

# ENGAGE

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ISSUE FIVE

"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 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 2007



## Education for all: a fairer future

# The STEVE SINNOTT FOUNDATION

### **Vision:**

To secure primary education by 2015 for each one of the 67 million children who are out of school across the world

# Foreword

It is now four years since Steve's untimely death and three years since the official launch of The Steve Sinnott Foundation – much has been done but the work has only just started!

*ENGAGE 5* has the theme of 'Aid Scepticism' boldly initiated by Graham Clayton in the last edition.

Articles, such as the one by David Edwards, take a thoughtful look at the issue and the real challenge about how best to enable effective internal capacity building. This will become more crucial if there is to be created a new impetus to achieving the stalled MDG2 for universal primary education.

That is why the follow up report of the Sierra Leone project is so significant, as it shows that there is a different and more effective way of building internal capacity. Bringing teachers to London resulted in the Foundation's Education Team being able to harness the optimism and commitment that the teachers had to make a difference to the rebuilding of Sierra Leone through education. It enabled them, through interactive processes to take away a wealth of ideas to develop their colleagues back home.

Much that has been achieved by the Foundation has been dependent on generosity of time and money. Financially we have been given a boost by new levels of support received from contributions by NUT Associations and Divisions. To ensure the Foundation grows we will need to maintain and increase our income from all sources.

If you have not yet done so please visit the Foundation website at [www.stevesinnottfoundation.org.uk](http://www.stevesinnottfoundation.org.uk) to keep up to date with all our activities and the growing online community, and most of all spread the good word about the work the Foundation is involved in.



**Jerry Glazier**  
Chair, The Steve Sinnott Foundation

This magazine could not be published without its designers and printers at Paragraphics and at Ruskin Press. Their expertise and patience is extraordinary. They do not just do the business for us, they are friends of the Foundation and supporters of our work. Ongoing thanks to them.

Visit the discussion forum at  
[www.stevesinnottfoundation.org.uk](http://www.stevesinnottfoundation.org.uk) to comment on this article

# GO FOR SCHOOLING

Richard Dowden



Someone asked me once if I had a single gift I could give Africa what would it be? I said without hesitation: education – especially for girls. The thirst for education in Africa is immense. School fees are a huge portion of the family budget among rich and poor. The days exams results are announced have the tension of national elections.

Just drive along any road in Africa early in the morning and you see hundreds of children dressed in red, green, blue, orange, yellow shirts or skirts walking to school. Not many are like Shakespeare's "whining school-boy, with his satchel and shining morning face, creeping like snail, unwillingly to school." There is a purpose in their step. They want to get there.

Why girls especially? Because literate mothers teach the next generation. And in Africa the next generation is going to be vast. At present more than half the population of sub Saharan Africa is under 25 years old with an almost 3% increase a year. And soon half of Africa's people will live in towns, so the traditional

subsistence family farm will no longer support that population. To earn a living in a town you have to be literate.

Delivering the sort of education that Africa's children – and adults – need is not easy or cheap. African governments do not allocate sufficient resources, especially in rural areas. The massive push by donors in the last decade to get children into school before assessing the quantity and quality of available teachers first, got the numbers up but lowered standards. More than 100 children were crammed into classes and in some places school numbers began to drop because of disillusionment particularly in rural areas. Teachers prefer to stay in towns so getting good teachers to stay in rural schools is proving a problem.

Secondly the syllabus is often a European hand me down, wildly out of date and inappropriate for the 21st century Africa. There needs to be a lot more thought about what education in Africa is for. When I was a teacher all the children I taught saw the school as an escape route from working on the land but towns will not provide decent livelihoods for all this generation. A more creative use of land in rural areas will be the future.

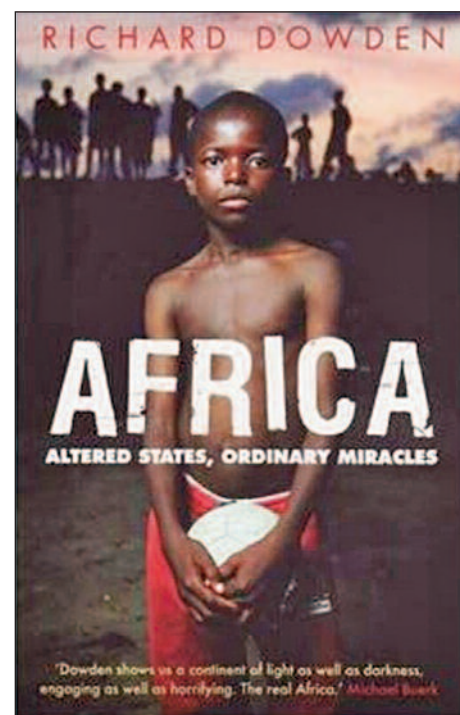
How can outsiders help? In countries where schools are free it still costs more than £12 a year to get a girl through school. Organisations which tell you it can be done for less than that are not telling the truth or short changing the girls. Pens, books, shoes, uniform and tampons are all essential and not provided by most schools.

Personally I am wary of trying to adopt or twin schools or create pen pals between African and British students. We should know about the gap between rich and poor but, unless carefully managed, direct

links often lead to misunderstandings and disillusionment.

Volunteering? If you just go for a few weeks you will learn nothing and achieve nothing. You should go for an enriching couple of years. It will change the way you think about Africa and hopefully, about your own life.

**Richard Dowden** is the Director of the Royal African Society and author of *Africa: Altered States, Ordinary Miracles*.





# TALKING WITH TEACHERS



**Project Manager, Sam Tiwari, reflects on two years with the Steve Sinnott Foundation and makes her rallying call to teachers to join the great campaign for Education for All.**

This Foundation was set up to do something rather different. There was no need for just another charity collecting cash to send to Africa. There are well established charities doing that great work.

No, our work was going to be different, because it has a unique inspiration in Steve Sinnott's international work as Deputy General Secretary and then as General Secretary of the National Union of Teachers. This was not about charity and aid, but rather about providing the means for members of the teaching profession around the world to work together, sharing purpose and commitment in the drive to achieve the Millennium Development Goals for education. It was Steve's deep understanding of the essential values of trade unionism, combined with his own passionate commitment to education and his admiration for those who deliver it that provided us with the model for how we should operate.

## **The Foundation two years on**

For me, this was an exciting challenge. My own background was in more conventional fundraising activity. I had not known Steve, but was surrounded by people who had been closest to him, people who understood the meaning of his slogan 'Working together, winning together' and who shared his belief in the teaching profession of which he was so

proud to be a member. The journey of the Steve Sinnott Foundation over the two years since I became its Project Manager has been a personal journey for me too. It has been great so far.

Two years or so down the line, we have two field projects in Nepal and Sierra Leone, eight school partnerships between British and Nepalese schools, 1200 online community members, nearly 200 projects on our online forums and four very successful editions of this magazine. It is a magazine that has attracted contributions from leading politicians and educationalists and already has done much to raise the profile of the MDGs in the UK and elsewhere. We now get requests for online and hard copies of the magazine to be sent to project leaders around the world who use it not only for news but as part of their own teaching programmes.

All our work is embedded in the strong belief that communities everywhere have the knowledge and will to transform their lives. We seek to work alongside communities by facilitating and connecting them to resources they may need to ensure children can access quality education. Whether in Nepal or Sierra Leone, we work with local partners on the ground to ensure a high degree of accountability, transparency and sustainability and will continue to do so in every project that we undertake.

## **A growing community**

Last autumn, we felt that we had grown and developed to a point that we should now seek to reach out to teachers around the UK to involve them in our work; the NUT Divisions and Associations. Mary Sinnott and I sat in our office in Watford,

wondering where to start. Encouraged by Jerry, Christine and Graham, we realised quickly that there was no better way to start than with the NUT Associations and Divisions. We admit that we began with a little trepidation, not knowing for sure how our 'cold call' phone calls requesting support would be received.

Our fears turned out to be unfounded. We were amazed and delighted at how supportive people were towards our work and how encouraging the whole process could be. 118 NUT Associations and Divisions have supported us to date. We know now for sure how great the goodwill towards us from out there is.

In October last year, I started making visits to NUT Associations to share our work with their members at AGMs and other meetings. This has begun a process of teachers actually getting involved with our work, our hoped for aim right from the start.

So we have now begun to build a global community of teachers, supporting each other in achieving quality education for children everywhere in the world. NUT Association and Division Officers are very familiar with what that kind of community and solidarity means and more and more they are responding positively to what we are trying to do.

Association meetings and school assemblies have given us the perfect platform to deliver our message. Everyone quite naturally and rightly associates the Foundation with Steve and his work. Now having opportunities of speaking face to face, has also helped an understanding develop as to what the Foundation has achieved in building on Steve's legacy.

People everywhere have been amazed at the amount of work we have been able to accomplish in this period on a shoestring budget and with limited staff.

We've begun also to reach out to other teacher unions, both in the UK and internationally. In this edition of ENGAGE former NAHT President, Clarissa Hanna makes the call for the UK teachers' organisations to come together and David Edwards, international officer for the US National Education Association and now Deputy General Secretary of Education International shares common cause with us. Their encouragement gives a real impetus to our effort to involve an ever growing number of teachers with our work.

### The campaign grows

Sharing the Foundation's work on any platform always leads to interesting discussions from the audience. I've come across a whole array of questions; from the big issue questions like what will be the main driver for education across the world after the MDG target year of 2015 to ones such as what are we doing for children in Britain, which have rather challenged me in their apparent insular self-interest? In fact I have an answer which reflects what the Steve Sinnott Foundation is all about. We're actually doing a lot for children that the questioner might consider 'at home' because when you're talking about "working together" worldwide, it's not about the well off making sacrifices for the poor. It's about doing something for the good of everybody involved. We'll be demonstrating that later this year when we launch a large scale 'teachers involved' initiative to connect UK schools to schools around the world.

Following visits to Associations a number of teachers have asked if they can use my presentation in their classes to show young people the struggle for education in many parts of the world. I have been more than happy for them to do so. We are already



Children and Staff at Guston CE Primary School, Kent, celebrate 'Nepali Day' as part of their partnership with Bhagwati Primary School, Batase, Nepal.

highlighting this through partnerships with schools in the UK which we will be using as pilots for our larger model. The work being undertaken by our partner schools so far has been phenomenal in generating awareness, resources and understanding of Global Citizenship.

We are encouraging teachers to use their skills to create an exciting resource base that will generate awareness about the lack of access to education for millions of children in the world and will create space for children and teachers across the world to connect, engage and be a part of one of the biggest education campaign in history. There is an appeal for teachers to get involved and be part of this project elsewhere in this edition.

### Now 160 education projects to choose from

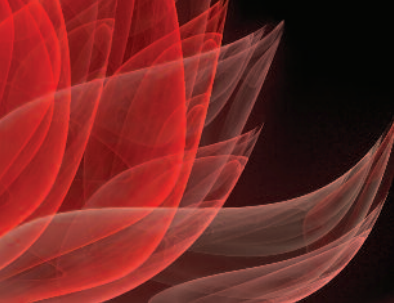
Our website contains an interactive online community where people can come together to share ideas and connect with each other. The community hosts 160 education projects from various parts of the world. The ways in which you could become involved range from volunteering in Uganda or India to sending over books and stationery to Tanzania or Nepal. Remember, it is not only about money.

Many of the projects seek just a bit of your time and skills or resources that you don't mind parting with. So, do log on to [www.stevesinnottfoundation.org.uk](http://www.stevesinnottfoundation.org.uk) and find a project that inspires you. Our online community provides you with the opportunity to choose and to be directly involved with the partner project you would like to work with.

### Get involved!

We're thinking big for 2012. We aim to involve a large number of teachers in developing and promoting use of our resource packs nationwide. As 2015 approaches, when all children in the world should have access to basic education and as we grow to meet the challenge, we will be stepping up the momentum of our campaigning.

Our journey gets more and more interesting as we progress. There was never a better time to get involved. If you would like me to address your Association or Division meetings, or assemblies in your school or speak on any platform where people want to know more about our work for education, write to me at [sam.tiwari@stevesinnottfoundation.org.uk](mailto:sam.tiwari@stevesinnottfoundation.org.uk) and we can arrange ways to work together.



# Help achieve Education for All The world's children need you!

**Help us build a worldwide community of educators.  
We're doing really well so far. Now we're making plans  
to develop resources for you to use in your schools.**

Don't miss the chance to:

- Share great ideas for lessons and assemblies
- Make links with teachers in this country and beyond
- Find ways to meet the requirements for global citizenship
- Get top tips for fundraising events

**Do you want to be a part of the biggest education campaign in history?**

Join us by contributing what you do best – great ideas for teaching and engaging young people in issues based learning around achieving education for all.

We're looking for stimulus and practical ideas such as:

- Stories
- Photographs
- Activities, e.g. 'Hopes & Dreams'
- Real case studies
- Useful contacts

and even lesson plans !



PHOTO: MANISHA UK

**Send your ideas or find out more by contacting Sam Tiwari at  
[sam.tiwari@stevesinnottfoundation.org.uk](mailto:sam.tiwari@stevesinnottfoundation.org.uk)**

# THE JOURNEY SO FAR

**Marie Heraty**

In September 2010 our school community, St Paul's began a journey, a journey that would take us into a new world, a world which would enlighten our children, parents and staff.

The journey for us is not yet over, it has only just begun, it is a continuous learning curve in which we are discovering through our connection with Lahare Pipal school in Nepal the true value of education.

In the 18 months since we were partnered with Lahare Pipal School, the children in our school have learnt so much about the common vision and sense of belonging that the children in Nepal share with them. Our school held a Project Nepal week in which the children learnt about Nepal the country, Lahare Pipal School and the similarities and differences between our two communities. The week enabled the children to see the importance and value of education, the diversity that exists in our world and the opportunities available to them.

After sending a book, which every child in the school has contributed to, the children waited anxiously for a response, when the response arrived the children eagerly waited for the special book from Nepal to be brought to their class. To witness the children delicately holding the book, so as not to spoil it, showed how much they cared and valued the relationship building between the schools.

The school council took lead of the project and carried out pupil voice surveys to establish what the children wanted to do to help build links with Lahare Pipal. From the moment it was mentioned that Lahare Pipal needed £1000 to pay for a teacher the school council decided action needed to be taken.

The year 5 and 6 children felt that a school sleepover was the most effective way to make money. Therefore, it was decided that the children from year 3-6 would be invited to attend a sleepover. The planning and preparation was carried out by me, Miss Heraty the project Nepal



leader at St Paul's alongside the school council, who helped plan the menu for dinner and entertainment for the evening. The support from parents was phenomenal with 84 children signing up within the first week. At £10 per child, we had raised £840.

The sleepover was a great success; the children developed their personal, social and emotional skills, learning the importance of independence and team work.

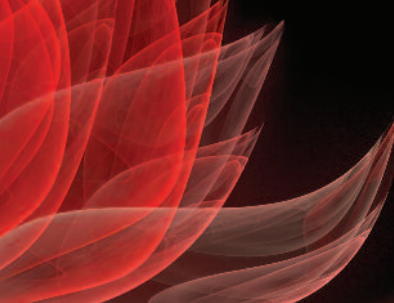
Our next steps are to look at how we can further develop our relationship with Lahare Pipal School. It is exciting for all at St Paul's as we work to engage in meaningful learning opportunities with our partner school.

To close I'd like to share a comment made by one of the children, as they were looking through the special book we received from the children in Lahare Pipal, "They look really happy in their school". I feel this shows the impact that the experience has had on us so far. It has enlightened our children to see how other global communities exist and have the exact same feeling about their education as we do.

The Steve Sinnott Foundation has allowed this to happen.

**Marie Heraty** is the Deputy Head at St Paul's CE Primary School, Watford.





# TEACHERS WORKING, AND WINNING, TOGETHER TO SECURE EDUCATION FOR ALL

*"I am very grateful to the Steve Sinnott Foundation and EducAid for giving me such an opportunity. For the first time, I saw a clear picture of a teacher, that is 'teaching is a valued career' whereas it is looked upon as the lowest job in my country"*

**Brima Will**, Teacher, EducAid

In the last edition of ENGAGE we wrote about our project to bring 13 Sierra Leonean teachers to London to take part in the first phase of a development programme, organised by the Steve Sinnott Foundation and run by the Foundation's Education Team. We described the project as a demonstration of the Foundation's different way of working, an illustration not of 'aid' but of teachers working together to secure the Millennium Development Goals for education. We promised to let you know how it worked.

They arrived expecting a formal lecture style programme. What actually happened was that participants and trainers were engaged in a momentous week of interaction through experiential learning activities and exchange of ideas. The optimism and commitment of the teachers to make a difference to the rebuilding of Sierra Leone through education was tangible and they took away a wealth of ideas to develop their colleagues back home.

These two pages capture the incredible energy and enthusiasm displayed throughout the week and the successful continuation of the programme in Sierra Leone. Since returning home, these dedicated educators have begun to use what they learnt from the course in their own teacher development programmes and the impact of that is reflected in the quotes from teachers who have experienced training on the ground in Sierra Leone. The Foundation continues to support their endeavours.



*"The trip was exciting and full of food for thought and very challenging because of the wide range of knowledge and ideas and ways of implementing ideas for managing the school and pupils."*

**AA**, Teacher, EducAid





*"These thirteen teachers from Sierra Leone came with a passion to make a difference to their country and left with confidence, believing in the power of education and in their work as teachers to realise their dreams."*

**Penny Clayton,**  
 SSF Education Team



*"The experience of working alongside colleagues from Sierra Leone was both humbling and deeply inspiring".*

**Will Thomas,**  
 Trainer,  
 SSF Education Team



*"It was a privilege to be working with such courageous and inspiring teachers."*

**Sarah Mook,**  
 SSF Education Team



*This is a wonderful opportunity for our school. We thank all those who are involved in this programme and we promise we will make very good use of it. Sanda Magbolontor is a forgotten chiefdom. Most organisations do not cross the river and reach to us.*

**Chief of Makump,**  
 Sierra Leone



*We saw the difference in our colleagues when they came back from the Language Arts training. That is why we were happy to come. Now, we are being taught new techniques for active learning. We hope the programme will continue.*

**Sorie Kargbo,** Kabatha, Sierra Leone

*"I am fortunate to have met and worked with such remarkable people who brought much enthusiasm, hope and commitment to the learning each day that the room buzzed from their energy and eagerness to participate, I couldn't wait for each day to start! This has got to be the most memorable week of my career as a trainer".*

**Nicky Anastasiou,** SSF Education Team



# LETTERS TO THE FOUNDATION

More than 160 projects on the foundation website seek resources and volunteers. While this space in the magazine has given a few of them the opportunity to share their work and what they need, there are a number of others that you might be able to help in several ways. Find out more on [www.stevesinnottfoundation.org.uk/projects](http://www.stevesinnottfoundation.org.uk/projects).

Dear all,

The Network for Non Formal Educational Institution (N-NFEI) has started Night Schools centres in various Slums of Nairobi that receive transmission of Secondary education based on the Kenyan 8-4-4 curriculum through video conferencing and other E-Learning Methods. The programme enables slum youth who missed a chance to join secondary education due to social economic reasons a second chance to get a Kenya Certificate for Secondary Education (KCSE). This is now regarded as the minimum requirement for any form of employment as well as access to skill based training and professional specialization in the country.

Two centres began in July 2011 with form 1 & 2 students and this year we are expecting to start 14 other centres in other slums within the city. N-NFEI is working with Swift Global and UNESCO to expand the program in 16 centres within Nairobi.

We are also working on a web portal that will host all basic education content and enable all children in Kenya to access quality education.

N-NFEI is a member of the Steve Sinnott Foundation online community and we have been able to reach out and network with other organizations working on education in other parts of the world through this platform.

We look forward to linking up with more organizations and schools as we serve a common goal of enabling Education for All.

Yours

**Jane Ngima Muriuki**  
Executive Director



Dear friends,

Gwalior  
Children's Charity  
is looking for  
volunteers from  
all walks of life



including students and trainees to help us either from where they are or to work with us on the ground in Gwalior, India in hospitals, schools, orphanages or mobile rural clinics. We also need support for integrated rural development work in villages, on helplines, in ICT as well as in our own care home for disabled and destitute children 'Snehalaya'. Here children have access to special needs school, multi sensory room and health centre on site and facilities for hydro and physiotherapy, yoga and meditation, play areas and more!

All health care personnel, teachers , educationists, fund raisers, event and activity organisers, PR professionals and anyone with any technical skills to offer, are invited to volunteer with us. Students and trainees are also welcome.

- Are you planning a sabbatical break?
- Would you like to have holidays in India, all paid for?
- Are you looking for a new adventure?

If yes, then please contact,

**Dr. B.K. Sharma –**  
GWALIOR CHILDRENS' CHARITY  
14, Magdalene Road, Walsall,  
West Midlands WS1 3TA (U.K.)

Tel: +44 (0) 1922 629842  
Fax: +44 (0) 1922 632942

Email: [gwalior.hospital@care4free.net](mailto:gwalior.hospital@care4free.net)  
Website: [www.helpchildrenofindia.org.uk](http://www.helpchildrenofindia.org.uk)

Dear friends,

We are grateful for the opportunity to write letters to the Foundation. We are a non-profit organization established in 2008. Our organization, Safisha Africa Welfare Foundation (SAWF) gives charity services in Education and our mandate is to offer sponsorship, establish schools/education centres and provide education materials to the needy. We are living in a challenging circumstances, with the economic crisis effecting the poor and unless we rescue them through education, poverty will continue to remain a threat. Inflation was 4.95 % in March 2011 and by November 2011 it was 19.5%. We face challenges in payment of teachers' salaries, rent, sponsorship and ownership of property to build schools. Once we receive any help we can move on and help as many needy children as we can. The organization has assisted more than 500 children in slum areas but faces a funding crisis at the moment.

Yours Sincerely, **ALICE MUHONJA SIMIYU**

Dear all,

AAS Foundation is implementing a unique and innovative integrated rural development model under Village Development Partnership (VDP) in district Bahawalnagar, of the Southern Punjab, Pakistan.



Since its inception, the organization has been focusing on social development through Village Development Organization (VDO). AAS Foundation's programs now encompass a variety of development sectors such as Education for All, integrated rural development, community physical infrastructure, local institution building, health services, income generation and occupational training and forestry and environmental conservation.

We have implemented 'Education for All' awareness project in rural schools and distributed 15 copies of Engage, issue 3 in the awareness sessions.

Yours truly, **Syed Mujahid Hussain**

Dear friends,

I'm writing from Sindh province of Pakistan and would like to share with you the dismal condition of Public Education in our province. The quality has been deteriorating over the years, many teachers do not show up, curriculum is out of date and students pass examinations by copying from others. Private schools are fast replacing public schools as they promise children high quality and achievement. The Government needs to take urgent steps to make sure there is mass awareness for education, that teachers are respected in the society and that they are provided with training and support. Additionally, infrastructure should be improved and methods of delivering education and conducting examinations should be revised.

If we fail to invest in education, we will fail to invest in the future of our country.

Yours Sincerely, **Samoon Abdul Wahid**  
U.C Dhoronaro, District Umerkot, Sindh, Pakistan

Hello Sam

I have a strong belief that what The Steve Sinnott Foundation is doing is such fabulous work in terms of supporting most organizations to meet supportive partners. At Ndhiwa Maarifa Centre we are still a new member of the Foundation's online community but we highly appreciate your will to support our work through your site. Just keep up with the will and we shall achieve.

Thanks,

**Gerald Cosmas Yongo-Field Officer**

Ndhiwa Maarifa Centre  
P.O.Box 17-40302 Ndhiwa  
Tel +254 716760726

[www.alin.net](http://www.alin.net)

[www.ndhiwamaarifacentre.blogspot.com](http://www.ndhiwamaarifacentre.blogspot.com)

<https://picasaweb.google.com/ndhiwamaarifa>

Skype ID: cosmasgerald

Hello Administrator,

We are really interested in improving the quality of education and life for all children in Uganda.

Would your project like to develop a connection with our schools in Uganda East Africa? By sending volunteers to supporting CCALP Uganda, your project will make an impact to the hundreds of young people in the schools where we work.

Many children in Uganda are being taught in temporary and unsafe classrooms without facilities. These schools are in desperate need of our help. Children at these schools all love to learn but long for a proper classroom, desks, toilets, exercise books and even text books.

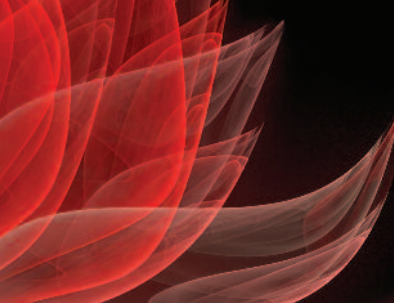
Could you mobilize your workforce to take part in our Volunteer Project? Volunteers are needed all year round. Your participation in this program will change the lives of many children.

See our website <http://ccalpuganda.cfsites.org/> for more information

Thank you so much for your support.

Best wishes,

**Segawa Ephraim**  
Program director



# THE COLLECTIVE WISDOM OF SOLIDARITY

A brief word on the current state of aid, otherness and rights, **David Edwards.**

When the late Steve Sinnott became involved in the movement for teachers' unions rights in Ethiopia he did it as part of a global solidarity campaign. The undergirding principles of teacher union engagement for greater social justice emanate from solidarity. This is a difficult concept for many who do charity-based development cooperation for the simple reason that it blurs the line between doing and receiving. It makes it particularly difficult to affix one's flashy logo to the door of a school or clinic. It makes it difficult to print glossy prospectuses with the sullen and exotic faces of the rescued, the helped, the saved and the 'others' still to be helped.

Otherness may get one's attention and alert him or her to certain causes as they drop a coin and make a difference. Yet otherness, and its superficial rendering of indigenous culture can also lead to damaging and dangerous representations of human beings, not as rights havers and duty bearers but as subjects of pity or curiosity.

For too long a dominant development paradigm perpetuates the otherness pathos and has told an ahistorical and technicist narrative about situations of inequality and injustice in many newly industrializing countries. Those raised on such stories are comfortable with terms like economic disadvantaged versus poor. They may even champion girls education, but shy away from gender equality.

Part of the blame goes to the marriage of individualism with hard, dispassionate

science. Deep understanding, mutual respect and multiple perspectives are too much about process and not outputs for the solution focused technocrats in today's aid industry.

There are many accounts of the aid worker who has grown despondent watching his/her perfectly designed intervention get "implemented incorrectly." Or how the desk officers who spend their days flitting amongst think tank report launches on effectiveness and spillage? If only they could get a breakthrough with the population they work on and get the country office to follow the new guidelines in regards to prioritizing them for funding. If only.

In education, the once Education for All Fast Track Initiative is undergoing a makeover after an evaluation found that neither developing country governments nor civil society members had much of a say in what national plans would get funded (but conversely given a whole lot of responsibility when it came to holding them accountable.) Newly rebranded as the Global Partnership for Education (GPE), it has a somewhat more balanced board, but is far from being the driver for the realization of education rights in its member countries.

New development paradigms include advocacy to unleash the global private sector. Although a good starting point might actually be paying one's fair share of taxes somewhere along the global production, in essence, 'the unleashing'

offers little hope that the level of resources countries need to reach the MDGs will ever be realized. Consider the current fad of 'deliverology' and benchmarking for results. Now, agencies can compete over who can provide the best Global Policy System to governments in the search of a cheaper, quicker and more effective silver bullet or silver thermometer.

In the midst of these fads and charity events a growing group of worker activists are doing international solidarity in and between countries. They are building their own capacity to demand their rights and linking to global networks that raise awareness about things as simple and complex as multinational tax avoidance, shredded labor laws and the global educational testing industry. These are the frictions in the machine and the collective pockets of hope and resistance that are forming a new narrative and organizing a new future. With 2015 around the corner and the EFA Goals still a distant dream, it is particularly fitting that the Foundation named for Steve Sinnott is becoming an increasingly more visible and audible part of that process by linking up a new generation of solidarity workers with the aim to realize the human right of quality Education for All (EFA). Our 'other' choices are simply not viable.

**David Edwards** is Deputy General Secretary of Education International (EI), the global union federation of teachers unions and associations. For more information on EI: [www.ei-ie.org](http://www.ei-ie.org)

# UK SCHOOLS URGE WORLD LEADERS TO 'GO FOR GOLD'

Karen Garvin, Global Campaign for Education UK.

UK schoolchildren are being invited to add their voice to the Olympic-inspired Send My Friend to School campaign 2012 and urge world leaders to 'go for gold' and get the 67 million children worldwide who are missing out on school, a quality primary education by 2015.

With athletes flocking to London this year to test their abilities in hundreds of sporting events, this is an opportunity to reflect on another important race, the Great Global Education Race 2000 - 2015.

In 2000 world leaders promised – as part of the Millennium Development Goals – that every child would complete a quality primary education by 2015. Since then millions of children in Africa, Asia and Latin America went to school, for the first time. But like a marathon runner, the Great Global Education Race has hit a wall. The number of children out of school has stayed stubbornly at 67 million for 2 years now, with only 3 years to the finishing line.

Each year the Global Campaign for Education (GCE) invites parents, teachers, children and young people from around the world to call on governments to work to keep their promise to provide education for all by 2015.

Last year, over 600,000 young people in the UK spoke out for girls' education, from 5000 schools, further education colleges and voluntary groups. Messages went out to 640 MPs, many of whom visited the schools and participated in their creative activities organised by the schools. Since 2000, the campaign has

continued to actively engage the education community in the UK in speaking out for right to education worldwide and has successfully lobbied the UK government to keep its aid commitment to education in developing countries.

Each year, winners of the Steve Sinnott Young Global Campaigners Award travel to countries such as Ghana, Guatemala and Malawi to understand the barriers faced by children in accessing education and spread the message of education for all upon their return to the UK by speaking to schools, teachers and MPs.

This year the **Send My Friend to School** campaign is asking UK pupils to:

- **Explore the issues of the great global education race:** watch the DVD and animation, play the on-line

game and use the story bank to learn about of the lives of children who miss out on school

- **Create a message:** use the templates to make a medal and add messages to urge world leaders to 'go for gold' and keep their promise of education for all by 2015
- **Spread the word:** hold assemblies and events, invite your MP in and tell your local media what you have been doing
- **Make it count:** Send your messages to your MP before the end of June and add the number of people who took part at your school to our online totaliser at [www.sendmyfriend.org/totaliser](http://www.sendmyfriend.org/totaliser)

Order your 'Schools Pack' by going to [www.sendmyfriend.org](http://www.sendmyfriend.org)



PHOTO: Chris Morgan/Action Aid

12 year old Ummi from Nigeria. She has never been to School.



# AMBASSADORS FOR THE GOAL

**John and Hilary Bills** describe how to combine taking a break with making a difference.

Many people have good intentions about a cause but don't always know how to get involved. In writing this article we hope that those who have always wanted to support the Steve Sinnott Foundation, but haven't quite found a way to do it, will gain a few ideas.

We both regarded Steve as a friend as well as a colleague but we too found it difficult to think what we could offer to SSF. In the early days we set up a monthly standing order for quite a modest amount and decided that if we gave up other subscriptions we would increase our SSF standing order by that amount. We call it consolidating our SOs into one account. The Times Educational Supplement's loss was SSF's gain!

Then last summer we were invited to stay with our son-in-law's family in Tanzania and the thought occurred to us that maybe there was a SSF supported organisation in Tanzania, and found out there was. It's called ALISOD, African Library Solution and Development, and it supports educational initiatives through provision of donations of books and computers for schools across Tanzania. To read more about their work go to [www.alisod.org](http://www.alisod.org)

We were given the title of SSF Ambassadors and made arrangements to meet two ALISOD representatives, Mbwana Kambangwa and Amina Kimaro,



John & Hilary Bills with Mbwana Kambangwa & Amina H. Kimaro of ALISOD, Tanzania.

in Dar Es Salaam. We took with us a variety of photographs of Steve and shared some of our Steve stories with them. We felt it important to show that Steve was just an ordinary person but who was capable of doing extraordinary things.

On return from Tanzania, inspired by meeting with Mbwana & Amina and hearing about ALISOD, we started to think about other ways that SSF could support their work. We had picked up on how teachers in the USA had gone about donating books and transporting them to Tanzania. As English is the language used in Tanzanian secondary schools we too are well placed to donate unwanted library books and class sets of secondary school text books. We suggested the idea to SSF and the details are still being worked out but so far the plan is for teachers/schools/union

associations to be asked to pay the postage to send parcels of donated books to a designated shipping depot in the UK where the parcels will be put in a container which is then shipped to Tanzania. On arrival in Tanzania the cost of shipping is met by selling approximately 20% of the books and the rest are donated to schools.

So if you want to get involved here are our ideas: set up a SSF standing order which will guarantee SSF a regular income, become SSF ambassadors when you travel abroad or organise a book collection for ALISOD.

And finally, now you've read this, we're sure you can come up with lots more ideas on how to support the Steve Sinnott Foundation so it can carry on the work that Steve was unable to complete.

# UNITED, WE CAN MAKE A DIFFERENCE

Clarissa Hanna



Most schools in Britain reflect our generally caring and generous society and are involved in raising awareness and supporting projects in the developing world.

A search of the websites of the five professional associations for evidence of their global connectivity showed that the two main school leadership associations appear to have no publicly stated commitment to promoting the development of educational practice and provision overseas. The remaining three however signposted international connections ranging from teacher union affiliation to supporting widening participation.

Little specific mention is made of the Millennium Development Goal to secure education for the estimated 67,000,000 children currently not in primary education by 2015.

When president of the NAHT, I took over

from my predecessor his chosen endorsement of the educational division of the World Vision organisation. During a visit to India I witnessed partnership in action between young people and their respective communities in two contrasting locations. I returned from this enlightening experience in evangelical mode, but we all know about the reception of the 'prophet' in one's own land! Presidents come and go and select their own charity. In 2009 I represented the NAHT at the launch of the Steve Sinnott Foundation. In following up on its progress, I believe that our fellow associations could maximise continuity of effort and increase cohesion by adopting the same significant underpinning objective, adding voice and greater muscle to the process and eventual outcomes.

I would ask the professional associations to consider sharing strategies and resources to help achieve that optimistically attainable Millennium Goal. Ultimately, it constitutes a serious intention to meet the human rights agenda of education for all, in particular for the large number of girls and those in the hardest to reach parts of the world where infrastructures are weak and poverty grinds. Our own preoccupations with interfering politicians and overwhelming bureaucracy must not be allowed to detract from our sense of moral purpose to support those excluded from experiencing an education. Here, where education is an automatic birthright (sadly, not always appreciated by a minority), that entitlement to

education, especially for females, is vital for bringing about social, cultural and long lasting improvements for whole communities.

Our dedicated support for that millennium goal, scheduled to be accomplished in just 3 years from now, is more critical given the state of the global economy, revolutionary change and natural disasters. Associations and schools will of course retain their individual freedom to support their chosen projects but I would urge them to set these in the context of the Human Rights statement at the heart of the Steve Sinnott Foundation.

School leaders today are driven to achieve 'outstanding' Ofsted reports. One hopes that this concentration on standards does not diminish schools' involvement in their continuing engagement in promoting the value of education in countries where governments are in no position to do so or where they do not accord universal education a high priority.

By aligning our commitment to the Millennium target and combining to share ideas and systems, surely we might achieve more in the time remaining, eliminating the 'scatter gun approach' and reducing duplication of effort. This would surely be a 'social contract' worth having! Let us combine for action and speak with a louder voice.

**Clarissa Hanna**, Former Headteacher and National President of the NAHT 2008-2009.

This article represents my own personal viewpoint.

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