

ENGAGE

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ISSUE SIX



"Something that can have a profound effect on shaping our future world" Richard Garner

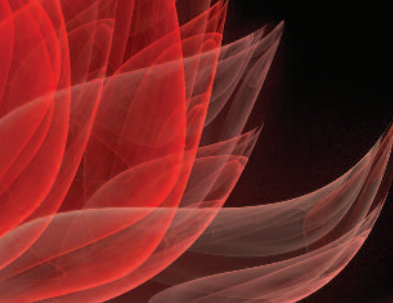


Education for All: Make a day of it in 2013

The
**STEVE
SINNOTT
FOUNDATION**

Vision:

To secure primary education by 2015 for each one of the 61 million children who are out of school across the world



Foreword

Welcome to Engage 6 which builds on the theme of 'investment not aid' initiated previously. The Foundation is grateful to busy people who have freely given of their time to write contributions for this twice yearly publication.

In this issue, Brendan Barber and Christine Blower argue for policies that encourage investment in education and skills around the world. They also share their views on the importance of the active involvement of Trade Unions in supporting Millennium Development Goal 2, by expressing solidarity and working in collaboration with their colleagues around the world. Phil Redmond makes a strong case for education as a tool for peace and tolerance and why it should not be seen as a charitable gift. This issue also brings together examples of exemplary work being done around the world to secure Education for All, from OECD policies to experiences of volunteers and from grassroots initiatives in Africa to campaigning by the Steve Sinnott Young Global Ambassadors in the UK.

The Foundation is pleased to announce that it is about to embark on an exciting new project that involves a major campaign with UK Schools and celebration of an 'Education for All' day. This campaign is designed to build awareness about the Millennium Development Goals among young people in the UK and encourage them to link with young people around the world.

As 2015 rapidly approaches the focus also needs to be on how international commitment can be reinvigorated towards the achievement of education MDGs and to begin a commitment to expand the aspiration of quality universal education for all.

A sincere thanks to all our many supporters who have helped keep the Foundation vibrant with an increasing impact. If you are new to the Foundation please visit the Foundation website at www.stevesinnottfoundation.org.uk to keep up to date with all our activities and the growing online community and also spread the good word about the Foundation's work.



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 to comment on this article

FROM THE PROJECT MANAGER'S DESK

Sam Tiwari, Steve Sinnott Foundation



Nepal: Four schools are now being supported by the Foundation's partnered project with Manisha Child Welfare Foundation & Manisha UK in West Nepal, helping approximately 400 children from the poorest families to access quality education. With excellent infrastructure, basic amenities such as food and medical aid and best possible resources, the schools have pushed up enrolment by a huge percentage in the region. Partnerships between schools in Nepal and the UK continue to grow and we will be seeking many more partner schools in the UK this year.

Sierra Leone: The thirteen Sierra Leonean teachers who participated in a week's CPD course with our education team in November 2011 are now delivering similar CPD programmes in Sierra Leone for other teachers. At the end of March this year, not only had these thirteen teachers pulled off four very successful training programmes, involving teachers from various subject areas but had also managed to reach out to the most secluded and remote schools that find it difficult to get support from governmental and non-governmental organisations.

We have also set up links with the Sierra Leone Teachers Union and look forward to their participation in the project.

Education for All Day: Building on the success of our school partnerships between Nepal and UK, this year we are announcing a major campaign with UK schools, to build awareness about the Millennium Development Goals among young people. In the first phase between 2012 and 2013, we anticipate partnering with 50 schools to organise an 'Education for All' day in the summer term of next year and then onwards each year until 2015 and possibly beyond. Besides the day itself, the campaign will involve links with schools in developing countries and use of the Foundation's innovative resource materials for global citizenship education in your schools.

This is a great opportunity to get involved with the biggest campaign for education and play your part in achieving the Millennium Development Goals. Please get in touch if you would like to get involved.



Shipping books & education related equipment: Many of our online community projects need books and resources for their schools and we are working hard to establish shipping arrangements for transporting books to the locations where they are needed. So, if you have books that you can spare, watch this space.

Online community: The online community at www.stevesinnottfoundation.org.uk is key in the Foundation's efforts to build a global education movement. There are 1500 members in the community now and more than 200 education projects from around the world. If you are not a part of this community yet, please register and participate. Out of the 200 initiatives, at least one will surely inspire you. You can then, with our help, liaise with the project leader and consider ways to support them. A number of them look for volunteers. If you are planning to spend time abroad, volunteering for a charity, this is an excellent platform to engage with projects around the world.

Request a speaker from the Foundation: We trust that most of you are now familiar with the Foundation's work and hope that you will be inspired to get involved, participate and support the Foundation, if you have not done so already. Write to me at sam.tiwari@stevesinnottfoundation.org.uk if you wish to invite a speaker from the Foundation to your meetings.

I look forward to working with many of you in the next couple of months. Please feel free to get in touch.

The STEVE
SINNOTT FOUNDATION

FROM ACCESS TO QUALITY: THE MILLENNIUM DEVELOPMENT GOALS FOR EDUCATION

John Bangs

The Millennium Development Goals (MDGs) were and are the most optimistic and exciting objectives for the developing world to be agreed by the world's Governments. That the deadline to achieve them is in trouble is a stark reminder of the financial crisis that the so-called developed world is in. That the MDGs remain as the key legitimate goal for all governments, promoted by the UN and UNICEF and campaigned for by a vast range of NGOs, gives grounds for hope that they will be achieved.

Indeed many are now thinking about how the goals can be extended and developed beyond the initial deadline of 2015. This debate is energising many who are now reflecting on how the goals can be strengthened and deepened. Nowhere is this debate more intense than in relation to the Education MDG- universal access to education for all primary school aged children.

Many organisations such as the Global Campaign for Education are now urging that the original approach of education for all has to be returned to by putting quality teaching and learning at the centre. In short the argument is that the achievement of the MDGs relies not just on achieving access to education but on ensuring that education makes a qualitative difference to children's learning.

It is a debate that raises some fascinating and vital questions. Up until now global organisations representing the developed world such as the Organisation for Economic Co-operation and Development (OECD) and those with a prime interest in the developing world such as UNICEF have appeared to be ships that pass in the night. The sub-text has been that the debates on

how to achieve school and system improvement-how education systems might become 'outstanding'- are entirely the prerogative of industrialised societies and that UNICEF and the NGOs that have concentrated on achieving universal basic educational access have not been particularly interested in quality. Is this a fair description? Have the MDGs for Education been undermined by the 'never mind the quality, feel the width' description?

The danger is that the Education MDGs' prime focus on access, vital as it is, could make it vulnerable to global private companies which offer off the peg, educational programmes on-line as a substitute for trained teachers and decent schools.

Cheap privatisation as a way of achieving the MDGs is certainly an approach that Education International, as the global union federation for all teachers, rejects. Its 400 affiliated teacher unions at its recent World Congress unanimously agreed an Education statement which argued that the common features of all effective education systems included for example; qualified teachers, teacher control of their own learning and their profession and teacher engagement in the development and implementation of education reforms.

Recently, through the establishment of the annual International Summits for the Teaching Profession for example, there is now a genuine potential for linking the debate on improving education systems in developed countries with the same debate in countries which are developing. These Summits have been jointly convened by EI, OECD and a host government-previously the US and now the Dutch Government.



Funding education is fundamental, but the way to convince organisations such as the World Bank and the IMF that cheap privatisation routes are not the way to embed quality education is to convince them that what works successful systems also works for developing systems. This is where OECD itself, with its educational research programmes such as its Programme for International Student Assessment (PISA) and Teaching and Learning International Survey (TALIS) comes in. Countries as diverse as Brazil, Peru, Jordan and Kyrgyzstan, for example, now take part in OECD's Programme for International Student Assessment (PISA) as well as OECD members.

I am not arguing that the only way the Education MDGs can be achieved is for the OECD model of system improvement to be adopted. I am arguing that the international agencies responsible for the MDGs engage with the OECD and all national and international institutions in a debate on how to sustain and embed high quality education systems in all countries. In short the industrialised, developed countries need challenging on educational as well as economic grounds about how countries with high levels of poverty can be supported in developing quality education systems. I believe there is a greater likelihood of the 2015 target being achieved if this approach is adopted.

John Bangs is Chair of the Trade Union Advisory Committee's Education, Training and Employment Policy Working Group at the OECD.

EDUCATION IS THE BEST INVESTMENT WE CAN MAKE

Prof Phil Redmond CBE

There are few charitable acts greater than to help people achieve a better education – helping people to read, write and learn, the three tools of communication that allow us to progress through a better understanding of what we do as individuals; what we can achieve together; understand what motivates others, and, at times, the need for tolerance when different cultures come together. For me, education should never be seen as a charitable gift, nor a right, but an investment.

Yet, despite “education, education, education” having been a political and social slogan since the 1870 Education Act set down the foundations for a state funded schools system in Britain, we still don’t seem to have quite got to the point of agreeing what education should be about. Is it about better preparing people for the world of work, as it was in the industrial 19th Century, when the increasingly complex factory machinery needed a more literate workforce to operate it? Does that sound familiar?

Or, is education really about developing the ‘whole person’, offering a rounded education to bring out the best in people and give them a better understanding of the world itself, and the key driver in the post-industrial 20th Century? I happen to think it is both. Most people, if asked, will readily agree. I happen to believe it.

However, most people, if pushed, will hedge their bets. Some will put education for work first. Others, education for its own sake. The latter group, usually, are those already secure. Those that have already acquired a good education and a good job and the lifestyle that goes with it. Education, for them, is a self-reinforcing process. The same education

reinforces the same values. And there is nothing wrong with this. We all progress through inheriting our present from our past, both of which shape our future. It is the social as well as the socialisation power of education.

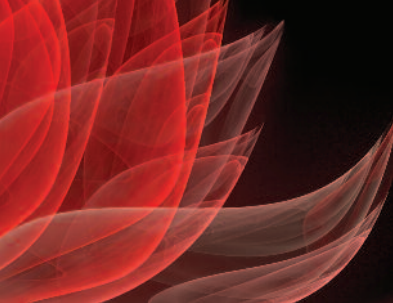
Those not so secure though, may feel inadequate or disconnected from mainstream education and its inherent values, but most will look first and foremost toward schooling to bridge the gap. In some cases that disconnect can breed disillusionment to the extent that they will ‘opt out’. They may seek alternative lifestyles and, in more extreme cases, history has shown us that those seeking totalitarian control first seek to destroy education and those already educated.

This is why I believe strongly that education should never be seen either as charity or as a right, as that implies some form of dependence of one section of society on another. If we wish to work together, to collaborate together to make progress together, which again history has shown to be the more productive route, then we have to view education as an investment in all our futures. If we wish to avoid the mistakes of the past, social unrest, racial and religious intolerance, perhaps even conflict, then education must be the tool we reach for first.

But there is a caveat. It is found in the word tolerance. If we are to teach people to read, to write and to learn, then that implies we learn from each other. We learn why we are different. We learn that different cultures exist and why they came into being. We learn we must respect that. Just as we must learn to respect each other. That is why education is so important. It is why it should, always, be seen not as charity, but a sound investment.



Prof Phil Redmond CBE is the creator of Britain’s longest running drama programmes; *Grange Hill*, *Brookside* and *Hollyoaks* and is currently a regular columnist for the *Liverpool Daily Post*. For over twenty years he also ran his own independent production company; *Mersey Television*, before selling it in 2005. He has chaired several prominent organisations including *Merseyside Entrepreneurship Commission*, *National Museums Liverpool* and the *Institute of Cultural Capital*.



A FORCE FOR GOOD



Richard Garner, Education Editor of the UK national newspaper The Independent, remembers Steve Sinnott's passion and reflects on his legacy

I will always remember Steve Sinnott as the General Secretary of the National Union of Teachers who brought a more global perspective to the union's work. To some extent this was fashioned as a result of the spell he had as Deputy General Secretary before taking up the reins as leader of the Union.

The Deputy General Secretary was often responsible for looking after the Union's international relations but in Steve's case he brought a passion to that side of his work that exceeded that of many of his predecessors.

During the time that he spent on international affairs, he was not afraid to run the gauntlet of some of the world's most oppressive regimes – particularly if they were threatening the work of teacher trade unions. That is why I find the work that the Foundation has done in the years since his tragic and untimely death could not have been a more apt tribute to what he achieved in his lifetime.

I have had little involvement with the day to day working of the Foundation; picking up details of what it has been achieving through conversations with Union stalwarts like Graham Clayton and Jerry Glazier.

I was most impressed by a scheme that I had heard almost a year ago whereby 13 teachers from Sierra Leone came to the UK to undergo a week's high quality training over here as one of the beneficiaries of the Foundation's involvement with education abroad. What impressed me about it was that it went beyond the so called "missionary" visit to teachers in a

foreign country to laud their achievements in adversity and perhaps lay a plaque or donate money for a new classroom.

No, the Foundation felt that it would be a far more worthwhile experience if there were to be an exchange between the two countries which would lead to the Sierra Leone teachers benefiting from training opportunities in the UK.

Of course, the Foundation is also an enthusiastic supporter of the Global Campaign for Education – which proclaims that education is not only a human right but the fastest route out of poverty for citizens of many countries. The campaign also runs the Steve Sinnott award for the Young Global Education Ambassadors of the year. The winners in 2010, Ronan McKenzie and Rhiannon Kruse Edwards both travelled to Ghana to investigate the barriers faced by those seeking education there.

There is no doubt that schemes such as these will help greatly in fostering international understanding between teachers and pupils of different countries.

That is something that can have a profound effect on shaping our future world; a force for good that will probably have more impact than any of the sundry initiatives that came flooding out of our Department for Education at the rate of.... I don't know. I lose count.

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SO MUCH TO DO, SO LITTLE TIME!

The role of Business in addressing the UN Millennium Development Goals (MDGs)
Sue Adkins, International Director, Business in the Community



With less than three years to go, whilst much has been done to address some of the MDGs, there are still many Goals that are far from being achieved by 2015 and will continue to be challenges that can undermine community cohesion and effectiveness. Clearly governments have a huge role to play but there are other actors who must engage in the agenda. Business is one such critical actor.

Mobilising business for good

Business success and thriving communities are inter-dependent. To invest in the stability of communities is increasingly understood by business and education is central to all aspects of the agenda for both business and society.

Business in the Community (BITC), a not for profit membership organisation that aims to mobilise business for good on the corporate responsibility agenda, passionately believes in the critical role of business as an engine for good

Business can deliver a positive impact on the MDGs generally and education specifically and in a variety of ways, but the most sustainable way is to develop programmes, partnerships and models that are intrinsically linked to the core business functions, models, skills, expertise and value chains of the business.

Examples of Business Action

Businesses have demonstrated through action the many ways in which they can positively contribute to addressing the MDGs as identified through the BITC's International Award for Excellence. This Award recognises and celebrates companies which are positively impacting one of the MDGs. Examples include Anglo American, Citi, Freshfields Bruckhaus Deringer, GSK, IBM, KPMG, Tata Consultancy Services, Thomson Reuters, Unilever to name but a few. All have demonstrated the power of business to address the MDGs through innovative and impactful programmes based on a clear understanding of the enlightened self interest; on the business and social case for action. Education in its broadest sense is often a core element of these programmes. Here are a couple of examples

Guardian Newspaper Group, Barclays and AMREF: This jointly run Katine project is a partnership between Barclays, The Guardian Newspaper Group and NGO AMREF (African Medical Research Foundation) which supports the 25,000-strong population of Katine, an

area of north-eastern Uganda. It is structured around 5 key components: health, education, water and sanitation, income generation and empowered communities. Access to inclusive education is core to the programme and has seen more disabled children, orphans and girls join schools, with a 21% increase in enrolment in schools, improved attendance, particularly for girls with disabilities. In addition more than 4,000 textbooks have been supplied to Katine's 15 schools. Consequently, 10 schools are meeting the district and national standard of textbook to pupil ratio of 3:1 and 1:1 respectively.

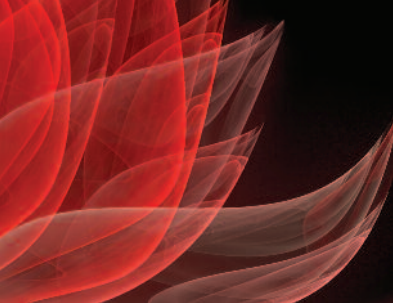
The Redbush Tea Company is the small company winner of the Business in the Community International Award for Excellence 2012. Through their packaging and cause related marketing strategy, the company have partnered with the Kalahari People Fund to raise funds throughout the year dedicated to the support these indigenous people of Kalahari. Everything is done involving the communities, where the ownership stays. The programme has included choosing where to build a well and where to construct a school, training local staff and transcribing projects to preserve ancient stories in their language.

So much to do, so little time

The potential of companies to positively impact the MDGs and the provision of education through their business is enormous. The challenge is to accelerate thoughtful engagement and sustainable action. Innovation, collaboration and sustainability are the key. The issues are significant, the mutual benefits evident. There is so much to do and so little time and herein lies both the challenge and the opportunity.

Sue Adkins, sadkins@bitc.org.uk





THE MOST POWERFUL WAY TO END POVERTY

Eilidh Naismith & Billy Davidson

Eilidh Naismith and Billy Davidson, both 15 from Hutchesons Grammar School, went on a fact-finding mission to Malawi with ActionAid, after winning the Steve Sinnott Young Global Ambassadors Award this year. Investigating barriers to education in Malawi, where less than half of children finish even basic primary education, they spent time with children on the streets in the capital Lilongwe and in the villages. They met politicians, charity workers and young campaigners.

They spent time with several local children ; Mphatso Njovu who is 12, lives with his grandparents , working in the fields and weaving palm mats, envying children who can go to school and 13 year old Stanwell Mwanza who spends his day picking through filthy rubbish, looking for the odd bit of scrap metal to sell. "If I don't go to school, I am worried I will end up being a useless person", says Stanwell.

Eilidh and Billy found out that although primary schooling in Malawi has been free since 1994 there are many hidden costs such as uniforms, pens, and notebooks. Other hidden costs such as 'school development funds' can be as costly as fees. The quality of education is very low with only 10% of children managing to read and write by Standard 4 (aged 10) and so parents who are poor often don't see education as a good investment. Even for those who manage to go to school, there are a number of barriers to learning such as lack of infrastructure and overcrowding in classrooms.

As winners of the Steve Sinnott Award, they are now spreading the word as part the Send My Friend to School campaign. They spoke about their experience at the National Union of Teachers conference earlier this year. They will encourage more UK pupils



PhotoP: SendmyFriend UK

to remind world leaders of their millennium promise to make sure every child can get to school by 2015.

They say, "our experience in Malawi has been life changing and eye opening. We have had an opportunity that very few people ever get. Going out to Malawi has helped us to gain more knowledge about the barriers to education, which will allow us to campaign more effectively here in the UK for change. The children that we have met throughout our trip have been so passionate about education, they are aware of the problems that stop children from going to school and were even coming up with their own solutions.

It is so important that the Malawian government and governments from around the world work to make sure that every child in Malawi gets an education. This is the most powerful way to see the end of poverty, that the economy grows and families have better health. From what we heard we think that the younger generation's positive attitude towards education will have the biggest impact on the future of Malawi".

'A DAY IN THE LIFE OF'

Reece Beale & Hannah Copeland

Being a part of the global ambassador campaign was an amazing experience. We feel strongly about the development of education in low income countries so we couldn't wait to grab the opportunity with both hands and get the most out of it.

We had such a range of ideas that we couldn't wait to collate them and show them to others. One of our main ideas was the idea of 'raid your couch' which is a charity prospect that involves people to look in their handbags, in their couches and various other places for any loose change that they do

not need. Students and staff managed to raise over £150 just from loose change! Hannah and I realised that £150 covers the cost of sending around 160 children to school in a low income country.

We were short listed to the final 4 however, we unfortunately didn't win. Winning wasn't everything, so despite coming runners up, Hannah and I still wanted to make a change. Discussing some charity ideas we were especially drawn to the 'A day in the life of' charity idea, which involves us and a few helpers working in one of our Design and Technology classrooms, on jobs such as carpentry and woodwork.

We would only get a 5 minute break in the day. We would get sponsored from family members and any other people who want to help. This will enable us and others understand how children in low income countries sometimes have to live, without education and working hard all day. Not only will this idea raise a large amount of money, it will also raise awareness of the issue at hand and many people will find out just how lucky they are to have the education that they get.

Overall the experience has been very enjoyable and we are both looking forward to doing more work for the Foundation in the future.



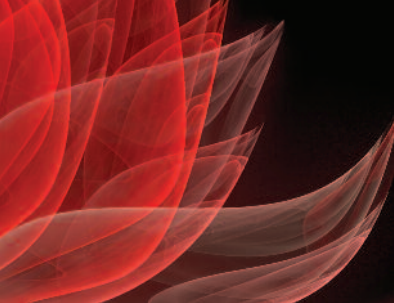
PhotoP: SendmyFriend UK



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LETTERS TO THE FOUNDATION

More than 200 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.

Hello friends,

We opened a nursery school in the community of Tampei-kukuo/Kukou yapalsi in Ghana for pre-school training. Since 2004, the school has been under the sponsorship of CID Ghana. Challenges such as distance and expenses did not allow children from this community to continue their primary and secondary education after pre-school hence we started building a 6 units class room block as well.

We successfully completed one floor, along with a library, a staff room, a store room and the head teacher's office. The project is completely community based and has been made possible with the expertise and support of the construction sector in Ghana. Consultants from Tamale have been particularly helpful.

The school was recently absorbed by the Ghana Education Service, through the Metro Education Unit (Tamale) and is a public school now. However, the block is still not complete and we are seeking funds to enable us to complete this project.

Regards

Mohammed Awal Iddrisu

CID Ghana

awal@codghana.org



Dear Sam, dear all,

Thanks for your invitation to tell about our project: Star Mountain Rehabilitation Center, situated in Ramallah (West Bank), Palestine. We are a daycare center for children and young adults with intellectual disabilities and we are glad, to get the opportunity to share our ideas and experiences with others on the platform of the Steve Sinnott Foundation.

In our work, we face a variety of challenges, varying from awareness-building for the rights of the disabled on several levels in the society to the problem of transportation of students to and from the center. The ultimate goal of our work is to ensure that students can make use of all their potential abilities and lead a life in dignity, as independent as possible.

We also continue our efforts to secure the Center financially and that's one of the greatest challenges, noting that donor money is becoming less easily accessed.

In-kind donations assist the Center in securing basic needs for the students such as food, clothes, material for activities. Yet, the search for long term partners remains needed to be able to secure high running costs, salaries and educational material.

We remain optimistic and keep striving for improvement of services and self-dependency and we look forward to linking up with you.

For more information, please contact

Ghada Naser

Director, Star Mountain Rehabilitation Center

Near Abu Qash/Ramallah, P.O.BOX 199, West Bank, Palestine

Dear friends,

Child Aid Foundation is based in Kasoa, Central Ghana. We currently have two hundred and thirty six children in our school. Education is free for orphans and destitute children but we charge a nominal amount from those who have parents. This allows us to bear the running costs of the school and pay teachers' salaries.

For children who cannot make it to this school due to lack of transport, we sponsor them to go to schools closer to

their homes. We are sponsoring fifteen such children at the moment, including their school fees, food and clothing.

We also run skills training for school drop-outs and through community initiatives, ensure that children are living in clean and safe environments, free of diseases such as cholera, malaria and diarrhoea that are frequent in this region.

At the moment, we need help with buying a school bus, digging a bore hole for drinking water, completion of our

classroom building and acquiring a playground for the children. Any volunteers are also welcome.

Sincerely,

Wassan Nicholas, Isaac Limpu and Diana Addy

Founders

Child Aid Foundation

P.O.Box LT Lartebiokorshie,
Accra – Ghana

Tel: +233 242676319/

277005734/234600955

Email: childaidfoundation@yahoo.com

Village knowledge and information center

Dear friends,

I am trying to establish a modern library in my village in Bangladesh as the nearest library is located about 60 km away from this village. Many students in this village cannot continue their education because of lack of academic books. My intention is to facilitate access to information for these youngsters by acquiring as many academic books as possible into my library. Thus, I hope that lack of books will no longer be an excuse for the students in our village.

I also intend to appoint a librarian and equip the library with computers and internet. This library will be operated by a committee made up of teachers and students, thus encouraging leadership among children.

At the moment, I am contributing my own money for the library plus donation from my friends living all over the world but I still need around 5000 Euros to complete it. So, any kind

of contribution from your part will be highly appreciated and will go a long way to help education for children in my village.

Kind regards,

Abu Sayed, Town Planner,
Jamalpur Municipality, Jamalpur 2000, Bangladesh,
sayed_ku@yahoo.com



Dear Friends,

Most underprivileged girls in Ndhiwa are forced to stay at home during their periods since they have no access to any sanitary products. Eventually, they drop out of school as a result of the frequent monthly embarrassments.

Earlier this year, the Prime Minister of Kenya promised to allocate Kshs. 2.6 billion from the Government's annual budget towards the provision of sanitary towels for school girls. However, only Kshs. 300 million were allocated.

Team Kenya in Ndhiwa saw into the need of supplementing this by providing girls with a cheaper alternative, 'Padi Bora'. The program has so far supported over 800 needy girls with the provision of cheaper reusable sanitary towels. All these efforts are geared towards keeping adolescent girls in school.

The project trains the girls on how to sew and use reusable sanitary towels as opposed to the expensive and disposable pads which most of them can't afford.

The impact is amazing. 'Padi Bora' has considerably contributed in keeping over 800 girls in school. Kudos to Team Kenya for their good efforts and we as members of The Steve Sinnott Foundation we can encourage the team and work with them towards such a brilliant goal.

Visit: www.teamkenya.org.uk for more information.

Regards, **Gerald Cosmas Yongo**

Ndhiwa Maarifa Centre

www.ndhiwamaarifacentre.blogspot.com

Dear all,

Following on from the successful efforts of our boys last year in raising money for our partner school in Nepal, the Student Council debated new initiatives they could undertake this year.

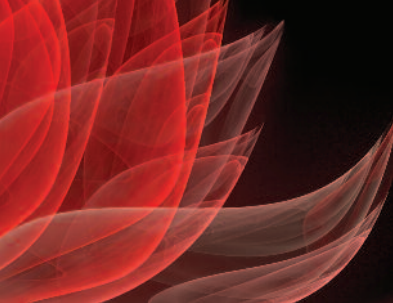
Year 11 Student Council very diplomatically encouraged one of its members – Mr Keith Taylor to part with the very long locks of hair he'd been growing for a number of years and use this as a way to fundraise.

Keith not only agreed to having his hair cut in front of an audience (observers contributed a modest entrance fee) but he also decided that the pupils and staff could nominate the new hair style for him. 5 celebrity hairstyles were agreed upon, displayed on our school website and then participants could pay 50p to vote for a hairstyle of their choice. The hairstyle with the most votes was what Keith would have done to him.

Student Council worked hard to encourage all members of school to take part in this and it resulted in them raising £150 from this event.

Our second initiative was a 'Small Change Bucket Run' during our International Days. During form periods over a couple of days members of council each took responsibility for a collection box and visited as many forms as they could asking for pupils to donate any small change they had. Again, pupils were as generous as they could be and this initiative raised a further £41.34.

The West Derby School
Liverpool



CHARITY IS NOT ENOUGH

Brendan Barber, Former General Secretary, Trade Union Congress



I knew Steve Sinnott well and admired what he stood for. One of his passionate beliefs, which I and the TUC share, is that charity is not enough. Solidarity is the way to generate genuine sustained and long term development. Steve put that belief into practice and so does the TUC. When the government of Ethiopia was making life difficult for teachers in the Ethiopian Teachers Association it was Steve who campaigned for their trade union rights. In the same way, when the government of Iraq sought to prevent two teacher delegates from attending the annual conference of the NASUWT, I wrote on behalf of the TUC to protest. That fundamental belief in trade unions helping each other across the world lies at the heart of everything we do.

In our international education work that principle of solidarity has never been more important. It is quite unacceptable that the rate of progress is slowing towards the Millennium Development Goal of ensuring every child in Africa attends school. That may well be an effect of the global economic crisis but demonstrates vividly why the short term pursuit of austerity makes longer term economic development worse. The TUC has been at the forefront of calls for policies to invest in education and skills, particularly, as Steve would have argued, for young girls who are least likely to attend school. That is not a policy based on charity. It is a policy based on social justice for all; as well as economic good sense.

Solidarity should be based on understanding. Within the TUC we organise courses of study for trade union activists who want to learn about internationalism. The 8 week courses are well subscribed, drawing students from across the trade union movement. Union activists know that they need to learn about other cultures and respect different approaches.

As General Secretary of the TUC I have encouraged strong international links, based on learning and mutual respect, rather than just aid, which can all too quickly lead to donor fatigue or attempts to micro-manage delivery. Supporting investment in education is a primary aim of the international trade union movement. I was proud when Guy Ryder, a trade unionist originally from the TUC, was elected as Director General of the International Labour Organisation. Guy will take that principle of solidarity and understanding, not just charity, into global debates on education and employment.

I began my working life as a volunteer teacher in Ghana. Like Steve, I have always had a deep commitment to education. Within the TUC I instigated unionlearn, our successful learning and skills arm; the growth of trade union involvement in education, in the UK and abroad, is one of the biggest and most positive changes I have seen over the past 40 years. As I approach retirement from the TUC, after a lifetime in trade unionism, I know that the "aid sceptics" will never beat our principle of support through solidarity.

SUPPORT, SOLIDARITY & CAPACITY BUILDING

Christine Blower, General Secretary, National Union of Teachers

The National Union of Teachers has for a very long time taken the view that work at the international level is of crucial importance to our members, both as education professionals and trade unionists.

On the basis of the well worn expression that if you give a person a fish you feed them for a day, but if you teach them to fish you feed them for their life, the approach we have to take is support, solidarity and capacity building.

The educational landscape globally is not short of privatisers and paternalistic organisations. These types of organisations seek to use, or perhaps we should say, exploit the campaigns on Education for All and in particular the MDG of Universal Primary Education to secure advantage for their own perspectives.

It is important to the National Union of Teachers in working with the Steve Sinnott Foundation that we take a different and more trade union approach to international work.

In the same way that some have sought to promote trade not aid, it is important that as part of EI, the Global Union Forum for recognised teacher unions, that we, in the NUT approach our international work on the basis of a right to education for all in tandem with a right to decent conditions of work and a salary that provides for a decent life for teachers.

The working conditions of teachers are the learning conditions of children and young people. They need therefore to be of a specification which is optimal for teaching and learning.

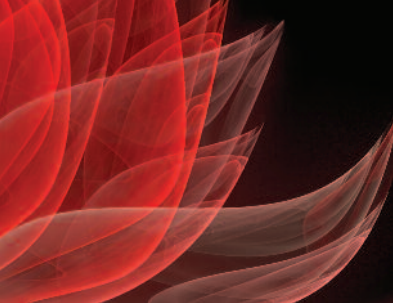
Borrowing a slogan from the disability movement: "nothing about us without us", illustrates perhaps how we need to work with teachers, through their unions, to play



what role we can in developing the best opportunities for education everywhere.

Steve Sinnott was a staunch promoter of the rights of children and the rights of teachers. We must never fall short of his aspirations and ideals in the NUT. That is why in working with the Foundation we seek out opportunities to promote projects with involvement from teachers' unions. They are, after all, both the voice of the profession and the bulwark against the exploitation of teachers.

As Andreas Schleicher of the OECD has said on many occasions, the quality of a country's education system cannot exceed the quality of its teachers. In campaigning for the MDGs we must pay close attention to the conditions which will bring about high quality public education for all. This requires us to see "development activities" not as largesse from the global north to the global south, but as capacity building through collaborative working and where necessary, campaigning support and solidarity.



TUMBLING INTO UGANDA

Pauline Lyseight-jones

I have been based in Soroti in eastern Uganda since June 2011 working as a teacher educator, placed by Voluntary Service Overseas with a UNICEF programme. I work from one of Uganda's twenty-three Core Primary Teachers' Colleges (CPTC) trying to build the capacity of teacher educators.

Uganda aims to get all primary aged children into school so, in 1997 it introduced Universal Primary Education (UPE). This was highly successful, bringing huge increases in the number of children being sent to school. The progress of UPE is being held back by several factors.

In overcrowded classrooms under-resourced teachers have a difficult job and many become demoralised so don't do their work as well as they might. There are other barriers to learning: teacher and head teacher absence – pay rates for teachers are very low and teachers with families are not able to manage without earning supplementary incomes. Supplementary earning becomes the priority activity for many teachers: it is not unusual for children to be without their teachers for days at a time. When teachers are in class they may not be prepared – there's the problem with getting the right materials. There is also the sure knowledge that no-one is likely to come to check teaching quality. District inspectors are few and Core Co-ordinating Tutors (CCTs), who are outreach tutors from CPTCs, find that they have to little money to fuel their motor bikes to travel to their schools.

Then there's pupil absence and drop out – boys go into self-employment like fishing. Girls are called to household duties. Girls also find school impossible



for one week out of four when they start menstruating as hygiene and sanitation facilities are usually inadequate. Puberty also brings an increase in the incidence of early marriages which can be precipitated by defilement (rape or sexual assault). In country areas girls become scared to walk to and from school.

This is where the government's Basic Requirements and Minimum Standards (BRMS) come in with its thirteen Indicators which all educational institutions should have.

...and what do I do? I work with district officers and inspectors, CCTs, pre-service tutors and head teachers to put the BRMS into place. In my six districts, there are three hundred schools (out of about 700) which are part of the work. I aim to work co-operatively through providing significant continuing professional

development events for pre-service tutors, CCTs, district staff and inspectors and head teachers. I travel to thirty schools regularly, working with CCTs to improve the quality of learning, teaching, leadership and management, using a mentoring approach. One of the exciting things that we have been able to do is to use video to capture practice which we can then use in training.

Pauline Lyseight-jones trained as a teacher in the 1970's and has since worked in education in several capacities, most recently as a regional adviser with the now defunct National Strategies. As a VSO volunteer in Uganda, this is her second year as an international teacher educator and she is also pursuing a doctorate, exploring mentoring as an approach to teacher education in Uganda.



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Education International is the world's largest federation of unions, representing over thirty million education employees from about four hundred organisations in one hundred and seventy countries and territories, across the globe.

Education International:

- promotes the principle of quality education, funded publicly, available to every student in every country;
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