



FREE.SAFE.EDUCATED.

KEEP YOUR EDUCATION PROMISES

ACTION PACK



WHY DEMAND THAT EDUCATION PROMISES ARE KEPT?

All children should receive free, good quality education as a basic human right, because it is key to building strong, equitable and progressive societies.

Almost all international, national, and local leaders have committed to improving education systems –yet these promises are rarely kept. Right now, 263 million children and young people are not in school, and 617 million cannot read at all. ([UNESCO, 2017](#))

So how can we ensure that all children receive the education they are entitled to? One of the most important things we can do is push governments to turn their words into action.

The Global Campaign for Education (GCE) is a civil society movement which fights the global education crisis and has partners in six continents and nearly 100 countries.

Every year, GCE runs its flagship Global Action Week to campaign on education issues worldwide. This April, GCE's Global Action Week is focusing on **Accountability in SDG 4 and Citizen Participation**. Throughout the week and beyond, everyone will be encouraged to hold their leaders to account, so that they fulfil their commitments to providing free, quality and inclusive education.

Join us now, in solidarity with GCE's Global Action Week 2018, to demand that decision-makers everywhere keep their promises.

STEP 1: KNOW

THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

In 2015, world leaders promised to deliver 17 human rights-based goals called the Sustainable Development Goals (SDGs). These global promises intend to improve the lives of everyone politically, socially, economically, and culturally by 2030.

According to international human rights law, by making promises like the SDGs, governments are acknowledging and accepting their responsibility to guarantee our rights. This makes them the primary duty-bearers for our rights, and they are obliged to respect, protect, and fulfil them.

Others also have roles to play - for example, parents are duty-bearers for their children, school principals and headteachers are duty-bearers for their students, and NGOs and international agencies have a responsibility to the individuals within their remits. However, our governments are accountable to us as citizens, and it is up to us to use this power.

We have the right, as well as a responsibility, to hold them accountable for delivering what they promised. We can compare their words to their actions and demand change if they don't match up.

KEEPING THE PROMISE OF EDUCATION FOR ALL

Governments make many promises about education. Most recently, in SDG 4, world leaders committed to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The vast majority of countries *already* signed international treaties and conventions to protect everyone's right to a free, quality and inclusive education, some even decades ago.

In reality, however, these promises are rarely kept, denying millions of children and young people all over the world their basic human right to education.

Before we take action to make sure the promises of SDG 4 are kept, we need to see whether or not they're currently being delivered. Complete the activity on the next page to discover the gaps between education promises and realities:

PROMISE

All children should complete _____, equitable and quality primary and secondary education. (SDG 4, Target 4.1)

Ensure equal access for all women and men to _____, _____ vocational and higher education (SDG 4, Target 4.3)

All pupils should know how to promote Sustainable Development, including _____, _____ and _____.
(SDG 4, Target 4.7)

There should be no disparities in education for the world's most _____ children. (SDG 4, Target 4.5)

REALITY

____ out of ten children worldwide are not learning: they're not in school or get a poor education there. ([UNESCO, 2017](#))

In low-income countries, only _____ of the poorest girls and _____ of the poorest boys finish secondary school. ([UNESCO, 2018](#))

In Latin America and the Caribbean, just _____ of indigenous children complete secondary education. ([UN, 2017](#))

_____ school-age refugees, mostly in East Africa and the Middle East, didn't attend school in 2016. ([UNHCR, 2017](#))

MISSING WORDS

Language 3.5 million Human Rights Free
2% Gender Equality 3% Vulnerable
Non-Violence Six Affordable Quality 20%

Finished? Check your answers [here!](#)

STEP 2: CONNECT

Real change isn't just about what international law or national governments promise, it's also about ensuring promises are delivered and impact the lives of people they aim to.

As citizens we can all help with this process, and that is why this pack's 'Connect' activity is to conduct a short survey on education in your community.

First, choose an issue. For this Action Pack, we suggest focusing on children who miss school in your area. This focus will be much clearer if it is summarised as one simple question, for example, "How many children are out of school in this neighbourhood?"

Next, think about who you should ask. This will depend on your survey question, but may include teaching staff, classmates, friends, family, and neighbours. The more perspectives you collect, the stronger your results will be. There is no right or wrong person to survey, but always check that they have experience of the local education system and want to talk about it first.

Then, decide how you're going to collect this information. Some participants may give you exact figures, whilst others prefer to talk about their personal experiences more generally. The key is to have a simple, uniform system of recording this information that everyone uses.

On the next page, you'll find a survey template with space to write who you've asked, what their answers are, and the estimated total children affected. If you run out of space, use another piece of paper and add the information at the end.

COMMUNITY-LED RESEARCH

Community-led research is a powerful way to learn more about how global issues affect those around you. It is also a way to collect local evidence to strengthen your demands. However, it's important to remember that the information people give you may not be accurate (it is from their perspective!) and research is usually conducted over a longer period of time and with more respondents. Nevertheless, this activity will start to give you information about what people in your community *think* about access to education, which is an important foundation for any local campaign.

SURVEY QUESTION: _____

ME AND MY 100 MILLION GROUP
Answers: _____

SCHOOL/UNIVERSITY SECRETARY
Answers: _____

HEADTEACHER/DEAN/CHANCELLOR
Answers: _____

OTHER: _____
Answers: _____

TEACHERS/TUTORS/LECTURERS
Answers: _____

OTHER: _____
Answers: _____

CLASSMATES
Answers: _____

OTHER: _____
Answers: _____

ESTIMATED TOTAL CHILDREN AFFECTED: _____

CAMPAIGN TIP:

Think of creative ways to reach more people. Could you use social media, send a mass email, write an article in your local paper asking for responses? You can use this step to promote your 100 Million group as well as find answers! Don't forget to share back what you've found with those you have asked.

STEP 3: MOBILISE

Holding leaders accountable, ensuring their promises are kept, can seem a difficult task. However, in reality it is a simple and powerful way to make sure what is said in words is delivered in action.

For **Step 3**, you can physically demonstrate this by creating a **Promise Chain**, inviting the people you spoke to in **Step 2** and more to join you for your action.

HOW TO MAKE A PROMISE CHAIN:

Write on one sheet of paper a **PROMISE** that has been made in SDG 4 to achieve education for all –feel free to be creative with how you write the targets!

For example:

- ELIMINATE ALL DISCRIMINATION IN EDUCATION
- UPGRADE SCHOOL BUILDINGS TO BE DISABILITY INCLUSIVE

(You can find out what they are here www.globalgoals.org/4-quality-education)

Using the information you found out in **Step 2**, work together in your group to come up with solutions to why children in your community are out of school. Think about what **ACTION** needs to happen to make sure the promise of education for all is kept. Write this on a second piece of paper.

For example:

- HOLD TRAINING FOR LOCAL TEACHERS ON NON-DISCRIMINATION LAWS
- INSTALL RAMPS AND/OR LIFTS IN ALL SCHOOLS FOR STUDENTS WHO USE A WHEELCHAIR OR FIND IT HARDER TO WALK

Make two holes on both sides of your two pieces of paper and use string, ribbon or shoelaces to weave them together. By physically connecting the two you are showing the important link between words and action, and that without concrete action to support the promise, the words alone are meaningless.

As a group, tie all your pieces of card and string together, symbolising that you are all united in demanding these promises are kept and turned into action.

Take your promise chain and display it somewhere that represents the right to education for you. This could be your classroom, campus a community library or outside a local school.

If you have extra paper and string, invite people that pass by to write their own promise and action to make your promise chain as long as possible!

EXAMPLE OF 100 MILLION ACTION:



In March 2018, the youth delegation for The Laureates and Leaders Summit for Children created their own chain asking for global promises to be kept for children and young people in their communities.

Young people from over 10 countries, including former child labourers, Syrian refugees and university students, joined a 100 Million workshop to write what action they believed was needed to make sure the promises for every child to be free, safe, and educated became reality.



They presented their chain, with over 50 contributions, at the closing ceremony to world leaders and Nobel Prize Laureates.

BY JOINING THIS MOBILISE STEP, YOU ADD YOUR VOICE TO A GROWING CALL TO TURN WORDS AND PROMISES INTO ACTION

STEP 4: INFLUENCE

Having built your knowledge, momentum and evidence for keeping the promise of education for all, it's time to take your demand to your decision-maker.

Who should you write to? As we learnt in **Step 1**, different people and institutions have different roles to play in delivering the promise of education for all, however, it is ultimately governments who are the primary duty-bearers for our rights.

That's why we suggest writing to your local representative or Parliamentarian first. They should have the jurisdiction and ability to address most injustices in your community. However, if the problems you identified sit with a different body to fix (for example, your Headmaster or parents) then your representative can direct you to who is best to contact.

On the next page you'll find a suggestion for what your letter could look like, but this is your action so be as creative and personal as you would like! To make your message even more personal and powerful, you could summarise your findings from the **Step 2** survey in the middle of the letter.

You could also find a really eye-catching way of delivering your message. Could you all walk to their office together? Or post a picture of the letter to social media and asking for a response online? Whatever you choose to do – let us know by email at campaign@100million.org! We'd love to see how your campaign is developing and can suggest next steps if you get a reply.



If you want to continue pressuring leaders to deliver their promises after completing this Action Pack, find an easy guide to how to make sure national governments deliver all the SDGs [here](#)!

Dear _____

We write to you as representatives of the 100 Million campaign group from _____, part of a global movement dedicated to ensuring that all children and young people worldwide are **free, safe, and educated**.

We passionately believe that every child or young person has the right to a free and quality education, regardless of who they are, where they come from and how much money they have, because

However, in reality:

Leaders on international and national stages have committed to achieve Sustainable Development Goal 4 to ensure inclusive and quality education for all by 2030. Our government has a duty to keep this promise and implement practical measures to improve and widen the reach of education for every child and young person in this country.

Your role in ensuring that all children and young people receive a free and quality education is pivotal, and **we would like to know how you propose to address the educational problems in our area**, particularly the ones outlined above. If another person or body has a greater duty to safeguard education in the community for the issues we have raised, please let us know - we would be delighted to contact them too.

We look forward to your response and hope to discuss your commitments to free and quality education in person very soon.

Yours sincerely, _____

USEFUL LINKS:

[Sustainable Development Goal 4](#)

Official UN website and guide to SDG4

[Sustainable Development Knowledge Platform](#)

Official UN website for ensuring accountability and tracking progress in the SDGs

[Global Education Monitoring Report 2017/18 \(Youth Version\)](#)

Definitive study on accountability in education



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