Storytelling Roadmap:
A Toolkit for Literacy Partners
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Storytelling Roadmap: A Toolkit for Literacy Partners

Storytelling Roadmap: Introduction

**Storytelling.** It's perhaps the most compelling tool we have available to share our missions, earn support, and raise awareness of the powerful work we do as advocates of literacy. When storytelling is done well, movements are created, mountains are moved, and, in our case, humans are engaged and empowered to help eradicate illiteracy across the globe. And it acts as a great equalizer—even the smallest, most remote nonprofit or NGO can tell great stories in the service of their mission, regardless of size, scope, or budget.

**Welcome to the Storytelling Roadmap: A Toolkit for Literacy Partners.**

This roadmap was created by the Project Literacy Communications Working Group. Over 11 months, across 14 timezones, and with 16 literacy organizations represented, this feisty group came together virtually each month to first discuss and deconstruct great storytelling, and then reassemble it into a format that will serve experienced storytelling pros and non-communicators alike.

Since the beginning of time, stories have been the fuel that ignites human activity. They’re the lens through which we perceive, digest, and order our worlds. A story well told takes its listeners somewhere—perhaps to a deeper understanding of an issue, or a greater level of empathy for its characters, or a concrete form of action on behalf of its protagonists. When we, as literacy practitioners, activate the people in our organizations to help find and tell the great stories of the people and communities we touch, our missions are amplified even more. Teaching your colleagues what to look for, how to capture stories, and where and when to share them will give your team storytelling superpowers that will help move the needle on literacy advocacy around the world.

**Yes, great storytelling is teachable.** It’s a skill that anyone in your organization can learn and master. This roadmap will help you and your team on that journey. Whether your stories come from the field, the boardroom, your donors, or all of the above, your team can learn to identify, construct and produce compelling stories. Each stop on the roadmap is packed with creative prompts, practical information, and pro-tips to help you become a master storyteller, and even better, a teacher, to help your team become powerful storytellers too.

The roadmap also provides guidance for safely and respectfully collecting stories by learning the basics of consent and co-ownership. The roadmap also looks at effectively sharing stories by choosing the best platforms to make sure they are heard.

**With this roadmap, we hope to create a story-sharing movement!** We’d love you to share your stories with the hashtags #CompellingTelling, #StorytellersAll, and #ProjectLiteracy so that we can see, celebrate, and share your stories across the entire global literacy spectrum.

**Ready to join us on this literacy storytelling journey?**
Roadmap Stop 1: Why storytelling is important

KEY TAKEAWAYS

- Through storytelling, we attach faces and names to the problems we seek to solve
- We create an opportunity for connection, engagement, and action when we share a great story with someone who can help

As literacy practitioners, we know that we must make the case for our work.
With so much competition for attention and resources, we must have clear and compelling answers to the critical questions potential partners and stakeholders will ask: Why does literacy matter? Why does our organization exist? Why should people offer their time and resources to help us advance the cause of universal literacy?

Plain and simple: we need to tell stories in order to keep doing the work we do.
But too often, we try to tell stories using facts and figures. “Literacy matters because a child born to a mother who can read is 50% more likely to survive past the age of five.” True! Yet responses like this can feel incomplete, even cold, rather than compelling one to take action. They focus more on “functional” language, drawing the broad contours of literacy work but neglecting the more emotion-driven details. They don’t capture the human dimensions of our efforts and those of our partners and beneficiaries. Data are necessary and useful, but they are mere snapshots in a much larger picture—and it is in painting a rich and vibrant picture that those human stories find their most complete expression.

A powerful tool, great storytelling should underpin all of our fundraising and outreach efforts. Stories have been shown to lead to:
- Increased website traffic
- Increased engagement on social media channels
- People sharing the story with their followers, friends, and family
- Increased press and news media coverage
- Increased funding and resources to keep doing our work

Great storytelling engages people at an emotional level. Our human brains are hard-wired to process, interpret, and make sense of stories. Through storytelling, we can paint a more detailed portrait of the communities and people we touch. Through storytelling, we dramatize and humanize the quest to spread literacy far and wide. Through storytelling, we help potential donors and stakeholders make an emotional connection with people they’ve never met and with places they’ve never seen.
Roadmap Stop 2: Identifying Great Stories

KEY TAKEAWAYS
- Great stories are everywhere, and they share common qualities
- Use “Show, not Tell” to create drama, interest, and the all-important story arc

Everyone has a story to tell.
Each day brings new twists and turns on the road to achieving universal literacy. The trick is to figure out which story is the most powerful for what audience. By asking yourself some key questions, you can find the most compelling stories:

- Who is helping to advance your mission in a critical way?
- Who is experiencing or making change in their community?
- Who is most excited about the project?
- Who is finding ways to succeed despite significant or unexpected challenges?
- Whose life has been particularly transformed by your work?

Find the stories that bring your goals to life - even when they come from unexpected places.
Are you highlighting the value of your teacher trainings? Consider telling a story of what teachers now do differently or better as a result of that training. Look for stories that create a strong, clear connection between the reader and your project goals. That connection is what will drive action for the reader. While it is important, of course, to consider the kinds of stories you plan to tell, it is just as important to listen for stories that may not necessarily fit your pre-existing story ideas. Given the unscripted nature of literacy work, it is often in the unexpected stories—the changes brought about by some unforeseen combination of factors in a given community—that our work can find its most compelling expression and, by extension, its most powerful justification.

So, what are some common elements of a great story?
One of the reasons that anyone on your team can learn to identify and tell a story is that great stories share many of the same qualities. If the stories you collect and share contain these elements, they can be crafted into great stories.

- **Relatability**: Readers connect best to stories when there is some universal experience or theme with which they can identify. Build empathy and interest by finding those shared experiences and presenting them in a way that allows outsiders to see parts of themselves in the characters of your stories. Just as screenwriters and novelists do, we need to look for the universal in the particular. Here are a few themes to look out for:
  - Parent-child relationships
  - Student-teacher relationships
  - Love
  - Struggle or conflict
  - Female empowerment
✓ Health
✓ Community beliefs or practices

- **Specificity**: Paint a rich picture by using sensory imagery to draw readers in. How did the grandmother touch or hold the book? How did the teacher use language or pictures to illustrate a new concept? How did that mother-tongue storybook change the student’s face, voice, or posture? Such techniques help readers form a more lifelike picture of events and connect with the heroes of your stories on a deeper level.

- **Voice**: Whether you’re training program implementers, or gathering the stories yourself, remember that the subject(s) of your story - the people you’re talking about - have a stake in how they are portrayed. As part of your consent process you’ll share what you want to do with their story. Remember too, that they should also hear why it’s an important story to share.

For example, if you tell a parent that his story of sacrifice so that he can send his daughters to school is important because not all girls are allowed to receive an education, what he chooses to share, and how he shares it will be better aligned with your goal. This is not scripting, but context - context that helps align key story elements with a powerful, personal message told through his eyes.

- **Movement**: Good stories involve some kind of change. In telling your organization’s story, you are fundamentally looking for stories that start in one state of being and transform into another. This is illustrated in what’s known as the story arc.

![Story Arc Diagram](image)

- **Beginning**: The beginning introduces us to the main characters and the setting in which the action will take place;
● **Middle:** the conflict, and the characters’ attempts to overcome it, drives events forward, usually to some kind of climactic moment,

● **End:** after which comes a resolution—the outcome of the story.

Well-developed narrative arcs do more showing than telling. They hook us first by building the world of the story, then by following the characters as they navigate that world, confront its challenges, grapple with personal struggles, and experience triumph or failure or both. They transport us not only to unseen worlds but also to untapped wells of empathy, compassion, or even anger. And they deliver a message, or multiple messages, that have enormous potential to inform our worldviews, attitudes, and behaviors.

Think of one of your favorite books, movies, plays, or songs. Chances are that you like it because it tells a story. Perhaps you connect with a character in the story on a personal level, or you are drawn to the way the story constructs the world in which its characters live. Regardless, this story probably helps you understand yourself, your community, or the world in a more complete way.

Your story has a strong arc if it has:
- ✓ Characters - who is the story about?
- ✓ Obstacle/Challenge - what problem is in their way?
- ✓ Other roadblocks - who or what else is affecting the action or preventing progress?
- ✓ Action - what do they try first?
- ✓ Twist - is there unexpected help, or unforeseen result of their action
- ✓ Result - what’s the outcome, impact, or lesson learned

A call to action: Now that your reader is invested in your story, how can they become part of the story more directly? How can your story inspire their support, attention, or action? A strong call to action unites the Reader with the mission and invites their participation in new stories yet to come.

There are 3 rules to designing an effective call to action, it needs to be:
- • Concrete and specific, it cannot be abstract
- • Needs to be meaningful, people need be clear on what their action is going to make a difference in, it can NOT just be a drop in a bucket, make them feel like they are making a difference on the issue
- • Needs to be something they know how to do and can do
In the previous stop, we talked about including a call to action to achieve your particular goal in telling a story. In that sense, great storytelling is strategic — it should support your organizational goals. And if like most nonprofits you have limited resources or staffing, it’s important to determine what your top priorities are and to tell stories that will advance them.

Therefore, when crafting a story, be clear which goal it’s meant to support. Are you trying to raise money to increase your footprint? Or are you trying to get parents to begin a daily reading habit with their kids? Your entire team must be united in that goal in order to find and effectively share relevant stories that support it. Once that is crystal clear, you can create a great story around that goal for a particular audience.

Great storytelling is about making the story compelling for a particular audience and that means first identifying that audience and their needs.

Great storytellers know their audiences and what will motivate them to act. Most literacy organizations will need to appeal to a variety of audiences, including donors, foundations, government policymakers, and community members and influencers. It’s essential to know each audience, its interests and values, and what its members are capable of doing to support your program. Armed with this information, you can tailor specific stories for specific audiences. For instance, retired professionals or university students could be good volunteers and you’d approach them differently to get their attention. Similarly, when thinking of “donors” there may be multiple types, such as first time donors, major donors, or lapsed donors. Each audience will be interested and respond to different story elements based on:

- Their familiarity or understanding of the issue;
- Their familiarity with your organization and its work;
- Whether they are directly or indirectly affected by the issue or problem at hand;
- Which projects they are most interested in;
- Which facts, data, or emotionally evocative anecdotes will be most compelling to your audience.

At first the differences may seem subtle, and your organization may not be ready to segment each audience category today. But it’s important to recognize the value of a deep understanding of what makes each audience tick, because it will help you prioritize the story elements that will resonate most deeply with each of them. Even if it’s an aspirational goal for now, the guide below will help you think about distinct audiences, what they might care about most, and how to best connect your stories to their interests to inspire action.
Here are some common communications goals and their audiences, with some story suggestions.

<table>
<thead>
<tr>
<th>What’s your #1 goal?</th>
<th>Who is your audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase funding for your program</td>
<td>Individual donors</td>
</tr>
</tbody>
</table>

What do they care about, and what might stop them from taking action?

- that they feel a connection to the problem and/or its solution
- that YOU have a solution to this problem they care about
- that their contribution will make a difference they can feel connected to/proud of
- that their money is being used in an efficient way to get results

What kinds of stories might be appealing?

- Stories that show how an individual has benefitted from your program can be powerful. “Mary struggled to read in primary school, but now she’s a top student and she’s applying to university. Mary wants to become a doctor. This is a dream come true for her parents who never completed high school.”)
- Can you show that the individual is one of many who have benefitted from your program? “And Mary is one of many who are benefitting from our program — 2,500 students are on a similar track.”
- Donors also like to see that programs use their money well/efficiently. They like to know that there is a need and what their contribution will support. Consider focusing on the outcome and breaking down the value of a donation into a cost that they can relate to. For example, “Our goal is to provide each child (or person) with at least 3 books and X hours of literacy coaching. We can do this for $X per person per month.”

What action must they take?

- Donate money or host fundraiser.
- Create a specific ask, like “$500 will provide books for an entire classroom.”
- “Share stories like this one with like-minded friends at a low-key house party in your home.”
### What’s your #1 goal? | Who is your audience?
--- | ---
Recruit volunteers to help you run/expand your program | Community members who have extra time and an interest in literacy.

**What do they care about, and what might stop them from taking action?**

- Most people volunteer because they want to give back to their community and it makes them feel good to do so, or because they are trying to build their CV and get a new experience.

**What kinds of stories might be appealing?**

- A story about a volunteer, their concerns before they started volunteering, how their concerns melted away, and how they saw progress and impact, could be very powerful for recruiting other volunteers.

**What action must they take?**

- Volunteer their time

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### What’s your #1 goal? | Who is your audience?
--- | ---
Increased parental engagement | Parents

**What do they care about, and what might stop them from taking action?**

- Almost universally, parents want their children to be more successful than they are. To convince parents that a behavior is a worthwhile use of their time talk about the value for the child. Whether parents speak a different language, lack their own literacy skills, or must overcome cultural norms or family needs, tying their child’s happiness and success to your goal will likely spark a connection for them. Make your case!

**What kinds of stories might be appealing?**

- A story about a parent who read to their child and saw big improvements in their child’s schoolwork could be powerful for this audience. Ideally, the story should be about someone who went on to do something impressive professionally — it doesn’t even have to be a story from your program. It could be a story about someone influential in your community and how their parents read to them and emphasized schoolwork and how that made a difference in their lives. And include some statistics about how this investment of time translates into impact — By spending 15 minutes each day reading with your child, you will prepare your child to do X.

**What action must they take?**

- Read to their children
### What’s your #1 goal?

- Get policymakers to enact a policy

### Who is your audience?

- Policymakers
  
  **(Determine the specific policymaker(s) you need to target.)**

### What do they care about, and what might stop them from taking action?

- Policymakers are typically concerned about the things their voters are concerned about. They also care about having positive brand.

### What kinds of stories might be appealing?

- This is a special case, where getting local journalists to tell a story about a problem (low literacy and its link to poverty in a particular district) may be the most powerful way to use stories. You can also enlist community members to contact policymakers to share stories about a problem in the community.
- The most compelling story for a government audience will be how a community was changed in the long-term as a result of your initiative. The change might be improved school attendance, jobs creation or public health outcomes.

### What action must they take?

- Enact a policy

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**Pro-tip: Best practices for all audiences**

Also, consider the following best practices for all audiences:

- Identify the emotionally-charged stories and facts that will appeal to your audience’s self-interest.
- Balance emotional elements with information about your quantifiable impact, such as literacy rates, books distributed, teachers trained, and other transformative effects.
- Consider how well your audience understands the issue. If their understanding is very basic, you might use simpler language and explain foundational concepts like how literacy relates to poverty.
- Consider how to demonstrate the potential for scale, or how to embed within, partner with, or improve on existing government services.
- Demonstrate how your organization is complementary to others in the sector – highlight your unique value, but also how when considered as a package of services that others offer, there is a greater benefit.
- Highlight the downstream impact of your services, e.g. improved literacy can result in obtaining a job at the market or increased wages, allowing additional children to enroll in school, increasing a child’s ability to succeed in school by a factor of X.
**Roadmap Stop 4: Identifying the Delivery Channel**

**KEY TAKEAWAYS**

- Choose the best format/channel to engage your audience
- Communicate with purpose: creating a call to action

**How will your story be delivered to your audience?**

Where and when you tell a story can be as important as the message itself. It is important to know which media format(s) your audience prefers and be prepared to take your story to the audience through those preferred formats, rather than expecting the audience to come to your choice of formats. It is also important to consider who should deliver your story. You may find that a mix of formats and narrators is most effective. Decisions generally also take into account budget, timing, and potential reach and return. While there are many channel and format options, including the those in the Pro-tip box, what’s most critical is being strategic about which channels and formats you have the resources to deploy, and which audiences you’d like to reach by using them. Think about the characteristics of your audience and select the media and formats you know they are most comfortable with.

**Pro-tip: Be strategic about the format and channel you select**

Carefully consider the characteristics of the various media formats and make a determination which will be best suited to reach and influence your intended audience.

- Video story
- Blog post
- Social media post - Instagram, Facebook, Twitter, LinkedIn
- 1-pager
- Published article
- Fundraising appeal letter
- News release
- Annual report
- Policy brief
- News story / feature
- In-person event
- Pitches
The guide below builds on the examples in Roadmap Stop 3 and provides a few ideas and examples for common audiences.

<table>
<thead>
<tr>
<th>What’s your #1 goal?</th>
<th>Who is your primary audience (based on your #1 goal — see above)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase funding for your program</td>
<td>Foundations &amp; individual donors</td>
</tr>
</tbody>
</table>

**What do we know about your audience’s preferences for receiving information?**

- Utilize individual stories in funding requests. They often respond well to photos and quotes.
- Many consider a visit to your organization’s website to “check you out” — it’s a good idea to have a section labeled “impact.”
- Videos can be a very effective tool for some donor audiences.

**Is there anyone who could deliver your story and make it more impactful (e.g., influencers)?**

- Direct quotes often work well here.
- A parent or teacher who has seen a transformation in a child, an adult who credits your program for recent job success, or even a child who discovered a new interest or passion are good examples.
- If you can access influencers, their credibility can “rub off” on you with their audiences, so ask them to share how they personally relate - “I was a kid who hated reading, but…”
- Or, “reading to my youngest child is such a special time together.”

**What channels/formats are ideal based on what we know?**

- Perhaps you need a story database that can be pulled from when developing grant applications?
- Also, you might share stories:
  - On your website as a webpage or a blog post
  - In an email or a letter that is mailed to individual donors
  - In a presentation at a fundraising event
  - Photos can make a story more compelling
  - A video story can also be powerful
### What’s your #1 goal?  | Who is your primary audience (based on your #1 goal — see above)?
---|---
Recruit volunteers to help you run/expand your program | Volunteers

### What do we know about your audience’s preferences for receiving information?

- Think carefully about where your volunteers get their information:
  - Retired professionals might access the newspaper, a community center, or the radio
  - University students might respond more to word of mouth, i.e. teachers, billboards on campus or social media.

### Is there anyone who could deliver your story and make it more impactful (e.g., influencers)?

- Volunteers often respond well to peers who tell them about the opportunity. How can you activate current volunteers to share their stories? Student volunteers may respond well to what their teachers tell them. How can you enlist teachers to be helpful?

### What channels/formats are ideal based on what we know?

- Depends on who you are targeting, see section above on their preferred ways of receiving information.

---

### What’s your #1 goal?  | Who is your primary audience?
---|---
Increased parental engagement | Parents

### What do we know about your audience’s preferences for receiving information?

- This will depend on how parents access information. For example, if the parents are not literate you may need to share stories verbally via an influencer in the community or on the radio. If parents are literate, you might create a brochure for teachers or doctors to hand out.

### Is there anyone who could deliver your story and make it more impactful (e.g., influencers)?

- This will depend on the cultural norms in your community, but parents may be more inclined to listen to a doctor, or to a person who is deemed successful in the community.

### What channels/formats are ideal based on what we know?

- Depends on the behaviors of the parents, see section above on their preferred ways of receiving information.
<table>
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</thead>
<tbody>
<tr>
<td>Get policymakers to enact a policy</td>
<td>Policymakers</td>
</tr>
</tbody>
</table>

**What do we know about your audience’s preferences for receiving information?**

- Policymakers are extremely busy and they are unlikely to come to your website, blog or social media channels for information. You need to push your stories to them via face-to-face meetings or by getting media coverage in the districts they serve.

**Is there anyone who could deliver your story and make it more impactful (e.g., influencers)?**

- Activating community members (voters) to share their stories directly may be effective for targeting policymakers.
- Getting journalists to draw attention to an issue that can be improved by a policy change is also an effective approach.

**What channels/formats are ideal based on what we know?**

- For policymakers, you may want to develop a one-pager or a policy brief that you can give to them in a face-to-face meeting.
- You can also pitch your story to a journalist by contacting them.

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**Empowering owners and others to share**

Stories get amplified when you invite collaborators or partners to help get the word out. Consider the following suggestions to help spread your message as broadly as possible:

- Send contributors a thank you note with the final, professional version of the story and/or links to the published story
- Share a few examples of how to further share the stories on contributors' own social and other networks; provide sample social media messaging if appropriate
Roadmap Stop 5: Obtaining Consent for Storytelling

KEY TAKEAWAYS

- Consent is a choice
- Consent must be clear and understandable
- Whose consent should you seek?
- Ensure compliance with applicable laws and regulations
- Consent checklist

“We won’t share without your permission.”
Obtaining consent from people to share stories that feature them is essential, particularly since we work primarily with children and other vulnerable populations, who may be non-literate themselves and have a limited understanding of what it means to give consent. This requires us to be extremely intentional, culturally respectful, and language appropriate in our requests for permission to share their stories. You should also have clear next steps for you and your team should a participant decline to give consent or opt-out.

Which methods of consent meet their expectations and comfort?
While written consent is the most common, consider alternatives, especially for low-literate populations. Are there other means available, such as using a fingerprint instead of a signature, or might other digital tools be used?

Will you have consent forms written in their native language? If not, can you use an interpreter or community member with the right skill level to communicate on your behalf? You’ll need to consider a simple script for their use that clearly explains how, where, and why you intend to share their story. Where possible, plan ahead to give them time to consider the request and/or do not require that they sign immediately.

What consent really means depends on you.
It’s very helpful to be able to show an example of how you intend to share their story. Can you show them a similar video, printed story or social media post so they understand what they’re signing up for? Rural or non-literate populations may have a harder time giving informed consent as there may be a limited understanding of the reach of the stories.

Be clear about what personal information you will gather and store, and whether any of it is made available to anyone else. For example, you might wish to keep the name and contact information of your subject on file, but agree to keep that information confidential and safely stored for the duration of the consent period.

Are there third parties involved in gathering and producing the story? If so, consider where the data will be stored and if there are any agreements in place (e.g. freelance photographers, film production houses, or other media partners) within their contracts. If material can be used by third-parties, this also needs to be clearly stated in the consent form.

Be sure that you offer a way for consent-givers to see the final product and to get in touch with you. Send them the annual report, case study, or video that contains their story and include your contact information.
Who can consent on another’s behalf?
In some cases, schools, centers, or other entities have obtained “blanket permissions” from parents on behalf of their children for photos, stories, and other considerations that the institution consents to. It’s always a great idea to fully understand what that policy covers, and whether your organization is comfortable with that level of permission.

You’ll have to determine whether an individual is equipped to give their consent, and if not, consider who else might represent their interests and provide consent on their behalf. This might be a parent/guardian, or a headteacher or other community leader. Likewise, if you seek group permission, who is most appropriate to represent the group as a whole?

Stay compliant with applicable laws.
Schools have their own privacy and permission policies - check against their language. Clearly state your intention of the binding properties of the consent. Do you consider consent legally binding, or more informal? Are there age considerations? Spell out the appropriate guidelines, such as requiring parental consent for children under 18 years of age. Finally, find out whether there are local requirements such as filing permits for your video or documentation process.
Pro-tip: Guidelines for Ensuring Consent

1. Co-design, or seek input from on-the-ground implementers to include the most appropriate and practical methods for hard-to-reach populations in your consent policy and form, to increase adherence.

2. Communicate consent process expectations with program implementers.
   a. If implementers are contracted, include policy adherence language regarding consent in their contracts/agreements
   b. What tools are available/recommended for story gathering (i.e., slack, What’s App, Google Forms) and where to find them internally
   c. List of demographic, psychographic or other data points you’d like to collect on each subject (which should be spelled out, along with what you do with the data, in the consent form)
   d. Where to return completed consents
   e. How to appropriately approach subjects and request consent

3. Use language that grants consent at the organization level, if needed, rather than just the implementing partner.

4. Ensure legal compliance with laws and regulations in each jurisdiction. Local or national laws or regulations governing privacy and consent may vary, and a single solution may not be appropriate to all locations.

5. Although not strictly consent, ensuring the accuracy of your story is also essential. Not every organization wishes to share final drafts with contributors prior to publishing, but it’s always a good idea to double check that all facts, names, etc. are correct within the story. Attribution is also important - are you quoting accurately, and with permission?

6. If it is your organization’s policy, be sure to give author credit for the story in form of a byline or other acknowledgement.
The Journey Ahead

Congratulations! You have almost completed your storytelling journey. By now, you have learned to expertly and intentionally:

✓ Select the kind of story you want to tell
✓ Create a compelling story arc
✓ Match your story to the right audience
✓ Select the best channels and platforms for sharing your story with that audience
✓ Secure the appropriate permissions and data needed
✓ Ensure that your storyteller’s authentic voice(s) are represented
✓ Share stories effectively and responsibly

There’s just one last stop on our storytelling Roadmap:

Please share your stories with Project Literacy and literacy practitioners worldwide!

The hashtags #StorytellersAll, #CompellingTelling, and #ProjectLiteracy have been designated for your use in sharing. By sharing, you help other literacy advocates to understand the benefits of storytelling and attract more supporters to the cause.

Thank you for all the hard work you do to promote literacy and we’ll look for you out on the road!