

What's new?

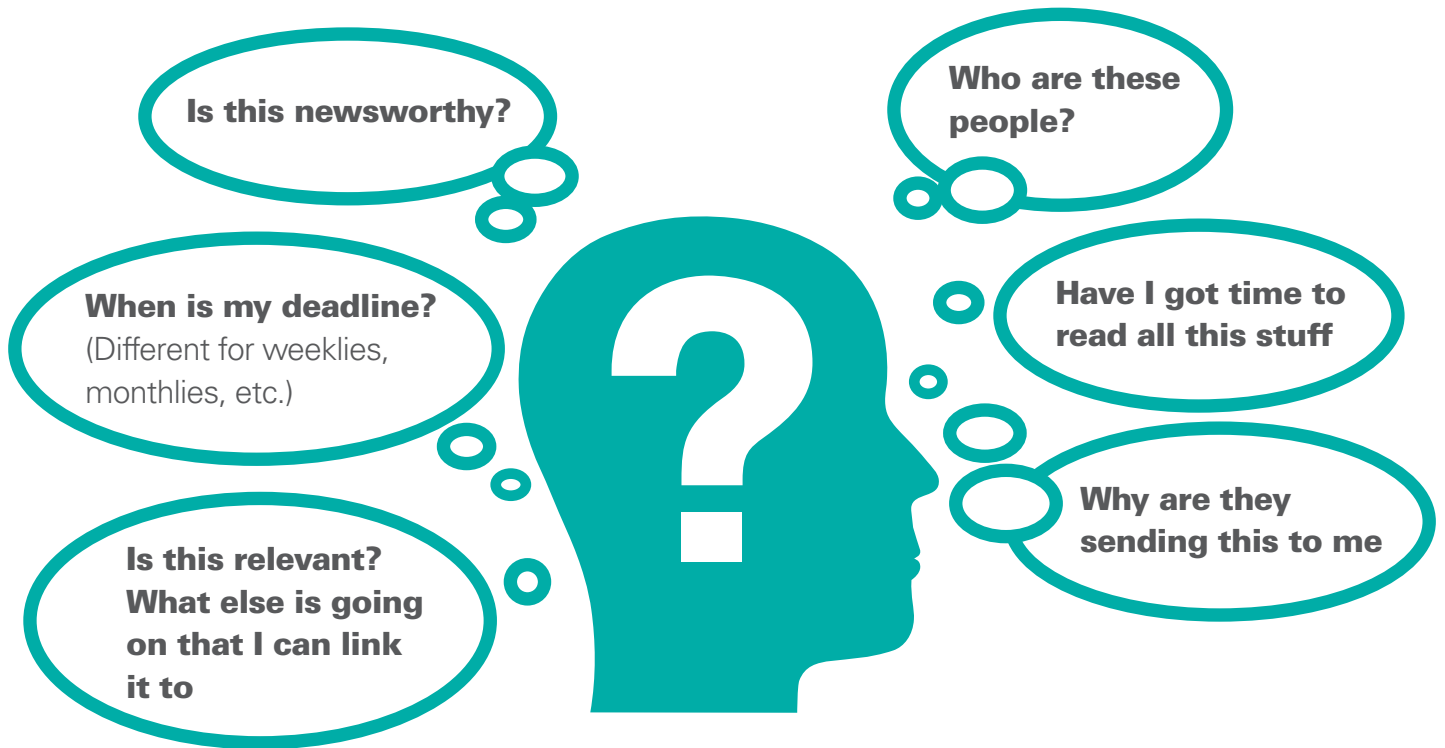
This is the most basic and important feature of any news story – it tells you something new. Journalists spend their working lives coming up with stories that reveal something new. As a campaigner, you have to think: what can I tell the reader that they don't already know?

Newsworthiness

- **'A big story'** – as well as being new, the media are after stories about: conflict, hardship, threats in the community, scandal and individual achievement.
- **A trend** – Small, single issues aren't of great interest. Journalists are more interested in stories that have something to say about society as a whole and how it is changing.
- **A surprise** – Something that shows evidence against what most people believe always gets attention.
- **Easy to understand** – Can it be explained in one short paragraph?
- **Accessible to all** – Your story should be interesting to as wide an audience as possible.
- **Unique explanation**
- **Memorable** – Is it powerful enough to be remembered?
- **A hook** – Does it relate to something that is already in the news or topical?

Getting Noticed

Inside the mind of a journalist...





Top tips for working with journalists

At events

- Invite journalists to your events.
- Introduce them to any key speakers or guests.
- Make them feel looked after.

On the phone

- Phone them – Journalists pick up more stories from phone conversations than from emails.
- Get your 1 minute message straight before calling them.
- Don't speak 'off the cuff', even if they call you up out of the blue. Ask to call them back after a few minutes so you can prepare.

By email / letter

- Write a press release (see below).
- Send it to the right people!
- Include a couple of great photos too if you can.
- Follow up with a call to make sure they've got it.

Writing a press release

A press release is a summary of your story and messages that is used to get journalists' attention and hopefully prompt them to follow it up.

Something like 97% of press releases end up in the bin and a newspaper receives anything between 200 and 1,000 releases a week. Even though there's a lot of competition to get coverage, don't be tempted to change your messages to get attention. The strength of your campaign is based on the strength and integrity of your messages. It's better not be heard than to for people to pick up the wrong things about you and your work.

Model press release

Here's an example based on a real story of Jamira, one of the Youth Advocacy Group

ANTI - VIOLENCE CAMPAIGN

PRESS RELEASE

Date: Wednesday, 13 February 2013
Embargo: 00.01, Friday 15 February 2013

YEAR 10 PUPIL LEADS REDUCTION IN VIOLENCE IN SCHOOL

Jamira, a 15 year old pupil from Pennsylvania, is turning tragedy into opportunity and taking action to tackle the growing problem of violence in our schools. Jamira was devastated when her brother was killed while at school; however with support from her mentors she found the strength to start a campaign to end the kind of violence that took her brothers life. Her work as a peer-mediator and as a trainer of other young peer-mediators has been recognised by the Governor with a grant of \$50,000 to work in the 10 most violent high schools. The campaign is already showing a 30% drop in violence in those schools.

Pennsylvania has a high rate of violence in schools, particularly in poor neighbourhoods and this is impacting school attendance and the quality of teaching. The peer-mediators on this programme work with students expressing themselves violently and help them take on positive activities in their communities, whilst at the same time raising awareness about the issues of school-based violence.

Jamira says: "There's too many senseless deaths in this area. Much more needs to be done to keep our young people safe. Also, if there's no safe environment for education, there is no good education. Fear of violence keeps people away from school and impacts dramatically on classroom learning."

Jamira's Head Teacher, commented, "We have seen a big decrease in violence in our school, and awareness of the problem is much higher. By demonstrating the impact of Jamira's amazing work we hope that we'll see a lot more investment in peer to peer mentoring and mediation. Let young people lead the way!."

ends

Contacts

Your name, Organisation, Phone number(s), email address

Notes to editors

1. Data on violence in Pennsylvania can be found [here](#)
2. Jamira was mentored as part of the x programme

Your name or the name of your campaign.

Embargo – The time and date that the information can be made public.

Headline – Keep it short and sweet.

The 1st paragraph is crucial – It should summarise Who, What, Where, When, Why and How.

Paragraphs 1 and 2 – Use to expand on any newsworthy points.

Quotes – Use to get key points across.

Contacts – Provide details of whom to contact for more information.

Notes to Editors – Add any additional info and links that would be useful.

Talking to the media – Interview skills

An interview is a good opportunity to get coverage and spread your advocacy messages.

Know who you're talking to

- Get to know the journalist or interviewer.
- Get to know their publication or programme.
- Work out who their main audience is.

Know what you want to say

- Work out your key messages (probably no more than 3).
- Prepare an introduction and finishing statement.
- Prepare some 'soundbites' – memorable phrases that will help the audience remember your important points.
- Know your facts, figures and personal stories, and remember where the facts have come from. You may be challenged
- Ask the journalist to tell you what the first question will be.

Practice

- Practise saying your key messages.
- Get friends or colleagues to give you a test interview.
- Think of the difficult questions you might be asked.
- Practice 'bridging' – taking whatever question comes at you and answering with one of your key messages.

Learn from every interview

- If it doesn't go well, don't be hard on yourself. Youtube has some famous fails to make yourself feel better!
- Ask for feedback.
- Learn from what you did well and from your mistakes and do better next time!

Be professional during the interview

- Remember the three Cs: confidence, clarity and control.
- Get your key messages in early.
- Don't get flustered – handle your interviewer calmly and with courtesy.
- Don't use a lot of jargon and complicated language.
- Don't try to bluff.
- Round off by repeating your key messages.
- Having said all that – be human. Being authentic and passionate is more important than giving the perfectly polished interview.

YETAM

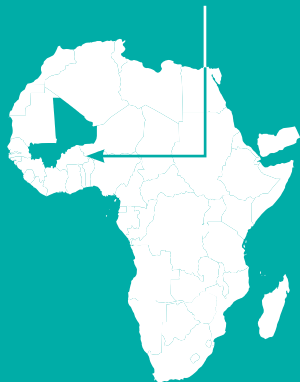
Youth Empowerment through Arts and Media

The YETAM project aims to help youth develop their skills to communicate, educate and advocate at local, national, and global levels about issues impacting on their lives using the arts, traditional media, and new media tools.

In Mali, around 60 children and youth in a community in the Kati District have been involved in the YETAM project for about a year and a half so far. In an initial workshop, the youth raised a number of issues through participatory mapping. They researched, investigated and developed opinions on these issues further through song, poetry, theater, photo and video, and later in the process, prioritized their most important issues:

- many children do not have birth certificates
- rural exodus
- violence at school
- excision (female genital cutting).

Story from Plan Mali, Kati District, Mali



2

Participatory workshops for young people to determine issues - Violence in school



3

Skills training for communicating the message



5

Public event to raise awareness and get public support



6

OUTCOME:



Corporal punishment prohibited



**Youth advocating for
the education they
want at the first ever
youth takeover of
the United Nations
General Assembly**





The Education We Want

Young people's call for a response to the education emergency

Today, fifty-seven million children and young people are denied the right to education.

World leaders, governments, civil society and the global community must take decisive action on education now or the results will be devastating: the largest generation of young people in human history will be exposed to unemployment, poor health, civil unrest and increased vulnerability.

If world leaders do not take urgent action, we will break the Millennium Development Goal promise of universal education by 2015. We will fail children and young people.

Education is not only a fundamental human right, but the most effective way to alleviate poverty. The world cannot afford the repercussions of failing to educate future generations. Education is an entitlement for all young people – and a sound investment, too.

THE YOUNG PEOPLE OF THE WORLD CALL ON ALL GOVERNMENTS, INDIVIDUALS AND ORGANISATIONS THAT PLAN, FINANCE AND DELIVER EDUCATION TO:

1. Pass a Security Council resolution that recognizes the global education crisis and its link to the rights of children, and outlines concrete steps to address education and security, particularly for girls and in emergency contexts.

2. Put EVERY child in school.

- Work urgently and collaborate with partners to ensure all children have access to quality education, including the 57 million excluded from primary school, the 69 million shut out of secondary school, and the hundreds of millions more who are in school but not learning.
- Provide at least nine years of quality education for every child, and equip all young people with the resources, infrastructure, environment and professional support they need to learn and thrive.

3. Address the special situations of girls and other marginalized groups.

- Guarantee gender equality by recognizing and respecting the equal rights and potential of all girls and boys. Take concrete steps to enable and support girls as active, educated and productive citizens of their countries and of the world.
- Create environments that cater to the unique needs of girls, and tackle social barriers and gender expectations which prevent girls from confidently and safely participating in school.
- Place particular emphasis on education for marginalised children, whose absence from the classroom has not yet been effectively addressed. Governments must remove barriers to education and address the needs of the most marginalised. Poorer children; orphans; child labourers and slaves; those living in disadvantaged

areas, in informal settlements or on the street; pregnant girls and girls with their own children; children with disabilities; indigenous children; those with HIV/AIDS; lesbian, gay, bisexual and transgendered young people; and those affected by emergencies and conflict, are as entitled to a quality and inclusive education as every other child.

4. Ensure young people learn and are prepared for life and the workforce.

- Develop and promote non-formal and citizenship education to encourage life-long learning to develop life skills and values. Education should focus on the important realities of life, aim to reduce extremism and encourage political participation, as well as promote equality, intercultural learning and respect.
- Connect learning more directly with the labour market to ensure that all children and young people can seek employment after education. To close the youth unemployment gap, internships, volunteering and mentorships – as well as ways to gain formal accreditation and

qualifications through work programs – should be put into place by all governments.

- Support the availability and improvement of vocational education and training. Governments must recognize the benefits of practical training and ensure it complements academic education to sustain existing industries and foster innovation. Vocational education should be worthwhile, conducted safely and properly documented.
- Recruit and rigorously train teachers, whose work should be of the highest standards and professionalism. Teachers should be in attendance and available to all of their students, and protect their rights. Teachers must be adequately paid, to encourage more people to enter the profession and close the trained-teacher gap.
- Ensure young people transition from primary and secondary education, so that their ambitions can flourish and their potential be fulfilled.

5. Increase education funding and ensure accountability.

- National governments and donor countries must invest more in education. All governments should target funding to close spending gaps and counter disadvantages for the most marginalised.
- Governments must prevent financial wastage through inefficiency or corruption.
- Ensure sustainable investment in infrastructure, facilities and resources for learning, including books, new technologies and the Internet.
- Implement monitoring programs which evaluate the standard of education, promote consistency and quality, and identify areas where teachers and schools can improve. Schools must respond quickly, and must also review their own performance and improve services. There must be data to show that children are making progress.

6. Guarantee the voice of young people in shaping education.

- Engage young people through processes that allow them to influence the direction of their own education, school culture and curriculum. Students must have a way to raise concerns, report inappropriate behavior or seek a resolution to a grievance without prejudice and in confidence.

These steps will immensely improve the quality of the world's education systems and increase the number of young people who can access the right to learn.

These steps will make the world a more just, educated and productive place – one where no child is left behind.

We, the young people of the world, call on all governments to deliver.

This youth resolution was written by the Youth Advocacy Group. This is a group of 15 young people from around the world who strengthen momentum and increase support for the United Nations Secretary-General Ban Ki-moon's Global Education First Initiative, launched in September 2012. The drafting of the resolution included consultation both on and offline with young people from more than 45 countries. It was circulated to all Member States of the United Nations after Malala Day on July 12th 2013.

BIBLIOGRAPHY

- Action Aid, 2005, Jennifer Chapman et al, Critical Webs of Power and Change
- British Council, 2014, Daniel Smith and James Edleston, Active Citizens Facilitators Toolkit
- Leeds University Union, 2008, Campaign Toolkit: 10 Steps for Effective Campaigning
- National Union of Students (NUS), Developing Effective Key Skills: Negotiation
- The International Save the Children Alliance, 2007, Advocacy Matters: Helping children change their world
- UNICEF, 2010, Advocacy Toolkit, A Guide To Influencing Decisions That Improve Children's Lives
- UNGEI, Chemba Raghavan, 2009, Evidence Based Advocacy for Gender Based Education
- UNDP, 2002, UNDP Signpost of Development: Selecting Indicators
- VSO, Janice Cox, January 2012, Participatory Advocacy


A World at School is the movement to get the 57 million out of school children into school and learning by the end of 2015 – and meet the promise of Universal Primary Education made with the Millennium Development Goals.

Help us make sure this promise is kept:



A World at School

www.aworldatschool.org



**Bolivia's adolescent voice:
Girl presenting a speech at
a *Because I am a Girl* launch
event in Bolivia**

Globally, one in five girls around the world is denied an education by the daily realities of poverty, discrimination and violence. Every day, young girls are missing from education, isolated from their friends, forced into marriage and subjected to violence.

Not only is this unjust. It's also a huge waste of potential with serious global consequences. Supporting girls' education is one of the single best investments we can make to help end poverty. A girl who has completed her education is ...

... less likely to experience violence or marry and have children whilst she is still a child herself.
... more likely to be literate, healthy and survive into adulthood, as are her children.
... more likely to reinvest her income back into her family, community and country.
... more likely to understand her rights and be a force for change.

The power of this is astonishing. It saves lives and transforms futures, unleashing the incredible potential of girls and their communities.

Plan's *Because I am a Girl* campaign is supporting four million girls to get the education, skills and support they need to move themselves from poverty to opportunity.

Join the *Because I am a Girl* campaign at

www.plan-international.org/girls



Plan

Plan

International Headquarters

**Dukes Court, Duke Street, Woking,
Surrey GU21 5BH, United Kingdom**

t +44 (0) 1483 755155 f +44 (0) 1483 756505

e info@plan-international.org plan-international.org

Plan Limited is a wholly owned subsidiary of Plan International, Inc (a not-for-profit corporation registered in New York State, USA). A Limited Company registered in England. Registered Number 03001663. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of Plan Ltd. Please email info@plan-international.org for more information. This publication is also available online at plan-international.org/publications.

Design and artwork: nim design