

Creating Change:

Advocacy Toolkit for Education in Emergencies



Inter-agency
Network for Education
in Emergencies

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SECTION 1

Introduction



What is INEE?

The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education.

INEE's work is founded on the fundamental right to education. We envision a world where:

- all people affected by crisis and instability have access to quality, relevant, and safe education opportunities;
- education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response;
- governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response, and recovery; and
- all education programs preparing for and responding to emergencies, chronic crises, and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

What is the INEE Advocacy Toolkit?

The INEE Advocacy Toolkit has been developed in response to requests from our members for a comprehensive resource specifically tailored for advocacy for education in emergencies (EiE).

There is a vast number of toolkits available that explain how and why to advocate for an issue or cause. There also are many guides, briefs, and reports available to support advocacy for EiE, including several produced by INEE and our members. Many of these resources are highly useful, but the sheer number of options available can be difficult and confusing to navigate. This means that searching for advocacy resources often takes valuable time and energy away from the advocacy itself. Ever-shifting global and national landscapes also mean that resources become outdated quickly. Moreover, despite the volume of toolkits available, nothing specifically tailored to the unique context of EiE advocacy has been produced for several years.

The INEE Advocacy Toolkit aims to make it easier and faster for INEE members to find the tools they need to strengthen their vital work. It pulls together resources from across the education, humanitarian, and development sectors and presents them as clear, concise lists. The resources listed have been selected in response to a survey of INEE members' needs, and in acknowledgement of the diverse emergency contexts in which INEE members work. While this resource is aimed primarily at INEE members working at a national level, we hope it will be helpful to any organization or individual who advocates for—or wants to advocate for—EiE at a local, regional, or global level. It is by no means an exhaustive list, but it does provide extensive options, ideas, and inspiration for impactful, sustainable, advocacy that can help to ensure a quality, safe, and relevant education for all who live in emergency and crisis contexts.

In sections 2 and 3, you'll find some background information about what advocacy is and why it matters for EiE. Section 4 provides the top considerations for advocacy in emergency or crisis contexts. Sections 5, 6, and 7 include resource lists to guide you through each stage of the advocacy process—from planning, to taking action, to evaluating impact. Near the top of each list, you'll find overviews of the topic and explanations about specific tools, and toward the bottom you'll find templates and examples. We've highlighted key sections and page numbers, but if you find a resource that seems particularly relevant or useful to you, by all means make use of the whole thing.

Some of the resources featured focus on education advocacy, whereas others are about advocacy more generally. Some have been designed with a specific audience in mind, such as particular age groups, geographic regions, or organizations. However, we have included each resource because we believe it to be widely applicable and adaptable. We encourage you not to discount any resource based on the category; for example, there is a wealth of excellent “youth-friendly” resources that offer just the kind of quick, clear, and concise guidance required in times of emergency or crisis. We've included a range of resource styles and approaches too, so if one doesn't feel relevant or inspiring, you can try something else on the list. Ultimately, you'll need to determine whether a resource is appropriate for you and the context you're advocating in.

You might have opened this toolkit knowing exactly what you need, or perhaps you're just looking for a particular template, like a press release. You'll find that in section 6.3. Or, you might like to see some examples of fully completed advocacy strategies. There are several to choose from in section 5.6. Maybe you're looking for guidance on child-centered advocacy, which you can find in section 4.2, or on creating strong messages which can be found in section 5.5, or making sure your advocacy is having an impact, that is covered in section 7.2. Or, you might be looking to gain a better understanding of just what advocacy is and how it is used for EiE, in which case you should keep reading through sections 2, 3, and 4.

Whatever you're looking for, the INEE Advocacy Toolkit offers plenty of options and ideas. Whichever section you jump to, we recommend that all readers familiarize (or re-familiarize) themselves with the materials in section 4.1 on safety and risk, particularly if you are advocating in contexts of conflict and violence, and those in section 4.5, which address self-care. Advocating for EiE can be rewarding, frustrating, energizing, and draining work, and it is critically important that you take care of yourself while doing it.

SECTION 2

Advocacy



What is advocacy?

Before looking specifically at advocacy for EiE (section 3), here's a reminder of the basics.

The word “advocacy” has many definitions and can be interpreted in multiple ways. Because of this, it can sometimes be daunting or off-putting, especially to those who are unsure exactly what it means.

Put most simply, advocacy can be thought of as “the process of making change happen.” This process can take place at a community, national, or international level. At the community level, advocacy is often about influencing societal and cultural attitudes to change reactions to or attitudes toward an issue, topic, or group. Advocacy at a national or international level often aims to change national or international policies or institutional practices by influencing decision-makers.

Here are other definitions of advocacy:

“Advocacy is the deliberate process, based on demonstrated evidence, of directly and indirectly influencing decision-makers, stakeholders, and relevant audiences to support and implement actions that contribute to the fulfilment of human rights.” (INEE)

“Advocacy is about doing something to support, recommend, or implement actions linked to an idea or cause you care about.” (UNICEF)

“Advocacy is a set of organized activities to influence government and other decision-makers’ policies and practices.” (Save the Children)

“Advocacy is the deliberate process of influencing those who make decisions about developing, changing, and implementing policies.” (CARE)

Although there are many definitions, you'll notice that they have some commonalities. Advocacy usually refers to something intentional, planned, and systematic; it generally focuses on changing policies or practices; and it often centers on the concept of human rights.

Advocacy throughout INEE's global inter-agency network is underpinned by the INEE Minimum Standards for Education: Preparedness, Response, Recovery. The Minimum Standards express a commitment to ensure that all individuals have a right to education during emergencies and fragile contexts. They have three primary aims:

1. To enhance the quality of educational preparedness, response, and recovery
2. To increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender, or abilities
3. To ensure accountability and strong coordination in the provision of education, starting in emergencies and through to recovery

SECTION 3

Advocacy for Education in Emergencies



Syria, 2019 © Tom Peyre-Costa/NRC

What is advocacy for education in emergencies?

EiE advocacy focuses specifically on ensuring access to quality, safe, and relevant education for all in emergency and crisis contexts. It is one of a range of approaches available to meet EiE-related goals. Others include direct programming, communications, partnerships, and research. It is also important for meeting the targets of [Sustainable Development Goal \(SDG\) 4](#) and the Education 2030 Agenda. As with any other approach, advocacy can take place at a local, national, and global level. It targets those in positions of power, frequently governments, donors, and institutions.

EiE advocacy falls under the umbrella term, “humanitarian advocacy.” Humanitarian advocacy can and does take place as a direct response to emergencies or crises, but it is not limited to these moments. Humanitarian advocacy—including for EiE advocacy—begins long before an emergency arises. For example, EiE advocacy includes efforts to advance policies that protect the right to education if an emergency should occur. It also continues long after a crisis has subsided or been resolved, such as negotiations for a safe return to school for children affected by an emergency.

EiE advocacy can

- increase the reach and sustainability of access completion of quality education since changes to policy or practice have the potential to affect many more people than direct programs alone;
- ensure that decision-makers are held accountable for fulfilling their responsibilities and their commitment to ensure all children's right to education, as enshrined in international human rights standards;
- ensure that education is prioritized in humanitarian responses and that adequate education resources are made available, particularly in situations where education competes with humanitarian priorities; and
- ensure that the voices, experiences, perspectives, and priorities of those affected by crises, including children, are listened to, acknowledged, and adequately considered in decision- and policy-making arenas.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 15: Humanitarian Advocacy	Save the Children	2017	English
Advocacy for Education in Emergencies		INEE	2018	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	Chapter 3 - Humanitarian advocacy: meeting human needs in emergencies	UNICEF	2010	English French
Emergency Toolkit	2.1 Role of Advocacy in an Emergency	CARE	2011	English

SECTION 4

Considerations

Five considerations for EiE advocacy



4.1 Safety and Risk

The number-one consideration for organizations and individuals engaging in EiE advocacy is that safety be a priority at all times. There are risks associated with any form of advocacy—reputational, operational, risks to relationships, and/or security risks—and these risks can become heightened in emergency contexts.

It is important to consider in advance how you or your organization will assess, mitigate, and manage risk at each stage of advocacy, keep an advocacy risk assessment under review, and revise it in keeping with changing circumstances. The level of preparation required will be determined by the situation you are advocating in. In contexts experiencing a high level of community violence, for example, additional considerations and preparation will be required.

Every community, every country, and every political situation is unique, and a situation can shift rapidly—especially when facing an emergency. We do not encourage anyone to put themselves or others in harm's way in order to advocate for EiE. Safety and security must be the overriding consideration. Not all advocacy tools can be safely used in all situations; therefore, every resource featured in this toolkit must be considered carefully before using it in particular contexts and security conditions.

Safety and risk might be a focus area for your advocacy. See [Section 5.1](#) for resources related to specific EiE topics.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	Chapter 6 - Managing Risks in Advocacy Chapter 6.2 - Sample Risk Management Matrix	UNICEF	2010	English , French
Emergency Handbook - Advocacy in Emergencies	4 - Protection Risks, 5 - Other Risks	UNHCR	2015	English
Keeping Girls in the Picture: Youth Advocacy Toolkit	4.4 Safety Precautions	Global Education Coalition, UNESCO	2021	English , French , Spanish , Portuguese
Youth Advocacy Toolkit	Risks and Challenges (Page 14)	UNICEF	2019	English

4.2 Working with Children

Every child or young person has the right to be heard on issues that affect her or him, and since EiE affects millions of children and young people, working with them to ensure that their voices are heard and taken into account by policy- and decision-makers is a vital part of advocacy.

With any type of advocacy, children's and young people's safety must remain paramount. Each of us has a commitment and a duty to safeguard children, especially those we work with and for through our advocacy. Children's and young people's participation in advocacy for education must always be based on child protection or safeguarding policies and guided by the aim to do no harm.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy Toolkit	6.6 Child Participation Matrix	Save the Children	2005	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	Chapter 8 - Working with Children and Young People in Advocacy	UNICEF	2010	English
Advocacy and Campaigning Course	Session 9 - Child Participation	Save the Children	2014	English
Handbook for Children and Youth People	Safety and Protection Issues	Save the Children	2008	English , Arabic
Minimum Standards for Child Protection in Humanitarian Action	Pillar 1, Standard 3: Communication and Advocacy	Alliance for Child Protection in Humanitarian Action	2019	English , Arabic , French , Spanish
Youth Advocacy Guide	Understanding the Terms: Youth Participation	UNICEF	2019	English , French

4.3 International Frameworks

All EiE advocacy is underpinned by a number of global frameworks, agreements, and legal obligations that enshrine education as a universal human right. This means that governments have the duty to ensure that all individuals—including refugees, asylum seekers, and internally displaced people—can access a quality, safe, relevant, and equitable education.

EiE advocates can depend on these frameworks to support their work and to hold decision-makers accountable for their responsibilities and commitments, particularly during crises

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Achieving SDG4 for Children and Youth Affected by Crisis	Annex 1 - Using INEE Tools to Reach the SDGs	INEE	2019	Arabic , English , French , Portuguese , Spanish
An Advocacy Toolkit: The Education We Want	3 - Lobbying and Influencing - International Policy Frameworks (Toolkit 4)	Plan International	2014	English , French , Spanish
Emergency Handbook - Education in Emergencies	3. Underlying principles and standards	UNHCR	2015	Arabic , English , French , Spanish
Emergency Toolkit	2.5 Rights-Based Frameworks for Advocacy	CARE	2011	English
EiE Advocacy Using Human Rights Approach		INEE	2019	English
Financing Matters: A Toolkit on Domestic Financing for Education	Education as a Human Right	Global Campaign for Education, Education International, ActionAid	2016	English , French , Spanish
Global Compact on Refugees	Comprehensive Refugee Response Framework	United Nations	2018	English , French , Spanish
Protecting Education in Insecurity and Armed Conflict - 2nd Edition	2.2 International Human Rights Law	Education Above All, British Institute of International and Comparative Law	2019	English
Sustainable Development Goal 4		SDG 4 High-Level Steering Committee	2015	English

4.4 Evidence and Data

At the heart of all strong advocacy is robust, compelling, and up-to-date evidence that can convince others to support your goals. However, the right evidence can be hard to find and significant data gaps continue to exist around EiE. It is important to base your advocacy on the most up-to-date and relevant data possible, which often means identifying national information sources and recently published reports.

[INEE's Resource Collections](#) are a good place to start. Here you'll find a wealth of expert-vetted information and recent reports on specific themes relevant to EiE. The [Data and Statistics Collection](#), for example, includes international and national data sources organized into four groups: humanitarian operations, educational development, population, and conflicts and disasters. The [INEE Advocacy Collection](#) provides a global overview and highlights key statistics.

The following list, which was up-to-date at the time of publication, highlights a small selection of global reports related to EiE. However, before you use any of them to inform your advocacy, we encourage you to check whether a more current version is available.

Tool Name	Publisher	Year	Language(s)
Education Under Attack 2020	Global Coalition to Protect Education from Attack	2020	Arabic , English , French , Spanish
Inclusion and Education - Global Education Monitoring Report 2020	Global Education Monitoring Report	2020	Arabic , English , French , Spanish
Internal Displacement in a Changing Climate - Global Report on Internal Displacement 2021	International Displacement Monitoring Centre	2021	English
Save Our Education: Protect every child's right to learn in the COVID-19 response and recovery	Save the Children	2020	English

4.5 Self-Care

It can be easy to forget to look after yourself when you're advocating for the rights of others. EiE advocates frequently face some of the world's most complex challenges and are exposed to considerable trauma. In fact, research suggests that human rights-related advocacy can have a significant negative effect on advocates' physical and mental health.

Prioritizing your self-care is not only beneficial to your health, it makes you a more effective advocate and better able to sustain and enjoy your work.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Keeping Girls in the Picture: Youth Advocacy Toolkit	4.4 Self-Care	Global Education Coalition	2021	English , French , Spanish , Portuguese
Self-care for sustainable movements: difficult but necessary		OpenGlobalRights	2018	English
Organizing for Effective Advocacy	Chapter 30, Section 2 - Survival Skills for Advocates	Community Toolbox	2014	English
Youth Advocacy Guide	What do I do if I get Stuck?	UNICEF	2019	English , French

SECTION 5

Planning Advocacy

Building an advocacy plan



When setting out to advocate for EiE, the initial list of questions might seem endless. What needs to change? Who has the power to change it? How can I make them listen? How long will it all take? How will I know if it's working? To answer these questions, you need a plan. In this section, you'll find lists of guides and tools to help you at each stage of your advocacy planning, as well as examples of strategies and plans.

5.1 Advocacy Issues

Since you're reading this, it's likely you've already identified EiE as your key advocacy issue. However, you might want to focus on a particular area of EiE, such as education during COVID-19 or in situations of armed conflict, or to look at the issue from a specific angle, such as through a gender lens or in relation to refugee children and young people. Taking time to define and develop your advocacy issue provides a sturdy foundation on which you can confidently base the rest of your work.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
An Advocacy Toolkit: The Education We Want	3 - Choose How to Carry Out Your Research - Research Methods (Toolkit 4) 1 - Choose tools to help you analyze - Tool: Problem / Objective Tree (Toolkit 2)	Plan International	2014	English , French , Spanish
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.2 - Tool 1. Developing a problem and solutions tree 3.2 - Tool 2. Planning research; Sample research planning matrix	UNICEF	2010	English , French
Building back equal: Girls back to school guide	Why is a Guide Focused on Girls' Return to School Needed?	COVID-19 Global Education Coalition Gender Flagship	2020	English , French , Spanish
Comprehensive School Safety Framework	3 Pillars of Comprehensive School Safety	GADRRRES	2014	English , French , Spanish

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Education Under Attack 2020	Global Overview - Armed Conflict and Insecurity: Attacks on Education	Global Coalition to Protect Education from Attack	2020	Arabic , English , French , Spanish
EiE Glossary		INEE	2020	Arabic , English , French , Portuguese , Spanish
Emergency Toolkit	2.7 Issues Identification and Prioritization	CARE	2011	English
Financing Matters: A Toolkit on Domestic Financing for Education	6.1 - Exercise 18. Deciding on your area of Focus and Identifying Key Issues	Global Campaign for Education, Education International, ActionAid	2016	English , French , Spanish
Learning Must Go On		INEE	2020	Arabic , English , French , Portuguese , Spanish
Left Behind: Refugee Education in Crisis	Education in Emergencies	UNHCR	2017	English
Monitoring Government Policies: A Toolkit for Civil Society Organisations in Africa	1.2 - Tool 1: Problem Tree	Cafod, Christianaid, TRoCAIRE	2006	English
Organizing for Effective Advocacy	Chapter 30, Section 3 - Understanding the Issue	Community Toolbox	2014	English
Private Engagement in Education in Emergencies: Rights and Regulations	4 - Private-Sector Engagement in EiE: Unpacking the Issues	INEE	2021	Arabic , English , French , Portuguese , Spanish

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Refugee education during COVID-19 - Crisis and opportunity		INEE	2020	Arabic , English , French , Portuguese , Spanish
Reimagining Girls' Education: Solutions to Keep Girls Learning in Emergencies	I.1 Why Focus on Girls' Learning Opportunities During Emergencies?	UNICEF	2021	English
Speak out for Her World	Step 3 - Problem Tree	WAGGS	2019	Arabic , English , French , Spanish
Youth Advocacy Toolkit	1. Explore - Research	UNICEF	2019	English
Youth Advocacy Guide	Fact-Finding - Desktop Research	UNICEF	2019	English , French

5.2 Advocacy Goals

After identifying your issue, the next step is to identify specifically what you want to change. Setting goals and objectives for your advocacy will help you stay focused on what you are trying to achieve—particularly when tackling a multifaceted issue like EiE. You'll also need to identify the outcomes and indicators you'll use to track progress toward your goals.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 4, Part 2 - Define your long-term and intermediate outcome; Choose your Indicators; Set a Baseline <hr/> Session 4, Part 2 - Table 2 Examples of advocacy indicators	Save the Children	2014	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.2 - Tool 15: Being SMART	UNICEF	2010	English , French
Financing Matters: A Toolkit on Domestic Financing for Education	6.2 - Setting your Goals and Strategic Objectives	Global Campaign for Education, Education International, ActionAid	2016	English , French , Spanish
Keeping Girls in the Picture: Youth Advocacy Toolkit	3.3 - Set Your Objectives	Global Education Coalition	2021	English , French , Spanish , Portuguese

5.3 Advocacy Targets

You know what you want to change, but who has the power to make it happen? Who could help you and who might stand in your way? It's time to identify your advocacy targets by figuring out who is holding and exercising the power around your advocacy issue.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 5, Part 1 - Understanding Policy and Power; Tools for power analysis: force field analysis Session 6, Part 1 - Identifying and influencing advocacy targets	Save the Children	2014	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.2 - Analyzing Stakeholders and Power 7 - Building Relationships and Securing Partnerships 3.2 - Tool 7. Mapping target audiences	UNICEF	2010	English, French
Advocacy Guidance: A note for education cluster coordinators	Key Advocacy Targets	Global Education Cluster	2014	English
An Advocacy Toolkit: The Education We Want	1 - Choose who you need to speak to - Tool: Stakeholder Analysis (Toolkit 2)	Plan International	2014	English, French, Spanish
Monitoring Government Policies: A Toolkit for Civil Society Organisations in Africa	3.2 - Tool 5: Stakeholder Analysis	Cafod, Christianaid, TRoCAIRE	2006	English

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Organizing for Effective Advocacy	Chapter 30, Section 4 - Recognizing Allies	Community Toolbox	2014	English
	Chapter 30, Section 6 - Encouraging Involvement of Potential Opponents			English
Public good over private profit	4 - Figure 4D: Sample power map	Global Campaign for Education	2017	English , French , Spanish
Straight to the Point Advocacy Tools	Assessing the Political Environment for Advocacy templates	Pathfinder International	2011	English
Speak out for Her World	Step 6 - Decision-Maker Profile	WAGGS	2019	Arabic , English , French , Spanish

5.4 Advocacy Opportunities and Tactics

Once you've established your issue ([Section 5.1](#)), goals ([Section 5.2](#)), and targets ([Section 5.3](#)), you can turn your attention to when and how you'll advocate by identifying opportunities and tactics. As with every stage of planning, you'll need to carefully consider the context you're advocating in.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 5, Part 3 - Identifying advocacy opportunities	Save the Children	2014	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.2 - Tool 10. Identifying and planning opportunities	UNICEF	2010	English , French
An Advocacy Toolkit: The Education We Want	2 - How? Choose specific actions - Advocacy Methods (Toolkit 3)	Plan International	2014	English , French , Spanish
Monitoring Government Policies: A Toolkit for Civil Society Organisations in Africa	1.1 - What is the Policy Cycle?	Cafod, Christianaid, TRoCAIRE	2006	English
Youth Advocacy Toolkit	3. Act - Tactics	UNICEF	2019	English

5.5 Advocacy Messages

Your plan is taking shape! Identifying whom you'll talk to and how you'll do it is one thing; ensuring that they'll listen to you is another altogether. Advocacy messages tell people about your ideas, passion, and goals. A strong advocacy message does so in a way that makes your target audience understand and want to support you.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 7, Part 2 - Ten tips for developing a good written message	Save the Children	2014	English
An Advocacy Toolkit: The Education We Want	2 - What's Our Message? (Toolkit 3)	Plan International	2014	English , French , Spanish
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.2 - Tool 8. Developing evidence-based messages	UNICEF	2010	English , French
Advocacy Toolkit	5.1 Framing Messages for Different Audiences	Save the Children	2005	English
Keeping Girls in the Picture: Youth Advocacy Toolkit	5.1 - Persuasive Storytelling	Global Education Coalition	2021	English , French , Spanish , Portuguese
Prioritize, Protect, and Plan for Education: INEE advocacy messages for during and after the COVID-19 pandemic		INEE	2020	Arabic , English , French , Portuguese , Spanish
Refugee education during COVID-19 - Crisis and opportunity	Key Messages	INEE	2020	Arabic , English , French , Portuguese , Spanish
Speak out for Her World	Step 7 - Exercise: Elevator Pitch	WAGGS	2019	Arabic , English , French , Spanish
Using video as a tool for storytelling & advocacy on EiE		INEE	2021	English

5.6 Advocacy Strategy

Once you've considered each of the elements outlined in [Sections 5.1-5.5](#), you're ready to put them all together and build your advocacy strategy. Advocacy is always more effective when it is strategic, so whatever you do, don't skip this step! You can fill in one of the ready-made templates listed here, or you can use them as inspiration to design your own strategy.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 15, Part 2 - What's different about a humanitarian advocacy strategy?	Save the Children	2014	English
Advocacy Guidance: A note for education cluster coordinators	Six steps for successful advocacy	Global Education Cluster	2014	English
Advocacy Toolkit	1.2 - Tool 1.2: Advocacy Planning Checklist	Save the Children	2005	English
An Advocacy Toolkit: The Education We Want	Monitoring Success - Completed Example Plan (toolkit 2)	Plan International	2014	English , French , Spanish
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	3.3 - Advocacy strategy planning worksheet	UNICEF	2010	English , French
EiE Template for Advocacy Strategies		INEE	2020	Arabic , English , French , Portuguese , Spanish
Speak out for Her World	Step 11- Malaysia Advocacy Map	WAGGS	2019	Arabic , English , French , Spanish
Youth Advocacy Toolkit	3. Act - Advocacy Plan	UNICEF	2019	English

SECTION 6

Conducting Advocacy

Turning your plan into action



With your plan in place, you're ready to take action. The lists in this section cover tips and guidelines for different forms of advocacy, including political advocacy, campaigning, media advocacy, and digital advocacy.

Remember—while each resource *could* be used to advocate for EiE, it doesn't necessarily mean it *always should* be. Please consider your unique context carefully before conducting any of the activities described, use your judgment to determine whether a particular resource is appropriate, and avoid any action that jeopardizes your own or others' safety.

6.1 Political

Political advocacy aims to change policies and practices by influencing the decision-makers responsible for them. It often involves building relationships with politicians and other political decision-makers through tactics such as lobbying and negotiating. Political advocacy requires a strong understanding of how, when, and by whom policies are created and amended, so if you haven't already, take a look at [Sections 5.1, 5.3, and 5.4](#) before getting started.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
An Advocacy Toolkit: The Education We Want	3 - Lobbying - Influencing Policy and Decision-Makers (Toolkit 43)	Plan International	2014	English , French , Spanish
Advocacy Toolkit	6.4 - Handout and Exercise: Lobbying and negotiation	Save the Children	2005	English
How to write a policy brief		International Development Research Centre, Government of Canada	2020	English , French
One Billion Voices Lobby Letter Template		Global Campaign for Education	2021	English
Speak out for Her World	Step 8 - Lobbying	WAGGS	2019	Arabic , English , French , Spanish
Youth Advocacy Guide	Reading and Understanding a Policy	UNICEF	2019	English , French
Youth Advocacy Toolkit	Engaging Political Decision-Makers	UNICEF	2019	English

6.2 Campaigning

Campaigning refers to action taken to advance your advocacy goal that targets a wide audience, beyond your core advocacy targets ([Section 5.3](#)). Campaigning often targets the general public, sometimes a particular community or country, and sometimes it is global.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 10, Part 3 - Tools, activities and approaches	Save the Children	2014	English
An Advocacy Toolkit: The Education We Want	3 - Campaigning (Toolkit 4)	Plan International	2014	English , French , Spanish
Keeping Girls in the Picture: Youth Advocacy Toolkit	5.2 - Public Speaking	Global Education Coalition	2021	English , French , Spanish , Portuguese
Organizing for Effective Advocacy	Chapter 33, Section 9 - Conducting a Petition Drive	Community Toolbox	2014	English
Youth Advocacy Guide	Building Momentum - Organizing Events	UNICEF	2019	English , French

6.3 Media

Media advocacy uses local, national, and global media to influence public and political opinion around an issue in a way that supports your advocacy goal. It can include print media (newspapers and magazines), broadcast media (television and radio), or web media (online news sites, blogs, and videos).

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 8, Part 4 - Being a Spokesperson	Save the Children	2014	English
An Advocacy Toolkit: The Education We Want	3 - Media and Communications - Getting Noticed (Toolkit 4)	Plan International	2014	English, French, Spanish
	3 - Media and Communications - Model Press Release (Toolkit 4)			
Keeping Girls in the Picture: Youth Advocacy Toolkit	5.3 - Interviewing	Global Education Coalition	2021	English, French, Spanish, Portuguese
Organizing for Effective Advocacy	Chapter 34, Section 3 - Creating News Stories the Media Wants	Community Toolbox	2014	English
	Chapter 6, Section 8 - Arranging a Press Conference			English
	Chapter 33, Section 9 - Sample Press Advisory			English
Youth Advocacy Toolkit	Engaging Local Media	UNICEF	2019	English

6.4 Digital

Digital advocacy uses online tools to conduct advocacy activities that reach a wide audience. Tools include social media platforms like Instagram, Facebook, Twitter, TikTok, YouTube, and LinkedIn; messaging platforms like WhatsApp and WeChat; and virtual event, conference, and meeting software.

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
An Advocacy Toolkit: The Education We Want	3 - Campaigning - Online Campaigning (Toolkit 4)	Plan International	2014	English , French , Spanish
Global Action Week for Education 2021 Social Media Toolkit		Global Campaign for Education	2021	Arabic , English , French , Portuguese , Spanish
Organizing for Effective Advocacy	Chapter 33, Section 19 - Using Social Media for Digital Advocacy	Community Toolbox	2014	English
Speak out for Her World	Step 8 - Digital Campaigning	WAGGS	2019	Arabic , English , French , Spanish
Using video as a tool for storytelling & advocacy on EiE		INEE	2021	English
Video Education Workshop	Steps to Making a Video	IlluminAid	2021	English
Youth Advocacy Guide	Building Momentum - Creating a Social Media Campaign	UNICEF	2019	English , French
#WritetheWrong Social Media Toolkit		Theirworld	2019	English

SECTION 7

Monitoring and Evaluating Advocacy



You're conducting advocacy activities in keeping with your advocacy plan—but how do you know if it's working? The resources in this section can help you monitor and evaluate your advocacy to ensure that it's as impactful as possible.

7.1 Monitoring

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 4, Part 1 - Table 1 Long-term and intermediate outcomes for advocacy (Session 4, Part 1)	Save the Children	2014	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	4.2 -Five questions for planning advocacy monitoring and evaluation	UNICEF	2010	English, French
	3.2 - Sample advocacy activities, interim outcomes, goals, and impacts, and their measurement indicators			
Advocacy Toolkit	7.6 - Format for documenting meetings	Save the Children	2005	English
	7.5 - Shared log of quotes			
	7.3 - Log of activities			

7.2 Evaluating

Tool Name	Relevant Section(s)	Publisher	Year	Language(s)
Advocacy and Campaigning Course	Session 4, Part 2 - Finalise your MEAL framework	Save the Children	2014	English
Advocacy Toolkit: A guide to influencing decisions that improve children's lives	4.2 - Evaluation designs for humanitarian advocacy	UNICEF	2010	English, French
Advocacy Toolkit	7.1 - How to evaluate	Save the Children	2005	English
Youth Advocacy Toolkit	4. Evaluate - Evaluation and Monitoring	UNICEF	2019	English

SECTION 8

Success Stories



Thailand, 2016 © Kellie Ryan / IRC

We asked INEE members to share their successful EiE advocacy experiences. Here's what they told us:

"We establish regulations and policies around emergencies in advance, long before the possibility of their occurrence. Then, when an emergency does occur, these regulations and policies are ready to be referenced."

"I lead the 'Future Generations Academy for Human Development and Self Development' in the Syrian region of Idlib. We provide young people with experience and training that will qualify them to work in various fields with organizations on the ground, including psychological support and protection."

"Engaging with children at community camps for internally displaced people (IDPs), talking to local communities, and engaging with the media. These are advocacy tactics I've used that have delivered results."

"Successful advocacy has involved continuous work with the authorities and an international organization to ensure that refugee students are accepted in schools. We have been working to find a mechanism to issue birth certificates for displaced young people."

"We find that face-to-face engagements with policy makers tend to work best. Efforts must be made to build relationships first, then advocacy is possible."

"We work on conveying our message through influencers on social media with thousands or millions of followers. We choose these people carefully, using LinkedIn and other platforms. We also build partnerships with the private sector and deliver messages through local radio."

"Through our advocacy, authorities committed to protect school infrastructure and organize 'retreat and refresher' courses for children affected by armed conflicts."

"We conduct regional and national seminars on education in emergencies and humanitarian responses, taking the debate to the public through different levels such as NGOs, government actors, and universities."

"Meeting with the Directorate of Education and Civil Defense and the directors of health in response to the COVID-19 pandemic has proven effective."

"In teacher training workshops for emergency contexts, we use various discursive formats such as videos, texts and manuals, and screenshots of messages on social networks to create a collaborative environment for analysis and discussion. Through this interactive discussion and analysis we generate messages about the importance of education in crisis situations."

SECTION 9

Conclusion

Education is a universal human right and a powerful tool for change. In emergency contexts, it provides physical, psychosocial, and cognitive protection that can sustain and save lives. Despite this, millions of children and young people worldwide who are affected by crises continue to be denied their right to a quality, safe, relevant, and equitable education.

If we are to meet the 2030 deadline of the Sustainable Development Goals, including SDG 4—which promises inclusive and equitable quality education and lifelong learning opportunities for all—urgent action is needed. EiE advocacy provides the opportunity to influence that action and to ensure that all children and young people in crisis contexts can enjoy their right to education. We hope that these resources will provide helpful support in this vital work.



**Inter-agency Network for
Education in Emergencies**