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Compassion
Love

EVERY CHILD.
EVERYWHERE.
IN SCHOOL.



Every Child Resource Kit



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A Brief Guide on How to Lobby Your Politician for the *Every child. Everywhere. In School Movement.*

This guide will give you the basic principles on how to lobby a politician. For some this can be very intimidating, but its worth remember that politicians are just people too. For many of us, one of the most effective ways to build our influence will be by doing what usually comes naturally to the church – build relationships. This guide should help you have a professional and productive meeting with your politician.

Booking a Meeting

The first step in lobbying your parliamentarian is booking a meeting to discuss your cause.

Most commonly you will book your meeting using phone calls, emails and digital booking forms.

- Expect that you will have to follow up, sometimes multiple times. Politicians are busy people.
- A good process is start by sending an email and then follow up with a phone call.

What to include in your meeting request?

- Your initial email can include the cause you want to speak about, how many people you expect to attend the meeting, who you are representing and when you are available.
- Try to be flexible with your availability.

Expect that while social distancing requirements are active, that your meeting might be over phone call or video conference.

Meetings will usually be short. You can request half an hour, but your parliamentarian may suggest that they will only have 10 or 15 minutes.

Example email below:

To Senator, the Honourable Marise Payne, Minister for Foreign Affair and Women.

My name is John Smith, I'm writing on behalf of Hamilton Adventist Church. We would like to arrange a meeting to discuss our country's efforts to ensure that every child is receiving a quality education by 2030.

We're part of the Every Child. Everywhere. In School Movement. This is an Adventist led movement of more than 1.3 million people across the world, including 15,000 people in our country.

We are happy to meet at a time that suits you, and can meet via video conference or phone call if necessary. Ideally, we would like to meet on a Tuesday, Wednesday or Thursday between the 13th and 19th of October for an hour. We anticipate there will be three people from our Church present at this meeting.

We look forward to hearing from you to arrange a time to meet.

Kindest regards,

John Smith.

Before the Meeting

Organise a Team

Arrange a team for the visit, usually of between 2 to 5 people. If it's a video conference or a phone call, you might want to keep your numbers at 2 to 3. More than that may make the flow of conversation difficult.

Plan for the Meeting

Familliarise yourself with the issue.

Do your research beforehand, or read the relevant briefing material that has been prepared. In particular, be clear on the policy recommendations you are bringing or the questions you would like answers to.

Ideally you will want to be up to date on what has been happening regarding the issue in your country, and what questions or objections there might be to the requests you are bringing, so you can respond to your politician.

Be clear on what you are asking your politician to do.

If it is in their ministry portfolio, you might be asking them directly to implement your recommendation. If they are a member of the government decision making team, you might ask them to raise your proposal to the decision team directly. If they are an opposition parliamentarian or someone without direct responsibility, you might ask them to make a speech on the issue, write to the minister in charge, or help you raise awareness for your issue.

Do some background research on your politician.

You should find out things like how to address your politician (what titles they have), if they have ever spoken about the issue you're going to meet with them about, if they are involved in any relevant organisations, what their party's policy is. Much of this information will be available on your local parliamentary website, or on the internet.

Preparation and planning.

Have the team get together to plan out the meeting.

Consider what role everyone will play.

You may wish to have one person facilitate the meeting, while another takes notes, another could be specialised in one area of the policy, or perhaps allocated to be your lead speaker.

Think about what's in it for your politician.

Is this a cause they are interested in, will they gain the support of an interested constituency, get publicity from being a spokesperson or gain notoriety in parliament.

Prepare a short-written brief to leave with the politician.

This should be 1 or 2 pages and clearly outline what you are asking them to do. See the guide to writing a policy briefing sheet, that is a part of this resource kit.

Rehearse your meeting and what you want to say.

Know that meetings rarely go as planned or scripted, but this at least allows you to familiarise yourself with the main points and flow of the conversation. Prepare a half hour version of your meeting, and a 10-minute version. Meetings often get cut short.

Meet together and pray.

Pray for the upcoming meeting, for the team, for the politician you are meeting, for the cause and the people you are seeking to serve. Ask your church to be praying as well.

During the Meeting

Be punctual, appropriately dressed and friendly.

Aim to make a good first impression.

Introduce yourselves.

Be concise in your introductions, but it is still worthwhile making time to tell the politician a little bit about yourself, your background and perhaps any connection you have with the issue.

Share why you are here.

Share your concern for the issue you are speaking on, the main points you wish to make and what you would like to see changed. Hand them the briefing sheet you have prepared.

Be persuasive and polite.

As Adventists, wherever possible, we are aiming to be relational rather than confrontational in our approach. It does not mean that we won't hold politicians to account or disagree with what they say, but our aim is to engage respectfully. We believe the best way to influence a politician in a meeting is to have a genuine conversation with them, with the aim of building a relationship over time. Listen to what they say, understand when they disagree and why, and plan to respond. Your responses can be as part of your follow up or in a subsequent meeting.

You don't need to know all the answers.

Unless you're there as a policy expert, a large part of what you are trying to convey is your passion for the issue and your desire to see something done. You can point to the fact that the policy changes you are seeking is backed up by research or international frameworks, but you are not personally aware of all the details. Offer to get back to the politicians with answers to any questions you do not know, and then take the time to do further research or consult experts (such as those in ADRA). You can then follow up via an email.

Be clear on what you are asking.

Be clear in making your prepared asks to the politician and clarify with them what they think is reasonable and what you and they are agreeing to do as a result of the meeting.

Tell them you will follow up.

Let them know you will follow up with them and on any tasks you've agreed to. Let them know when and ensure that you do reconnect in a timely manner.

Other Considerations.

Consider taking a photo of the politician and your team in order to share the story of your meeting, they may also wish to include this photo in a newsletter or in their social media channels. You may consider using props such as posters or other creative tools as part of this photo.

In some meetings, with some politicians it may be appropriate to pray with them. If you feel this is appropriate you can offer to pray at the end of the meeting.

After the Meeting

Debrief as a group.

Pray about the meeting and its outcomes, discuss what needs to be done to follow up and chat through how you can improve the relationship or increase the influence you have with the politician.

Write a thank you note.

Thank the politician for their time and outline the actions that both you, and they agreed to take.

Start planning your next meeting.

Let your local ADRA office know how your meeting went.

Provide any feedback you might have including how warm the politician was to your asks and what the next steps might be.

Policy Guidance for the *Every Child. Everywhere. In School* movement.

Everychild. Everywhere. In School. is a movement to see every child, in school and receiving a quality education by 2030. This target has been articulated and agreed to by most nations in the Sustainable Development Goals (SDGs – in particular SDG4). Virtually every country in the world can be doing more to see the realisation of this goal a reality.

In this policy guide we will point you in the right direction to start thinking about what you're your country can be doing to play its part.

The key resource to help will be the "Global Education Report: What It's Going to Take" report published by the ADRA Advocacy Working Group. The report examines 4 different thematic areas to consider when looking at what actions countries need to take to see every child in school.



You can download the report [here](#) or by navigating to the *Every Child. Everywhere. In School.* resource page. The executive summary gives a good overview of the themes and is highly recommended reading when considering which area of policy to focus on for your government.

A summary of the policy responses is attached to this guide, drawn from pages 12 and 13 of the Global Education Report.

Financing Education.

Finance represents one of the most significant and ongoing barriers in making this goal a reality. It's also one of the most readily definable, and as such ADRA's Advocacy Working Group have prepared some specific resources to help you customise finance asks for your country.

For *High Income Countries*, clear aid giving targets have been asserted in order to fill the finance gap for *low and middle income countries*. These targets call for aid giving countries to reach the internationally agreed aid giving target of 0.7% gross national income (GNI) and ensure at least 10% of this is dedicated to education.

Page 23 of this report has a data table which includes where high-income countries are relative to this target, based on their bilateral aid giving to education.

If you live in a rich country, not meeting these finance targets, this is a good place to start in considering what you ask your government to do. You may wish to supplement the data in this table with data from your countries budget about their giving to education aid.

For *Low and Middle Income Countries* (LMICs) the financing targets focus on increasing domestic spending on education to between 4% and 6% of gross domestic product (GDP) and between 15% and 20% of overall government spending.

ADRA's Advocacy Working Group have compiled a spreadsheet that includes every country in the world's spending on education (for which there is data), measured against GDP and government

expenditure. It also includes the percentage of children that are currently out of school, as a measure of need and urgency.

Policy recommendations can thus be focused on achieving these financing targets. Where countries are on track to achieve universal completion of quality secondary education, call governments to at least meet the minimum financing benchmarks for education: 4% of GDP and 15% of government expenditure. Where countries are not on track, lift spending to at or above the upper benchmarks: 6% of GDP and 20% of government expenditure.

These financing policy aims should be considered alongside the other three major themes. Inclusion, Quality and Retention, and Crisis. For more details on this refer to the Global Education Report. The summary of relevant asks are below.

1 FINANCING EDUCATION

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% of GDP and 15% of government expenditure.
- ▶ Where countries are not on track, lift spending to at or above upper benchmarks: 6% of GDP and 20% of government expenditure.

Increased aid for education

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

Reduce remittance costs to increase household expenditure on education

- ▶ Accelerate global efforts to reduce remittance costs to 3% and ensure that there is no destination with higher than 5% costs.

Curtail tax dodging by large multinationals and high net wealth individuals to increase available domestic resources for education

- ▶ Implement public country-by-country reporting measures for all reasonably sized multinational companies.
- ▶ Mandate public registers of beneficial ownerships for all companies and trusts.

2 INCLUSION IN EDUCATION

Challenge social norms and behaviors through:

- ▶ Local and global advocacy addressing participation in education as well as tackling negative attitudes, stigma and violence.
- ▶ Promoting gender-responsive education planning.

Set and enact equitable laws and policies by:

- ▶ Committing to international frameworks that promote disability inclusive development.
- ▶ Improving data on children living with disability.
- ▶ Developing inclusive education policies (including improved teacher training on special education, curricula that addresses issues of inclusion and building more accessible school facilities).

3 EDUCATION QUALITY AND RETENTION

Improve learning outcomes through:

- ▶ *Instruction*: implement participatory teaching and learning techniques.
- ▶ *Training*: Increasing the quality and quantity of teachers.
- ▶ *Assessment*: Implement better tools to measure learning outcomes.
- ▶ *Curricula*: Engage teachers in effective policy dialogue.

Improve retention and completion by:

- ▶ Improving learning outcomes
- ▶ Improving school infrastructure
- ▶ Improving inclusion

4 EDUCATION AND CRISIS

Respond to crisis by ensuring:

- ▶ Countries prone to disaster and affected by conflict should factor crisis into their long-term education planning.
- ▶ Refugee children be included in national education systems.
- ▶ Education is not the first casualty of crisis. Donor countries should provide flexible and accelerated funding in times of crisis, designated for education.
- ▶ As governments formulate their plans to reopen schools, safety for all and inclusion should be incontrovertible considerations.

How to Write a Policy Briefing Sheet for the *Every Child. Everywhere. In School* Movement in your country

Ahead of meeting your politician to discuss the *Every Child. Everywhere. In School* movement, it is good to prepare a short brief covering the main points you wish to convey to them. This guide will give you practical tips on how to write a policy briefing sheet for your politician.

The briefing sheet should be broken into three parts.

1. Who you are

Start with a brief description of who you are and who you are representing. Talk about the local context (i.e. what church you belong to, and whether they are part of the movement) but also the global movement – which has more than 1.3 million people engaged with it.

2. The need and context

Talk about the global and local context of universal quality education. The executive summary of ADRA's *Global Education Report: What Will it Take* provides a good understanding of the global context, but you may need to do some research for what's happening in your country.

This section should be clear and concise, and build the case for your proposed solution or policy change.

3. Your policy ask to help address the problem

For tips on formulating your policy ask, refer to the policy guide that's part of this resource kit. Make sure you have a clear and well defined policy ask. Keep it focused, two or three (maximum) well thought out policy asks will be better received than multiple asks focused on a range of different issues.

Other Points to consider

- Keep it brief (maximum 2 pages).
- Speak about the positive impact your country can have.
- *Make it clear what your asking the politician to do.* If they have decision making power, than you can ask them directly to change government policy. Otherwise you might be asking them to make speech, write a letter to the relevant minister, raise awareness about the issue, change their party's platform (if they are a decision maker for the opposition party) or perhaps attend one of your advocacy events.

An example of a briefing sheet is included at the end of this guide. *Yellow highlights indicate country specific information.*

Policy Briefing Sheet for the *Every Child. Everywhere. In School* Movement

An example from Australia

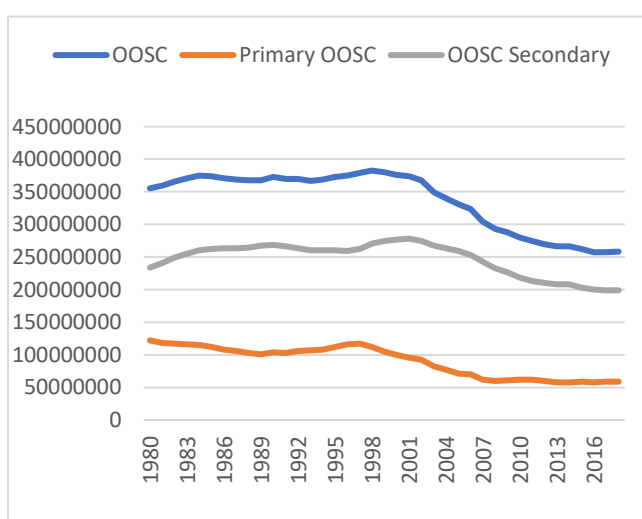
Who we Are: *Every Child. Everywhere. In School.* is a global, Adventist-led movement to ensure that every child, everywhere, attends school and completes their education so they can fulfil their God-given potential.

More than 1.3 million people have joined the movement, from more than 100 countries across the world, united in their call to see our leaders do what needs to be done to see every child receiving a quality education by 2030, in line with the globally agreed target set out in Sustainable Development Goal 4.

My Church, Hamilton Adventist, is one of many churches, schools, community groups and NGOs that are passionate about this issue.

Global Education Progress

In the last three decades the world has experienced an extraordinary period of progress. Child mortality has plummeted from 12.5 million to 5.3 million children per year¹. Life expectancy has increased from 64 years to 73 years² and Gross Domestic Product (GDP) per capita has increased by 50%³. Much of this progress has been propelled by and coupled with a global education revolution.



Compared to 1990, The amount of out of school children (OOSC) has fallen dramatically, from 372 million to 258 million in 2018⁴. Illiteracy has fallen over the same period, from one out of every four people, globally, to less than one out of every seven⁵. The number of girls out of school has fallen by half, eliminating the disparity between girls and boys on this front.

However, more recently, progress on ensuring all children receive a quality education has stalled. Since 2015, the number of OOSC has hovered at around 258 million⁶.

And now COVID-19 makes the challenge of ensuring quality education for all, greater still. The pandemic is responsible for the largest

disruption to education in history, affecting nearly 1.6 billion learners in more than 190 countries, across every continent. The closure of schools and other learning spaces has impacted 94% of the world's student population – up to 99% in LMICs⁷.

If not dealt with urgently, the impact will be generational and stands to reverse decades of progress. The most vulnerable will be the hardest hit. Almost 24 million students are at risk of dropping out of education or of not having access to education next year, due to the economic impact of the COVID-19 pandemic, alone.

Australia's Support for Education

Australia has historically been a world leader in its support for quality education for all. In 2013-14 Australia gave \$1.066 billion in aid, representing almost 20% of our aid program and 0.066% of our Gross National Income (GNI). An exemplary effort. In that year alone our aid to education helped 1.4

¹ UNICEF (2019) *Levels and Trends in Child Mortality*.

² UN Population Division (2019) *Population Data* accessed via <https://population.un.org/wpp/Download/Standard/Population/>

³ World Bank (2020) *World Development Indicators*

⁴ Unesco Institute for Statistics Databank (Accessed June 2020)

⁵ UIS (2017) Fact sheet number 45 *Literacy continues to rise from one generation to the next*.

⁶ UIS (2020) *Out of School Children Data*

⁷ United Nations (2020) *Education During Covid19 and Beyond*

million children in Cambodia go to school, assisted in building over 9000 classrooms, trained over 100,000 teachers and provided more than 4.5 million textbooks.

Sadly, our global support for ensuring every child in school receives a quality education has been falling. Australia's Department of Foreign Affairs and Trade reports that Australia is now giving just 643 million dollars in aid, which as a percentage of GNI is about half its 2013-14 levels – at just 0.033%. OECD data suggests that in terms of bilateral giving to Education, Australia gives just 8.5% of its aid programming, ranking it 20th out of the 30 members of the development assistance committee contributors in terms of generosity to education aid.

In the face of COVID-19, the need to reverse this retreat in generosity is urgent.

What we Need

Prior to the pandemic, UNESCO estimated that education aid would need to reach \$39.5 billion USD globally, with the majority (\$21 billion) being targeted at low-income countries. This could be achieved by donor countries achieving the long held international aid target of 0.7% GNI and giving 10% of this to education. A total of 0.07% GNI to education, while focusing the majority of giving on low-income countries.

In light of this Australia should:

1. Increase its aid to education to 0.07% of GNI from its current level of 0.033%. An increase of \$721 million.
2. Ensure that at least half this amount is given to low income countries.

What you can do:

Here you can tailor your request of what you would like the politician your meeting with to do, based on their position. If they are the finance minister or foreign affairs minister, you can simply ask them to make it government policy. If they do not have direct decision-making power you could ask them to write a letter the relevant minister, make a speech in parliament or help to raise community awareness about the issue.

Letter Writing Guide for the *Every Child. Everywhere. In School. Movement*

As we work together to see every child in school, it is important to help our supporter act. There are a range of advocacy actions at your disposal to help generate influence and demonstrate passion and interest for our cause.

One excellent action that supporters can take en masse is letter writing. It is more personal than an email, more involved than a digital action, and is more likely to catch the attention of politicians -while at the same time engaging and educating your supporters about the movement.

You can run a letter writing action at churches, conferences, schools, universities or through a direct mail or electronic mail campaign.

Here are 7 tips to consider in formulating your letter.

1. **Who:** Do some research on who you should address the letter to. Should your campaign focus on the local members for your constituents, or the relevant minister (usually the finance or education minister). You may wish to target local members when you anticipate the number of letters will be relatively small, or you know the minister will be resistant to your policy ask. When you've selected your target, make sure you address them with the correct titles. E.g. "Senator, the Honourable Marisse Payne. Minister for Foreign Affairs and Women".
2. **Why:** Start your template letter indicating why the person is writing. Their passion for the issue, or why they believe it is the right thing to do.
3. **What:** Briefly outline the issue and your case for change. Include your policy ask if you have one and be clear on what you are asking them to do in response.
4. **Personalise:** While you might be supplying a template letter, ask your supporters to personalise it. Perhaps with a short personal anecdote or comment. This will demonstrate that their interest is more than a 'tick the box' action, but they are personally vested in the issue.
5. **Focus:** Keep your template letter focused on one issue and ask your supporters to do the same if they are planning in personalising it.
6. **Positive:** Be relational, not confrontational in your letters. Consider if there is something you can be thankful for that your government or politician has done. Feel free to disagree with a politician's stated political position, but even in disagreement, be gracious and stick to the facts. Do not use personal attacks.
7. **Expectant:** Close your letter expecting a response from your politician. E.G. I look forward to hearing your response on these matters.

A sample letter with a sample policy ask is included below.

A Template Letter for the *Every Child. Everywhere. In School* Movement

High Income Country Example

Thank you for serving our country in your position as [Insert position]

I am passionate about seeing every child, everywhere, in school. I believe a quality education is a crucial step towards seeing children, communities and countries flourish.

No child should ever be denied an education – not because of where they live or because their family is poor. They should not miss out because of conflict or displacement or because of their gender, ethnicity, or disability.

I'm part of the global *Every Child. Everywhere. In School.* Movement that has more than 1.3 million people calling for their leaders to act on education, in line with Sustainable Development Goal (SDG) 4.

Sadly before COVID-19 258 million children were out of school. The pandemic that started as health crisis, has also grown into a global education crisis. 1.6 billion learners in more than 190 countries have been affected. For the most disadvantaged students, many will not return to school if urgent action is not taken. The impact will become generational.

Prior to the pandemic, UNESCO estimated that education aid would need to reach \$39.5 billion USD globally to fill the financing gap for low-and-middle income countries if we are to achieve SDG4. The majority (\$21 billion) will be needed by low-income countries. This could be achieved by donor countries achieving the long held international aid target of 0.7% GNI and giving 10% of this to education. A total of 0.07% GNI to education, with the majority of these funds given to low-income countries.

I'm asking our Government to dramatically step up support for global education by increasing it's aid for global education to 0.07% of GNI, and giving at least half to low income countries.

Your response via letter, email or phone via my details provided below would be greatly appreciated.

My Return Details:

[Insert e-mail, post and/or phone details here]




EVERY CHILD.
EVERYWHERE.
IN SCHOOL.



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