

## Supporting the Global Partnership for Education

Education is the opportunity every parent wants for their child, and that every child wants for building a brighter future. The right to education for children is not just supported by international law – it is supported by common sense. Education offers children the opportunity for healthier, safer, more prosperous futures. Even just one additional year of school can help a child increase his or her lifetime earnings by 10%. That same additional year can decrease a young girl’s likelihood of contracting HIV by up to 25%.

Unfortunately, around the world, a staggering 263 million children and youth are out of school, and tens of millions more can’t read a single sentence. In places like South Sudan, a young woman is more likely to die in childbirth than she is to graduate high school. The life potential that can be unleashed through education remains hidden for too many children and nations.

But the Global Partnership for Education (GPE) makes education a reality for more children, uniting government leaders in lower-income countries with international donors, the private sector, and communities. Together they develop, fund, and build lasting systems to educate the most vulnerable children, from preschool through high school. About 60% of GPE support is in countries affected by fragility or conflict, where about two-thirds of out-of-school children live.

Some 263 million children and youth are out of school, according to new data from the UNESCO Institute for Statistics (UIS). The total includes 61 million children of primary school age (6-11 years), 60 million of lower secondary school age (12-14 years), and the first ever estimate of those of upper secondary school age (15-17 years) set at 142 million.

If the world comes together around GPE’s latest plan, we can support GPE countries have 19 million more children completing primary school, 6.6 million more children completing lower secondary school, and training for 1.7 million teachers over the next three years.

## Why the Global Partnership for Education?

The Global Partnership for Education is the only organization of its kind dedicated exclusively to education in the world’s lowest-income and most fragile countries. About 60% of GPE support is in countries affected by fragility or conflict, and yet even in those circumstances, the effectiveness of GPE has meant 64 million more children are now in school in GPE partner countries as compared to 2002.

GPE works collaboratively and strategically across key stakeholders. The overwhelming share of investment in education for vulnerable children comes from governments in lower-income countries themselves. Donor financing helps bridge critical remaining gaps.

## U.S. Leadership is Vital

Since 2011, the U.S. government has made increasing annual investments in GPE, helping drive its success. But education funding could be on the chopping block. Earlier this spring, the White House released a shortsighted budget proposal that would cut U.S. support for the fight against global poverty. This includes education, which could targeted for especially steep cuts. This proposal has been widely condemned by advocates, military leaders, the faith community, and members of Congress from both parties. The opportunity this year with GPE calls for leadership from our elected officials, not retreat.

## Use EPIC to Write to a Letter to Your Member of Congress on GPE

**Engage:** It's nearly impossible to live one's dream in life without an education, yet 263 million children and youth around the world who should be in the classroom, are not.

**Problem:** Since 2011, the U.S. government has made increasing annual investments in the Global Partnership for Education (GPE), helping drive its success. GPE is the only organization of its kind dedicated exclusively to education in the world's lowest-income and most fragile countries. But a White House proposal to cut U.S. support for global development assistance could jeopardize progress.

**Inform:** GPE is launching an ambitious new plan to accelerate progress through increased investment in education. While the overwhelming share of investment in education for vulnerable children comes from governments in lower-income countries themselves, donor financing helps bridge critical remaining gaps.

**Call to Action:** GPE is asking its partner countries to allocate a full 20% of national government expenditure to education annually, and it is asking for a collective \$3.1 billion from donor governments over 2018-2020. The U.S. must continue to be a GPE supporter, helping insure that the possibilities unlocked by education are available to all children and, consequently, to our world. Will the Senator/Representative call on the Administration to make a bold pledge at the upcoming GPE pledging conference?

*Data source: The Global Partnership for Education – [www.globalpartnership.org](http://www.globalpartnership.org)*

### **GPE Support in CHAD:**

Chad is surrounded by conflicts in neighboring countries and still feeling the reverberations of famine and financial crisis that recently swept through the Sahel region. As a result, one of the world's poorest countries hosted around 400,000 refugees in early 2017. GPE has supported Chad's efforts to improve a school system that was weak even before large numbers of refugees arrived. In the Lake Chad region alone, 62 percent of Chad's children were out of school, the average primary school class size was 75, and the rate of adult illiteracy 96 percent. With GPE's support, Chad is addressing immediate humanitarian needs of its refugees and creating a stronger and more enduring education infrastructure that benefits everyone. This support includes building classrooms and essential facilities; food and nutrition; 60,000 new, culturally appropriate school books; and training to expand the pool of teachers qualified to ensure children in school actually learn.

## Leading with Action: Advocacy Workshop Agenda

Below is a sample agenda and script that you can use to put people in your community into action. We know that when people take action they get inspired. The agenda below would require a meeting of roughly 60 minutes. Adapt the elements to fit your style and timeframe.

### I. Setting the Stage – 15 Minutes

#### **2 min: Welcome and acknowledge people for being there.**

“Thanks to all of you for coming. There are a lot of ways you could be spending the day, and I want to thank all of you for coming out and learning more about how YOU can play a role in the movement to end poverty. Can the RESULTS volunteers briefly say their name and how many years you’ve been involved? Also, can you all be sure to sign our sign in sheet?”

#### **3 min: State the purpose of the meeting.**

“Our purpose today is to inspire you all about the difference you can make, working with others, to create the political will to end hunger and poverty. In the next few minutes, we’ll . . .

- Learn a bit about RESULTS, the group organizing this.
- We will learn about an issue of poverty.
- We will take an action that will make a difference on that issue. We'll write a letter about the Global Partnership for Education that we'll hand-carry to Washington DC in July.
- Finally, we'll see who is interested in continuing to make a difference with RESULTS.”

#### **10 min: Center the room and do introductions.**

“Let’s see who’s in the room tonight and get in touch with why we are here. Please give us your name and tell us briefly why acting on issue of poverty is important to you.” Other possible question, “What are you committed to in life?” or “Who do you want to be in the world?”

Afterward, “Thank you all for sharing what is important to you. We have a lot in common.”

### II. The Basics of RESULTS – 10 Minutes

#### **RESULTS is...**

“So what is RESULTS? RESULTS is movement of passionate, committed, everyday people. Together we use our voices to influence political decisions that will bring an end to poverty. As volunteers, we receive training, support, and inspiration to become skilled advocates. In time, we learn to effectively advise policy makers, guiding them toward decisions that will improve access to health, education, and economic opportunity. Together we realize the incredible power we possess to use our voices to change the world. “

Show the video if you have time: We Have a Vision:

[http://www.results.org/blog/we\\_have\\_a\\_vision/](http://www.results.org/blog/we_have_a_vision/)

1. An example of our success is protecting development assistance for FY2017. We helped secure the highest number of letter signers ever for AID, TB, and malaria; global

education; and maternal and child health, which helped protect funding, even when the President has proposed a 30% cut to these programs.

2. A local example of our role in creating change is: We moved Rep. \_\_\_\_\_ to sign on to xxx letter as part of this—he met with us in \_\_\_\_\_ (month) of 2017, which was key in getting his/her support.

A few more details if you have time:

- RESULTS partners meet twice per month to plan and take action.
- During one of those meetings, we connect to a national webinar to learn more about an issue, learn to speak powerfully, and take action to communicate with our elected officials by sending them letters.
- We also develop plans for influencing our decision makers through face-to-face meetings, the media, and community action.

### III. Issues & Action Component – 30 Minutes

1. Introduce the issue of the Global Partnership for Education with a story or video:
  - *Basic Education and Global Partnership for Education (GPE) in Chad:* <https://www.youtube.com/watch?v=r--C6L-8LcE&feature=youtu.be>
  - *GPE accomplishments of 2016:* <http://www.globalpartnership.org/multimedia/video/2016-gpe-year-review>
  - *Investment In Pre-School Pays:* <https://youtu.be/dFUW8Bdqzv8>
2. Read the May Action Sheet together, including sample letter.
3. If people don't know their members of Congress, show them how to find their legislators and relevant contact information online.
4. Everyone writes letters. Encourage them to personalize. Remember to tell people to add date, name, address, email, phone.
5. Have one or two people volunteer to read their letter out loud for feedback and encouragement.
6. Let people know how/when you'll deliver their letters and that you'll report back.
7. Debrief on the action-taking.

### IV. Invitation to Attend the Next Meeting & Closing – 5 Minutes

“Lastly, we are planning to have future meetings like this one about RESULTS and taking people through the process of taking action by writing letters like the ones you wrote tonight.

- Who is up for doing this again?
- Who knows other people or groups who might be interested?
- We are also looking for people who want to take the next step in using their voice to work with the media and Congress with our group. Who is curious about what our chapter does and wants to learn more?
- Who is interested in learning more about supporting RESULTS financially?”

Share thank yous, and be sure to capture contact information including name, phone, email, address. If you send it to Ken Patterson ([kpatterson@results.org](mailto:kpatterson@results.org)), we can sign these new people up for twice-monthly action alerts.