

ENGAGE

ISSUE ONE

Education for all: a fairer future

The
STEVE
SINNOTT
FOUNDATION

Vision:

To secure primary education by 2015 for each one of the 72 million children who are out of school across the world

STEVE



“ I think there are those who are hopeful supporters and activists for justice, human rights and equality; and there is the rest. Those who exude hope and optimism generate the energy and stimulate the progress that we in education and progressive teacher trade unionism, for example, work for. I find such people are as fascinated as I think I am by the liberating power of education in this country and across the world. ”

Steve Sinnott,

Hugh Gaitskell Memorial Lecture,
February 2007

MISSION

To support and promote initiatives that address the need for education in developing countries; to promote exchange of expertise amongst organisations, teachers and activists across the world for the cause of education; to campaign for the achievement of The United Nations second Millennium Development Goal of Universal Primary Education.

MORE REMAINS TO BE DONE

A good education has the power to transform young people's lives by truly ensuring that every child has the opportunity to fulfil their promise and make the most of their talents.

In Britain we have made high quality education for all a priority throughout a child's life - from investing in early years to raising standards in schools to increasing access to further and higher education, equipping young people for the jobs of the future.

But, sadly, such investment and such opportunities do not exist everywhere. It is one of the great injustices of the modern world that 72 million girls and boys are missing out on a basic primary education. And I know from my many visits to developing countries that these children are just like every other in the world: they crave knowledge, have a curiosity for learning and are desperate to go to school.

That is why I am committed to the cause of Education for All and to meeting the second Millennium Development Goal of ensuring that that all boys and girls complete a full course of primary schooling by 2015. The UK Government is investing £8.5 billion over the decade to 2015 to help achieve this ambition and since 2000 our efforts have helped around 30 million of the world's poorest children attend school for the first time.

But we must do more. Last October I joined global leaders, sportsmen and women, and ordinary citizens to support the 1GOAL campaign. It urges governments to donate more aid to developing countries for teachers, textbooks and schools - and to promote a better understanding of the importance of education.

Governments cannot get there alone. To reach the 2015 goal of universal primary education we also need to work with the private sector, faith groups, charities, civic society and teachers. That is why the work of The Steve Sinnott Foundation is so important. Steve's belief in the power of people, united behind a cause, to change the world for the better stands as an inspiring legacy. By bringing together teachers, activists and organisations to promote the cause of education and share their expertise, the Foundation makes an invaluable contribution to ensuring that every child in the world can enjoy that most cherished gift: opportunity.

Together I am convinced that we can be the first generation in history to guarantee to every child the chance of an education; and through it, the chance to realise their potential.



A handwritten signature in black ink, which reads "Gordon Brown". The signature is fluid and cursive.

PRIME MINISTER

A SUCCESSFUL START

Following the untimely death of Steve Sinnott, General Secretary of the National Union of Teachers, two years ago there was an enormous sense of loss both in the trade union movement and for those involved in the cause of education, domestically and worldwide.



The creation of the Steve Sinnott Foundation came from the strong desire, by those close to him, to ensure that Steve's legacy was secured and harnessed, in the first instance, to contribute to the ambitious goal of universal primary education by 2015.

The Foundation values its natural links with the NUT but those links are clearly ones of 'with the Union but not part of it'. So on behalf of the Foundation I wish to express gratitude for the generous donations from individuals, NUT Divisions & Associations and TGET, a charity associated with Teachers Assurance. These donations have provided crucial funding to get the Foundation off the ground and help drive its ambitious programme forward.

Importantly, the broad support, goodwill and generosity that the Foundation has received, since its formation, have been a fantastic encouragement to its directors and provide the assurance that the Foundation's aims will be capable of being realised.

The significant cross party support in Westminster, reinforced by the contributors in this publication, adds to the confidence about the Foundation's future impact. Growing international recognition, endorsement and support for the Foundation, again clearly demonstrated in the articles, will ensure its goals will be achieved more quickly.

Thank you for reading this first edition of the magazine and I hope you will do all that you can to support and promote The Steve Sinnott Foundation.

Jerry Glazier
Chair, Steve Sinnott Foundation

FACING THE CHALLENGE

Ten years after world leaders came together to set the Millennium Development Goals at the Millennium Summit in September 2000, we now face unforeseen and turbulent circumstances, such as the global economic recession and the recent devastation in Haiti, which threaten the achievement of the goals. The great challenge is to get ahead of these impediments if we are to accelerate the momentum to 2015. That calls for innovation, commitment and cooperation. We at the Steve Sinnott Foundation integrate these values in our work.

Our web portal at www.stevesinnottfoundation.org.uk is an online space for sharing and learning that aims to build a large and strong international community of teachers, activists and development professionals, committed to the goal of 'Education for All'.

In the coming months, the Foundation itself will be involved in field projects in Africa and Asia, extending professional as well as financial support to a number of grassroots initiatives in these continents.

The Foundation values enormously its close association with the NUT and we are looking forward to building similar close relationships with other teacher unions across the world, some of whose leaders have contributed to this edition of our magazine.

This first edition of our magazine is a collective work of people based in different organisations and situations, yet unified in their commitment to the principle that education is a fundamental right. We give special thanks to all the contributors to this edition and to all our donors and supporters so far. My own personal gratitude goes first and foremost to the Founding Directors, to NUT colleagues and, in particular, to Phil Katz and Gary Lewis for their tremendous enthusiasm and hard work in helping produce the magazine.

I am very pleased to invite you to read this magazine and look forward to your feedback and suggestions.

Sam Tiwari
Project Manager, Steve Sinnott Foundation



REMEMBERING STEVE

Anyone who knew Steve understood that one of his enduring passions was the achievement of Education for All.

It is widely recognised that during his time as Deputy General Secretary, and then as General Secretary of the NUT, Steve raised the profile of the Union's international work which benefitted enormously from his drive and determination. This drive and determination to promote internationalism and solidarity was fuelled by Steve's belief that the right to education is a fundamental human right. Steve was a passionate and vigorous campaigner for, and champion of, the rights of children and teachers worldwide. He believed education could liberate children and young people from poverty both here in the UK and throughout the world. Steve viewed teachers as agents who could help bring about that liberation, because he felt so strongly that education has a crucial role to play in contributing towards greater equality and justice within society.

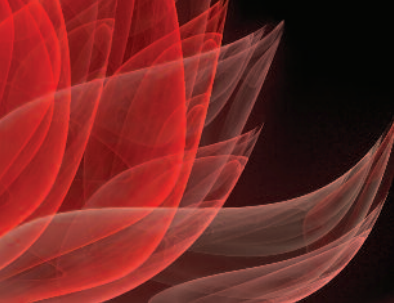


Steve identified parallels between the challenge faced by educators in the mid 20th century and those we face today at the beginning of the 21st. He recognised that the 1940s slogan Secondary Education for All has great resonance with our demand today for Education for All. He was proud of the Union's involvement within the coalition of organisations which unite under the banner of the Global Campaign for Education. This was most evident in his promotion of the Union to the forefront of the 'Send My Friend to School' campaign as part of the Make Poverty History movement.

Steve's commitment to the pursuit of Millennium Development Goal 2 was unwavering. He was a passionate and inspiring teacher whose natural optimism and hope made him a great generator of energy. In February 2007, at the end of a lecture at Nottingham University, Steve reiterated words spoken by Hugh Gaitskell when campaigning for Secondary Education for All when he said, "There are clearly a few things we can fight, fight and fight again to achieve. And we will do this in the name of the world's children."

It is the purpose of the Steve Sinnott Foundation to remain true to Steve's ideals by maintaining the generation of energy and continuing the fight for Education for All.

Mary Sinnott
Director, Steve Sinnott Foundation



PROMOTING GLOBAL LEARNING AND PARTNERSHIPS

Ed Balls MP

Secretary of State for Children, Schools and Families

The UK government believes that education is a basic human right and should be made available to everyone. The social and economic benefits which result from school attendance can have a real effect on the individual, their family, their community and their country. That is why the UK had no hesitation in supporting the UN Millennium Development Goal 2 (MDG2): to ensure that by 2015 children everywhere will be able to complete a full course of primary schooling.

89% of children of primary school age worldwide are now enrolled in school - but there are still 72 million children who are not. So, achievement of MDG2 is still a highly challenging undertaking. Through the Department for International Development (DFID), the UK is providing £8.5 billion to partner governments in developing countries to enable them to develop and implement their education sector plans.

We can also do more here by enhancing understanding of the key global challenges in our own young people. The Department for Children, Schools and Families (DCSF) is currently engaged in the development of a joint Global Learning Strategy with DFID. Our overarching joint vision is that all children and young people in this country are prepared for life in an interdependent world and become models of global citizenship. We aim to do this by promoting global learning and sustainable partnerships between schools in this country and internationally.

Teachers have a central and important role to play in all this. They can ensure our own young people have an understanding of global issues. They can share their

knowledge, skills and expertise with their counterparts in partner schools in developing countries, and through organisations like the Steve Sinnott Foundation, they can join together with teachers around the world to help ensure universal primary education.



ED BALLS

EDUCATION FOR SOCIAL JUSTICE

Michael Gove MP

Conservative Shadow Secretary of State for Children, Schools and Families

The Millennium Development Goals are an attempt by UN member states to set a stamp on the new century. Following the turbulence and misery of much of the twentieth century, the eight goals were meant to be a blueprint for a century with higher living standards, fewer conflicts, and a greater level of social justice.

The second of the development goals is a commitment to universal primary education. The UN was absolutely right to give this issue priority. Everything, from my experiences as Shadow Schools Secretary to my own childhood, show me that a good education is the key to the kind of quality of life and personal freedom that are essential to happiness and fulfilment.

THE LIBERATING POWER OF EDUCATION



MICHAEL GOVE



DAVID LAWS

That's why I am such a passionate advocate for universal education for all children, and concentrating on making the quality of that education as high as possible, whether abroad or at home. I know this was a passion shared by Steve Sinnott, and it is a fitting recognition of his lifelong work on this issue that the charity that bears his name continues to campaign so passionately and effectively for this cause.

It is also why I am proud to be part of a Conservative shadow cabinet which has placed such an emphasis on expanding and improving educational provision at home and abroad. I believe Andrew Mitchell, who sees universal educational provision as a high priority, will be an excellent international development secretary in a future Conservative government. If I am lucky enough to be in the cabinet he will have my wholehearted support in pushing this agenda forward.

Across the world, charitable foundations are working with superb educators to show the benefits a great education can bring to the poorest children. I hope that this spirit, that every child deserves the life chances that a great education brings, will drive the work of all governments and education organisations in the future.

David Laws MP

Liberal Democrat Shadow Secretary of State for Children, Schools and Families

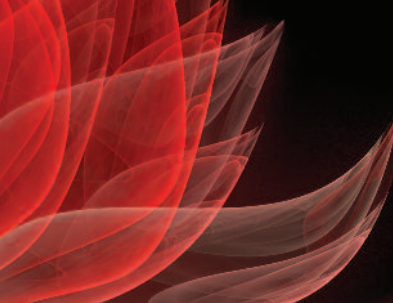
Everyone who knew Steve will be aware of how passionate he was about improving education for those from deprived backgrounds, both in Britain and throughout the world. In my discussions with Steve, we found common ground on a number of issues, and in particular, I shared his belief in 'the liberating power of education'.

Education is the key to social mobility, providing children with the skills and knowledge necessary to escape impoverished conditions and become active members of society. Yet, it is the world's poorest who are missing out most on an education. In sub-Saharan Africa, around 38 million children of primary school age do not attend school. Millennium Development Goal 2 recognises the importance that education must play if we are to alleviate poverty for millions of people in the developing world.

One of the challenges in achieving universal primary education by 2015 is ensuring that children have access to decent schools and well-trained teachers. Unfortunately, many teachers in the developing world lack the training and resources necessary to provide their students with a good education. As a result, many children drop out as they lose the incentive to stay in school.

I am sure that the Steve Sinnott Foundation will make a real difference in tackling this barrier to universal primary education. By giving extra support to teachers, through online resources and strengthened global links, we can help enrich the learning environment for the world's most disadvantaged children, and stem the drop-out rate in the developing world.

Steve's absence continues to be keenly felt by all those who knew him. The Steve Sinnott Foundation will be an excellent tribute to his beliefs and achievements, and I wish the charity every success in its work.



"THE GUY WITH THE GOLDEN HEART"

Education International General Secretary **Fred van Leeuwen** and Deputy General Secretary **Jan Eastman** pay tribute to Steve Sinnott's monumental work for the cause of education.

"As a teacher in my soul, I remind young people joining teaching that they are to be part of the best and most important of all professions. I say to them that when they make promises to children they should not break them. The same must apply to governments. No breaking of the promise of Universal Primary Education – all children in school by 2015!"

Steve Sinnott spoke the introductory words to the African Commonwealth Education Ministers at a meeting in Sierra Leone in December 2005. 'Certainly the representatives of Education International and indeed everyone else at that gathering would never forget the passion and conviction in his voice and his heart' said Jan Eastman, EI Deputy General Secretary. This was Steve's core message in his tireless crusade to build a world in which all children – no matter their gender, race, religion, social class, ability or disability – could have a quality education.

As General Secretary of the National Union of Teachers, as a classroom teacher, as a human being, Steve made an incalculable contribution to the cause of defending universal quality public education in his native country and around the world. From the UK, across the Commonwealth, to the Middle East, Africa and beyond, his career was marked by energetic advocacy for children's rights to learn and full labour rights for teachers.

"Steve strongly believed that international solidarity is crucial to the success of our movement, and always acted in the spirit of that solidarity," said EI General Secretary Fred van Leeuwen.

Van Leeuwen travelled several times to the Middle East with Sinnott, and praised his work as chairperson of EI's Advisory Committee on the Middle East.

"He was able to combine his commitment to the Palestinian cause with a full understanding of the Israeli

position. And that helped him promote dialogue between the Palestinian and Israeli teachers as part of his work for a peaceful solution," van Leeuwen said.

Ethiopia was another country close to Steve's heart. He was a staunch defender of the teachers of Ethiopia and took vigorous action in solidarity with the Ethiopian Teachers' Association (ETA) in their long struggle against government repression.

Steve connected people and ideas; he galvanized and motivated; his strategic approach was principled, practical, personal and professional. Steve was also the spark behind the creation of the Commonwealth Teachers' Group. He made a significant contribution to the development of the Commonwealth Teacher Recruitment Protocol in 2004. The Protocol is considered an instrument of good practice for managing teacher migration and has been endorsed by UNESCO, the ILO, the Organisation of

American States and by Education International.

In 2006, he successfully lobbied for the introduction of the Teachers' Forum, which provides opportunities for teachers and their representative organisations in the Commonwealth to meet before and alongside the Commonwealth Conference of Education Ministers (CCEM) and to lobby and influence education policy during these ministerial meetings.

Quality and equity, pride and professionalism, strength and solidarity: Steve Sinnott embodied all of these attributes in his work with and for Education International and the teachers and students about whom he cared so much.

"If there's one person who would really be missed, it's Steve Sinnott," van Leeuwen said. "He was a guy with a golden heart."

EI is, as was Steve, passionately committed to the cause of Education for All. We warmly welcome and support the Steve Sinnott Foundation in its work to sustain and build upon Steve's legacy in pursuing quality education as an entitlement for all the world's children.



JAN EASTMAN



FRED VAN LEEUWEN

LAUNCHING THE FOUNDATION

It all began, I guess, over sandwich lunches in the British Library café where Steve would talk, with such selfless enthusiasm about the great challenge of the Millennium Development Goals and of the part he felt privileged to play in facing that challenge in his own international work. When he died, it seemed obvious that his name at least should continue to promote a cause he felt so passionately about.

Within a few months we had registered The Steve Sinnott Foundation as a charitable company. By November 2008 we were meeting formally to plan out a strategy to build the Foundation.

We always intended to give the Foundation some unique features consistent with Steve's own values and approaches. He believed in the power of education to liberate and to inspire. He believed in the strength of unity in common purpose and common cause. We adopted these beliefs. We set ourselves the task of linking teachers around the world together in support of the MDGs for education.



LAUNCHING IN LONDON

We launched the Foundation in London on 12th May 2009 with over 90 guests including NUT colleagues, leading educationalists and prominent figures in established charities. We received warm messages of support from the Prime Minister and other senior politicians.

Shortly after our London launch, we joined Ethiopian teachers' leader Gemoraw Kassa and leaders of the Ethiopian community in London at an event honouring Steve. Their collection resulted in a further generous donation.

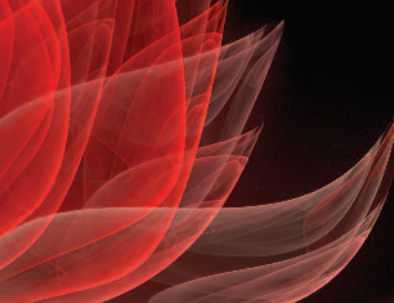
The chance then came in October to launch the Foundation in Washington DC alongside a

civil rights education project of the NUT and the US National Education Association. We've spent time with colleagues from the German Education Worker's Union, had representatives from the New South Wales Teachers' Federation with us in London in May and are widening our contact network by building relationships with teachers' organisations in Australia, South Africa and India, the leaders of which have contributed articles to this magazine.

The Parliamentary launch took place on 1 December 2009, supported by a House of Commons Early Day Motion welcoming the Foundation. By mid-February 2010, this motion, proposed by former Secretary of State, Jacqui Smith and supported by Michael Gove and David Laws, had secured a remarkable 77 cross party signatures.

The challenge ahead is to attract active participants to the worldwide online community. Our cause is one to which literally millions of teachers worldwide can enthusiastically contribute. Please join in at www.stevesinnottfoundation.org.uk.

Graham Clayton
Director, Steve Sinnott Foundation



DELIVER THE PROMISES

Christine Blower

**General Secretary, National Union of Teachers and
Director, Steve Sinnott Foundation**

Steve Sinnott was, as anyone who met him knows, a great campaigner for fairness, equality and justice for all. The Foundation which bears his name and which was created as a testament to that campaigning exists, in particular, to pursue the Millennium Development Goal which envisages universal primary education by 2015.

In the 10 years since the international community adopted the Education for All and Millennium Development Goals, much has been achieved. Millions more children do now go to school. However, as the Global Campaign for Education UK Coalition noted in their recent "Call for UK Action", there is an urgent need to reinvigorate international action in support of Education for All.

The Foundation, which is a part of Steve's legacy to education internationally, is seeking to play a central role in drawing together advocates for the MDGs and activities which aid their achievement. With only five years to go until universal primary education is due to be delivered there are still 72 million children globally out of school. The global economic crisis means that there is a real danger that much of the progress made hitherto might be reversed.

The next UK government needs to make sure that the resources we have promised are actually delivered and that money reaches governments to allow them to build good quality education systems for the benefit of all.

Steve believed passionately in the right of all children and young people to develop their full potential through high quality education. He also took the view, and who could disagree, that no one should break promises made to children.

We know that globally a child with primary education, particularly a girl, is less likely to become HIV positive and more likely to begin to move out of poverty. The least that we can do is to ensure that the international community is reminded of the promises made in our names to the world's children.



CHRISTINE BLOWER



SUSAN HOPGOOD

TEACHERS AS CHANGE AGENTS

Susan Hopgood

Federal Secretary, Australian Education Union

The Australian Education Union welcomes the establishment of the Steve Sinnott Foundation and supports its objective of bringing people together across the globe to work to achieve Millennium Development Goal 2, that is, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary education.

The Foundation is an important recognition of Steve's passion, contribution and commitment to the achievement of universal basic education for all children across the globe. We are now ten years on from the turn of century, when world leaders committed to achieving six Education for All goals by 2015. There has been progress in many countries since then with millions more children now in school. This is the result of the work of people such as Steve, who was an untiring advocate for governments to meet their obligations in relation to the goals.

However we are only 5 years away from 2015, and there are still 72 million children out of school. Governments are in grave danger of falling short of MDG 2 by 57 million. If this happens another generation of children will miss out on the opportunity for an education, a result which we cannot allow. It will mean that many children, particularly marginalised children, will continue to be condemned to a life of poverty. Governments have not provided to developing countries the financial support necessary to enable them to meet the targets and the impact of Global Financial Crisis threatens to stall the progress made.

And that is why the work of the Foundation is so important and we hope that teachers will come together and support its work. The legacy of Steve's commitment will always be with us. His leadership and contribution through the Commonwealth Teachers Group to the realisation of the Protocol for the Recruitment of Teachers across Commonwealth Countries is an example of this – aiming to ensure that countries have the trained teachers critical to the achievement of quality education for all. Steve understood the importance of teachers and teacher unions coming together in solidarity to achieve social justice and equality. He led by example and we can all honour Steve's memory by continuing his work.

FIRMLY BEHIND 'EDUCATION FOR ALL'

Barbara Geier
German Education Workers' Union

Steve Sinnott's commitment to the achievement of the 'Education for All' – Millennium Development Goals (EFA-MDG) is regarded with high respect by the German Education Union (GEW). We have been in the same boat, rowing in the same direction ever since the EFA goals were established. We know that poverty can only be overcome with educated citizens. So, access to education for all children in the world has been GEW's concern and engagement in manifold ways.

The Global Campaign for Education (GCE) continues being a major activity during each year's global action weeks in Germany. Being a nation of football enthusiasts, the 2010 campaign's slogan '1GOAL – Education for All' is a very welcome challenge to promote the EFA goals within the world of football in our country during the World Championship. We help to link schools with football clubs and ask football stars to be EFA messengers. As executive board member of our global union federation 'Education International', GEW president Ulrich Thoene is right at the heart of the international lobby group. The international participation and their enormous positive feedback have shown us the importance to promote the EFA goals not only in Germany, but also in international events like European and World Social Forums.

GEW organised a seminar about the EFA goals and the Global Campaign for Education at the World Social Forum in Belém, Brazil, in January 2009 and we are looking forward to this year's European Social Forum in Istanbul from 1st to 4th July where we will continue to promote the EFA goals. The GEW welcomes that with the creation of The Steve Sinnott Foundation another cornerstone has been laid for the achievement of EFA. We are strong allies, but we have to become even stronger, to row even faster to reach our goal until 2015: No child left behind – Education for All!



COLLECTIVE RESPONSIBILITY

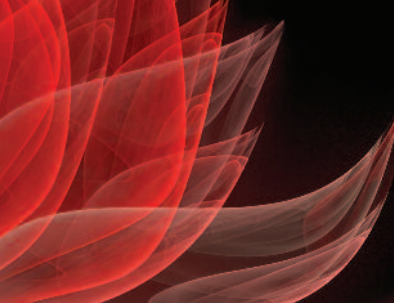
Teopista Birungi Mayanja
General Secretary, Uganda National Teachers Union

The responsibility of achieving 'Education for All' lies with each one of us. Teachers of course are at the heart of this campaign and with their expertise can contribute immensely in improving the quality of education and reaching out to the marginalised in ways that technology has made possible in our times.

However, the Uganda National Teachers Union believes Teachers' performance is influenced by other stakeholders such as the Central Government, Local Government, parents and the rest of the education community. There is a need to mobilize various actors in the sector and hold them accountable for learning achievements as well.

In Uganda, twenty years of civil war, underdeveloped infrastructure and resources and lack of training and supervision for teachers and difficulty in attracting children to schools due to their domestic responsibilities are some of the factors that militate against universal and quality education. Thus, the goals of improving the quality, outreach and impact of education must be collectively shared by local communities, National Governments, Development Organisations and International Financial Institutions like the World Bank.

Additionally, when we are committed to achieving 'Education for All' in every part of the world, a tremendous contribution to this common goal will be sharing ideas and building solidarity. I believe the Steve Sinnott Foundation has taken an immensely important step by taking the responsibility of connecting us from different corners and we at the Uganda National Teachers Union welcome and support this initiative.



EDUCATION A HUMAN RIGHT

David Edwards

Senior Policy Analyst, International Relations, NEA



DAVID EDWARDS

The deadline for the achieving Millennium Development Goals is fast approaching. Yet, 72 million children are still denied their human right to basic education. As attention begins to stray and the economic crisis looms large, there is no better time for the launch of the Steve Sinnott Foundation to positively impact the global education advocacy scene. For the National Education Association, Steve Sinnott embodied the values that we as education unionists fight for daily. He was an untiring and unwavering champion of human rights and an outspoken defender of children's right to education, and government's responsibility to provide it free of charge.

We remember Steve working for peace and justice in places like Ethiopia and the Middle East, as well as bringing the lessons home to educators in the UK. His tools were dialogue and respect, credibility and trust. He was a hub of purposeful human connections; he helped focus so many of us and our organizations on what really matters.

We are excited about the potential power of these connections, tools and values in the vibrant network of socially committed activists working to make Education For All a reality. We were honoured to have hosted the US launch of the Sinnott Foundation in Washington, DC last year and look forward to our common work to support human rights.

THE RIGHT TO QUALITY

Ramesh Joshi,

Deputy General Secretary, All India Federation of Teachers' Organisations



RAMESH JOSHI

Despite large scale Government endeavours like Sarva Shiksha Abhiyaan (Literacy for All Campaign), and progressive legislation like the recent Right to Education Act 2009, India is still struggling to provide educational opportunities to a sizeable population on account of several factors such as the sheer size and ethnic diversity of the country, political conflicts, difficult geographical terrains and poverty and social exclusion.

Considering these limitations the 'Para-teacher initiative' was launched in the 1990s as an alternative to professionally qualified and trained primary teachers. However, the program has been criticised for compromising the quality of education.

While we need innovative measures to achieve the Millennium Development Goals for education, the responsibility of national governments and international financial institutions towards robust education budgets is non-negotiable. The Indian education sector has faced the perils of structural adjustment programs in the shape of salary caps for teachers, reducing teacher training programs and resorting to 'low-cost' modules for primary education, reflected in the 'Para-teacher' initiative.

As partners in the National Coalition for Education in India we have been consistently working on the issue of "The Right to Quality Education". One of the coalition objectives is that 20 percent of Government expenditure should be prioritised for education with half of it being allocated for elementary education. We also aim at training and regularisation of Para-teachers.

I am eager to share more about our work through the Steve Sinnott Foundation's website and learn what teacher unions, activists and civil society organisations are doing to promote the Millennium Development Goals for education. My association with Steve goes back many years and I am certain that the Foundation's work will reflect his passion, values and commitment to education not only in the UK, but around the world. We at the AIFTO welcome and support the Steve Sinnott Foundation.

"EDUCATION DOESN'T COME EASY"

Ronan and Rhiannon and James and Bethany have travelled to Africa as the Steve Sinnott Young Campaigners in 2010 and 2009 respectively. Launched in Steve's memory, the annual prize aims to highlight the efforts of young people lobbying for children's right to free, quality education in the world's poorer regions.

PHOTO: MARK PENGELLY, PLAN INTERNATIONAL



Ronan McKenzie and Rhiannon Kruse-Edwards, Walthamstow School for Girls, London

It was a cultural shock for us to see how much we have compared to girls and boys going to school in one of Ghana's poorest areas. It may be stereotypical to say but it made us feel guilty about the things we take for granted, such as good education for free.

Spending time with 15-year old Gifty gave us a sense of her daily routine and familiarized us with schools in one of Ghana's poorest communities. Despite schools being made of mud and bricks and lacking technological resources that

schools in London have access to, the pupils were eager to learn and happy that they had an opportunity to go to school.

The level of poverty in Ghana was much more than we expected but what came as a huge surprise was how much work and chores children like Gifty have to do before and after school. We were stunned that Gifty has to get up at 4:30 am on most mornings to walk for miles to collect water and carry it back home. This is before she even sets off on her journey to school on foot, which is roughly two miles.

Many children in Ghana start school much later than expected because of poverty and lack of resources. Hence, one would find all sets of ages in the same class. For example, in the primary and middle schools, in a class meant for 12-14 year olds, there were students ranging from 12-18.

We found that the major obstacles that prevented girls from going to school in Ghana were: lack of sanitary facilities, not being able to afford resources such as

textbooks, uniforms and exam fees, being taken out of school to help the parents work and issues such as teenage pregnancy.

Winning the Steve Sinnott Award has been a fantastic opportunity for us to learn about the issues facing school children from poorer parts of the world and add our voice to the Global Campaign for Education. We are appalled that 72 million children around the globe are not getting an education and we hope that promises of universal education by 2015 will be kept by leaders around the world.



PHOTO: MARK PENGELLY, PLAN INTERNATIONAL



"A LIFE CHANGING EXPERIENCE"

**James Simmonds and Bethany Law, Stantonbury
Campus School, Milton Keynes**

The previous year of our lives will forever stand out as one that will have a lasting impact on how we see the world. We know that we are very lucky to have become Young Global Education Campaigners, to continue Steve Sinnott's work, and promote what we sometimes take for granted: a secure future through education.

A week in Tanzania is enough to see the effect of being denied high-quality education, but also the inspiring optimism of the young people whom we met. Many get on with their lives in a way that we would certainly not be able to, were our privilege of an education withdrawn. We took away from Tanzania the desire to communicate the necessity of spending on schools, and what we know it could do for instance for Sofia: the same age as us and trapped in a cycle of poverty; dependent on failing crops because she cannot be rid of the pervasive belief that girls are not as worthy of school.

Throughout our year, we have been able to share this message, which we have delivered for the NUT and for schools, and in the magazine articles we have composed for FirstNews and Bliss. The chance to be the youngest attendee of the G20 summit as a Blogger for G20 Voice, was the chance to chronicle the lack of progress made on education in the face of a global recession, and to ask ministers about our experiences.

Among what we have learned has been a perspective of global issues in our own daily lives, and those faced by young people around the globe. And, hopefully, this opportunity – made possible by so many people, and starting with the vision of Steve Sinnott – will give future campaigners the same insight and experience, which has been gratefully appreciated by us.



AFTERMATH IN HAITI

Claudia Blume (Plan International aid worker in Haiti) writes about the everyday struggle for survival by women and children.



They sleep on a platform of stones they have covered with cardboard and a few blankets and pillows. The heat in the tent is stifling. Marie's* face is covered in sweat. Dust from all the rubble and fumes from nearby burning garbage fill the air. The food is in very short supply.

"The water we fetch from a nearby pump is not safe for drinking. I am having very bad sleeps and I am really worried what will happen once the rains start", says Marie.

Living conditions are extreme for all of the more than a thousand earthquake survivors in this camp, one of hundreds that sprung up around Port-au-Prince since the 12 January earthquake. But life is hardest for women and girls who face a unique set of challenges.

One of Marie's biggest worries is giving birth in the cramped, unhygienic conditions of the camp – without any medical support.

One of Marie's camp neighbours, Angele, 18, gave birth to a baby boy in her tent just five days ago. The baby is healthy but the young woman does not have what a breastfeeding

mother desperately needs – clean water and a reliable source of nutritious food. And then, there is no personal hygiene.

Solveig Routier, a child protection advisor with Plan International and currently dispatched to Haiti, says that incidents of sexual violence are highest in camps without organized security and in which women have to walk a considerable distance from their tents to use the toilet or to wash themselves.

What do Michelle and her cousin Josephine, also 11, miss the most? "Going to school," is their quick answer.

Children in the camp not only suffer from thirst and hunger but also from boredom. There are no toys, no books, not even a pencil and paper to draw with.

It is difficult to play outside, says 13-year-old Marianne. "There is rubble everywhere and it hurts our feet—it is also too hot. We just tell each other stories and jokes to pass the time."

But there is hope.

A team of Plan child protection specialists has completed an assessment in this and four other nearby

camps to find out what the children most urgently need and how to best support and protect them, with a special focus on the most vulnerable children.

There are 15 documented cases of babies being snatched from hospitals, with many more unconfirmed incidents of trafficking and abduction amid all the chaos.

Plan's Routier says that girls in camps are particularly at risk because they are potential targets for exploitation (including sexual), abuse and trafficking. Plan Haiti is taking a leading role in creating awareness campaigns aimed at preventing child trafficking for the children, the general population and government, military, police and border officials.

Plan is also setting up safe areas in the camps for children like Michelle*, Josephine* and Marianne* to play and laugh.

*The names of the children have been changed for their protection.

CELEBRATE THE WORLD CUP SEND 72 MILLION CHILDREN

As the World Cup takes place for the first time ever this year in South Africa, the Global Campaign for Education is tying up with the football world to ensure that a legacy is left behind to get every child into school. Many famous footballers and celebrities are signing up to this call, with the aim of just 1GOAL, to get education for all.



**Karen Garvin, Chair – Media Group,
Global Campaign for Education UK**

1GOAL was officially launched in the UK at the Emirates Stadium with a host of famous faces including Gordon Brown, Queen Rania, Gary Lineker, Sir Bobby Charlton and pupils from Hungerford School in North London. It was simultaneously launched all over the world by other Heads of States and international football stars.

In the year 2000, when the Millennium Development Goals (MDGs) were agreed, world leaders promised that every child would complete a quality education by 2015, but with just 5 years to go 72 million children remain unable to access primary education, with many millions more forced

to drop out of school before they can complete their education.

Nine year old Namanyani from northern Tanzania is enrolled in primary school but there are many days she can't attend. "Sometimes I have been sent home from school because I haven't had the right exercise books and when this happens I feel bad. My mother buys my books but sometimes she has no money. Last time this happened they wouldn't let me back for four days because I didn't have anything to write in."

Of those children missing an education: 54% are girls, one third are children with disabilities, half are children from linguistic minorities or do not speak the same language used in their school and over 25 million live in countries affected by conflict. There are many other reasons which prevent children from going to school, such as discrimination against race or religion and those affected by HIV and AIDS. The majority are in sub-Saharan Africa.

In September this year, a Summit will be held in New York to review the Millennium Development Goals (MDGs), including the target for universal primary education. Of all 8 goals set in 2000, education is probably where the most progress has been made. There have been significant pledges of aid by some donor countries, including the UK, and school enrolment has boomed in a number of countries, like Kenya and Uganda, where primary school fees have

WORLD CUP AND HELP CHILDREN TO SCHOOL!

been abolished. Indeed there are 40 million more children in school today around the world than there were ten years ago.

However, the United Nations recently warned that we are on the brink of breaking one of the most important promises the international community has ever made.

Providing universal primary education by 2015 is only just still in reach, but there is a price tag and there is widespread concern that in the aftermath of the global financial crisis, the progress made so far could be stalled or even reversed.

Education is not only a universal human right but a driver of economic development and global security. The quickest way to reach the target would be to abolish user fees and expand the teacher work-force, although school buildings and equipment are also high on the priority list. The Global Campaign for Education estimates that approximately £7 billion per year is needed from international donors for primary education with a further £3 billion to educate all children up to the age of 16. The current amount raised globally by donors stands at just £2.5 billion!

To deliver change on this scale and within this time period developing countries will also need to substantially increase their investment in education, spending at least 20% of their national budget on education, with half of this on primary education.

While the world goes football crazy and all eyes are on Africa, schools in the UK are invited to join together with schools in over 100 countries to show their support of education for all.

Be a part of **1GOAL – Send My Friend to School**. Make a giant supporter scarf, get

everyone to sign their name and send it to the Prime Minister, ahead of the Millennium Development Talks in September, to remind him and other world leaders of their promise to make sure that all children have a primary education by 2015. Hold a World Cup



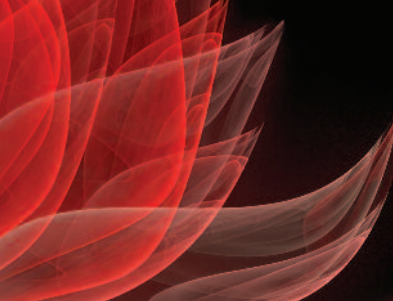
PHOTO: GRAEME ROBERTSON, ACTIONAID

assembly in your school on Friday 11th June, on World Cup kick-off day, or another date close to that time, and help us celebrate the value of education while the world unites to watch its favourite sport. Your students will get the opportunity to learn about the life changing impact of education through real life case studies from the developing world, whilst also exploring some of the barriers that still keep many millions of children out of school.

Sign up now and we'll send you a free resource pack in February, containing a film, posters and stickers, plus information about lots more learning resources available on our website.

Get your schools pack:
www.sendmyfriend.org





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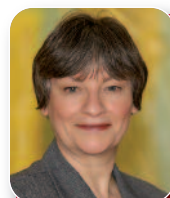
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Street to School

At Aviva, we're committed to making a difference in our communities. **Aviva Street to School** is our international community investment programme, which will provide support for street children projects in the UK and in our 27 other markets around the world.

Our customers buy insurance, savings and investments to look after themselves and their families. But sadly, many street children have no-one to protect and care for them.

Every year in the UK 100,000 children run away because they're unwanted, unloved or abused. Many are never reported missing. That's why we've chosen to support **Railway Children**, the only charity working across the UK with these uniquely vulnerable children.

We recognise that every child living or working on the streets has the right to fulfil their potential. Together with our employees and our customers, we'll champion the needs of street children and encourage them back into school or training programmes.

If you'd like to find out more about Railway Children, or to make a donation, visit **www.railwaychildren.org.uk**

To find out more about Aviva's Street to School programme, visit **www.aviva.com/corporate-responsibility**