# **MODULE SIZE.**

# **PLANNING FOR ACTION - HIGHLIGHTING DEBT SERVICING AS BAD FOR EDUCATION SPENDING**

**Aim of exercise.**

To develop advocacy messages to make the case for cancelling debt to foreign creditors

**Activity**

One of the most powerful messages you can use to make the case for a global debt workout mechanism is to join the calls for one by highlighting what debt servicing is doing in your country to erode the capacity of the government to invest in education – to make the moral case for debt cancellation so a generation of children are not the main losers of a debt crisis.

This exercise is intended to get you started using statistics and making compelling advocacy messages about the immoral nature of this behaviour. This can help your network to reach out to others working on debt justice with a powerful single message linking their work to yours.

**Step 1:** You can use the debt justice portal to find out more about your own countries current losses from **external /foreign debt** as a % of revenue (note this is of revenue) See: <https://data.debtjustice.org.uk>

**Step 2:** Choose a compelling example to show what the lost revenue could pay for in your country. This could be more children in school, more teachers, schoolbooks, school buildings, or an increase in the current education expenditure, for example. Make sure you have clear costings for the item you choose (i.e. per pupil spending, the cost of one teacher, present national spending on education, etc.).

**Step 3:** Use the information that you have collected to make a simple set of powerful advocacy messages based on the key issues in your context. These should illustrate what a difference it would make to education in your country if debt servicing was not haemorrhaging public finances overseas to foreign creditors..

**What to do in a workshop setting**

**Time allowed:** approximately 2 hours to work in groups

* Divide the participants into small (ideally single-country) groups. Depending on the time available and on the level of experience of the participants, they should either be handed a set of statistics for their country or given time to research these.
* Based on the country statistics, participants should then develop an advocacy message.
* Each group should find a creative way to present their advocacy message to the wider group.