



The education we want

AN ADVOCACY TOOLKIT



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Plan International

Plan works for and with 50.9 million* children in 75 low- and middle-income countries across Africa, Asia and the Americas. We focus on inclusion, education and protection of the most marginalized children, working in partnership with communities, local and national government and civil society. We are independent, with no religious, political or governmental affiliations.

**from Plan's Worldwide Annual Review and Combined Financial Accounts 2020.*

A World at School

A World at School is a digital mobilisation and communication initiative harnessing the efforts and energies of the many NGOs, teachers' organisations, faith groups, individuals and youth campaigners to make education a reality for all of the world's children.

Youth Advocacy Group (YAG)

The Youth Advocacy Group consists of young people from around the world who strengthen momentum and increase support for the Global Education First Initiative. The YAG moves forward GEFI's three main priorities: putting every child in school, improving the quality of learning and fostering global citizenship.

The YAG is supported by A World At School, Plan International, The Center for Universal Education at the Brookings Institution, UNESCO, the United Nations Population Fund, UNICEF and Women Thrive Worldwide.

The stories and examples of advocacy in this toolkit are based on the experience and work of YAG members.

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Our vision:

We imagine a world where

every child

receives a good quality education.

We aim to ...

support young people as they advocate for change so that everyone can enjoy a quality education.

This toolkit can help you plan and carry out

EDUCATION ADVOCACY

About this toolkit

This toolkit is for anyone who believes passionately in the power of education as a force for good in the world and the right for all children to get a good quality education, no matter where they are and what the circumstances.

We hope this toolkit will support you to carry out your own advocacy campaign.

If you are just beginning to think about taking action on education, you can work your way through the toolkit from start to finish. But you can also dip in to pick up useful hints or activities to help you carry out your existing plans. We know this toolkit doesn't cover everything you might need and we've tried to direct you to other resources where possible.

Included in here are lots of real stories of change, led by young people, from all over the world. We hope they inspire you. The young global movement for education is growing, and you can be part of it.

Education in numbers

MORE THAN
168 million
children



globally have missed a year of school
due to COVID-19 closures.

There is
a funding
gap of

\$59

billion

for basic education.



Less than half
of countries have equal numbers of

GIRLS

and boys in primary education.

The Universal Declaration of Human Rights States that

EVERYONE

has the right to education.

WHAT IS ADVOCACY?



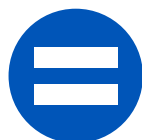
ADVOCACY IS ABOUT:



Amplifying people's voices when they speak about the issues that affect them.



Building evidence on what needs to change and how that change can happen.



Positive change in society toward greater social justice and equality.



Influencing people with power and changing how they think and act.

SPEAKING **TRUTH** TO **POWER**

Education advocacy might sound like this ...

We

a youth group representing out-of-school girls

are calling for change

to invest in informal education for young mothers

because

the right to education is in our constitution and research shows more girls in school means better health and wealth.

We know

informal education is the No. 1 priority for the girls in our community and investment in this area will have the biggest impact.

We can

do it because we have the plans in place, the networks, experience and support to deliver what is needed and

make a difference

by supporting this initiative and helping make a real change.

AMAZING ADVOCATES



Shirin Ebadi
Iran

Advocates for gender equality and children's rights.



Mahatma Gandhi
India

Advocated for change through nonviolent action and challenged injustice around the world.



Ida B. Wells-Barnett
U.S.

Advocated for women's rights to vote as well as Black Americans' rights.



Martin Luther King Jr.
U.S.

Advocated for civil rights for Black people in the U.S.



Malala Yousafzai
Pakistan

Advocates for access to education, especially for girls.



Nelson Mandela
South Africa

Advocated for the end of the apartheid in South Africa as well as for forgiveness.

Salathiel's story of being an amazing advocate

SECURING EDUCATION OF BURUNDIAN ORPHANS

After the Burundian Civil War ended, security conditions improved and schools started to open their doors to children.





However, the school fees made them inaccessible to orphans, refugees and others whose families had been affected by the war.

“Like some of my friends, I had just lost both my parents during the civil war and I could not afford to pay for school materials and fees,” Salathiel said. “I was suspended from class, with the worry that failure to pay fees for the trimester would result in expulsion.”





Your research plan

What issues do you want to research?			
 What questions do we have?	 Who do we need to speak to?	 How will we carry out the research?	 What tools do we have for analyzing information?

UNDERSTAND IT

In this section ...

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Chernor's story on youth-led research for education advocacy

POST-CONFLICT DEVELOPMENT AND EDUCATION

Sierra Leone was suffering after a brutal war. A post-conflict “truth commission” process was taking place, but children and youth were not involved in these discussions of what the future should look like. Child rights were being ignored, which was a particular issue because of the large amount of former child soldiers in the country.

“Education is desired and demanded by children,” Chernor reflects. “We need to give them a voice so this can be heard by policymakers. ... But delivering on education for all is not straightforward. Other rights are interrelated with education, for example, protection from early marriage.”





1. CHOOSE YOUR ISSUE

1 What inspires you or makes you mad?

As an advocate, you'll need to be passionate about your cause and clear about what you want. Let's get specific:

Are you annoyed that fewer girls are in secondary education than boys? Or that children with disabilities can't attend your local school?

Do you turn up at school and there are no teachers?

Have you spotted a great opportunity to improve education in your community?

Or is there something else?

The information and tools in this section will help you to find out more about what's happening, why it's happening and how to change it for the better.

2 What do you know?

Start by writing down your reflections on the problem or opportunity.

What is the issue?

What are the causes?

What are the consequences?

What are some people, particularly young people or decision-makers, already doing to help alleviate this problem?

See examples on the next page.

Problem or opportunity?

Throughout this toolkit, the language we use is based on the idea that you will be responding to a problem. However, if your advocacy is based on an opportunity you've spotted, you will need to alter the wording — for example, instead of “causes,” you could write “things that are working well.”



Tool: Problem to opportunity machine

1. Fill in the boxes around the machine. Start with writing the main problem above the machine, then write the causes and consequences of the problem (steps 1-3).
2. Now imagine someone has flipped the “successful advocacy” switch and all the problem statements have been reversed. Write each of them as a positive statement. For example, if the problem is that young people don’t attend school, you would write the opportunity as “young people attend school” (steps 4-6).

1. The problem:

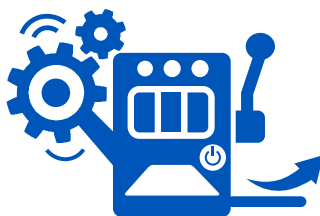
2. Causes:

3. Consequences:

4. The opportunity/solution:

5. Working well:

6. Successful outcomes:





Tool: Advocacy-ometer

Use the advocacy-ometer to assess whether you've chosen a good issue for advocacy.

Choose a number between one and 10.

1 = Not at all

10 = Extremely

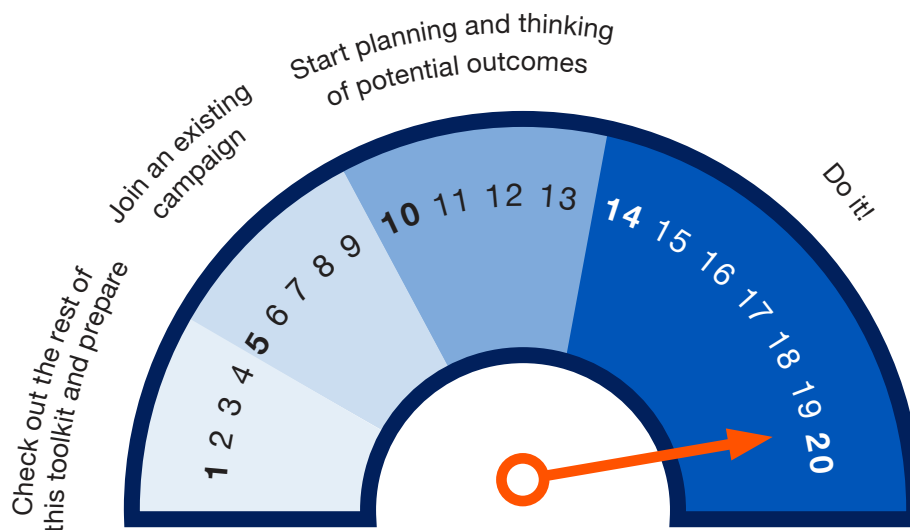
— How passionate are you about the issue? 1-10

— How confident are you that you can make a difference? 1-10

Your total score:

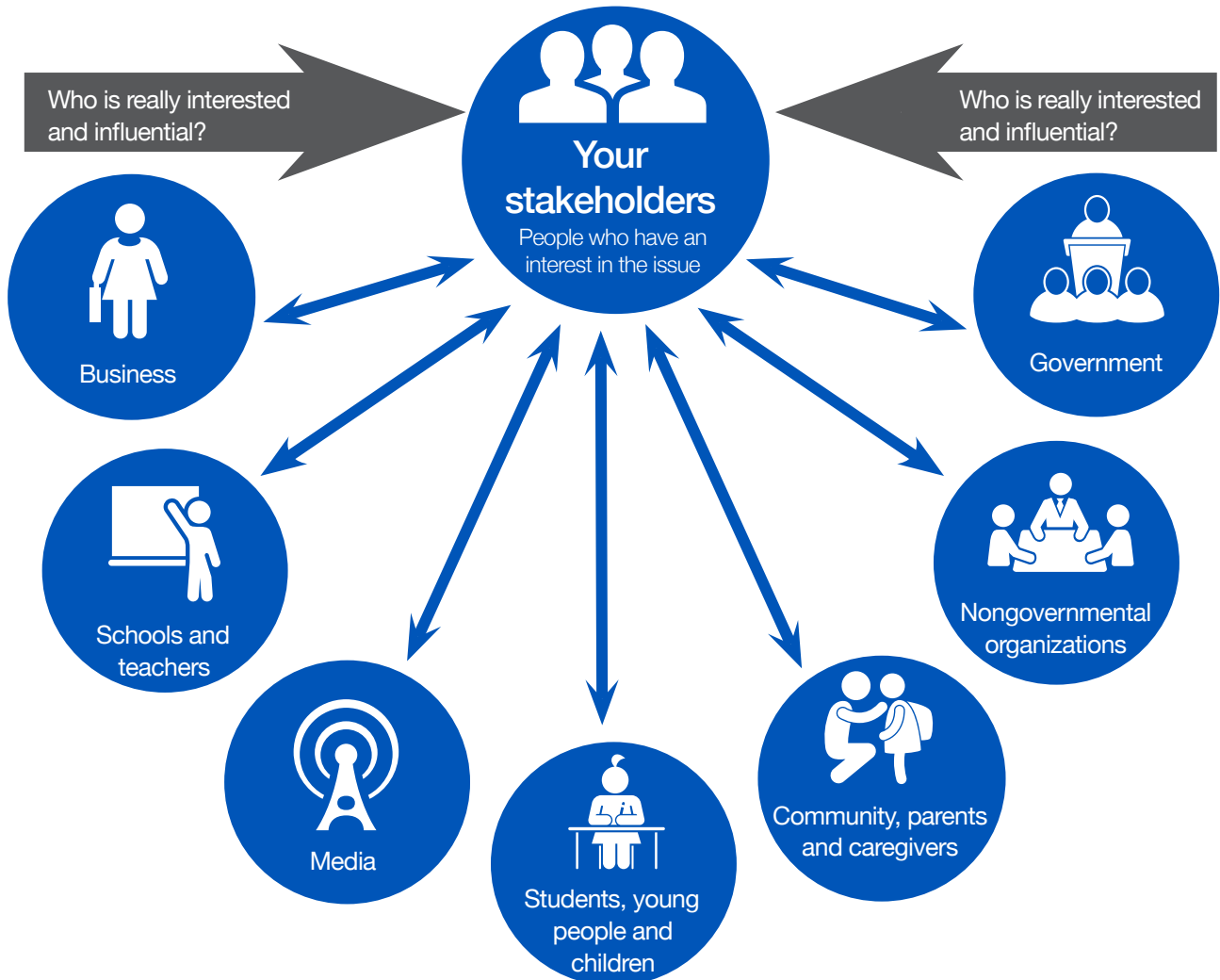
If you are passionate about the issue and confident you can influence change, then what are you waiting for?

If your score is...



CHOOSE WHO YOU NEED TO SPEAK TO

Your education issue





Tool: Stakeholder analysis

Stakeholders are people who are involved in, influence or care about the issue. Through a stakeholder analysis you will identify who's involved in the issue and their perspective.

You'll need to ask your stakeholders questions such as “What do you think about this issue?”, “Who is already working on this issue and are they making a difference?” and “Do you have suggestions or ideas on how to improve the situation?”

1. Brainstorm a list of all the main people and groups who influence or are influenced by the issue. It's a good idea to ask for support from experts or those affected by the issue when brainstorming.
2. Using the grid on page 25, sort the names of the stakeholders into each box depending on how much power you think they have over your issue and how much you think they care about it. **The text in the grid on the next page offers some advice on how to work with them during research and advocacy.**

Stakeholder analysis grid		
	It doesn't matter much to them	It matters a lot to them
High power to influence change	<p>Satisfy</p> <p>Find out the positions of these people as your advocacy plan develops.</p> <p>Examples: media, other local activists, nongovernmental organizations</p> <hr/> <hr/> <hr/>	<p>Influence</p> <p>Consult these stakeholders, or speak to experts to find out what influences their decision-making.</p> <p>Examples: policymakers, local decision-makers, private companies</p> <hr/> <hr/> <hr/>
Little power to influence change	<p>Monitor</p> <p>Low priority; involve only where resources permit or there is potential added value.</p> <p>Example: local businesses affected by the issue</p> <hr/> <hr/> <hr/>	<p>Inform, consult, involve</p> <p>Those most affected by the issue could be in this this category. If possible, involve them in planning and delivering the research.</p> <p>They could also be a target of the research itself.</p> <p>Example: your target group, such as girls between 7 and 12 years old in my community</p> <hr/> <hr/> <hr/>

DRAFT YOUR RESEARCH PLAN

Write the problem you've identified at the top of page 27 and fill in Columns A, B, C and D.

See the example plan on the next page.

1. Write out your questions in Column A so that they reflect the specific problem you want to address. For example, if your problem is that many of the girls in your community are unable to attend secondary school, you could replace the question “Is there a problem?” with “Are there are a lot of girls in (name of community) who are unable to attend secondary school? What evidence is there?”
2. Identify who you need to speak to in order to find out more, referring to your stakeholder analysis (page 25). Write these in Column B. If you find people who are already working on the issue, try to consult them at an early stage — you will need to make a decision whether or not to join or work with them during the planning process.
3. Choose the research methods you will use to answer each question and write these in Column C. See the research methods section of this toolkit page 38-44. You can use a single research method, such as a consultation, to answer several questions.
4. Use the tools we've provided to help you reflect, organize and analyze your research information. To help you with question three, “What needs to change?”, you could do a Problem Tree as shown on page 43.

What's the problem? Example: Children with disabilities don't attend school			
a) What questions do we have?	b) Who do we need to speak to?	c) How will we carry out the research?	d) Tools for reflection and analysis
<p>1) Is there a problem?</p> <p>What's the evidence? Who's involved and what do they think? What research already exists?</p>	<p>Key stakeholders: Children with disabilities and their parents/ caregivers, national nongovernmental organizations focused on disabilities, teachers and principals</p>	<ul style="list-style-type: none"> — Interviews. — Meetings. — Research review. 	<ul style="list-style-type: none"> — Stakeholder analysis (page 24). — Existing information (page). — PEST analysis (page 39) .
<p>2) What are the causes?</p> <p>What's the situation now?</p>	<p>Above stakeholders and others identified through research</p>	<ul style="list-style-type: none"> — Interviews. — Meetings. — Research review. 	<ul style="list-style-type: none"> — Tool: Problem tree, objectives tree (page 40).
<p>3) What needs to change?</p> <p>What are our objectives for the future? How could we achieve the change?</p>	<p>Above stakeholders and others identified through research</p>	<ul style="list-style-type: none"> — Interviews. — Meetings. — Research review. 	<ul style="list-style-type: none"> — Tool: Problem tree, objectives tree (page 40).
<p>4) Who do we need to influence?</p> <p>What do we need them to do?</p>	<p>Above stakeholders and others identified through research</p>	<ul style="list-style-type: none"> — Interviews. — Meetings. — Research review. 	<ul style="list-style-type: none"> — Stakeholder analysis (page 24).
<p>5) How can we influence them?</p> <ul style="list-style-type: none"> — What's our message? — How do we get our message across? 	<p>Above stakeholders and others identified through research</p>	<ul style="list-style-type: none"> — Interviews. — Meetings. — Research review. 	<ul style="list-style-type: none"> — What's our message? (page 52) — How do we get our message across? (page 51)



Tool: Get specific — stakeholder consultation

Get specific by considering your approach to consulting each stakeholder. Use a table like this one below to make a detailed research plan.

Who do we need to speak to?	Why do we need to speak to them?	What do we need to find out from them?	Research method(s)	Planning questions
<p>Example:</p> <p>Young people with disabilities</p>	<p>Example:</p> <p>If we do not speak to the young people themselves, we may miss some of the main causes and opportunities and we will only hear from the parents and school, both of whom have failed to address the problem. It is only right that we should consult them.</p>	<p>Example:</p> <p>Causes: Why are young people with disabilities not attending school?</p> <p>Change needed: How could attendance be improved?</p>	<p>Example:</p> <p>Consultation interviews</p>	<p>Example:</p> <p>How should we contact the young people?</p> <p>How should we involve the parents/caregivers?</p> <p>What are the risks and how can we manage them?</p> <p>What should we do about confidentiality?</p>
<p>Example:</p> <p>Nongovernmental organization working on the issue</p>	<p>Example:</p> <p>By not consulting them at an early stage, we may undermine the possibility of working in partnership with them in the future.</p>	<p>Example:</p> <p>Causes: Why are young people with disabilities not attending school?</p> <p>Change needed: How could attendance be improved?</p> <p>Is it worthwhile joining or trying to build an alliance with them?</p>	<p>Example:</p> <p>Meeting</p>	<p>Example:</p> <p>What would encourage them to meet with us?</p> <p>How can we make sure that we're prepared and professional during the meeting?</p> <p>What are the risks and how can we manage them?</p>

CHOOSE HOW TO CARRY OUT YOUR RESEARCH

Participatory research

Think about how you can involve those who would benefit most if the advocacy were successful in planning and carrying out research. Find out what would inspire and enable people to get involved. Be sensitive to culture, language and power — try to listen to those who are heard less. Here are some suggestions:

- Raise awareness about the issue you're interested in and invite others to join you in tackling it.
Build your team (see page 107).
- Make an offer to attract people to get involved and support your research, like “You will develop information technology and research skills.”
- Work with a local organization to host a research-planning workshop in the community.

Evidence

What is evidence and why gather it?

Evidence refers to the facts and information that will support your advocacy message. One of the best ways to get other people to support a course of action is to show them the evidence of why it's in their interest or the interest of others to do so.

How much evidence is enough evidence?

This all depends on who you're trying to influence. A government policymaker may require loads of national-level data before they're convinced, whereas a school board member could be influenced by a consultation involving just a few pupils and parents. One way to find out what's needed is by speaking to people or organizations who have successfully advocated for change. You could also ask the people you want to influence, “What would influence your decision-making process on this issue?”

What sort of evidence do I need?

Different types of evidence appeal to different people. The different types of evidence in the introduction to this toolkit are intended to appeal to you (our main audience) and other people who could bring about change (governments and communities).

Data and statistics are good for convincing governments and organizations, especially if they are linked to an economic argument. That's why we included statistics at the beginning of this toolkit.

Dear President, please take note that:



An extra year of primary school education boosts girls' eventual wages by 10–20%.



An extra year of secondary school education raises eventual wages by 15–25%.

Personal stories, such as that of Malala Yousafzai, are vital to motivate people to care about the issue in the first place. Before deciding on the types of evidence you need, think about the kinds of people you'll need to convince. Refer to your stakeholder analysis on page 25.



Research tips — make your research:

- **Participatory:** This means supporting those who would benefit from the change to share their perspectives, develop strategies and undertake action.
- **Evidence based:** Evidence refers to the facts and information which support your advocacy campaign.
- **Consistent:** Include some of the same questions in every research activity to help build knowledge and evidence.
- **Transparent:** Tell people what you'll do with the information and tell them how they can find out about the final results of the research.
- **Confidential:** Find out if people want to remain anonymous — if it's a sensitive topic, make it confidential. Identify how to store information to preserve confidentiality.
- **Manage risks:** Identify whether the research can cause harm and brainstorm ways of preventing this. If it still seems too risky ... don't do it.

THINK about how many people you have to do the research with and how much time they have — be realistic!!!





Speak to people

What's their opinion? Listen for ideas. Talk, talk, talk — with neighbors, kids, grandparents, shop clerks, taxi drivers, business people, religious leaders, activists, teachers, those who would benefit if the advocacy were successful and those who are working to change it. If you don't agree, keep listening — you might learn something that could support your advocacy work.

Nobody's interested in talking about the issue? Why? Is it the way you're asking? Does the problem not affect them? Or is it something else? It's all useful information.



Existing information

Look for research, reports, surveys, consultations, statistics, policies, testimonies and school curricula. Talk to those who are already working on the issue to find out what's available.

Analyze your findings

What does the existing information tell you about the problem and opportunities for change? Is the information reliable? Are there information gaps which you could fill?



Surveys

A survey is a way of collecting information which represents the views of the group or community you're interested in.

Choose a sample group

Surveying every member of a community would probably take a long time. Instead, survey a smaller sample group that is broadly representative of the wider community. If you plan the sample well, the results should be similar to surveying the entire group.

For example, say you want to know what percentage of adults in your community agree with this statement: *“If resources are scarce, it’s better to educate a boy than a girl.”* Getting every adult in your community to fill out the survey would be a huge task. Instead, you could decide to survey a sample of 100 people.

For the sample group to accurately represent the larger group, you must think carefully about the different identities of people in the community you want to survey and try to ensure they are proportionally represented. If 10% of the community population has disabilities and your sample group is 100 people, you should try to include 10 people with disabilities. It’s especially important to include people who are usually marginalized.

Choose how to gather the information

- Involve the local community in planning and carrying out the survey.
- Choose appropriate methods for the group you want to reach. Here are some ideas: speak to people in the street, post questionnaires, send texts, do an online survey, place surveys (along with a box in which to drop them) in a popular location or ask organizations to help you to distribute the survey.

Choose your questions

If you want detailed answers, use open-ended questions, like “What motivates you to attend school?” If you want information that will be easy to analyze, use yes or no questions or multiple-choice questions. Below is an example.

“Corruption is a significant problem in this region.”

Choose from the following options:

1. Strongly disagree

2. Disagree

3. Undecided

4. Agree

5. Strongly agree



Tips:

- Put easier questions first
- Keep it short. Make a distinction between what you need to know and would like to know.
- Start by adding what you need to know then see if you have space for more.

Crafting good research questions

Choose questions which invite open sharing and reflection and do not favor a particular perspective.

For example, take the question, “Why do girls never go to school?” The way the question is worded suggests that all girls don’t go to school, or that somehow girls are most likely to blame.

A better question would be, “In this community, do girls face obstacles to attending school? If so, what are they?”

WHY?





Interviews

Use interviews to gather personal testimonies about the issue and its impact.

Prepare for your interview by doing some background research on the person you're interviewing as well as the kind of information you want to gather.

The role of the interviewer is to ask questions. You should avoid judging or giving advice. You should also be mindful of body language. Try to remain open but neutral. If the person you're interviewing does not feel comfortable answering, move on to another question or find another way to rephrase the question.

During the interview pause, prompt and probe. Pause to let people think and expand on the issue; prompt them if they are stuck; probe deeper to really understand what they are saying.



Meetings or focus group discussions

- Use meetings to build collaboration with other organizations and decision-makers.
- Decide who to invite — who's working on similar issues? Who has influence?
- Set a date and time — consult those attending.
- Organize a venue — if you're inviting organizations, they may be willing to host.
- Agree to agenda — what are the key points that need to be discussed? Share your thoughts with those attending in advance and ask for feedback.
- Facilitate — appoint one person (this could be yourself) to lightly coordinate the meeting, try to ensure the group stays on topic and addresses the key issues within the available time. See facilitating discussions (page 41) for hints and tips.
- Take minutes — identify one person as a note taker (not the facilitator) to capture what is discussed and decided. Circulate the notes with the group after the meeting.

For further tips on what to do during a meeting, see page 76 (Do it).



Facilitating workshops

What is facilitation?

Talk shows, book clubs, improvised dance classes, conflict mediation ... facilitation skills are being used everywhere. Facilitating means making learning and sharing together as a group easy. Facilitation is a useful skill at every stage of planning and delivering your advocacy.

Workshops are less formal than meetings, with participants taking part in activities which help them to consider and discuss topics.

When to use this technique:

Through facilitation, you'll be able to support groups to work together, share their perspectives and agree on a way forward.

Tips for facilitating a workshop:

- Identify clear objectives, an agenda and a timeline and share them with those attending.
- Choose an accessible venue and make the space feel comfortable and friendly.
- Start with activities that help people get to know each other, relax and feel comfortable.
- Avoid being the expert. Remember your role is not to teach people; facilitation is about supporting people to share their perspectives and learn from others.



CHOOSE TOOLS TO HELP YOU ANALYZE

Tool: Political, economic, social and technological (PEST) analysis

Pest analysis encourages you to think about what is happening in wider society that is influencing your issue.

1

To complete a PEST analysis, look at your research and make a list of the political, economic, social and technological factors which are having an impact, and write them into the separate boxes.

2

Look at each of the factors and think about the impact they are having. Which are the most influential? What research methods can you use to find out more? (see pages 36 to 41).

3

Consider how you will need to respond to the important environmental factors you have identified.



Political factors

Examples:

- Government stability.
- Levels of corruption.
- Policies.

Social factors

Examples:

- Population growth rates.
- Population education and health.
- Press attitudes, cultural attitudes, public opinion, taboos.
- Lifestyle choices.
- Attitudes towards child labor.

Economic factors

Examples:

- Levels of unemployment.
- Income distribution and poverty, potentially leading to child labor.
- Cost of attending school.

Technological factors

Examples:

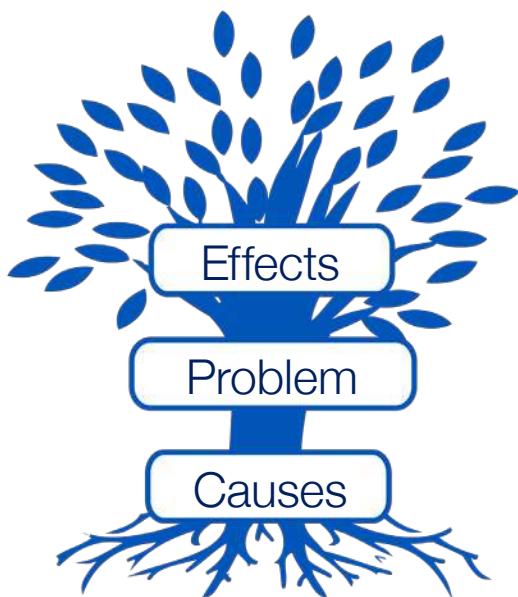
- Access to technology.
- Impact of new technologies such as mobile phone technology and the internet.



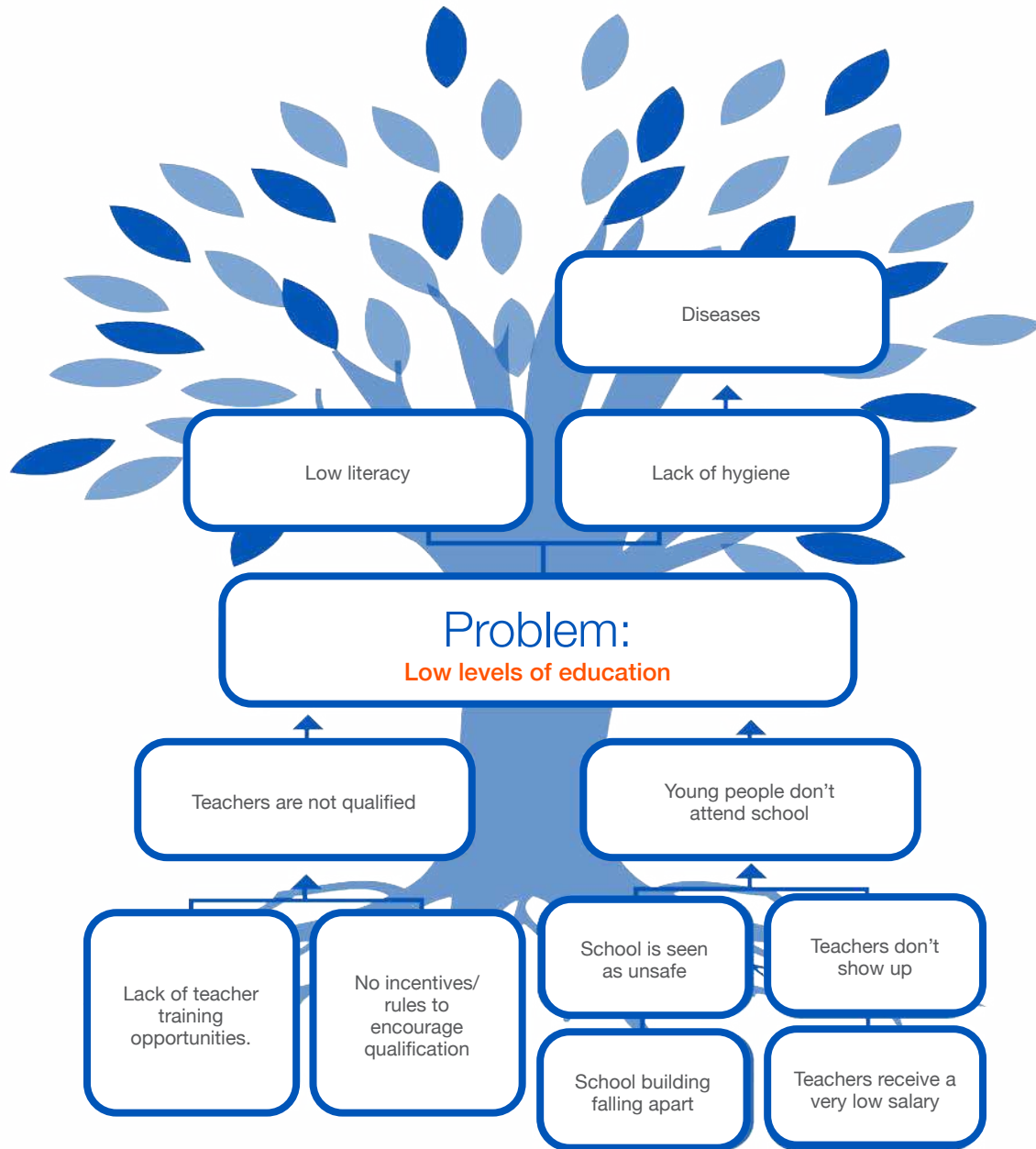
Tool: Problem/objective tree

Problem trees are a simple way of showing the causes that lead to a problem. Designing a problem tree allows you to break the problem down and identify possible areas where you could advocate for change.

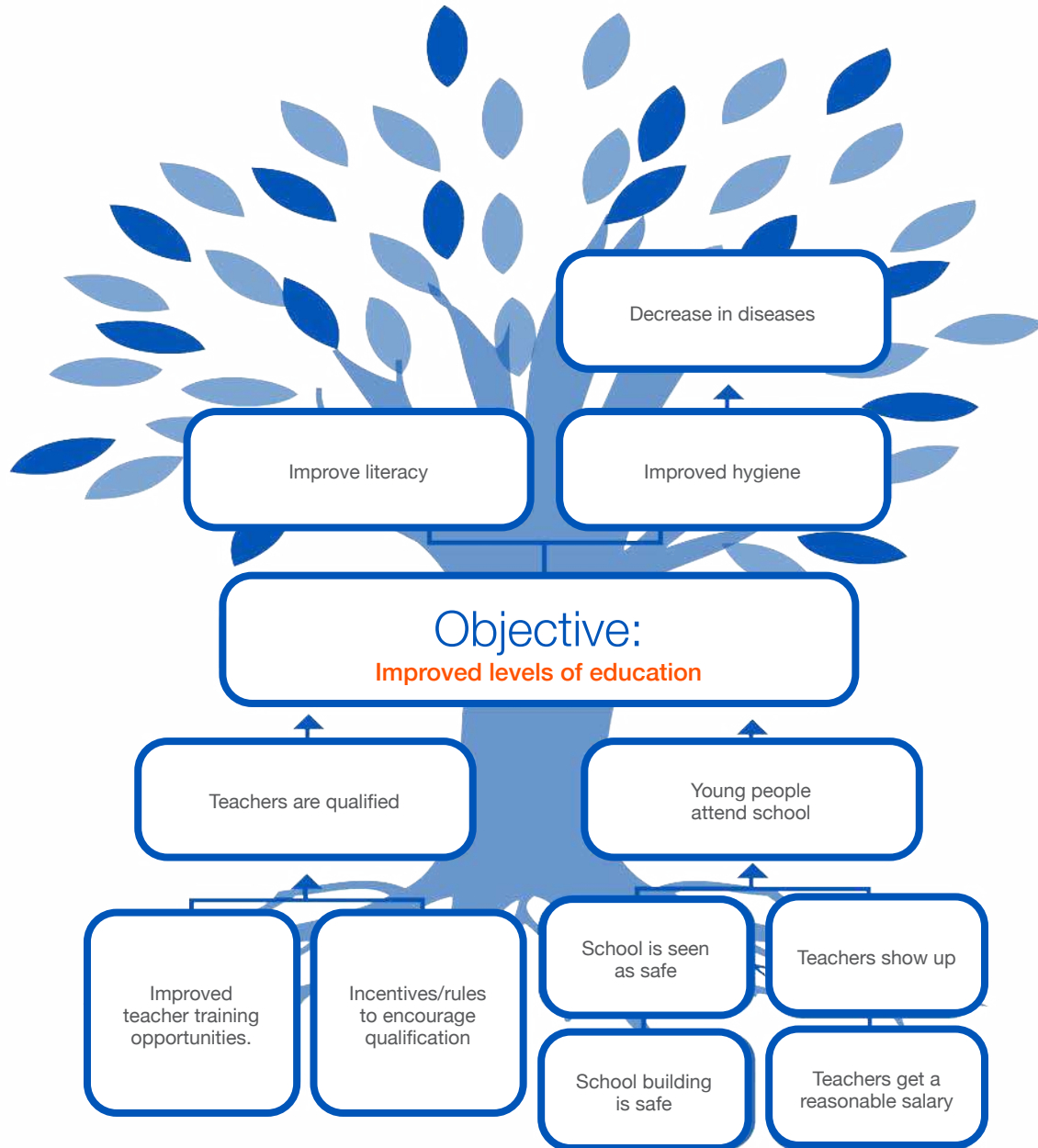
1. As the name implies, this tool resembles a tree. The roots of the tree, in the lower part of the drawing, represent the causes of the main problem. The tree trunk at the center of the drawing represents the main problem and the tree branches, on the upper side of the drawing, provide a visual representation of the effects of the main problem.
2. First identify the possible causes of the problem and write them down. Use the information gathered in your research to help you. Are people's attitudes or the policies of institutions making the situation worse? What are the other political, economic, social or technological factors? Inviting those affected to help build the problem tree is a great way to ensure that your problem tree accurately represents people's experience.



3. Write each cause onto a separate piece of card or paper and place them beneath the problem. As causes emerge they are often re-written and re-arranged. As you progress you should end up with some big broad causes directly beneath the main problem with a group of specific causes leading up to them. Finally you should write down the effects and place them above the problem.



4. To turn this into a solution tree, simply turn the causes into positive statements, using words like improve, increase or decrease.



You're now ready to start planning action.



Our advocacy plan

<p>What needs to change? Our objective Choose one objective. Use words like improve, decrease or increase to describe the change. <i>See page 48.</i></p>			
<p>Who do we need to influence? What do we need them to do? Identify two or three things which would help achieve the objective. For example, “We need the local council to ...” Avoid writing the actions you will do. <i>See page 49.</i></p>	1. <hr/> 2. <hr/> 3.		
	To do	By whom	By when
<p>How can we influence them? Write down the detailed specific actions you will carry out to influence the people or organization(s) you listed above. <i>See page 51.</i></p>			
<p>Managing risks Consider the risks of your advocacy plan. What can you do to manage them? <i>See page 62.</i></p>			
<p>Monitoring success Think about how you will know if you’re being successful and identify some actions you can carry out. <i>See page 64.</i></p>			

PLAN IT

In this section ...

- 46 **Sumaya’s story on planning for education advocacy:** *Comprehensive sexuality education in India*
- 48 **What needs to change?**
 - 48 Deciding on your advocacy objective
- 49 **What do we need to influence?**
 - 49 Tool: Target analysis
- 51 **How can we influence change?**
 - 51 Tool: Who and what
- 54 **What’s our message?**
 - 54 What makes a good message?
 - 56 Preparing your messages
 - 56 Test out your messages
- 57 **How? Choose specific actions**
 - 58 Insider, outsider or a mix?
 - 59 Advocacy methods
- 60 **What’s our plan?**
 - 60 Tool: Change map — our plan
- 62 **Managing risks**
- 64 **Monitoring success**
 - 66 Review meetings

Sumaya's story on planning for education advocacy

COMPREHENSIVE SEXUALITY EDUCATION IN INDIA

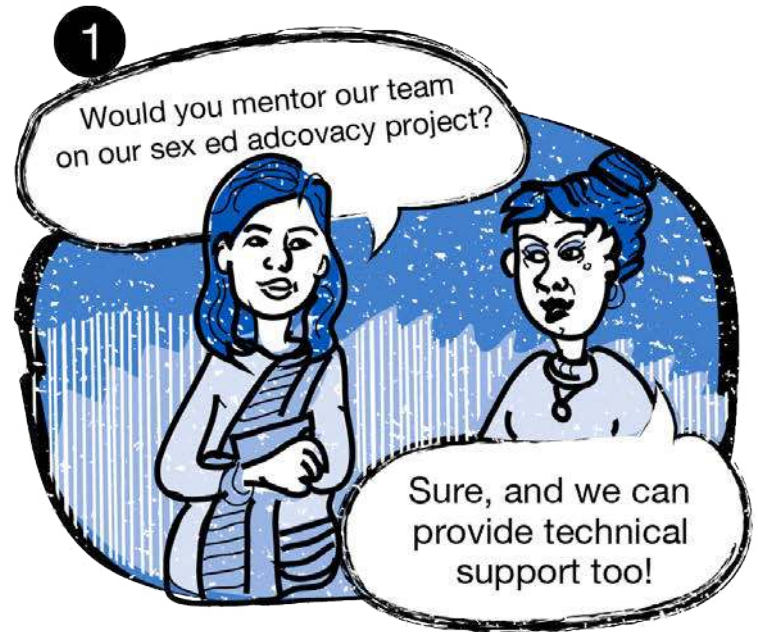
In 2007, India put a ban on the Adolescent Education Program, the first in-school curriculum to include comprehensive sexuality education.

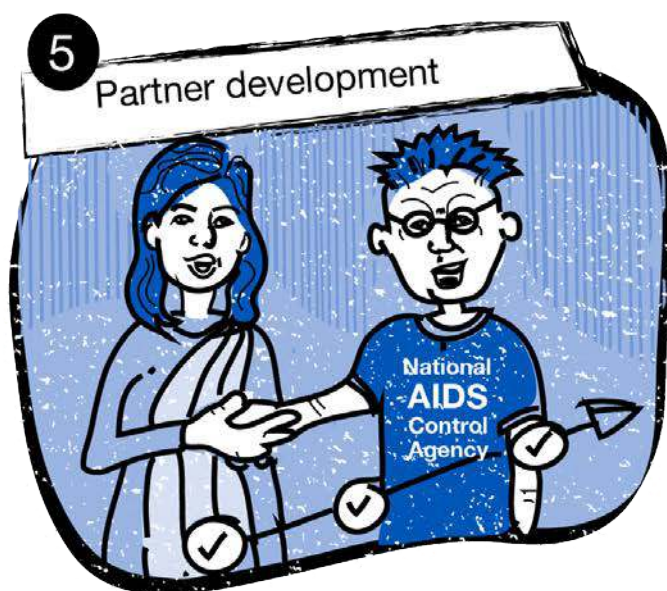
A revised program was drafted after advocacy from many groups involved in sexual and reproductive health and women's and girls' rights. However, it was extremely watered down and did not give accurate information. Even this was banned in some states.

“Our aim was to ensure that young people have access to comprehensive sexuality education in schools,” Sumaya said.

“We have learnt that advocacy is a LONG process. It's important in planning to set out small, defined goals to keep on track, see progress and stay motivated.

“Advocacy is also very fluid. We made several plans and strategies, and we had to plan to be reactive as well as proactive.”



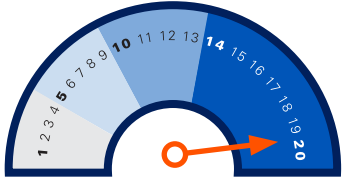


2. WHAT NEEDS TO CHANGE?


Deciding on your advocacy objective

If you've carried out research you should have a clearer understanding of the problem, as well as possible objectives for your advocacy.

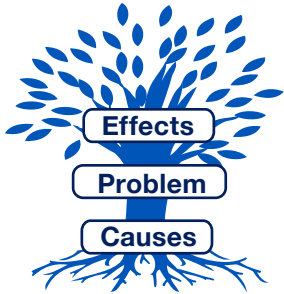
Reflect on the objectives in your objectives tree. You will need to make a strategic decision about which of these objectives to select as your advocacy objective (the change you want to see). It's best to have just one or two objectives. When choosing your objective think about the following:



What really excites you?
Are you confident you can achieve change? *(page 26)*



What did you learn from your PEST?
(page 43)



Do you have evidence of the problem and how the situation could be improved? *(page 44)*

SMARTEN things up.

Make sure your objectives are:

SPECIFIC:
Say what you mean.
Change? Who, what,
when and where?

MEASURABLE:
Will it be possible to
measure success?
It should be!

ACHIEVEABLE:
Be realistic about what
can be achieved.

**RESULTS
ORIENTED:**
Focus on achieving
meaningful change.

TIME BASED:
Say when the change
will happen by.



WHO DO WE NEED TO INFLUENCE?

Tool: Target analysis

As advocates, your role is to influence people or organizations that have the power to change things. The first stage in your advocacy plan is to decide who you will be trying to influence. Take a look at your stakeholder analysis from section one, page 28.

1. Look at the top right box of your stakeholder analysis. If necessary add details to the list by writing specific people and organizations.

Your possible target group. Make sure the list is specific.

To help you decide who to target, ask yourself these two important questions about each of the people/ organizations and write them into a table like the one on the next page:

- a. What would we need this person or group to do? How much impact could they have on achieving our objective?
- b. How easily can we influence them?

3. Place each person or group in the table in terms of where you think they fit. Consider:
 - a. What is their current position on the issue? Are they in favor or against?
 - b. What influences them? Is it likely that you or somebody who supports your cause could have an influence on their decision?

Each box has some advice on how to work with these people and organizations during your advocacy work.

4. You can't reach everyone. Decide on two or three people or groups who you really think you could influence to achieve your objective.



<p>Difficult to influence HIGH IMPACT</p> <p>Advice: Try to work with this group over the long term. Explore what influences them and look for opportunities to build a relationship.</p> <p>REACH OUT TO THEM</p>	<p>Easy to influence HIGH IMPACT</p> <p>Advice: Focus most of you time and energy on this group.</p> <p>TARGET THEM</p>
<p>Difficult to influence LOW IMPACT</p> <p>Advice: Forget it! Well, almost. Just be aware of them, as they may become easier to influence or more powerful in the future.</p> <p>FORGET THEM! <i>for now...</i></p>	<p>Easy to influence LOW IMPACT</p> <p>Advice: Reach out to this group, as they could give you some easy successes to inspire others with. They could also connect you to more important targets, allies who will add their voice to your campaign or informants who have access to crucial information.</p> <p>REACH OUT TO THEM</p>























HOW CAN WE INFLUENCE THEM?

Tool: Who and What

The people you want to influence have their own beliefs, experience and values — a whole world around them ... just like you.

Try this quick activity.

<p>1</p> <p>DRAW A PICTURE OF YOURSELF</p> 	<p>2</p> <p>ASK YOURSELF THE QUESTION:</p>  <p>“What influences my position on education for all?” (What do I think education is for? What is the global situation, what needs are there? etc.)</p>												
<p>3</p> <p>THINK ABOUT:</p> <ol style="list-style-type: none"> What you care about. What you do. Who you know. Where you get information from. 	<table> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Ambitions</td> <td>News</td> <td>Political views</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Culture</td> <td>Friends</td> <td>School experience</td> </tr> </table>				Ambitions	News	Political views				Culture	Friends	School experience
													
Ambitions	News	Political views											
													
Culture	Friends	School experience											

4

WRITE DOWN YOUR TOP 5 INFLUENCERS
around your picture. Look at your list. Notice that some of your influences are people and some influences are other things like experiences or cultural factors.

5

SHARE YOUR TOP 5
If you are working in a group, share your top 5 influences and compare and discuss your influences.

Knowing **WHO** and **WHAT** influences your target is crucial to effective advocacy. For each of your key targets, map out the influences on their position around your issue.

WHO

Know who influences your target. You can ask them to act on your behalf or lend their support.

WHAT

Know what influences your target. Find ways to include what your target cares about in your advocacy messages.

For example ...

Advocacy objective: Provide pathways into education for out-of-school children.		
Target	Who	What
Minister of Education	<ul style="list-style-type: none"> — Two very close personal advisors. — Teachers union. — Prime minister. — National media. 	<ul style="list-style-type: none"> — Negative public sentiment toward young people. — Upcoming national election. — Past experience running a private education organization.

WHAT'S OUR MESSAGE?

What makes a good message?

Think about when you last sat up and took notice because someone told you something. What grabbed your attention? What made you want to find out more?

On the whole, people respond well to messages which:

- Link to an existing interest — use the information you've gathered from the influences activity on the previous page.
- Appeal to the heart, the head and the hands — *see below*.

In preparing your messages it is helpful to follow this order.

Appeal to the heart

Why should they care?

Communicate the need and what needs to change.

Appeal to the hands

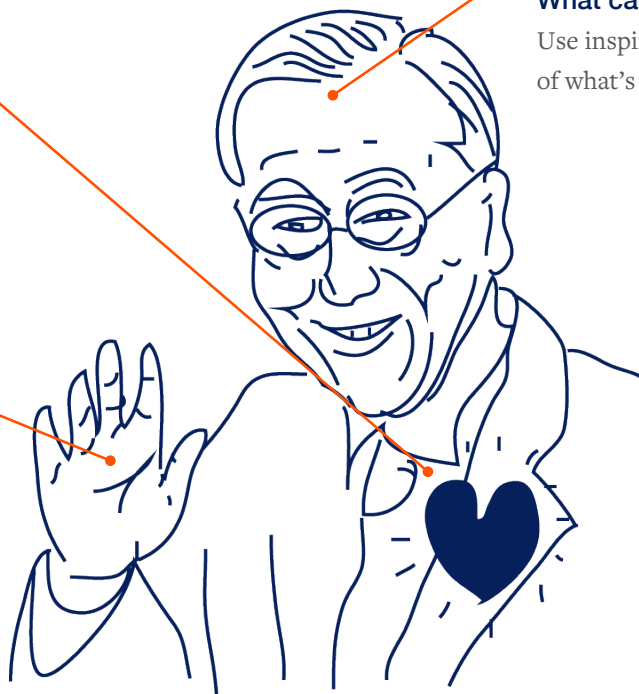
What can they do?

What are you asking of your target audience?

Appeal to the head

What can change?

Use inspiring examples and strong ideas of what's possible.



Which of the following do you think is the more powerful message?

The target person is a celebrity who may not have heard about the issue.

1. “Thousands of girls are being denied their rights, are at risk and are not reaching their potential. Our project provides an effective and cheap way for girls to get an education. Your voice at our next gathering would convince the community to get behind us and make this a success.”
2. “We run a girls education project and we would like you to speak at our next gathering to convince the community to support us. The project provides an effective and cheap way for girls to get an education. If it’s successful we can ensure girls claim their rights as well as reduce the risks they are exposed to and help them to reach their potential.”

Approach one is usually the most effective, because it makes an emotional appeal, encouraging the target to pay attention to the rest of the message.

Preparing your messages

Use different approaches for different audiences.

A full brief is useful for you and your team, and can be used for those who are really interested and involved. It should include:

- What the problem is and how it can be changed.
- Evidence.
- Why change is important.
- What is being done and can be done to make the change happen.
- What specific actions need to be taken.

A quick-fire pitch to get your message across quickly (in less than one minute) to people who might be interested. Include:

- What the problem is and how it can be changed?
- What you want from the person you're speaking to — it could just be a chance to meet and discuss in more detail.

Adapted messages for your specific audiences. Find ways to link the interests of the people you want to influence with your advocacy issue. For example, if your objective is to get more girls into education and you want to appeal to a person with an interest in economic issues, your message could be, “A girl with one extra year of education can earn 20% more as an adult.”

Test out your messages

A good message informs, persuades and moves people to action. Talk to people who are involved in your education issues, make sure your facts are correct, collect good examples and ask for feedback so you can improve your messages and your delivery.

Successful messages are:

1. Simple
2. Solution focused.
3. Practical and reasonable in their requests.
4. Evidence-based — they include real-life stories, facts and stats.
5. Appropriate for the audience in language and content
6. Personal — they show why you care.

HOW?

Choose specific actions

In order to complete your plan, you'll need to decide on the actions you want to undertake. Refer to the possible advocacy methods listed on page 59 and described in detail in section three, and consider:



- What will have the biggest impact?
- What might be the easiest things to do? What skills and contacts does your group already have?
- What do you and others involved like doing? What excites you?
- What do you know has worked in the past?
- Will you influence decision-makers by working closely with them as an “insider” or by mobilizing the public? (*see page 58*)

Insider, outsider or a mix?

Insider advocacy:

Working closely with decision-makers to influence them can be effective, but be aware that it can lead to:

- A conflict of interests where fear of losing your insider position could prevent you from speaking out on important controversial issues.
- Losing touch with the community you want to help as you focus on understanding the decision-makers.
- Being used by decision-makers to give the impression that they are listening to the public — when in fact they're not.

Outsider advocacy:

Bringing about change through mobilizing the public and/or undermining decision-makers is effective but be aware, it can lead to:

- Tension and conflict between decision-making groups and the different groups within the community.
- A stronger opposition to the change you're advocating for. If a group feels threatened, it can make them stronger as they forget their differences, work closer together and are joined by like-minded people.
- Missed opportunities to work together through dialogue.

Every advocacy plan will be different, but most will include a mix of one or more of these elements:

- **Lobbying**
to directly influence decision-makers.
- **Campaigning**
to support action by the public.
- **Media and communications**
to promote your issue and campaign



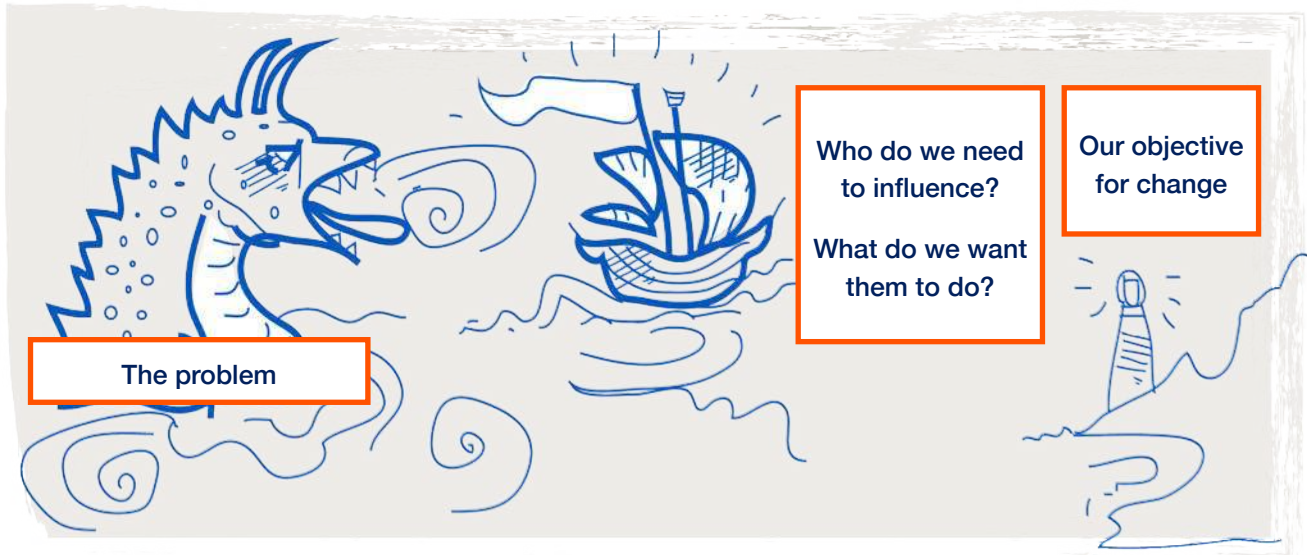
Tip: Your actions should be consistent with your message and how you want to be seen by others. If one of your messages is asking the government to stop wasting money on big political events and spend more money on education, it's probably best to avoid organizing a big political event as part of your strategy.





WHAT'S OUR PLAN?

Tool: Change map — our plan

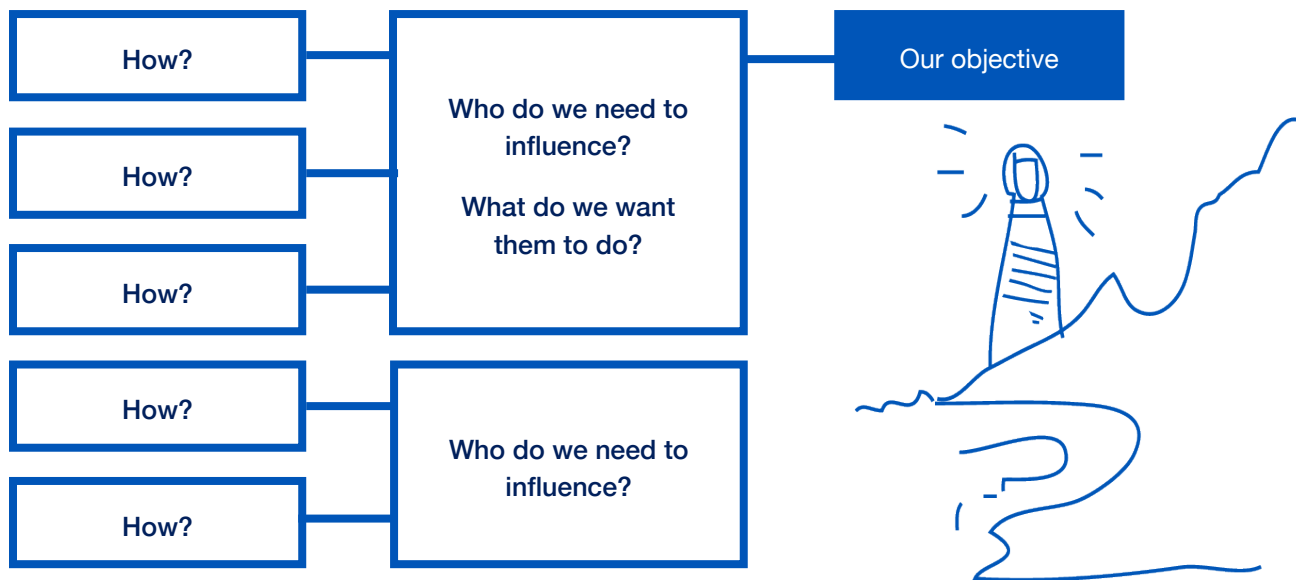


How can we move from the problem now to our objective in the future?

Start planning:

1. Write your objective on the right side of a big piece of paper.
2. Who needs to do what for this objective to be achieved? Write down each answer separately to the left of the objective. For example, “We need the local council to allow school buildings to be used in the evening.”

3. Look at the statements you've written to the left of your objective. Do any of them seem unrealistic? Or too difficult to achieve? Cross these statements out.
4. Look at those you need to influence. How could you influence them? Write these ideas as HOWS to the left.



5. Continue the process until you have a detailed map of the different pathways you could take.
6. Which of these pathways do you think would be the most effective and realistic?
7. You can now add a timeline. Work backward from your objective — what needs to happen and when?
8. Once you have completed your diagram, you can use this information to complete your advocacy plan.

If this is logical and understood by everyone involved, then you are well on your way.



MANAGING RISKS

All advocates and campaigners will run into problems, and working on education can be particularly difficult because so many people want to influence it. But playing it too safe rarely gets you far. The important thing is to identify the risks in advance and consider how to avoid them, if you can — or deal with them, if the risks turn into realities.

1. In your team, brainstorm possible risks.
2. Color-code them: yellow for low risk, orange for medium risk, red for high risk.
3. It may also help to group the risks into categories and deal with them together — for example, you may get a lot around lack of resources.
4. Starting with the high-risk issues, discuss how each can be avoided or dealt with.

For example:

Risk	Avoid	Deal with
Being overambitious.	Plan to start small and grow slowly.	Review progress regularly to keep focused on the most important activities.

Here are a few issues that you might face as education advocates.



Lack of public support for education reform.



Too many organizations trying to influence education in different ways.



Resources/funding not available or tied to other objectives.



Unclear aims. Weak evidence/not being convincing.



Not able to put education change on the agenda.



Not understanding what is really influencing education policy/curriculum programs.



MONITORING SUCCESS

Monitoring is about regularly gathering information on the positive and negative impacts of your advocacy campaign.

By monitoring, you'll be able to:

Prove: Gather evidence about whether change is happening, so that you can know and show others what's really going on.

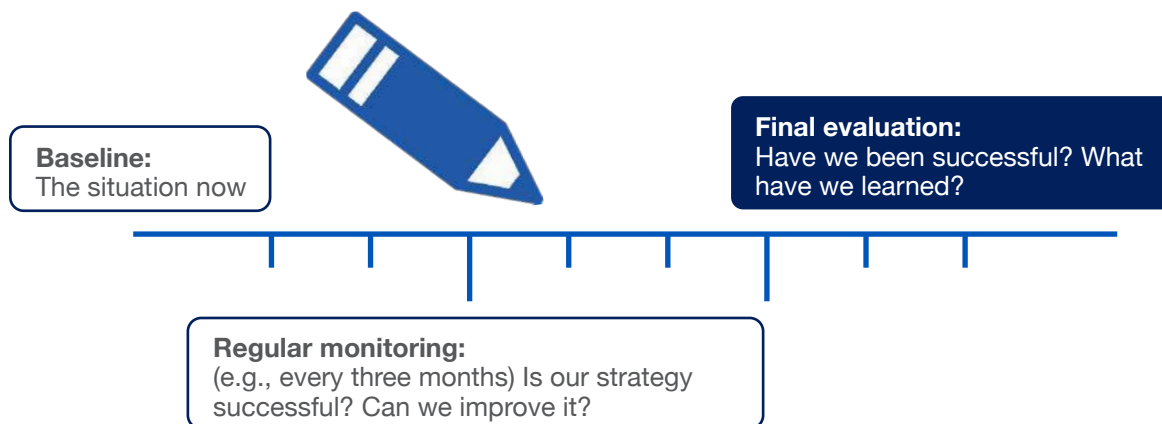
Improve: Learn about what's working and what's not.

What to monitor:

- Did the actions get a reaction?
- Did the reaction achieve a result?
- Did this result have the desired effect?
- What worked and what didn't?
- Were there unexpected outcomes?

To answer each of the above, you should think carefully about the information, you need and how you will collect it during the planning phase. When gathering information, make sure it's from a reliable source and, where possible, use the same sources of information throughout.

You'll need to gather information at different phases of your advocacy work:



Below are some places where you can find useful information about what the situation is at the beginning (your baseline) and how it's changing:

- Surveys.
- Evaluation forms.
- Statistics.
- Impressions or observations from people involved.
- Consultations.
- Audits.
- The media.
- Internet and social media.

The information you collect does not always have to be formal data. Our personal perspectives and those of others who are involved form an important part of monitoring. For this reason, one of the most effective methods is holding regular review meetings to reflect on what's working and what's not.



REVIEW MEETINGS

Reviewing means gathering information at key moments during your advocacy campaign to get a wider perspective on what's happening. When planning a review meeting, it's important to choose the right questions and create an atmosphere where people are able to share freely. Participants should feel that their opinions are valued and that they're able to question the suggestions of others. It could be a good idea to involve a variety of stakeholders in your review meetings. Your questions should include:

- What have we learned?
- What inspired us?
- What were the challenges?
- How could we improve?
- Are there other key questions which we need to answer before we can draw any conclusions?
You may need to carry out research.
- Who do we need to share our learning with?

Don't worry if things don't turn out well. Very few strategies work as planned the first time around. Reflecting, reviewing and tweaking your plans will help you to improve your strategy quickly. After carrying out your review, share your findings with those who have supported you as well as others who are working on the same issue.



Some useful tips when planning your monitoring:

Make monitoring easy and avoid using methods which are time-consuming. Involve others who would benefit from successful advocacy in planning and carrying out monitoring — this will encourage ownership of and trust in the advocacy campaign. Assessing the effect of your advocacy campaign is best done by the people the campaign is trying to help.

Example plan

This example is based on a real story from YAG member Ester, who has been fighting to lower university fees in South Africa.

The change we want Our objectives	Widen access to higher education and decrease the number of students dropping out by lowering fees for our university.		
What would make this change happen?	<ol style="list-style-type: none"> 1. Raise awareness of the situation among the students and get them involved. 2. Provide viable ways to replace income from student fees in the university budget. 3. Get the student voice listened to by the university board. 		
How	To do	By whom	By when
1. Raise Awareness of the situation among the students and get them involved.	<ul style="list-style-type: none"> — Host a campus event to draft shared requests in a student memorandum of understanding — Build social media connections for regular communications. — Hold a demonstration. 		Ongoing
2. Provide viable alternatives to bring down the university budget.	<ul style="list-style-type: none"> — Research details of the university budget and how it is allocated. — Draw up different options. 		
3. Get the student voice heard by the university board.	<ul style="list-style-type: none"> — Understand how decisions are made at the university. — Write to the minister of education. — Organize a mass meeting between students and university board. 		
Managing risks	Risk	Avoid	Deal with
	<p>Loss of motivation with slow-moving change (team and students).</p> <p>Being manipulated or ignored because we don't understand how things work.</p> <p>Being seen as an insider or part of the system by the students.</p>	<ul style="list-style-type: none"> — Be realistic about expectations with everyone. — Track involvement. — Regular injections of energy. — Understand the system! Get to know the bureaucracy and decision-making processes. — Bring students and board together — Lead demonstrations. 	<p>Step up the pressure if interest fades.</p> <p>Refer to the higher authorities.</p>
Monitoring success	What to monitor	Sources	When
	Number of supporters.	Signatories to the memorandum.	Start and throughout.
	Perception/support of university authorities.	One-on-one meetings.	Before and every 3 months.
	Wider support.	Local media coverage Other groups' offers of involvement.	Throughout.

DO IT

In this section...

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Youth empowerment through arts and media

Rolando's Story on making education advocacy happen

CARAVAN FOR INCLUSION IN THE PHILIPPINES

“Children with special educational needs were not able to claim their right to education,” Rolando says.

“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 among 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.”



2



3

STUDENT TEACHER WORKSHOP



5

"Join us — support inclusive education and give **EVERY CHILD** a chance"



6

3

MONTH
CAMPAIGN
REPORTSCHOOLS
SUSTAINING
INVOLVEMENTSKEPTICISM
DECREASINGMORE 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 policies will become law, such as requiring all children under 16 years old to attend school.

We use the term “policy” to include local and national government policies and those of international institutions (e.g., the U.N.), and organizations (e.g., nongovernmental organizations 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 policies 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 decision.

For example, “Agreement will have to be found within government as the funds will need to be taken from other departments to fulfill this policy.”



Putting the policy into action.

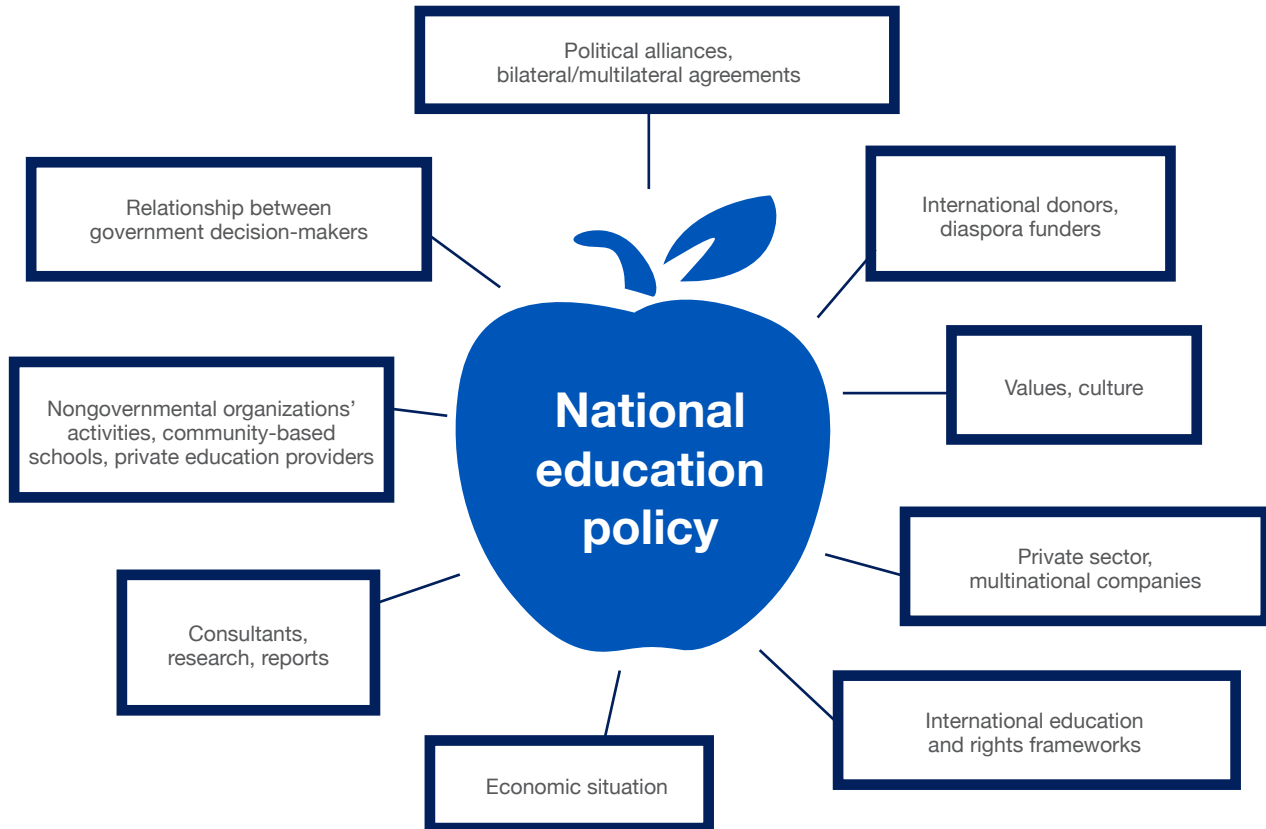
For example, “Government contracts are available for teacher training and school building.”



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. Organize 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 organizations already influencing relevant policy.
- Provide trainings to policymakers.
- Comment on draft policy documents.
- Organize seminars for policymakers to hear from experts.
- Produce research on policy issues.
- Provide services to deliver on the policy.
- Demonstrate alternative policy approaches.

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! Recognize 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 59*)
- **Who should go?**
Think about who is best to attend the meeting. Can you involve those directly affected by the issues?
- **Have you designed compelling messages?**
Go through your messages and requests. List your key points to communicate (*See page 60*).
- **Are you legitimate?**
Are you recognized 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 and find that you're meeting a different person than you expected, that you have less time, and that their agenda is different from what you'd agreed. Be ready for anything!



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 hurt 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.
- Preempt 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 arguing against the statement.

4

SWITCH

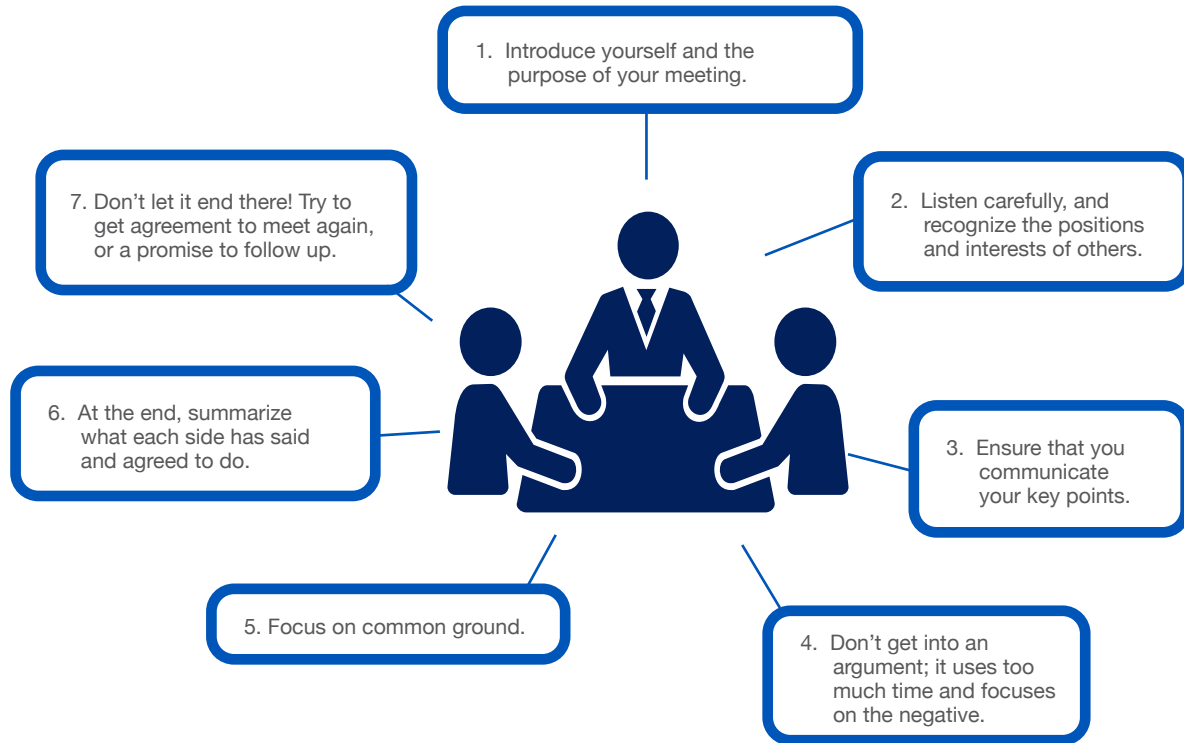
After a few minutes, switch and do the same again for the other partner.

5

WHAT HAVE YOU LEARNED?

What have you learned 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 apply:

- a. sensitive listening and communication skills.
- 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 free school breakfasts. 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 program.

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** in which both parties feel as if they have achieved something.
- **Win-lose** in which one party comes out as a “winner,” and the other feels like they’ve lost.
- **Lose-lose** in which 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, while 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 ... ”

Clock-watching

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.

Adapted from National Union of Students Negotiation Training)



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.

- Article 26 of the Universal Declaration of Human Rights (1948) states that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.”
- Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966) recognizes the right of everyone to free education.
- Article 28 of the U.N. Convention of the Rights of the Child (1989) states that “All children have the right to a primary education, which should be free.”
- Article 1 of the World Declaration on Education for All (1990) states that “Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their learning needs.”
- The U.N.’s sustainable development goal No. 4 (2015) is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Using global frameworks for advocacy

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

- Position your issue 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 toward 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 organization 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 one-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 ...

Good for ... getting noticed, showing strength, bringing groups together and motivating supporters.

Strength in numbers.

Get permission from police and authorities if necessary.

Keep everyone safe.



Be as visible as possible.

Keep the energy and group spirit up.

Public stalls and exhibitions



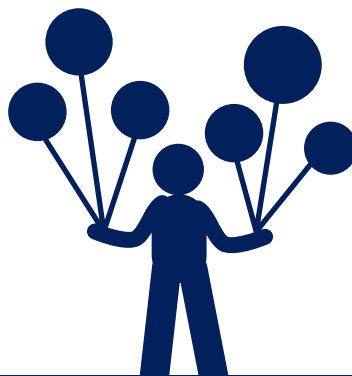
High-profile stunts

Good for ... getting media coverage, raising awareness and having fun.

Planning! One chance to get it right.

Invite the media.

Timing is key! E.g., do it before an important policy decision.



**High-profile
stunts**

Think big and think creative.

Decide on your approach to get attention — humor, serious, scale, etc.

Performances:

Music, theater, poetry, comedy

Good for ... outreach to new audiences, raising awareness and understanding, amplifying others' voices.

Opportunity for out-of-school children to share their experience.

Give audiences the chance to really understand the reality of the situation.

Explore participatory methods to engage the audience.

Choose your approach to attract your target audience.



Public meetings

Good for ... involving the wider community, getting views and ideas from the public, holding decision-makers accountable.

Invite decision-makers to explain the situation and their decisions directly to the people.

Start planning early and think about logistics and safety for large numbers.



Think about how to get a good mix of your community to the meeting.

Make it as accessible as possible.

Make sure the seating and process are right so everyone can be involved and have a say.

Nonviolent direct action

For example: Occupations, disruptions, strikes

Good for ... giving a positive voice and outlet for anger or despair, sharing demands, forcing a conversation.

Make sure everyone involved knows the principles of nonviolent action.

Know what you want to say to people when they ask you what you're doing.

Understand your rights and the law.

Consider how you will organize yourselves if people join you.

Think about the time frame of your action. Once a sit-in has started, for example, it may be a long time before your demands are addressed.

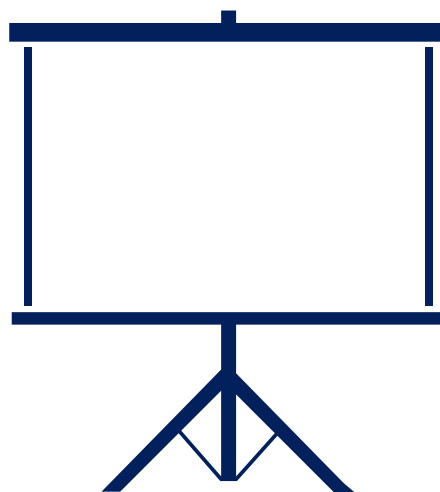


Talks and presentations

Good for ... raising awareness and understanding, getting conversations started, hearing from different stakeholders

Give a platform to those demanding a good education.

Engage a wider audience and open up the conversation online if possible, e.g., get people tweeting using a specific hashtag.



Use lots of visuals to get your messages across.

Record or transcribe the presentation and share it.

Involve the audience and get them talking to each other.

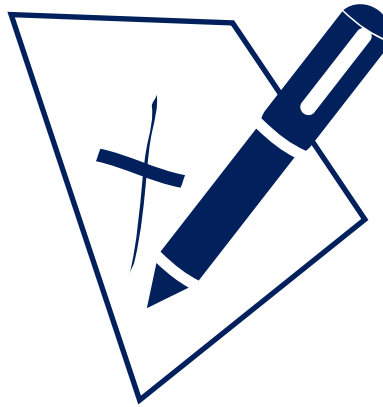
Practice!

Petitions

Good for ... putting pressure on decision-makers by showing evidence of support, giving large numbers of supporters a way to contribute easily.

Provide concise and compelling background information to inspire people to sign.

Go global! Look at e-petition sites to increase your reach, e.g., Avaaz.org.



Ask people to sign up for the ONE thing that will really make a difference

Make it easy to share. Ask people to forward, hand out, etc.

Ask for people's contact information so you can keep them updated and involve them again.

Culture jamming

Creatively subverting and challenging mainstream media messages that go against what you are working for. For example: fake ads, news stories, and pranks.

Good for ... changing the public debate, challenging people and groups who act against education for all.

Analyze what mainstream messages are negatively impacting public support for education and try to undermine them.



Think about where people get their power from and target that.

Be visual and creative and communicate your messages simply.

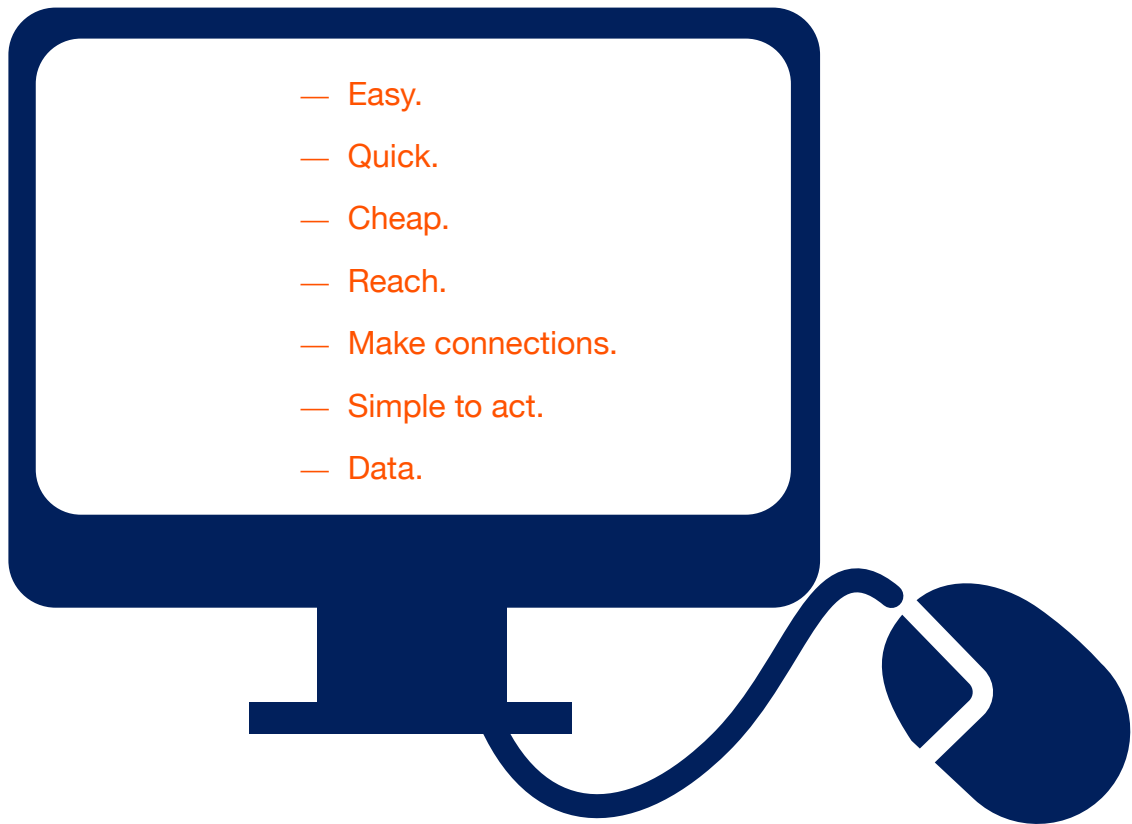
(Creatively subverting and challenging mainstream media messages that go against what you are working for) For example: fake ads, news stories, and pranks.



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.



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 through 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 like they are 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 DO's 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 on 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 in person, and encourage your community networks to take conversations online.

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

Analyze 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.

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. Reread 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

According to the World Bank, there are nearly 110 mobile phones in use for every 100 people around the world.

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 creates SMS helpline to tackle violence against children in Benin

Plan International integrated text messages into our work 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 text messages sent to Plan Benin’s FrontlineSMS installation. This is then mapped using tools from an online crowd-mapping program and passed on to government officials.

MOBILIZING

Why mobilize?

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 mobilize 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 toward its vision.

“EVERYTHING HAPPENS BETWEEN YOUR VISION AND YOUR VALUES.”

Establishing roles

When determining roles for your team think of these four c's.

- **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 they can do a good job? What support, training, resources, etc. do they need to be confident?
- **Capacity:** Can the person actually do what is being required of them? Are they 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 with 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. Here is a simple but effective process for a simple mentoring meeting with someone on your team:

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



Mobilizing supporters

Through the course of your advocacy, you are likely to want to mobilize 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.
- Recognize 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 organizations that have the same aim can help you accomplish goals you could not accomplish alone.

Looking for partners

- Are you looking for a long-term partnership or someone you can work with for the short term? For example, just for an event?
- **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.
- **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 organizations. Some of the best partnerships are between completely different types of organizations that combine their strengths to create something exciting and influential.

Forming a coalition

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

ON THE PLUS SIDE

- Strength in numbers — you can achieve more together than you can alone.
- 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.
- Makes the most of existing financial and human resources by pooling them together.
- Reduces duplication of efforts and resources.
- Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members.

ON THE NEGATIVE SIDE

- Can be difficult to agree on common objectives.
- May be dominated by one powerful organization. Larger or richer organizations can have more say in decisions.
- May require you to compromise your position on issues or tactics.
- 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 organizations you want to work with and the aims of your cause. For example, you might be happy to stand shoulder to shoulder with one organization on one issue, when on a different issue your views might be completely opposed.

It is not uncommon for organizations 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 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. 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 looking for 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 challenges 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

- Call them — Journalists pick up more stories from phone conversations than from emails.
- Get your one-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 received 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 trash, 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 to 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, a member of the Youth Advocacy Group.

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 first paragraph is crucial.
It should summarize who, what, where, when, why and how.

Use the second paragraph
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.

ANTI-VIOLENCE CAMPAIGN PRESS RELEASE

Date: Wednesday, February 13, 2013 | Embargoed until 12:00 a.m. EST, Friday, February 15, 2013

Tenth-grade student leads reduction in school violence

Jamira, a 15-year-old student 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 brother's life. Her work as a peer mediator and as a trainer of other young peer mediators has been recognized by the governor of Pennsylvania with a grant of \$50,000 to work in the state's 10 most violent high schools. The campaign has already contributed to a 30% drop in violence in those schools.

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

"There's too many senseless deaths in this area," Jamira says. "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 dramatically impacts 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!"

###

Contacts
Your name, Organization, Phone number(s), email address

Notes to editors

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

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 program.
- Work out who their main audience is.

KNOW WHAT YOU WANT TO SAY

- Work out your key messages (probably no more than three).
- Prepare an introduction and finishing statement.
- Prepare some sound bites or 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 what the first question will be.

PRACTICE

- Practice saying your key messages.
- Get friends or colleagues to give you a test interview.
- Think of the difficult questions you might be asked.
- Practice pivoting, or 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 c's: 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.
- Finish 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 in Mali 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 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.
- Female genital cutting.





The young people of the world call on all governments, individuals and organizations that plan, finance and deliver education to:

1. **Pass a U.N. 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. In 2018, even before the pandemic, 59 million children were missing out on primary school, along with 200 million young people shut out of secondary school — not to mention 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 children. 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 marginalized 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 marginalized. Poorer children; orphans; child laborers 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; children with all types of identities; 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 nonformal and citizenship education to encourage lifelong 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, inter-cultural learning and respect.

- Connect learning more directly with the labor 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 meet the highest standards of 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 marginalized.
- Governments must prevent financial waste from 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 was a group of 15 young people from around the world who strengthened momentum and increased support for U.N. 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 U.N. after Malala Day on July 12, 2013.

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A World at School was a 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.



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Powered by supporters, Plan International USA partners with adolescent girls, young women and children around the world to overcome oppression and gender inequality, providing the support and resources that are unique to their needs and the needs of their communities, ensuring they achieve their full potential with dignity, opportunity and safety. Founded in 1937, Plan is an independent development and humanitarian organization that is active in more than 75 countries.

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