



ENGAGE

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ISSUE SEVEN



Photo: Manisha UK

These children are in school but ...

61 million primary aged children are out of school
more than half of them are girls

1.7 million more teachers are needed to achieve Education For All

Raising awareness and
understanding of the need for
quality education around
the world and encouraging
young people to participate

Friday 21st June 2013

**Education
for all day**

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 7, the twice yearly publication of the Steve Sinnott Foundation. This edition is poignantly published around the 5th anniversary of Steve Sinnott's untimely death on 5 April 2008.

Much has been achieved by the Foundation since its launch in May 2009 and every effort has been made to maximise tangible progress on the furtherance of MDG2 goals.

Sadly, much more needs to be done and we now know that those goals will not be achieved – hindered, in part, by the global economic downturn and lack of political determination. So now is the time to exert pressure for a new international commitment to reinvigorate the MDG2 goals and to begin to expand the aspiration of quality universal education for all in the post-2015 period.

The Foundation is pleased to announce that it has secured funding for an exciting major new project - Education for All Day (EFA). It is a major campaign designed to build awareness about the Millennium Development Goals among young people and encouraging engagement among schools around the world. Inside this edition, you will find compelling arguments why schools, teachers and young people should participate in EFA day.

There are contributions from Wales and Scotland to emphasise that campaigns and projects around EFA are for all schools across the UK to be involved. It is pleasing that in his article, the UN Special Envoy for Education and former UK Prime Minister Gordon Brown, urges young people, teachers and world leaders to join the Foundation's Education for All Day Campaign. The 2013 EFA day will be held on Friday 21st June.

Grateful thanks to all our many supporters who enable the Foundation to flourish. Contributions, financial or otherwise are always welcome and hugely appreciated.

If you are new to the Foundation please visit the Foundation website at www.stevesinnottfoundation.org.uk to keep up to date and please do all you can to 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.

Education for All Day

On Friday 21st June 2013, at least 50 schools in the UK will organise an 'Education for All Day' to raise awareness about the Millennium Development Goals and the importance of the Right to Education for all the children in the world. We are working on an interesting resource pack to help teachers integrate these issues into the curriculum so that the understanding of key global issues forms a part of the learning process in schools, enabling young people to take action on those issues. On the day itself, schools will organise special assemblies and events to raise awareness about the lack of access to education for millions of children around the world and vocally support education for all.

I am glad to welcome Jasmine Jones to the Foundation who will be managing the EFA Day project. Jasmine is currently visiting schools and meeting with teachers and school councils. If you would like to get involved and invite Jasmine to your school, please write to her at jasmine.jones@stevesinnottfoundation.org.uk or give her a call on +44 (0)7581422636. Jasmine writes about her experience with the project so far and her plans for the future on page 8 of this edition.

Sierra Leone

The group of 13 teachers who initially came to London in 2011 to go through a week long CPD programme on teaching methodology, delivered by our Education Team, have now organised a number of successful training programmes at EducAid's Rolal training centre. So far, despite a number of constraints and challenges, the programme has reached over 60 teachers, serving over 1500 students in 12 schools in the rural and remote areas of Northern Sierra Leone and we are committed to continuing this unique support programme for teachers in Sierra Leone.

Nepal

Located in Palpa and neighbouring districts of West Nepal, the project we started in 2010 has so far supported four schools with infrastructure, resources, uniforms, meals and teachers. The schools supported by the project are non fee- paying schools, based in low income rural communities. Without the schools, the children from these communities would not be able



Photo by Varga

receive an education as the majority of government supported schools in Nepal are fee-paying.

The initiative has so far provided an opportunity for high quality basic education to more than 400 children and we are now developing a professional development programme for teachers, alongside building further links between schools in Nepal and the UK.

Get involved!

We established contacts with a number of organisations in 2012 with a view to work together towards the common objective of Education for All. The initiatives from these partnerships will pan out over the next couple of years, extending our reach to communities, schools and teachers around the world, uniting people and organisations in the pursuit of Education for All. Our online community continues to grow and our website now attracts 10,000 unique visitors every month. A number of people, including NUT officers, participated in events last year to raise funds for the Foundation. The support from Associations across England and Wales continues to grow each year.

This is a very exciting time to get involved. Help us raise funds for our vital work with communities around the world, join our EFA day campaign, add your voice to the global movement for education and participate online on www.stevesinnottfoundation.org.uk with your ideas. Write to me at sam.tiwari@stevesinnottfoundation.org.uk

The STEVE
SINNOTT FOUNDATION

A NOBLE PURPOSE

UN Special Envoy for Global Education and Ex UK Prime Minister **Gordon Brown**, urges young people, teachers and world leaders to join the Foundation's Education for All Day Campaign and ensure that every child in the world has the right to education.

Steve Sinnott will never be forgotten for the work he did in advancing educational opportunity. His Foundation, which is now inviting schools around the country to participate in its 'Education for All Day', has a noble purpose - to ensure that for the first time in history every child in the world has the right to go to school.

Today 61m children are denied that basic right of education. Without a major international campaign there will still be millions not in school in 2025 and even in 2050. Girls are discriminated against, many forced to marry early, many denied education because of prejudice and so when Malala Yousafzai was shot the whole world began to see that we had to act urgently to promote universal girls' education.

When as much as 80 per cent of global inequality is due to birth and background, education should be the counterweight, the driver of equal opportunity. Yet our patterns of educational spending compound rather than correct or compensate for these inequalities. We invest just \$400 on the education of the typical African child from birth to 16 compared with \$100,000 for a western child. A paltry \$14 is the total amount of all annual international aid supporting that African child.

The case for investing in teachers – of whom we need at least two million more - and schools is not just that individuals will benefit from educational opportunity but countries too. Indeed mobilising the talent of their young people is the only sure way of unlocking the potential of the poorest countries in the world.

That's why the Steve Sinnott Foundation's 'Education for All Day & International School Partnerships' campaign is so important. It builds the understanding that no one should have to accept any more that your rights are what your rulers allow you and your status and wealth what someone else ascribes to you. No one should have to live in circumstances where if you parents are poor you must be too - and if you were born without opportunities, so too must your children be. What should matter is not where you come from but where you are

going. Even if you cannot shape your origins you should at least be able to shape your response to that fate.

The first 'Education for All' day will be held on Friday June 21st 2013 and subsequently in the summer term of each year until 2015 (the target year for achievement of the Millennium Development Goals).

To support the day, the Foundation's team of expert education consultants is developing courses in Global Citizenship, History and Language. June 21st offers an excellent opportunity to participate in the biggest ever global movement for the right to education, sharing enthusiasm for the goal with teachers and young people around the world.



THE ONLY SURE WAY FOR CHANGE

Emily Gunning, age 10 and **Erica Hill**, 11, from St Paul's Primary School, Watford call upon the education community and world governments to ensure the right to education for every child in the world.

The matter of education falls into the hands of many hard-working people. This includes people in the world's governments. With 61 million children missing out on education and a further 2 million teachers still needed, our government cannot achieve our target for the Millennium Development Goals in 2015. As Mr Brown says millions of children will still be denied education in 2025 and even 2050! Because of this, many Governments from many different countries must work together and produce a plan.

We think if priority was given to investing more money into building schools and training teachers the long term benefits would be outstanding. Did you know that approximately 2 million teachers are desperately needed to achieve Education for All?

We should try to build the awareness of many nations' governments about how important education really is and helping them budget the additional cost required to build schools and an education system. Also, my school (St Pauls C of E) sponsors a school in Nepal creating a long term friendship with the students occupying the tiny two rooms of their school! We should encourage more schools and organisations to follow suit. We believe that it is important to maintain the companionship of the two countries to learn from each other and to share skills. If we could replicate this sponsorship



Photo: St Paul's School, Watford

across all primary schools nationally, think of the difference we could make!

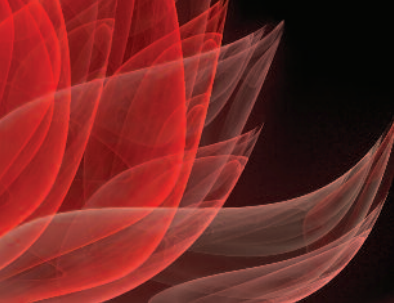
One thing that all schools regardless of faith, age or location can do is partner up with a school in a developing country. Many events take place in many schools around the world, and most of these can be fund raisers for the schools. Children can involve themselves in this by motivating their teachers. If this comes into effect, children can also put themselves towards events like sleepovers to raise money for equipment or get more for a charity run for hiring a teacher for a year. Many more ways can be thought of with just a little more time.

Another option is for schools to open themselves to more opportunities, such

as raising money to build more schools around the world. The combined money of various cities around the globe will help run these schools. Children could inspire this not just for now but for many generations to come.

No one should be discriminated against because of family history. Where you come from should not matter as well. This is why The Steve Sinnott Foundation is asking every school in the country to participate in the 'Education for All Day' on Friday June 21st 2013.

Children are our future world. Don't destroy their hopes, and sometimes their lives. This is the biggest ever global movement. Mobilising young people like we are will be the only sure way of getting this to change.



MARY'S MEALS

Joyce Hawkins is a teaching Head teacher in a small rural school in Argyll in Scotland. She has a strong belief that all children, no matter where they live in the world should have access to basic education. Here she proves that every teacher, everywhere, has a big contribution to make to the achievement of the MDGs.

Mary's Meals is an Argyll based charity set up in 2002 by Magnus and Fergus Mac Farlane-Barrow. The charity works around the globe to feed chronically hungry children, giving them access to a basic education using a School feeding programme.

School feeding is the provision of a meal a day at school. This programme attracts children to school making education accessible to those who due to being impoverished think only about their survival on a day to day basis.

Access to education gives the children a means to lift themselves out of poverty.

As part of Mary's Meals there is a backpack project. This is the project which has allowed me to contribute to the charity. On my 50th birthday instead of receiving presents I asked my guests to bring a backpack, the content list of which I sent out with my invitations.

Many of my friends expressed the enjoyment they got from preparing their pack. Their generosity that evening amounted to 54 packs which my husband and I delivered to the retreat centre in Dalmally, Argyll.

In 2011 our school Interdisciplinary topic was Africa. In the run up to Christmas the children prepared their own backpacks for Mary's Meals. I had the pleasure of delivering 23 packs to the depot in Glasgow during the holidays where I was able to learn more about Mary's Meals from the volunteers working there.

What is the Backpack Project?

This provides basic school items enabling children to attend school and learn. Research shows that education is the single most effective way of escaping the poverty trap.

The contents of a pack are simple:

- 1 Toothpaste, 1 soap, 1 toothbrush
- 1 Towel

- 1 Set of clothes for a boy or girl (shorts and t-shirt or skirt and top) and a pair of flip flops
- 1 Notepad or jotter, 2 pencils, sharpener, eraser, ruler, colouring pens/pencils
- 1 Tennis ball
- 1 spoon

This project is open to all. It is however very appealing to schools and youth organisations as it is a way for children to recycle their own clothes. It also played a large part in our Eco programme at school which allowed us to gain our first Green Flag and we used the Mary's Meals story in our citizenship programme.

There are valuable educational resources available on the website and access to volunteer speakers depending on where you are based in the UK.

Further information about Mary's Meals is available at: www.marysmeals.org.uk



Photo: Joyce Hawkins



Photo: Mary's Meals

IF WE WANT CHANGE INVEST IN WOMEN AND GIRLS

Jennifer Twelvetrees, Chair of Women4Resources writes about their work with communities in Liberia and Kenya to support education and training for women and their collaboration with Swansea womens' groups.

Local women who are the carers and community leaders see the importance of education and training. But they need skills that are marketable so that they can not only feed their families, send their daughters to school but also manage and liaise with the structures that make a difference.

The idea to establish Women4Resources (W4R) initially grew out of discussions between a Liberian Head Teacher visiting a Swansea Primary School and local and African Diaspora women. The charity is now part of the Welsh Assembly Government's Wales Africa Community Links programme which aims to combat poverty through Millennium Development Goals (MDGs) by linking communities.

Supporting women's businesses- Rock Hill, Liberia

Concerned Women for Progress 4 Liberia (CWFP4L) was set up in 1996 prioritising business skills for economic and social empowerment. The first businesses produced girls' school uniforms and more girls are attending school as a result. The group now runs a Women's Training Centre which has been challenging to some men. Many women experience violence which makes this

women only space vital. Women have gained confidence and some have joined the Community Council. The sewing teacher established her own shop taking apprentices. In Swansea a quilting group is sharing resources with the Centre.

Enabling girls to attend school- Vihiga, Western Kenya

Reaching out Changing Lives (ROCL) was started by a group of Kenyan women. They opened three libraries near schools that offered extra support especially to orphaned girls. Drop out is often associated with abuse, forced marriages and economic necessity. Also about one in ten girls do not attend school during menstruation. Women started small businesses to support themselves and the libraries: hiring out chairs for events makes money to purchase school text books; selling goods communally creates enough profit to feed families and enable women to volunteer in the libraries.

Teachers volunteer their time alongside local women and this mutual support and sharing of information has a positive effect on the schools and families. "A culture of reading is established" says Head Teacher of Kigama School, which is linked with Gors School, Swansea. A

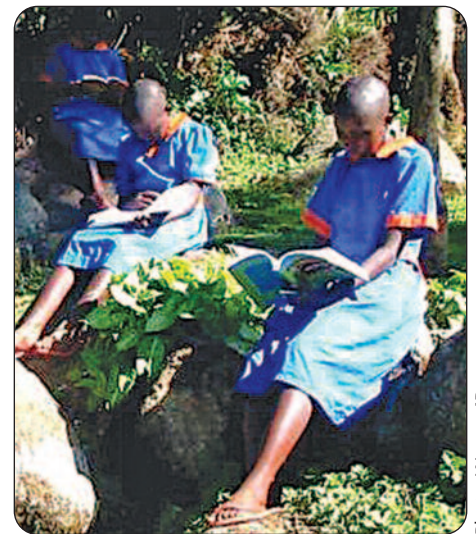


Photo: Women4Resources

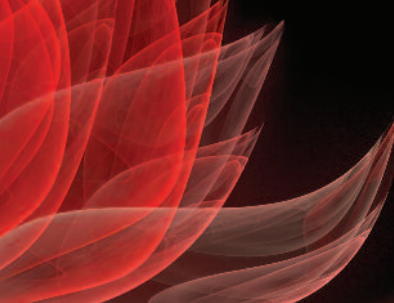
menstruation management programme was set up in 13 schools. Girls learn to make hygienic pads and have the opportunity to discuss social or health issues. Susan Jumba from ROCL says "At least one female teacher in every school is in charge of demystifying menstruation that girls can confidentially approach". Access to cheap or free pads is assured through Elen Library sewing business.

Africa has greatly influenced Swansea womens' groups. We are working together to establish a shared building to meet increasing challenges in Wales. The links between schools, libraries and communities will continue to expand.

Women4Resources@hotmail.co.uk
www.Women4Resources.co.uk

Charity number 1126029

Jennifer Twelvetrees, Chair, Women4Resources, with thanks to Susan Jumba, ROCL, Kenya.



RESPECT FOR ONE'S PEERS

Steve Sinnott Foundation Patron **Lord Puttnam, CBE** tells of the passion of his backing for Education for All.

The explanation for why I am such a strong supporter of the Education for All initiative derives very much from my own experience.

I left school at 16 with only a handful of what were then called 'O' levels. It was only having left school that I discovered a real love of learning, through what we used to call 'night school' which has subsequently enabled me to have a fulfilling career. I've spent the past fifteen years of my life increasingly involved in helping to promote respect for, and a greater level of interest in the standards of education - not just in the UK, but throughout the world.

What has become clear to me is that the age of any country in the world being

run by just a very few highly educated people is gone – and gone forever. Today, in order to achieve any kind of a fulfilling life, every one of us needs to become seriously well educated.

And not just us, but all those other people we deal with every day, people in the banks, in hospitals, in shops, at airline check-in desks; all those people who do things that allow our own lives to function properly.

In particular, as I discovered during my seven years as UK President of Unicef UK, there needs to be an undisputed global acceptance of the importance of education of women.

Educated women are the fulcrum around which can be built educated and



healthy families – and those families will invariably be smaller, and better cared for.

I wish this important initiative every success in the world.

LET US TALK ABOUT EDUCATION FOR ALL

Foundation Project Coordinator, **Jasmine Jones** writes about the urgent need for a public discourse on the Millennium Development Goals and Education for All and invites everyone to participate in the Foundation's Education for All Day.

I am very excited to be joining the Steve Sinnott Foundation and for the opportunity to lead on a campaign raising awareness and understanding of the Millennium Development Goals and Education for All among UK schools.

Of the eight MDGs, education is the key to success. Through investment in education, particularly girls' education; we will see greater economic opportunities and reduced risks of death



and illness in pregnancy and childbirth. Educated women marry later, have fewer and healthier children and are more likely to send those children to school, they are able to work and become doctors, nurses, entrepreneurs and engineers who can propel their countries towards sustainable economic growth.

The MDGs are well known to

those in the international development field but unfortunately little known among the general public. A survey conducted for the European Commission found that 88 per cent of respondents in 25 European countries had never heard of the MDGs, a 2004 OECD study concluded that, "debate and awareness about the MDGs has not trickled down to public opinion...without the pressure which comes from public accountability, these commitments are less likely to be achieved."

With just three years to go until the 2015 deadline, it is more important than ever to ensure that public awareness and support is significantly improved to hold any hope of accelerated progress towards the MDGs.

On Friday 21st June 2013 UK schools will be participating in 'Education for All Day' and through their participation they will raise awareness within both their schools and local communities. To join or learn more please visit www.stevesinnottfoundation.org.uk or email jasmine.jones@stevesinnottfoundation.org.uk.

PARTNERS WITH PURPOSE

Professor Jagdish Gundara, Robert Ferguson and Jack Peffers describe the work of the International Centre for Intercultural Studies and the values shared by the Centre and the Steve Sinnott Foundation in promoting intercultural studies as a key aspect of education.

Central to the work of the Steve Sinnott Foundation is the belief that every community has something to add to knowledge. What the so-called developed world has to offer in terms of material resources is matched by the richness of the culture, history and tradition of communities in the developing world. We don't view the struggle to provide education in Africa, South Asia and elsewhere as something calling for the charitable benevolence of the economically and financially better off. It is rather something for the whole worldwide community of teachers and educators, and all who share that same belief in education to tackle with shared aims and common objectives.

That's why the Steve Sinnott Foundation is teaming up with the International Centre for Intercultural Studies (ICIS) at the University of London's Institute of Education in an effort to revitalise the agenda for, through and about intercultural education and intercultural studies through the organisation of series of seminars, programmes of research, and through joint consultancies, teaching and training programmes.

What is ICIS?

The International Centre for Intercultural Studies has been a feature of life at London University's Institute of Education (IoE) since 1979. It is headed by **Professor Jagdish Gundara**, UNESCO Professor of Intercultural Studies. Also in the team are **Robert**

Ferguson and Jack Peffers. All three of them have worked together at the Institute for three decades.

The ICIS describes its values and aims as follows:

- Through Intercultural Studies we recognise that a formidable cluster of concepts – such as culture, reality, identity, class, difference, religions and the crucial issue of multilingual communities – have to be researched, juxtaposed, critiqued and explored developing multi-perspective awareness and strategies for education.
- Intercultural study may take place at the local, regional, national international and global level.
- Processes of learning are an important aspect of intercultural education and include democratic non-directive, reflective, discursive, experiential, interactive approaches within diverse groups.
- These concepts, knowledge and processes of learning both develop understanding and learning and inform the practice of education and education policy.
- One of the challenges for intercultural education is to develop inclusive and intercultural public values in democratic schools and societies. This depends upon dealing with inequalities in our institutions and societies as well as issues such as racism, religious bigotry and xenophobia.



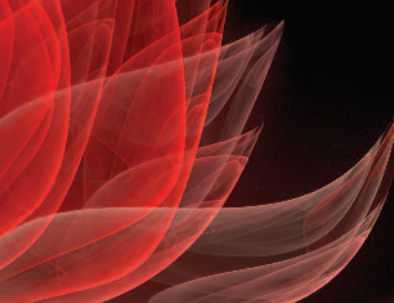
Seminars

ICIS offers a regular series of seminars at the Institute of Education. These are concerned to debate and discuss some of the key issues in intercultural studies and intercultural education. Further information is available from Robert Ferguson at the IoE - r.ferguson@ioe.ac.uk.

Consultancy

ICIS also act as consultants to a wide range of organisations on issues in the broad area of intercultural studies. Commissioning organisations so far have included UNICEF, the European Commission, The UK Foreign and Commonwealth Office, The Buenos Aires Regional Government, United Biscuits (UK) Co Ltd and The Greek TUC. For more information about the consultancy side of the ICIS work, contact jack.peffers@ioe.ac.uk – particularly if you are interested in discussing an issue to which you think the ICIS can contribute.

The ICIS and Steve Sinnott Foundation are looking forward to working together.



TEACHERS MATTER

Dennis Sinyolo of Education International urges world leaders to learn the lessons of what has been done so far as they plan the post-2015 education agenda.

The 21st century ushered a new era in the global development and education arena, with year 2000 marking the adoption of the Millennium Development Goals (MDGs) and Education for All (EFA) targets by the international community. These targets were set to be achieved by 2015, but current evidence indicates that most of them will be missed. For example, according to the EFA Global Monitoring Report 2012, over 61 million children of primary school age and 71 million adolescents are still out of school.

Now that the global community seems to be shifting its focus to the post-2015 agenda, there is a risk that MDGs and EFA targets will be missed by a wider margin. Considering this, the post-2015 education agenda should be informed by lessons from the current targets and experiences of various stakeholders, in particular, those of teachers, the frontline officers in the classroom.

Unfortunately, current global discourse on the post-2015 agenda is focused on a narrow view of learning based on numeracy and literacy and their assessment. Numeracy and literacy achievement are important, but they should be understood as necessary rather than sufficient for developing cognitive capabilities, including critical and analytical thinking. It is therefore important to ensure that the post-2015 education framework adopts a broader approach to education with equity and inclusion as the cornerstones.

Lack of long-term and predictable

donor support, coupled with funding conditionality by some of the international financial institutions and development partners, and failure to align donor-supported programmes with local education priorities, policies and programmes has been a major stumbling block to MDG and EFA achievement. For example, lack of predictable Official Development Assistance (ODA) has made it difficult for many recipient countries to make long-term plans, or even to recruit teachers.

Quality education requires quality teachers, yet many countries continue to recruit unqualified teachers. Evidence from a recent study on Closing the Trained Teacher Gap, published by the Global Campaign for Education (GCE) and Education International (EI), documents numerous instances where the proportion of unqualified teachers remains high or continues to increase, thereby threatening the quality of education. Investing in teacher education, including in-service programmes for unqualified teachers is therefore paramount.

A global development agenda for education must place teachers at the centre of efforts to achieve quality, call for their commitment and support, reduce class size, supply teaching and learning resources, offer good conditions of service, including salaries and incentives for working in rural areas and other deprived environments. Effective and institutionalised mechanisms for teachers to engage in



policy dialogue with governments and participate in education policy formulation must be put into place. Teachers, individually and through their representative organisations, must be involved and their voices heard in the discussions leading to, and beyond 2015.

Dennis Sinyolo is a researcher, policy analyst and Senior Coordinator for Education and Employment at Education International (EI). EI is the voice of teachers and other education employees across the globe. A federation of about 400 associations and unions in more than 170 countries and territories, it represents 30 million educators in education institutions from early childhood to university.

www.ei-ie.org

LOOKING AHEAD, FOCUS SHOULD REMAIN ON THE MDGS

Corinne Woods, Global Director of the United Nations Millennium Campaign emphasises the need to stay focused on the achievement of MDGs even as we discuss the post-2015 framework.

On April 6th 2013, we will reach the 1000-days countdown for the Millennium Development Goals (MDGs), a key moment to advocate for redoubled efforts in achieving the Goals by 2015. However, when looking to the future, much of the development discourse seems to focus on the post-2015 framework.

While the process of defining the new development agenda to succeed the MDGs in two years time is important, it is equally crucial to keep sight of the goals already set. The MDGs have helped to improve the lives of millions and continue to do so. Moreover, keeping the focus on the MDGs will also ensure that what replaces them is a new framework that builds on the progress achieved.

MDG 2, achieving universal primary education, provides a good example of how we can learn the lessons from the MDG process to both redouble our efforts towards achieving these Goals by 2015 and agree on a new development agenda that builds on the progress achieved.

Over the last decade, MDG 2 has mobilized strong support around the world. 63 million more children have enrolled in school at the primary level, since 1990. The ratio between the enrolment rate of girls and that of boys grew from 91 in 1999 to 97 in 2010 for all developing regions. According to the latest figures published in the MDG Report 2012, enrolment rates of

children in primary schools increased in sub-Saharan Africa, from 58 to 76 per cent between 1999 and 2010.

But our past experience has also shown that regional disparities persist both between and within countries and therefore it is clear that we have fallen short in this regard. Success at the primary school level has also increased demands for secondary schools. In 2010, there were 71 million young adolescents (typically aged 12-15 years) out of school around the world. Of these, around 48 million lived in countries where lower secondary schooling was officially recognized as part of the compulsory education system.

While guiding our actions towards the achievement of the MDGs by 2015, these challenges should also be part of the post-2015 debate. And there are multiple channels to do so.

The United Nations is keen on ensuring that the new development agenda results from a truly open and inclusive process. It has recently launched "MY WORLD - The United Nations Global Survey for a Better World," which can be viewed at www.myworld2015.org.

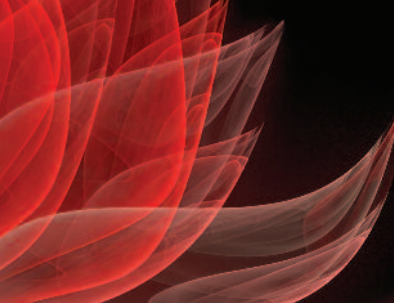
The objective of this option based survey is to encourage people's participation in the process of defining the next set of global goals to end poverty by asking them to vote for the issues that will make the most difference to their lives. This survey has



been live for two months now and so far "A good education" ranks as the most voted issue worldwide. A clear sign of how important this goal is.

Only by staying focused on the MDGs can we confront the inequalities that still persist today in many areas - including education - while ensuring that the next development agenda successfully addresses the new and pressing challenges facing people and planet.

The United Nations Millennium Campaign was established by UN Secretary General in 2002. It supports and inspires people from around the world to take action for the achievement of the Millennium Development Goals by 2015.



ONE WORLD, ONE TEACHING PROFESSION

Former UK Secretary of State for Education, **Estelle, now Baroness, Morris** explains the vital role of the world's teachers, all sharing the same belief in education, in achieving the Millennium Development Goals.



Rabbi Jonathan Sachs, in one of his regular contributions to 'Thought for the Day' on BBC's radio 4 Today programme, said something that I've often thought about since. In his usual reflective way he noted that, 'politics moves the pieces, education changes lives.'

How true that is. Undoubtedly, we achieve most when politicians and teachers have a shared agenda and work together but at a time when we so often look to government for instant solutions to problems, it is easy to

forget that, in education, it is teachers who make the difference. Unless more children benefit from good teachers, nothing changes.

In our society, it is tempting to define 'good teachers,' as those whose pupils achieve higher examination results. Of course, that is a key part of a teacher's role and the task of raising standards and closing the attainment gap both in this country and between countries must be a high priority. However, it isn't all teachers do.

The school system takes children through some of the most important stages of their lives; their first social setting outside of the family; often the most influential adults other than their parents. It is whilst at school that children move from dependence to independence and learn the basic skills that they will use throughout life; it is then that their hopes are raised and their ambitions shaped. When children leave school they are on the edge of adulthood and many of the foundations have been laid for the people they will become.

That is both the enormity of the task and the importance of the job. Of course, parents and families are the first and main educators but teachers make a vital contribution and in some cases can compensate for what families are unable to give.

It is easy to forget the breadth of skills that teachers need if they are to support children throughout their learning. Listening and encouraging children, advising and counselling them; taking them on their first theatre visit or trip abroad; celebrating their successes and sticking by them when they fail – all are part of the profession of teaching.

Those tasks grow in importance when we consider developing countries where education is the key to survival. That is why we must be concerned that there is such a shortage of well trained teachers in some countries. In order to deliver the United Nations Universal Primary Education pledge, 1.7 million new teaching posts need to be created – and they will need to have the skills and qualities that are essential to good teaching if the aims of the programme are to be achieved.

Given the importance of teachers, all countries need to continually invest in their skills and their knowledge. The aim in many developing countries of basic primary education for all children might seem a long way from the aim in developed countries of the majority of young people being graduates but they are rooted in the same belief in education – and are both dependent on the skill and commitment of the teaching profession.

YOUNG AMBASSADORS REUNITED FOR EFA DAY 2013

The Steve Sinnott Award for Global Campaign Young Education Ambassadors has enabled some of the brightest young people to travel to developing countries since 2009, to find out what prevents children from going to school and what the education community and policy makers are doing nationally and internationally to ensure the right to education for all children. This article recaps the rich and varied experiences of all the previous young ambassadors who will this year be actively involved with the Foundation's Education for All Day campaign. **With inputs from Karen Garvin, ActionAid and with thanks to SendMyFriend UK.**



James Simmonds and Bethany Law, from Milton Keynes were the very first Young Ambassadors in 2009. They travelled out to Tanzania with the charity ActionAid and met girls from the Masai tribe who had never been to school. They also visited a local school to see what the challenges were in delivering a good education and talked to young campaigners in the capital Dar-es-Salaam, to hear what they were doing to help their peers across the country.

In 2010, it was PLAN International's turn to host a trip for the 2010 Young Ambassadors. Ronan McKenzie & Rhiannon Kruse Edwards from London went with them to Ghana in West Africa and spent time hearing about the particular struggle for girls, who miss out most on education. On return they spoke at many events including one to MPs at the House of Commons.

Navdeep Bual and Yasir Yeahia both from



Essex, travelled out to Guatemala with the charity Toybox and met children who live and work on the streets. Yasir says:

"Guatemala was a life-changing experience for me and it stemmed from the Steve Sinnott Award. After the award, I continued to participate in the Model United Nations Conferences which built my understanding of positions that different countries take on policies related to education. I look forward to working with the Foundation's EFA Day campaign this year".



"If I had to choose one thing, one decision or one time in my life that I thought impacted me and changed me forever, I would without any hesitation, choose the moment Yas & I applied for the Steve Sinnott award and got to travel to Guatemala," says Navdeep who also won the Princess Diana Award, was an Olympic torchbearer and appeared in the show 'Young Apprentice' last year.

2012 Young Ambassadors Eilidh Naismith and Billy Davidson from Glasgow returned in March after spending time with children in Lilongwe and in rural villages on their trip with ActionAid to Malawi. Billy says: "The trip gave us a real focus. By having real-life stories to tell I hope that will help us to grab new audiences attention." Both of them will be organising a conference in Glasgow this term to involve schools from Scotland with the Foundation's EFA Day campaign.

As this magazine goes to print, Sam Whittingham and Millie Wells from Ringwood School in Hampshire, winners of the 2013 award are in India with Oxfam, observing education in the slums of Delhi. Read more about their trip on www.sendmyfriend.org



All Photo: SendMyFriend



LIBERATION AND FULFILMENT

Frances O' Grady, the UK TUC's new General Secretary, on what education means to her.

For millions of people worldwide, education offers the hope of liberation and fulfilment as human beings. That's why it is such an important part of what the trade union movement does and believes in.

Education has been at the heart of the trade union movement since its earliest days and that's because those earlier pioneers of the movement understood the power of education to transform the lives of the workers that they represented. It was the key to lifting them out of poverty and to enhancing their life opportunities.

Clearly education has moved on from then when many workers had only the most basic of schooling and the idea of the modern comprehensive education was a century away. But the advance of educational standards, the massive increase in literacy levels and the idea of compulsory education until the age of sixteen

has not solved all our educational problems. Far too many people still leave school with low levels of literacy and numeracy; for too many people school leaves them inadequately prepared for the world of work, reducing their career and life chances; and far too often education is seen as something that ends at 16 never to be repeated.

This is an area that the TUC have been challenging and working on for some time. As deputy general secretary one of the key projects I was involved in was the TUC's work on education and skills. It's an area I will continue to champion as general secretary.

Unionlearn, the TUC's education and skills organisation has been working hard to establish skills in the workplace and every year they are sending a quarter of a million people on training through grants and support for the unions. We have trained over 28,000 union learning reps to get the message of skills out to the workforce and we have a network of over 400 learning centres in workplaces across the country.

This has only been achieved by the commitment of the unions persuading employers to allow time off for training, to establishing learning centres in their workplaces and by persuading companies to invest in skills.

There is still a huge amount of work to be done though. Last year 10 million workers received no training or learning opportunities and there remains a huge skills gap if the UK is to continue to compete effectively with developing nations. A well trained workforce is good for the worker as it enables them to have choices; but it is also good for business and the economy as it makes us more adaptable and better placed to compete.

This is also why the unions and the TUC are working so hard to promote apprenticeships. They are a vital part of the economy that not only provides training but qualifications and a trade that will lead more young people into full-time work.

Unions are going to keep campaigning for better education and for lifelong learning. We will keep campaigning and working to make sure everyone has access to good quality education and skills not just before the age of 16 but throughout their life. It was a central ambition for the founders of the trade union movement and two centuries on it remains a central part of our work.



EMPOWERING TEACHERS, TRANSFORMING LIVES

Miriam Mason-Sesay, Country Director of EducAid Sierra Leone was awarded an MBE this year for her outstanding contribution to education in Sierra Leone. The Steve Sinnott Foundation and EducAid have been working together since 2011 to improve the quality of education in Sierra Leone through investment in teachers. Miriam writes about how it all began and our aims for the future.

EducAid was started on the initiative of two University College of London students; James Boardman and Swithun Mason who visited Njala University in 1993 and were inspired to sponsor local Sierra Leonean students they had met. On subsequent visits however, they realised that sponsoring wasn't enough as students attended classes with 80–100 pupils, with no other resources than the teachers who often had no training or support. EducAid thus established its first school in Sierra Leone in September 2000 with twenty war-affected young people on the back veranda of a rented house.

Today EducAid runs the only free Secondary schools in the country – four Junior Secondary schools, with two of them having a Senior Secondary section and a small village Primary School. The schools serve over 1,700 children and have a staff of over 90, the vast majority of whom are EducAid past pupils.

EducAid has developed a methodology that seeks to re-empower the learners and enable them to take responsibility for their own learning. This means resources, staff training and significant culture change where the norm is to copy and not question. Although there are many battles, education in Sierra Leone is an exciting and rewarding field for work. Youngsters who are hungry to learn and conscious of the importance of education are humbling to work with. The two EducAid Senior Secondary Schools achieved first and second position in the senior public examinations in 2012, beating all the wealthy, private schools for the privileged. This is our goal, through education to reduce the gap between the rich and the poor by empowering the poor to take steps towards controlling their own lives. Education in Sierra Leone is a life-transforming event.

EducAid has also challenged the consistent devaluation of teachers in Sierra Leone. Where only 40% of teachers are trained and qualified and educational institutions at all levels are rife with corrupt practices, teachers are very often



incapable of delivering more than a small proportion of the syllabus and become a blockage to any real progress for their students.

In November 2011 the EducAid teacher leaders travelled to the UK under the sponsorship of the Steve Sinnott Foundation for training and visits to a number of UK schools. They were trained to train teachers but, equally importantly, they saw education professionals and understood the message that teaching is a respected and vital vocation. This important message has reinvigorated the staff involved in the trip and they have come back and spread the word.

This added impetus to our Quality Enhancement Programme (QEP) that seeks to transform the quality of teaching and learning. EducAid has partnered now with 15 Junior Secondary Schools in rural Sierra Leone towards this end. EducAid staff now run the QEP and are having an impact on the quality of education accessed by hundreds more children. EducAid is proud to be part of changing the experience of so many of Sierra Leone's future leaders, movers and shakers.

www.eduaid.org.uk

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