

*Justice.
Compassion
Love*



THE NEXT STEP: From Support to Action

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



As Adventists, we believe that every child, everywhere should be in school. Education is a powerful driver for children across the world to move closer to the fullness of life that God intends for them. Our global campaign's first stage has been an enormous success. The Global Church and ADRA have come together to witness more than 1 million people sign our petition which calls on world leaders to act on improving access to education. We have demonstrated that there is an enormous base of grassroots support for our campaign.

Now we must turn this widespread support into action. To do that, we need Adventists across the world to bring the campaign to their national leaders. With the pandemic closing schools and squeezing government budgets, our message is critical in a time such as this. For the sake of children everywhere, education cannot be forgotten.

Localizing the campaign for your country

The next step of the global campaign is for the church and ADRA to come together to localize it in individual countries. The decisions about how education is delivered and funded are not made by global leaders, but by national and state leaders. Ultimately, these decision makers have always been the target of our advocacy.

To assist you in localizing this campaign, ADRA is developing a policy report that will analyze the state of out-of-school children around the globe and the policies and actions needed to address this. In addition, ADRA is also developing a resource kit for ministry departments, local churches and schools to continue their involvement beyond the petition. These resources will be available for distribution in October 2020.

Below are some of the crucial next steps in Phase 2. Ideally these steps are integrated into a broader advocacy plan, but even in isolation they will help to leverage the petition to generate influence and action on education.

Step 1 - Define a clear ask to your government.

Our petition calls on leaders to act in order to see every child, everywhere in school. Given that the petition was global, its policy ask was intentionally unspecific. This recognizes that the changes to systems and policy need to be worked out nation by nation. Nevertheless, there are some clear themes and commonalities that all countries need to focus on. ADRA's Policy Report goes through a detailed analysis of barriers to education across the world. National advocacy efforts can use these as a starting point to develop specific asks.

Below is a list of barriers that you may wish to consider addressing in your country to ensure that all children have access to education. We recommend, if your time to research and engage with the national context of your issue is limited, that you start with finance.

Finance Barriers

The greatest single barrier to realizing our goals is this: ensuring the resources are available.

The Education 2030 Framework for Action contains 2 key metrics to assess the adequacy of education financing.

1. Increased Domestic Resource Mobilization for Education

- Where countries are on track to achieve universal completion of quality secondary education, ensure spending meets minimum financing benchmarks. 4 percent of Gross Domestic Product (GDP), and 15 percent of Government expenditure.
- Where countries are off-track, lift spending to at or above upper benchmarks. 6 percent of GDP, and 20 percent of Government expenditure.

2. Increased Aid for Education

- Lift aid to 0.7 percent of Gross National Income (GNI) and dedicate at least 10 percent to education.
- Allocate a minimum of 50 percent of education aid to low income countries.
- Scale up the focus on basic education and align funding with recipient-nation needs and government priorities.

Social and Cultural Barriers

Another key area that needs to be addressed through policy is social and cultural barriers. Below are a few examples with suggested policy actions.

Gender inequality:

- Challenge social norms around girls' participation and promoting gender-responsive education planning.

Children with Disabilities:

- Commit to international frameworks, such as:
 - Country governments commit to appropriately resourcing disability-inclusive education.
 - Donor countries committing to funding **disability-inclusive development**
- Improve data on children with disabilities.
- Develop inclusive education policies, including improved teacher training on special education and building more accessible school facilities.
- Community advocacy to tackle negative attitudes, stigma and violence.

Step 2 –Communicate your ask to your national leaders.

The last step will be to communicate the campaign to the most relevant leaders and decision makers in each country. These communication pieces will need to include information about the campaign, the importance of education, what they can do to ensure every child is in school (*the policy ask*), the success of our global petition, and the tremendous grassroots support that is behind us.

These decision-makers will usually be people like the minister for education, the minister for finance, minister for emergencies and disaster management or the prime minister/president.

This ask can be as simple as writing a letter (*i.e. by using the template letter in the resource kit*) or organizing your own event and inviting key influencers and decision-makers to attend and participate.

There are countless ways you can seek to draw attention to the campaign with your leaders.

Insider approaches, such as direct meetings with the leader and/or key advisors work best when you have a strong relationship with your decision-makers or you feel that they are already inclined to carry out what you're asking them to do.

Outsider approaches are designed to raise general awareness of the issue and create positive public influence to act.

These can include:

- Media engagement
 - Organizing a lobbying day with church members
 - Hosting a high-profile event
 - Engaging churches and other grassroots supporters to
- communicate with your chosen decision-makers (i.e. a mass letter writing campaign or email campaign)
- Online campaigning

Making significant progress on this campaign will require a mix of outsider and insider approaches.

Step 3 – Celebration Events

While it may sound like self-promotion, or even boasting, a key part of advocating for policy change is ensuring that every success, big or small, is celebrated. This is important for the policy-makers to see, but also for our supporters. With every celebration the campaign gathers more momentum, which in turn gets the media interested and the decision-makers listening, creating a window of opportunity for dialogue and policy change.

The first event is celebrating the achievement of our 1 million signatures. Let's share the press release and celebration video with our networks and local media. To access these resources, go to ADRA.org/Inschool/Resources

For further information and updates on the campaign please go to ADRA.org/Inschool