

Appendix III-E: Training Materials

*Public Education through the Media
English language text*

Final Report to
the United States Agency for International Development
of the Private Voluntary Organizations Initiatives for the Newly Independent States Project
World Learning Inc.
1992 - 1997



World Learning

PUBLIC EDUCATION THROUGH THE MEDIA

Participant Resource Book

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World Learning

PUBLIC EDUCATION THROUGH THE MEDIA

Seminar

St. Petersburg, Russia, 8 - 12 April 1996

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Section 1

Program

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Public Education through the Media

8 April 1996 - Monday night

- 7:00 Introductions
- 7:45 Program Presentation
- 8:30 Refreshments

9 April 1996 - Tuesday

- 9:00 Presentation: Accessing the Media: How it fits into a strategic plan
- 10:00 Discussion: Designing a strategy that utilizes the media. Small groups.
- 11:00 Break
- 11:15 Discussion: Designing a strategy that utilizes the media. Large group.
- 11:45 Barriers to accessing the media. Small groups.
- 12:30 Lunch
- 13:45 Discussion: Barriers to accessing the media. Large group.
- 14:30 Presentation: The Media as a resource
- 15:30 Break
- 15:45 Tools for Presenting your Issues/Organization to the Media: The Pitch
- 16:15 Creating your pitch. Individual assignment
- 17:00 Critique pitches. Small groups
- 17:45 Q&A, conclusion, assignment of homework

10 April 1996 - Wednesday

- 9:00 Critique pitches. Large group
- 10:00 Becoming a resource: presentation & discussion, large group
- 11:15 Break
- 11:30 The Media Perspective Concerning Accessing the Media: Panel Presentation by Journalists
- 12:30 Lunch

QUESTIONS TO ANSWER BEFORE ATTENDING THE WORKSHOP:

1. What do you hope to learn from this workshop? (2 paragraphs)
2. What barriers have you encountered in presenting your organization's issues to the media? (2 paragraphs)
3. Give an example of a situation where you feel the media has effectively covered an issue of concern to your NGO or another NGO. (2 paragraphs)
4. To date, what has been the most effective method of educating the public about your organization's issue? (2 paragraphs)
5. If you had to pick a major issue for which your organization needs media exposure, what would that be?
6. You are trying to educate the public about a major issue of concern to your organization. You have reached a reporter on the telephone and have 90 seconds of his or her time. What will you say? Time it: 90 seconds! Introduce yourself and your organization and then the issue. Be as concise and compelling as possible.
7. Describe the goals and some of the activities of your organization.
8. What are the major types of media outlets that you would like to target about your issue (i.e., radio, TV, newspapers, etc.)? Is the most effective way to get the word out radio, TV, newspapers???
9. Briefly describe your job.

April 1996

Greetings!

We are pleased to share the World Learning Public Education Through the Media Manual with you and hope that it will prove to be a valuable guidebook.

St. Petersburg is the third Public Education Through the Media Workshop to be conducted by World Learning. It is certainly obvious to us that the people who participate are all involved in working on vitally important issues which merit the attention of the public. The media -- in any country -- has the potential to serve as one of the most effective public education vehicles. As such, the media can and does serve as one of the most important social change agents available.

The Public Education Through the Media workshops have as their goal to provide tools which will facilitate effective working relationships between journalists and people involved with compelling issues. We hope that you will think of the Manual as a tool box. It contains "how to" information and examples of various components involved with establishing effective working relationships with the media.

Two of the most vital ingredients in a media campaign can not be taught: persistence and enthusiasm. As you make your way through the mechanics of writing press releases, cultivating media contacts, etc., remember the goal: to inform the public of compelling issues. I have yet to meet a World Learning workshop participant who is NOT passionate about the issues on which his or her organization focuses! The tools will absolutely come alive if they are used with enthusiasm and persistence.

The manual is a work in progress. As we share it with people who are involved with accessing the media for their nongovernment organizations, we continue to learn what the manual's strengths and weaknesses are. Please let us know what is missing from the manual and what improvements you think we should make.

We look forward to getting to know you during our five days together. And we wish you the very best of luck as you continue to inform the public about the work your organization is doing and the issues on which you are focusing. Let us hear from you!

Pam Mendelsohn
Nellie Gregorian



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Section 2

List of participants, trainers and guests



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Section 3

Trainer Biographies

PAM MENDELSON

Pam Mendelsohn has been involved with publicity, public education, and public relations for over twenty five years. She was in charge of print media publicity for a book publishing company in New York, Marketing Director of a University Continuing Education Department, and Development Director of a public radio station. She is the author of two books: Happier By Degrees: A College Reentry Guide for Women and Degrees of Success: The Stories of Women Who Transformed Their Lives by Going Back to College

Ms. Mendelsohn first became involved with the disability rights movement in 1979 as Public Relations/Publicity Director of the Center for Independent Living in Berkeley, California, and is co-founder of an adoption agency for children with special needs. She is currently Director of the Public Education and Media Department for the World Institute on Disability in Oakland, California. Ms. Mendelsohn has made nine trips to Russia in the past three years to provide visibility for disability-related issues through media. Together with World Learning, she organized a two-day media relations training program for NGO's and disability journalists in Moscow and a similar training program when Russian disability leaders spent a month in California. She also facilitated an international press conference in connection with the first Russian celebration of the International Day of Disabled Persons. Ms Mendelsohn was recently appointed to the Communications Subcommittee of the President's Committee on Employment of People with Disabilities.

NELLIE GRIGORIAN

Nellie Grigorian is a project manager at Arc Consulting LLC, a marketing research and consulting company. Her primary areas of expertise are public and private sector management issues, media and education. At Arc Consulting, Nellie has managed a variety of projects, including work for Liz Claiborn Inc., Children's Television Workshop, Strategy XXI Ltd., and Educational Development Center, Motorola.

Prior to coming o Arc Consulting, Nellie served as a consultant to a variety of corporate clients and nongovernmental agencies, including ABC News (New York, NY), Population Services International (Washington, DC), and International Alert (London, UK).

Previously, she spent three years as Vice President of the Foundation for Social Innovation USA, a nongovernmental organization dedicated to the development of civil society in the former Soviet Union. At FSI USA, Nellie developed and managed leadership and management development programs which provided training in organizational development and management to over 200 leaders of business enterprises, nonprofit organizations and media in Russia. Nellie evaluated on the job training of U.S. corporations operating in Russia and recruited executives of these corporations to serve in a Corporate Resource Group, including executives of Coca-Cola, Reebok, The Chase Manhattan Bank, CNN, Rank-Xerox, Johnson & Johnson. In addition, Nellie raised funds from federal and private sources, including major U.S. foundations and corporations.

A native of the former Soviet Union, Nellie was part of the beginning of independent, nongovernmental activity in Russia in her capacity as a Vice President of the Foundation for Social Innovation, Moscow. She hods a Master's Degree in journalism from the Azerbaijan State University and received training in management at New York University.

MARIA SLOBODSKAYA

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Maria Slobodskaya is the founder and President of the Institute of Civil Society (ICS) - a non-profit organization established in March 1994. The goals of ICS are to research the formation, functions and development of democratic institutions; create information and training systems for NGOs; assist in the development of a social partnership between NGOs, government organs and businesses; help develop a network of assistance among NGOs themselves; and to create and introduce new technologies for the NGO community.

Maria's education includes finishing linguistics school where she focused on ancient and foreign literature and she graduated from the Moscow Teaching (Pedagogical) Institute with a major in teaching Russian language and literature.

From 1973 to 1975 Maria worked in the All-Union Governmental Institute of Cinematography and for the next six years as an editor at "Book" publishing house. From 1981 - 1992 she worked as a journalist for several Moscow and nationally circulated periodicals, Moscow All-Union Radio and the international broadcasting editorial offices of State TV. She is the author of more than 200 publications and TV programs on historical and social subjects.

In 1988, Maria began her work with charitable activities. She helped found and manage the charitable co-operative "Seasons" and became President of a charitable foundation with the same name. In order to familiarize herself with Western systems of social rehabilitation for persons with disabilities, Maria travelled to Japan in 1992. And in 1993, she completed an internship at the Policy Institute of John's Hopkins University. She then became the author and hostess of a weekly radio program which was included in the ten most popular programs of All-Union Radio. In 1993-94, Maria started a monthly newspaper "Robin-Bobbin News" and was also the paper's editor-in-chief.

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Section 4

Cultivating the Media

HOW TO GENERATE LOCAL MEDIA COVERAGE

Step one - Get Organized

- Designate a media relations coordinator. (This person is usually not the spokesperson)
- Develop your media contact list. Include names and titles, mailing addresses and telephone numbers (make sure the names are spelled correctly!)
- Develop a media "call sheet" to fill out if you received unsolicited calls from reporters; this will help document the actual number of calls that come in.
- Become familiar with editorial deadlines. For example, weekly newspapers published on Wednesday often have a Monday afternoon "news deadline." News received after the deadline seldom gets published. Likewise, know when radio and TV stations air their newscasts. And never call them when they are working on deadlines!
- Segment your media list by topic or audience. Business reporters will be interested in different "angles" than will medical writers, for example. Segment your media list, and you can target your story.

Step Two - Get Prepared

- Develop a local "fact sheet" on the infant immunization problem in your community. (See the fact sheet from this manual for persuasive facts)
- Create a source list. This contains the numbers of a few good people who you can trust to stay "on message" for quotes or background, and who would be willing to be available to reporters. These people also provide a range of perspectives. For example, a parent who didn't get their child immunized on time, a private physician, and an elected official etc.
- Develop a question and answer sheet. By creating a document that poses—and then answers—your most frequently asked questions, you can be poised to deliver "home run" answers to the media.
- Put together a press briefing packet. A press briefing packet is a folder full of the documents you want a reporter to have within reach when they cover your issue. Starting with a simple, pocketed folder with your logo affixed to the front (or attached inside) the contents of your press packet could include:
 - Letter of introduction
 - Fact sheet
 - Source list
 - Calendar of upcoming events
 - Your business card
 - Positive and informative articles or editorials
 - Brochures and flyers
 - Charts or graphics, color slides (if available)

Step Three - Establish Contact

- Even if you already have relationships with key editors and reporters in your community, arrange introductory meetings.
- Contact them by telephone, and schedule a time to "stop by" to introduce yourself and/or the campaign. Provide background information (media kit) and offer assistance.
- Let editors and news directors know you'll be contacting them periodically with news items, and that you are a resource for information on immunization issues.
- Inform radio and television talk show producers that you can access state and local "experts" for interviews and/or segments on their programs.
- Ask public service directors if they can help raise awareness by producing and/or airing PSAs; assist them in every way possible.

National Infant Immunization Week

- Make a note of any unique needs or interests of media you've contacted. Then be responsive to those needs and interests in all future contacts.

Step Four - Maintain Contact

- Contact editors and reporters only when you have something newsworthy, local and important to report. Do not "wear out your welcome" by repeatedly requesting coverage on "non-news" stories.
- How you contact the media will depend on the story, the needs of particular media outlet, and what you hope to accomplish.
- Send a "news release" when you have an announcement to make (e.g. the time and location of an after-hours clinic, an outbreak of meningitis in the community, etc.).
- Send a "query letter" when you have a specific story idea for a particular media outlet.
- Send a "media advisory" when you want to invite media coverage of an event (e.g. a news conference).
- Always follow-up by telephone after you send a news release, query letter or media advisory. Ask the reporters if they received your material, if they have any questions, and if you can assist them in anyway.

Step Five - Be Professional

- Keep your promises and you'll gain media trust. When you say you will do something, do it. If you don't have the information they want, or you can't do what they ask, then say so. This way you can avoid burning bridges with the media.
- Always present and "package" your story professionally, and think about why they/the public would care about the story.
- Respond to inquiries and informational requests you receive from reporters as quickly as possible. Don't wait too long to return calls; reporters have to meet deadlines. If you miss their deadlines, chances are your message won't be included in their reports.
- Be aware of how you present yourself to reporters. Are you a spokesperson or just providing background information? If you're providing background, make sure you say that early in the conversation. You won't be quoted specifically. If you do not want any affiliation, say that your comments are "off the record." Even then, expect to be quoted. When you are at all uncertain, don't say anything.

National Infant Immunization Week



Date

Dear :

Many thanks for your invaluable reporting about (cite headline, publication, and date.)

I thought you might be interested in the World Institute on Disability (WID), a public policy, research and training center founded in 1983 by people whose names are synonymous with the disability rights movement which had its origins in Berkeley in the 60's and 70's. Based in Oakland, WID is dedicated to the independence of all people with disabilities. It is the only disability think tank in the world.

In the past 13 years, WID has gained an excellent reputation for research and public education on a wide range of policy issues that impact on the ability of people with disabilities to live independently. WID has an active Board of Directors more than 50% of whom are people with disabilities.

WID's leaders also serve as leaders of national and international committees and organizations which focus on disability-related issues. Our staff can speak with authority on such topics as accessibility, new disability laws, personal assistance services, AIDS as a disability, and telecommunications.

*Ed Roberts, President of WID, is the father of the independent living movement. Polio at the age of 14 resulted in paralysis from the neck down. Sleeping in an iron lung and with a respirator attached to his motorized wheelchair, Ed was the first significantly disabled student to attend UC, Berkeley. He graduated with honors and became a co-founder of the Center for Independent Living (CIL). Ed left CIL in 1975 when he was recruited as the Director of the California State Department of Rehabilitation. He is a recipient of the prestigious five year John D. and Catherine T. MacArthur Foundation fellowship award and has logged in over one million air miles inspiring large and diverse audiences about civil rights for people with disabilities. He is a leader in the fight for personal assistance services on a local and national level.

*Judy Heumann, Vice President of WID and the Co-Director of its Research & Training Center, also had polio as a young child. She sued the New York City Board of Education for the right to teach in a school system that considered her, in her powerized wheelchair, "a fire hazard." She won the suit, and became the first person in a wheelchair to teach in the NYC school system. She helped to organize New York's Disabled In Action (DIA) before moving to Berkeley in 1975 to become the Senior Deputy Director of the Center for Independent Living. She was one of 80 women that Ms. Magazine said to watch in the 1980's. In 1990, she was the first recipient of the Henry B. Betts Award for contributions that have improved the quality of life for disabled people. During the past six months, she

has been a keynote speaker at conferences in Italy, Brazil, Australia, and Washington, DC. She will travel to Russia next year to work on a collaboration between WID and a Russian disability group.

Ed, Judy, and several other staff members would be happy to serve as resources for future features or news articles on disability issues. Please feel free to contact me at 510-763-4100.

Again, we all appreciate your attention to and careful reporting of.....

Sincerely,

Pam Mendelsohn
Public Relations Associate

17. ПОСТРОЕНИЕ ВЗАИМООТНОШЕНИЙ СО СРЕДСТВАМИ МАССОВОЙ ИНФОРМАЦИИ

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Как использовать средства массовой информации, чтобы довести до людей желаемый смысл Вашей идеи

Обратите внимание на то, как в Вашей стране работает реклама изделий, товаров и услуг: [коммерчески-сбытовые] кампании, проводимые средствами массовой информации используют простые, сильные образы и памятные, убедительные лозунги, чтобы проникнуть в сознание тысяч людей.

Поговорите с постановщиками и продюсерами общественных радиопередач и с редакторами местных газет. Попросите их сделать передачу или напечатать статью посвященную вопросам инвалидов, или поместить у себя регулярное выступление лица с физическим недостатком. Поощряйте членов Вашей организации также письменно поддержать или прокомментировать этот вопрос. Может Вам удастся добиться организации регулярной, постоянной передачи по вопросам инвалидности по радио, раз в месяц или даже раз в неделю. Напоминайте редакторам и продюсерам, что инвалиды и их семьи также входят в состав их аудитории.

При встречах с представителями средств массовой информации, подчеркивайте аспект защиты прав человека в Вашем обращении и те конкретные, практические меры, которые можно принять, чтобы улучшить ситуацию. Не позволяйте репортерам останавливаться на историях типа «личная трагедия того-то». Когда в людях начинается пробуждающееся сознание по отношению к жизни лиц с физическими недостатками, с точки зрения модели социального типа открываются пути к разрешению проблем. Всегда следует подчеркивать, что деятельное участие в преодолении последствий инвалидности -- ответственность всякого.

Предоставьте возможность представителям средств массовой информации побеседовать лицом к лицу и напрямую с инвалидами. Например, дети школьного возраста могут рассказать о преимуществах жизни и учебы бок о бок с остальными детьми и о вреде отделения детей-инвалидов от детей-неинвалидов.

БОЛЕЕ ПЛОДОТВОРНОЕ

ЛИЧНЫЙ КОНТАКТ ЛИЦОМ К ЛИЦУ
ПИСЬМА ОТ КОНКРЕТНЫХ ЛЮДЕЙ
ЗАЯВЛЕНИЯ ОТ ОРГАНИЗАЦИЙ ОБ ИХ СТРЕМЛЕНИЯХ
ПРЕСС-ПАКЕТЫ РАСПРОСТРАНЯЕМЫЕ НАПРЯМУЮ
РЕКЛАМА ПО РАДИО И ТЕЛЕВИДЕНИЮ
ВЫВЕСКИ И ТРАНСПАРАНТЫ

МЕНЕЕ ПЛОДОТВОРНОЕ —

ПРЕСС-ПАКЕТЫ

Заготовленный пакет информации и материалов предназначенных для ознакомления или осведомления прессы должен ответить на пять вопросов: кто, что, где, когда и почему. Если Вы желаете поставить средства массовой информации в известность о намечаемом мероприятии, Вы должны им сообщить кто организаторы, в чем заключается мероприятие, где и когда оно состоится и почему или ради каких целей.

Ваш пресс-пакет должен быть сжатым, четко составленным и содержать все подробности имеющие отношение к делу. Обязательно укажите имя и телефонный номер человека, назначенного для осуществления связи.

ПРЕСС КОНФЕРЕНЦИИ

Пресс конференции следует созывать из расчета на удобное время для корреспондентов в контексте каждодневных сроков выполнения их работы и сдачи готового материала. Самое подходящее время дня, как правило, около 10 ч. утра среди недели, при этом чем ближе к началу недели, тем лучше.

Разошлите пресс-пакет с сообщением о намечаемой пресс конференции приблизительно за 7-10 дней до самого дня конференции. Дайте предсказание о теме пресс конференции, но не рассказывайте всего, что Вы намерены на ней сказать. За два-три дня до нее, позвоните узнать получена ли информация и собирается ли кто либо прийти.

КАК ПРОБУЖДАТЬ ПРАВИЛЬНОЕ ОТНОШЕНИЕ К СЕБЕ СРЕДИ ПРОФЕССИОНАЛЬНЫХ КАДРОВ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ

Почему бы не провести простой Форум для профессиональных кадров организаций массовой информации, в целях их ознакомления с тематикой и просвещения?

ЦЕЛЬ

Добиться того, чтобы статьи и передачи, посвященные лицам с физическими недостатками преодолевали отрицательное к ним отношение и поощряли формирование положительных впечатлений, образов и олицетворений инвалидов путем перевоспитания профессиональных кадров средств массовой информации.

МЕРОПРИЯТИЯ

Пригласите представителей организаций массовой информации и инвалидов на встречу, посвященную обсуждению слов и образов, которыми нас принято изображать. Можно приготовить заранее хорошие и плохие примеры, взятые из журналов и газет.

Темы для обсуждения:

слова: «трагически», «пораженный», «заключена в коляску», «инвалид» и т.п.
зрительные образы (телевидение, рекламы, печать): какой здесь выражен смысл интервью с лицами с физическими недостатками
поиски сенсации

Когда вопросы, связанные с инвалидностью освещены рационально, без лишних эмоций, придерживаясь только фактов и не выделяя момент инвалидности, общественность сама засомневается в существующих предрассудках и стереотипах. Требуется сделать существующие барьеры предельно ясными для профессиональных кадров средств массовой информации и попросить их помощи в работ над осведомлением широких кругов общественности.

ПРЕГРАДЫ ИЗ СРЕДЫ ОБИТАНИЯ

Отсутствие доступа к общественному транспорту
Отсутствие доступа в здания, жилые дома, общественные помещения и официальные приемные, в школы, на фабрики (что приводит к дискриминации и отделению в сферах образования, работы, отдыха и пр.)
Отсутствие доступа к информации.
Отсутствие доступа к средствам осуществления связи.

ПРЕГРАДЫ В УЧРЕЖДЕНИЯХ

Исключение или отделение от основных учреждений общества:

Учебные заведения
Религиозная жизнь
Медицинская служба

Места работы
Политическая система
Правовые инстанции

ПРЕГРАДЫ В МЫШЛЕНИИ

Инвалиды:

беспомощные / неполноценные
желчные, озлобленные
трагические
агрессивные
требующие милосердия
аморальные

удивительные / выдающиеся
храбрые и мужественные
нуждаются в исцелении
жизнерадостные не смотря на все
вдохновляющие
нуждаются в «особых» услугах

НЕИНВАЛИДЫ ЧАСТО ИСПЫТЫВАЮТ

страх

отвращение

жалость

превосходство

Неинвалидам следует задать себе вопрос:

«Не я ли являюсь причиной для этого лица осознания себя инвалидом?»

Some Tips from Pam Mendelsohn on Cultivating the Media

1. Read, watch, listen as much as you can to the media.
2. Create a list of journalists who cover social issues, and those whose writing or coverage you like.
3. Write a letter to the journalists mentioned in number 2. You can use the same letter, modifying it to each specific situation. If you like a particular article, let the journalist know. If a health issue, social or humanitarian organization was covered, explain that you thought the journalist would like to know about your organization as a resource. Send fact sheets, clippings, notes from time to time.
4. Network. Ask everyone you know who **THEY** know in the media.
5. Is there a list of media outlets in your city? region? If not, begin to create one. To begin, gather as a staff and write down all newspapers, magazines, radio and television stations that everyone thinks of. Call each one, introduce yourself, and explain you are trying to learn the best way to be in touch with them. You need to gather the following information: type of media, names of contact people, title of each person, person's special area of interest, telephone number, fax number, email address, address, deadlines. Do they use photographs? Add information about any prior contact, stories placed.
6. Be persistent. Initiate the contacts. Always follow up with a telephone call.
7. Try to get your message out into the community as many ways as possible. Don't just think of your issue as "news" or as a "feature".
8. Every time you make contact with the media is an opportunity to educate that reporter about your issue or organization.

Media Contact Report

5

Date: _____ Time: _____

Handled by: _____

.....
(circle one) Incoming Call Outgoing Call

Visit: _____

.....
Publication/Station: _____

Circulation/Audience Figures: _____

Editor/Reporter: _____

Secondary Contact: _____

Address: _____

Phone: _____

Fax: _____

.....
Purpose of Call: _____

Response: _____

Comments: _____

.....
ACTION TAKEN

Provided response over phone: _____

Mailed the following information: _____

Faxed the following information: _____

Arranged interview with: _____

Additional follow-up required: _____

Other: _____

.....
Media Relations

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6

Media Tracking Log

Date: _____ Time: _____

Handled by: _____

.....
(circle one) Publication Station

Deadline: _____

.....
(circle one) Editor Reporter Incoming call Outgoing Call

Address: _____

In-person contact: _____

Phone: _____

Request: _____

Response: _____

Comments: _____

.....
Action taken:

Provided response via phone: _____

Mailed information as follows: _____

Faxed information as follows: _____

Arranged interview with: _____

Additional follow-up required

.....
Date story ran/will run: _____

Requested copy of story (provided videotape/cassette)

Other _____

Media Relations

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World Learning

Section 5

Media Tools



World Learning

Part 1

Overview

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MEDIA GUIDELINES AND TIPS

Pitching News Story Ideas

What's the story?

- **People stories.**
Promote the personalities involved. The more information you include on the participants, the more interested the editor (and reader) will be.
- **Localize your story.**
All news is local. A reader needs to know how a story relates to his or her own life. Your pitches must be tailored to the audience of the media's circulation or viewership.

Writing a press release

- **Tell a story.**
Use strong imagery, specific information, and examples to illustrate your points. Make it interesting to the reader.
- **Attention grabbing.**
You have only the headline and first two paragraphs to make your case. If you haven't sparked the editor's interest by then, forget it.
- **Five W's and H.**
Write your story to answer basic journalistic questions: *who, what, when, where, why, and how*. Reporters and editors don't like to be baffled. The more concrete information a newsperson has, the more likely he or she is to use it.
- **Format your release.**
News releases should be typed, double-spaced, and printed on letterhead. Ensure that all names are spelled correctly, dates are accurate, and punctuation and grammar is right.
- **A second set of eyes.**
Be sure to run spell check on your release. Also, have a colleague read over the release for clarity and typos. Such mistakes weaken your credibility as a news source.

Lining up interviews

- **Best spokespeople.**
In addition to facts and numbers, the perspective of a program participant and/or staff member is vital to rounding out a story. Even if you've included quotes from the participant in the release, the reporter likely will want to do an interview.

- **Get the participant's OK first.**

Before giving out a program participant's name or phone number, call to discuss what you're doing and ask permission. An enthusiastic participant who was satisfied with your program typically is eager to share his or her experiences with others.

- **Choose your interviews carefully.**

Try to gauge a participant's satisfaction with the program before releasing the name to the press. Encourage him or her to reflect before speaking, and to consider how comments and opinions about a particular country or family might be received by readers or TV viewers.

- **Make it easy for the reporter.**

Give the reporter the interviewee's basic statistics

best time(s) to call.

Include the phone number and

Who do you call?

- **Find the right person to talk with.**

The "right person" depends on the size and nature of the media outlet. Try the reporter who covers your participant's area, or try the travel writer or education editor. If the paper or radio station is small, start with the news editor, who will either speak to you or refer you to someone else.

- **Target media outlets.**

Try local daily newspapers, radio stations, cable television news stations, as well as larger metro dailies. Aim high and be confident. Don't get discouraged if you're rejected.

- **Think visuals for TV.**

Alert your local TV newsroom *before* an "action-oriented" scheduled event, such as a group reunion or a reunion between a student and family.

Pitching the story

- **Consider the reporter's perspective and needs.**

While *your* goal may be to get visibility for your program, media people want "news": something new, unusual, and of interest to readers. A newsroom is hectic and very fast-paced. Find out a reporter's deadline schedule, and time phone calls and visits accordingly.

- **Start with a handshake and a smile.**

Walk into your local newspaper, radio station, and/or TV newsroom. Introduce yourself to the editor and appropriate reporter(s). There's no substitute for face-to-face contact.

- **Develop a long-term relationship with a reporter.**

Keep track of reporter's direct phone and fax numbers, as well as any information you might have picked up in your conversations, such as personal data, subjects of particular interest, best times to call. Record the date of each contact and what you talked about, so next time you speak, you'll remember.

- **Offer written materials.**

In addition to your press release, give a fact sheet, a program brochure, and other pertinent information. Providing written material helps reduce inaccuracies or mistakes.

- **Provide photographs.**

A good photograph brings a print story to life. The ideal photograph is of a local participant during the program. But just a head-and-shoulders shot of the participant is okay, too.

- **Don't get discouraged.**

Media relations is not a science. Editors and reporters are moody, and each one is an individual. If your story idea is rejected once, try another reporter or another publication.

- **Follow up.**

Give a call the next day to see whether additional information or interview names are needed. This phone call will remind a busy reporter to rummage through the mountain of paper on her desk and put your release back on top, where it should be.

Fruits of your labor

- **Send a note to the reporter.**

Thank a reporter after your story comes out. Make it personal. If the participant interviewed for the story was thrilled with the fame and attention, let the reporter know. Reporters rarely get such human feedback, and may really appreciate it.

- **Consider a letter to the editor.**

Either you or an interviewee could follow up on a story with a letter to the editor. Small papers in particular tend to publish almost any letter received. Surveys show that the letters page is the most consistently read newspaper section. Keep letter short and to the point.

- **Use reprints.**

Photocopies of articles can be enclosed in follow-up mailings to prospective students, participants, or schools.

WHO COULD BE CONTACTED IN THE MEDIA

To spread the word that everyone has a role to play in raising infant immunization rates, there are a number of different media options. When looking at targeted media, consider what audience you are trying to reach, and what kind of station or publication would find infant immunization issues the most important.

It is also helpful to look at different angles of the immunization issue depending on what media and what department you will be approaching with NIIW stories. For example, talking about money saved through immunization would be a good angle for the business editor. For the children's issue reporter, a story about a local child stricken by a preventable disease would be effective. Some suggestions for contact are:

Daily Newspapers

- City editor
- Health care/medical reporter or editor
- Parenting/children's issue reporters
- Photo editor
- Business editor
- Community calendar ("What's Happening")
- Columnists

Weekly Newspaper

- News editors
- Columnists

Special Interest Publication
(seniors, business, etc.)

- News editors

Television Stations

- News assignment editor
- Health/medical reporter
- Talk show producers/hosts
- Public service directors

Radio Stations

- News director
- Talk show producers/hosts
- Public service directors
- Community Relations Director
(for sponsorships, corporate partnerships)

WHAT THE MEDIA CAN DO TO HELP

Once you have targeted the specific media that you think are most likely to run your story, it's important to have several suggestions for them regarding your story. Keep in mind that you need to sell your story and make it compelling for them to cover, depending on the publication or station and their interest level, they might be able to provide several of these services. You also need to prioritize which services would reach your target audience most directly. The media can:

National Infant Immunization Week

Increase news coverage of preschool immunization issues in your community.

- Run stories from news releases distributed by the Department of Health, your local health department, and/or your local coalition.
- Produce news stories about preventable disease outbreaks in your community.
- Publicize local special events in advance to promote public awareness (e.g. after hours clinics).
- Assign reporters to attend and cover local events.
- See media wish list for *Friday: Immunization Across the Nation* for suggestions.

Produce and air public service announcements.

- Use recorded or "live" announcer-read copy.

Publish "filler stats" in local newspapers.

- Print educational information on a space-available basis.

WHY THE MEDIA MAY BE INTERESTED IN THE STORY

Newspapers and television and radio newscasts provide information of interest to readers, viewers and/or listeners. It is important to make the story attention-getting and substantive when preparing a story for the media. You have to sell your story.

Editors are inclined to cover stories which meet one or more of the following criteria:

"The story is newsworthy."

- It has the qualities of news; it's timely, and interesting.
- Usually a local outbreak of vaccine preventable disease is newsworthy. But the *possibility* that an outbreak *might* occur *someday* is not necessarily newsworthy.

"The story is local."

- It relates to the community directly; it has a local news "angle" which warrants local media attention.
- State and national preschool immunization rates are interesting in general, but county and city statistics "localize" the story and make it more interesting to local media.

"The story is important."

- It is something the community should be aware of; the public needs to know, and may benefit from having the information.
- If half of all two-year-olds are not appropriately immunized, it's important for the public to know their kids may be "at risk."
- If data shows many parents cannot take time off work to have children immunized, for example, it is important that parents know about an after hours clinic. This makes a story important.

National Infant Immunization Week



World Learning

Part 2

How to Pitch a Story

HOW TO PITCH A STORY

In journalese, pitching is suggesting a story. A good publicist learns to gauge potential news stories and determine the appropriate way to pitch them. More and more, these pitches are made by phone.

The pitch call can precede a news release or follow up on a previous release. In some cases, the phoned-in pitch will be all it takes to get a journalist interested in your story idea. There are no rules except good taste, based on your own personal knowledge of and experience with individual journalists.

Some reporters and editors love phone calls; others hate them. To all, however, the phone is a primary means of obtaining information. They're used to receiving phone calls and messages. Don't be intimidated when you get a journalist on the phone. Be prepared. If you have a valuable news tip, they will listen. If they sound brusque and harried, it's probably because they have fielded a dozen such calls already that day. In any case, convey your message in a concise and professional manner.

PHONE PITCH TIPS

1. Don't call on or near a publication's or station's deadline day or hour. It's different for every outlet, so your media list should always include the various days and times that are good for calling that particular contact. Generally, morning phone calls are received with less resistance than those made in the afternoon.
2. Condense your story idea down to the bare minimum, preferably so that it can be communicated within 90 seconds. Practice it out loud, to yourself or someone else, before you call. Have all the story essentials -- who, what, where, when, and why -- written down in front of you.
3. When you get your contact on the phone, identify yourself, your organization, and why you are calling. Ask if they have a few minutes to talk. If they say they're very busy, sometimes you can respond with, "I'll only take a couple minutes of your time." If you sense any further resistance, ask when would be a good time to call back.
4. Make your pitch. Be brief and direct: Say what the story is and perhaps why it's important. State your case as succinctly and effectively as possible, speaking slowly and clearly. Ask if they would like additional information. If they do, send it immediately. Ask them what is the best way to get information to them.
5. Follow up with a brief note thanking the contact for taking the time to discuss the story with you. Include a reiteration of your pitch and a copy of the news release relating to the pitch.

SAMPLE PITCHES

1. Hello. This is Pam Mendelsohn from the World Institute on Disability in Oakland, California. I am working with the All-Russian Society of the Disabled, and I thought your readers would be particularly interested in one of the organization's activities. Have you got a minute? For the first time in Russia, a book will be published concerning effective ways to integrate children with disabilities into community activities,. The first edition of Disabled Village Children was published in America in 1987. This 600 page book, complete with illustrations, has since been translated into ten languages. According to UNICEF, it is the most widely used book on community-based rehabilitation in the world. Disabled Village Children was written by David Werner for parents, professionals, and disability advocates involved with disabled children. The ARSD has said that this will be the first time that this kind of resource will be available in Russia. I thought you might like to talk with Tamara Zolotseva, the Deputy Chair of the ARSD about the impact the ARSD thinks this book could have on the quality of life for disabled children.

2. Hello. This is Pam Mendelsohn from the World Institute on Disability in Oakland, California. The Institute is going to be involved in a major demonstration at the Governor's Office next Friday. Have you got a minute for me to tell you about it? The California Department of Finance has delayed implementation of THE PERSONAL CARE OPTION which would bring \$311,000,000 per year of federal funding to California. Approximately 190,000 elderly and disabled California residents have been grappling with a 12% cut in personal assistance services since the end of August. Now the promised restoration of these cut funds is on indefinite hold. Elderly and disabled recipients and their advocates are outraged. The bottom line is that these delays translate directly into lack of human contact, unbrushed hair, going without meals, and an inability to get out into the community. We hope you will be interested in scheduling a time with someone from the Institute either several days before the demonstration or at the demonstration.

3. Hello. This is Chris Hawkins, the coordinator for the AFS Student Exchange Program in Eureka. Have you got a minute? Did you know that Eureka has more foreign exchange students than any other city of its size in California? Families here seem particularly interested in opening up their homes to teenagers from other countries. We thought your readers might like to hear the impressions of some of the 25 students who have come from Russia, Italy, Thailand, Japan, Brazil, France, and Sweden. What are they enjoying most about our area? What do they miss the most about home? I would be happy to arrange a gathering of some of the students and their family members.

KEY ELEMENTS IN A MEDIA PITCH

- You have 90 seconds to get a reporter's attention about your issue
 - Be clear, concise, compelling.
 - Don't call when the reporter is on deadline.
 - What about your story would interest the public? thought your readers/viewers would be interested because... (why the story is important)
-
- Have you got a minute?
 - WHO, WHAT, WHEN, WHERE, WHY, HOW
 - Identify yourself, your organization, any past connection.
 - Does the reporter want additional information?
 - Follow up with a note or additional information.
 - Enthusiastic and unapologetic delivery.
 - Identify what you want the reporter to do.

CRITERIA FOR A GOOD PITCH: 100 POINTS

- Will the pitch get the reporter's attention? Is it compelling, important, succinct? first-ever, unusual, unique, important to a broad segment of the population. **30 points**
- Delivery: Was the pitcher enthusiastic, convincing, speaking in an engaging manner? **25 points.**
- Did the pitcher cover who, what , when, where, why, how? Did he or she introduce themselves, identify organization? **20 points**
- Did the pitcher explain what they wanted the reporter to do? Interview someone, come to a press conference, etc.. **15 points**
- Does the pitch include a statistic or a human interest vignette? **10 points**



World Learning

Part 3

**How to Write Press Releases
and Media Advisories**

News Release

The U.S. Experiment in
International Living...

FOR IMMEDIATE RELEASE

MARCH 30, 1995

CONTACT:

Name
Title
Organization
Address
Phone, day and evening



WORLD LEARNING INC.

Founded in 1932 as
The U.S. Experiment in
International Living

Headline Should Be No Longer Than One Line

CITY, STATE — To grab the editor's attention, your lead *one-sentence* paragraph should be clear, bright, interesting, and no longer than 25 words.

The second paragraph should flesh out what you started in the first paragraph, with more information about who, what, when, where, and how. Keep your paragraphs brief and punchy, no more than two or three simple sentences per paragraph.

"Integrate your quotes into the body of the text to enhance the content of your story," said Suzy Q. Writer, executive press release writer for the Experiment in International Living on Mars. "But use quotes only when you can't say it better yourself."

Errors of any kind — factual, grammatical, spelling — are totally unacceptable. Editors have no tolerance for such sloppiness and will discard your story idea. Get it right.

Avoid normative adjectives, such as great, exciting, interesting. Let the story speak for itself, and let the editor make up his or her own mind. Show, don't tell.

Your release should not be longer than one page. If you must continue, center the word (MORE) in parentheses at the bottom of page one, and put a "slug," or identifying word, in the upper-left corner of the next page (for example, SUMMER ABROAD).

Rather than write a long press release, subdivide information into several shorter pieces, such as a biography of the main character, and/or a fact sheet giving program overview and history. Breaking up information makes it less overwhelming and easier to scan.

For more information on writing a press release, contact Suzy Q. Writer (even though this name and address is above, include it in the text as well) at the Experiment in International Living on Mars, Box 99999999, Big City, Mars, Telephone: 999-44-55-66-77.

Kipling Road, P.O. Box 676
Brandebo, Vermont 05302-0676 USA
Tel (802) 257-7751 Fax (802) 258-3163

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World Learning, Public Education through the Media, St. Petersburg

Sample Media Advisory

Timing: Send one week before event;
"Reminder" advisory resent two days before.

2

The media advisory is your story "pitch" on one page. Imagine a harried, cynical assignment editor will spend about ten seconds, or less, deciding whether to cover your event. You need to set the stage for the editor, and underscore how easy it will be to get the story.

Target your audience.

Attention: Assignment Editors, Health Care Reporters,
Consumer Reporters....

Create a headline.

MEDIA ADVISORY

GOVERNOR PEABODY ANNOUNCES GOVERNMENT'S
COMMITMENT TO CHILDREN

List a contact.

Contact:
Bob Davis (206) 555-6666

Write a teaser.

Only half the state's young children are adequately
protected from serious diseases.

Monday is best for this event.

Monday, April 24, Governor Peabody will be joined by several prominent health officials and community leaders, when he makes a formal proclamation from the steps of the Capitol Building, challenging the state and communities to raise the immunization rates of our states children under two by ___ % this year.

Mid-morning start time is best for TV.

WHEN: Monday, April 24, 10:00 a.m.

WHERE: The Capitol Building steps
4321 R St. Capitolville
Directions: South on 43rd St. to R St., East on
R St. one half block.

Make sure participants have broad range of interests and be sure to invite a "real" person to speak.

WHO: Governor Peabody
Governor of Townly
Paul Less
Townly City Council Member
Gloria Gonzalez, MD
Director, County Health District

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National Infant Immunization Week

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INTERNATIONAL PRESS CENTER
& CLUB • MOSCOW
Radisson Slavjanskaya Hotel
& Business Center
Berezhkovskaya nab. 2
Moscow, Russia 121079
Phone (7095) 941-8621/8064
Fax (7095) 941-8448
Int'l Ph./fax (441) 943-3219



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March 2, 1995

To: IPCC•M Members & all accredited media
From: The International Press Center & Club • Moscow

****MEDIA ADVISORY****

Where: IPCC•M's Large Conference Room
Radisson-Slavjanskaya Hotel

Date: Tuesday, March 7 **** NOTICE DATE CHANGE****

Time: 2 PM

Who: All-Russian Society of the Disabled presents David Werner's book
Disabled Village Children

To date, a book which speaks to the needs of children with disabilities has been unavailable in Russia. 5,000 copies of Disabled Village Children, a 700 page book written by David Werner, will be published in Russia this spring. Werner's book, written in 1987, has been translated into ten languages. According to UNICEF, Disabled Village Children is the most widely used book of its kind in the world.

Werner was in Moscow to conduct a two-day seminar for 70 parents, professionals, and advocates of children with disabilities. The seminar took place last week and served to facilitate an understanding of how the book can be useful to children with disabilities, families, rehabilitation specialists, and communities.

The book's publication has involved major support from Russian, Dutch, American, and international organizations. These include: the All-Russian Society of the Disabled; Filanthrop; UNICEF; the World Institute on Disability; World Learning, Inc.; Americom Tech Center-Apple Computer Store; Americom Print Store; The Moscow Times; Stitching DOEN!; RI, the distributor for Apple Computer in Russia; RUCS International Marketing Company for Apple Computer; and the International Press Center & Club • Moscow.

At the press conference, representatives from the All-Russian Society of the Disabled, the World Institute on Disability, and Filanthrop will discuss ways in which Disabled Village Children can be useful for families and communities in Russia. Representatives from the World Institute on Disability will also be on hand. Advance copies of the book, provided in xerox form by the Americom Print Store will be available.

МЕДИА ИНФОРМАЦИОННО-ПРЕССОВЫЙ
ЦЕНТР И КЛУБ • МОСКВА
Радиусон Славянская Гостиница
и Бизнес-центр
Бережковская наб. 2
121079 Москва, Россия
Тел. (7095) 941-8621/8064

World Learning, Public Education through the Media, St. Petersburg

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PRESS RELEASE WORKSHEET

The News or Press Release is the most typical way to get information to reporters.

- always double space
- the most important information goes in the first paragraph
- use a headline (all capital letters or underlined), one that will grab the reporter's attention
- try to keep your press release to one page
- if more than one page, put -MORE- centered at the end of page 1
- use a quote from the leadership of the organization
- use letterhead that includes name of organization, address, telephone number

NEWS RELEASE

**FOR FURTHER INFORMATION,
CONTACT: NAME
TELEPHONE NUMBER**

**FOR IMMEDIATE RELEASE
DATE**

**HEADLINE
(bold, centered)**

The press release is your chance to tell your story your way. Imagine your release will be the lead article in tomorrow's paper. Be succinct, "on message" and informative. Press releases help reporters write their stories; smaller newspapers will sometimes reprint your release with very little editing.

Use consistent format and stationery.

Your compelling headline ...

Tell the story right up front; answer the "who, what, where, when and why."

Get in a short, compelling quote early.

Provide background that helps write the story: some history; what's next ...

NEWS RELEASE

GOVERNOR CHALLENGES COMMUNITIES TO SAVE CHILDREN'S LIVES AND TAXPAYER'S DOLLARS

For Immediate Release	Contact:	Name and Phone #
-----------------------	----------	------------------

Your City, April 24 -- At a morning press conference amid dozens of health officials and concerned citizens, Governor Peabody announced the state's renewed commitment to immunizing all of our children under the age of two, and challenged everyone in the community to help raise immunization rates ___% this year in order to get 90% by 1996.

In towns and counties across the state local elected officials held press conferences to announce their official support of the Governor's proclamation, with activities ranging from extended clinic hours to official immunization information.

"Serious childhood diseases still exist," said Governor Peabody, "In some urban and rural areas, more than 70% are at risk. We all must take responsibility to help get these children in to the health care system and increase our state's immunization rates."

"Immunization is the most cost-effective way to protect children against nine serious diseases", said Gloria Gonzalez, County Health Director. "On an average, every \$1 invested saves \$14 in health care costs."

"We can't turn away from the facts: preventable diseases cost our state too much heartache and money every year," said Golberston Council member Doug Less, "By getting the Governor's official support for efforts to raise immunization rates, we can all work together to really move our cities forward and meet the immunization challenge."

"We are all committed to breaking down barriers and making it easier to get children immunized." said Governor Peabody, "Children have so many obstacles in life, it's imperative that we all make an effort to ensure they receive immunizations. That one action will protect kids, save money and improve the health care of all the citizens of this state."

The Governor's proclamation supports the overall immunization effort in (State) is working to achieve 90% immunization levels of all pre-school children by 1996.

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National Infant Immunization Week



510 SIXTEENTH ST
SUITE 100
OAKLAND
CA 94612-1500
USA

VOICE OR TDD
510 763 4100
FAX 510 763 4109

FOR IMMEDIATE RELEASE

Contact: Pam Mendelsohn 253-7458
Gennady Anitchkin 373-6732

**INTERNATIONAL RESOURCE BOOK
CONCERNING CHILDREN WITH DISABILITIES
TO BE PUBLISHED IN RUSSIA**

For the first time, an internationally acclaimed resource book addressing the needs of children with disabilities will be available in Russia. The book's publication, slated for May, has involved major support from the United Nations and American, Dutch, and Russian organizations and businesses.

Disabled Village Children, written by David Werner, was first published in 1987 and has since been translated into ten languages. According to UNICEF, the book, nearly 700 pages and with over 1,000 illustrations and photographs, is the most widely used resource of its kind in the world.

"This book is absolutely necessary for the disabled in Russia," explained Alexander Lomakin, Chairman of the All-Russian Society of the Disabled (ARSD). ARSD is a national non-government organization with a membership of 2.2 million people with physical disabilities. "There is no such literature in Russia, and this book will become the Bible for families with disabled children."

MOVING TOWARD EQUALITY

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Disabled Village Children, p. 2 of 3

Werner came to Moscow this month to conduct a two day seminar for 70 parents, professionals, and advocates of children with disabilities. The purpose of the seminar was to facilitate an understanding of how the book can be useful to families, professionals, and communities. Werner advocates the active involvement of disabled children and their families in their own rehabilitation and calls for collaboration between the families and the organizations providing services.

According to Edward Roberts, President of the World Institute on Disability (WID) in Oakland, California, Disabled Village Children will be available in Russia because of the generous support from a partnership of international businesses and organizations. WID, under the auspices of World Learning, Inc. and with funding from the United States Agency for International Development, is providing technical assistance and training to ARSD.

Learning of the need for the resource book, the Americom Tech Center-Apple Computer Store worked with Filanthron, ARSD's business enterprise division, to secure a desktop publishing system. RUI (distributor for Apple Computer in Russia) and RUCS (the international marketing company for Apple Computer in Russia) offered the desktop publishing system at the wholesale price, and Americom donated the cost of the equipment. Funding for the translation of the text was made possible by UNICEF.

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Disabled Village Children, p. 3 of 3

The recipient of the desktop publishing system, Filanthrop has been in charge of the translating, editing and layout for the Russian edition of Disabled Village Children. A large portion of the funding for the actual publishing of 5,000 copies of the book was provided by Stichting DOEN!, a Dutch foundation which supports communications projects in the former Soviet Union. DOEN! also provided support for Werner's two day seminar. World Learning, Inc. provided funding for the publishing of the book in addition to support for the book's development and editing. The Americom Print Shop donated print quality copies of the book for the seminar and for review. The International Press Center and Club-Moscow orchestrated a press conference in connection with the book's publication. The Moscow Times has been providing advertisements urging their readers to support the book with private donations.

Disabled Village Children is a long-awaited resource which will facilitate the integration of children with disabilities into Russian society. For information about the book, contact: Gennady Anitchkin, Filanthrop, 373-6732.

###

3/95

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KEY ELEMENTS IN A PRESS RELEASE

contact name
telephone number
organization
address
date for immediate release
a headline that grabs, compelling
short first paragraph : clear, bright, interesting:
something new, a first ever, broad implications

second paragraph expands on first paragraph: who, what where,
when, why, how are covered in first few paragraphs mention name of
your organization no later than second paragraph

quote from recognizable person
clear, concise information about your organization
compelling statistic
human interest angle
for further information, call....###

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CRITERIA FOR A GOOD PRESS RELEASE: 100 POINTS

Do the headline and first 2 paragraphs tell the story in a way that grabs you?? 25 points

Is all the concrete information there: who, what, when, where, why, how? 20 points

Appropriate format, all information included: 20 points

one line headline

first paragraph is succinct -- 1 sentence.

contact name, phone #, organization name, address, dateline,

for immediate release , ###, for further info, contact:

Good quote from someone recognizable: 10 points

Impressive statistic backed by example which humanizes story: 15 points

Succinct information about your organization: 10 points

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World Learning

Part 4

How to Write a Public Service Announcement

PUBLIC SERVICE ANNOUNCEMENTS

Public Service Announcements - known as PSAs - are generally a 20-, 30-, or sometimes 60-second announcement of an upcoming event for, or a service provided by, a nonprofit or other non-commercial sponsor. Most nonprofits write their own PSAs and submit them to a station, to be recorded by someone at the station and then broadcast. This is known as live copy.

You may also submit pre-produced PSAs -- audio or video -- for possible airplay. Not all stations accept prerecorded PSAs, so confirm which stations do before you invest any time or money. If you submit a prerecorded tape, always send live copy along. A busy public affairs director will want to review the script before taking the time to check your tape.

Writing a PSA

Submit two or three versions of your PSA, timed for 20, 30, and 60 seconds. Submit your copy double-spaced with standard margins. Put your 20- and 30-second PSA on the same piece of paper, but use a separate sheet for 60-second spots. Read your PSA out loud and time it to the second.

Include "For Immediate Release" at the top of your PSA, followed by the media contact's name, phone number and, in this case, the fax number if available. Below this type "Public Service Announcement" followed by a title line. Also include the suggested time frame during which you would like your PSA to run.

K.I.S.S.: Keep It Short and Simple. Don't use words that are difficult to pronounce. If the PSA includes unfamiliar or difficult-to-pronounce words, include the phonetic spellings.

Although styles of PSAs will vary, it is generally standard to mention your organization's name at least once and to end with a contact phone number for the public to call. Repeating the phone number a second time is recommended if time permits.

Use active verbs. Write to be heard, not read. PSA style is less formal than news-release style. Be conversational and clear: Your audience won't have a chance to go back and read an unclear sentence. Before you submit a PSA, or any copy that is going to be read aloud over the air, rehearse it in front of someone. Is your message understandable? If your trial audience doesn't get what your PSA is about, you have not succeeded. Do it over.

For the first time in Russia, a book will be published concerning effective ways to integrate children with disabilities into community activities. The first edition of Disabled Village Children was published in America in 1987. This 600 page book, complete with illustrations, has since been translated into 10 languages. According to UNICEF, it is the most widely used book on community-based rehabilitation in the world. Disabled Village Children was written by David Werner for parents, professionals, and disability advocates involved with children with disabilities. It provides information and strategies necessary to change dependency-oriented programs and to promote positive examples of disabled people in an integrated community. For further information concerning Disabled Village Children, contact:

at

The World Institute on Disability, located in Oakland California is a public policy, research and training center dedicated to independence for all people with disabilities. Since it was created in 1983, the Institute has gained an excellent reputation for research and public education on policy issues which impact the ability of people with disabilities to live independently. As an organization founded and run by people with disabilities, the Institute brings the perspective of the disabled community to bear on the articulation and analysis of issues and problems at the local, national, and international levels. For more information about the World Institute on Disability, or to receive a copy of its Newsletter, call: 510-251-4329.

There are 10 million people with disabilities in Russia so it's more than likely that someone close to you is among them. Did you know that there is an organization that defends the rights and interests of disabled Russians? In fact, the All-Russian Society of the Disabled is the largest membership organization for disabled people in the world! Only six years old, the ARSD already has a membership of 2,2 million people with physical disabilities. Directed by disabled people, this non-governmental organization has 78 regional organizations and 4,429 district and city offices. The ARSD is working for full integration of disabled people into Russian society. For information about the services of the ARSD closest to you, call:

*KEY ELEMENTS FOR AN EFFECTIVE PUBLIC SERVICE
ANNOUNCEMENT*

free advertising

similar to a pitch but aimed at public instead of media

discusses upcoming event or the services of an organization

Read your PSA to several people before you send it.

Use active verbs.

Be conversational & clear.

Mention the name of your organization twice.

Always end with a telephone number or way to contact.

For tv, submit a graphic.

If about an issue, be passionate.

Make your audience think.

Move your audience.

Architectural barriers are a travesty... NOT inconvenient.



World Learning

Part 5

How to Write Letters to the Editor and Op-Eds

Writing Op-eds and Letters to the Editor

An op-editorial, or "op-ed" as it is commonly referred to, is the page adjacent to (opposite) the editorial page in newspapers that is used for columns and opinion articles by syndicated columnists, essayists and other newspaper non-staffers. Op-eds tend to focus on public policy and public interest issues and are usually managed by the editorial page staff of a newspaper.

Most newspapers think of the page opposite the editorial page as belonging to their readers and look for op-eds that reflect local concerns, issues and opinions. In general, op-eds are an outlet for an organizational response to an issue, while letters to the editor are used to reflect the "common reader," or public citizen's, point of view.

To find out more about the format, length, deadline and other criteria for successfully placing an op-ed or letter to the editor, contact your local newspaper's editorial staff.

Tips about Letters to the Editor

Who should sign the letter?

- A representative of an organization with an involvement in the issue or subject matter who can offer an authoritative yet objective view point.
- The general reader who has a compelling reason for writing, such as a personal experience with the issue. Newspapers always welcome letters to the editor, especially from the general reader. Readers have a "right of reply."

What increases the chance of a letter being selected for publication?

- Further developing public discussion about a current issue. Providing new information or facts that weren't included in previous coverage.
- By taking issue with something that has been written recently, explain why the issue was inaccurate or misrepresented. Offer an alternative viewpoint to what appeared in the newspaper previously.

What are some pointers for writing a letter to the editor?

- Make sure the subject is an important one to the readers of the publication.
- Present the essential facts immediately, in the first paragraph.
- Strive for a simple, straightforward style, so information will be easy to follow and understand. Clarity is essential. Fancy, pretentious writing will only obscure the main point.

What's the competition like?

- Intensive. For example, the *Washington Post* runs about 50 letters a week of the estimated 1,000 letters they receive weekly.

How widely read are the letters?

- Although readers tend to link "prestige and dignity" to the op-ed page, more people, in fact, read letters than op-eds. The shorter the letter, the better. Readers zero in on the signature first, the affiliation second, the letter last.

BEST AVAILABLE COPY

Services for Disabled Need Assistance, Not Cuts

BY ED ROBERTS

RECENTLY, a drunken driver struck down a 27-year-old man. This man, now a quadriplegic, is working to get his life back in order. He is enrolled in a computer training class that is preparing him to work as a computer programmer.

Critical to this man's well-being is California's In-Home Supportive Services (IHSS) program. IHSS provides him nearly 300 hours a month of personal care and homemaking services, such as cooking, feeding and bathing.

Last month, this man, along with 178,000 other disabled and/or elderly people, received a letter stating that IHSS hours would be cut by 12 percent, effective October 1. The letters were in English only, and the typeface was unreadable for visually impaired recipients.

Those affected by the cuts were given 10 days to appeal if they believed the cuts would result in institutionalization. Each county is handling appeals differently. Unfamiliar with the system, this young man is uncertain about his options. He has been calling the telephone number that was given in his letter, but no one answers.

The IHSS program prevents thousands of Californians from being institutionalized. In fact, California's program, because it promotes independence and a high quality of life, has been heralded as a model for similar programs nationwide.

A fair and functional system based on need is being destroyed, and imagine the reverberations on lives: 178,000 IHSS recipients, the attendants who provide the personal assistance, and family members who, until last month, had the peace of mind that their loved one was safe and in charge of his/her surroundings.

The recipients of the letter concerning IHSS cuts are of all ages. Some require many hours; for others, the service needs are minimal. Many of those whose next step might be an institution are working or are enrolled

that the 12 percent cut is only the first in a series. Those who manage to survive this round may wind up "warehoused" after the next round.

The Wilson administration says it is not its intent to force people into nursing homes. Why, then, has it completely cut the meager funds in the special-circumstances fund, money that was used to pay initial costs when moving out of a nursing home, such as deposits for housing, electricity and telephone?

Is it truly necessary to wreak terror and havoc on the lives of so many people here in California? Absolutely not. A solution was proposed last year by the Long Term Care/IHSS Task Force, created by California's Health and Welfare Agency. This group concluded that California should pursue federal Medicaid dollars to keep the IHSS system alive. If the federal Health Care Finance Administration grants California's request for the Personal Care Option under Medicaid (MediCal in California), all IHSS recipients would have their lost services reinstated.

It is estimated that more than 80 percent of current IHSS recipients would be eligible to receive IHSS through MediCal. Since half of the MediCal program is borne by the federal government, this action would free up more than \$300 million of state and county funds currently being spent on IHSS.

There's no question that Governor Wilson can speed up the process, and one has to wonder why he has yet to do so. These cuts affect people who are already classified as poor and in great need. They boil down to dirty hair and bodies, hunger, dirty homes and having to stay in bed because there is no one to get you up.

Governor Wilson: Get on the telephone. There is a solution to this crisis, and it's in your hands.

Ed Roberts is a founder of the Center for Independent Living in Berkeley and a founder/president of the World Institute on Disability in Oakland. He directed the state Department of Reha-

San Francisco Chronicle

THE LARGEST DAILY CIRCULATION IN NORTHERN CALIFORNIA

FRIDAY, OCTOBER 9, 1992

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World Learning

Part 6

How to Hold a Press Conference

MEDIA GUIDELINES AND TIPS

Holding a Press Conference

A press conference is appropriate to announce a "hot" news item: to release a major report, to showcase a national figure or celebrity, or to unveil an important new program. You may also hold a press conference to respond to a fast-breaking news story when you are unable to reach media contacts individually.

Hold a press conference only as a final resort. For the amount of time and energy a press conference requires, you can make dozens of placement calls and organize several one-on-one meetings and briefing sessions. Too often, a group will rush to organize a press conference only to be disappointed by a low turn-out.

Contacting the Media

- **Written invitations.**

Five to seven working days before the event, mail or fax a press advisory to your key media contacts listing: who, what, when, and where. Two or three days before the event, mail or fax a press release with full details of the press conference, findings of reports to be released, and quotes from spokespersons. The release provides written copy for reporters unable to attend.

- **Phone calls.**

To follow up on earlier written materials, call all invited news outlets two to three days before the press conference. Offer to fax (again!) the press advisory and release, especially if you can't reach the reporter or editor.

Format

- **Location is part of pitch.**

Stage the press conference in a convenient location or at a site that relates to the press conference itself. For example, a press conference about housing problems might be staged at a housing project for the visual effect. Press clubs often have rooms available for news conferences. A hotel room or large conference room of a cooperating group might work.

- **Room set-up.**

Make sure there is enough space and sufficient electrical outlets for cameras, a standing podium, and chairs. Place the podium in front of a solid color, preferable blue curtains, and away from distracting paintings, murals, or mirrors. If possible, put your logo on the podium directly under the microphone (not below the hotel logo).

- **Registration table.**

Make arrangements for a press registration table and have sign-in sheets outside the room where you will hold the press conference. The registration table should be ready to operate at least 30 to 45 minutes prior to the scheduled press conference.

- **Think visuals for TV.**

Try to have "visuals" available during the press conference. If you have charts or other visuals in a report, a blow-up can be made at a local photo or copy shop. If you have a video clip or an issue ad campaign, make copies to distribute to the broadcast media. A television editor is more likely to cover a visual story.

Timing

- **Late morning or early afternoon.**

Generally, press conferences should be held between 10 and 11 a.m., or between 1:30 and 3 p.m. If you schedule a press event earlier than 9:00 a.m. or later than 3:00 p.m., you risk losing media outlets because of deadlines and start-up times.

- **Keep it brief.**

Try to limit the press conference to 30 to 45 minutes, and no longer than one hour. Reporters are overworked and under deadline pressure.

Press Kits

- **Background information.**

Press kit gives reporters background information, making it easier to do the story.

- **Press kit should contain:**

- Text of statements by press conference speakers printed on organization's letterhead.
- Each speaker's name, title, organization, address and phone number.
- Outline of issues addressed.
- Additional press contacts on the issue.
- Endorsements from other organizations.
- Background on the organization(s) sponsoring the press conference (one or two pages).

Speakers

- **Limit number of speakers**

Two to three speakers is the ideal number. Keep their prepared remarks short. Designate one or two people as the main spokespersons to take follow-up questions from the press.

- **Participants are best spokespeople.**

Whenever possible, include participants as speakers. While presidents and managers are important, participants are the most credible testimonies to the quality of your programs.

- **Moderator makes opening remarks.**

A moderator makes opening remarks, introduces speakers, and coordinates the question period. Opening statements should be catchy and brief — only two to three minutes each. The moderator's and speakers' remarks should only take 10 to 15 minutes.

- **Order of speakers.**

Think carefully about the order in which your press conference speakers will appear. Your press kit will contain the complete text of their statements. Ask speakers to summarize the most important points rather than read each word.

- **Written speaker list and text of speeches.**

The press kit will have a list of speakers' names and titles so photographers can correctly identify each person. Reporters unable to attend the news conference will need written copies of speeches. Also, preparation and circulation of the text at the news conference eliminates errors copying down remarks or misquotes.

Follow Up

- **Reporters unable to attend**

Immediately after the press conference, check the sign-in list to identify key reporters and media outlets who did not attend. If possible, hand deliver the press kit to these news outlets. Follow up an hour later with a phone call to specific reporters or editors. Such follow-up work can increase coverage of the news event or stimulate an additional story.

- **Evaluation.**

Review what worked and what didn't at each press event. Schedule an evaluation with key staff as soon as possible to review the organization of the event, how the press conference participants reacted to press questions, and the resulting press coverage (or lack of it). The evaluation session should also look at ways in which press contacts can be made more effectively for the next news event.

Press Conference Check List

One Week Before

- **Find a room.**

Arrange for a room which is not too large as to look empty if attendance is light. Sites may include hotels, local press clubs, or public buildings near media offices.

- **Ensure equipment will be available.**

- Podium
- Speaker system
- Microphone stand on podium
- Backdrop (blue, if possible)
- Chairs (theater style, large center aisle)
- Easels, slide projector, flip chart, overhead
- Electricity, outlets for TV lights
- Table, for registration
- Ash trays
- Water pitchers and cups for participants

- **Schedule a time.**

Pick a convenient date and time. Tuesday, Wednesday, or Thursday are best. Try not to schedule before 10 a.m. or after 2 p.m.

- **Send invitations.**

Mail, fax, or hand deliver (best option) press advisory to:

- Editors
- Assignment desks
- Reporters
- Weekly calendars
- Other supportive groups
- Wire services

- **Prepare written material.**

Write and assemble lists, brochures, and fact sheets for press kits. Write speeches and statements.

The Day Before

- Finalize order of speakers and who will say what.
- Call all prospective media as reminder.
- Collate materials, make extras for follow-up.
- Walk through the site and review details, including equipment.
- Type up names and titles of spokespeople for the press kit.

That Morning

- Make last-minute reminder calls to assignment desks and desk editors.
- Double-check the room several hours before.
- Walk through the press conference with principle speakers.

During the Press Conference

- Have a sign-in sheet for reporters' names and addresses.
- Give out press kits.
- Include in press kit a written list of participants.
- Make opening introductions.
- Arrange one-on-one interviews if requested.

Follow Up

- Contact reporters who did not attend.
- Evaluate success of conference.
- Keep in touch! Let us know about your media relations experiences, either by mail or telephone. Use us as a source of advice and support. And come visit anytime!

World Learning Public Relations Staff, Kipling Road, P.O. Box 676, Brattleboro, Vermont, 05302-0676 USA; Fax: 802-258-3126; Telephone: 802-258-3174.

Checklist for Press Conference Location

Location: _____

Address: _____

Phone: _____

Contact: _____

Possible rooms and seating capacity: _____

Miscellaneous items: _____

.....
Convenience of location

- Availability of parking _____
- Bad weather alternatives _____
- Security availability
- Platform/podium
- Lighting
- Air conditioning/heat
- Electrical outlets
- Reception area
- Mult box
- Accessibility for disabled individuals: _____
- Access to public transportation
- Condition/care of grounds (if outdoors) _____
- Audio-visual support _____
- Room for cameras
- Ventilation

Media Relations

World Learning, Public Education through the Media, St. Petersburg

Press Conference Checklist (cont.)

- Acoustics/microphones
- Tables, chairs
- Signs

.....
Directions to location

Dates available: _____

Costs: _____

Notes: _____



World Learning

Section 6

Preparing to Meet with the Media

MEDIA GUIDELINES AND TIPS

Reacting to Reporter Inquiries

Phone calls from the media may be good or bad news for your program. You must react quickly and professionally to both. A reporter's interest may range from featuring your program, to tracking down a rumor, to investigating a scandal.

For a scheduled interview

- **Be prepared.**
Call the reporter ahead of time and ask what the focus of the interview is, so you're ready.
- **Have your own agenda.**
You don't have to follow the reporter's lead passively. Consider points that you would like to make in the interview. Include statistics, dates, and human examples. Jot them down ahead of time, and keep your notes handy in the interview if you get flustered.
- ~~Give the benefit of the doubt.~~
Regardless of your preconceived ideas about journalists in general (or this one in particular), go into the interview as an objective professional. Rather than seem defensive or mistrustful, be as straightforward and upfront as possible.

When the phone rings

- **Find out who you are talking with.**
Ask the reporter's name and media outlet. Get their phone and fax number, as well.
- **Listen.**
Find out what the reporter is interested in, who the audience is. Offer information on your other programs whenever possible.
- **Go the extra step to accommodate the reporter's needs.** ~~Go the extra step to accommodate~~
If you don't have the facts and figures at your fingertips, offer to ~~find out and call back.~~ ~~find out and call back.~~ ~~find out and call back.~~
Volunteer to track down specific facts or statistics, to identify former or current participants ~~specific facts~~ for interviews, and to mail or fax written background information.

Communication techniques

- **Speak slowly and clearly.**
Reporters are often typing directly into their computers. We've all been dismayed when a headline reads "Experiment in International Learning."
- **Be aware of body language.**
During an in-person interview (whether print or broadcast), be sure to make eye contact and sit squarely. Decide whether or not you want to have your desk between you and the reporter, which can set up a more formal (defensive?) tone.

- **Have your facts straight and relate to the reporter as an ally.**
Your intention is to inform, to connect, to relate. And remember, for the time that you are on the phone with the reporter, you *are* the Experiment, the only contact he or she might ever have with your organization.
- **Take your time.**
You don't need to respond to every question right then. It's OK to say you don't have certain requested information at the tip of your tongue, but you will get back to him or her within x amount of time. Then, be sure to follow up within that time frame.
- **Don't use extreme language.**
Avoid exaggerations and superlatives. Such quotes in print may skew your message.

What to say

- **Cite successes and statistics.**
Reporters love statistics and dates. Give numbers that accentuate the positive aspects of our program. Also, give real-life examples that readers can relate to. If your point is illustrated with an example, it more likely will appear in the story.
- **Tell the truth.**
Always tell the truth. Maybe not the whole truth, but certainly *nothing but the truth*.
- **Avoid "No comment."**
Your lack of comment itself makes a huge statement. You don't want to set up an antagonistic tone with the reporter. Try to give some answer to each question:
 - The answer can be slightly indirect, moving the interview in a direction you choose.
 - You can always say "I'll get back to you on that one."
 - If you really don't want to comment, soften the phrase (e.g., "I'm sorry, but our policy is..." or "I'm not at liberty to disclose that information at this time").
- **Stay focused.**
The reporter may try to lead you in a certain direction during the interview. Without seeming defensive, stick to your positions and agenda. Refer to your notes.
- **Stop yourself from rambling.**
Think carefully before responding to any question. There's no time pressure. Any word that comes out of your mouth may be quoted, so choose carefully.

Educate the reporter

- **Assume the reporter knows nothing about the institution or program.**
Given the high turnover in the news business, as well as the broad subject areas many reporters cover, your interviewer may not know much on your subject. Interviews with "uninformed" reporters can be deadly. It's OK to ask what is the reporter's level of knowledge. A reporter may have an erroneous preconception or only know about one aspect of the Experiment, or of international education and cross-cultural exchange in general. Educate the reporter as necessary with as much background information on the

topic, as well as on the organization itself. A fact sheet is an essential tool for any reporter to have. Offer other brochures and catalogs, too, depending on the reporter's focus.

- Explain how your part relates to the whole organization. For example, The U.S. Experiment in International Living is a program of World Learning, part of our portfolio of citizen exchange programs for Americans and international visitors. A fact sheet can help lay this out clearly.

Avoid jargon

- Don't use acronyms or inside program identities. Spell things out and use full program names rather than abbreviations.
- Keep concepts simple to understand. Avoid using jargon, and don't use long complex words and explanations. Cater your answers to listeners with an eighth-grade level of comprehension.

Deadlines

- Ask what the reporter's time constraints are. The reporter will love you for caring, and do your best to respond in time.
- Offer written information. If the deadline is not too tight, ask if you can send or drop off some background written information. When it's in writing, it's harder for them to make errors. A fact sheet, a program brochure, and a press release may be useful to include.

Off the Record

- Don't say anything you don't want to see in print. You should not assume that you will see the reporter's story before it is printed or aired. They are under no obligation to let you review the article. Treat a reporter as you would a live microphone. *Casual chitchat is considered on the record.* Be careful what you say before or after the formal interview. You may be quoted.
- Avoid going off the record with a reporter. Reporters don't like it. Plus, it can be confusing to keep going on and off the record.
- If you must go off the record, make sure you agree on what that means. Spell out with the reporter what *you* mean by off the record, and come to an agreement before you begin. Make sure to say when you are back on the record.

After the article appears

- Write a letter to the editor. Whether you're pleased or angered by what you see in print, set your reaction down on paper and send it to "Letters to the Editor" of your paper. Keep your letter brief and to the point, and chances are, you'll see it in print. A letter to the editor is a vehicle to express your views directly, either to counter what the article said, or to reinforce your agreement.

Notes about how to prepare for an interview with the media

2

1. Sit for ten minutes and think: If I were in my living room watching tv, what would I want to learn from this tv show? What questions would I have? Think about the broader problem and relate it back to your particular project. Use language that everyone can understand.
2. Is your issue an emergency? Or is it long term? Which are you working at getting across? You present the issue differently depending on whether or not it is an emergency. Are you presenting it to a news agency? If so, you have to be very brief, concise. Or, can the media spend a few days with you? ASK the agency what they are looking for. Background? Feature? News?
3. Prepare a small fact sheet for the interviewer: name of organization, when founded, goal, who works there. Provide clippings. If it's an emergency, then prepare an outline: what happened, when.
4. Location is not that important if the media just needs a few facts. But for TV or radio: the reporter needs to SEE the program. You need to prepare the setting so that it shows what you want it to show.
5. Get away from head shots in quiet offices. Get out on the street. Make it real.
6. Find one or two people who are beneficiaries of the program or who are in need of the program ie., human interest factor.
7. People want to identify and may identify with the helper rather than the recipient. Use helper and recipient for balance.
8. Put the issue in a broader perspective ie., how was it ten years ago. Has economic progress been made?

Specific to TV:

1. TV=pictures. Think of a very visual image. If you pick the right image, it will be very powerful ie., a disabled dancer as the symbol of potential for disabled people in Russia.
2. The person on camera must know the subject matter inside and out. Go in with a list of answers ie., the information you want the reporter to leave with.
3. You don't always have to answer the question that is asked. You can switch the emphasis.
4. Don't get pushed into something you don't want to say. Make sure you have been understood. Be attentive all the way through. You are an active participant in the interview.

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5. Prioritize what it is you want to get across. Put the important points in the middle because the beginning is just warm up.
6. Don't rush. Stop and think about what it is you want to say.
7. Use short and simple answers and statements. A news segment on tv is one to two minutes ie., sound bytes. If you use long sentences, you might get cut completely.
8. If you can't provide images, tv reporter may not take your story.
9. Find a comfortable setting where you will be uninterrupted. The setting should be colorful and quiet.
10. What you wear is important. In the Nixon Kennedy debate, those who listened to the radio said Nixon won; those who watched tv, Kennedy. Nixon wore dark suit; Kennedy wore makeup. Kennedy looked healthier, stronger. Wear green. Keep it simple.

To get the media's attention:

Tie your story to the bigger picture so that it becomes part of the day's "big news."

Educating the media:

You are trying to break huge stereotypes. Do it gradually. Make sure YOUR language is correct. If so, the journalists will get used to it.

"Do's" and "Don'ts" for Interviews

3

DO

- . . . Repeat or paraphrase good questions.
- . . . Use silence to your advantage. Think before you answer, answer the question and then stop.
- . . . Be positive when discussing a damaging issue. Briefly concede there is a problem and focus on the positive steps being taken to remedy it.
- . . . Ask for clarification if a question is unclear.
- . . . Weave in references to convincing evidence, such as research or results of a survey or study.

DON'T

- . . . Be evasive.
- . . . Speak "off the record."
- . . . Speculate or be drawn outside your area of expertise.
- . . . Respond to hypothetical questions.
- . . . Let yourself be hurried or bullied.
- . . . Be forced into "yes" or "no" answers.
- . . . Introduce negatives to the interview.
- . . . Talk to fill dead air; that's the interviewer's task.

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Deliver your Message

- Choose 3-4 points you wish to make during the interview; then make them.
- Mention the organization's name periodically.
- Develop turn-around responses.
- Use facts and anecdotes.
- Be alert, enthusiastic, concise and positive.

Take Questions and Answers (Q&A)

- Remember, you know more about your subject than most of your listeners or readers.
- Use key messages to turn around negative questions.
- Don't be afraid to say "I don't know, but I'll find out."
- Don't think you must be able to answer every question — there is no way to know everything.
- Respond to a hostile question or comment in a mature, logical and friendly way and move on to something else. Avoid anger and sarcasm — stay on the high road.
- Use question-and-answer periods to relate directly to individuals and their specific interests and to involve them in your presentation.

MEDIA GUIDELINES AND TIPS

Being Interviewed on Television

Rather than be intimidated by an on-camera interview, take the opportunity to get maximum visibility for your organization. With prior planning and preparation, you'll be a star!

Before the Interview

- **Watch and tape several shows.**
Watch at least one show to see the tone and content. Check camera angles and color of the background set. Think about how to maximize your program's visibility in the interview.
- **Alert your constituencies.**
It's always good public relations to keep people informed. If the show is call-in or has an audience, alert your members, ask for their participation.
- **Send written materials to the producer.**
Written background materials help ensure accuracy. Call the day before the interview to make sure the materials arrived. If the interviewer hasn't received them, hand deliver another kit to the station. Try to meet personally with the host or producer.
- **Write logistical information about interview.**
To avoid confusion on your spokesperson's part, type up:
 - Station contact's name and phone number.
 - Call letters, channel, and network affiliation of the station.
 - Time and exact location of the interview.
 - When the segment is scheduled to air.
 - Names of other guests.
- **Have your own agenda prepared.**
Determine three to five points you want to make. You're certainly entitled to raise a few on-air points of your own, not necessarily in response to someone else's questions. Be prepared to take the lead when an opportunity arises. And be ready to redirect the flow of dialogue to a topic of your choice. Jot down notes and bring them to the interview.
- **Anticipate reporter's questions.**
Be prepared. Think of potential difficult questions and decide beforehand how to answer.
- **Have a dress rehearsal.**
At the very least, rehearse out loud in front of a mirror. If possible, have someone videotape you, and review the tape. Watch your body language, as well as what you say.

Last-Minute Tips

- **Choose your wardrobe carefully.**
Wear a pin or logo of your organization. Solid colors and soft shades with small jewelry is best. (Big, flashy jewelry is distracting on television.) Above all, be comfortable.
- **Be friendly with the host, producer and technicians.**
Ask if it is better to look directly into the camera or at the host.

- **Adjust the microphone.**
Make sure the microphone rests in a comfortable place.
- **If the interview is in your office or home.**
Choose a quiet place without external noises. Make sure the background is visually appealing. Put logo/name up behind you on the wall. Have someone in the room at all times to listen to the interview. Turn off phones and overhead paging systems.

Be Yourself On Camera

- **Be enthusiastic and likable.**
A television audience that likes you may listen more closely and more readily accept (even agree with) what you say. If your audience doesn't like you, the steel curtain slams down. Smile genuinely when possible. Convey your conviction through the vitality and intensity of your presentation. If you don't seem convinced, you won't convince us.
- **Be specific.**
The general public is a dispassionate audience. Make your points vividly and memorably. Back up assertions with facts, examples, statistics, and personal experiences.
- **Repetition is okay.**
Remember the oldest rule of both education and advertising: "Tell us what you plan to tell us. Then tell us. Then tell us what you told us." Maybe the audience will remember.
- **Be brief.**
Responses should be no longer than 20 seconds. Remember that 10-second sound bites are the building blocks for television news.
- **Be correct and truthful.**
If prepared, you'll be correct. Being incorrect about one thing undermines your credibility.
- **Be anecdotal.**
Imagine you're in a living room with friends. Don't pontificate or argue. Tell us stories.
- **Listen.**
Don't tune out of a question halfway through it because you think you know where the interviewer is going. What you don't hear can hurt you.
- **Bridge.**
A bridge gets you *from where you are* in a discussion *to where you want to be* on topics of your choice. Successful bridging requires a smooth connecting phrase, clause, or sentence as a preface. "Let me put the matter in a slightly different perspective for you." Or, "let's consider the larger issue here." Talk about the solution.

After the Program

- Send a thank-you note to the producer and host.
- Have others in your organization do the same as viewers.
- Add the producer and host to your press list.

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World Learning

Section 7

Strategic Planning

STRATEGIC PLANNING

Media relations is one of the most effective ways to reach your target audience. It is important to remember, however, that working with the mass media is only one component of a communications program. Any media relations efforts should fit within and support your organization's overall communications efforts.

In order to make sure that your media efforts are complementing your overall communications program, you should review what your agency is trying to accomplish with its communications program. Doing this will help you develop appropriate media activities and messages that are consistent with your program goals and objectives.

Before forging ahead with accessing the media, ask yourself the following questions:

- *What is the primary goal you want to accomplish within your organization?
- *What changes are needed in knowledge and awareness, perception, or behavior to accomplish the program goal?
- *Who are you trying to reach? Who is your target population? Other populations?
- *What are the messages that must be delivered and conveyed to effect the desired changes in your target audience?
- *What do you want the community at large to do?
- *What types of media outreach would be efficient and cost effective for accomplishing the above?

**Marketing the Products and Services
of the Non-Profit Organizations**

Marketing consists of determining what consumer needs and wants and then satisfying the need.

In other words:

Marketing is a process that helps you exchange something of value for something you need.

The Marketing Process

Five marketing steps:

- Step 1** Set marketing goals
- Step 2** Position your organization
- Step 3** Conduct a marketing audit
- Step 4** Develop a marketing plan
- Step 5** Develop a promotion/communication campaign

The Marketing Process

Step 1 Set marketing goals

There are two kinds of marketing goals, image goals and action goals.

1. **Image goals.** *You want to be better known or in some way change how you are seen.* If you are just starting up, adding a new program, suffering from an outdated image, or evolving significantly as an organization, you will want to set image goals.

2. **Action goals.** *You want marketing to produce specific, measurable results for your organization.* Action goals relate to things you can count: the number of people who attend an event or sign up for a program; the amount of money raised or new members gained from the annual campaign.

Step 2 Position your organization

Positioning means finding and establishing your *niche* or unique role in the community. It helps you define your character and *how you want to be seen.*

Positioning responds to "big picture" questions about your organization or program and gives you a statement of identity to be reinforced throughout your marketing effort. As your niche becomes well known, your name will be firmly associated with the unique contribution you make ("Oh, they're the people who _____"). When people can identify your niche, they know what you offer them as well as what *they* might offer you. You become easily approachable by *others* seeking exchange relationships.

Step 3 Conduct a marketing audit

In the first two steps, you decide what you want and how you want to be seen.

In Step 3, you take stock of your current marketing efforts and decide what you might change, add, or improve in order to achieve your goals.

A marketing audit is simply a short series of questions you answer to get an overall picture of where you stand right now in regard to marketing. You conduct an audit using the "Six Ps of Marketing."

The Six Ps are:

1. **PRODUCT** -- what you offer
2. **PUBLICS** -- those with whom you want to make exchanges
3. **PRICE** -- how much you charge
4. **PLACE** -- where the product is available
5. **PRODUCTION** -- how well you can meet demand
6. **PROMOTION** -- what you do to motivate people to respond

Step 4 Develop a marketing plan

Once you've done your audit, you will know where your strengths and weaknesses are regarding marketing and what needs to be changed. With that information, you can develop a marketing plan that lays out how the Six Ps need to be aligned in order to achieve your marketing goals.

Having your Ps in line looks like this:

- Product** You have a high-quality program, service, or product that meets people's needs.
- Publics** You know with whom you're going to exchange the product and its benefits to them.
- Price** The price is right--not too high, not too low.
- Place** The product is accessible.
- Production** You can effectively meet demand.
- Promotion** You use strong techniques that motivate people to respond.

Step 5 Develop a promotion/communication campaign

An effective promotion campaign helps to create or reinforce the image you want for your organization and conveys a specific message that tells people what you want them to do.

SECTION A — Image Goals

Complete this worksheet as an individual exercise or include staff and board members. Some people benefit from structured idea-generating techniques such as brainstorming, visualization, and timed writing or drawing to help them set goals. These techniques are described in Appendix A.

1. How are you currently seen by the people or groups most important to you?

A. People you serve:

B. Others in the community:

2. Are you satisfied with this image?

A.

B.

3. How would you like it to change?

A.

B.

*If you aren't sure what your new image should be, the next section in the workbook, **Position Your Organization**, will help you clarify this issue.*

4. How do you want your image to change and with whom? Write your image goal here:

SECTION A — Image

An effective image says what you'd like it to say, captures your uniqueness, and stands out in a crowd.

1. Write a list of colorful and descriptive words or phrases that best describe how you would like your organization to be seen:

2. Circle the above items that do the best job of describing the image you would like for your organization or product.

SECTION B — Message

An effective message motivates your audience to take a specific action and promises a desirable benefit if they do.

1. In two or three sentences, describe the average person for whom your message is intended. What are their special circumstances and sensitivities?

SECTION B — Message (continued)

2. What barriers or resistance to your promotional message might you have to meet and overcome?

3. What specific action do you want people to take as a result of your message?

4. In order of importance to your target audience, what are the top three benefits and features you offer?

5. What is your message?

SECTION C — Techniques

The principles for an effective combination are: 1) Gear tools to the audience 2) Plan how each can be used to maximum effect 3) Pick the right mix—within budget 4) Frequency over time equals reach 5) If it worked, do it again 6) Don't abandon the basics 7) Stay the course. Make the choices you believe will be most effective, keeping in mind budget constraints and how much effort you can realistically put into development and follow-through.

1. Check the techniques that you would like to combine in a promotion campaign.

- | | |
|--|--|
| <input type="checkbox"/> Advertising | <input type="checkbox"/> Newsletters |
| <input type="checkbox"/> Annual reports | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Attitude and Atmosphere | <input type="checkbox"/> Public Speaking |
| <input type="checkbox"/> Billboards | <input type="checkbox"/> Publishing Articles and Reports |
| <input type="checkbox"/> Brochures | <input type="checkbox"/> Radio Public Service Announcements |
| <input type="checkbox"/> Celebrity Endorsements | <input type="checkbox"/> Special Events |
| <input type="checkbox"/> Direct Mail | <input type="checkbox"/> Specialty Advertising |
| <input type="checkbox"/> Direct Sales | <input type="checkbox"/> Talk Shows |
| <input type="checkbox"/> Editorials | <input type="checkbox"/> Telemarketing |
| <input type="checkbox"/> Feature Stories | <input type="checkbox"/> Television Public Service Announcements |
| <input type="checkbox"/> Letters to the Editor | <input type="checkbox"/> Trade Fairs |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Videos |
| <input type="checkbox"/> News Conferences | <input type="checkbox"/> Word of Mouth |
| <input type="checkbox"/> News Releases | |

2. How will these techniques work together to produce the response you want?

Advertising

Great if you can afford it, but not generally considered effective in small quantities. Can work well for special events. Some newspapers and magazines make free space available; most TV and radio stations provide free time. If you purchase space or time, ask for nonprofit discounts. Classified ads are a more affordable print advertising option in certain cases. Think about inserting flyers in community newspapers when you want to reach broad audiences.

Annual reports

Considered a "must" by many nonprofits. Be sure to think of this as a promotional tool and apply a marketing approach. Can take the place of an overall brochure, especially if your organization changes a lot year by year. Pay close attention to image, consider innovative approaches, think through distribution.

Atmosphere and Attitude

The first impression you make should reflect your overall standards for quality and service. Think about how your phone is routinely answered. Do people get the feeling you are glad they called? How are people greeted when they walk into your organization? The atmosphere should be pleasant and comfortable, the staff courteous and helpful. Here's a test: if you have a sign at the door, does it say "Welcome!" or "Visitors Must Sign In"?

Billboards

Very affordable through public service programs in many areas. Check with individual companies for rates and availability. Get a good design and use no more than eight words. An excellent way to mix media.

Brochures

Your organizational business card. Not every program needs one—flyers, fact sheets, or other options can do. Think through distribution, pay close attention to image and message, consider using professionals for copywriting and design, and remember: many people read only the headlines.

Celebrity Endorsements

Fun and worthwhile, but don't expect too much. This is an attention-getter, but seldom in and of itself "makes the sale."

Direct Mail

Varies widely in effectiveness. If you are considering using this extensively, take a one-day seminar to learn the details. It is really a science. Two tips: 1) It works best once someone already knows who you are and has expressed some interest in you. 2) Good use of mailing lists is essential—testing if you rent or buy them, keeping them updated if you maintain your own.

Direct Sales

Arguably the best promotional technique of all, very labor intensive and most applicable when the "personal touch" is essential. There is a sales truism "People buy from people." If this is part of your plan, here are the essentials: a clear message, good presentation skills, a thorough understanding of the sales process, persistence, and the time to really develop relationships.

3
Appendix

Annotated List of Promotional Techniques

Editorials

Newspaper editors are remarkably accessible and will consider well-thought-out, well-documented points of view. Make a phone call first and be prepared to send information right away if you get a positive response. Offers high visibility, is an excellent positioning tool for your organization, and a real contribution to public debate on important issues.

Feature Stories

Reporters are looking for news. If you have something timely, unique, interesting, or new, give it a try. They like a fresh angle, aren't afraid to say no, and may put you off repeatedly for months and then suddenly be on deadline and want to talk to you at 1:00 in the morning. Don't say anything you wouldn't want to hear on the news or read in print tomorrow morning. Think through how to take advantage of the maximum effect of feature coverage. Be prepared for high-volume, short-lived response.

Letters to the Editor

When timely, well thought out, and well written, they are very often published. Don't be shy. If you have a strong opinion or your position is being attacked, undermined, or misrepresented by others, get in there and write! Good positioning tool. Your friends and peers will appreciate you for doing this. Like feature coverage, think through how to take advantage of the maximum effect.

Networking

Who you know can mean everything in terms of access. Ask board members and friends to introduce you, host meetings, and otherwise convey your message to those you want to hear it. People respond best to initial contacts from people they know.

News Conferences

Only for something very big, very controversial, or very out of the ordinary. If there is anything you can do to make it visually interesting it will help extend coverage. Prepare your message carefully.

News Releases

Can announce anything at all and will often be run if they get to the right person in time. Learn everyone's deadlines and who to address releases to. Check any basic public or media relations textbook for the appropriate professional format. Very good to announce classes, workshops, conferences, special events, and to get in the news if you've won awards, hired management level staff, or otherwise have something newsworthy, but not newsworthy enough to be a feature story. Costs for paper, envelopes, and stamps.

Newsletters

Newsletters let people know you are alive and well and, when well written, can produce loyal readers and good response. Keep them regular. Many people can scan newsletters, so use lots of pictures, headlines, sub-headlines, pull-out quote and white space.

Posters

Location is critical. Pay close attention to image. Like billboards, a great way to mix media. A secondary benefit to attractive posters is their staying power. If suitable for framing, they can be around for years.

Public Speaking

Don't just attend conferences, get on the program. Or get out to your local civic clubs, church or synagogue auxiliaries, or any other likely forum. Get coaching or training in order to be a *good* public speaker—all the top professionals do it. Public speaking is a good positioning tool and way to mix media. Have some kind of handout to reinforce your message.

Publishing Articles and Reports

When writing for someone else's publication, be sure you understand its audience and gear the article accordingly. Self-published reports should have crisp executive summaries and appear readable. If you want impact, use a good marketing approach—the influential Washington think tanks do. Excellent positioning tool and sometimes a real opportunity to influence both professional practice and public policy.

Radio Public Service Announcements

Again, check a basic public relations text for professional format. Most stations do not accept tapes—written copy only. Provide 30, 15, and 10 seconds' worth of copy. Expect a two-week lag time before you get on. Excellent way to mix media and costs you nothing but paper, envelopes, and stamps. Thank you notes when you get on the air are a nice touch.

Special Events

Before you do anything else, decide what you want out of the event, then put the elements together accordingly. A good way to renew or maintain personal contacts on a large scale. Remember the invitation itself is a promotional tool. Be careful of special events as fundraising schemes. Expect a sense of let down when it's all over.

Specialty Advertising

A great option when you have a small budget and want to do something fun or unique. Check your Yellow Pages for a company in your area. Someone will be available to show you catalogs with everything from refrigerator magnets to customized mugs to thank you notes with little packages of jelly beans stapled inside. Ask about nonprofit discounts.

Talk Shows

Radio, network, and cable television offer many opportunities for everything from offbeat opinions to live public service announcements to serious discussion. Call and ask to talk to the producer of the show you are interested in. Think through your sales pitch—why this person should have you on their show. If you do get on, write down ahead of time the three things you absolutely want to be sure to say and then, no matter what you are asked, find a way to say them. Depending on the popularity of the show, you can get significant, although short-lived, response. Another great free way to mix media.

Telemarketing

Fancy language for using the phone. Like direct mail, this is a numbers game and something of a science. Look for a one-day seminar to get better educated if you are considering telemarketing on a large scale. Otherwise, think of it as a way to mix media, reinforce relationships, check for quick reactions, and as, well, "the next best thing to being there."

Television Public Service Announcements

Before you go to the trouble of producing a PSA, make sure you know its chances of getting on the air. Every potential broadcaster—including local and national cable—treats them differently. TV stations like PSAs that look like real commercials, so anything you can do to make the grade will help. These can be worth the trouble. TV is a powerful medium and good PSAs have been known to produce excellent response. Local cable stations have many different formats for PSAs. Be sure to check out each one.

Trade Fairs

No one expects to make deals at trade fairs. Your purpose should be to make contact. Be sure to have a way to get people's names and addresses. It's the follow-up that can produce the best results. Have a dish of candy at your booth and a take-away item with your name on it that people will be likely to keep and use. (See Specialty Advertising, previous page.)

Videos

When well done and geared to their audience, videos definitely command attention. But what you do with the attention is more important. Look at a video as a part of an overall promotional strategy, never in place of one. It is difficult to get free video production, and costs are steep. In most cases, this is a luxury item.

Word of Mouth

Long called the best kind of advertising, but how do you get it? Three ways. First, by doing what you do so well that people are excited and want to talk about it. Second, by making sure everyone associated with your organization is informed, enthusiastic, and pleased to tell anyone and everyone about who you are and what you do. Third, by asking everyone you know to pass along the good word.



HOW MUCH DO PEOPLE KNOW ABOUT YOU?: A QUESTIONNAIRE

4

#	Question	Target Audience Response		Rebuttal Required if Response Was:	✓ Requires Rebuttal
		Yes	No		
1.	Are they familiar with your organization? (program? campaign?)			No	
2.	Do they know about your views and positions?			↓	
3.	Are they familiar with your competence?			↓	
4.	Do they accept your authority in the area discussed?			↓	
5.	Do they know about your associations or endorsements or interest to them?			↓	
6.	Are they deeply interested in your efforts?			↓	
7.	Are they inclined to think or feel the way you do, because of identifiable reasons? prejudices? experiences?			↓	

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HOW MUCH DO PEOPLE KNOW ABOUT YOU?: A QUESTIONNAIRE (cont'd.)

#	Question	Target Audience Response		Rebuttal Required if Response Was:	Requires Rebuttal 
		Yes	No		
8.	Are they associated, formally or informally, with groups that are involved in some way with your program or campaign?			No ↓	
9.	Would they be particularly interested in <u>one aspect</u> of your organization? (one group of your clients? one program you run? one action you propose?)			↓	
10.	Is your organization (program, or campaign) <u>threatening</u> to them in any way?			Yes ↓	
11.	Would your organization (program or campaign) require <u>change</u> in their attitude or behavior?			↓	
12.	Are they committed to a viewpoint, opinion, or action other than the ones you favor?			↓	

SELECTING THE APPROPRIATE MEDIA

For each Public Relations campaign, you will create a "mix" of media to get your message out to the audience(s). The specific media you use will be determined by:

- Who you want to reach
- What you want to tell them
- How much time you have
- How much money you have
- How much control you require for your message.

Use the following worksheets to evaluate the target media you may use. Uncontrolled media (TV, newspapers, etc) are risks: when you send them your message, you do not know if they will print it or change it. Controlled media (brochures, etc.) are ones where you maintain the final control over what they will say and what they will look like.

Start with the media that is a) most accessible to you, b) least costly in production and time, and c) most available to your target-audience. These are the "benefits" that you must look for with all media, when you do cost-benefit analysis of each.

UNCONTROLLED MEDIA: ADVANTAGES & DISADVANTAGES

Media	Advantages	Disadvantages
Television	<p>Believability, due to immediacy of message</p> <p>Huge audiences, no matter what time-slot or show</p> <p>Visual possibilities</p> <p>Possible physical demonstration of products</p> <p>Popular</p>	<p>Shotgun coverage: you get all audiences, without knowing which audiences</p> <p>Message limited by short time segments</p> <p>Preparation is important, may be costly or difficult to arrange</p> <p>No possibility of future referral to the message</p>
Radio	<p>Selectivity of audience</p> <p>Good saturation of local markets</p> <p>Easy to alter copy</p> <p>Production costs for psa's or ads may be low</p> <p>Creative use of music with message is possible</p>	<p>Message limited by short time segments</p> <p>No visual possibilities</p> <p>No possibility of future referral to the message</p> <p>Covers broad audiences you may not need</p>
Magazines	<p>Selected audience</p> <p>Frequently affluent audience</p> <p>Prestigious</p> <p>Pass-along readership</p> <p>Use of color & visuals</p>	<p>Deadlines may be months in advance</p> <p>Placements may be difficult to obtain</p> <p>Duplication of circulation may occur</p> <p>Market is unlikely to be local</p>
Newspapers	<p>Geographically limited</p> <p>Relatively low cost</p> <p>Reaches all income groups</p> <p>Deadlines for copy are relatively short (days or weeks)</p>	<p>Short message life</p> <p>Placements are limited, may be difficult to obtain</p> <p>High cost for national coverage</p>

CONTROLLED MEDIA: ADVANTAGES AND DISADVANTAGES

Media	Advantages	Disadvantages
Direct Mail	<p>Selective of audience</p> <p>Message can be personalized</p> <p>Easy to provide means for reader action (return envelopes, etc.)</p> <p>Measureable effects (how many returns)</p> <p>Competition is not directly with other advertisers</p>	<p>Poor image of "junk mail"</p> <p>Difficult to maintain good lists</p> <p>Expensive (but good) lists</p> <p>Expensive to produce good mailings</p> <p>Postage is expensive and heavily regulated</p>
Pamphlets & Brochures	<p>Detailed message</p> <p>Future reference</p> <p>Thoughtful presentation and distribution enhances</p> <p>Many possible formats and colors</p> <p>May be directed to selected audience</p>	<p>Deadlines may be long for printing and production</p> <p>Production costs and time may be high</p> <p>Effectiveness difficult to measure unless coupon is used</p>
Slide Shows	<p>Communicates a specific idea or impression to a specific audience</p> <p>Communicates in a fixed location or at a fixed event</p> <p>Entertains and uses pictures and words to convey concepts and ideas</p> <p>An omniscient narrator and/or experts convey the message, enhance your credibility</p>	<p>Difficult to convey alot of information</p> <p>Cannot be longer than 10-15 minutes, without boring or confusing the audience</p> <p>The audience cannot refer back to the show for clarification or facts</p> <p>Alterations may be costly</p> <p>Funds, facilities, and skills are required to produce a show.</p>

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CONTROLLED MEDIA: ADVANTAGES AND DISADVANTAGES' (cont'd.)

Media	Advantages	Disadvantages
Slide Shows (cont'd.)	Entertains Sophisticated shows may synchronize taped narration and music with the slides	

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SELECTING THE MEDIA FOR YOUR P.R. CAMPAIGN

INSTRUCTIONS: Complete this worksheet for EACH P.R. CAMPAIGN, using the previous worksheets as a guide.

P.R. CAMPAIGN OBJECTIVE:

AUDIENCE(S):

MESSAGE(S):

#	Question	Response
1.	How quickly do we need coverage?	
2.	Which media will be most available to us?	
3.	Which media are easiest for us to gain access to?	
4.	Which media will have the greatest audience impact for our target audiences?	
5.	What limits do we have in staff time, for preparing and "pitching" media? (See Section III, Pitching)	

SELECTING THE MEDIA FOR YOUR P.R. CAMPAIGN (cont'd.)

#	Question	Response
6.	What budget limitations do we have?	
7.	Where can we use P.R. materials we have already completed or partially completed (Example: brochures, flyers, advertisements, public service announcements needing a new tag-line)?	
8.	Where have we never received coverage (and therefore are unlikely sources)?	
9.	Where do we frequently get coverage (therefore, likely sources)?	

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CREATING A MEDIA CAMPAIGN

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- establish a goal
- target your key audiences: who are they?
- who is going to do what?
- create a time line
- identify desired products
 - newspaper & magazine articles -- features & news
 - tv & radio segment -- feature, news, PSAs
- informational flyers
- identify outreach tools
 - press releases
 - PSAs
 - letters to the editor
 - fact sheets
 - press conference
- cultivate the media
 - identify potential contacts
- make sure your spokesperson is prepared
- find a famous person who can be quoted
- Internews: a special resource
- keeping in touch with the disability journalists
- reaching key government officials
- keys for success:
 - find a news angle
 - research the publication and the reporter
 - offer third party sources
 - cite statistics & human interest
 - follow up

Media Advocacy: A Strategy for Empowering People and Communities

LAWRENCE WALLACK

If you don't exist in the media, for all practical purposes, you don't exist.

Daniel Schorr
News Correspondent

INTRODUCTION

AN eighth-grade girl in Pojoaque, New Mexico, a family physician in Davis, California, and a network of tobacco control advocates around the country all share a strong belief in the power of the media to promote public health goals. They took on powerful "manufacturers of illness" (1) and, with creative use of mass media, were able to achieve their objectives. In Pojoaque, a school substance-abuse project turned into a battle to remove alcohol billboards from the immediate area of the school. The combination of community organizing and the power of the press made a young girl into a giant-killer and brought the billboards down. In Davis, a physician concerned about children inadvertently killing other children with easily available handguns that often were mistaken for toy guns, combined scientific research with a topic the media could not resist, to focus attention on the need for policy change. One short-term outcome is the difficulty of finding certain kinds of toy guns in California stores. Tobacco control advocates successfully developed a media strategy to counter the Philip Morris "Bill of Rights Tour." The cigarette maker's public relations dream turned into a nightmare when advocates successfully reframed the issue in the media and made it a health story.

The experience of these people is part of the foundation of a creative and innovative approach to use mass media as an advocacy

tool. What they learned, and what people are learning in communities across the country, is that the power of the press can be claimed by advocacy groups and used to promote changes in the social environment. In breaking from traditional public education campaigns that convey health messages, they developed a "voice" to wield power. Media advocacy can be a significant force for influencing public debate, speaking directly to those with influence, and putting pressure on decision makers. Media advocacy is a tactic for community groups to communicate their own story in their own words to promote social change. It is a hybrid tool combining advocacy approaches with the strategic and innovative use of media to better *pressure* decision makers to support changes for healthy public policies.

Historically, the mass media have tended to present health issues in medical terms with a focus on personal health habits, medical miracles, physician heroics or technological breakthroughs (2-6). High-tech curative treatment and low-tech preventive behavior-change have been the primary focus. Social, economic, and political determinants of health have been largely ignored by the most pervasive media. Media advocacy tries to change this by emphasizing the social and economic, rather than individual and behavioral, roots of the problem.

The research base in public health strongly suggests that while a balance of initiatives is necessary, policy change is a key factor in promoting public health goals. Current research in public health and mass communication clearly indicates that it is time to shift the balance of our efforts in using the mass media from individual change to social change, from promoting health information to promoting health policies, from giving people a message about their personal health to giving communities a voice in defining and acting on public health issues. Certainly the provision of clear, accurate information about risk factors and personal behavior change through public information campaigns must be a constant part of the media environment. However, the research indicates that it is appropriate and necessary for public health to move from the public affairs desk to the news and opinion desks.

Health advocates are attracting news attention more and more frequently on issues such as violence, alcohol, tobacco, and HIV infection (4). Public health issues are newsworthy because they can link personal stories with broader social and political concerns. Community initiatives have provided solid evidence that local groups can

gain access to media, reframe issues to focus on policy, and advance community initiatives for policy change.

THE INFORMATION GAP VERSUS THE POWER GAP

Traditional forms of mass media interventions emphasize the "information gap" which suggests health problems are caused by a lack of information in individuals with the problem or at risk for the problem. Public education campaigns provide information to fill that gap. Media advocacy, on the other hand, focuses on the "power gap," where health problems are viewed as a lack of power to define the problem and create social change. The target of media advocacy is the power gap. It attempts to motivate broad social and political involvement rather than changes in personal health behavior.

The mass media regularly reinforce the view that health matters are personal problems rather than social or community concerns (7,8). The definition of the problem at the personal level leads to solutions designed for and directed to the individual. In this "information gap" model the person is seen as lacking some key information, and it is this lack of information which is the problem. When people have the information and "know the facts," it is assumed they will then act accordingly and the problem will be solved. If every individual gets the right information and makes the right decision, then the community's problem will be eliminated. The role of the media is to deliver the solution (knowledge) to the millions of individuals who need it.

The information gap model sees the context in which the problem exists only as a place to deliver a message. It accounts for the pressures and demands of daily life only in determining how to deliver the message. It assumes people have adequate available resources for meeting those demands. Family, school, community, and social variables are seen as less important than having the "right information."

A classic example of using the media to fill the information gap is the Partnership for a Drug Free America. This program is based on the idea that "if only people really knew how bad and uncool drugs were they wouldn't use them." Many of these ads are memorable, but their strong statements generally do not take a public health approach. Instead, they focus almost exclusively on individual behavior and personal responsibility. The Partnership ads insist that: "the drug problem is *your* problem, not the government's. The ads never question budget allocations or the administration's emphasis of [law] en-

forcement over treatment . . . If there are mitigating reasons for drug use—poverty, family turmoil, self-medication, curiosity—you'd never know it from the Partnership ads" (9, pp. 31-4). The Partnership ads laud volunteerism, self-discipline, and individualism (10, p. 34), precisely the values that resonate with the American people. And the Partnership strategies meet with little political resistance because they are consistent with a victim-blaming orientation toward public health (11).

The Partnership campaigns, like virtually all public information efforts, assume that information is the magic bullet which inoculates people against drugs. Social conditions that form the context of the problem such as alienation, poor housing, poor education, and lack of economic opportunity are ignored. Because the context of the problem is part of the problem, any solution that does not take the context into account inevitably will be inadequate. In fact the Partnership's public service advertisements, despite their intent to improve the public's health, ultimately may do more harm than good by undermining support for more effective health promotion efforts that focus upstream on power relationships and social conditions. The ads occupy valuable media time with compelling messages that reinforce a downstream, victim-blaming approach.

Media advocacy emphasizes the power gap by highlighting alternative definitions of problems and policy level approaches to addressing these problems. In the tradition of sociologist C. Wright Mills (12), media advocacy takes personal problems and translates them into social issues. A primary strategy of media advocacy is to work with individuals and groups to claim power of the media to change the context or environment in which the problem occurs.

The focus on policy addresses determinants of health which are external to the individual. These determinants include variables such as basic housing, employment, education, health care, and personal security, and might be considered under the general rubric of social justice issues. A second set of determinants focuses more closely on immediate marketing variables associated with health-compromising products such as alcohol, tobacco, high fat foods, and other dangerous products. These marketing variables include advertising and promotion, pricing, product development, and product availability. For example, alcohol activists are concerned about advertising and promotion of alcohol at events or in media which attract large youth au-

diences. In addition, the pricing of alcohol so that it is competitive with soft drinks, coupled with its easy availability, contributes to an environment that is conducive to problematic use of the product. Store owners who indiscriminately sell malt liquor to children, or companies that develop new products such as wine coolers which target youth, further contribute to the seductive environment. These are all potential focal points for media advocates.

THE PRACTICE OF MEDIA ADVOCACY

Media advocacy is the strategic use of mass media to advance a social or public policy initiative (13). It uses a range of media and advocacy strategies to define the problem and stimulate broad-based coverage. Media advocacy attempts to reframe and shape public discussion to increase support for and advance healthy public policies. Fundamental to media advocacy is knowing what policy goals you want to accomplish. Thus, the first step is to establish what your group's policy goal is—what do you want to happen? The second step is to decide who your target is—to whom do you want to speak? Does this person, group, or organization have the power to make the change you want to see happen? The third step is to frame your issue and construct your message. The fourth step is to construct an overall media advocacy plan for delivering your message and creating pressure for change. Finally, you want to evaluate how well you have done what you set out to do.

To illustrate the planning process, consider a coalition that is seeking to reduce deadly violence among youth. They decide on three local policy goals: limit handgun availability; limit alcohol availability; and increase employment opportunities for youth. They decide their primary audience is the city council, with community opinion leaders as a secondary audience. The general message they decide to use is that violence is a public health issue, is predictable, and can be prevented. They frame their message to emphasize the social and economic aspects of violence among youth. They develop a media strategy to reach their audience with the message and to promote their policy initiatives. In their media strategy they consider methods for creating news, taking advantage of existing news opportunities (e.g. localizing a national story), and buying media time and space to speak directly to their audience. All through the process they institute feedback mechanisms to get a sense of how they are doing.

The process and success of media advocacy, however, are linked to how well the advocacy is rooted in the community. Local media outlets feel a legal and civic responsibility to their communities. They are concerned about what the community wants. The more support and participation at the local level for media initiatives, the more likely journalists will define the issue as relevant and newsworthy. As Tuchman notes, "... the more members, the more legitimate their spokesperson" (14, p. 92). Media advocacy, then, really combines the separate functions of mass communication with community advocacy.

Traditional public health communication strategies tend to see individuals and groups as part of an audience to be addressed in a one-way communication. At best, if the "audience" is included in the planning, it is after major boundaries of the issue have been set. Media advocacy treats the individual or group as potential advocates who can use their energy, skills, and other resources to influence what issue is addressed and what solutions are put forth. While traditional campaigns seek to convince individuals to change their health habits, media advocacy initiatives create pressure to change the environment which, in large part, determines these habits.

THE FUNCTIONS OF MEDIA ADVOCACY

Mass media are like the beam of a searchlight that moves restlessly about, bringing one episode and then another out of darkness into vision.

Walter Lippmann, 1922

The three functions of media advocacy can be thought of in terms of Lippmann's classic image of the mass media. First, media advocacy uses the media to place attention on an issue by bringing it to light. This is the process of agenda setting. Substantial evidence suggests that the media agenda determines the public agenda: what's on people's minds reflects what's in the media (15-17). Second, media advocacy holds the spotlight on the issue and focuses in on "upstream" causes. This is the process of framing. Recent research from the political science field suggests that the way that social issues are framed in the news media is associated with who or what is seen as primarily responsible for addressing the problem (8). Third, media advocacy seeks to advance social or public initiatives as a primary approach to the problem. Changes in the social environment through the devel-

opment of healthy public policies are viewed as the means for improving public health.

Setting the Agenda: Framing for Access

A local news program in the San Francisco Bay area used billboards and television commercials to tell people, "If it goes on here, it goes on [Channel] 4 at 10." The implication was that if you do not see it on the news, then an event has not happened. When AIDS was not covered by the *New York Times*, it did not make it on the nation's policy agenda either. If the press does not cover your demonstration to highlight a contradiction in health policy, it might as well have not taken place as far as the broader community (and probably the person with the power to make the change you want) is concerned. Daniel Schorr, National Public Radio commentator and longtime journalist says, "If you don't exist in the media, for all practical purposes, you don't exist" (18, p. 7). Gaining access to the media is the first step for media advocates who want to set the agenda.

Gaining access is important for two reasons. First, the public agenda-setting process is linked to the level of media coverage and thus the broad visibility of an issue. The media alert people about what to think about, and the more coverage a topic receives in the media, the more likely it is to be a concern of the general public (15,16,19,20). Second, media are a vehicle for gaining access to specific opinion leaders. Politicians, government regulators, community leaders, and corporate executives are people you might want to reach specifically. In successful media advocacy both objectives will be met. For example, recent efforts to remove PowerMaster malt liquor from the market were able to get the problem out in the media which helped to make it a public issue (4). At the same time, specific politicians and government regulators at the Bureau of Alcohol, Tobacco, and Firearms were exposed to media reports which gave them a greater sensitivity to the issue and a greater expectancy that others around them would be aware of the issue. Journalists themselves put pressure on bureaucrats just by doing the story, apart from what might happen with public opinion after the story is broadcast. With tape rolling, officials had to answer for their actions. Consequently, advocates were able to muster enough public and regulatory pressure to prevent the product from staying on the market.

Newsworthiness. None of us is the President of the United States

or an editor for the *New York Times*, so how can we get access to the media? Media advocates gain access by interpreting their issue in terms of newsworthiness. In a variety of ways, media advocates take advantage of how news is constructed and what its objectives are. Their issue will be covered only to the extent that it is timely, relevant, defined to be in the public's interest and/or meets a number of other news criteria. Shoemaker and Mayfield (21) present an extensive list of factors that go into determining newsworthiness. Criteria for selecting news "include sensation, conflict, mystery, celebrity, deviance, tragedy, and proximity." To that list Dearing and Rogers (17, p. 174) add "the 'breaking quality' of a news issue, how new information can be molded to recast old issues in a new way, and the degree to which new information can be fit into existing constructs." "Human interest," which focuses on people overcoming difficult odds, or helping others, or unusualness, are also important variables.

Very few social problems are new. Alcohol problems, teen pregnancy, drugs, and poverty have been around for a long time and are periodically rediscovered. Gaining access for a particular issue may depend on where it falls in a cyclic media attention span. Anthony Downs (22) has identified a well ordered "issue-attention cycle" for many domestic problems. His first stage is the pre-problem stage. At this stage the problem fully exists and can be quite bad, but it is yet to be discovered and seen as a problem by the broad public. The April 1992 civil unrest in Los Angeles brought to light basic problems of racism, poverty and alienation that have long existed but were below the threshold of mainstream public attention. The uprising provided the basis for the second stage of the cycle: "alarmed discovery and euphoric enthusiasm" by the media and the mainstream public. Many thought that racism was no longer a problem in our society; the uprising brought home the fact that conditions remained, in fact, quite bad. Fundamental to the American character is a basic optimism that even the most intractable problems can be solved. Soon the media enthusiasm moved from the horrors of the violent disturbances to the "road to recovery," highlighting how volunteers from many different areas were pitching in to clean up the devastation. The media pictures and descriptions, of people joining together to clean up, reinforced the idea that through diverse people working together the problem can be solved.

Downs' third stage involves a realization of the cost of making

significant progress. Most important here is the awareness that change will require sacrifice and that better-off groups may have to bear a burden to help those who are less well-off. However, from this stage it is a short trip to decline in public interest and pessimism about whether change can take place at all. Next is the post-problem stage which is a kind of twilight where the problem continues to exist but gets little public or media attention. The trail in Los Angeles from Watts of 1965 to South Central of 1992 illustrates two complete cycles of the media attention process.

When the media spotlight fades, attention recedes and often we return to prior arrangements and prior levels of concern. The shift of the media away from a problem is a curious form of both cause and effect of public perceptions. It is a cause of attention fading, because without the media spotlight issues will gradually fall out of public discussion and will lose a sense of legitimacy as a problem and urgency as a concern. It is an effect because the media will shift only after they sense that people are bored with the issue or that some new, more pressing problem has emerged. The media, after all, are in the business of attracting large audiences, and if they bore or threaten people because the solutions are complex or call for personal sacrifice, they will lose their audience and diminish their economic base (i.e. audience for advertisers).

Shaping the Debate: Framing for Content

Gaining access to the media is an important first step, but it is only a first step in influencing the public and policy agenda. After access, the next barrier that media advocacy seeks to overcome is the definition of health issues in the media as primarily individual problems. As Henrik Blum, a well-known health planner notes, "There is little doubt that how a society views major problems . . . will be critical in how it acts on the problems" (23, p. 49). If we alter the definition of problems, then the response also changes (24,25). Problem definition is a battle to determine which group, and which perspective, will gain primary "ownership" of the solution to the problem.

The tendency in the U.S. is to attempt to develop clear and concise definitions of problems to facilitate concrete, common-sense type solutions. This is a very pragmatic approach with strong appeal. Oftentimes, however, problems of health and social well-being are difficult to define, much less solve, and increasing levels of problem

complexity are highly correlated with rising degrees of disagreement in definition. Our tendency is to simplify the problem by breaking it down into basic elements which are easier to manage. In most cases this is either a biological unit and the solution is medical, or an information unit where the solution is education.

This misguided pragmatism about problem-solving reduces society's drug problem, an enormously complex issue that involves every level of society, to an inability of the individual to "just say no" and resist the temptation to take drugs. Generally diseases are reduced to cognitive, behavioral, or genetic elements. Public and private institutions end up allocating significant resources to identifying the gene for alcoholism while leaving the activities of the alcoholic beverage industry largely unexamined. Even though 30 percent of all cancer deaths and 87 percent of lung cancer deaths are attributed to tobacco use, the main focus of cancer research is not on the behavior of the tobacco industry, but on the biochemical and genetic interactions of cells.

The alternative is to see problems as part of a larger context. Tobacco use, for example, rather than being seen as a bad habit or a stupid thing to do, can be seen as a function of a corporate enterprise which actively promotes the use of a health-compromising product. Decisions at the individual level about whether to smoke could be seen as inextricably linked to decisions of a relatively few people at the corporate level regarding production, marketing, and widespread promotion. Smoking, in this larger context, is seen as a property of a larger system in which a smoker or potential smoker is one part, rather than simply as a property of individual decisions. The same could be applied to automobile safety, nutrition, alcohol, and other issues. This type of analysis takes the problem definition upstream. The key for media advocates is to frame their issue in terms of upstream problem definitions.

The environmental perspective. In public health a new environmental perspective has evolved that directs attention to the role of policy and community-level factors in health promotion. This environmental perspective includes both a physical and a social element. For example, policies and practices that support product availability and marketing of alcohol and tobacco, both of which help cultivate positive social perceptions about these products, are primary targets for change. Thus, tobacco control advocates have shifted the focus from the behavior of the smoker to the behavior of the tobacco in-

dustry and to the policies that support advertising and general marketing activities contributing to excess mortality. Limiting billboard advertising, vending machines, and tobacco company sponsorship of community activities, while also promoting clean indoor air legislation, are key targets of the tobacco control movement.

The focus on the immediate marketing and community-level environment is important but still fails to address the most significant variable regarding health status. An extensive body of literature clearly indicates that social class is the single most important determinant of health (26). Virtually every disease shows an association with measures of social class (27). This is not the result of a simple rich-poor dichotomy but a *graded* response that can be seen even in the upper quadrant of society (28-30). Recent work suggests that the most important factor within the social class construction may be level of education (31). Also, in cross-cultural comparisons, it appears that a society's health status is not linked solely to per capita income, but to income variability and therefore the extent of relative deprivation and discrepancy within a society (32). The United States, for example, fares poorly on a number of key health indicators when compared to some countries that are less affluent but also show less variability in income across social strata. Successful health promotion thus relies less on our ability to disseminate health information, and more on our efforts to establish a fairer and more just society.

There are two important reasons for emphasizing the environment. First, as the history of public health amply demonstrates, prevention that is population-based and focused on social conditions is more effective than efforts aimed primarily at treating individuals (33-35). It is the policies that define the environment in which people make choices about health that appear to have the greatest potential to improve health. Second, public health research points to the importance of equality and social justice as the foundation for action. Environmentally oriented solutions try to address the underlying conditions that give rise to and sustain disease and thus promise long term change.

Advancing the Policy

The ultimate goal of media advocacy is to create changes in policies that improve health chances for communities. This requires clarity about the policy being advanced, appropriate framing of the issue and consistency in the messages about the policy, and the ability to

capitalize on opportunities in the media to advance the policy. Mass media can be used to put pressure on policy makers and influential persons, but the pressure is not automatic. The media coverage must be carefully crafted and reflect broad-based support. There are many examples of how this can work, and a series of nine brief case-studies have been presented by Wallack and his colleagues (4).

In many cases media access is relatively easy, but shaping the story and focusing it on policy goals can be quite difficult. Consider a typical, and tragic, example from a major city in California. Early in the evening, on her way home from work, a young woman was kidnapped on the way to her car from public transportation. Her abductors put her in the trunk of her own car, robbed, raped, and murdered her.

The tragedy received tremendous coverage on television and in the local papers. Community members were horrified, frightened, and desperate to do something about public safety. A local church held a candlelight vigil for the woman, and more than 500 community members attended her funeral.

Several community-based organizations (CBOs) were involved in organizing the vigil, which they anticipated would attract significant media attention. It did. Nevertheless, members of the CBOs were frustrated with the type of coverage the woman's death and the vigil received. They blamed the reporters for focusing too much attention on the drama of the event, rather than on the issues of importance for safety and well-being in the community.

Indeed, news reports that discussed safety emphasized what individuals should do to protect themselves. Articles quoted mass transit official giving advice such as:

- Observe all posted parking regulations and park in designated areas.
- Before leaving, check your headlights, lock your car, and do not leave valuables or packages where they can be seen.
- Carry your keys in your hands.
- When at stations at night, be aware of your surroundings and stand in the center of the platform. If you need help, call station police.
- If you do not feel safe walking to your parked car, go back to the station.

While all of this is good advice, it places almost total responsibility for safety on the rider. This is important. However, who is asking the question, "What would it take to make the environment safe, regardless of what various individual passengers do?" The stories did not focus on environmental factors such as lighting in the station area, cutbacks in station security personnel, or the much larger issue of violence against women.

The responsibility for news coverage does not rest solely with journalists. While members of the CBOs were unsatisfied with the coverage, they also had not clearly articulated the solutions they desired in terms the media could easily use. Access, in this case, was abundant. The work, from the media advocacy perspective, needed to be done to frame for content in order to articulate the solution and move a policy forward.

One of the key goals of media advocacy is to advance a policy or approach to address the problem. Getting the media's attention and having stories air or appear in print is often the easy part of the job. The difficult part occurs when advocates have to put their issues and approaches in the media and in front of the people they want to reach.

The important work of media advocacy is really done in the planning stage before calling the media. Advocates need to know how they will advance their approach, what symbols to use, what issues to link it with, what voices to provide, and what messages to communicate. The issue can be re-explored in terms of media opportunities. Strategies can then be developed to frame for access and frame for content. Framing for access and framing for content force advocates to think in terms of the media and its needs.

In reality, most CBOs do not have the resources or training to use mass media effectively. In this example, the CBOs were in a reactive position. Community groups can anticipate similar situations and prepare their policy solutions, and how they want them framed in media coverage. Articulating this vision is the hard work of media advocacy. Media advocacy can then effectively be used to help communities claim the power and confidence they need the better to tell their story.

CONCLUSION

For advocates, the press is a grand piano waiting for a player. Strike the chords through a news story, a guest column, or an editorial and thousands will hear. Working in concert, unbiased

reporters and smart advocates can make music together.

Susan Wilson, New Jersey Network for Family Life

Since the late 1980s media advocacy has become an increasingly popular approach to using mass media to promote public health goals. This approach seeks to enhance the visibility, legitimacy, and power of community groups. Media advocacy represents more than just a different way of using mass media to promote health. It is an effort to fundamentally shift power back to the community by cultivating skills that can enhance and amplify the community's voice. Instead of giving individuals a message about personal health behaviors, it gives groups the ability to broadly present approaches to healthy public policy. It is based on the premise that real improvements in health status will not come so much from increases in personal health knowledge as from improvements in social conditions. It is the power gap rather than the knowledge gap which is the primary focus of media advocacy.

Media advocacy reflects a public health approach that explicitly recognizes the importance of the social and political environment and defines health problems as matters of public policy, not just individual behavior. Media advocacy attempts to help individuals claim power by providing knowledge and skills to better enable them to participate in efforts to change the social and political factors that contribute to the health status of all. The health of the community, not necessarily the individual, is the primary focus. Active participation in the political process is the mechanism for health promotion.

Social and health programs generally tend to focus on giving people skills to *beat the odds* to overcome the structural barriers to successful and healthy lives. In the long run it makes more sense to *change the odds* so that more people have a wider and more accessible range of healthy choices (36). Media advocacy helps to emphasize the importance of changing social conditions to improve the odds. Media advocacy can be instrumental in escaping a traditional, limited focus on disease information, and, instead, promote a greater understanding of the conditions that will support and improve the public's health.

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ABSTRACT

Media advocacy is a new strategy that is emerging in the public health community. It has been particularly visible in communities of color. Media advocacy is defined as the strategic use of mass media to advance public policy initiatives. Media advocacy is rooted in community advocacy and has as its goal the promotion of healthy public policies. It can be differentiated from traditional mass media strategies in a number of ways. Media advocacy shifts the focus from the personal to the social, from the individual to the political, from the behavior or practice to the policy or environment. While traditional media approaches try to fill the "knowledge gap," media advocacy addresses the "power gap." Improvements in health status are believed to come about *primarily* from gaining more power over the policy environment rather than simply gaining more knowledge about health behaviors.

Highway Deaths: False PR on the Effects of PR

LEON S. ROBERTSON

INTRODUCTION

CAN advertising change behaviors to reduce deaths on the roads? Carefully controlled studies of advertising to promote seat belt use in the 1970s found that the ads had no effect (1). Well-designed recent research on bicycle helmet use indicates that a broad community-based approach including advertising, school lessons, incentives for using protection, and reduced costs of the protection has an effect on use (2). The effect of particular elements of such campaigns is unknown (3). The known effect of incentives alone, such as giving prizes to persons observed using seat belts, suggests that the incentives are the major factors in the success of the campaigns (4).

Readers of the May 24, 1993 issue of *pr reporter* were greeted with the news that an advertising campaign in the state of South Carolina had reduced the road death rate 38 percent since 1988. Wonderful news indeed, if true. Since vehicle-related death rates declined substantially nationwide in the late 1980s and early 1990s, however, there is reason to question the extent that the advertising campaign can be credited with all—if any—of the reduction in South Carolina. Seat belt use laws, motorcycle helmet use laws, changes in drunk-driving laws and court actions against drinking drivers, increased installation of automatic wraparound seat belts and of air bags in new cars, and junking of older cars that were less crashworthy, are several competing explanations for reductions in road deaths generally. Also, South Carolina is located on the north-south corridor between the northeastern states and Florida. Laws in the other states in the corridor or recession affecting types of traffic during the period in question could have influenced South Carolina's death rate.

Called the "Highways or Dieways?" campaign, the South Carolina advertising was initiated in June 1988 and attempted to show the



World Learning

Section 8

Other

LIST OF TELEVISION STATIONS WHICH BROADCAST "LOCAL TIME"

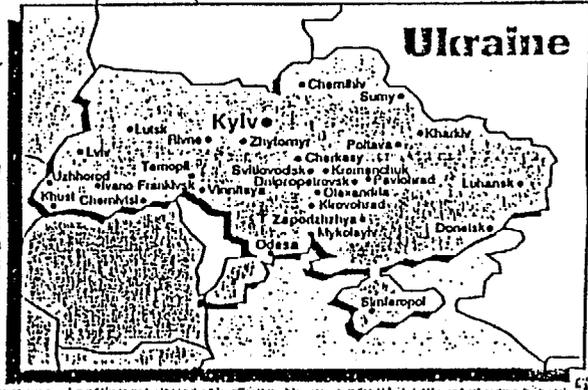
CITY	STATION	CODE	FAX	PHONE
1. Almaty	KTK	3272	63-1090	63-2062
2. Aktyubinsk	Rika-TV	3132	N/A	53-1597
3. Yekaterinburg	Channel 4	3432	23-6033	23-2041
4. Yerevan	BARS-Media	3852	56-7629	52-4227
5. Ivanovo	BARS	0932	32-6254	32-0160
6. Irkutsk	AIST	3952	33-4358	33-4356
7. Kazan	Efir-TV	8432	38-0122	55-6220
8. Kaluga	Nika-TV	08422	4-9550	4-9363
9. Kostroma	Nastya	0942	55-2920	55-0841
10. Kiev	Gravis	044	274-1023	274-2114
11. Krasnodar	Yekaterinodar	8612	52-5378	52-6728
12. Krasnoyarsk	Afontovo	3912	23-0756	23-1971
*13. Kursk	Takt	0712 (2)	56-1338	2-1777
** 14. Kursk	Tvirs	0712 (2)	2-5341	2-7127
15. Magnitogorsk	Tera-S	3511	32-1705	32-3212
16. Minsk	MM-4	0172	76-8497	29-1666
17. Novgorod	TVS-Novgorod	81622	3-0706	3-53-57
*18. Nizhny Novgorod	Seti-NN	8312	65-8983	65-9552
19. Novosibirsk	Channel 12	3832	43-5355	47-4597
** 20. Novorossiisk	NOVIS	86134	6-4255	3-8156
21. Novorossiisk	Zarya	86134	3-8232	3-3752
22. Nizhny Tagil	Telekon	3435	N/A	25-3563
23. Obninsk	CINV	08439	N/A	2-2644
24. Orel	Orel-Inform	08600	5-6340	6-7855
25. Petrozavodsk	Nika	81400	7-64-70	1-9439
26. Perm	Rifei-TV	3422	N/A	34-1213
27. Samara	Skat	8462	34-7563	34-7563
28. Solikamsk	Soltek	01710	3-7909	5-4800

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29. Sochi	Nika-Telecom	8622	92-1418	91-5251
30. Safonovo	SNT	15	N/A	4-1033
31. Stavropol	SSKB	86522	5-5589	3-5684
32. Tomsk	TV-2	3822	26-5884	26-6495
33. Tbilisi	NT	8832	N/A	93-3057
34. Tambov	Polis	0752	22-0712	22-3298
35. Ulan-Ude	Tivikom	30122	2-3951	2-91-52
36. Kharkov	ATN	0572	43-4056	43-0936
37. Cheboksary	Channel 5+	8350	20-2875	20-2031
38. Yaroslavl	City TeleChannel	0852	22-1755	2206212

- * Broadcast but don't send shows.
- ** Send shows but don't broadcast.

Internews and Independent TV Broadcasting in the Former Soviet Union



SAMPLE INVITATION LETTER - ELECTED OFFICIALS

Date

Name
Title
Address
City, State Zip

Dear _____:

Everyone has a role to play in raising infant immunization rates in the United States, and we would like to invite you to help in this important effort during National Infant Immunization Week. The need for your help shows in the present statistics.

- Many deadly childhood diseases considered wiped out still strike thousands of unprotected children. In fact, only two thirds of our two year olds are fully vaccinated. Low rates resulted in tragedy in 1989-91, when out of 55,000 cases of measles reported in the United States, nearly 130 resulted in death, and nearly half of those were infants.
- Immunization saves money. Following the recommended schedule not only makes children less susceptible to debilitating and fatal diseases, it also reduces health care costs. Every \$1 spent on vaccinations saves \$14 in health care costs. The measles outbreak of 1989-1991 caused over 44,000 days of hospitalization. Studies show that costs to treat a pre-school child hospitalized for measles range from \$6,800 to \$15,000.
- We need to reach 90% infant immunization rates by 1996 to protect our children and prevent the spread of disease. At present nearly 33% of our nation's children are not properly immunized by the age of two. To reach the national goal for immunization rates, we need your help.

National Infant Immunization Week (NIIW) is coming up, April 22-April 29. This year the "Seven Days of Immunization" emphasizes the importance of infant immunization, and the fact that everyone has a role to play in ensuring proper immunization rates. Each day highlights an important sector of the community that can participate in the week as well as a sector that needs to be educated.

As a key official voice in our (city, state, county) we are asking you to assist us in delivering the immunization message. As a (title) we are asking you to formally present a proclamation of your administration's commitment to protecting our children. We would also like to work with you to arrange a press release on your proclamation and possibly even a press conference.

Beyond this, you may want to look at other, long-term ways of getting involved with immunization issues, such as establishment of a semi-annual award for immunization programs, and yearly updates on infant immunization rates through newsletter copy. Through all of these efforts, you can play a critical role in helping to raise infant immunization rates to over 90% by 1996.

We believe that as a cornerstone of our community, you serve a crucial function in the effort to immunize our children, and we look forward to your participation.

Your contribution to this effort is greatly appreciated. Thank you for your time and please call us at 222-333-4444 if you have any questions.

Sincerely,

Your name

National Infant Immunization Week

How to Handle Controversy

No controversy can ever be completely anticipated. However, it can be managed. The following are some basic guidelines for effectively managing a controversial situation. (Please refer to Worksheet #3, the issues checklist in the appendix.)

1. Before taking action, define the real problem. Obtain copies of the article, television transcript, information from the state or federal agency or other documents that describe the situation. This action may be followed by telephone calls to the original source to verify the facts and get more detailed information.
2. Determine the scope of the problem by assessing whether the problem is a local, regional or national concern. This will entail anticipating the extent of the media coverage and evaluating whether an issue, such as an allegation about a policy, is national or confined to one area.
3. Determine the potential impact on your organization, such as whether the problem can be isolated to one department or issue, or whether it affects your entire agency. The impact also will depend on whether the problem has "staying power" or is limited to a "one-time story."
4. Mobilize your issues management team. When a controversy has developed, these individuals should be allowed to devote themselves entirely to the situation. An issues management plan should be in place and ready to go.
5. Centralize the control of information that is flowing to the public. Be sure that your messages are consistent and clear. Appoint only one spokesperson, backed up by experts as appropriate.
6. Communicate with internal audiences. This is critical during a controversy. Besides the media, be sure to communicate with your employees, local officials, service recipients and other government agencies throughout the controversy. Only by providing information quickly will it be possible to "speak with one voice" and avoid confusion.
7. Work with the media. Try to accommodate journalists, reporters and producers by providing timely and accurate information. Local media do not treat stories in the same way as national reporters. Make sure your spokesperson understands the different needs of these media and can anticipate the kinds of information they are seeking.

How to Work with the Media

During a controversy, when information needs to be provided quickly to the media, working with reporters and journalists can be particularly demanding. It is best to try to establish a rapport with the media before a controversial situation may develop. Below are some proactive tactics for making sure that your message gets communicated clearly through the media.

Correcting errors in the media

Sometimes, regardless of how thorough and accurate the information that is provided to the media, errors will appear. These mistakes do not usually constitute a news crisis. Sometimes, however, an erroneous story may precipitate negative news coverage.

If an error does arise and it is significant or results in public misconceptions, take steps to correct it. Try contacting the reporter and providing the correct information. Offer documentation to support your claim. Explore with the reporter what you might do to correct the information. If it is a small factual error, the paper may print a correction in the next day's edition. It is unusual for the media to run a new story the following day.

If you think the error is serious enough to precipitate a decline in funding or other support, or raise concerns in the minds of your service recipients, take the initiative and write directly to supporters and service recipients. Do not restate the original error or assign blame; just discuss the facts.

Preparing a statement

During a controversy, your department may need to release a brief, prepared statement on a particular issue. A statement is a tool that enables you to quickly and widely distribute your views to all interested parties, such as the media, service recipients, etc. Any statement should be factual, no more than a page long and contain all the important information needed by reporters or the public. The key is to make it short, keeping in mind that it may be used as a "sound bite" on radio or television.

Special Events

Special events (i.e., local health fairs, AIDS Walks) require long-term planning and attention to detail. When developing the event and planning publicity, keep in mind who you want to reach. Tailor your event to suit the age, lifestyle and common interests of those you invite.

From a communications perspective, special events can be used to help:

- Create awareness about your agency (and perhaps other local agencies) and its services in a certain area or among a certain group of people.
- Create a local angle on a national or international AIDS-related issue or event.
- Create a platform for developing or deepening relationships with other community organizations.
- Extend the reach of an existing education or awareness campaign.
- Generate publicity.

To extend coverage of your event, set up a system for measuring the results of the event. This could include determining how many people attended, how much media coverage you received or how many volunteers were recruited. Post-event news releases then focus on these "accomplishments."

To build excitement for the event and encourage media coverage:

- Plan your event around a national holiday or national calendar date.
- Look for ways to tie in with national HIV/AIDS campaigns, such as CDC's America Responds to AIDS campaign.
- Take the event "on the road." co-sponsoring a series of similar events in different communities.
- Consider having a radio or television station co-sponsor the event, which generates community good will for the station as well as potential free publicity for your event. Pick a station whose audience matches that for the event—an urban contemporary radio station for an event expected to attract young African-American adults, for example. Try to work out additional ways to increase awareness of your HIV/AIDS issue for the week or day of the event by running America Responds to AIDS PSAs or by placing your spokesperson on relevant call-in or public affairs programs.
- Develop a theme for the event to attract both media and public attention. Use it on all publicity-related materials from invitations to media kits, buttons and banners.

- Allow plenty of planning time when selecting your date and time. Select a time of day and day of the week when your most important audiences will be available, and make sure the time is appropriate to the type of event. Also check to make sure your date does not conflict with other events. Local chambers of commerce, departments of tourism, newspapers and United Way chapters may keep a centralized calendar of community events.

Media relations for special events requires attention to detail. Well-planned publicity for a special event will not only attract more people, it will also create long-term awareness of your message.

Before the event:

- Contact reporters who cover community events and pitch the event as a feature story. Don't forget weekly or shoppers' newspapers.
- Call the community calendar reporters at area newspapers and television, cable and radio stations, asking them to place a calendar notice.
- Hand-deliver or mail invitations to the event two weeks in advance.
- No more than two to three days before the event, call each editor and reporter and ask them if they plan to attend. If they are interested, you should fax or send by messenger a copy of your media advisory. Explain special photo opportunities. In case they can't send a photographer, make sure you find out the newspaper's photo deadlines and arrange to get a black-and-white photo to them in time.
- The day before the event, call the media again to politely remind them about the event. Most television stations and daily newspapers do not decide what they'll cover until the day before or the day of an event.

During the event:

- Set up a media sign-in table with media kits.
- When the reporter(s) and photographer(s) arrive, spend time with them. If possible, set up interviews with appropriate people right away and escort the media to the appropriate spokesperson.
- Have someone from your agency take black-and-white photos to accompany articles in newsletters and other publications and for your own files.

After the event:

- Send a news release immediately afterward to any reporters who were unable to attend your event.

- Send follow-up letters to the editors of local newspapers, thanking the community and informing them of your success (monetary amount of donations raised for an important cause, community alliances forged, number of volunteers recruited).
- Write a follow-up article for inclusion in appropriate community publications. Illustrate with photos from the event.

Be Creative

Most people struggle with how to come up with that "big idea" that will attract public and media attention. Here are some tips on how to get started.

Hold a Brainstorming Session

The best ideas come from the meeting of several minds. Hold a brainstorming session to generate theme, event, speaker or program ideas. Here are some "rules" on how to conduct such a meeting:

- Keep the group a manageable size and the time limited. Have no more than six to eight people and insist on no more than one hour for the session. Shorter times are okay if the meeting has been productive.
- Invite people who can offer a different perspective. Having a few participants who are not immersed on a daily basis in your program can be very beneficial.
- Provide relevant information in advance. Consider writing on one sheet of paper the purpose of the meeting (e.g., getting ideas for a special event tied to World AIDS Day) and key information such as your communications objective, target audience, message and even your budget to give people something to "chew on" before coming to the brainstorming session.
- Establish the ground rules at the beginning of the meeting. It is the responsibility of the discussion leader to make the session productive and fun by emphasizing the following:

Every idea deserves to be heard. Brainstorming sessions are by nature freewheeling but directed discussions that should encourage one idea leading into another. People need to feel comfortable saying what pops into their minds without fear of criticism. The discussion leader must ensure that the group stays on track and doesn't get bogged down in criticizing an individual and his or her ideas.

This is not the place or time for analyzing the issue or discussing the merits of a program. *Focus on action-oriented ideas.*

Media Relations

World Learning, Public Education through the Media, St. Petersburg



World Learning

Section 9

Evaluation

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PEM TRAINING EVALUATION FORM

1. What is your overall impression of the seminar?
 excellent good satisfactory poor

2. Which aspects/sessions of the seminar did you find most useful? Why?

3. Which aspects of the seminar could be improved?

4. What was missing from the workshop? What other topics could have been covered?

5. How do you rate the material in the seminar workbook?
 excellent good satisfactory poor

6. What other materials could be included in the book?

7. Do you think the workshop should be longer or shorter? Why?

8. Are you satisfied with level of participation the trainers provided?
 Yes No
If not, how could we improve the seminar to make it more participatory?

9. What do you feel would be the best way for us to do follow-up to the seminar?
For example, individual visits to each organization? or another joint meeting of all participants?

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World Learning

Section 10

World Learning General Information

REFERENCES

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WORLD LEARNING

Private and Voluntary Organizations Initiatives to the Newly Independent States (PVO/NIS)

GENERAL MATERIALS

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255-9724
956-5003
e-mail: wldlearn@glas.apc.org

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2. World Learning : FACT Sheet
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4. World Learning - Moscow : Statement of Principles
5. World Learning - Moscow Staff
6. Tentative Training Schedule - Institutional Strengthening Program
7. What is the Third Sector?
8. Principles of Partnership
9. World Learning's Subgrantee List

St. Petersburg Russia, April 1996

Dear Workshop Participant:

On behalf of World Learning, I want to welcome you to our Public Education through the Media workshop. I hope you find the workshop and the enclosed materials interesting and appropriate to your organization's needs as you work for the benefit of your communities. In addition to experienced workshop leadership, another critical element in the success of this training experience is the active participation and shared wisdom of the participants themselves. I thank you for your willingness to enhance our program by your participation and for your commitment to work for the betterment of your organization and the NGO sector.

Over the past several months, World Learning has conducted fourteen workshops in its series of institutional strengthening workshops, exploring Strategic Planning and External Environment, Human Resource Development, Public Education through the Media and Financial Management issues invaluable to an organization. Like this week's PEM workshop, all World Learning's workshops focus on key elements of good organizational development, in addition to touching on the interconnectedness of the five themes.

The target group for the training program is the 46 World Learning Subgrantees, with workshops organized in five geographic areas to enable full participation of Subgrantees throughout Russia and the New Independent States (NIS). The training sites include Moscow, St. Petersburg, Ekaterinburg and Novosibirsk in Russia, plus locations in Georgia and the Ukraine. Each workshop will be three days in length with a maximum enrollment of 25 persons to facilitate a more in-depth learning experience.

It has been a pleasure for all of us at World Learning to get to know you and your organization and to witness the continued growth and effectiveness of your work. As we continue our work in this phase of NGO development activity, the implementation of World Learning's Institutional Strengthening Training Program, we look forward to your further participation and continued partnership which has been so meaningful to us over the past few years.

Have a successful workshop!

Sincerely,

Scott H. Charlesworth
Field Director
World Learning - Moscow

Fact Sheet



- School for International Training
- Citizens Exchange and Language Programs
- Projects in International Development and Training
- The U.S. Experiment in International

WORLD LEARNING INC.

Founded in 1932 as

The U.S. Experiment in

International Living

HISTORY World Learning Inc. was founded in 1932 as The Experiment in International Living, a pioneer in people-to-people exchange. It is one of the oldest private, nonprofit, international educational services organizations in the world, and the oldest institution of its kind in the United States. For more than sixty years, it has sustained its founding concept - ***learning the culture and language of another country by living as a member of one of its families*** -- while it has also pioneered new initiatives in response to a changing world.

MISSION The scope and diversity of World Learning's programs have grown well beyond the institution's original homestay exchanges, but its mission remains intact: ***to enable participants to develop the knowledge, skills, and attitudes needed to contribute effectively to international understanding and global development.***

SCOPE Today, World Learning's broad range of international expertise is represented by its three operating divisions: its accredited college, the School for International Training; its traditional Citizen Exchange and Language Programs; and its private, voluntary organization activities operated by Projects in International Development and Training. World Learning currently administers more than 260 programs in nearly seventy countries, providing direct program services to more than 54,000 participants and indirectly benefiting more than 500,000 other people.

World Learning's School for International Training was established in 1964 as a direct outgrowth of the institution's role in providing the original language training and teaching materials for the U.S. Peace Corps. Today, the School offers a bachelor's degree program in international studies, master's degree programs in inter cultural management and the teaching of languages, and college semester abroad programs in more than thirty countries.

Citizen Exchange and Language Programs is World Learning's cornerstone division, operating the institution's Summer Abroad program which was pioneered in 1932. For more than sixty years, World Learning has been dedicated to a simple approach known as the homestay, the best cross-cultural learning laboratory. Families and individuals of all ages from all over the globe participate in World Learning's various exchange and language programs.

Building on its pioneering efforts in international educational exchange and training, World Learning applied its expertise to institutions and individuals working in development. Through the Projects in International Development and Training division established in 1977, World Learning has become a prominent private voluntary organization (PVO) dedicated to furthering world peace through economic and social development initiatives.

World Learning is one of more than twenty-five member organization of the worldwide Federation of National Representations of The Experiment in International Living, which was incorporated in Switzerland in 1954. The Federation has held consultative status with the United Nations Educational, Scientific, and Cultural Organization since 1958, with the United Nations Economic and Social Council since 1978, and with the Council of Europe since 1981. The Federation is composed of member organizations that are privately run, nonprofit, nonpolitical, and nondenominational.

STAFF

World Learning employs more than 1,200 staff, of which about fifty percent are dispersed among its headquarters in Brattleboro, Vermont, and its U.S. offices in Washington, D.C.; Belmont, California; Greenwich, Connecticut; Jacksonville, Florida; and Boston, Massachusetts; and about fifty percent are dispersed among field offices around the world.

SCHOOL FOR
INTERNATIONAL
TRAINING

- *Master of Arts in Teaching Languages* - A program that prepares language teachers committed to professional development and service in their field. Participants concentrate in French, Spanish, or English to Speakers of Other Languages.
- *Master's Program in Intercultural Management* - A graduate program that provides competency-based, professional-level training for intercultural managers. Participants concentrate in Sustainable Development, International Education, or Training and Human Resource Development.
- *Bachelor's Program in World Issues* - A two-year, upper-division bachelor's program offering a degree in international studies. Participants concentrate in at least one of these studies: Peace, Social and Economic Development, Environment.
- *College Semester Abroad* - Over forty-five programs in more than thirty countries in every part of the world for college and university students.

CITIZEN
EXCHANGE AND
LANGUAGE
PROGRAMS

- *Summer Abroad* - Programs for high school students that offer homestays, travel, language training, ecological adventure, and community service in Africa, Asia, Australia, the Caribbean, Europe, and Latin America.
- *Elderhostel™* - International homestay and education programs for participants aged 60 years and older, offered in cooperation with Elderhostel, Inc.
- *Homestay/USA* - A homestay program that welcomes international participants, aged 13 to over 80, into U.S. homes for several days, weeks, months.
- *International High School Program/Congress-Bundestag Youth Exchange Program* - Full scholarship programs funded by the U.S. and German governments in which high school students from around the world stay with host families and attend school in the USA, while U.S. students do the same in Germany.
- *AuPair/Homestay USA* - A yearlong cultural exchange program that offers a practical solution to child care for U.S. families and a cost-effective way to work and study in the United States for European *au pairs*.
- *AuPair/Homestay Abroad* - A cultural exchange program in which U.S. *au pairs* live with host families in several European countries, while providing child care and studying for up to one year.
- *International Students of English* - An intensive English language training program for college-age and older students, featuring small, four-week classes on U.S. campuses.
- *Corporate Language Programs* - Intensive language and cross-cultural training programs tailored to the global marketplace.
- *Youth Adventure Camp* - An ideal blend of language training, recreation, and cultural discovery for 11- to 15-year-old students from around the world.

PROJECTS IN
INTERNATIONAL
DEVELOPMENT
AND TRAINING

- *Development Management* - Projects that support local public and private institutions to promote social and economic change through on-the-job training and formal training-of-trainer' workshops.
- *Human Resource Development* - Projects that help to increase the capabilities of individuals to secure employment, play dynamic roles in their chosen fields, and contribute to the communities in which they live.
- *Development Training* - Courses that enable mid- and senior-level professionals to develop knowledge and skills that are immediately useful in their work at home.

It is the policy of World Learning Inc. to provide, in an affirmative way, equal employment and educational opportunities for all persons regardless of race, color, religion, gender, sexual orientation, national or ethnic origin, age, or disability.

Fact Sheet



World Learning

- SUBGRANT MANAGEMENT
- MONITORING AND EVALUATION
- INFORMATION SHARING

ALLOCATING PVO/NIS PROJECT FUNDS

In May 1992, the U.S. Agency for International Development (AID) selected World Learning to manage the Private and Voluntary Organizations Initiatives to the New Independent States of the former Soviet Union (PVO/NIS) project.

The PVO/NIS Project is mandated to fulfill three functions. The **first** is to award subgrants to US nonprofit organizations, focusing on NIS NGO development accompanied by respective service delivery. The **second** is the monitoring and evaluation of subgrantees. The **third** mandate of the PVO/NIS Project is to provide "lessons learned" to AID and the broader PVO community on collaborative US PVO/NIS NGO work in the NIS.

FUNDS GRANTED BY SOLICITATIONS

The first round of competitive solicitations under the Project was held in June 1992. Invitations for Applications (IFAs) were sent to over 300 US nonprofit organizations. Over 60 nonprofits answered the call and submitted proposals. The main focus of this round of solicitations dealt with humanitarian aid and health care delivery in order to strengthen the social safety net -- a general void since the breakup of the USSR. Total funding for the first round amounted to \$3,550,000 awarded to 8 organizations.

In October 1992, a second smaller solicitation was held, focusing on the impediments to voluntarism. Developing legislation and NGO advocacy were the main criteria sought. Under this solicitation, \$483,350 was awarded to 3 organizations.

In January 1993, a third solicitation was held with two due dates, in January and March. This effort focused on NGO institutional development as an aid to civil society building and ensuring the survival of NGOs and their service delivery. Sixteen (16) organizations received funding totaling \$6,670,500.

In February 1994, a fourth solicitation, which originated at the AID-Moscow office, was held. This solicitation, which was for Russia only, emphasized support to Russian non-governmental organizations to improve administrative, management, and communications capabilities. Funding totaling \$2,000,000 was awarded to 7 organizations.

A fifth solicitation, originated at the AID-Moscow office with a proposal submission deadline of July 14, 1994, distributed funding to US PVOs and their local Russian partners working together on projects that promote the development of NGOs involved in health care in Russia. Grants were recently selected and range from \$375,000 to \$750,000, from a total funding of \$6.5 million.

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FUNDS ALLOCATED TO GEOGRAPHIC REGIONS

To date, most of the funds have been awarded to US nonprofit organizations working in Russia. However, groups working in other countries of the NIS, or in more than one NIS country, have also received support.

Following is a breakdown of funding to the NIS regions.

Russia	\$15,836,350
Western NIS (Moldova, Belarus, Ukraine)	\$ 2,055,000
Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)	\$ 1,137,500
Caucuses (Armenia, Azerbaijan, Georgia)	\$ 175,000
TOTAL	\$19,203,850

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WORLD LEARNING MOSCOW

1. STATEMENT OF PRINCIPLES

World Learning Moscow seeks to be a dynamic force in the development of the NGO community in the former Soviet Union. In so doing, World Learning's principle priority is providing quality service, in the form of training, technical assistance, and information dissemination to the 46 Subgrantee organizations involved in the PVO/NIS Project. This function of support extends to all 46 subgrantees regardless of their current grant status, albeit active or closed.

In further support of the development of the Subgrantee organizations, World Learning Moscow endeavors to promote and advocate for the strengthening of the broader NGO community in the republics in which it operates. This effort is enhanced through forming appropriate linkages and coalitions with other concerned organizations, implementing public education campaigns on areas of common concern to organizations and communities, and by taking leadership in identifying and addressing important and often complex issues which have significant impact on the prospects for successful NGO development.

In carrying out its mandate, World Learning Moscow recognizes that its greatest resource, first and foremost, is its thoughtful, committed, capable, and unified professional staff. This supportive relationship, characterized by its integrated and mutually respectful operational style, is furthermore extended outward to join in cooperation with other key participants in the NGO development process including World Learning Washington, the Subgrantee organizations (PVOs/NGOs), and other organizations and individuals working on behalf of the emerging NGO sector.

While the historic developments leading to the formation of what has come to be known as the New Independent States (NIS) and the subsequent inflow of international organizations and resources can have an intoxicating effect on those involved, World Learning Moscow recognizes that the only true measure of its success is the growth of healthy programs and organizations capable of meeting community needs on an ongoing basis. As such, it is substantive action rather than rhetoric that counts, and as World Learning Moscow conducts its daily affairs it strives to put these principles into practice and never lose sight of the well being of the Subgrantee organizations and the people they serve.

2. PROGRAM PRIORITIES

- I. Project Monitoring and Technical Assistance to World Learning Subgrantees;
- II. Organizational Development Training, specifically in the areas of human resource development, financial management, strategic planning, public education through the media, and the external environment;
- III. Public Education and NGO Advocacy.



WORLD LEARNING

PVO/NIS OFFICE - MOSCOW

Moscow Field Director - Scott Charlesworth

Scott Charlesworth joined World Learning at the beginning of March, 1995, after leaving his position of Associate Director of the International division of the YMCA of the USA. Most recently, Scott managed the YMCA's international development grants, including the World Learning-funded program to assist emerging local YMCAs in Russia, Belarus, Georgia, Armenia and Ukraine. Based overseas for more than six years, he served as Country Director of Covenant House, Panama, working with street children in Panama City, and was the founder/director of the YMCA in Belize. He trained NGO youth leaders in Papua New Guinea and was Peace Corps volunteer in Honduras. Mr. Charlesworth has a BA in Economics from Rollins College and a Masters degree in Public Management from Carnegie Mellon University.

Project Officer (Health) - Donna Barry

Donna Barry joined the PVO/NIS Project in December, 1994 and spent the first month in Washington as the Project's Health Officer. In February 1995 Donna moved to Moscow, where she took on the position of Project Officer, monitoring a number of the Project grants. Donna formerly worked as a Program Officer for Family Health International for the former Soviet Union, organizing, implementing, and evaluating reproductive health related projects. Proficient in written and spoken Russian, Donna has lived and worked in Russia and the FSU for five years. In the fall of 1993, she organized and coordinated a training of trainers workshop on reproductive health for physicians in the Central Asian Republics. She has Master's degrees in Public Health and International Affairs from Columbia University.

Project Officer (Operations Management) - Alexander Borovikh

Alexander joined World Learning in 1993. He deals with the overall functioning of the PVO/NIS office in Moscow, and is responsible for logistics for World Learning's conferences and workshops. He reports on financial aspects of the Moscow office, provides information on World Learning's activities in the NIS, and participates in designing articles for the newsletter, as well as maintains and develops the database. Alexander graduated from Moscow Linguistic University and for several years worked as an interpreter in different institutions in Russia and abroad. Recently Alexander received his degree from Moscow State University Law Department.

Program Associate (Training/Information) - Tatiana Galkina

Tatiana joined World Learning (Moscow Office) in June 1995 as a Program Associate. Her responsibilities are organizing and coordinating World Learning's training program and assisting in information collection and dissemination. Tatiana formerly worked at the Carnegie Endowment for International Peace/CEIP (Moscow Center) as a Project Coordinator - a joint CEIP and IREX project. Her focus at Carnegie was publishing a guide of Russian research organizations (Institutional Map) working in the international relations and foreign affairs fields. The Guide was published both in Moscow and Washington DC in Russian and English (February-March, 1995). Tatiana has previous experience at the Canadian Embassy maintaining and developing immigration data base files within the Immigration Section. For two years Tatiana was a freelance correspondent at INTERFAX News Agency. Tatiana is finishing her degree at Moscow State University's History Department in Cultural Ethnography.

Project Officer (Information) - Ekaterina Greshnova

Ekaterina joined PVO/NIS Moscow staff in January, 1994. She handles publication issues, collects and coordinates project information, maintains the database, and establishes contacts with mass media and NGOs. In addition Ekaterina coordinates designing and publishing the Moscow Newsletter, "INFOHELP". Ekaterina graduated from Moscow State Institute of International Relations and undertook postgraduate

course work at the Institute of African Studies of the Academy of Sciences. For seven years she worked as a journalist and participated in setting up the first Russian independent news agency "Interfax". Ekaterina has been involved in Russian-American humanitarian projects as a program coordinator for the Citizens Democracy Corps.

Project Officer (Training) - Jeff Jacobs

Jeff joined the PVO/NIS Moscow staff with his experience working for CARE as a sub-office administrator in Alma-Ata, Kazakhstan, Baku, Azerbaijan, Ekaterinburg, Russia, and a project assistant in Togo. Jeff graduated from World Learning's School for International Training and participated in a homestay program in France with The U.S. Experiment in International Living. Moreover, Jeff worked in the Ivory Coast as a program manager in charge of developing rural, micro enterprises and also was an assistant at the African-American Institute in New York.



**WORLD LEARNING
PVO/NIS PROJECT**

TENTATIVE TRAINING SCHEDULE

Public Education through the Media

- 25 - 27 May 1995 - Ekaterinburg, Russia - complete
- 15 - 18 January 1996 - Kharkiv, Ukraine - complete
- 8 - 12 April 1996 - St. Petersburg, Russia
- 16 - 20 April 1996 - Georgia
- 24 - 28 June 1996 - Moscow, Russia

External Environment

- 21 - 23 June 1995 - Nizhnii Novgorod, Russia - complete
- 30 October - 2 November 1995 - Dniepropetrovsk, Ukraine - complete
- 12 - 16 March 1996 - Bakuriani, Georgia - complete
- 13 - 16 June 1996 Petrozavodsk, Russia
- 19 - 21 (? November) 1996 - ?, Russia

Strategic Planning

- 14 - 16 September 1995 - Lviv, Ukraine - complete
- 28 - 30 September 1995 - Novosibirsk, Russia - complete
- 26 - 28 October 1995 - Borjomi, Georgia - complete
- 10 - 12 November 1995 - St. Petersburg, Russia - complete
- 22 - 24 February 1996 - Sofrino (Moscow Oblast), Russia - complete

Financial Management / Financial Sustainability

- 7 - 9 December 1995 - Georgia - complete
- 14 - 16 December 1995 - Nikolaev, Ukraine - complete
- 8 - 10 February 1996 - St. Petersburg, Russia - complete
- 22 - 25 May 1996 - Novosibirsk, Russia
- ? - ?? May/June 1996 - Central Asia

Human Resource Development

- 4 - 7 October 1995 - Yaroslavl, Russia - complete
- All Subgrantee Conference

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Author: N. Belayeva
 President of the International Charity Foundation
 "INTERLEGAL"

What is the "THIRD SECTOR"?

The Third Sector is a reality that has long been in existence not only in the West but in this country [Russia] as well, although it might not necessarily be aware of being called so. This is a huge sphere, sector, of a society's life that is no part of either state structures, or business but makes up an independent sphere of organized civil initiatives directed at improving the society's life and being implemented independently of the personal material advantage from this kind of activities.

The Third Sector is all the spheres, directions and organized forms of implementing collective non-profit initiative, all types of organized public activities -- from organizing mass social movements to creating charity canteens, homes and doss houses.

The Third Sector is all professional associations and artistic unions; it is voluntary societies and organs of independent public activities as well as associations, councils, guilds and clubs.

The Third Sector is joint realization of common interests -- from philately and cacti-growing to studying the cultures of Northern peoples or mastering the Japanese martial arts.

The Third Sector is organizing regular aid to those who need it -- disabled and sick adults and children. It is also preparing "breakthroughs" in science and culture and technology. It is methods of upbringing and development of mentally handicapped children and campaigning for the human rights of convicts, as well as organizing a tourist club for the teenagers in your neighbourhood.

The Third Sector is your creative initiative or a problem you are concerned about that can only be resolved by forming a team since the state does not want or is unable to address it and business circles disregard it as not-cost-effective.

The Third Sector is "third" exactly for the reason that there is no room for it either in the first, state, or second, private, sectors; it is that sphere of life, those tasks and problems that cannot be resolved either by virtue of authority or by the power of money.

The Third Sector, therefore, is equally needed to the state and to business as it complements them, makes them more "human", creates an opportunity for a more gradual transition from the overall "state" interest, via a collective form of interest, to individual, private interest and does it independently of the authorities.

Besides, the Third Sector is a testing ground for making large-scale experiments as well as for state and profit-making programs; it is an inexhaustible source of businessmen and politicians, the "forge of the cadre" as the popular Russian cliché has it; it is a faultless indicator or public interests. But the main thing is that the Third Sector is a huge reservoir of social energy, when it is efficient and ensured with resources, is needed to the society itself so that it could address the emerging problems and needs by means of civil initiative where and when it is necessary today without waiting for state budget allocations and independently of the financial reliability of the local businessmen and their wish to be "understanding".