

*Justice.  
Compassion  
Love*



## Campaign Media Kit

  
**EVERY CHILD.**  
**EVERYWHERE.**  
**IN SCHOOL.**



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### 1. The Issue

#### 1.1. Millions of Children Around the World Are Out of School.

Worldwide, 258 million children do not attend school.<sup>1</sup> That means nearly 1 in 5 children misses out on the benefits of an education.<sup>2</sup> Students who complete their schooling and master reading earn 38 percent more than those with no schooling.<sup>3</sup> They enjoy better health and are empowered to lift themselves and their children out of poverty.

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<sup>1</sup> UNESCO, *UNESCO Institute for Statistics Databank*. Accessed via <http://data.uis.unesco.org/> (June 2020).

<sup>2</sup> UNESCO Institute for Statistics, [UIS/FS/2018/ED/48](https://uis.unesco.org/en/fs/2018/ED/48) (accessed 01/03/2019)

<sup>3</sup> Woden, Q. et al., A (2018) *The cost of not educating girls. Educating girls, a priority for Africa*. World Bank. Washington DC, USA.

A child who is out of school is more vulnerable to human traffickers and recruitment by militias, and at increased risk of early marriage, teen pregnancy, and child labor.

Children who are marginalized because of social and cultural barriers, poverty, or crisis are especially likely to be out of school.

The COVID-19 pandemic also presents greater challenges for access to education for millions of children. Almost 24 million students are at risk of dropping out of school or not getting an education in the coming year due to the coronavirus crisis alone.<sup>4</sup>

## 1.2 Encouraging Education for Girls

Although progress has been made around the world to provide girls more access to educational opportunities, gender disparities still persist in many countries. According to UNESCO data, 131 million girls are out of school.<sup>5</sup> Girls often miss out on school due to the belief that there is less value in educating a girl than a boy. Poverty, early marriage and lack of basic hygiene facilities keep many girls out of school.

- 5.5 million more girls than boys are not enrolled in primary education.<sup>6</sup>
- Less than 2/3 of girls complete primary education in low- and middle-income countries.<sup>7</sup>
- Girls are more likely to be disadvantaged in Africa, the Middle East and South Asia.

However, educating girls is key to breaking the cycle of poverty. An educated woman can earn a higher income and is better able to care for her family. According to UNESCO, if all girls completed secondary education, there would be:

- 49% fewer child deaths
- 64% fewer early marriages
- 59% fewer young pregnancies<sup>8</sup>

## 1.3 Sustaining Education in Emergencies

Conflicts, natural disasters and other emergencies displace families and disrupt education systems. Prior to the COVID-19 pandemic, 104 million children aged 5 to 17 were deprived of education due to these crises, according to the Global Partnership for Education.<sup>9</sup>

COVID-19 has exponentially increased these numbers. School closures have impacted the world's student population, raising the risks that the most vulnerable children will drop out of school or fall behind in their learning.

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<sup>4</sup> United Nations (2020) *Policy Brief: Education during COVID-19 and beyond*. Accessed via [https://www.un.org/sites/un2.un.org/files/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid-19_and_education_august_2020.pdf)

<sup>5</sup> UNESCO, *Global Education Monitoring Report Policy Paper 32/FACT SHEET 44: Reducing global poverty through universal primary and secondary education* (accessed 01/03/2019)

<sup>6</sup> UNICEF (2020) *Gender and Education February 2020 data*. Accessed via <https://data.unicef.org/topic/gender/gender-disparities-in-education/#status>

<sup>7</sup> Global Partnership for Education (2019) *Factsheet: Breaking down barriers to gender equality and girls' education*. Washington DC, USA.

<sup>8</sup> UNESCO, *“Education for All: Global Monitoring Report 2013/14”* (accessed 01/03/2019)

(All 3 stats from this source)

<sup>9</sup> Global Partnership for Education (2019) *Fact Sheet: Supporting countries affected by fragility and conflict*. Washington DC, USA.

- 1.6 billion learners in 190 countries across every continent have been impacted due to the pandemic, according to a United Nations report.
- 99 percent of all students in lower- and middle-income countries have been affected since the crisis began.<sup>10</sup>

UNICEF data shows the COVID-19 school closures will also have a strong effect in the progress made to bridge the gender gap in education enrollment and learning outcomes. Education experts fear many girls may not return to the classroom, as observed during the Ebola crisis.

#### 1.4 Promoting Education for Children with Disabilities

Children living with a disability are up to five and a half times more likely to be out of school, according to UNESCO.<sup>11</sup> Even when children with disabilities attend school, their learning may be hindered because they experience mistreatment and violence from their peers. The lack of knowledge about inclusive education in many developing countries has led to systemic challenges for children with special needs, including inaccessible infrastructure, poor learning materials and absence of educator training. In many of these countries, teachers do not have the time or the training to provide individualized support to help children with special needs.

- Between 93 and 150 million children live with a disability worldwide.<sup>12</sup>
- 1 out of 3 out-of-school children have a disability.
- 32.5 million children with disabilities in low- and middle-income countries are out of school.<sup>13</sup>

#### 1.5 Why are Out-of-School Children A Major Concern for the International Community?

The United Nations has made **ensuring inclusive and equitable quality education for all** one of its top priorities for the next 10 years. Achieving this goal will advance several of the UN's other major milestones, such as eliminating poverty and hunger, promoting good health and ensuring economic growth around the world. Thus, *Every Child. Everywhere. In School.* global advocacy campaign initiatives will help support efforts to accomplish the UN goals for the next 10 years.

*Every Child. Everywhere. In School.* builds on ADRA's and the Seventh-day Adventist Church's long tradition of responding to the needs of the international community. As the humanitarian arm of the Adventist church, ADRA has been a strong advocate on many issues, including poverty alleviation, inequality, gender violence and other issues globally for more than 30 years. On the issue of education, ADRA has supported more than 190 education projects around the world and impacted more than 1.1 million lives.

## 2. The Campaign

### 2.1 What is *Every Child. Everywhere. In School.*?

*Every Child. Everywhere. In School.* is a global advocacy campaign launched by the Adventist Development and Relief Agency (ADRA) and the Seventh-day Adventist Church in October 2019.

<sup>10</sup> United Nations (2020) *Policy Brief: Education during COVID-19 and beyond*. Accessed via [https://www.un.org/sites/un2.un.org/files/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid-19_and_education_august_2020.pdf) (Both of these two facts are from this source)

<sup>11</sup> UNESCO (2016) *Global Education Monitoring Report. Creating Sustainable Futures for All. Education for people and planet: 2016*.

<sup>12</sup> UNESCO (2015) *Global Education Monitoring Report. Education for All 2000-2015: Achievements and Challenges*.

<sup>13</sup> (Source: World Economic Forum. Link at <https://www.weforum.org/agenda/2019/09/93-million-children-with-disabilities-risk-missing-education/>)

The goal of the campaign is to ensure that all children—regardless of race, age, nationality, gender, religion or origin—have the right and opportunity to complete an education.

The campaign includes two main components:

- **Phase 1:** Collect one million signatures by 2020 through grassroots efforts.
- **Phase 2:** Petition world leaders, government officials and decision makers to take action for children to receive a quality education, enabling them to live free from exploitation and the shackles of intergenerational poverty.

## 2.2 Why was the campaign launched?

The *Every Child. Everywhere. In School.* campaign was launched to ensure that every child, everywhere, attends school and completes their education so they can fulfill their God-given potential.

Through a petition drive and advocacy efforts, the campaign raises awareness of the crucial role of education and urges governments, schools and families around the world to recognize the value and potential of each individual child. *Every Child. Everywhere. In School.* seeks to extend the life-changing power of education to the most disadvantaged children and youth in conflict zones, in remote areas, living in extreme poverty, and children who face discrimination because of their gender, disability, or ethnicity.

## 2.3 The School Effect

Education changes lives. Without it, nothing changes. Disadvantage lingers. Poverty continues. When a child completes their education, a whole new world of opportunity opens up. When you educate a child, you don't just change one life, but the life of their family, their community, and future generations. When every child receives an education, the whole of society benefits. For girls the benefits are especially profound – if all women completed secondary education, there would be 49% fewer child deaths, 64% fewer early marriages, and 59% fewer young pregnancies, and they would earn up to 45%<sup>10</sup> more than a woman with no education.

## 2.4 Stages of the Campaign:

### 2.4.1 Phase 1 – Petition (Completed!)

In October 2019, ADRA and the Adventist Church launched a global petition to seek the support from at least one million people, with a particular focus on Adventists, to advocate so that “all children, adolescents and youth have access to free, equitable and quality primary and secondary education.”

The petition was made available online and offline, and church members were encouraged to collect signatures by inviting friends and family to participate, sharing the petition on social media, and holding petition drives in public spaces and door-to-door.

The *Every Child, Everywhere. In School.* petition surpassed the goal of one million online signatures in July 2020. ADRA and Adventist church members in more than 200

countries pledged their support to this issue, and momentum to get online signatures spread globally.

#### **2.4.2 Phase 2 – Advocacy (In Progress)**

With the achievement of one million signatures and widespread support, the next step of the global campaign is for the Adventist Church and ADRA to engage policy makers within individual countries to take concrete steps to meet the educational needs of children.

### **2.5 Policy Priorities**

The greatest single barrier to seeing *Every Child. Everywhere. In School.* is ensuring that adequate financial resources are available. In addition, social and cultural barriers continue to limit educational opportunities for marginalized children, especially girls and children with disabilities. Therefore, the some of the campaign's key priorities include:

1. Increasing education funding in developing countries
2. Increasing foreign aid assistance for education
3. Improving social inclusion for marginalized children

### **2.6 Suggested Policy Actions to Address Education Priorities**

1. Increase domestic investments in education
2. Increase foreign aid for education
3. Address social and cultural barriers to improve inclusion of marginalized children

For full details, please read:

- **“Global Education Report: What It's Going to Take”** - [Download](#)
- **Policy Guidance for the Every Child. Everywhere. In School movement** - [Download](#)

### **2.7 Localizing the Effort**

ADRA and the Adventist Church will localize the effort in individual countries because educational decisions are made at the national and state levels. The campaign will focus on the following:

1. Define a clear ask to each country's government. Each country is expected to create goals tailored specifically for their region's education needs.
2. Communicate recommendations to each country's national leaders. Once suggested proposals are in place, countries will be encouraged to strategize how to approach and seek support from relevant leaders and decision makers for ensuring children in their own communities have adequate and quality educational opportunities.

## **3. Successes**

### **3.1 Serbia: Education Lifts Children Out of Poverty**

The Roma minority is the single most vulnerable national group in Europe. There are around 250,000 Roma in Serbia, and the majority of them live in extreme poverty. Because they have traditionally been socially excluded, it is difficult for them to escape from their circumstances.



One of the key needs is helping Roma children complete their education. About 80 percent of Roma children leave school prematurely because of poverty and lack of family support.

ADRA has been supporting the education of about 100 Roma children for the past two years. ADRA's educational programs in Serbia include:

- **School on Wheels.** ADRA's School on Wheels is an adapted RV trailer turned into an attractive learning space. It is driven to the Roma communities, where ADRA teachers offer a fun and educational time for Roma children. By reading books in the School on Wheels, using its library and interacting with the teachers, students are getting better prepared for school.
- **Summer school.** ADRA's summer school takes place in the ADRA Community Center in Belgrade and in the Roma settlements. Teachers lead out in fun recreational and educational activities help minimize the drastic summer knowledge loss (up to 80 percent) that occurs due to inactivity. The students are "warmed up" and prepared for the new school year starting in September. A total of 100 children took part in this year's summer school.
- **Individual tutoring:** Roma children enjoy coming to the ADRA Community Center to receive tutoring from ADRA teachers. During the COVID-19 lockdown, when schools in Serbia were closed and the Community Center had to close as well, ADRA's teachers and volunteers held online support sessions with the same children they had worked with in the pre-COVID-19 period. The tutors connected with the children via video calls to help them with their schoolwork.

This support was critical for 30 Roma children who managed to successfully complete the grade in school. They received access to electronic devices and Internet connectivity so they could learn remotely. Most Roma children, however, do not have such opportunities. ADRA is seeking financial support from the business sector to obtain devices and Internet so that more children can learn and is building a volunteer base of tutors to reach as many children as possible. Remaining in school is in almost all cases the only way out of the vicious cycle of multi-generational poverty.

Download photos [HERE](#).

### **3.2 Somalia: Education Boosts an Entire Community**

Through funding from different donors, ADRA in Somalia has been constructing new model schools since 2016. These new schools—16 in total—present present a different way of building education facilities by utilizing unique, cost-effective designs which make the learning space conducive for wholesome development of learners.

During the construction of the school in the Kismayu District, a coastal area located near the southern border of Somalia, the local community received a source of income. Construction materials were purchased from local markets, and many community members were employed as casual workers. These workers were mainly from marginalized communities, returnees, internally displaced persons and minorities – helping to strengthen peaceful co-existence in the community. And a significant number of the construction workers were women.

Many of the parents who helped build the schools also enrolled their children, having acquired "ownership" of the school by being involved in its construction.

There are also many other people who benefited from this project, one of whom is Luul Mo'alim Ali Abdule, a small-scale entrepreneur who has established a shop next to the school. A mother of six, Mrs. Luul informed the ADRA team that the school is the major source of revenue for her fledgling business.

Mrs. Luul is now singlehandedly paying almost 80 percent of the family daily upkeep. Four of her six children are also enrolled at the school—a big change from the previous two years when they stayed at home due to the fact that they could not afford the school fees.

“Forty dollars was difficult for me to pay every month for the education of my children. I am grateful to the donors and implementers of this project for ensuring my children go to school and access quality education,” said Mrs. Luul.

“I can say this school has transformed the life of my family. My kids are learning in it. My husband is the storekeeper of the feeding program, earning \$80 per month, and my best customers are the school population.”

### **3.3 The Bahamas: Helping Schools Recover from a Hurricane**

In November 2019, ADRA donated more than 4,000 backpacks to students from the Bahamian islands of Grand Bahama and Great Abaco, which were still reeling from the devastating aftermath of Hurricane Dorian. The hurricane struck The Bahamas in September, just before the start of the school year, destroying thousands of homes, buildings, and schools along with the school supplies that many families had already purchased.

Thanks to ADRA's support, students ranging from primary school to secondary school received a backpack complete with much-needed school supplies and educational resources.

“Your acts of kindness have definitely helped in expediting the process of our students returning to school in a more comfortable and safe environment,” said Ivan Butler, Grand Bahama District Superintendent of Education.

ADRA had previously donated 420 desks and chairs for a primary school in Grand Bahama. ADRA also identified that children in the Bahamas needed nutritional meals and access to clean water during the hurricane recovery. For eight weeks, students at five public schools received breakfast meals sponsored by ADRA. Additionally, ADRA partnered with Water Mission, a faith-based engineering organization, to install and maintain clean water for schools and surrounding communities to access.

Download photos [HERE](#).

### **3.4 Lebanon: Children Refugees Learn Basic Skills**

The conflict in Syria has forced more than one million refugees to flee across the border into Lebanon alone. Seven out of 10 of these refugee children are not attending school.



The ADRA Learning Center in Beirut, Lebanon, supports the education of more than 120 Syrian refugee children every year. The center works especially with children who are disabled.

ADRA ensures that the refugee children have transport to and from school and provides remedial classes and homework support so they don't fall behind. Each child receives one nutritionally balanced meal per day. Recreational and psychosocial activities provide a welcome distraction from the traumas of war that have robbed them of their childhood.

The loving support that refugee children receive at ADRA's Learning Center is helping to restore their hopes and dreams for the future. "They have purpose now for their lives," says Eliane Abi Kheir, ADRA Learning Center coordinator. "They know if they study more they can get more in life."

Fatima, a mother of four, smiles as she explains how the school has given her children a new zest for life. "My children used to sleep all day, but now they bounce out of bed before dawn," she says. "They are so excited to go to school and learn!"

ADRA's education center was damaged by the recent blast in Lebanon, but some classes are now taking place online.

Download photos [HERE](#).

### **3.5 Additional successes: ADRA Provides Education Relief in Multiple Ways**

ADRA is committed to ensuring that all children, adolescents and youth have access to free, equitable and quality primary and secondary education. A few additional examples include:

- **Europe:** ADRA is leading the humanitarian services in four refugee camps in Europe and supporting schools for the displaced children who would most likely be without a structured educational program. Within these camps they supplement food projects and provide psychosocial support and translation services.
- **Austria:** ADRA is mobilizing and supporting Adventist church members across the country in assisting refugees during the long integration process. At least 10 churches in the country have ongoing refugee projects. By partnering with local churches ADRA is able to ensure that many of these children are in a faith-based school.
- **United States:** ADRA partnered with Adventist Health and Adventist-run La Sierra University in California, and the Indianapolis Public Schools in Indiana to provide 15,000 free backpacks complete with school and protective supplies to support families impacted by COVID-19. Similar backpack programs have been implemented in other countries, such as the Philippines, Mexico, The Bahamas, and others.

## **4. Communication and Advocacy Resources**

### **4.1 Global Education Report**

- This policy report analyzes the state of out-of-school children around the globe and the policies and actions needed to address this problem.
- [Download Here](#) - [English](#); Spanish; Portuguese; French

#### 4.2 The Next Step: From Support to Action

- This guide outlines how church ministry departments, local churches, youth groups and schools can get involved in Phase 2 of the campaign.
- Download - [English](#); [Spanish](#); [Portuguese](#); [French](#)

#### 4.3 Resources Kit – [Download Here](#)

- A Brief Guide on How to Lobby Your Politician for the *Every Child. Everywhere. In School. Movement*
- Policy Guidance for the *Every Child. Everywhere. In School. Movement*
- How to Write a Policy Briefing Sheet for the *Every Child. Everywhere. In School. Movement* in your Country
  - Sample Briefing Sheet (from Australia)
- Letter Writing Guide for the *Every Child. Everywhere. In School. Movement*
  - Sample Letter

#### 4.4 Multimedia

- Video: Phase 2 - Campaign Next Steps
  - English (English subtitles) - [Download](#)
  - English (Spanish subtitles) - [Download](#)
  - English (Portuguese subtitles) - [Download](#)
  - English (French subtitles) – [Download](#)
- Video: Phase 1 - Petition reached 1 million signatures (3:15 minutes)
  - English (English subtitles) – [Download](#)
  - English (Spanish subtitles) - [Download](#)
  - English (Portuguese subtitles) - [Download](#)
  - English (French subtitles) – [Download](#)
- Video – Campaign main video (2:17 min) – [Download](#)
  - English (English subtitles) – [Download](#)
  - English (Spanish subtitles) - [Download](#)
  - English (Portuguese subtitles) - [Download](#)
  - English (French subtitles) – [Download](#)
- Photos - [Download](#)
- Logos (Campaign; ADRA; Adventist Church) - [Download](#)

#### 4.5 Facts and Stats

- **262 million** children do not attend school worldwide
- **1 in 5 children** miss out on the benefits of an education globally
- **129 million** girls are out of schools around the world due lack of educational opportunities, poverty, early marriage, poor basic hygiene facilities.
- Almost **24 million** students are at risk of dropping out of school, or not having education in the coming year due to the coronavirus crisis alone.

- **104 million** children aged 5 to 17 were deprived of education due to worldwide crisis and disasters prior to the COVID-19 pandemic.
- **1.6 billion** learners in 190 countries across every continent have been impacted due to the COVID-19 pandemic.
- **99 percent** of all students in lower and middle-income countries have been affected since the coronavirus crisis began.
- **5.5. million** more girls than boys are not enrolled in primary education.
- Less than **2/3 of girls** complete primary education.
- Girls are more likely to be disadvantaged in Africa, Middle East and South Asia.
- Between **93 and 150 million** children live with a disability worldwide
- 1 out of 3 out-of-school children have a disability
- **32.5 million** children with disabilities in low and middle-income countries are out of school.
- Students who complete their schooling and master reading earn **38 percent** more than those with no schooling.
- If all girls completed secondary education, there would be:
  - **49 percent** fewer child deaths
  - **64 percent** fewer early marriages
  - **59 percent** fewer young pregnancies

#### 4.6 Press releases

- Adventist Church and ADRA Gear into Second Phase of Global Education Campaign (October 13, 2020) [Read](#) (English)
- “We Did It! Worldwide Church Enlists One Million Signatures.” (July 29,2020) [Read](#) (English)
- “ADRA Launches ‘Every Child. Everywhere. In School.’ Global Advocacy Campaign.” (February 25, 2019) [Read](#) (English)

#### 4.7 Quotes – ADRA and Adventist church leaders

##### 1. **Ted N.C. Wilson,** **President, General Conference of Seventh-day Adventists**

“Together, ADRA and the Seventh-day Adventist church can change the lives of children all around the world. We want to see every child everywhere in school by 2030.”

“It’s indeed a blessing to see our global church family and ADRA standing up together in support of millions of children who don’t have access to education around the world. Our brothers and sisters have shown that we can be a powerful voice for change when we work together.”

“Thank you to everyone who helped us reach one million signatures and for your strong commitment to making a meaningful difference in the lives of so many children worldwide.”

“Our work doesn’t end here. We must now become agents of change in our communities and use our voices to ensure that every child, everywhere, has access to education and can reach God’s potential for their lives as they prepare themselves and others through the power of the Holy Spirit for Jesus’ soon coming.”

**2. Dr. Ella Simmons**  
**Vice President, General Conference of Seventh-day Adventists**  
**Vice Chair, ADRA Board of Directors**

“Adventists around the world have spoken loudly and clearly that we care deeply about assuring access to education to millions of vulnerable children so that they can learn and thrive. The commitments of our church family and ADRA united to bring awareness to this global issue speak volumes.”

“Thank you for standing up for the rights of all children everywhere. Let us continue to increase our efforts and magnify our voices on behalf of the children who have no voice.”

**3. Michael Kruger**  
**President, Adventist Development and Relief Agency (ADRA)**

“We do not accept the fact that 90 percent of children with disabilities in the developing world are not in school. We do not accept the fact that refugee children are five times more likely to be out of school than their non-refugee peers. Or that 25 million primary school age children have never been to school. This is why it’s so important that we speak up on behalf of every child who is not in school today.”

“We are facing a growing education gap, especially among vulnerable children. While one million signatures is a phenomenal milestone worth celebrating, we are only at the beginning. We are developing new global alliances with key organizations to amplify our voices. We need your ongoing support and commitment to ensure that we continue to make progress on this important issue. Let’s join forces and take this initiative much further.”

#### **4.8 Social Media**

- Social media graphics –
  - Go to [InSchool.ADRA.org/Resources](https://InSchool.ADRA.org/Resources)
  - Select language: English, French, Spanish, Portuguese
  - Scroll to bottom of webpage
  - Download social media graphics
- Campaign hashtag: #EveryChildInSchool
- Social media channels (tag us!):
  - ADRA ([Facebook](#); [Instagram](#); [Twitter](#); [YouTube](#))
  - Seventh-day Adventist Church ([Facebook](#), [Instagram](#); [Twitter](#))

#### **4.9 Media Relations Tips**

As you prepare to support the *Every Child. Everywhere. In School.* campaign in your country and challenge local leaders and communities to support education for all children, please take a look at the following tips that will help you connect with local media so that your voice can be amplified and the message can reach a broader audience more effectively.

#### **What is Media Relations?**

Media Relations refers to the mutually beneficial relationship between journalists and public relations professionals. In this capacity, the public relations professional works with people responsible for

producing the news and features in the mass media (i.e., journalists, producers, radio hosts, etc.) for the intended purpose to maximize positive coverage for a company or organization, without paying for it directly through advertising.

### **First Things First...**

- Develop a list of media contacts—find out which media outlet (including TV, radio, web and print news) covers a particular issue, and find out which reporter or writer are the people you need to be in touch with.
- Use the list to develop a press release, or an official statement issued to the media giving information on a particular matter. (Download a press release template [HERE](#))
- Build relationships with key media contacts—offer to help them do their work by connecting them to interesting stories, providing data or background, or responding quickly to requests. It may be best to start building a relationship without making a specific request. Also, thank editors and reporters for positive coverage and politely correct any errors for the future.

### **Find Your News Hook**

- Always be on the lookout for a story. Carry a notepad or your smart device with you wherever you go and jot down insights you learned from a meeting, a call, or through Internet search.
- Check out special days, months that may coincide with your issue (such as International Day of Education – January 24). Reporters typically need an event, research finding, statistical report, or other timely item to announce to cover your story as news.
- If your story lacks a news hook, it is a feature, not news, and will be more effective as a human-interest piece. If you're looking for coverage on a certain date or month, provide plenty of lead time but then reach out again with a reminder as the date approaches.
- Try writing an opinion editorial that shares a hard stance on an industry issue and/or trending topic. Coverage of your subject matter expert can be a great conversation starter on social media channels to further engagement on key topics.
- Securing national media coverage is exciting, but it's not the only way, and sometimes not even the best way, to achieve your communications goals. Consider opting for industry publications to reach a more targeted audience and speak directly to your expertise. This coverage builds brand recognition and strengthens your SEO (search engine optimization).

### **Questions to Ask Before Pitching to the Media**

When pitching your story to the media, ask yourself these questions before pitching. Not all stories will have the below listed, but it's important to check if it's something worth the media's time.

- Is it timely?
  - Why does this announcement matter now?
  - When did this issue change?
- Does it make an impact?
  - How does this affect people?
  - How does this make their lives better?
  - What can people do now they couldn't do before?
- How local is the story?
- Is there a celebrity working with you?
- Do you have a story featuring a regular average Joe that has a surprising element?
- Is there conflict in your story?

## **E-mail Pitching**

- Resist the temptation to introduce yourself and your organization (it's in your signature)
- Guideline: 150 words (there are exceptions)
- Include enough content based on your target
- If you send content to top-tier print or senior journalist, offer to send more information.
- If you send content to a “digital native” outlet or rookie journalist, include links to all resources.
- Your subject line should include the purpose for the email (think headlines like magazine covers)
- Use teasers in your pitch (questions, numbers, shockers, tips, etc.)
- Once the journalist decides to use your content, they'll need the following:
  - Story subject
  - “Real people”
  - Third parties
  - Visuals
  - Include links, and NO ATTACHMENTS! For Adventist media, attachments are fine, but with non-church media attachment they receive 100s to 1,000s of email pitches, which could pose a threat due to viruses and spam. To ensure your email gets read, include links in the body of the e-mail.

## **Follow-up**

- Top-tier journalists: “It's okay to be persistent, just don't be annoying.” Like following up the same day, or if the answer was “No.”
- Follow up 3-4 days after, and one week by phone. When you follow up by e-mail, send additional content.
- The killer two-word formula to end your pitch: “Any interest?”
- Once the journalist has expressed interest, provide availability to sources
- Rule of thumb: Treat the 10<sup>th</sup> pitch the same as you did the first.

## **Be Patient**

- The news cycle is 24 hours, 7 days a week, and media receive numerous requests daily. You aren't the only one pitching.
- What may be considered news today, will be old news tomorrow.
- Do your research and introduce yourself to the media.
- Provide stories you think might be useful for the media (ensure its accurate information, timely, and accessible)
- Keep trying, be persistent, and be as helpful as you can.
- Eventually, you'll secure the positive coverage you were hoping for.



## For More Information

Campaign contact: [campaign@ADRA.org](mailto:campaign@ADRA.org)

Resources are available in English, Spanish, Portuguese and French. To download the latest resources, go to [ADRA.org/InSchool/Resources](http://ADRA.org/InSchool/Resources)

Further information about the *Every Child. Everywhere. In School.* campaign can be found [ADRA.org/InSchool](http://ADRA.org/InSchool).

  
**EVERY CHILD.**  
**EVERYWHERE.**  
**IN SCHOOL.**

