



## Plan

Plan works for and with 78 million\* children in 50 low and middle income countries across Africa, Asia and the Americas. We focus on inclusion, education and protection of the most marginalised 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 2013

## 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.

## YAG

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

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

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

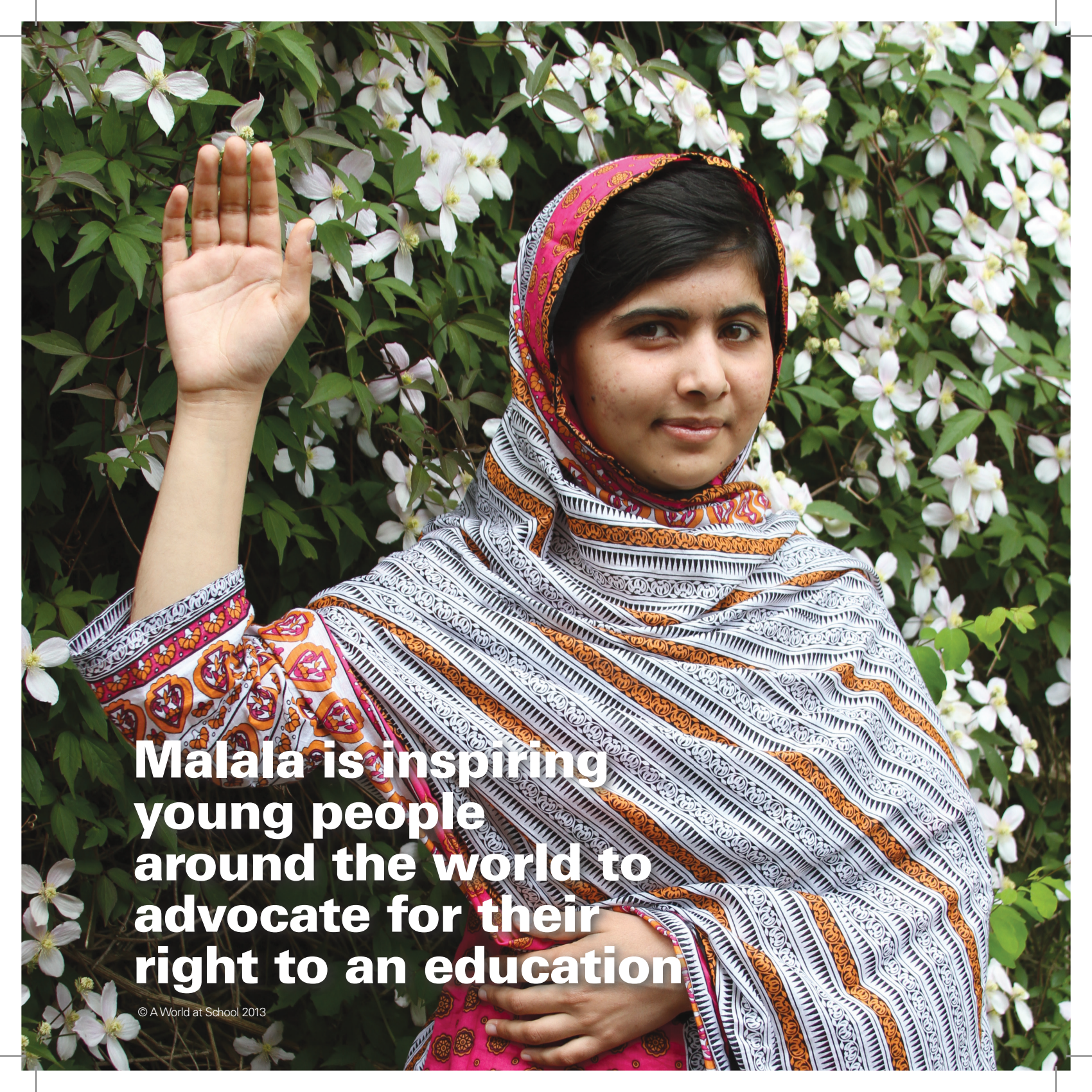
## Acknowledgements

This toolkit was only made possible with the wise advice and contributions of many people and organisations. Many thanks to Abigail Kaindu, Anna Susarenco, Anusheh Bakht Aziz, Bertheline Nina Tchanguoe, Cheryl Perera, David Crone, Dejan Bojanic, Dina Ramzi Batshon, Esther McFarlane, Gaoshan Junjian, Hayley McQuire, Jamira Burley, Joseph Munyambanza, Lauren Greubel, Luiz Carlos Guedes, Rolando Villamero Jr., Salathiel Ntakirutimana, Morgan Strecker, Daria Ng, Nora Fyles, Jo Dempster, Mara Sirbu, Gretel Truong, Anthony Davis, Craig Dean, Stefanie Conrad, Vernor Munoz and Zara Rapoport.

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**Malala is inspiring  
young people  
around the world to  
advocate for their  
right to an education**



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by Rt. Hon. Gordon Brown, MP  
UN Special Envoy for  
Global Education

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I want to challenge you to support the greatest endeavor in history and one of the great civil rights struggles of our time. I challenge you to end the exploitation of child labor, the oppression of child marriage, the obscenity of child trafficking and the injustice of discrimination against girls by guaranteeing what no generation has ever managed to achieve before: the achievement of the basic right of every girl and boy to an education.

In 2000, the global community promised to achieve the Millennium Development Goal of universal education by 2015. Little more than a year before we are to achieve this goal, 57 million boys and girls across the world are still missing out on the opportunity to attend even one day at primary school. Of those fortunate enough to go to school, over 250 million are unable to read, write or do basic mathematics after several years of education. At the heartbreaking pace of progress under a “business as usual” plan of action, we stand to achieve our promise of universal primary education by 2086 - seventy years too late.

On the eve of the 2015 deadline, we have the opportunity to stand up for the millions of children around the world denied the right to education. In the final push to the end of 2015, we must convince governments to keep the promise made to millions of children around the world and deliver education for all.

All around the world, young people have mobilized to demand that world leaders deliver on this promise. I am continually inspired by the impact that these courageous young leaders have. Last year, backed by the millions of youth voices from over 100 countries, Malala Yousafzai delivered a petition for universal education in the first-ever youth takeover of the United Nations. Not only did the petition capture the world’s attention and imagination, it has produced results in country after country now taking education more seriously.

Young people are taking a stand to impact generations to come. Their voices are being heard - but your help is needed in this defining moment to make certain a fundamental human right is provided for all. This advocacy toolkit, prepared by Plan International, A World at School, The Youth Advocacy Group of the Global Education First Initiative with support from UNGEI and UNICEF, will provide you with the tools you need to join the millions of young leaders around the world in our campaign.

The world, having promised to achieve universal education by the end of 2015, has a deadline that we must meet. We can only do this with your support, mobilization and commitment. Education has the power to change lives. And we have the power to make it possible for education to change lives.

*Gordon Brown*


**Rt. Hon. Gordon Brown, MP**

UN Special Envoy for Global Education



© Global Business Coalition for Education / Ben Pfannl





**Attendees at the youth takeover of the United Nations General Assembly raise their hands to support girls education**

© Alexandra Kensland Letelier / Plan





## OUR VISION



We imagine a world where

**EVERY CHILD**

receives a good quality education

## OUR AIM

**WE AIM TO...**

empower young people to advocate  
for change so that all young people  
can enjoy a quality education



This toolkit can help you plan and carry out  
**EDUCATION ADVOCACY**



# 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 sign-post 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

**57 million** children of primary school age are **out of school**

THERE IS  
A FUNDING  
GAP OF

**\$26**

BILLION  
FOR BASIC  
EDUCATION



**1** in **5**  
girls  
is denied an education



THE UNIVERSAL DECLARATION OF  
HUMAN RIGHTS STATES THAT

“**EVERYONE** HAS  
THE  
RIGHT TO EDUCATION”

A photograph showing four young women standing and presenting documents to a man seated at a table. The woman on the far left is wearing a colorful patterned dress and a matching headscarf. The woman next to her is wearing a grey patterned dress. The woman in the center is wearing a black and red striped dress. The woman on the far right is wearing a pink dress with a red patterned headscarf. The man is wearing a white shirt and a grey vest, and is looking at the documents. The setting appears to be an indoor meeting or conference room with a window in the background and a microphone on the table.

**Young advocates present a manifesto for girls education to Ministry of Education in Pakistan**



# WHAT IS ADVOCACY?



## Advocacy is about:



### **Giving people a voice**

about the issues that affect them.



### **Building evidence**

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



**Positive change in society** towards 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 investment 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 number one priority for the girls in our community and we have the biggest impact for the investment

we can

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

make a difference

by supporting this initiative and help make a real change

# BRILLIANT ADVOCATES



## **Shirin Ebadi**

(Iran) Advocates for gender equality and children's rights.



## **Mahatma Gandhi**

(India) Challenged injustice and inspired the world to change through non-violent action.



## **Ida B. Wells-Barnett**

(United States) Advocated for women's right to vote as well as African-American rights.



## **Martin Luther King**

(United States)  
Advocated for civil rights for black people in the United States.



## **Malala Yousafzai**

(Pakistan) Advocates for access to education, especially 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 A BRILLIANT ADVOCATE

### Securing education for Burundian orphans

After the Arusha peace agreements security conditions improved and schools started to open doors for 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. I was suspended from class, with the worry that failure to pay fees for the trimester would result in expulsion."

#### Story from Burundi





2

Why should we be punished because our parents have been killed? The country has a responsibility to help us



3

ASSOCIATION OF ORPHANS  
IF YOU ARE AN ORPHAN  
JOIN US! IF YOU KNOW OF AN  
ORPHAN EXPELLED FROM SCHOOL  
TELL US!



Clubs spread across the country...

5

We got on the radio! Word was spreading! Even the minister of education publicly endorsed us...



6

All orphans in the country will be allowed to go to school for free!"





A group of schoolgirls in Uganda are celebrating under a large, leafy tree. They are wearing school uniforms consisting of white shirts, dark blue skirts, and grey sweaters. Several girls have their arms raised in the air, and they are all smiling broadly. The background shows a dirt path and more trees under a clear blue sky. A small flag is visible on a tree trunk to the left.

# Students in Uganda celebrating access to quality education

© Plan / Will Boase





# 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?



Tools for analysing the information






# Understand it

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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 ex-child soldiers in the country.

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

#### Story from Sierra Leone



2

WHAT DO WE WANT FOR THE FUTURE?



3

THE FUTURE IS NOT WAR!

THE FUTURE IS EDUCATION FOR ALL



5



From all their research through local children's forum they devised national objectives and lobbied the ministry for policy change...

6

VICTORY!

FREE PRIMARY EDUCATION FOR ALL – AND UP TO GRADE 9 FOR GIRLS IN THE NORTH (WHERE 78% OF GIRLS WHERE NOT ATTENDING)



# 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 an opportunity?**

Throughout this toolkit the language we use is based on the idea that you will be responding to a problem. However, if you're 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 problem 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 were reversed, write each of them as a positive statement, for example if the problem is ‘young people don’t attend school’ you would write the opportunity as ‘young people attend school.’ Steps 4 – 6.

**2. CAUSES:**

---



---

**1. THE PROBLEM:**

---



---

**3. CONSEQUENCES:**

---



---

**5. WORKING WELL:**

---



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**4. THE OPPORTUNITY / SOLUTION:**

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**6. SUCCESSFUL OUTCOMES:**

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## Tool: Advocacy-ometer

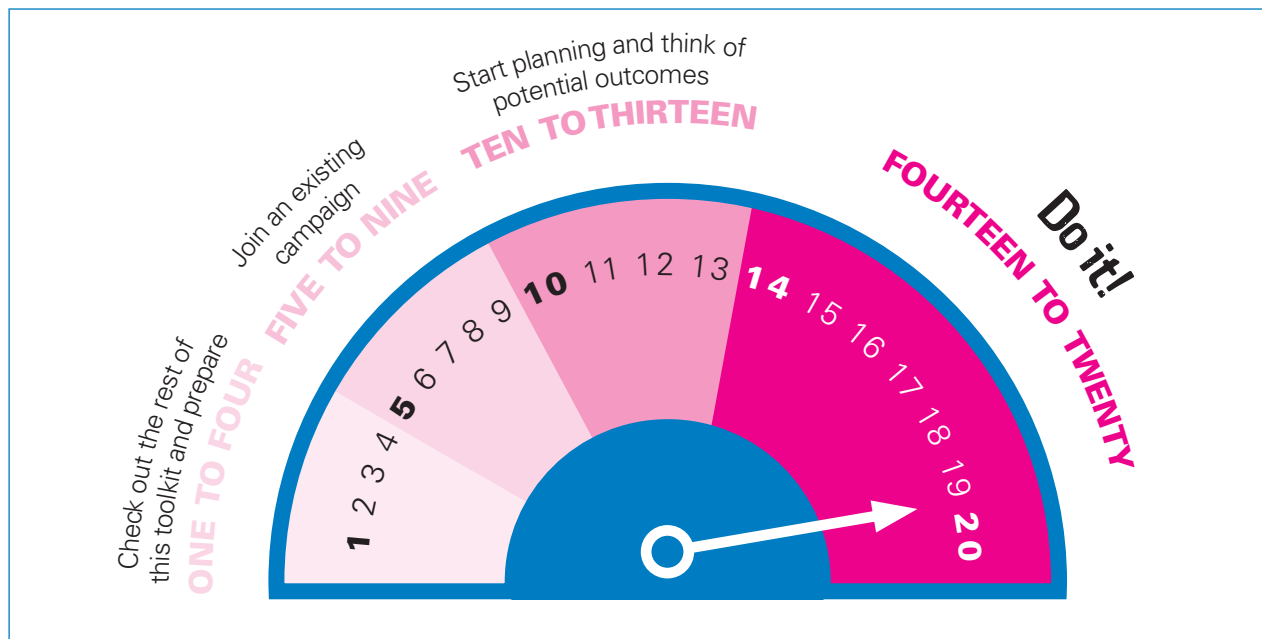
Use the advocacy-ometer to assess whether you've chosen a good issue for advocacy

**Choose a number between one and ten.**  
**One = not at all Ten = Extremely**

- How passionate are you about the issue? 1 – 10
- How confident are you that you can make a difference? 1 – 10

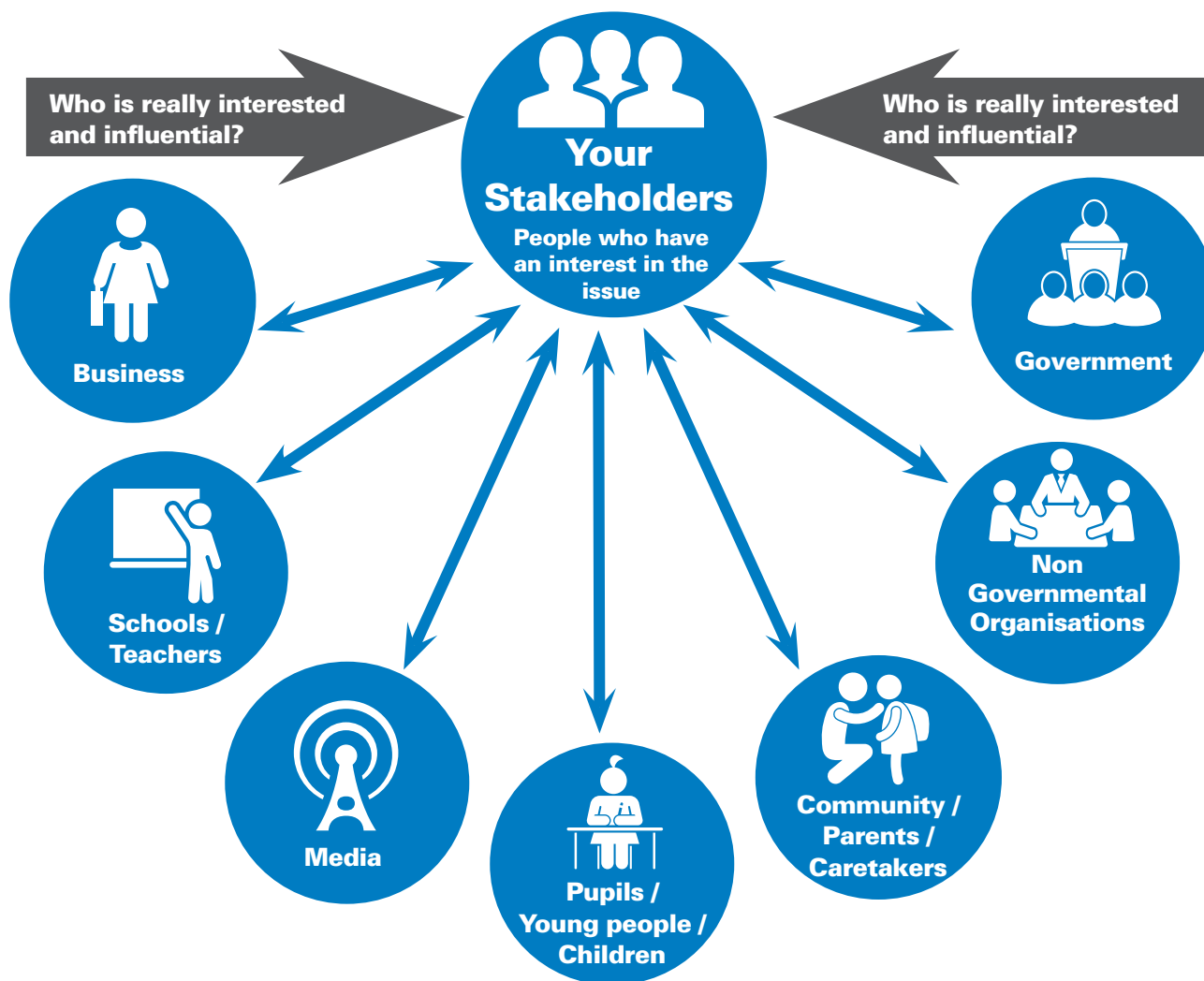
**Your total score:**

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



# 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?', '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 29 write the name of the stakeholders into each box depending on whether you think they have a lot of power to influence change on the problem you want to address.

The text in the grid on the next page offers some advice on how to work with them during research and advocacy.

<b>Stakeholder analysis grid</b>		
<p><b>High Power to influence change</b></p>	<p><b>Satisfy</b></p> <p>Find out the position of these people as your advocacy plan develops.</p> <p>Examples: media, other local activists and NGO's</p> <hr/> <hr/> <hr/>	<p><b>Influence</b></p> <p>Consult them, or speak to experts to find out what influences their decision-making.</p> <p>Examples: policy-makers, local decision-makers, private companies</p> <hr/> <hr/> <hr/>
<p><b>Little power to influence change</b></p>	<p><b>Monitor</b></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><b>Inform, consult, involve</b></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 'girls between 7 and 12 years old in my local community'</p> <hr/> <hr/> <hr/>
	<p><b>It doesn't matter much to them</b></p>	<p><b>It matters a lot to them</b></p>



# DRAFT YOUR RESEARCH PLAN

Write the problem you've identified at the top and fill in columns a, b, c and d. See the example plan below.

- a)** Write out your questions in column 'a' so that they reflect the specific problem you want to address. For example for the problem 'many of the girls in my 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?'
- b)** Identify who you need to speak to in order to find out more, refer to your Stakeholder Analysis (page 31 ). Write these into column 'b'. Where 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.
- c)** 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 pages 40 to 45. You can use a single research method, such as a consultation, to answer several questions.
- d)** Use the tools we've provided to help you reflect, organise and analyse your research information i.e. to help you with question 3 'What needs to change?' you could do a Problem Tree, see page 44.

<b>What's the problem?</b> Example: children with disabilities don't attend school			
<b>a) What questions do we have?</b>	<b>b) Who do we need to speak to?</b>	<b>c) How will we carry out the research?</b>	<b>d) Tools for reflection and analysis</b>
<b>1) Is there a problem?</b> What's the evidence? Who's involved and what do they think? What research already exists?	Key stakeholders: Children with disabilities and their parents / carers. National disabilities NGO. School teachers and head	Interviews Meetings Research review	Stakeholder analysis (page 28) Existing information (page 37) PEST analysis (page 42 )
<b>2) What are the causes?</b> What's the situation now?	Above stakeholders and others identified through research	Interviews Meetings Research review	Tool: Problem Tree Objectives Tree (page 44)
<b>3) What needs to change?</b> What are our objectives for the future? How could we achieve the change?	Above stakeholders and others identified through research	Interviews Meetings Research review	Tool: Problem Tree Objectives Tree (page 44)
<b>4) Who do we need to influence?</b> What do we need them to do?	Above stakeholders and others identified through research	Interviews Meetings Research review	Stakeholder analysis (page 28)
<b>5) How can we influence them?</b> What's our message? How do we get our message across?	Above stakeholders and others identified through research	Interviews Meetings Research review	What's our message? (page 58) How do we get our message across? (page 57)



## 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 we need to speak to?	Why we need to speak to them?	What 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><b>Causes:</b> Why are young people with disabilities not attending school?</p> <p><b>Change needed:</b> 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 / carers?</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>NGO 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 future.</p>	<p>Example:</p> <p><b>Causes:</b> Why are young people with disabilities not attending school?</p> <p><b>Change needed:</b> 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 empower 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, for example 'you will develop I.T. and research skills.'
- Work with a local organisation 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 policy-maker may require loads of national-level data before they're convinced, whereas a school governor 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 organisations 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 organisations 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 per cent.**



**An extra year of secondary school education raises eventual wages by 15–25 per cent.**

(World Bank 2002)

Human interest 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 28.

**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 if 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 neighbours, 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, school curricula. Talk to those who are already working on the issue to find out what's available.

### **Analyse 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, you hope, 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 marginalised.

### **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's some ideas: speak to people in the street, post questionnaires, send mobile texts, do an online survey, place surveys, along with a box in which to drop them in a popular location, or ask organisations to help you to distribute the survey.

## Choose your questions

If you want detailed answers make them open questions: 'what motivates you to attend school?' If you want information that will be easy to analyse make them into closed questions which invite 'yes' or 'no' or a multiple choice answer. Below is an example of a closed question:

'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 favour a particular perspective.

For example the question 'why do girls never go to school?'

a) suggests that all girls don't go to school and

b) suggests that somehow girls are most likely to blame.

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





## 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 re-phrase 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 organisations and decision-makers

- Decide who to invite – who's working on similar issues? Who has influence?
- Set a date and time – consult those attending.
- Organise a venue – if you're inviting organisations they may be willing to host it.
- 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 co-ordinate the meeting, try to ensure the group stay on topic and address 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 amongst the group after the meeting.

**For further tips on what to do during a meeting see page 84 (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, agenda and 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 ANALYSE



## **Tool: Political, Economic, Social and Technological (PEST) analysis tool**

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 factors? What research methods (see pages 36 to 41) can you use to find out more?

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



## Political factors

e.g.

- Government stability
- Levels of corruption
- Policies

## Economic factors

e.g.

- Levels of unemployment
- Income distribution and poverty – leading to child labour
- Cost of attending school

## Social factors

e.g.

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

## Technological factors

e.g.

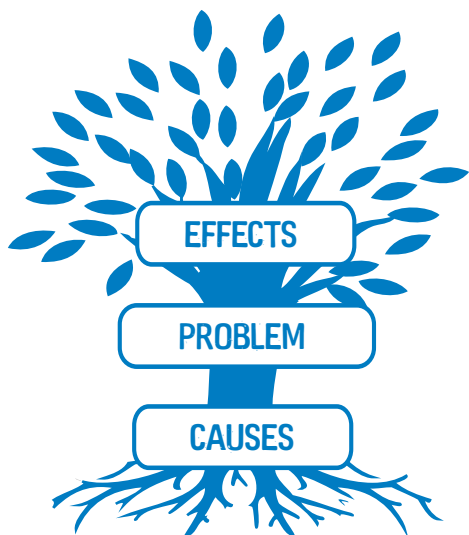
- Access to technology
- Impact of new technologies such as mobile phone technology and the internet



## Tool: Problem Tree / Objectives Tree

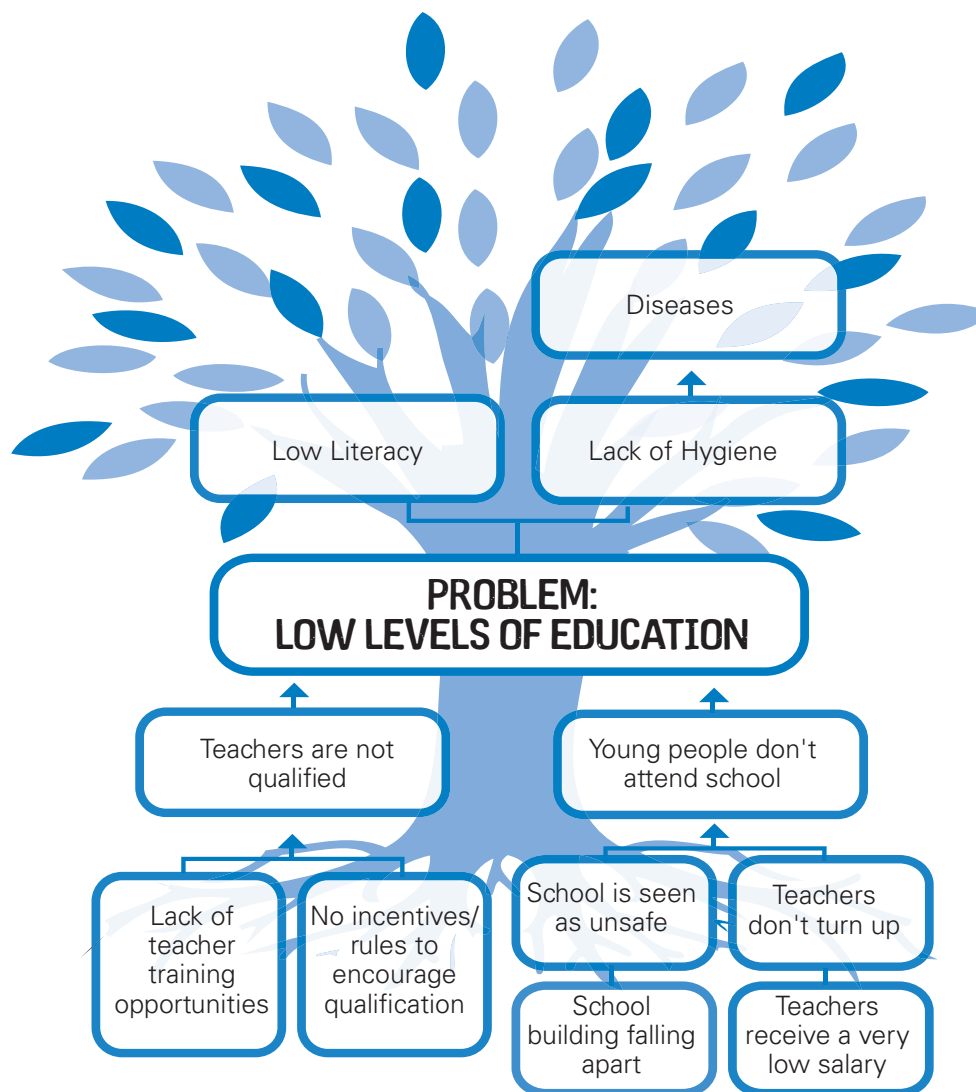
Problem trees are a simple way of showing the causes that lead to a problem. Designing a problem tree allows you to break the problem down and identify possible areas where you could advocate for change.

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 centre 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.



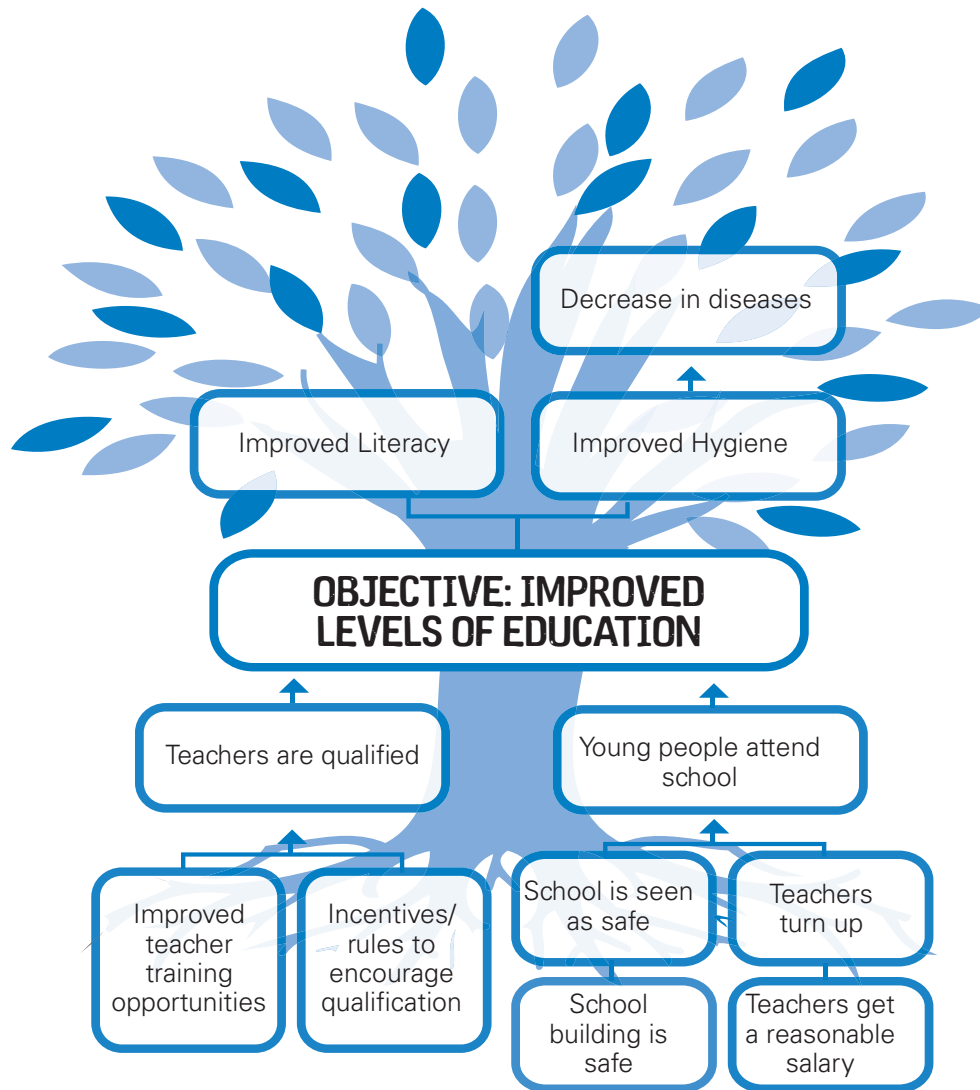
2. First identify the possible causes of the problem and write them down. Use the information gathered in your research to help you. Are people's attitudes or the policies of institutions making the situation worse? What are the other political, economic, social or technological factors? Inviting those 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 solutions tree, simply simply turn the causes into positive statements. Create positive statements which usually include words like: improve, increase or decrease.



You're now ready to start planning action.







**After a successful petition young people hand over \$1 million to the UN to support education for Syrian refugee children**



Date

September 23, 2013

Amount

\$1,000,000

Signed by

32,218 citizens  
from 143 countries





# Our Advocacy plan

<p><b>What needs to change?</b></p> <p>Our objective          Tip: Choose one objective. Use words like 'improve, decrease or increase' to describe the change. See page 54.</p>			
<p><b>Who do we need to influence?</b></p> <p>What do we need them to do?          Tip: Identify 2 or 3 things which would help achieve the objective, for example, 'We need the local council to...'          Avoid writing the actions you will do.          See page 55.</p>		<p>1.</p>	
		<p>2.</p>	
		<p>3.</p>	
	<b>To do</b>	<b>By whom</b>	<b>By when</b>
<p><b>1. How can we influence them?</b></p> <p>Tip: Write down the detailed specific actions you will carry out to influence the person or organisation in box 1. See page 57.</p>			
<p><b>Managing risks</b></p> <p>Tip: Consider the risks of your advocacy plan, what can you do to manage them? See page 68.</p>			
<p><b>Monitoring success</b></p> <p>Tip: Think about how you will know if you're being successful and identify some actions you can carry out. See page 70.</p>			



# Plan it

In this section...

**52 Sumaya's story on planning for education advocacy**

Comprehensive sexuality education in India

**54 What needs to change?**

54 Deciding on your advocacy objective

**55 Who do we need to influence?**

55 Tool: Target analysis

**57 How can we influence them?**

57 Tool: Who and What

**60 What's our message?**

60 What makes a good message?

62 Preparing your messages

62 Test out your messages

**63 How? Choose specific actions**

64 Insider, outsider or a mix?

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**66 What's our plan?**

66 Tool: Change map – Our plan

**68 Managing risks**

**70 Monitoring success**

72 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 Programme (AEP), the first in-school curriculum to include comprehensive sexuality education.

A revised AEP was drafted after advocacy from many groups involved in sexual and reproductive health, women, and youth 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.

“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.

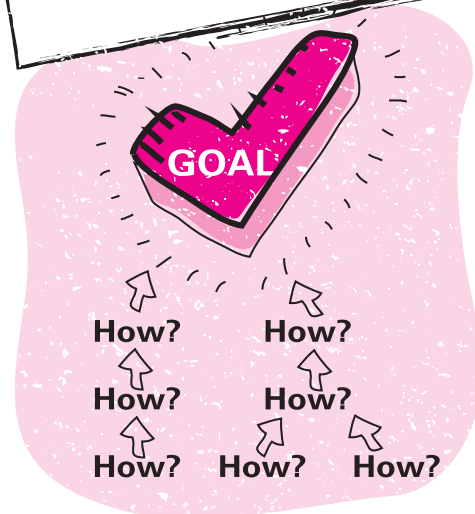
Advocacy is also very fluid. We made several plans and strategies, and we had to plan to be reactive as well as proactive.”

#### Story from India



**4**

### We followed the Medical Research Council's Theory of Change tool





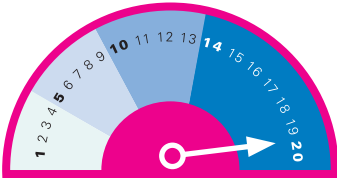


# 2 WHAT NEEDS TO CHANGE?


## 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:

#### **S**pecific:

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

#### **M**easurable:

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

#### **A**chievable:

Be realistic about what can be achieved.

#### **R**esults oriented:

Focus on achieving meaningful change.

#### **T**imebound:

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 organisations 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. (If you haven't done it then see Section 1, page 28)

1. Look at the top right hand box of your stakeholder analysis, if necessary add details to the list, by writing specific people and organisations.

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


2. To help you decide who to target ask yourself these two important questions about each of the people/organisations and write them into a table like the one below:
  - a. What would we need them to do? How much impact could they have on achieving our objective?
  - b. How easily can we influence them?

3. Place them in the table in terms of where you think they fit. Consider:
- What is their current position on the issue? Are they in favour or against?
  - 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 organisations during your advocacy work.

4. You can't reach everyone. You'll need to decide on two or three who you really think you could influence to achieve your objective.



**Difficult to influence**  
**High impact**

**Advice:** Try to work with this group over the longer term. Explore what influences them, look for opportunities to build a relationship.

**REACH  
OUT TO  
THEM**

**Easy to influence**  
**High impact**

**Advice:** Focus most of your time and energy on this group.

**TARGET  
THEM**

**Difficult to influence**  
**Low impact**

**Advice:** Forget it! Well, almost. Just be aware of them, as they may become easier to influence or more powerful in the future.

**FORGET  
THEM!  
FOR NOW...**

**Easy to influence**  
**Low impact**

**Advice:** Reach out to this group, they could give you some easy successes to inspire others with. They could also be door-openers to more important targets, allies who will add their voice to your campaign, or informants who have access to crucial information.

**REACH  
OUT TO  
THEM**

# 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.

1

DRAW A  
PICTURE  
OF  
YOURSELF



2

ASK YOURSELF THE  
QUESTION,

“What influences my position  
on education for all?” (i.e. what  
I think education is for, the global  
situation, what needs are there, etc).



3

THINK ABOUT:

- a.** What you care about   **b.** What you do   **c.** Who you know  
**d.** Where you get information from.

For example...



**Ambitions**



**News on TV**



**Political  
views**



**Culture**



**Friends**



**School  
experience**

**4** WRITE DOWN YOUR TOP 5, 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 then 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 targets care about in your advocacy messages.



For example...

<b>Advocacy Objective: Provide pathways into education opportunities for out-of-school children.</b>		
<b>TARGET</b>	<b>WHO</b>	<b>WHAT</b>
<b>Minister of Education</b>	<ul style="list-style-type: none"> <li>• 2 very close personal advisors</li> <li>• Teachers Union</li> <li>• Prime Minister</li> <li>• National media</li> </ul>	<ul style="list-style-type: none"> <li>• Public negative sentiment towards young people</li> <li>• Upcoming national election</li> <li>• Used to run a private education organisation</li> </ul>

# 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 'What influences them'.
- Appeal to the heart, the head and the hands – see below.

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

### 1. Appeal to the heart Why should they care?

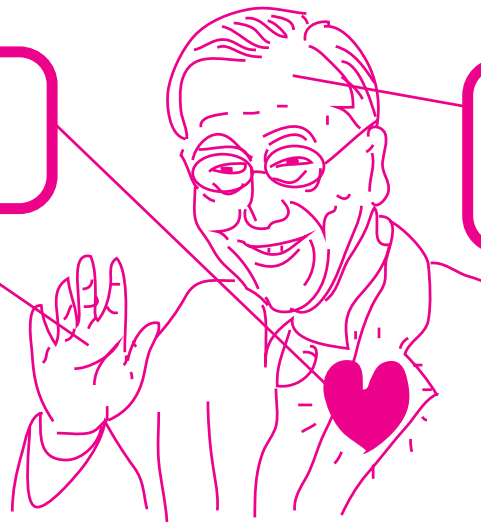
– Communicate the need and what needs to change

### 3. Appeal to the hands What can they do?

– What are you asking of your target audience

### 2. Appeal to the head What can change?

– With inspiring examples and strong ideas of what's possible



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

The 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.”

Or

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 first, which encourages 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 message** 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.

**Brilliant messages are:**

1. Simple.
2. Solution focused.
3. Practical and reasonable in their requests.
4. Evidence-based – they including 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 65 and described in detail in section 3, 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 mobilising the public? (see page 64).



## Insider, outsider or a mix?

### **Insider advocacy:**

Working closely with decision-makers to influence them can be effective but be aware, 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 mobilising the public and / or undermining decision-makers is effective but be aware, it can lead to:

- Tension and conflict between decision-making groups and communities 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 organising a big political event as part of your strategy.



# WHAT'S OUR PLAN?



## Tool: Change Map – Our plan

NOW

THE FUTURE

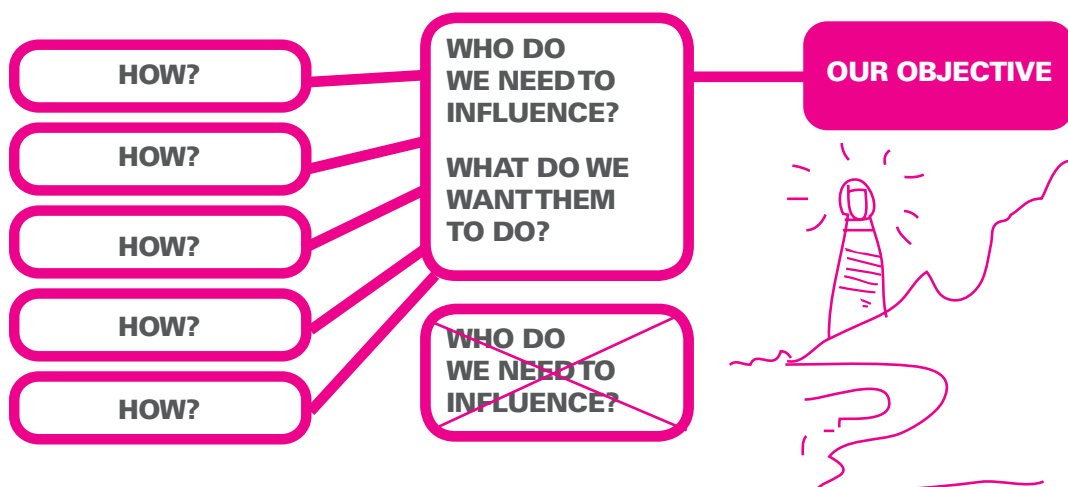


**How can we move from the problem now to our objective in the future?**

**Start planning:**

1. Write your objective on the right hand 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 backwards 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. Colour-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 over ambitious	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 organisations 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 programmes.

# 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:

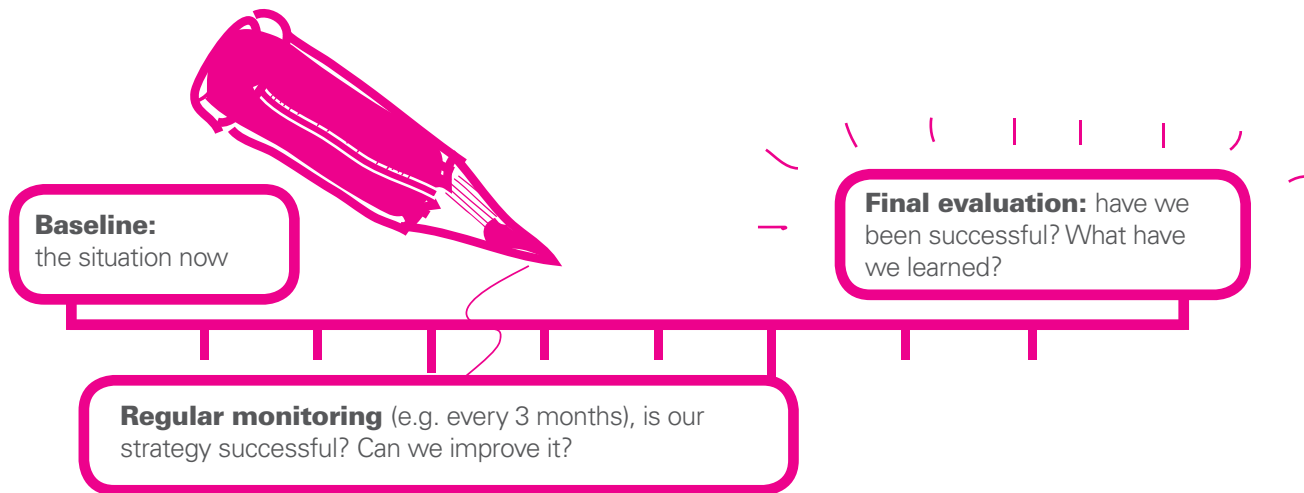
- PROVE: gather evidence about whether change is happening – so that you can know and show to others what's really going on.
- IMPROVE: learn about what's working and what's not.

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 forms an important part of monitoring. For this reason one of the most effective methods is to call 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.

- What have we learnt?
- 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 round. 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**, 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 and trust of the advocacy campaign. Assessing the effect of your advocacy campaign is best done by the people the campaign is trying to help.



# Completed example plan

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

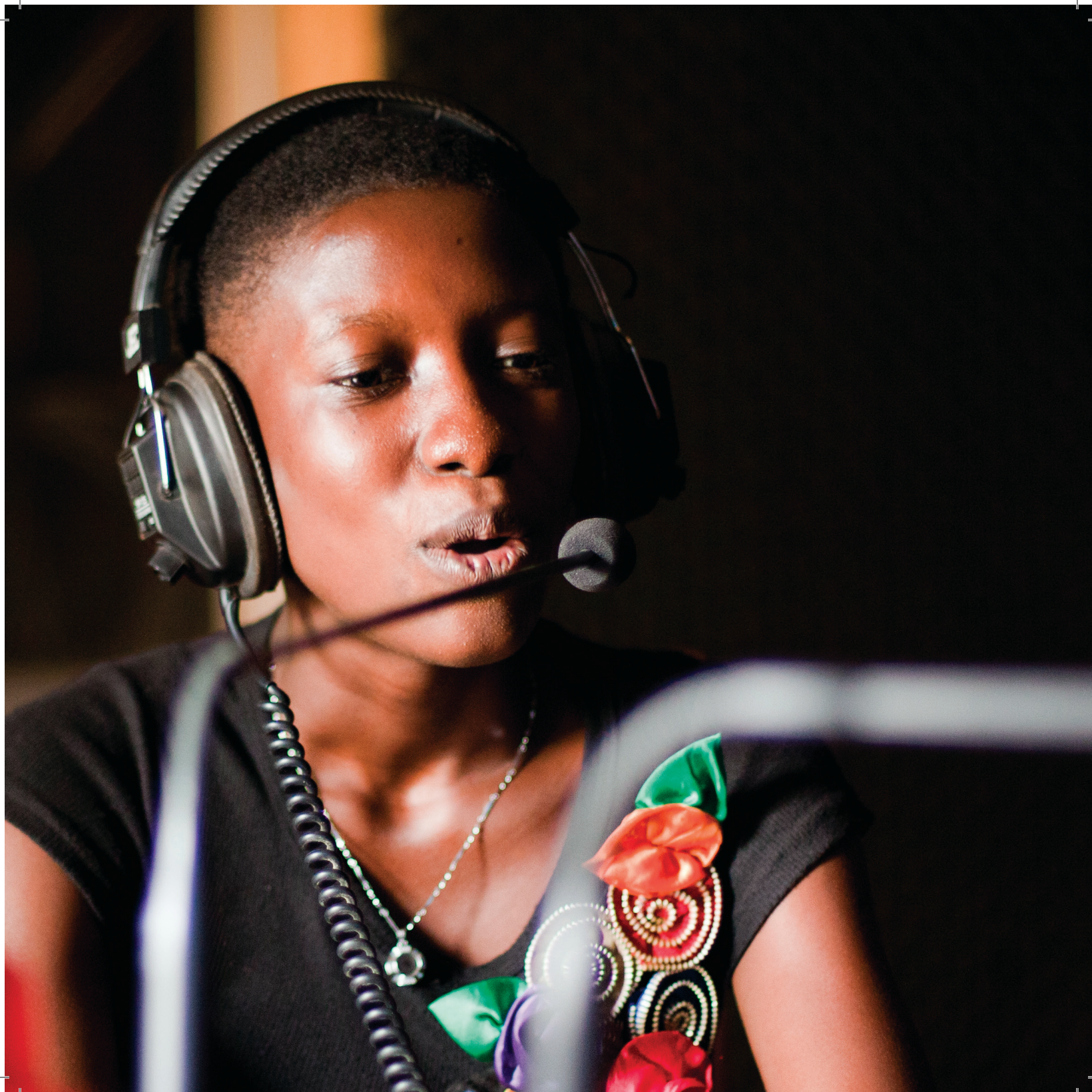
<b>The change we want</b> Our objective	Widen access to higher education and decrease numbers of students dropping out by lowering fees in our university		
<b>What would make this change happen?</b>	<ol style="list-style-type: none"> <li>1. Raise awareness of the situation amongst the students and get them involved</li> <li>2. Provide viable alternative ways to bring down the university budget</li> <li>3. Get the student voice listened to by the university board</li> </ol>		
<b>HOW</b>	<b>TO DO</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
<b>1. Raise awareness of the situation amongst the students and get them involved</b>	<ul style="list-style-type: none"> <li>• Host a campus event to draft shared requests in a student 'Memorandum of Understanding'</li> <li>• Build social media connections for regular communications</li> <li>• Hold a demonstration</li> </ul>		Ongoing
<b>2. Provide viable alternatives to bring down the university budget</b>	<ul style="list-style-type: none"> <li>• Research details of the university budget, and how it is allocated</li> <li>• Draw up different options</li> </ul>		
<b>3. Get the student voice heard to by the university board</b>	<ul style="list-style-type: none"> <li>• Understand how decisions are made at the university</li> <li>• Write to the Minister of Education</li> <li>• Mass meeting between students and university board</li> </ul>		
<b>Managing risks</b>	<b>RISK</b>	<b>AVOID</b>	<b>DEAL WITH</b>
	Loss of motivation with slow moving change (team and students)	<ul style="list-style-type: none"> <li>• Be realistic about expectations with everyone</li> <li>• Track involvement</li> <li>• Regular injections of energy</li> </ul>	Step up the pressure if interest fades
	Being manipulated or ignored because we don't understand how things work	<ul style="list-style-type: none"> <li>• Understand the system! Get to know the bureaucracy and decision-making processes</li> </ul>	Refer to the higher authorities
	Being seen as an insider or 'part of the system' by the students	<ul style="list-style-type: none"> <li>• Bring students and Board together</li> <li>• Lead demonstrations</li> </ul>	
<b>Monitoring success</b>	<b>WHAT TO MONITOR</b>	<b>SOURCES</b>	<b>WHEN</b>
	Numbers of supporters	Signatories to the 'Memorandum'	Start, and throughout
	Perception / support of university authorities	1 to 1 meetings	Before and every 3 months
	Wider support	Local media coverage Other groups offers of involvement	Throughout



A young girl is seen from the chest up, wearing a red shirt, in a radio broadcast booth. She is holding a microphone and appears to be speaking. The background is a blurred interior with wooden paneling and a window. The text is overlaid on the lower half of the image.

**A young girl broadcasting on the radio as part of Plan's Girls Making Media Project which seeks to empower girls to use media to address gender discrimination**





“Action  
is the  
antidote  
to despair”

Joan Baez





# Do it

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Caravan for inclusion

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## ROLANDO'S STORY ON MAKING EDUCATION ADVOCACY HAPPEN

### Caravan for inclusion

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

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

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

#### Story from the Philippines



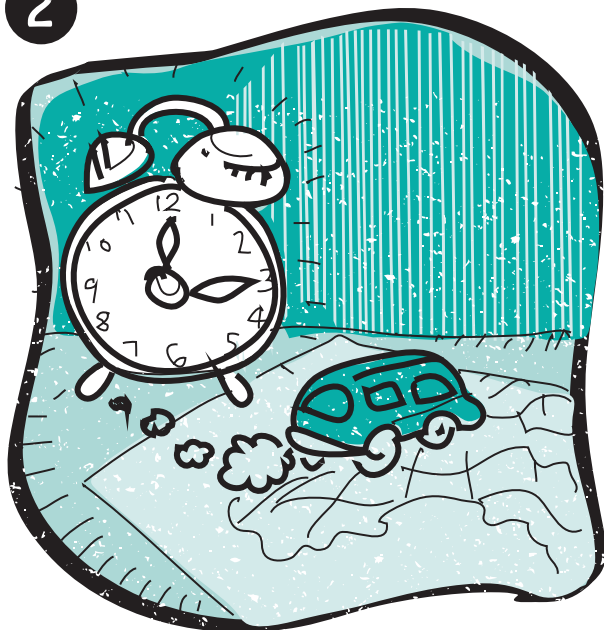
1



4



2



3

STUDENT TEACHER'S WORKSHOP



5

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



6

3

MONTH CAMPAIGN REPORT



SCHOOLS SUSTAINING INVOLVEMENT



SCEPTICISM DECREASING



MORE SUPPORT FOR INCLUSIVE EDUCATION

3

# 3 LOBBYING – INFLUENCING POLICY AND DECISION-MAKERS

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



## What is policy?

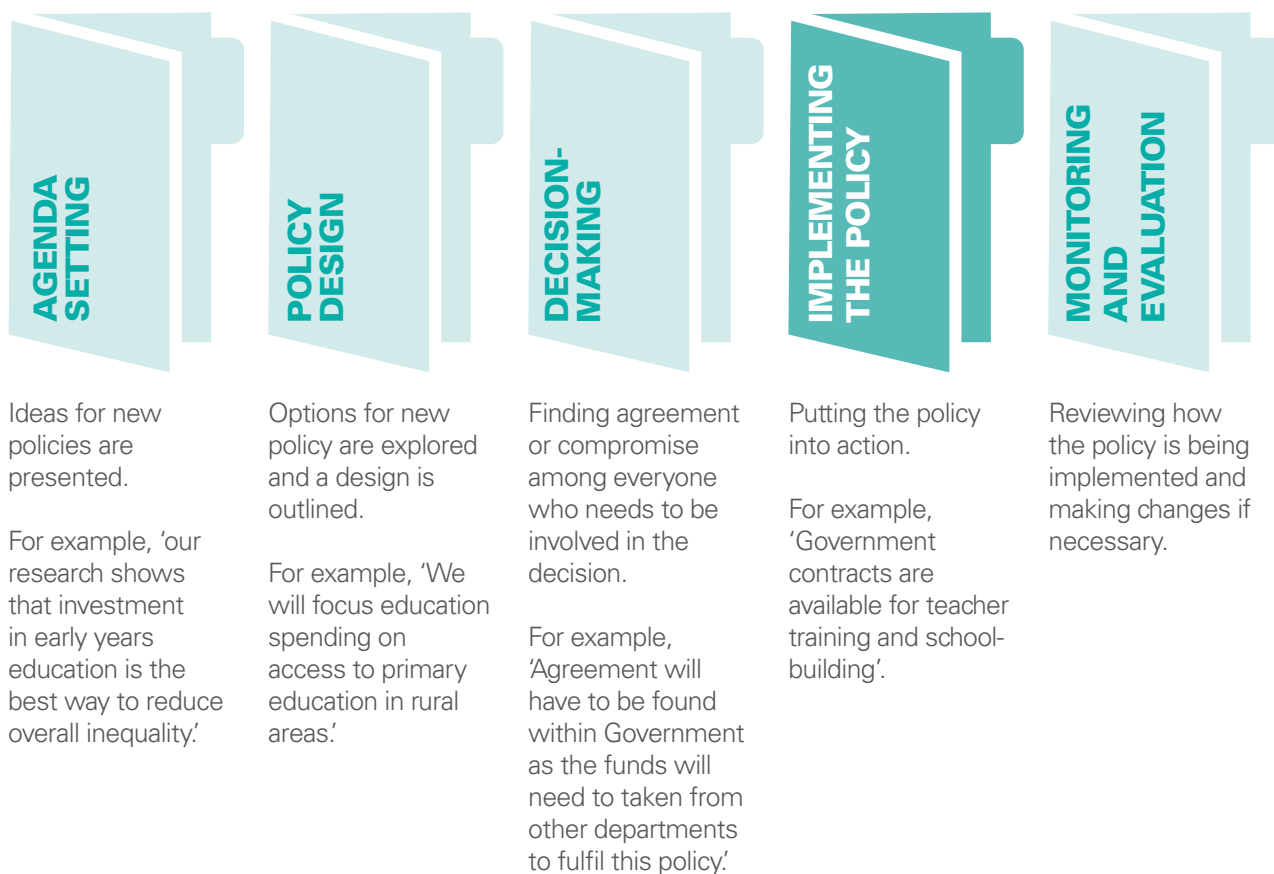
A policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary schools, which will guide how education develops in that country.

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

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

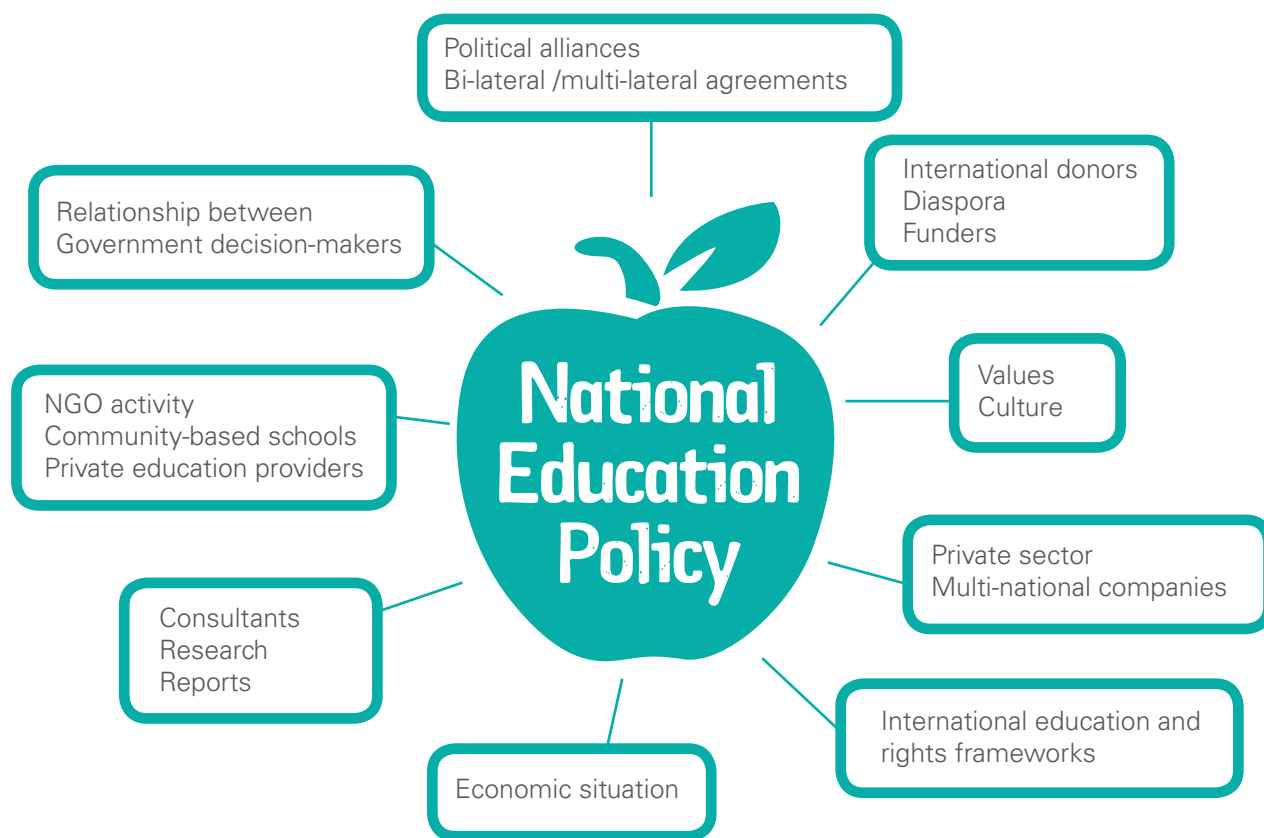
# How policy is made and implemented

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



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

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





## Influencing policy



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

### IDEAS FOR INFLUENCING EDUCATION POLICY

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

# Meeting decision-makers



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

## 1. Setting up an advocacy meeting

- **Contact**

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

- **Courtesy**

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

- **Timing**

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

- **Clarity**

Be clear about what you want from them.

## 2. Prepare

- **What interests and influences them?**

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

- **Who should go?**

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

- **Have you designed brilliant messages?**

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

- **Are you legitimate?**

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

- **Are you convincing?**

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

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

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

- **Practice with the tool below:**



## Tool: "I couldn't disagree more"

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

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

### Try this quick activity to help you:

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

**1****WRITE IT DOWN,**

Ask everyone to write down a statement about the issue you are working on that they believe strongly. For example, 'more girls should go to school'.

**2****GET INTO PAIRS**

Get into pairs and swap statements with the person you are paired with.

**3****READ OUT THE STATEMENT**

Ask one of each pair to read out the statement to their partner, and ask the partner to respond by saying, "I couldn't disagree more..." and then to argue against the statement.

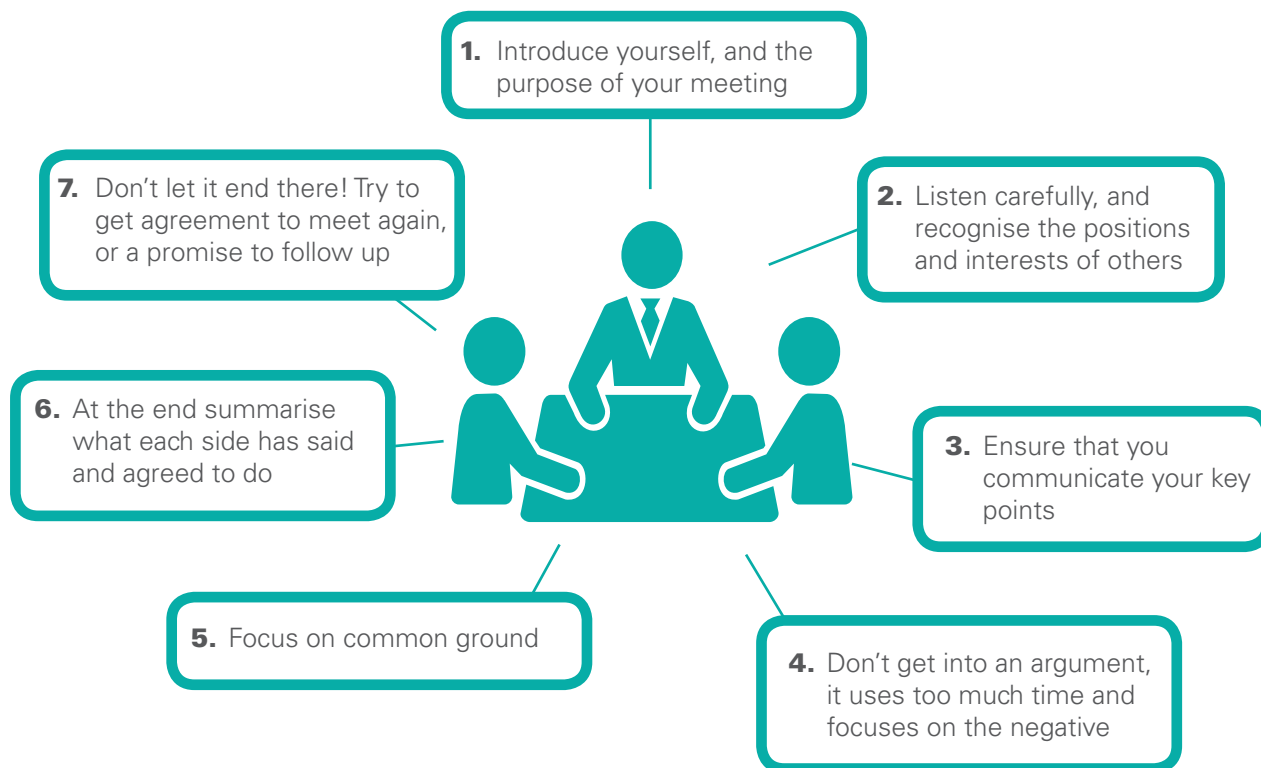
**4****SWITCH**

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

**5****WHAT HAVE YOU LEARNT?**

What have you learnt about your issue and other views on it? What arguments do you need to prepare for? Prepare positive alternatives. Be ready!

### 3. At the meeting



#### Dialogue

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

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

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



# Negotiation



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

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

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

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

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

And remember in the meeting...

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

## **Possible outcomes of the negotiation:**

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

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

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

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

## Negotiation Tactics

### “Can we break this down?”

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

### “Do you know who I am?”

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

### “I have to check with other people first”

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

### Good cop / bad cop

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

### Extremes

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

### Ultimatum

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

(Adapted from National Union of Students Negotiation Training)



### Clockwatching

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

### Repackaging

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

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

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

## International policy frameworks

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



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

## Using Global frameworks for advocacy

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

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

# CAMPAIGNING



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

## Why campaign?

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

## Campaign Actions

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



Some popular public campaign methods include...

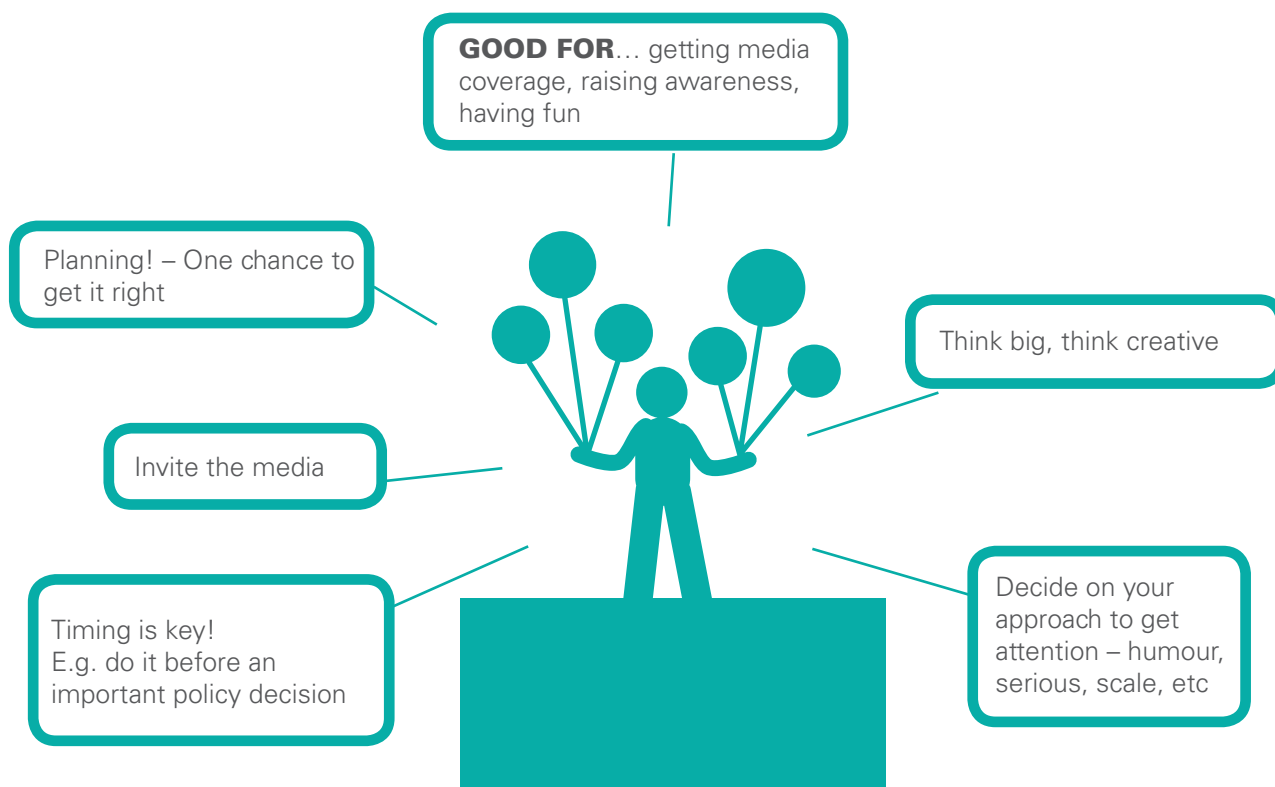


## Rallies and marches

## Some popular public campaign methods include...



# Public stalls and exhibitions



## High profile stunts

## Some popular public campaign methods include...



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



## Public meetings

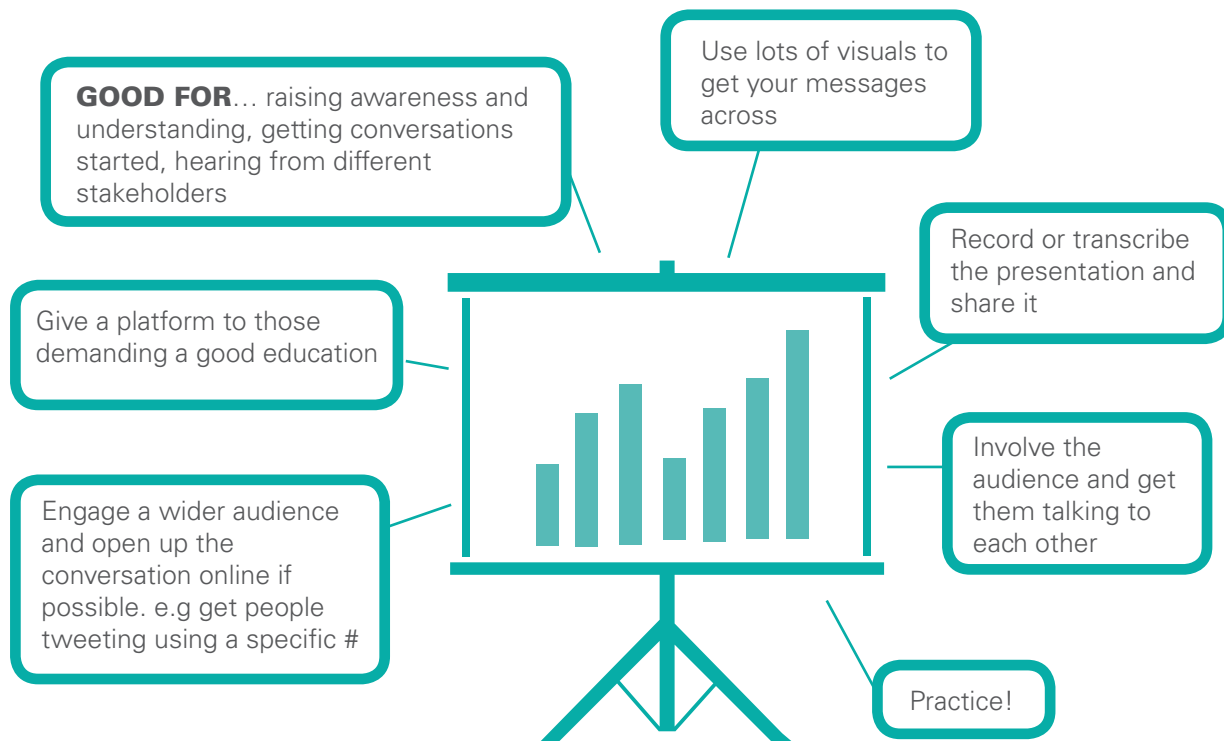


## Some popular public campaign methods include...



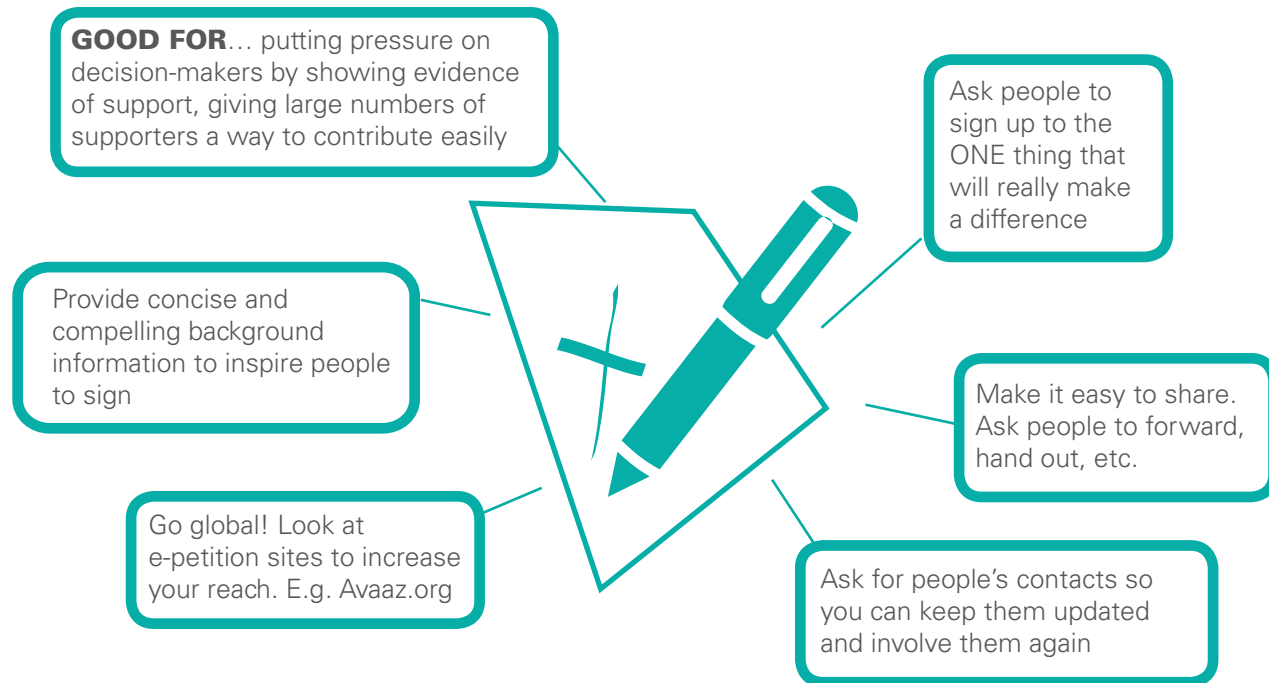
## Non violent direct action

For example: occupations, disruptions, strikes.

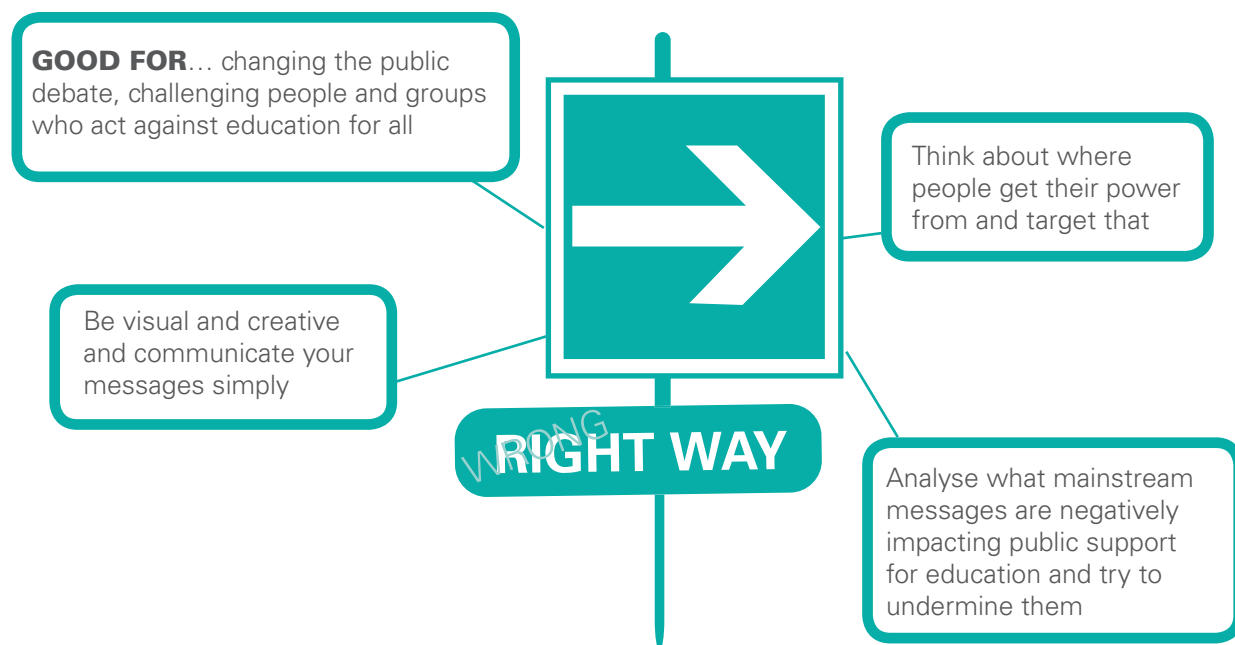


## Talks and presentations

## Some popular public campaign methods include...



# Petitions



## Culture Jamming

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

## Online campaigning



### **What is online campaigning?**

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





### Why online campaigning?

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

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

### Do...

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

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

Share things that people will want to share.

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

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

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

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

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

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

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

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

Join online education advocacy groups and campaign networks.

Create new and useful content.

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

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

**Don't...**

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

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

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

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

Expect to build an online community too quickly.

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

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

Use social media to advertise.

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

# Social media is a conversation

# 3



### **Using mobile technology**

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

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

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

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

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

# MOBILISING

## Why mobilise?

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

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

## Building your team

### **Vision and values**

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

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

# 3



## Establishing roles

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

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

## Staying motivated

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

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

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

## Mentoring

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

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

# Mobilising supporters



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

## The ladder of involvement

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

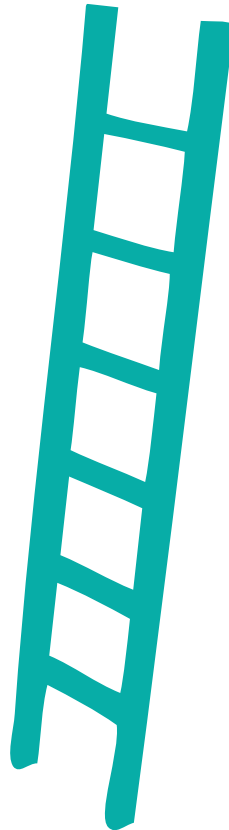
Activists – volunteer to take up specific roles

Promoters – actively share what you are doing with others

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

Understanding – People understand the issues

Awareness – People know about the campaign



### Helping people up the ladder

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

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

## Building alliances and partnerships



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

### Looking for partners

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

## Forming a coalition

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



### On the plus side

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



### On the negative side

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

### **Ethical considerations**

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

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

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



# MEDIA AND COMMUNICATIONS

## Why use the media?

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

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

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

## **What makes a good news story?**

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

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

## What's new?

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

## Newsworthiness

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

# Getting Noticed

**Inside the mind of a journalist...**





### Top tips for working with journalists

#### At events

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

#### On the phone

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

#### By email / letter

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

### Writing a press release

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

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

# Model press release

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

## ANTI - VIOLENCE CAMPAIGN

← **Your name, or the name of your campaign.**

### PRESS RELEASE

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

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

### YEAR 10 PUPIL LEADS REDUCTION IN VIOLENCE IN SCHOOL

← **Headline – keep it short and sweet.**

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

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

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

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

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

← **Quotes – Use to get key points across.**

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

ends

### Contacts

Your name, Organisation, Phone number/s, email address

← **Contacts – provide details of whom to contact for more information.**

### Notes to editors

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

← **Notes to Editors – add any additional info and links that would be useful.**

## Talking to the media – Interview skills

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

### Know who you're talking to

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

### Know what you want to say

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

### Practice

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

### Learn from every interview

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

### Be professional during the interview

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



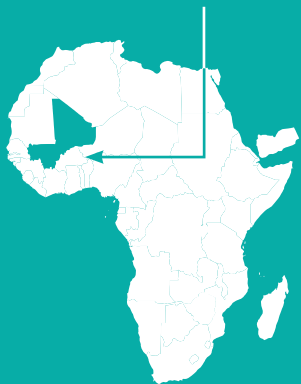
## YETAM Youth Empowerment through Arts and Media

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

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

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

### Story from Plan Mali, Kati District, Mali



1

Deeper exploration of issues through songs, theatre and photography



4

Dialogue with community leaders and decision-makers



2

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



3

Skills training for communicating the message



5

Public event to raise awareness and get public support



6

OUTCOME:




✓ Corporal punishment prohibited







A young woman with blonde hair, wearing a pink t-shirt and a lanyard, is smiling and speaking into a microphone. She is seated at a desk with papers and a laptop. The background shows other people in a large conference room.

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



## The Education We Want

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

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

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

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

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

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

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

**2 Put EVERY child in school.**

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

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

- Guarantee gender equality by recognizing and respecting the equal rights and potential of all girls and boys. Take concrete steps to enable and support girls as active, educated and productive citizens of their countries and of the world.
- Create environments that cater to the unique needs of girls, and tackle social barriers and gender expectations which prevent girls from confidently and safely participating in school.
- Place particular emphasis on education for 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 labourers and slaves; those living in disadvantaged



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

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

- Develop and promote non-formal and citizenship education to encourage life-long learning to develop life skills and values. Education should focus on the important realities of life, aim to reduce extremism and encourage political participation, as well as promote equality, intercultural learning and respect.
  - Connect learning more directly with the 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 be of the highest standards and professionalism. Teachers should be in attendance and available to all of their students, and protect their rights. Teachers must be adequately paid, to encourage more people to enter the profession and close the trained-teacher gap.
  - Ensure young people transition from primary and secondary education, so that their ambitions can flourish and their potential be fulfilled.

## 5 Increase education funding and ensure accountability.

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

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

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

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

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

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

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

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

**Help us make sure this promise is kept:**



**A World at School**

**[www.aworldatschool.org](http://www.aworldatschool.org)**





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

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

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

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

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

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

**Join the *Because I am a Girl* campaign at**

[www.plan-international.org/girls](http://www.plan-international.org/girls)



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Design and artwork: nim design