IMAGES
IN ACTION

How to run a positive image-building campaign for inclusion groups

INCLUSION FOR ALL! · WWW.SALTO-YOUTH.NET

IMAGES
IN ACTION

SALTO-YOUTH STANDS FOR...

…'**S**upport and **A**dvanced **L**earning and **T**raining **O**pportunities within the **Youth in Action** programme'. The European Commission has created a network of eight SALTO-YOUTH Resource Centres to enhance the implementation of the European Youth in Action programme which provides young people with valuable non-formal learning experiences.

SALTO's aim is to support European Youth in Action projects in priority areas such as European Citizenship, Cultural Diversity, Participation and Inclusion of young people with fewer opportunities, in regions such as EuroMed, South-East Europe or Eastern Europe and the Caucasus, with Training and Cooperation activities and with Information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information and training for National Agencies and European youth workers. Several resources on the above areas are available at www.SALTO-YOUTH.net. The European Training Calendar, the Toolbox for Training and Youth Work, Trainers Online for Youth, links to online resources and much more can be found online…

SALTO-YOUTH actively co-operates with other actors in European youth work such as the National Agencies of the Youth in Action programme, the Council of Europe, the European Youth Forum, European youth workers and trainers and training organisers.

THE SALTO-YOUTH INCLUSION RESOURCE CENTRE
WWW.SALTO-YOUTH.NET/INCLUSION/

The SALTO Inclusion Resource Centre (in Belgium-Flanders) works together with the European Commission to include young people with fewer opportunities in the Youth in Action programme. SALTO-Inclusion also supports the National Agencies and youth workers in their inclusion work by providing the following resources:

- training courses on inclusion topics and for specific target groups at risk of social exclusion
- training and youth work methods and tools to support inclusion projects
- practical and inspiring publications for international inclusion projects
- up-to-date information on inclusion issues and opportunities via the Inclusion Newsletter
- handy annotated links to inclusion resources online
- an overview of trainers and resource persons in the field of inclusion and youth
- bringing together stakeholders to make the inclusion of young people with fewer opportunities easier and more effective

☛ For more information and resources, have a look at the Inclusion pages at
   www.SALTO-YOUTH.net/Inclusion/

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INTRO

"Immigrants are delinquents – The disabled are poor sods – Gay people are over-sexed – Muslims are terrorists – The rural youth are simple-minded – Unemployed young people are lazy – ..." and we can make this list of gross generalisations a lot longer.

Unfortunately, quite a lot of people actually have these **prejudices about inclusion groups.** This takes away the opportunities of the young people without even giving them a chance. The inclusion groups that youth workers deal with in their organisations often don't have a good reputation.

That's why SALTO Inclusion organised a **training course** on 'Positive image-building' (Budapest, October 2008, www.SALTO-YOUTH.net/TCimage/). Youth workers had an opportunity to be trained in how to improve the reputations of the young people with fewer opportunities they are working with.

And to make more youth workers benefit from its work, SALTO Inclusion has turned the content of the 'Image-building' course into this **educational publication: 'Images in Action'.** We hope this booklet inspires youth workers accross Europe to create greater acceptance of people who are different, to build a better image for them amongst the general public.

WHAT DO WE MEAN BY IMAGE-BUILDING?

Within 'Images in Action', when we talk about 'images' of young people with fewer opportunities, we mean the **stereotypes or prejudices** towards them, or the reputation these guys and girls have in the minds of the general public or some specific target audience.

We assume that these stereotypes and prejudices don't reflect the reality. They **limit the young people** in their self-development and take away their opportunities. Negative images create distance and ignorance between different groups in society. They are often at the root of discriminatory behaviour.

Combating these negative images is part of youth and inclusion work. This booklet aims to give youth workers **practical tools and tips** to improve the image of their target group. This way, they create greater acceptance of the young people in question, which will contribute to their inclusion in society. At the same time, the young people's self-image will be strengthened.

Throughout this booklet, we talk a lot about **'inclusion groups'.** With this term we are referring to groups of 'young people with fewer opportunities' who are facing situations of exclusion or discrimination. Within the SALTO work this has been:

- young people from different cultural backgrounds e.g. refugees, immigrants, speakers of minority languages, etc.
- young people facing social challenges e.g. discrimination, limited social skills, risky behaviour, in precarious situations, single parents, etc.
- young people in economically disadvantaged situations e.g. homeless, poor, unstable employment or long-term unemployed, etc.
- young people with educational problems e.g. school drop-outs, no qualifications, learning difficulties, etc.
- young people from challenging geographical areas e.g. remote or rural areas, urban problem areas, disadvantaged neighbourhoods, etc.
- young people with a disability or health problems

We will try to vary the different examples given throughout this booklet, but you can replace any of the inclusion groups with another and **adapt** the point to your specific situation.

WHAT CAN YOU FIND IN THIS BOOKLET?

'Images in Action' first has a look at **how images, stereotypes and prejudice function**. Where do they come from? Once we know how these negative images come about, we can start thinking about how to influence them in a positive way.

☛ Where do images come from? – page 8

90% of your success is determined in 10% of the project time. Everything begins with that vital 10% of **thorough planning**. The second section of this booklet takes you step-by-step through the planning of an image-building campaign.

☛ Planning an image-building campaign – page 20

Within your image-building campaign, you can opt for different **tools and activities**. The third section of this booklet goes into more detail about some of the common campaign tactics, such as:

☛ Public actions & events – page 43
☛ Lobbying & advocacy – page 48
☛ Media & image-building – page 54

And why not get some **inspiration for your campaign from the business world**?

☛ Branding & corporate identity – page 64
☛ Advertising – page 69

With all these exciting ideas you might almost forget that we are talking about youth work. It is vital to **involve the young people** from your organisation in your image-building campaign. Not only because they are the subject of the 'images', but also because they can contribute and learn a lot.

☛ Participation… Nothing about them without them – page 76

The pages of this publication are limited, so we have been unable to document everything in detail. Therefore we have included a **list of resources** that lead you to further reading.

☛ Hungry for more? References – page 84

Ready? Steady? Go!

WHERE
DO IMAGES

COME FROM?

When you see a person using a wheelchair, a gay guy, a homeless person or a Roma traveller, **images jump into your mind**, whether you like it or not. Even though you only see a woman sitting in a wheelchair, you complete this image with all kinds of extra information: her job-prospects, her marital-status, her character, how we might approach her, etc.

Do the test

"Imagine: You are going for a walk in the park. At the gate, the park guard nods at you when you walk by. You enter the park and hear the birds singing. On the grass a group of children are playing, their parents watching over them. A bit further, on a bench, a young couple are kissing. On the other side of the park you see an ice-cream van and you order a cone…"

While you were reading, you probably created images of the different people in your head. Now, how many people in the story were black? Did anyone have a disability? Were the kissing couple gay or straight? Was the park guard or the ice-cream vendor male or female? Etc.

I guess this little test makes the point: we automatically add information that is not there. You can also do this awareness-raising exercise with other people.

MAKING SENSE OF THE WORLD THROUGH STEREOTYPES

Every minute of the day, people are confronted with thousands of stimuli: sounds, images, thoughts, feelings, interaction with others,… It is impossible for anyone to deal with this richness of information. Our brains are limited, so we only pay attention to some of the information, and discard the rest. This process of **selective perception** is an unconscious and automatic process.

Read the following aloud

A
BIRD
IN THE
THE CAGE

When you ask people to read this, many will not read the word 'the' twice, because they simply don't see it: the message is automatically simplified to something that makes sense.

Out of all the input people receive, they try and make sense. They need to make a coherent picture of the world outside, like in the example above. People simplify the world and put events and people into categories. This categorisation enables them to predict and organise their world. **Mental categorising** is necessary and inescapable to survive.

So when people are confronted with others, they also **categorise these others into groups** based on gender, ethnicity, class, (dis)ability, sexuality, skin colour, age, religion, looks, sub-culture,… or any other trait that makes them different. People attribute characteristics to all members of that group based on some experience of that group, or on stories from people they believe, or from the media. These are stereotypes.

- A **stereotype** is the simplified, generalised image of a group, assigning the group characteristics to the other members of the group. A stereotype is based on repeated observations by several people over a period of time.

Even though stereotypes are inaccurate generalisations, they are an efficient way to **structure a complex world**. Stereotypes can be positive, but are more often negative. People only stereotype groups that they somehow know or have had an interaction with – because it is impossible to have generalised 'images' about groups you have never had contact with.

Stereotypes about…

Do you have a stereotyped image of Laotians or Ecuadorians? Of the blind or deaf? Of ping-pong players or surfers? Of electricians or carpenters?

If not, maybe that's because you've never met them or heard about them or because we don't use that trait to categorise people. For example, someone being an electrician or not doesn't really help you make sense of the world, unless you are building a house and dealing with them on a daily basis.

Stereotypes are often **learned during childhood**, even though they never stop evolving. People tend to generalise what they experience during their lives while interacting with others. In this way, they create generalised images which do not always reflect reality.

People **adopt stereotypes** from parents, teachers, peers, the media,… If everyone in their group thinks in a certain way, then it is also beneficial for them to think in that way too. If everybody says so, it is difficult not to conform to that idea. So stereotypes are shared with others of your own group.

Think and compare

What stereotypes do you have of different groups? Next time you meet a person from a minority group, stop and think about what images jump into your mind. Are those images directly observable (perception), or do you automatically add information that is not there (stereotypes, generalisation)?

Compare your own stereotypes with those of your friends and family. Do you have the same or different ones? More often than not you do share the same stereotypes.

Once a stereotype is learned, it is **difficult to get rid of it**. People are lazy and don't want to re-structure their view of the world all the time. Therefore, they tend to focus on experiences and stories that confirm the stereotype.

Stereotypes focus on the **differences between groups**. People don't describe a group as black, if they are black themselves. People use distinctive traits for stereotypes. Competition between the in-group and the out-group minimises similarities and magnifies differences. This makes it seem as if groups are very different when in fact they may be more alike than different.

- 'In-group' is the group you belong to yourself = 'us'
- 'Out-group', on the other hand, is the others = 'them'

Some sociologists say that stereotypes exist because people haven't had **personal, concrete experiences** with people of the out-groups. Lack of familiarity with members of that group encourages the lumping together of unknown individuals.

PREJUDICE LEADS TO DISCRIMINATION

Prejudice goes one step further. It doesn't just structure the complex world around us like a stereotype, but it adds a **preconceived judgment or attitude** (an emotional value) towards a group of people without knowledge of the facts. Prejudice can also be both positive and negative, but often it refers to a negative belief or attitude.

- Prejudices are abstract, generalised preconceptions and attitudes towards any type of situation, object or person.

Prejudice is **unreasonable** (based on feeling rather than intellect) and therefore usually resistant to rational arguments. Nevertheless, people try to find arguments to justify their negative behaviour or attitudes. Often prejudice continues to exist because of selective perception: people only want to see information that proves their prejudice right (the so-called 'confirmation bias').

When people act on their prejudices, this leads to **discrimination or stigmatisation**. Groups are singled out and separated from the in-group, based on a particular trait (e.g. disability, skin-colour, religion, sexual orientation, age,…). Those in the negatively labelled out-group are considered to be worth less, not quite right or 'not as they should be'. This negative attitude leads to unequal treatment for example in employment, housing, education, health, etc.
People also tend to hold prejudices against others because they have a **need to feel good** about themselves. Their own group is considered 'normal' (ethnocentrism) while others are labelled as 'different' at best or 'inferior' or 'abnormal' at worst. Prejudice gives us a sense of self-worth.

- The **self-preservation theory** claims that everybody needs a stable cultural worldview to feel good. This means that we like members of our in-group because they usually have a similar worldview. However, we tend to have negative attitudes towards out-group members because they have different values which threaten our way of thinking and acting.

- Another theory suggests that people want to **reduce as much uncertainty** as possible. Being part of a social group, with its norms and values, gives us the mental guidance we need. Therefore we adhere and conform to our in-group, and see out-groups as threatening to our mental stability because they bring uncertainty (because they have different norms and values).

When the in-group feels **threatened** by the out-group, this often leads to negative attitudes and behaviour towards them. This is the case when different groups compete for limited resources (e.g. housing, jobs,…). However, discrimination and exclusion is only possible by a group that has more socio-economic power than the out-group (often a minority group).

Prejudices are used to **justify the differences** between groups (called 'system justification'). The prejudice explains why certain out-groups have fewer opportunities for example because they are stupid, lazy, etc. It justifies why the in-group has more rights to limited resources (e.g. jobs, education,…) than the out-group.

Prejudices are sometimes used to **damage the reputation** of a group. They exaggerate minor differences or generalise unrepresentative situations. The disabled person with a serious behavioural disorder makes people wary of all people with a disability. The half naked guy in the gay pride parade is proof that all gays are obscene. One criminal immigrant justifies the strengthening of immigration laws for all. Individual behaviour of a member of the inclusion group can have big consequences for the reputation of the whole group.

And your youth group?

What images (stereotypes & prejudices) does the general public have of the inclusion group you are working with?

What would be the ideal image or reputation that you would want the general public to have of your inclusion group?

• Describe, draw, make a collage, give examples (both positive & negative),…

HOW CAN YOU CHANGE PEOPLE'S PERCEPTIONS OF OTHERS?

In order to change the negative perceptions that the general public have of the inclusion groups you are working with, you need to know where these stereotypes and prejudices come from.

- Once you **know the source** of the undesirable images, you can attempt to turn them into positive images of our inclusion groups, using similar mechanisms.

Below you will find some principles you can use for image-building for your inclusion group:

If people need simplification, give them a simple message

Stereotypes make people's lives easier. They don't have to struggle with the complexities they face around them. So, for your image-building campaign to work, it is vital that you **use simple messages**. They should be easily absorbable in their worldview and not require too much intellectual effort.

If you want the general public to react to your image-building in a certain way, (e.g. come to your event, donate money, visit your website,…) be as clear as possible in what you expect from them. Keep your 'call-to-action' as simple as possible.

If stereotypes are automatic and unconscious, make them conscious

Often people don't even realise they use stereotypes (or hold prejudices). Your image-building campaign could focus on **making your audience aware** of the stereotypes they have of others, and show them how hilariously generalised they are. There are many exercises that you could use to raise awareness about stereotypes.

- E.g. ID-Booklet – Ideas for Inclusion & Diversity: www.SALTO-YOUTH.net/IDbooklet/
- E.g. All Different All Equal Education Pack: www.eycb.coe.int/edupack/

Turn people's selective perception towards your good example

People focus on the things they want to hear and see to confirm the stereotyped ideas they already have. They will highlight arguments or stories in line with their pre-conceived images and give little or no attention to examples that don't fit their worldview.

Your image-building campaign could grant high **visibility** to stories that go against the negative stereotypes you want to change. Make it impossible for people to ignore a good example from your inclusion group. At the same time, the more you reduce negative examples (keep them out of the spotlight), the more likely it is that the negative images will disappear.

Add positive stereotypes to the negative ones

Stereotypes are never completely imaginary. They are based on something. OK, so your 'southern' immigrants do work at a more relaxed pace, the kids in your organisation are rebellious, or rural youth do like 'simpler humour'… (or whatever the negative stereotype is).

Instead of trying to combat the negative, your image-building efforts could focus on adding **positive elements** to the existing negative ones. Fat people are not only obese, but also good fun. Gypsies don't only have a different lifestyle, but they also have great music and party skills, etc. This creates a more balanced view, although it remains a stereotypical view.

If stereotypes make sense of reality, wrong images don't

Stereotypical generalisations make sense of the world. It helps people to predict how other people will react. However, if their **predictions are wrong,** they will have to update their worldview and their stereotypes.

You could show in different ways that people's stereotypes of your inclusion group don't fit. There are top athletes with a disability. There are professors, doctors and lawyers with an immigrant background, etc. You could use these people in your image-building campaign to prove stereotypes wrong.

Images are based on repeated observation

Stereotypes are created based on repeated experiences. If we see the Roma woman once, twice, ten times begging in the street, people will come to think of them as beggars.

Similarly, your image-building campaign can give people **repeated positive experiences** of your inclusion group to counter their negative experiences. But at the same time, you will need to prevent the negative experience from happening, because this would just confirm people's stereotypes again.

You can give your inclusion group positive exposure in the news through different actions e.g. cleaning the park, offering peer-to-peer school support, whatever suits you.

If it's easier to discriminate against unknown people, make them known

People only discriminate against groups that remain vague or unknown to them. It is more difficult to do wrong to people that you have some personal link with or if you clearly see that your stereotyped ideas are incorrect.

Your image-building activities could aim to build bridges between people of the two groups in a safe, neutral environment. You could invite the general public to interact with your 'young people with fewer opportunities', and thus **break down the unfamiliarity**.

Or you can find people in the wider community who share some of the traits of those in your inclusion group, e.g. someone's brother who is using a wheelchair, a drug addict in their midst, the gay son of a neighbour, etc. This way, you create positive links between your inclusion group and the general public – you break down the 'us' versus 'them' divide.

Prejudice leads to discrimination, so fight discrimination

When people act on their prejudices, they actively discriminate against members of your inclusion groups. In most countries (certainly in the European Union) there are anti-discrimination laws in place.

One way of combating people's unfair behaviour is to use legal means to correct discriminatory behaviour. In some countries there are organisations which specialise in **fighting discrimination** and which could help you (e.g. centre for equal opportunities, anti-discrimination council, etc).

Having discriminatory behaviour condemned could serve as an example to others and set moral guidelines.

Prejudice and discrimination happen when competing for limited resources

In periods of crisis people look for scapegoats. When there are not enough jobs, unemployed people envy those with a job. If people don't have a comfortable life, they will be jealous of those that have it better.

Your image-building campaign should **surf on a positive wave**. Opposing people often creates escalating counter-reactions. Your image-building should try to take away the anxiety people might have towards your inclusion group. Take away the menace, the fear of the unknown. Make your audience feel good about themselves.

Rather than going against prejudiced people, show ways of living comfortably together, stressing mutual cooperation and the possibility of win-win situations. Conflict only increases inter-group stereotypes and prejudice, so it is better to work on reconciliation, constructive interactions and positive emotions.

Stereotypes and prejudice are common to the in-group

People tend to conform to what the other members of their group think and how they behave. If everybody says that women are inferior (e.g. get worse paid jobs) people will easily go along with this idea.

So it needs people from that in-group who can **speak up** against the prejudicial or discriminatory behaviour and views. It is only when there are different views that people can conform to a more positive one.

You can look for some influential people from the in-group to speak up, and bit by bit change the 'group think' e.g. singers, athletes, leaders,… If these important people speak out against certain behaviour or unjust views, this will make it less acceptable for others to think in stereotypes or hold prejudices.

If stereotypes exaggerate difference, focus on similarities

Stereotypes focus on what makes the out-group stand out e.g. skin colour, gender, disability, sexual orientation, etc. It is easy to attribute all different behaviour to this special trait. For example, if someone likes spicy food it must be because she is from Asia, if someone is vulgar it must be because he's from a rural area,…

Nevertheless people are all human beings and have many more **traits in common** than they have differences. Your campaign can focus on these similarities: like in Sting's song "Russians love their children too", or we all like to be with friends, celebrate important occasions, etc.

Common causes bring people together, despite belonging to different groups, e.g. rescue efforts when floods happen, reaction to political events, etc. Similarly you could create a higher common goal to unite people e.g. children's health, improving the city neighbourhood they share, a common sports event,…

Stereotypes are learned from our environment, so change it

From the moment children are born, they are influenced by their environment. They learn the 'proper' way to behave and think (within their culture). Parents, but also school, peers, the media, … all influence our thinking and behaviour. People get most of their imprints during childhood.

So your organisation can work with children to give them a more **critical view** of the influences they integrate into their worldview. It is good to confront children with diversity when growing up to reduce ethnocentrism (my way is the only and the best way). Your image-building campaign can lobby to make school books or lessons less normative: e.g. not only showing pictures of white people, breaking the traditional role patterns, not only talking about the traditional family,..

PLANNING
AN IMAGE-BUILDING
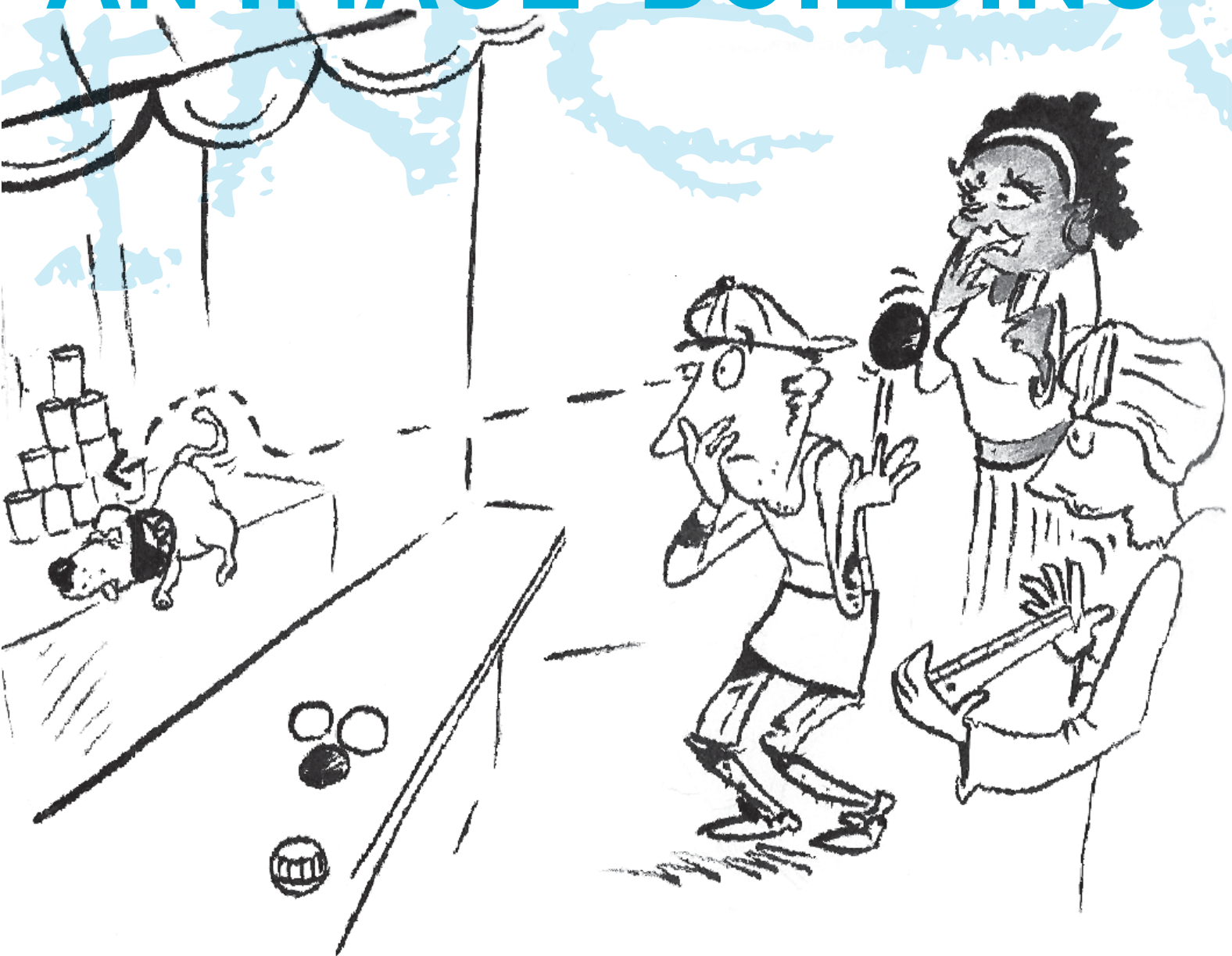
CAMPAIGN

The previous chapter had a look at what type of images people have of your inclusion group and where these stereotypes and prejudices come from. Now it is time to **do something about these negative images**. You can use the principles described above (page 15) for your image-building campaign.

As in any project, the success of your campaign depends on **thorough planning**. The more you reflect on your aims and methods before actually starting your image-building, the more likely you will be to succeed.

- This planning stage is also the ideal moment to involve stakeholders (e.g. members of your inclusion group, the board, external supporters, local authorities, funders, etc.) and get them on board to support your actions.

WHAT IS A CAMPAIGN?

A **campaign** is a coordinated effort to bring about change. It consists of a number of actions and events put together in a sequenced plan to raise support for a cause or change people's ideas – for example the image they have of your inclusion group.

A campaign can focus on **different aspects**:
- Mobilise people for your cause, looking for supporters
- Drawing people's attention to an issue, putting a problem on the agenda
- Put pressure on decision-makers, lobbying for positive legislation
- Inform and educate the public, to change their behaviour and attitudes
- Persuade people to support your cause, financially (fundraising campaign)
- Or… *build a positive image for your group*

A successful campaign should have a **simple and strong message** that makes people think and that appeals to their emotions. Campaigns consist of specific, short-term activities, which should each in themselves deliver short-term results, but which also contribute towards reaching a long-term vision of change.

As with every project, a campaign requires thorough preparation. The better you plan, the easier your image-building campaign will flow. The following section helps you to plan your image-building campaign, **step by step**. But don't get too stuck to your plan – you will need to be flexible to deal with unforeseen circumstances.

PLANNING A CAMPAIGN - LIKE THROWING CANS

You could think of a campaign as like throwing balls at a tin can alley at the fun fair. The tin can stall is the environment in which you are going to throw your balls. It represents the bigger picture. Similarly, you will first have to think about what the problem is and what you want to do about it.

⇨ You want to knock over some cans = change the image of your inclusion group

The tin cans are the target. That is what you are aiming at. Who are you targeting with your image-building campaign? Who are these people that have a negative stereotype or are prejudiced against the young people in your organisation?

⇨ The cans are your target = the people who are prejudiced against your group

Next, you should have a look at the balls you have. What is the message you want to give? What type of balls should you use to have the best chances of success in knocking over the cans? It is important to adapt your balls to the type of cans you want to knock over.

⇨ You throw your balls = the message you want to send

What is the best way to throw your balls? What kind of tools (actions) do you have to overturn incorrect perceptions of your group? Who's the best person to throw the balls? Who is the best messenger to bring the message to your target group? What resources do you need to knock the cans off the shelf – and where can you find them?

⇨ Different ways of throwing = the tools you can use for image-building

It is important to get better at knocking over the cans. Make sure you learn from every ball you throw. Keep records of all your learning points: next time you can repeat what went well and try to improve on the things that didn't go as planned. Find out why – and do it better next time.

⇒ Keep your score = learn from your campaign efforts

☛ **Note!** This is only one campaigning approach amongst many, adapted from the 'Civicus Campaigning Toolkit': www.civicus.org/mdg/

1. THE TIN CAN ALLEY: FROM PROBLEM TO SOLUTION

Before doing anything, you need to know: what exactly is the problem? Have a look at the tin can alley, maybe at the fairground surrounding it as well. What is the bigger picture? What is wrong in the world surrounding your youth group? You should be clear about what exactly needs to change.

In jargon this is called your **'campaign agenda'**: the issue you are going to focus on. You could focus on a thousand different issues related to your inclusion work and target group (e.g. discrimination, poverty, education, recognition of skills,…), but in this 'image-building' booklet, the issue is clearly the 'reputation' of your group and the attitude of others towards them.

The ideal world

With the young people or colleagues in your organisation, make a drawing or a collage of the image that the general public currently has of your inclusion group.

In a next step, you can think about an ideal world. Draw an image that represents the reputation your inclusion group would like to have. How would the general public approach your group differently in an ideal world?

The difference between the two drawings or collages is the problem you are facing. You can set up a campaign to do something about it.

Knock over some cans

Your general goal is knocking over the cans in the tin can alley. You want to **change the image** that people have of your inclusion group for the better. You know the image and attitude that you want to get rid off, and the ideal image you want to imprint in people's minds.

This is a huge task. In order to be able to deal with it, you should break down your general goal into smaller parts, and be more precise about the different actions you want to take. Part of the tin can challenge is to find money to pay for the balls. You don't want to destroy the cans so that they cannot be used again in the future. You want to get better at throwing them in the future…

You need to turn your general goal into **smaller concrete objectives**. What exactly do you want to change, when by, and how can you know whether it worked? Here are some image-building objectives.

- Change people's attitudes towards your group
- Bring people from the general public together with your young people with fewer opportunities to create understanding
- Reduce the amount of bullying or aggression directed against your group
- Raise awareness of people's stereotypes and prejudices
- Fight discrimination based on people's negative images of your group
- Mobilise others for your cause, make them more positive about your organisation and the work you do with the inclusion group
- Increase the funding for the inclusion work you are doing
- …

Make your objectives SMART
- **S**pecific – identify your target clearly and how you can recognise when it has been achieved
- **M**easurable – how can you measure whether you have reached your objective?
- **A**chievable – that is within your reach, it is possible for you to do it
- **R**elevant – to your situation, part of the bigger picture, of your organisation's goals
- **T**imed – when should you have made progress by?

An example
"Bring at least 100 critical outsiders into meaningful contact with the inclusion group during interactive methods at the open day in the building of your organisation."

- relevant = because meaningful contact (more than just 'hi') will break down ignorance, your organisation's aim is integration of minorities into society
- specific = 100 visitors to your organisation's 'open house' day, or 50% reply to the invitations you sent out,... Know what you are aiming for.
- measurable = register the visitors at the entrance e.g. give them a ticket for a free drink = number of tickets = number of visitors
- achievable = you have enough space to host an 'open house', you usually get responses to your mailings, you attract people with a free drink, ...
- timed = by the end of the open day, or by the end of the campaign, etc.

2. KNOW YOUR CANS: YOUR TARGET GROUP

Rarely do all the cans in a tin can alley have the same colour or shape. Some are more rusty and dented than others. Similarly, people are very different from one another and different categories of people might have **different views** on your inclusion work and the groups you serve.

In the 'ideal world' exercise above (page 23), you probably had some discussions about certain images. Probably not everybody agreed that all people think of your group in a certain way. That is possible, because most likely, not everybody thinks the same way about your group.

Not every can has the same colour

Therefore, be precise. Are there categories of people that have different images of your group? Is it the general public that has negative stereotypes or prejudices about your group, or specific groups of people? Categorise the general public into specific sub-groups. For example:

- Maybe it is the older people that are afraid of the subculture of your group?
- Maybe it is people who don't have children of their own who misunderstand the kids in your organisation?
- Maybe it is women that have difficulties with the macho style of the boys in your group?
- Maybe it's healthy people that don't know to deal with people with an illness or disability?
- …

Do some research

Where do people get their images from? Why do they think about your group the way they do? Talking to some people around you or people you know via friends and relatives could shed light on why they think that way. Alternatively, you could interview people from the general public about the image they have of the people in your group. Ask: Why? Where does that image come from?

- try to understand their concerns, values, beliefs, interests,…

Maybe they have had some negative experiences in the past. Most likely, they will come up with explanations like the ones listed in the previous chapter, "Where do images come from?" (page 8).

This leads to a **clearer view of the problem** or the issue you want to address (the negative impression or stereotyped image they have of your group). Change your objectives accordingly.

- e.g. If the problem seems to be a feeling of insecurity, then you can run a campaign to make people feel more secure with your group, and counter the link between feelings of insecurity and your target group (e.g. do something about the fact that the media tend to mention the nationality of a criminal, only if it is a foreigner…).

- e.g. If the problem is fear of doing something wrong in relation to people with a disability, because they have never met or interacted with them, you can offer a 'get to know' session/ type of training to teach people how to deal with the disabled. This could do away with people's ignorance.

Knock the right cans off the shelves

If you only get points for red cans, then it is useless to aim for the blue cans.

3. THE BALL YOU THROW: THE MESSAGE TO SEND

The balls are vital to get the cans off the shelf. For your campaign, the ball is the message you are going to communicate. What does your target audience need to hear?

Think about what your main message is. In campaigning, this is called your **primary message**. It should be short and simple and clearly linked to your campaign's goals and objectives. It should put what you are trying to achieve in one sentence. It's this sentence (and variations of it) that you should use to start any explanation of your campaign. It's the sentence you use when meeting decision-makers or potential funders in the elevator (the so-called 'elevator pitch').

Put yourself in the shoes of the public. Your message will have to **compete with thousands of other messages**, information, publicity,.. So your message should stand out prominently (which you can do with a little bit of creativity). Secondly, it will only get a few seconds of people's time, while they walk the streets, browse the internet, read a magazine,.. It's those seconds that you have to get your message across.

All your actions 'speak' (they generate an image in people's minds), so you need to make sure that your actions all **'speak the same message'**. Be coherent in your message across all your activities. If you campaign against negative stereotypes of your group, it's clear that your activities or the behaviour of the youth leader should be an example of the positive image you want to give.

Repeat over and over again. Messages are not absorbed overnight. Repetition is vital. Get your message to your target audience via different channels. Your message must be consistent. Stay on the message until it gains power and influence. Deliver the same message in different ways, using different words, images, cases and actions so that it does not become boring. Be persistent but don't overdo it (saturated people react the opposite way to what you want to achieve).

What are the most effective campaign messages?

- The message should focus on one idea only. Keep your message simple and short. The longer the message, the more ideas in the message, the less effective.
- It should be complete. Your message should include answers to the questions: What? Why? and How?, plus a clear call to action (what do you want them to do?)
- Use clear, inclusive, powerful language. Use active verbs – avoid the passive form, or 'doubting' words (e.g. you might, could, maybe, potentially,…). Be assertive and affirmative.
- Use everyday language and avoid jargon. Do the dummy test: ask people who are not familiar with your work whether they understand the campaign message and material you are developing.
- Be positive: Use positive rather than negative images. It is better to campaign in favour of a cause, rather than against something or someone. Attacks generate counter-attacks. Humour makes people smile and more open to your message.
- Give your campaign a human face. People don't respond well to abstract ideas and arguments. They relate to people and real situations. Add a human (and local) touch to your story. Make it personal. Balance the emotional with the rational.
- Who would be the best messenger to convey your message? Think about what kind of person or organisation would be most credible for your campaign's target group and would mobilise the most support and change (see page 32).
- Choose the right format for your campaign. Think about the most effective way to get through to your target group with your message (see 'Tools' below, page 30).
- Is there a time and place that will make your message stronger (or weaker)? See whether a certain time (e.g. before elections, on world immigration day, etc.) or place (e.g. a prison, in front of European institutions,…) will enhance the credibility and impact of your message.

☞ How you are going to phrase your message is probably in line with the principles of "How can you change people's perceptions of others?" in the previous chapter (page 15). Get some inspiration there.

Different balls for different cans

You cannot knock big cans off the shelf with a ping-pong ball. On the other hand, throwing a heavy basketball would maybe get the cans off the shelf, but would also destroy the whole tin can alley. So it is important to **adapt your balls to the cans** you're trying to reach. In other words, you need to adapt your message to your target group.

Who is that target group of your campaign?

From the research exercise above (page 26), you have gained an insight into who tends to think what about your inclusion group and why. You discovered certain patterns – some categories of people think in different ways.

Now find out what your different target groups are **receptive and sensitive** to. Get to know your target group.

- Do they like intellectual argumentation, or do they prefer sensationalist stories?
- Do they have children of their own, are they married?
- Are they well-off, or in precarious situations themselves?
- Who are the people they admire and listen to (e.g. religious leaders, scientists, pop singers, sports stars,…)?
- What truly concerns them (e.g. career, family, hobbies, travel, money,…)?

Make an **identikit description** of the (stereo)typical person of your target group: age, gender, religion, education, class, family, status, hobbies, interests, etc.

Once you have a better understanding of who you are targeting, you can **adapt your message accordingly**. Whatever is close to the public's heart, that is what they will listen to. Play on the sensitive strings of your target group. Use images and arguments that they will relate to. Involve messengers that carry their admiration. Tailor your same message to the different groups you are trying to influence.

- e.g. if your target group is/includes mothers, your message could be about mother-son relationships, like Sting's song: "I hope Russians love their children too."
- e.g. if your target group is religious, ask a religious leader to convey your message, or appeal to their religious sentiment of helping one's neighbour, etc.
- …

4. THROWING THE BALL: TACTICS & TOOLS

To get your adapted balls to the cans, you will have to throw them. But anybody that has ever played a ballgame knows that throwing or kicking a ball can be done in many different ways. At this stage of your campaign planning, think about the tactics you will use to change people's images of others.

How can you get your target group to hear your message? There are many different **ways of getting your message across**. From face-to-face discussions, to media campaigns, public action on the streets, lobbying decision-makers, etc. This is the central part of the campaign that eats up most of the money and human resources, unless you are creative (see the 'Resources' section, page 36).

In this Images in Action booklet we focus on 5 main methods of image-building (but there are many more). They are described in more detail in the chapter 'Tools for image-building campaigns' (page 42).

- **Public action**
    Going onto the streets. Organising actions that make people see or feel your message. It is the most direct way of changing stereotypes. It is easier to change people if you are interacting and engaging with them directly. (See page 43).
- **Lobbying & advocacy**
    Influencing those who are in power, those who are making decisions, to pass legislation that is more favourable to the inclusion groups, or attribute more resources and support to inclusion work. (See page 48).
- **Media**
    Getting more positive images of inclusion groups into the media to counter the often negative news. We can use the media to show our work and public actions to the wider public, with all its advantages and risks. (See page 54).
- **Branding & identity**
    Oh-so-common in the business world, working on your looks, logo, presentation of your organisation and your work, to make it shine and impress the general public. (See page 64).
- **Advertising**
    Do as the pros. Be creative and develop some advertising, as a company would do. With a little bit of creativity it is easy, and there are plenty of ways to get it for free. (See page 69).

Some other campaigning methods not detailed in this booklet are research, networking, legal procedures and many more.

- You could do a **study, opinion poll or research** and use your conclusions as a basis to send out a message to the world (e.g. politicians, media, general public,…). Often such a message can be released just before a political meeting where decisions on this issue are due to be made.
- Another way of adding weight and influence to your cause is to join forces with other organisations. A **network** of social organisations representing a large number of young people with fewer opportunities has a stronger voice and more impact than a small local organisation.
- If people act on their prejudices and discriminate against or attack members of your inclusion group, your organisation could make a point of **legally** correcting wrong behaviour. In several countries there are institutes that legally combat discrimination or support victims of violence and injustice.

Some tips on campaign tactics
- Plan (and budget) this part thoroughly, as it is at the centre of the campaign. Work out a plan B and even a plan C in case something doesn't work out as expected.
- Decide which methods will be most effective to get your message across AND to get a positive response from your target audience. Do the tools fit your objectives? Can your organisation implement them?
- Remember that it is easier to change people and get them involved in your campaign if you are interacting and engaging with them directly – as opposed to media and advertising.
- Identify where your target audience is located or what type of media they watch, listen to or read. That's where you'll have to go.
- Get key individuals and organisations on board to back your cause publicly, e.g. local personalities, famous people and leaders.
- Do not only go for the brain (and the images in them). Also give people an opportunity to act (e.g. become volunteers, donate,…).
- Carefully plan the different phases of your campaign and get a realistic view of when it will peak (Is it at the right time? Linked to some other event? e.g. elections, world day of XYZ, political summit? etc.).

5. WHO THROWS THE BALL: THE RIGHT MESSENGER

Some people are obviously better at knocking cans off the shelf than others. Some people are better with big cans and others with small cans. In image-building campaigns, the messenger should also be **adapted to your target group** (see 'Step 2', page 25), just like the tactics you're going to use.

Use a messenger the target group is receptive to. Think about what kind of person or organisation would be most **credible** for your campaign's target group and would mobilise the most support and change. Often it's someone the target group can relate to or admires.

Who's the best messenger?
- Someone from the target group – because it is more credible to hear a message from some of 'your own folks'.
- An expert – someone with expertise and experience who has some authority in the field and knows what she is talking about.
- A young person from your organisation – to increase the authenticity of the story. 'Nothing about us without us' (see page 76).
- A famous or important person people look up to and respect – whether it is a religious leader, pop singer, sports champion, etc.
- … Maybe you know other influential people? …

Who else is there?

Did you check whether there were other stakeholders that could help you reach your goals?

- A **stakeholder** is a person, organisation or group that has a 'stake' or some interest in the issue or who is affected by it.

Make a stakeholder analysis

List all the people that have a stake in improving the image of your inclusion group. Divide them into those that would be affected by a more positive image – and those that could actively do something about changing the stereotypes and prejudices. Some can be both.

Affected by image   Can affect image
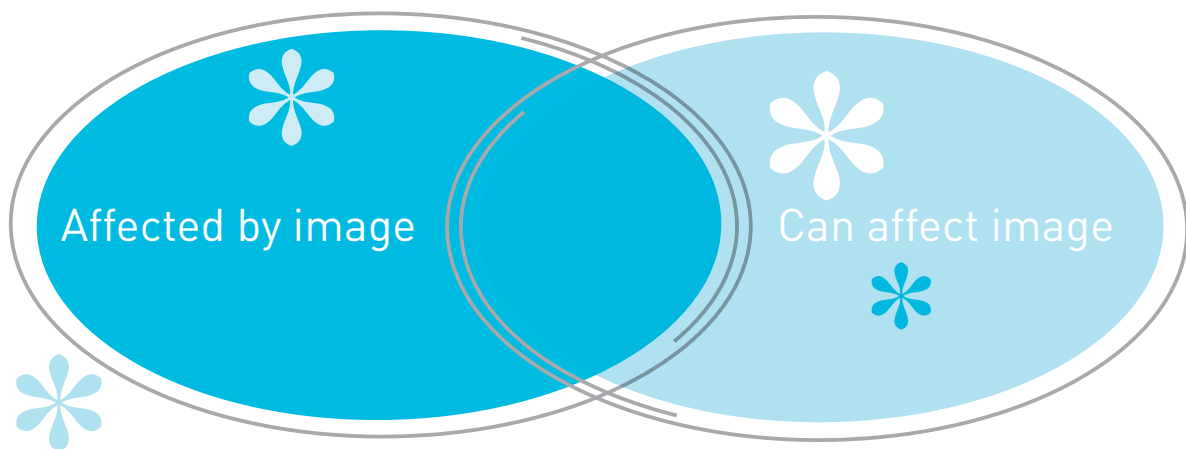
Some **stakeholders** that the participants of the Image-Building course came up with:
- You, obviously, otherwise you wouldn't be reading this booklet.
- The inclusion group, the young people you work with: the young people themselves have a responsibility to give a good example, don't they?
- Their peers: the friends they hang out with. Some behaviour is considered cool and other behaviour isn't. You could think of peer education to counter negative images.
- Their families: for some inclusion groups, the family has a great influence (e.g. migrant girls) whereas some other people with fewer opportunities come from broken or absent families.
- Education: whether at school, at home, in the youth organisation,… One of the biggest influences on children. You could do something about mono-cultural or hetero-normative schoolbooks to improve the image of your inclusion group.

- Decision-makers, local authorities,…: they are responsible for equality/anti-discrimination laws and implementation, and for funding social projects like yours.
- Media: newspapers, television, radio, magazines, internet… They have a big effect on what people consider 'normal' and what they consider different.
- Sports: sometimes there's a discriminatory atmosphere on or around the sports field. You could work with champions to speak up against defamatory language.
- Religious leaders: they have an influence on the people that visit their services. They could be a motor for more acceptance between groups.
- Celebrities: many people listen to the lyrics of their songs or copy their behaviour.
- …

From the stakeholder analysis we can see that some are 'victims' of negative images and they cannot do much about it. Other groups are in a strong position and can **influence** the negative stereotypes that are around them. Just think about the media, decision-makers, but also about your organisation!

Draw up an influence map

Find out what different stereotyped views the stakeholders have of the people in your inclusion group. Document them yourself and discuss this in your organisation.

Put the names of the stakeholders down on paper (feel free to use symbols). Map the different influences between them using arrows. You can make thick arrows for lots of influence, dotted line arrows for indirect influence, etc.

For example
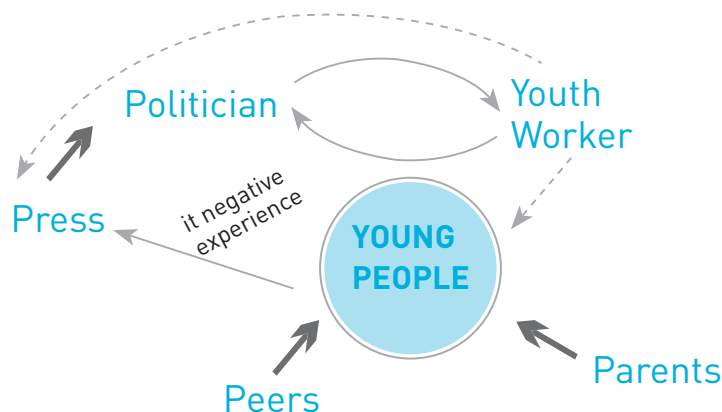
Are there other stakeholders that you could involve in your image-building campaign? Think about **who can help** you achieve your goals and objectives? When thinking about image-building, it is not only the people 'who have a negative image of your inclusion group' that are responsible. Who else can you think of?

Maybe you can focus on one of the other actors as well. Make an inventory of all stakeholders that are involved in the issue you are working on: the reputation of the group of young people you work with. The better you understand the dynamics between allies and opponents of your goal, the more effectively you can direct your campaign.

Map the key actors involved in the image-building campaign for your group. The following matrix might help:

	POSITIVE	NEGATIVE
ACTIVE	**Supporters:** Those who actively support your cause	**Opponents**: Those who actively voice an opposing opinion
PASSIVE	**Potential supporters:** Those who are positive but who don't take much action	**Potential opponents:** Those against your goal but who don't express their opinions

From the UNDP Blue Book

This matrix helps you to see who your allies are. You can network and cooperate with other supporters of your cause. Together you are always stronger. You could also try to activate the potential supporters, to motivate them to follow your lead. At the same time, you'll need to find counter-arguments to silence your opponents.

6. BALL-THROWING COSTS: RESOURCES NEEDED

We all know that going to a fairground is expensive. In the tin can alley, there's also someone collecting money: throwing balls at cans costs **money and human resources**. Similarly your image-building campaign will have costs, both financial and human.

Make a list of everything you need to implement your campaign plan. You will need to consider how much time you'll spend on it, plus all the time input of the other participants. How many people do you need for the different parts of your campaign? What skills will be necessary to make your campaign a success?

You will also need to **buy, use or produce materials** for your campaign. Make a realistic inventory of the costs. There are costs related to the different activities (e.g. posters, ads, equipment,..) but also to the preparation and management of the campaign (e.g. office stuff, communication costs, etc.).

This might look daunting, but it doesn't have to be! You probably already have a lot of resources within your organisation, or you could get hold of some from the stakeholders that support your cause. And there are a lot of things you can do for free (see below).

Your resources

Have a look at what your strengths and weaknesses are for the image-building campaign, what resources you have within your organisation and among your supporters to carry out your campaign, and what is lacking. Similarly, also list the resources (opportunities) you have outside your organisation and the potential threats.

	RESOURCES/SKILLS	LACKING
WITHIN YOUR ORG	Make use of it	To acquire
OUTSIDE YOUR ORG	To be mined	Threats to avoid

When you did your **resource analysis**, you may have discovered that you have some resources available in your organisation or among your supporters (e.g. someone who knows about design, a website expert, a contact in a media company, etc.) who would be willing to further your cause. Use them.

You will need to see how you can get hold of all the resources that are lacking. Either you can buy these services (or get them through sponsorship e.g. social responsibility), or you can train your staff in acquiring the necessary skills.

- Once you have listed all the resources you need and how much they will cost, this can also influence the tactics & tools you are going to use. Be realistic.
- But first have a look at the next section which shows how you can do many things for free (i.e. only using some of your time and creativity).

Do it for Free – all kinds of free tools

There are many ways of getting **free 'image-building'** resources for your inclusion group.

Use the power of the internet (almost) free

Nowadays, many people spend lots of time on the internet. It only takes an internet connection to **go where your target audience hangs out** online.

- Build a 'to the point', informative website in support of your campaign. Both people and the press could get more information there. There are many free tools to set up your own website or blog, and monitor the number of visitors.
  Search Google or have a look at www.absolutely-free-hosting.com, www.blogger.com, www.myspace.com, http://360.yahoo.com etc.
- You can post your message on relevant discussion forums and interact with people there. Make sure that your contributions are 'on-topic'. Note! Just copying-and-pasting your message everywhere would be considered spam and will not get you any supporters.
- Record your own funny, controversial, surreal (etc.) video (many mobile phones can do this nowadays) and post your clip-with-a-message on www.YouTube.com, www.Vimeo.com, www.DailyMotion.com, etc.

- Start a support group for your cause on Facebook.com, Netlog.com, etc. This is a great tool to inform people of upcoming events, of success stories, to mobilise supporters against in justice, etc.
- You can start a 'viral mail', a chain letter which you ask people to forward to their friends and contacts, with a link to your website or blog or online video of course. Make your mail stand out from the rest of the mass mailings.
- Exchange links with websites or blogs of people and organisations that support your cause.
- …

☛ More about **setting up a project website** in SALTO's Making Waves booklet: www.SALTO-YOUTH.net/MakingWaves/.

Get yourself in the media for free

When you are organising a campaign with several **events** that stand out (see 'Public action' page 43), the media would be more than happy to report on it (see page 54).

- When you organise your image-building events (e.g. flash mob, demonstration, symbolic action) make sure that you inform the media beforehand
- And if the media are not present, make sure you document your actions yourself. Take plenty of pictures and videos, which you can then put on your website, post on social networking sites or on YouTube etc.
- Some local media (or websites) will even publish your ready-made articles as you deliver them. So it only takes some writing effort from your side to get out to the public with your message.
- Promote your organisation as having expert knowledge about your cause. The media often need quotes, pictures and stories from 'the field'. If you are on their database, they will automatically come to you when there is a related news item, and you can append your message.
- …

☛ More about working with the media on page 54.

Wake up your dormant supporters

In the previous section, you had a look at your supporters. There are probably quite a lot of people that are sympathetic to your cause. This is the moment to explore what they could do for you. **Activate the passive supporters.**

- Ask for donations, but most often donations are more generous if the giver gets something in return (e.g. invitation to an open day at your organisation, reception, gadgets,…). Their support can make a few extra events possible.
- Thinking a step further, some of your supporters might have connections to companies that could give you sponsorship or some of the material you need (e.g. printing, web space, computer, web design, billboard space, ad agency,…)
- They could be the extra hands or skills you need for your image-building campaign. E.g. maybe there's a graphic designer amongst them for a poster, or a webmaster to put your ideas online, or a bookkeeper to help with the budget, etc.
- Or they could be the crowd you need for your public action, to give your message more weight, and certainly get you into the media.
- Activate your network of supporters to get your message across e.g. forward your email campaign, put your poster in their window, collect signatures, talk to their friends and family, etc.…
- …

☛ More about fundraising in the 'T-Kit on funding and financial management':
www.training-youth.net

Do it yourself

Others are not going to do your work. So prepare as many materials as possible, which can be easily used.

- Have some ready-made articles available for the media who want to publish your story for you for free e.g. local newspapers, internet, magazines, etc. Be the journalist yourself.
- Provide some photo-opportunities for journalists, but also have pictures ready of your inclusion group, conveying your message, etc., which you can send (in the right format) at a moment's notice.
- As mentioned above: Put your story yourself on your own and other freely accessible websites and forums. Document yourself yourself.
- …

7. GET BETTER AT THROWING: ASSESSMENT & IMPROVEMENT

When you are at the fairground for the first time (remember, when you were a kid), knocking over cans in the tin can alley is difficult. But it is **with time and practice that you get better** at it. Your first image-building campaign will give you a lot of valuable experience, which hopefully you can then use for future campaigns. Document your campaign so that your colleagues can use what you have learnt later on.

Count your cans!

To get better at throwing, you need to keep track of how you are doing it and what works and what doesn't. To measure the success of your campaign, it is important to have measurable indicators. You need to plan (and subsequently keep track of) those indicators before you start the campaign. Measure before you start your campaign, during and after to see the effect you have.

What could the **indicators of changed perceptions and attitudes** towards your inclusion group be? Some possibilities:

- Increase of the number of volunteers helping out in your organisation
- Reduction in the level of aggression directed towards your group
- Number of positive stories in the media
- Increase in donations and sponsorship of your work
- More positive replies in attitudinal questionnaires after your campaign than before.

This shows the importance of having **specific & measurable objectives**, and indicators to be able to measure your success. The indicators should be in line with the objectives you set out.

- e.g. if your objective is to bring members of the general public into contact with the inclusion group you're working with (e.g. to break down ignorance about your inclusion group), then count the house visits you did, or the number of people visiting your organisation's open day.
- e.g. if you want to invert the negative reporting about immigrants during your 3-month campaign, you can count how many positive articles you managed to get into the media for every negative news item that is published.
- e.g. if you want to gauge public (financial) support for your cause, you can see if your campaign indeed increases donations.

This is not a measurement that should only take place at the end or after your image-building campaign! If you monitor how you are doing **regularly throughout your campaign**, you can see your progress and reassess if the results are not going in the right direction. If you only measure your success AFTER your campaign, it will be too late to do anything about it.

Do **document** all the things that go wrong during your campaign and also the things that work smoothly. Keep a record of how you can improve next time. You (or your colleagues) can then integrate your learning into your next campaign.

☛ More about improving the impact of your actions in SALTO's 'Making Waves' booklet: www.SALTO-YOUTH.net/MakingWaves/.

START THROWING!
Once you've thought through these 7 different elements of campaign- planning (together with your colleagues, your board, your young people or other stakeholders), you're ready to give it a go.

- Every can that you knock off the shelves is one less to worry about.
- Even a marathon starts with some first steps!

TOOLS FOR IMAGEBUILDING CAMPAIGNS

You can work on image-building in many different ways. You can take to the streets and **engage with people directly** (see Public actions & events, page 43). Or maybe you prefer to improve the situation of your inclusion group by **influencing decision-makers** to create more opportunities for them (see Lobbying & advocacy, page 48).

Whatever you do, the **media** is an important ally to bring your image-building message to many people in one go (see Media & image-building, page 54). Your public action reaches a much wider audience if taken up by the media, and decision-makers listen more to your story if they know the media are watching over your shoulder (and reporting on your inclusion situation).

But if you want to think about influencing people in their behaviour in daily life, it is the **business world** that excels in this. Advertisers create **brands** that take on a life of their own, so that many consumers would not want anything else other than brand X (see Branding & corporate identity, page 64). Through **creative advertising**, companies succeed in winning people's hearts, minds and wallets (see 'Advertising', page 69). So maybe we can 'borrow' some ideas from them…

The following sections take you through the different campaigning tools you can use and hopefully inspire your image-building. It is up to you to mix and match.

Public actions & events

One way to get yourself (and your message!) noticed is to **take to the streets**. Organising an activity or event in a public space attracts people's attention while they are passing by – or when they are invited to it. Make sure to invite the media and decision-makers to your event – or get your articles and pictures to them yourself.

3 important tips

- **Go where the people are!** It is unlikely that you will draw people to your activity, other than those who already support your cause. Therefore, go to places where your target group hangs out. This could be in their own home (door to door), shopping streets, festivals, meetings, sports events but also inside other organisations (e.g. schools, churches, workplace,…) or even online (e.g. social networking sites).

☞ More about increasing your impact with your actions in SALTO's Making Waves booklet – www.SALTO-YOUTH.net/MakingWaves/

- The action itself is not so important, it is not an aim in itself. Your event is just a way of making the public see your message. Therefore your message should be compelling & clear, short & simple!

☞ More about developing your message on page 29.

- When you are in a public space, there are rules and laws aimed at maintaining public order. Make sure you do a risk-analysis of your actions and ask for any necessary permission.

☞ More about risk assessment on page 40.

PUBLIC ACTIONS THAT GET YOURSELF NOTICED

The possibilities for public action are **limitless**. They are only limited by your creativity. We give only a few suggestions here for inspiration. Remember that the most effective image-building campaigns involve direct interaction with the target audience, so choose wisely…

Demonstrations & marches

- You can impress people with **numbers**, if you gather many supporters for your cause. Try to get non-typical protesters in your march – the people that are not obvious supporters of your cause. E.g. parents & priests in gay marches, military staff in peace parades,…
- Or you can play on some symbolism or **creativity**. E.g. dress up like prisoners (because public opinion thinks you are all criminals), everybody wearing sunglasses (to symbolise the bad view people have of your inclusion group), everybody in a wheelchair (showing the hurdles people with a disability face even in a demonstration), etc.…
- As mentioned before, make sure that the message is clear. **Everything speaks**, not only your posters. Develop a chant. Think about appropriate and inappropriate gadgets and clothes to bring.
- Have a clearly identified **press speaker** and interviewees to make sure the media pick up the right message (and don't focus on irrelevant issues happening in and around the demonstration). More about this in the media section (page 54).

Interact with people

- The aim of your public action does not always have to be to get into the news and thus reach many, many people in their comfy chair at home, or on the train when reading their newspaper. You can also set out to **interact with people directly** with your public event.
- E.g. Invite people to your organisation, show them the work you do and give them an opportunity to get to know your inclusion group better (and break down the stereotypes). You could organise an open day. Often, you need something to coax people to your event (e.g. free drink, concert, movie, VIP, etc.).
- E.g. You can **collect signatures** for a petition on the streets. It allows your volunteers to interact with people and discuss the cause you are working for. At the same time, you'll get a number of signatures that you can present to decision-makers to show public support for your cause.
- E.g. You can organise **workshops** or information sessions about issues related to your target group. People will get information to correct their stereotyped ideas. You could organise a living library system in which people can consult your inclusion group (ask questions) to get to know them better, firsthand.

- E.g. **Street theatre** or forum theatre. At the same time as providing some entertainment in a shopping street or town square, you also educate people. In forum theatre, they have a chance to interact. Your theatre piece should be short and sweet and to the point because people only stay for a few minutes. Make sure they get a leaflet with your message.

Symbolic actions & images

- **Use symbolism to express the problem** your inclusion group is facing e.g. handcuffed immigrants because they have no opportunities
e.g. a giant kiss-in on the main square because a (gay) couple was condemned kissing in public
e.g. a fake bloody attack on your ethnic minority group members to protest against a recent racist attack
e.g. a 'Reality dinner' where people draw lots and get good or no food according to the role they drew to symbolise inequality in the world"
e.g. 'Free hugs campaign': showing that your inclusion group only means good things, wants positive interactions.
- These actions create nice **photo opportunities**, so make sure to invite the media, and take lots of pictures of your own. Make sure that your message appears clearly on the pictures (without needing to have too much explanation). Have a press speaker and press kit (see Media section, p 54)
- You can repeat this at several **key locations** relevant to the people you want to influence e.g. in front of the town hall if you want to influence decision-makers, in front of a disco if you want to highlight their racist door policies, etc.
Or you could have different symbolic actions in parallel.

And the winner is…

- You could **organise a prize** for the best (or worst) image-building event that has affected your inclusion group. E.g. an accessibility award, the racist trophy, the 'pat on the back' prize, the pink newspaper award,… Remember that negative attacks are counterproductive.
- You can make this award for image-building in **several phases**. You can ask the general public to send in candidates. You can again go to the press when you have selected nominations, and again when you have the actual award ceremony (e.g. in your organisation, by members of your inclusion group).
- **The prize** doesn't have to be money or something expensive (although you could find a sponsor to donate a prize). It could be a group hug by members of your inclusion group, a drawing/painting made by your group, a year's subscription to your organisation's magazine or a VIP membership, participation in your yearly weekend in the mountains, etc.

Unusual things happening

- A bit like the symbolic actions, **take people by surprise**. Do something that people wouldn't usually see. And use the surprise attention you get to get your message across. Some examples:
- E.g. **Flash mobs**. Arrange for as many people as possible to meet and do something unusual together at a certain time (e.g. freezing, a dance, blowing a whistle, etc.) for a limited time, and then move on again. Often email, networking sites or SMS are used to mobilise people to take part in this wacky event. Document it yourself and spread it via your website, YouTube, via a viral email, etc. Make sure to include your message!
- E.g. **Distribute something for free**. Make it clear to passers-by that there is a connection between the item you are handing out and your campaign message (explaining or via a leaflet). E.g. condoms because your inclusion group has high sexual health risks, a leaflet in Braille to draw attention to the lack of resources for blind people,…
- E.g. Bringing **unusual objects** e.g. cows, rubbish, torn-up immigrants' CVs, etc. to your government building, town hall to attract attention and make a point. State your message clearly in press statements and flyers accompanying your action.
- E.g. **Chain yourself** to an object or building. Remember what we said about risk assessment! Make sure the press are there before you have been removed. And provide clear statements and leaflets explaining why you have done this. Again your message should come across clearly.

We would like to hear about the image-building actions you have carried out.
Share your experiences (what went well and what did not) with others at the bottom of the Images in Action page: www.SALTO-YOUTH.net/ImagesInAction/

NOT WITHOUT SOME DECENT RISK ASSESSMENT

Carrying out public actions might sound exciting, but it also carries some risks. Have you thought about the rules and regulations in place? Is there a potential for things to go wrong? Are you likely to get reactions from opponents, the police, the general public,..?

Therefore it is important to carry out a **risk assessment** before embarking on your public action. Think about what can go wrong. How likely are these incidents to happen? How serious would it be if they did happen? Focus on the more likely and more serious mishaps. Think about how you can prevent things going wrong, but also prepare a plan in case a crisis does occur.

The following **risk assessment grid** can help you:

What can go wrong?	How likely? (1-3)	Who is concerned?	Consequences	How Serious? (1-3)	What to prevent it?	What if it happens?
Police Intervention Young people arrested.	💣💣	Young people	If young people illegal, deportation. Get criminal record.	☠☠☠ ☠☠	- Check rules for using public space. - Ask permission from police. - Only involve people in a legal situation. - Ask consent of parents. - Take out insurance. - Instruct all about what is allowed and what is not.	- Explain clearly your reasons for action. - Get a lawyer. - Do crisis communication (p. 61). - Ask VIPs to intervene who can plead your case (e.g. politician,…)
		Their parents	Parents do not allow kids to your activities anymore.	☠		
		Youth workers	Youth workers suspended or sued	☠☠		
		Organisation	Negative media attention. Closing down the organisation	☠☠ ☠☠☠		
...						

It goes without saying that the likely risks (with 2 or 3 💣) and the serious consequences (with 2 or 3 ☠)need your **special attention**! Try to prevent them from happening but also make sure you are prepared for these occasions.

☞ More documents and checklists on risk assessment and crisis management in the SALTO Toolbox for Training: www.SALTO-YOUTH.net/Toolbox/.

• For example the Leargas (www.leargas.ie/youth/) checklist on 'Risk Assessment, Child Safety and Exchange Programmes': www.SALTO-YOUTH.net/find-a-tool/332.html

Lobbying & advocacy

Advocacy literally means 'being the advocate' for someone, giving them a voice, taking care of their interests. Advocates take a series of actions (e.g. campaign) to change attitudes, practices and policy regarding the 'inclusion group'. Some of these activities can be awareness-raising, networking, lobbying, capacity development,…

Advocacy can be directed **at different audiences:** the general public, other NGOs, decision-makers, peers and family or even your own organisation. The final result should be the improvement of the situation of the group in question.

Lobbying is the practice of *advocacy* with the goal **of influencing decision- makers**, in order to ensure that a group's (or an individual's or organisation's) point of view is represented and their interests are taken care of in the decision-making process. In most European countries, lobbying is regulated to avoid abuse (e.g. bribery etc).

• Does it sound very daunting? Too big for you? It doesn't have to be because on the board of your own organisation or in your local town, there are also decision-makers who you've certainly met and talked to already. So there are different levels of lobbying.

PUT YOURSELF IN THEIR SHOES

The best way to prepare for lobbying is to put yourself in the shoes of the decision-makers. They are not alone, there's a whole city council or board that decides together. So for one decision-maker to have some influence, this person needs to have **solid arguments** and a solution to different challenges related to your inclusion group. And that's where you come in.

If the decision-makers have ready-made solutions to societal questions that make sense to them and others, it makes their lives easier. So it's up to you, not only to **develop a solution** to an issue (e.g. the negative reputation of your inclusion group) but also to give good arguments as to why your favoured solution will work.

So the basis of your lobbying is to **research** and develop arguments in favour of your cause. You can carry out opinion polls, collect (existing) statistical data, draw conclusions from your own inclusion work, or relay concrete experiences about the young people with fewer opportunities you are working with. It's with these arguments that you can approach decision-makers to help your cause.

At the same time, you should **get to know your opponents' views**, so that you can counter the arguments that they are most likely to use. Your arguments, the research and figures you use, but also your messenger should come across as serious, reliable and credible. If you network with similar organisations in the field, you'll carry more weight.

- All the elements of the tin can alley metaphor (page 22) are valid for lobbying too. You need to develop a good message with solid arguments, choose the right messenger and use some of the tactics below to get your message across.
- P.S. If you do not have enough figures to prove your points, you could lobby the politicians to **develop indicators** or commission some research that will allow you to have objective statistical data e.g. about discrimination, about unemployment, etc. of your inclusion group.

MAKE YOUR POINT TO THE POINT
Once you've done your homework, you can communicate your preferred solution and your arguments to the relevant decision-makers. You should know who you need to communicate with, when, what and how.

Who = your target audience

This implies that you know who has the power to decide on the issue you are lobbying for. Make a list of all the people on the relevant committees, advisory councils or decision-making bodies. If they are too inaccessible (e.g. ministers) then you could find out who has a supporting or advisory role to them (e.g. cabinet, advisory group, etc).

When = timing of your message

The timing of your message is crucial. Before elections, politicians are more open to 'pleasing' their electorate. You could also use a recent news item (this is called a 'news peg' e.g. recent discrimination incident) as a trigger for your lobbying activity. Or combine your lobby message with one of the World Days of X, or the European Year of Y, or some other occasion. Bad timing has the opposite effect e.g. a politician will be less likely to change his opinion after he has already presented his policy to the media.

- You can find a list of 'world days' online at www.un.org/events

What = your message

It should be pretty much in line with the message of your campaign (see page 27), plus the arguments and evidence. It should be short and simple (politicians don't have a lot of time). Clearly formulate the solution you are offering the decision-maker, with the arguments to convince (and to counter the opponent's position on the matter). And don't forget a compelling **call-to-action**: what is it concretely you want the decision-maker to do? E.g. vote in a certain way at the meeting, come to your organisation to see the situation,…?

- A good exercise to practice your lobbying skills is the **'elevator pitch'**. Imagine you meet a decision-maker in the elevator and you only have the time span of a few floors to convince him or her. What would you say and how?

How = ways of communicating

- The most effective way to make your point to decision-makers is to **meet them in person**. The discussion is more personal and interactive. The downside is that you have to be very well prepared and assertive. The 'elevator pitch' exercise comes in very handy here if the politician in question does not have a lot of time. Always leave an information leaflet behind for future reference, or to give to their staff.
- You can also voice your (organisation's) opinion and solutions at various **committee hearings and open meetings**. Either you can try to get yourself on the agenda as an expert dealing with the issue, or you can present your view as a 'question from the audience' and get it heard anyway.

- Keep your eyes and ears open at these different meetings, seminars and conferences. They are ideal occasions to **explore the landscape**. You could approach decision-makers informally during breaks and often you also get to know fellow supporters of your cause.
- However, not all politicians have time to speak to you. So you could **write** to your decision-maker instead. You can send letters (with supporting campaign leaflets) or emails (with a link to your campaign website). The advantage of writing is that you can send the same message to many different decision-makers. Follow up your mailing with a phone call.

☛ More about lobbying in the 'Making PRSP Inclusive' manual www.making-prsp-inclusive.org and in Care's 'Advocacy Tools and Guidelines' www.care.org/getinvolved/advocacy/tools.asp

A NOTE ON PERSUASION
Based on « Petit traité de manipulation destiné aux gens honnêtes » (Joule & Beauvois, 1987)

Psychologists and marketers alike have researched **people's reactions to requests** and sales pitches. People tend to behave in certain ways when confronted with different situations. The business world has distilled sales techniques from these findings, so the youth sector could adapt these commonly-used approaches for its lobbying efforts or image-building campaign.

Psychologists carried out experiments to prove the following effects, but since we are dealing with people and not machines, the following techniques **do not work 100%**. Nevertheless, there is a significant increase in the number of times you can get the desired reaction compared to when the techniques are not used. So why not add a possible percentage point to the success rate of your image-building?

Glue effect
People tend to **stick to their decisions**.
An experiment: Ask your neighbours on the beach to watch over your belongings while you go to the toilet (nobody would say 'no', would they?). They will actually stop a thief (part of the experiment) about five times more often, than if you hadn't asked them (one out of nine).

- **So:** Ask politicians to voice their opinion publicly about your cause. It is unlikely they will be against 'good causes', or make sure you phrase your request for (moral) support in a way they cannot refuse. The decision-makers will be more likely to continue defending their position.

Free will

When people agree to something **out of their own free will**, they are more likely to stick to their decision than if they feel forced.

An experiment: People were asked to volunteer for an activity. Those that were begged were less likely to volunteer than those who got to hear: "If you want, we don't want to force you". People who feel forced counter-react. Those that say 'yes' out of their own free will cannot attribute their agreement to outer pressure, so they will start thinking they actually 'wanted to help out'.

- **So:** Do not nag, force or beg for support. Just give good arguments and phrase your request in a way that makes people unlikely to refuse support. In each case, stress that their decision is 'up to them', they are free to decide (even though you have prepared them to say 'yes' to your request).

Special offers or sales

People tend to **stick to their initial decision**, even if less favourable conditions are revealed before the final decision.

An experiment: Customers are drawn to a shop with a huge '50% off' sign. They go in, find an item of clothing, but when they want to pay, they are told that the item is not reduced. Seven times more people would still pay the full price, compared to the same product in a shop without a 'Sale' sign (one out of ten).

- **So:** It is up to you to decide whether you want to attract supporters (generate an initial decision) without giving the full picture of what this involves. Only at a later stage, you fully inform the supporters of what you really expect from them, before a final decision (of course stressing that they are free to decide).

Foot-in-the-door

Using an **'opening' act** makes people more likely to agree with your cause, than if you do not use one.

An experiment: Trying to get people to stop smoking for 24 hours. The people the researchers asked to fill out a short questionnaire, before asking them to take part in the 24h no-smoking experiment, were five times more likely to participate than those who were asked directly (only one out of ten).

- **So:** If you are collecting signatures or donations for your inclusion cause, it helps if you first ask something smaller. E.g. as Animal Protection did: "Do you like animals?" (most people of course reply 'yes': this is a subtle opening act getting you ready for what follows). "Well, we're collecting donations for homeless pets," etc.

Snowball effect

Researchers repeated **several 'foot in the door' sequences**, each time adding an additional request.

An experiment: People were told they, "have won a prize," and the researcher asked if he could deliver it (=first foot in the door). People are very likely to agree. "Can we at the same time bring our new product for you to taste?" (second foot in the door). Few would say 'no'. People are more likely to buy the new product, after two feet in the door, than after one or none.

- **So:** in requests for support, you can build up your requests from small to bigger. E.g. ask if they like 'travelling' first (likely reply: 'of course'). Connect this to your petition for free movement of people (people will probably sign). Then continue with: "We are looking for volunteers or donations for our project," etc.

Door-in-the-face

After asking too **big a favour first**, people will be likely to agree to a smaller favour next. People tend to act reciprocally. If one person adds water to his wine, the other person is also likely to do so.

An experience (from real life): A child wants 50€ from his mum (quite a big sum). He is more likely to get 50€ after first begging for 100€, than if he had asked for 50€ straight away.

- **So:** if you need something from your decision-makers, start off asking for a lot. There is a high chance they will refuse. That's where your second 'more reasonable' request comes in, to which they are more likely to respond positively (compared to if you had made the 'reasonable request' directly).

Media & image-building

The media are an **important ally** for your image-building campaign, because newspapers, magazines, radio, the internet and TV spread your message to a large number of people. In many countries, the media functions as a watchdog and exerts pressure on politicians, so it is an ideal tool to complement your public action (page 43) and lobbying (page 48).

There are two ways to get your cause into the media:

- The first method is to **make the news**. You can organise an activity with a high news-value, or hook onto an important news story to get your message across. You want to 'be' the news and will need to draw the journalists to your story.
- On the other hand you could **provide content yourself** about a topic of interest to be published in different media. In this case you will have to tailor your message so that editors can use it easily.

What is your message again?

Think back to what key message you want to get across (page 27): what balls do you have to throw?

Remember your message should:
- be short and simple, conveying one main idea
- have some human interest and tell the story of a real person
- play on people's emotions, mixed with rational arguments
- use clear and powerful language (and avoid jargon)
- be positive

Who are you trying to reach again?

Refer back to who you want to reach (page 25): know the cans you want to knock off the shelf.

Ask yourself:
- What does your target audience read, listen to and watch?
- Who would be a credible messenger to convey your story?
- What kind of story and arguments will they be responsive to?
- How can you tailor your message to the target audience?
- When and where is the best place to convey your message?

Who wants to publish your story?

Research what type of media would be willing to cover your story. Focus on the media that reaches your target audience. Next, find out who is responsible for your type of story (e.g. local newspaper correspondent, the social editor for social stories, weekend edition,…). Find out from them what, and in what format, they publish or broadcast e.g. do they do interviews, publish letters to the editor, only cover hard news, do they need a sensationalist touch, should it have some entertainment value, will they have a central topic, etc.

Adapt your story accordingly.

- A picture says more than a thousand words! People and the media have become more and more visual. Make sure you have great supportive visual material for your image-building campaign to draw attention to it.

MAKING THE NEWS

If you want journalists to report on your event or cover your story as part of the 'news', then it has to be newsworthy! Something the readership of a newspaper or audience of a TV news channel would be interested in.

What gets into the news?	What doesn't make the news?
• Something big that has happened (e.g. your public action)	• Your ongoing activities
• Something that catches the eye (e.g. your symbolic action)	• Something only relevant to insiders
• Something involving famous people (e.g. minister visits local youth club)	• Something similar to a thousand other news items
• An action related to a hot news item (e.g. green protests during climate summit)	• Something boring, of no interest
• A newly published piece of research, new figures	• Something small when something big just happened
• A dramatic story, human interest (accidents, injustice, fights,…)	• …

If your image-building actions are not newsworthy, you can **turn them into news** through different means.

- Hook your event onto the news: use a so-called 'news peg' to link your story to e.g. add your opinion to a recent attack against someone in your inclusion group, to a new law or political decision, to the world day of XYZ, etc.
- Involve something special, big, awesome, funny, etc. to your actions e.g. make a world record attempt, exaggerate, play on humour, stir a bit of controversy,…
- Or involve someone important in your campaign to add more weight to it e.g. sports champion, politician, artist, etc.

Contacting the journalists

Once you have a story (message) with news value, you need to get it through to the different news channels. Part of your homework is to create a **press list** of the right journalists who might publish your story (e.g. the local news, the social editor, etc.) and their contacts (e.g. email, phone, fax).

The most common way of getting your story to journalists is via a **press release**. You can send it via email or fax. Always phone them to see if they received it, and find out at the same time if they would be interested in the story and whether they need anything more.

- Make sure that you send out information at the right time. Try to get to know as much as possible about the news cycle and working habits of journalists in your country.

Press release

A press release usually has the following elements
- **Headline** — should grab the attention of journalists and briefly summarise the story
- **Dateline** — contains the release date and usually the originating city of the press release
- **Introduction** — start with a bang: say what it is about. Your first paragraph should give basic answers to the 5 Ws (who, what, when, where & why)
- **Essentials** — answer the journalist's 'So what?' question, giving further explanation, statistics, background, or other details relevant to the news
- **Add life** — bring your story to life with some quotes, punch lines or examples that drive your point home
- **Boilerplate** — a short 'about' section, providing objective background information on your organisation
- **Media Contact** — name and contact details of the media contact person of your organisation (who should be reachable any time of the day or night)

A press release should be a **maximum of one page**. Be short and to the point. Be aware that parts of your press release might be used literally. Sometimes **an appealing picture** arouses more interest from the journalist, making them more likely to publish your story.

In the ideal case the journalist will call your **media spokesperson** (otherwise you just have to call them yourself). Your media contact should be ready to send more information e.g. high-quality digital press photos, one-page fact sheets related to your inclusion group, to your organisation or to your image-building campaign, etc.

☞ More about working with the media in the 'Making Waves' booklet:
www.SALTO-YOUTH.net/MakingWaves/

Often journalists also want to **interview** someone connected to the story. This could be your media spokesperson, but it could just as well be the VIP you engaged in your campaign or some of the young people you work with. Train or brief them in advance about how to deal with the media and how to get your message across.

Giving interviews

Any interview needs ample **preparation**, including the anticipation of uncomfortable questions. Make cards summarising your main points and statistics about the issue in question and use them. Send the interviewer more background information in advance to steer the direction of the interview. Practice your interview skills with colleagues or friends.

During the interview
- Create a friendly and open atmosphere with the journalist (make good friends with them), remain polite and controlled at all times.
- If the interview is recorded, make sure you have a glass of water in front of you. For TV, look smart and wear comfortable clothes.
- Listen to the question, analyse what is really being asked, take your time to think, look at your fact cards if necessary. It is okay to leave short silences.
- Keep your answers short and to the point, use the PREP method for answering questions:
  - ⇒ make the **P**oint you want to make
  - ⇒ back that point up with a **R**eason (give an explanation)
  - ⇒ provide an **E**xample or anecdote to illustrate your point
  - ⇒ restate your main **P**oint again to make it really clear
- Speak slowly and clearly, relax.
- Avoid jargon and detailed explanations, answer as if your audience doesn't know anything about your work or inclusion group.

- Repeat your key message in different ways during the interview, make bridges from the question to your key points.
- Mention your organisation, your inclusion group or campaign by name as often as possible rather than saying 'we', 'them' or 'it'.
- See questions as opportunities to say what you want to get across, rather than something you need to accurately answer in detail.
- Identify anything you say as either fact or opinion: your opinions are your own, but fact is fact.
- Add anecdotes and real-life situations (human interest) to make the issue interesting and more concrete to the audience.
- Do not make statements that you are not sure of. If you don't know an answer, tell the interviewer you will get back to them with an answer later.
- Be enthusiastic - a positive attitude is contagious. If you're not excited about your message, the reporter and audience won't be either.
- Adding an appealing picture can attract more readers to your interview. Create an expressive photo opportunity or provide press photos yourself.
- Prepare a colourful and memorable phrase that sums up your image-building campaign – and try to get it in as a closing remark.

☞ More on dealing with negative media attention on page 61.

At the **end of the interview** check to see whether the journalist understood your key points or has any questions that need clarifying. Get the journalist's name and contact details (and give them yours!) for future reference. Give them a media-kit with more written information before they go. Ask when the interview is likely to be published or broadcast and make sure you get a copy or recording for your campaign documentation.

You have something important to share

If you have something important to show (e.g. your symbolic action, handing over thousands of signatures to the mayor, your demonstration, etc.) invite the press to a **photo opportunity**. Alternatively, you can send your own pictures to the journalists yourself.

- Make sure the pictures **illustrate your point clearly** e.g. with your slogan or message on a poster in the background.
☞ More about making appropriate pictures for the press in SALTO's 'Making Waves' booklet: www.SALTO-YOUTH.net/MakingWaves/

If you have something important to say and many journalists are likely to come to you for more information (e.g. for important news items), you can answer these questions by organising a **press conference**. Invite all the relevant press contacts you have. Prepare a short media kit with background information e.g. press release, fact sheet about your organisation and your image-building campaign,…

OTHER WAYS OF GETTING INTO THE MEDIA

Sometimes your image-building activities don't have a lot of news-value, but you can still **get your story into the media**: different media. There are a number of magazines, papers, talk shows, internet sites, etc. that publish more in-depth stories (features, as opposed to news articles).

- Find out which of these media your target audience listens to or reads.
- Find out who is the person that decides whether to publish the type of story that you have (about inclusion).
- Contact that person to find out what type of items they publish or broadcast, and when. E.g. magazines often have a central theme you could link to.
- Find out how you can get your story into their media e.g. as an interview, letter to the editor,…
- Adapt your message accordingly.

This takes good **contacts with editors** to convince them to write an article about you. Alternatively, you could prepare a ready-made article for them. They just have to adapt it. Some local papers or e-newsletters publish items as you deliver them.

- Make sure you also have some high-resolution expressive pictures for them too, **pictures** that illustrate and enhance your message.

Be the expert

Your campaign might not get published in the form of an article. Instead, you can profile your organisation as **experts in the field**. You can let journalists know that you have things to say about the issues you are working on. Offer your services:

- You can provide opinions or background information
- You can put journalists in contact with young people with fewer opportunities and youth workers e.g. for interviews

In the same way, you can write 'letters to the editor' or **'opinion pieces'**. Many magazines and papers publish comments and opinions on previous articles or news items (related to your cause). You can criticise an article, correct incorrect facts or add more facts and information, together with your image-building message. Be short and to the point.

The power of internet

The internet is a valuable type of 'media' to get your message across. There are many opportunities to engage with your **target audience online**. Again, you first have to find out where your audience hangs out in cyberspace (if at all).

- If they watch **video clips online**, you could post your own image-building clip on YouTube. com, DailyMotion.com, etc. The more fun, the more special, the more controversial your little film is, the more people you will draw to your key message.
- If your target audience participates in **discussion forums**, you could add your key messages to the ongoing discussions, where relevant. Posting campaign messages unrelated to the discussion is considered spam and counter-productive.
- Provide attractive content for your target audience on your **own website**, or on social networking sites to draw them to your message. A viral email campaign (with funny, mysterious, exciting info) draws more people to those places.

HOW TO DEAL WITH NEGATIVE MEDIA ATTENTION

Imagine, something disastrous happens: one of your members gets involved in an accident or a crime, one of your image-building activities goes wrong, opponents criticise your organisation in the media, etc. In these cases it is important to have a **crisis management** plan in place to reduce any potential damage.

Risk assessment
- List the things that can go wrong in your sector of work or in your image-building campaign.
- How likely are they to happen? How serious would it be if they did happen?
- Focus on the more likely and more serious mishaps. Prepare a plan for when a crisis might occur.

Use the risk assessment grid on page 47.

Crisis communication

When something goes wrong you will need to manage the **flow of information** from your organisation to the outside world in the best possible way. This requires some decent preparation within your organisation. Appoint a crisis spokesperson (can be the same as your media spokesperson) and develop a crisis communication plan. This way, you'll be ready to respond quickly to a crisis when it happens.

Crisis communication plan

- Appoint a crisis/media spokesperson who is well trained in dealing with the media (see previous chapter page 47).
- Collect relevant contact details and keep them up-to-date: of colleagues, young people, their parents, the media, lawyer, local authorities,…
- Develop an emergency notification system: how will you contact people within your organisation if a crisis occurs? (via email, sms, etc.)
- Prepare some fact-sheets about your organisation and your work that are easy to add to press releases.

The main aim is to be ready when something happens.

When a crisis strikes

When it all starts to go wrong, first **inform** all your colleagues and members about what has happened. From that moment on, all information towards the outside world should go via the **crisis spokesperson** (to avoid conflicting stories and speculation).

- Communicate quickly about what has happened e.g. send out a press statement to the media, inform other stakeholders that need to know (e.g. parents, funders, police, lawyers,…).
- Express concern for the potential victims and acknowledge different viewpoints, frustration and anger.
- At the same time, stress that it is an unfortunate but isolated case, that you are investigating what has happened and taking necessary steps to deal with the issue.
- Counter inaccurate facts or rumours about what has happened - your fact-sheets and previous press-releases come in handy here.
- Organise a press conference, prepare a clear statement with a few key-messages and be ready for tricky questions (see below).
- Make all your communications available on your website too (e.g. press release, statement, actions followed,…).

Dealing with tricky questions

Whether it is in an interview with a **key journalist** or at a press conference, you are likely to get questions that go in the opposite direction of the message you want to convey. Here are some tips for dealing with difficult questions.

- **Don't answer unless** you are prepared and ready to communicate. Inform journalists about how and when you will communicate over the crisis e.g. press conference or press statement.
- **Keep calm** and stay polite, don't counter-attack journalists. They are just doing their job and you depend on them to get a positive message out.
- **Manage the direction** of the discussion. If questions go in the wrong direction you can refocus on your key message: "That is an interesting point, but our main concern is XYZ," or "I do understand your point, but what I want to say is XYZ".
- **Avoid raising controversial issues** unless the journalists do so first, don't just talk for the sake of it. If you have finished your point, stop speaking.
- Prevent journalists from putting words into your mouth, **correct any wrong statements** or conclusions: "From the information we have, this is not true. On the contrary XYZ," and add your key-message again.
- **Never say anything that you don't want to appear** in the media (e.g. negative examples, doubt, speculation, controversy…). There is no 'off the record'.
- **Never comment** on anything beyond your knowledge or **speculate** about a vague situation. Instead say: "We're still looking into it," rather than making up theories on the spot.
- If journalists ask you something you don't know or don't have an answer to, **give a reason why**: e.g. "It's too early to answer that question," or "My colleague is working on this issue," etc. "But what I can say is XYZ," and you can return to your key message.
- **Never lie**. The truth will come out sooner or later.

Branding & corporate identity

There is a lot of **competition for attention**. Just look around you. There are many organisations, companies and institutions trying to get through to the general public. Therefore, you have to stand out. It's a continuous battle for people's hearts and minds. Some companies are very successful at achieving this, so maybe we can learn something from them for our work?

☞ We can develop a brand or corporate identity for our organisation or the inclusion group we are working with (this section, below).

☞ Or we can gain inspiration from the world of marketing and advertising in the next section (page 69).

When you see 'Just do it' everybody thinks of Nike and if you see curly white letters on a red background you know it's Coca Cola, even when written in the Russian or Thai alphabet. This is the effect of 'branding'.

- **Branding** is a marketing term used to describe the link between a company, product or service and intangible assets such as a logo, colour palette, name, baseline, values, approaches, etc.

But branding is much more than a logo and a look (even though this is part of it). It's a promise at the same time. It's a **consistent and clear message and image** that speak directly to the audience. A brand automatically triggers expectations and associations in people's heads. Your brand is how your audience thinks about your activities and services and connects with it emotionally.

Similarly, you could gain inspiration from these business ideas, to turn your organisation or image-building campaign into a positive brand. When people see your logo, hear your name or think about the field you are working in, your organisation and its approach automatically comes to mind.

HOW TO CREATE A BRAND

Whether you believe it or not, **you already have "a brand"** and your members, your stakeholders and the general public are having a "brand experience" when they interact with your organisation, whether with your activities and services or the colleagues that work there.

A brand is the **totality of your organisation and its activities**. It is your best and worst activity. It is your best and worst colleague. It is the way you communicate to the outside world. It's the way you answer the phones and deal with emails. Brand is expressed through your written material. It is the emotional reaction people have from interaction with your organisation. Ultimately, you cannot control your brand. You can only guide it.

The **three basic rules** of developing a brand are:

- consistency
- persistence
- restraint

In other words:

- you need to persistently communicate (repeat and repeat and repeat)
- a consistent brand message and image (the same look and feel) in all communications and actions
- but with restraint (don't overdo it, be credible)
- make sure your audience gets what you promised every time

KNOW WHO AND WHAT YOU ARE

So we come back to the message or image you want to spread. Think about **what your brand should be** like. The following questions can help you.

1. What activities and/or services do you or your organisation offer? Define the qualities of these activities and/or services.
2. What are the core values of your work and services? What are the core values and mission of your organisation?
3. What does your company specialise in? What makes you unique? How do you stand out compared to other players in the same field?
4. Who is your target audience? Who do you attract to your services and activities?
5. Create a personality or character for your organisation that represents your products or services. What is the character like? What qualities stand out?

You can also have a look at your **"marketing-mix"** and analyse the 4 Ps of your organisation or services – or of your image-building campaign.

- **Product:** What are the actual activities or services you offer? What needs and desires do they address? What does your organisation promise the public? Define it from the point of view of the public.
- **Pricing:** It literally refers to the cost of your activities and services. But in the social sector it could also refer to the benefits you provide. What value do you contribute to society?
- **Promotion:** How do you promote your activities? What do you communicate about your activities and services? This is the image-building you are doing for your work.
- **Placement** (or distribution): Where do you offer your services? How do your activities compare with those of other organisations? Where is your organisation present? (not only physically, but also in the media, internet etc).

MAKE A PROMISE – ONLY ONE!

With all this information you can develop a brand strategy: How is it you want to come across to the general public? What is it that makes you **unique** (one or more of the 4 Ps)? What is your promise to the public? In marketing terms, this would be your 'Unique Selling Proposition' or USP.

The **brand promise** or USP states the benefit to the public of using your organisation's services. For clothing, it could be about style or comfort. For a car, it could be about safety or reliability. Whatever it is, it must be clear, engaging and presented in a context relevant to your clients.

- One example of an effective brand promise is that of BMW's. It's stated right in the company's tagline: The Ultimate Driving Machine.
- Yours could be: "Creating opportunities for those at the margins", "Bringing together all the colours of the rainbow", "Going to areas where nobody else dares to go", "Making young people independent",…

The proposition your brand strategy makes must be very **compelling, attractive and unique** amongst competitive offerings. Your promise should be unexpected (not something obvious like "We are the best"), specific (e.g. what makes you better than your competitors?) and appealing (e.g. make people sympathetic towards your work).

Your brand must be **consistently reinforced** throughout your organisation, by all staff and in all activities.

- E.g. If you're promoting diversity but your organisation has 'all-white, Christian, straight' staff or some of your staff are racist, your 'brand' will lose credibility.

If your organisation's activities and services don't live up to their brand promise, new supporters will become lost supporters and loyal members might leave too. Simply put: **you need to deliver what you promise**.

EXTERIORISE YOUR BRAND – BRAND DESIGN

Once you know how you want to be perceived by the general public, and what your brand promises them, you can create **looks and procedures** that fit this brand image.

- **Name:** Does your name fit the brand image you want to convey? Does your name say what your organisation stands for?
- **Logo:** Create a logo (or analyse the existing one) to support the promise you are making to your clients.
- **Tagline:** Add a tagline to your organisation's name: like Nike's 'Just do it', say in a short and snappy way what you stand for.
- **Info material:** adapt your website, brochures, business cards, letterheads, flags, posters, etc. accordingly, showing your brand promise through their look and structure. Use your logo, tagline, layout consistently.
- **Procedures:** put procedures in place that reinforce your brand promise. If you want to be professional, make sure your activities look professional. If your brand is about 'caring for people', show it in the way you work.
- **Communication:** use a communication style that breathes your brand implicitly and explicitly.

Create a **positive emotional association** in your sector for your services. Create a positive image by the mere mention of your brand, service or organisation's name. To create a brand promise that creates such emotional connections, it should be:

- grounded in the organisation's core values (that is why you need to know your organisation first, as explained above: page 66)
- clearly relevant and engaging to your target audience
- able to create a positive emotional attachment beyond just being "good"
- repeated internally and externally within your organisation
- continually reinforced
- consistent across all activities, services and communication
- known and echoed by people in the field

Brand design is about designing the public's experience with your brand (e.g. organisation, campaign, activities,…). That means that the public should get a value-oriented experience in interacting with you, from beginning to end. With each exposure to your brand, they continually pick up on the brand's promise. This will become your brand's unique value.

Advertising

Most companies use advertising to get their products and services **known, appreciated and sold**. Indeed, if people don't know a product exists, they will neither like nor buy it.

Similarly, your organisation will have to show that it exists and what you do, before people can form an opinion of it and make use of your services and activities. When it comes to image-building for your young people with fewer opportunities, you also need to help people get to know them better (e.g. put your inclusion group in a positive light), before the general public will gain a positive appreciation of the youth in your organisation.

Lots of research about effective advertising has been done, so you can get some inspiration from **advertising techniques** that have proven their success in the business world and use them for your image-building campaign.

However, remember that seeing an ad in a magazine or a poster in the street is a lot **less engaging** than direct contact. This is the so-called 'above the line' promotion – there is no direct interaction with the 'prospect' (target audience). Your message is launched in the air and it is up to the people to see it or ignore it. 'Below the line' promotion would target the potential customer directly (e.g. in direct mailing, tasting a new product in the supermarket, interacting on the street, etc). You can mix both.

Advertising campaigns can also be very **expensive**, unless you can get sponsorship for it or use some creative means to get your campaign into the media or onto the streets in an unconventional way.

☛ You can find some ideas for cheap advertising on page 75.

Again, know what you are doing

Before starting to develop any **publicity material** (e.g. posters, ads, gadgets, etc.) you have to go back to your:

- **Aims & objectives:** What are you trying to achieve? (page 23)
- **Target audience:** Who are you trying to reach? What will push their buttons? Where are they? What do they read? Where do they go? (page 25)
- **Image-building principles:** If you know where the images come from, you can use these principles to change the negative ones (page 15).
- **Message:** What is it you have to communicate (page 27)? What is your brand promise (page 65)?
- **Messenger:** Who is the most effective messenger for the type of message you want to convey, and has the most influence on your target audience (page 32)?
- **Brand strategy:** What is the look and feel you want to get across (page 67)?
- **Measuring sticks:** Think of ways to measure the effect of your ad (e.g. visits to your campaign website, donations, send-back coupon for more information,… page 40).
- **Resources:** Do you have what it takes within your organisation (skills and money) to develop and run an advertising campaign (page 36)?

People do not read ads

Few people read advertising for fun. So it is up to the advertiser to **attract the attention** of the audience. But having someone's attention is not enough: you also want to make this person conscious of your message. And ideally, you would like to change the image that your audience has of your inclusion group. You want people to react in a certain way to your ad.

Therefore a good ad should correspond to the **AIDA principle**.

- **A**ttention = penetrate people's senses, jump into their consciousness
- **I**nterest = arouse curiosity, make them want to read further
- **D**esire = they see the benefits of what you're advertising, they want it
- **A**ction = active reaction to your ad, they do something with it

Each additional step requires more **effort and time** from the audience. Therefore it is vital to take your prospects through these stages as pleasantly and as quickly as possible in the few seconds they will be exposed to your ad. Your ad should be short, simple and self-explanatory.

GRAB PEOPLE'S ATTENTION

Read through any magazine, walk down any city street: there are tons of ads screaming for people's attention. So you need to **stand out**. You can do this in thousands of different ways – just be creative and 'different'.

- Be bigger, more colourful, stranger, longer, smaller,…
- Pictures attract more attention than just text, pictures of people are more effective than pictures without people, pictures of smiling faces even more so.
- Pictures of babies, small children and baby animals attract more people
- Use questions, riddles, ambiguity, etc. to raise your issue.
- Stand out by using the unexpected (e.g. mix of image and text).
- Use different formats than the usual posters, commercials or magazine ads.
- Use humour to make people laugh and remember your ad.
- Involve some VIP to ' give out' your message.
- Sex sells (e.g. erotic pictures, sex-symbols, innuendoes, ambiguous messages,…).
- Controversy, mystery, suspense, strong statements that engage people's thinking.
- Sale, % off, Free, Gratis, Win, Offer, etc. always works.
- Link to a 'news peg' – something that recently happened.
- Don't repeat what has been done too often before (saturation effect).

FROM INTEREST TO DESIRE

There are some factors that **take people further** in the AIDA process (or not):

- **Personality** – how people personally relate to ads: some people are more sceptical whereas others are more curious. There is nothing you can do about this.
- **Interaction** – how people relate to your organisation, the sector or type of work, but also how you interact with them in your communication: ask questions, make them think, use 'You' instead of 'We', engage them with your text/images,…
- **Relevance** – show how relevant your work is for them, from their perspective: put yourself in their shoes. Give an answer to the 'So what?' question. What is in it for them?
- **Location** – where can you place your ad for it to reach its audience? E.g. on a busy street, in a shop window, at the church door, etc. Certain environments are more favourable to get your ad seen and read e.g. where people have to wait.

Advertising mostly tries to show a need amongst potential customers and how the product provides a **solution to this need**. Similarly your ad should show what solutions you are creating for some of society's problems. The key here, though, is to put yourself in the target audience's shoes, and define the 'need' or 'problem' from their perspective!

For example:
- You might think prejudice is unfair and run a 'Don't discriminate' campaign. Your target audience is either on your side already, or they think: 'Who are you to tell me what to do or not to do?'
- Your target audience has other needs, for example, to 'feel good about themselves'. So you could run an 'adopt a new friend' programme, bringing local people together with newcomers in a fun and social atmosphere.
- Or the general public might be fed up with vandalism and petty crime, which they ascribe to migrant youth. Your solution could be to 'provide alternative educational leisure time activities' for this target group to keep them off the streets and add 'donate now'.

It is important to play on **good feelings and positive emotions**. Who would not wish to have solutions to the problems they face (you create desire)? This way you create supporters for your cause rather than enemies. Everybody wants to feel good and have the impression they have overcome problems.

So your ad can appeal to people's values, wishes and needs (e.g. solutions, love, beauty, belonging, happiness, success, togetherness, humour, challenges, freedom, peace, etc.) or ways to deal with their fears and problems (e.g. rejection, defeat, failure, powerlessness, hurt, death, ignorance, etc).

There should be **three elements in your ad**:

- **Factual information:** e.g. about your activities, time and place of an event, the group you work with, your organisation, etc.
- **Functional values:** show your unique selling proposition, what do you offer that others don't, what makes you special, how does it solve your prospect's problems?
- **Emotional values:** dreams, feelings, belonging, attitudes,… - the 'feel good' factor.

Less is more!

Make your ad to the point (from the point of view of the prospect). Use understandable, simple language, short sentences and avoid jargon, long text and explanations. Replace all 'doubting language' with **affirmative words**. E.g. instead of 'You could xyz' write 'Do xyz'. Delete 'maybe', 'potentially', 'likely', etc. Be specific and straight to the point.

MOVING INTO ACTION

So you made a big promise in your ad. You showed your target audience how your organisation solves one of their problems and they are not only interested, but also desire this solution. Then it is time to make your prospect act.

In order for your target audience to act, you need to tell them clearly what they should do. You need to take them by the hand and lead them to the action you would like them to undertake. In advertising, this is called the **'Call-to-Action'**. Make sure to add a call-to-action in your ad. Put in all the necessary details so that they can effectively carry out the action you suggest (e.g. go to your website, call your info number, donate money, etc.).

- Use the 3 Us: Make your call-to-action Urgent ('Donate NOW', 'Request an info brochure TODAY', etc.), Ultra Specific (give all the necessary details) and Useful for the prospect (What is in it for them?).
- Make the required action as simple as possible e.g. send back a coupon, call a direct number,… Don't expect someone to find a page hidden in the navigation of your website - give an easy, direct URL. Make registering for a newsletter as easy as possible.
- Repeat the call-to-action several times in different ways. You could even have it in your headline, a boxed piece of text or in a prominent place.
- Use visuals that support your call-to-action, e.g. a phone pictogram if you want them to call, a group of people having fun if you want to invite them to your open day, etc.
- Give people an incentive to respond: e.g. free brochure, gadget, invitation to your reception, etc.
- Using a PS at the end of your direct mailing letter has proven effective.
- …

Do some research

Ask people from your target audience what information or arguments they would need to take the action you want them to take. This is in line with adapting your message to your target group, as discussed before (page 25). You could **experiment with different ads** and measure the impact.

Measuring your impact is indeed vital. If you throw a ball blindfolded, you don't have a clue how many cans you knock over in the tin can alley. But if you connect a measurable action to your ad, you know how effective your efforts are e.g. visits to a campaign webpage, number of calls to the info-number, amount of donations, visitors at your open day, etc.

ADVERTISING MADE CHEAP

The standard advertising in the media or on billboards is very costly. However, since you are working for a special cause, you can use **special ways** to get your ads to your target audience, which are cheaper. Some ideas:

- Ask for **sponsorship**. More and more companies are taking up some form of corporate responsibility. They spend some of their profits on a good cause. You could be this good cause. Advertising companies can help you with your ad and the media can give you free space (or at social rates).
- You don't need to rent huge billboards. You can also put your **posters** in shops (friendly to your cause), in the windows of your supporters, on the window of your car, etc.
- Adapt your **environment** to convey your message: e.g. make your own crop circle in the shape of your logo or message, make an ad by standing/lying in a square, clean a part of the street in the shape of your message, make a chalk drawing in the shopping street or main square,…
- Organise a **public action** to get your message into the media for free (see page 43) e.g. like Greenpeace unrolls big banners on towers, boats, etc.
- **Join forces** with other organisations. You can exchange banners on websites supportive of your cause, you can run ads in friendly magazines of partner organisations, you run their ad in your magazine,…
- Create **ads that last**. E.g. print your message on gadgets, useful things that have a long life, that people would want to use or have with them,… Create a buzz or controversy around the gadget.
- Make your **advertising mobile**. E.g. print your ad on T-shirts, on a blanket you drape over a cow, or a dog coat, a poster in your car, a flag on your organisation's building, etc.
- …

Observe and adapt

Have a look around you. What kind of advertising do companies use to promote their products and services? What are the underlying principles? Who do the ads appeal to?

How can you **adapt their ads** to the image-building campaign for your inclusion group?

PARTICIPATION
...NOTHING
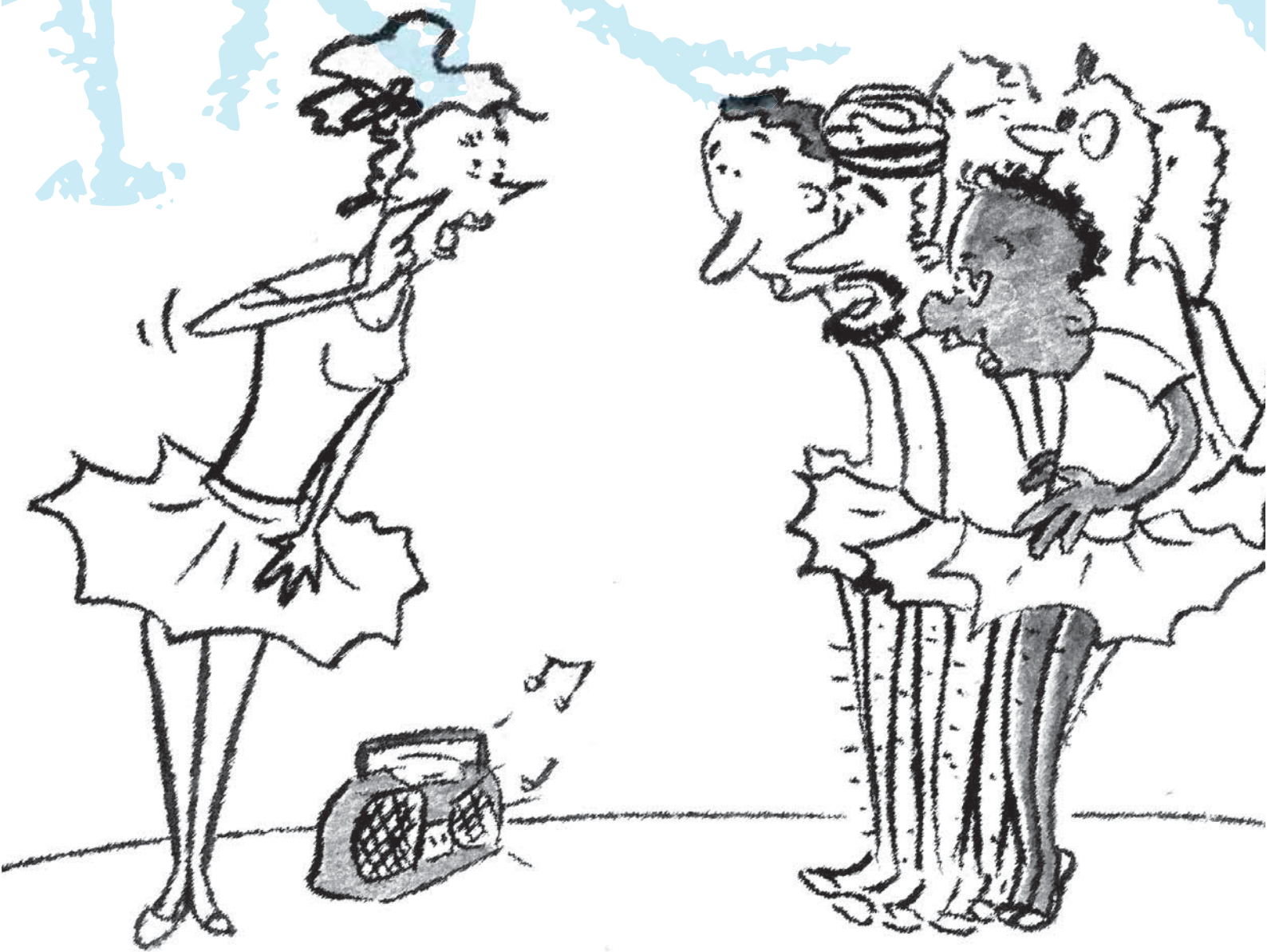
ABOUT THEM
WITHOUT THEM

After reading this booklet, you have probably gained a lot of ideas about how to improve the image of your inclusion group in the media and amongst the general public. But you shouldn't forget who it is all about: the **young people** you are working with. Youth work is not about doing things 'for' the young people, but rather 'with' them. As the saying goes: "Nothing about them without them".

The young people are the main actors of their story. They know best what the challenges are that they are facing. You are unlikely to achieve any change without involving the young people themselves in your image-building work. They need to be **conscious** of the images they generate in people's minds and how they can move forwards to improve them.

Also from an educational point of view, working jointly on your image-building campaign is a good way to **empower the young people and develop their skills**. The whole image-building process could be conceived as an educational opportunity e.g. to learn about campaigning, about poster making, about civic action, about lobbying and the decision-making processes, about marketing and advertising, etc.

THE LADDER OF YOUTH PARTICIPATION
Hart developed a graph with eight levels of participation, according to the different degrees of involvment of the young people and the youth workers in a project. He structured the **different levels of participation** as a ladder with different rungs. It helps you analyse how participatively you are currently working with the young people in your organisation, and it allows you to decide which level of participation you ideally would like to reach. You can then gradually move up the ladder with your group, preparing them for more responsibility and ownership of the project.

Hart's ladder of participation

8 *Young Person-Led, Shared Decisions With Adults*

Young people initiate projects and decision-making is shared between young people and adults. These projects empower young people, while at the same time enabling them to access and learn from the life experience and expertise of adults.

7 *Young Person-Led And Directed*

This step is when young people initiate and direct a project. Adult role is as motivator/mentor.

6 *Adult-Led, Decisions Are Shared With Young People*

Adults initiate projects but the decision-making is shared with young people.

5 *Consulted And Informed*

Young people are consulted on adult-initiated projects. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4 *Assigned But Informed*

Young people are given a specific role and informed about how and why they are being involved.

3 *Tokenism*

Young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

2 *Decoration*

Young people are used to strengthen a cause, although adults do not pretend that the cause is young person-led.

1 *Manipulation*

Adults use young people to strengthen a cause and pretend that the cause is young person-led.

Full participation

8

7

6

5

4

3

2

1

Manipulation
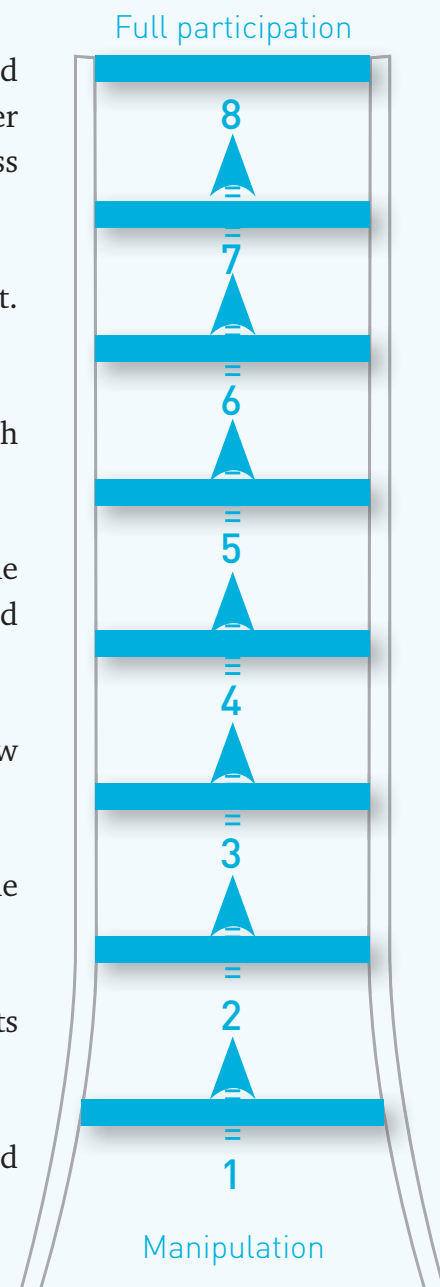
INVOLVE YOUNG PEOPLE IN YOUR PROJECT

You can involve the young people from your organisation **from the start**, from the moment you start planning your image-building campaign. They can be part of the reflection process as outlined in the chapter about 'Planning an image-building campaign' (page 20). If you're really serious about participation, **give the young people choices** and follow their decisions. Let ideas for activities come from them.

Some tips for **effective youth participation**:

- **Adapt your methods** to your target group: you can use creative methods, music, drawing, theatre, etc. instead of only thinking and talking.
- You can involve the young people in **researching the target audience** that you want to change e.g. find out what they read, watch or listen to, analyse what arguments they might be responsive to, etc.
- They could certainly be involved in organising your **public actions**. If you are working with minors, be sure to ask for parental consent. Do a decent risk assessment, to avoid any problems e.g. with police, etc. (see page 46).
- Anyone with a head can be creative. Involve your young people in generating **ideas or visuals** for your campaign. If some of them are artistic or graphically skilled, they could develop the posters or ads. You might even think of a campaign song, if you have musicians in the group.
- Organise **workshops** to give your young people the **skills** to carry out some parts of your campaign, whether it is artistic, financial, organisational, media training, etc.
- If your campaign aim is to bring the general public into contact with your inclusion group, you could prepare the group for how to make a good impression and work on **social skills**.
- The young people with fewer opportunities could carry out interviews or tell their stories to journalists or editors from different media. Train them in **interviewing skills** and how to deal with difficult questions. Be there to support them.
- Keep it **fun** for everybody involved. Have a good eye for the group dynamics and keep everybody on board. Recognise and give credit for the efforts made.
- …

☛ More on **coaching young people** to do their own thing in the Coaching Guide:
www.SALTO-YOUTH.net/CoachingGuide/

Identify your group's **strengths and weaknesses** together, letting each group member volunteer for the part of your campaign they feel most comfortable with and see that they can make a significant contribution. If they lack confidence, you can always suggest that they build on their abilities through training, support and talking to experts. Now you will have a motivated team with well-developed abilities to bring about the change you want to make.

Think of the so-called **3 Cs** for keeping people on board:

- **Capacity:** The tasks you ask of the young people should be within their capacities. If you ask them to do things that are too difficult, they will mess up. If they have tasks that are too easy, they will get bored and drop out.
- **Challenge:** The tasks for young people should have an element of challenge. They should have the opportunity to expand their boundaries and bite into new things. The challenge should, however, not be too daunting and scare them away.
- **Connection:** The tasks should be connected to the young people's interests. If they don't like a task, they won't do it for long. On the contrary, they will commit strongly to a task they love.

THE YOUTH IN ACTION PROGRAMME

The ideal tool for a participatory project on image-building is to organise a Youth in Action project around this topic. The Youth in Action programme is the European Commission's **mobility and non-formal education programme** for young people and those working with them, in a leisure-time context (outside school). The YiA programme promotes active European citizenship, youth participation, cultural diversity and the inclusion of young people with fewer opportunities.

The Youth in Action programme offers various opportunities for young people to set up projects with an **international dimension**: e.g. group exchanges, voluntary service, democracy projects and group initiatives. It also provides funding for support activities for youth workers to improve the quality of their youth projects.

The Youth in Action Programme is open to young people and youth workers in the so-called **'Programme Countries'**. These are (currently) the EU member countries, the EFTA countries (Norway, Iceland, Liechtenstein) and the pre-accession countries (only Turkey for the moment, more could join). There are some (limited) opportunities to set up projects with neighbouring partner countries (South-East Europe, Eastern Europe & Caucasus and the EuroMed countries around the Mediterranean Sea) and beyond.

There are **several types of projects** that can receive funding. The funding rules of the Youth in Action programme are largely based on a simple system of flat rates and fixed amounts, depending on the number of participants, the activity, its duration, etc.

- Youth Exchanges *(where groups of young people come together)*
- Group Initiatives *(local projects originating from youth groups)*
- Democracy Projects *(encouraging young people to take part in the democratic process)*
- European Voluntary Service *(young people volunteer in another country)*
- Training & Networking for youth workers *(training, seminars, job-shadowing, feasibility visits, partnership-building, evaluation meetings, etc.)*

☛ Find out more about the Youth in Action programme in the **Programme Guide**, which you can download from http://ec.europa.eu/youth/or contact the YiA National Agency in your country: http://ec.europa.eu/youth/contact_en.html

☛ The European Commission has also posted a YiA promo-film online at YouTube www.youtube.com/watch?v=VEomRmTRbfY

HOW TO USE A YIA PROJECT FOR IMAGE-BUILDING

There are **two approaches**:
- You could use the YiA project as an opportunity to let people know about the inclusion work you are doing and get media and the general public's attention.
- Or you could have image-building as the programme of your YiA project, in which the participants and youth workers develop and implement image-building activities.

Get your YiA project in the media

Your YiA project in itself can be used as the **subject of communication**. You can highlight different elements of your project to make it newsworthy:

- The fact that 'Europe' (the National Agency of the YiA programme) grants money for your project e.g. "Europe supports inclusion", "European Green Light for Peace project", "50,000 euro for the youth club",… Use the European logo in your press release and on your documentation – as is required by the YiA programme.
- The topic of your programme could also raise the interest of certain media e.g. "Cultural expression for and by under-18s", "Gay and straight youth work on common challenges", "Sport unites different minorities",…

- The involvement of your inclusion group in the European project e.g. "Disabled youth are able to take part in a European project", "Ex-offenders become project organisers",…
- The method of non-formal education could be stressed e.g. "Learning from life in a youth exchange", "How a volunteer placement abroad changes the life of a young immigrant",…
- The international dimension e.g. "Muslim volunteer in Christian organisation", "International training course on X in small village", "The Europeans are coming – for a 2 week youth exchange",…

☛ More on getting yourself into the media on page 54
☛ More about the visibility of your project and the dissemination of your project results in SALTO's 'Making Waves' booklet: www.SALTO-YOUTH.net/MakingWaves/

Working on image-building through your YiA project

You can also **work on image-building** specifically within your YiA project. You use the fact of having motivated youth workers and young people present to run an image-building campaign. The most obvious activities would be to work on some public action event to reach the media. Or to develop some visual material (posters, ads,…) to get your message to your target audience (page 69). Keep your branding proposition in mind (page 64).

The possibilities are limitless – here are just a few examples:

- A youth initiative focussing on the hopes and dreams of immigrant youth and how similar they are to local youth
☛ More about coaching youth initiatives in the 'Coaching Guide':
   www.SALTO-YOUTH.net/CoachingGuide/
- A youth exchange on the topic of 'We are all able', mixing young people with and without a disability doing 'adventurous activities' showing people that they can do more than just be pitied.
☛ More in 'No Barriers No Borders': www.SALTO-YOUTH.net/NoBarriers/
- An EVS volunteer doing a media project to get the members of an LGBT group positively into the media
☛ More about LesBiGay projects in the 'Over the Rainbow' booklet:
   www.SALTO-YOUTH.net/OverTheRainbow/

- Using your international project to go and talk to the local politicians in a rural area to lobby for better infrastructure for young people
☞ More about working in rural areas in 'Village International':
  www.SALTO-YOUTH.net/VillageInternational/
- A training course about working with the media for youth and social workers from inclusion organisations. You can exchange experiences and good practices to learn from each other.
- If you cooperate with other organisations from abroad, your international network will have a greater impact when approaching decision-makers for lobbying purposes (page 48). You gain more weight and importance.
- Make lots of contact with the local population during your YiA project. This is an ideal opportunity to bring the general public into contact with the young people with fewer opportunities. Be visible in a positive way in the community. Create opportunities for interaction to break down stereotypes. E.g. invite them to a performance, to an activity, to a concert,…
- Or you could make a point of mixing different target groups (people from your inclusion group and 'regular' people) to get to know each other better and get rid of prejudice by creating personal friendships.
- You could organise a fair for the general public (with an ensuing 'good practice' publication) presenting all the good work that has been done with inclusion groups all over Europe. This will highlight the fact that there is also positive news, instead of just negative media reports.

As we pointed out at the beginning of this booklet (page 20), it is important to **plan the image-building activities** well in advance, with all the partners involved, as well as the young people (page 76). Part of your planning is about visibility and visuals: make sure you document your activities well with still and moving images. Always create your own alternative reporting e.g. on your website.

☞ More about exploiting the results of your project in 'Making Waves':
  www.SALTO-YOUTH.net/MakingWaves/

HUNGER FOR MORE & REFERENCES

FURTHER READING & OTHER RESOURCES

Other SALTO Inclusion Publications:

- **Fit for Life (2005)** – using sport as an educational tool for the inclusion of young people with fewer opportunities in youth work
- **Coaching Guide (2006)** – exploring the concept of coaching, including practical tools, methods, advice and information
- **No Offence (2007)** – exploring opportunities and setting up youth projects with young ex-offenders and those at risk of offending
- **Inclusion & Diversity (updated 2008)** – how to make your youth work and youth projects more inclusive and reach more diverse target groups
- **No Barriers, No Borders (updated 2008)** – organising international mixed-ability projects (including people with and without a disability)
- **Over the Rainbow (updated 2008)** – creating sensitive projects with young LesBiGays and young people questioning their sexual orientation
- **E.M.power (2008)** – empowering Ethnic Minority young women through international youth projects
- **Youth and the City (2008)** – developing meaningful international projects with young people in disadvantaged (sub)urban areas
- **Inclusion in Practice (2008)** – inspiring examples of inclusion projects within the Youth in Action programme
- **Making Waves (updated 2009)** – greater impact with your youth projects through visibility, dissemination and exploitation of your project results
- **Going International - Inclusion for All (updated 2009)** – practical methods and advice for youth workers organising their first international project for young people with fewer opportunities
- **Use your Hands to Move Ahead (updated 2009)** – using practical tasks to increase participation by young people with fewer opportunities in short- term European Voluntary Service projects
- **Inclusion by Design (2009)** – a manual for youth NGOs to approach inclusion in a strategic way
- **Working on Work (2009)** – how youth work can help people find work, using Youth in Action as a tool to combat youth unemployment
- **YouthPass for All (2009)** – using YouthPass as a recognition tool for young people with fewer opportunities
- **Village International (**updated 2010**)** – setting up international projects in rural and geographically isolated areas
- **Images in Action (2010)** – running a positive image-building campaign for inclusion groups

☛ Find them all at www.SALTO-YOUTH.net/InclusionForALL/

Looking for youth work and training methods on Inclusion and other topics?
Browse through the **SALTO Toolbox for Training** at www.SALTO-YOUTH.net/Toolbox

T-Kit Series: *The training kits are thematic publications written by experienced youth trainers. They are easy-to-use handbooks for use in training and study sessions*, published by **the Youth Partnership between the Council of Europe and the European Commission.**

- Social Inclusion
- Project Management
- Organisational Management
- Methodology in Language Learning
- Intercultural Learning
- International Voluntary Service
- Under Construction… Citizenship, Youth and Europe
- Training Essentials
- Funding and Financial Management
- Educational Evaluation in Youth Work
- Euromed Co-operation

☛ Downloadable from www.youth-partnership.net or www.SALTO-YOUTH.net/Toolbox/

ONLINE RESOURCES

Some **organisations and institutions** have published educational material and handbooks about working on positive image-building in general, or about some of the tools that can be used in image-building campaigns.

- The **National Agencies of the Youth in Action programme** have different manuals and resources for Youth in Action projects.
  Find a list of addresses at http://ec.europa.eu/youth/contact_en.html.
  For information in English check the websites of the European Commission
  (http://ec.europa.eu/youth/) or of the NAs of Ireland (www.leargas.ie/youth/) or
  the UK (www.britishcouncil.org/connectyouth.htm)

- **Risk Assessment, Child Safety and Exchange Programmes**: a manual to prevent things going wrong when taking a group abroad.
  www.SALTO-YOUTH.net/find-a-tool/332.html
- **All Different All Equal education pack**: a youth work manual about changing stereotypes and prejudice developed by the Council of Europe
  www.eycb.coe.int/edupack/
- Also have a look at the educational resources for **Human Rights Education** developed by the Council of Europe
  www.coe.int/hre/
- **UNDP Blue Book**: a hands-on approach to communicating the Millennium Development Goals
  www.undp.or.id/mdg/documents.asp
- Civicus' **Campaigning Toolkit** for Civil Society Organisations engaged in the Millennium Development Goals
  www.civicus.org/mdg/
- Care's **Advocacy Toolkit** about how to tackle the underlying causes of poverty
  www.care.org/getinvolved/advocacy/toolkit.asp
- Handicap International's handbook on **Making Poverty Reduction Strategies (PRS) Inclusive** campaigning for disability rights
  www.making-prsp-inclusive.org
- Canvasopedia's **NonViolent Struggle Multimedia Library**: for those who like more extreme, but nevertheless non-violent, action.
  www.canvasopedia.org

☛ **More inclusion resources** at www.SALTO-YOUTH.net/InclusionResources/

'AUTHOR'

ABOUT THE IMAGES IN ACTION AUTHORS

TONY GEUDENS (Author & Editor)

Tony has been working as the coordinator of the SALTO-YOUTH Inclusion Resource Centre in Flanders-Belgium since the start of SALTO in 2000. One of the facets about inclusion that intrigued him most was the reaction of the general public to different inclusion groups: e.g. patronising attitudes towards people with a disability, prejudice against minorities, fear of ex-offenders back on the right track, moralising judgments regarding gay people,.. Hence the idea of developing a training course and booklet on changing people's perceptions of those inclusion groups. Besides the content of this course, Tony also brought in his skills from the advertising and campaigning world, since he is working part-time as a copywriter for a variety of organisations and companies. All these ideas together will hopefully create more goodwill and support for young people's personal development and inclusion in society.

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LORENZO NAVA (Journalist & Trainer)

Lorenzo has worked for four years as a reporter/editor for press, radio and television production in Europe, Canada and Russia. In 2002 he founded the Associazione Culturale Il Monastero, working with suburban and rural youth inclusion projects. Besides being the coordinator of this small youth group based in Rome, he works as a freelance trainer and public relations and image-building consultant for youth groups and non governmental organisations.

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SALTO Inclusion cares about the environment. This booklet has been printed on environmentally friendly recycled paper. Order or print this publication only if you really need it. The Earth says 'Thank you!'

"Immigrants are delinquents. Unemployed people are lazy. Gays only think about sex. Disabled people are poor sods..."

And we can make this list of gross generalisations a lot longer.

Young people, especially those with fewer opportunities, face many negative perceptions about them, as well as prejudices. This puts them at a double disadvantage: not only do they find themselves in a precarious situation, they also have to deal with prejudice from the general public.

"Images in Action" takes a closer look at how these negative images function and how you can turn them around into a positive one. In this booklet, you'll find a step-by-step guide to setting up an image-building campaign for your inclusion group and lots of practical tools and tips on working with the media.

"Images in Action" also takes a look at the business world to find out how to gain inspiration from marketing and advertising. Because that's what it's all about: selling a positive image of your inclusion group.

This way SALTO Inclusion contributes to young people's inclusion in society.

Based on the SALTO 'Positive Image-Building' training course for inclusion groups (2008).

This booklet is part of the SALTO "Inclusion for All" series. Download them for free at:
www.SALTO-YOUTH.net/Inclusion/