

ENGAGE

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ISSUE EIGHT



Photo by Dore Primary School & Manisha UK

Connected by one goal

The
STEVE
SINNOTT
FOUNDATION

"...only the
educated can
truly be free."

Bob Geldorf

Foreword

Welcome to ENGAGE 8, the second of the 2013 twice yearly publication of the Steve Sinnott Foundation.

21 June saw the successful implementation of the Foundation's first Education for All Day – our newest project. It was great to see the enthusiasm and engagement that schools had in their participation and the level of understanding generated. This all bodes well since the Foundation has high hopes of even greater school involvement in EFA day 2014.

This edition gives further focus on the progress made on MDG2 and what should be underpinning this. The significant challenge now is how the post 2015 agenda for universal education is shaped. The reality is that while much has been achieved there will be significant shortfall in outcomes. All of us who are committed to the principals of universal education need to unite to ensure that new post 2015 goals are not watered down, have education as a clear core value and have resourced and revitalised commitments from governments for quality universal Education for All.

Sam Tiwari, Foundation Project Manager and our first employee has recently left to work for the NSPCC. Sam has done an excellent job promoting the Foundation and keeping projects on track. We wish Sam the very best for her future and know she will retain links with the Foundation.

Without our many supporters and friends the Foundation would not flourish. Our grateful thanks for their contributions, financial or otherwise which are hugely appreciated.

The Foundation website at www.stevesinnottfoundation.org.uk will keep you up to date with all our projects and the online community. Please do all you can to spread the good word about the Foundation and its work.



A handwritten signature in white ink that reads "Jerry Glazier".

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This magazine could not be published without its designers and printers at Paragraphics and at Ruskin Press.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 signs off echoing Steve Sinnott's call for teachers to work together

"One child, one teacher, one pen and one book can change the world", said Malala Yousafzai at the United Nations General Assembly on 12th July 2013. It would be fair to say that as she spoke at the General Assembly, looked on by top UN officials, cheered on by five hundred young people and watched by millions around the world, we were witnessing history in the making and a turning point in the global movement for education. We were witnessing the power of young people to change the world.

Our work at the Steve Sinnott Foundation is inspired by that enormous power, strength and capacity that young people have to lead the fight for right to education. In the last six months, we have reached out to more than 20,000 young people across the UK to give them the opportunity to do so, through our EFA Day campaign.

Education for All Day

On Friday 21st June 2013, over fifty schools in the UK celebrated the first ever 'Education for All Day' (EFA Day). The day was part of our worldwide campaign to promote understanding and awareness of the Millennium Development Goals for Education and encourage young people and teachers to advocate for change. Through a range of creative activities, schools raised awareness about the fact that there are 57 million primary school age children who do not have access to education and a further 200 million who are struggling in schools that lack resources and trained teachers.

We are aiming for EFA day to be an annual day of activities in Britain's schools. Through the campaign, schools will also have the opportunity to set up worldwide links with young people and teachers in developing countries, thus enabling practical understanding of cultural diversity and global interdependence.

A resource pack was developed for EFA day 2013 and is now available for schools to use as part of curriculum, specifically Global Citizenship Education as well as to plan activities and events for next year. To request for the pack and to get involved in EFA day 2014, please write to Foundation Project Coordinator, Jasmine Jones at jasmine.jones@stevesinnottfoundation.org.uk

International Projects

In Palpa and neighbouring districts of West Nepal, we continue to provide access to education for more than 500 children from some of the most disadvantaged and marginalised rural communities. We are supporting four schools with infrastructure, resources and training opportunities for their teachers as well as links with schools in the UK. In Sierra Leone, we are supporting training and professional development for teachers in partnership with EducAid, an organisation based in Northern Sierra Leone. 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. The outcome is already evident in the improved performance of both students and teachers in the areas where the programme has reached thus far.

Get involved

There are plenty of opportunities for young people and educators to participate in our programmes and activities. EFA day is the most direct way to ensure that you add your voice to the global movement for education. The campaign will be bigger and better in 2014 and we are in the process of taking it international. We aim to more than double the number of school links by 2014 and are keen to hear from UK schools that are interested in establishing partnerships with schools in developing countries. For further information, please visit our websites www.stevesinnottfoundation.org.uk and www.educationforallday.org



Photo by Moulton Primary School

And finally, a goodbye from me

When I go back to the first column I wrote for the first edition of this magazine, I feel delighted that we have followed the course we charted for ourselves in 2010. In a short span of time, we have provided direct benefit to children and teachers in developing countries, we have mobilised people from various backgrounds to get involved with the worldwide MDG movement, we have connected schools and educators around the world and we are on the way to making EFA Day a national and international campaign. We still have a long way to go but I know for certain that we are on the right path and that our approach is unique and forward thinking.

As I step down from my role as Foundation Project Manager, I thank all our donors, supporters, partners, friends, schools, networks and communities. Your hard work and enthusiasm has helped us achieve much and will help us build on those achievements in the future. I feel privileged to have been a part of the Foundation's journey so far and to have worked with so many of you.

As Steve Sinnott would have put it, we are working together and winning together and together we will ensure that no child is denied the right and access to education.



'ONLY THE EDUCATED ARE FREE'

Sir Bob Geldof, songwriter, author, political activist and founding partner of Groupcall, a communication and data solution provider for the education sector, explains the importance of raising awareness about Education for All.

Greek slave Epictetus famously said 3,000 years ago that 'only the educated are free'. Although somewhat an educational cliché, it remains incredibly poignant even today. Allowed to learn, Epictetus learned his way to equality and freedom. Inequality in education exists everywhere unfortunately; it crosses geographical barriers and translates into a problem of competitiveness. We are effectively telling those less educated that they cannot compete and will not have the resources to implement what they want or need to do.

Fortunately, we are living in a time that is on the cusp of historical change. Governments are beginning to see, on every level, what it means to be educated and consequently, the absolute necessity of it. Only education can equip our future generations with the values and attitudes needed to underpin the world society of the future - only the educated can be truly free.

On top of this, wider, existential problems, global problems, climate change, nuclear proliferation - these cannot be addressed or resolved without quality education. Teachers have a huge role to play as these problems can only be resolved by students taught how to practice humanity. Teachers fail their students if this is not taught!

Through my work with Band Aid I realised early the importance of investing in teachers and schools; Band Aid proceeds have built hundreds of thousands of schools in Africa and have set up many teacher training colleges. Yet research shows that a staggering 774 million adults have been denied an education and cannot read and write - not enough is being done to reach children most



at risk of falling through the net. This may be due in part to the global shortage of teachers, and in part because children aren't aware of the implications that a quality education, or lack thereof, has on every aspect of their futures.

I am part of the *Class of 2015*, a joint effort with *Education for All*, which aims to ensure every child in the world has access to education by 2015. In 2000, governments around the world pledged to achieve this, but halfway through 2013, 57 million children worldwide are still not enrolled in primary school and nearly 2 million teachers need to be trained and recruited. Does this mean we have failed, that our objectives were too big? No! But, it means there is still much more that needs to be done, and fast.

Raising awareness about *Education for All* and working closely with schools, parents, teachers, governments and communities is key to reaching our goals. Securing investment for education is all well and good, but if governments and international aid organisations are not held responsible for

where this money goes and how exactly it is spent, everyone's efforts will be for nothing. *Education for All* ensures these people are accountable.

Similarly, the Africa Progress Panel* (APP), of which I am also a member, recognises the importance of education for all. Reports show that Africa has seven of the world's fastest-growing economies, yet it is lagging in areas such as education. With 30 million children out of school and many of those in school failing to master basic literacy, Africa is ill-equipped to generate jobs and take its place in a knowledge-based global economy.

It is clear therefore, that greater collaborative engagement, a strengthened focus on education and the creation of appropriate funding mechanisms are the way forward for international education policy.

**The APP advocates on global issues of importance to Africa and the world, focusing on issues such as peace and security, climate change, food security and education.*

Groupcall:

Sir Bob Geldof is a founding partner of Groupcall, a communication and data solution provider for the education sector. Launched in 2002, Groupcall is one of the education sector market leaders with its parental communication system, Groupcall Messenger, which is currently used in more than 2,500 schools throughout the UK and Europe.

Visit www.groupcall.com or call +44 (0) 208 8502 7344 for more information.

JOB NOT YET DONE

Carol Bellamy, lifelong international education campaigner, New York state Senator and former Chair of the Global Partnership for Education on why there is no cause for complacency

Given his commitment to the right of every child to an education, I'm sure that Steve Sinnott would be delighted that the Foundation bearing his name has mounted its first Education for All day. What a perfect response to one of the world's most pressing challenges. We certainly need such positive examples.

There is, of course, much to celebrate about the progress that has been made on education over recent decades. We have more children now enrolled in primary school than at any time in history. In 2000, when the world adopted the Millennium Development Goals (MDGs), there were more than 100 million children out of school. Today, despite population growth, that number has fallen by over forty million.

But we cannot rest on our laurels. Back in 2000, it was the poorest children, the marginalised children, the children caught up in war, and very often girls, who accounted for most of those out of school. Thirteen years later, these are still the children who miss out. In at least 63 countries, girls from poor households are less educated than other groups. Many children with disabilities, from particular ethnic groups, refugees, and those in remote areas – still miss out on learning because of who they are. And children who live in countries affected by armed conflict account for around half of all those out of school.

I'm alarmed at a creeping attitude of 'job done' on primary education. The job won't be done until every child is in the classroom, getting a decent education that equips them for a productive and prosperous future.

As we all know, we're not going to reach the MDG goal of universal access to primary education, at a global level, by 2015. And unless things change, and fast, there could be more children out of school in 2015 than there are today. That's why the Education for All Day, and other initiatives, such as the UN Secretary-General's Education First campaign, are so important and so timely.

We need to be open about why we're not going to hit our goals by the deadline. In my view, this is about a failure to focus on the quality of the education on offer, rather than the quantity of students and classrooms. More than half of the children in school in the poorest countries cannot read anything at all by the end of grade three. In some African countries, children with five years of education still have a 40% chance of being illiterate. It is also about a failure to address the inequity that still keeps millions of children out of school.

When it comes to setting new, post-2015 development goals, I want to see education there in black and white. I don't want to see it swallowed up in broader goals, as if education



is suddenly okay. It isn't okay, and it will still need its own place on the development agenda. For me, a new education goal needs to be all about quality to ensure that education delivers – once and for all – on its promises to children.

57 Million primary aged children need your help to go to school...



**...to show your support text
SSFN15 £3 to 70070**

**The
STEVE
SINNOTT
FOUNDATION**

EDUCATION FOR ALL DAY 2013



The Meadows School
Woburn Green
School Road
Bucks
21st June 2013

Dear Mr Cameron,

I would like to speak to you about the 2nd Millennium Development goal the **UNIVERSAL PRIMARY EDUCATION** goal. I think that every child all over the world should be allowed to have an education. Mainly in AFRICA, children don't have an education. I and a lot of people all over the world want to achieve this goal by 2015.

Did you know, in some countries boys go to school and girls stay home and help the family by doing chores? Also, some families send their kids on an eight mile walk to school letting them risk their lives from leopard attacks, but that is mainly in Nepal. Did you know that the money we spend on ice-cream in the UK would get all kids an education?

ARE YOU GOING TO LET THEM SUFFER?

ACT FAST!

- Education helps people live a longer life.
- Kids can get an extra 10% chance of finding a job if they go to school for a year.

Yours Sincerely,

Mackenzie Smith-Bees Year 5



Dear Parents/ Carers,

On Friday 21st June 2013 our school will be supporting The Steve Sinnott Foundation's Education for All Day. It is a great opportunity for our children to learn about the importance of education for the lives of children in other parts of the world.

As part of the day, the school council members have decided to hold a cake sale. Each class is asking for cakes to be donated and classes will be making and decorating cakes throughout the morning to sell on the day. At 3:00pm on Friday 21st June all cakes will be on sale for 50p a bag for you and your children to come and buy. All money raised will go towards the school council.

To find out more information about The Steve Sinnott Foundation's Education for All Day, please visit <http://www.educationforallday.org/>

We look forward to your donations and seeing you at the cake sale ☺

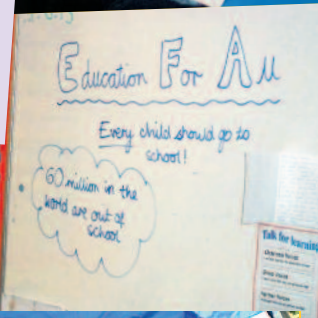
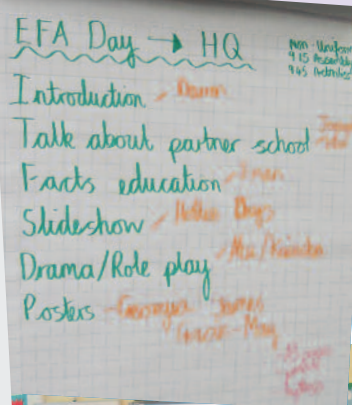


Photo: Clockwise from top -
Farnborough Grange Primary School,
Saffron Green Primary School,
Whitehall Primary School x 3,
Saffron Green Primary,
St. Pauls Primary school



EDUCATION FOR ALL DAY 2013

Student **Jane Wardle** and teacher **Gill Hickman** describe their Education for All Day at Ringwood School in Hampshire.

A LIFE CHANGING EXPERIENCE

Jade Wardle, Year 10, Ringwood School, Hampshire

When Sam and Millie gave an assembly, I was interested in what they had done with the Send My Friend to School campaign so joined their Global Campaigners as I thought I too could make a difference. I am so pleased that I did because it's given me so many opportunities within and beyond school, for example, running EfA Day and going to Parliament for Malala Day.

On a personal level, I have always been nervous about presenting in front of other students but our Education for All Day allowed me to gain confidence when speaking and presenting information. My communication skills have also improved as I have spoken with a great range of different people in the context of this work.

Through EfA Day, the Global Campaigners have definitely had an impact at Ringwood School as well as other schools.

For instance in our puppet sessions with primary school children, they engaged very well indeed with what we were saying and they came back with good ideas and work! We increased our impact because we challenged these students to teach two of their friends and family about Education for All. They were then asked to tell these people to do the same in a form of 'cascade' spreading that has made far more people of the problems of children out of education.

The Global Campaigners' message has been heard well beyond Ringwood School. When we travelled to London we calculated that so far, Millie, Sam, and the Global Campaign team have made over 5000 people aware of the problems of children out of education. This is within a couple of months! If we carry on, this number will grow. That's further progress and I want to maintain progress.

Listening to Malala's speech at the UN from the South Bank Centre on Malala day, I was hugely impressed by her resilience, by what she has been through during her life in her drive to get education for girls. I reflected on my experience of teaching Year 9 on EfA Day: it must have been so much more difficult for her to stand up and talk in front of 500 youthful delegates in New York and others such as us in London. We are the social media generation and Twitter in particular has been a great help in making a difference. We have gained lots of followers, some quite influential, with @MilliesamYA and @GCCampaigners and it's a great way to be heard and get noticed by people. Some of us may not have the loudest voice but we certainly pipe up when tweeting about what needs to change.

We can't change the world education system by ourselves, any more than Malala can. We need everyone to get involved. I'd like to say, help us make a difference; start tweeting using #EducationForAll and link with campaigner groups throughout the world. We know we need to keep up pressure on MPs but it's difficult for British MPs to get 57 million children into Education by 2015! We need to use social media to

influence our government, who with the United Nations, can put pressure on other governments.

Before joining the campaign group I knew there were children in less developed countries without an education, but I didn't realise quite the extent of the problem. I know now that I must help to resolve it and get those children into education. It's made me think how education is so important for everyone; for those in India, in less economically developed countries, and even to us in UK. So far we have all done a lot, and I want to stay in this campaigning group for as long as I can because I believe we are genuinely making a difference and can make an even bigger difference in the future.

My involvement has been pretty life-changing: I never thought I'd get involved with the planning, organising and speaking as a member of a Global Campaign group, let alone that I would go to parliament. It won't just be life changing for me but if we do meet some of our own goals then we will change the lives of others, and it makes me feel so happy that I can do the things I have and help others as well as myself.





EDUCATION FOR ALL DAY 2013

Student **Jane Wardle** and teacher **Gill Hickman** describe their Education for All Day at Ringwood School in Hampshire.

BRINGING IT ALL BACK HOME

Our students on a fact-finding mission to India

Millie Wells and Sam Whittingham travelled to Delhi this spring for a fact-finding exploration of education, thanks to their obtaining the Steve Sinnott Award for Send My Friend to School campaign at Ringwood School. No-one ever viewed this as a 'one off' and we intended to maintain pressure on world leaders to both get every child into school and to find enough teachers. We thus took advantage of the Steve Sinnott Foundation's Education for All Day on 21 June to explore the issue of children denied an education and its twin issue, teacher shortage, with Year 9 students.

Whole school activity

Ringwood School is a large comprehensive: logistics prevented our running an EFA Day for the entire school but we wanted to introduce all students to the experience, so Ringwood School Radio experienced a lunchtime 'Bollywood takeover' while our canteen ladies served Indian food, chicken korma with rice, poppadums and mango chutney!

An Education for All Day presentation and the film 'Turn on the Light' were shown in every tutor group then lessons began. The Languages department supported the campaign by discussing with Year 8 what makes a good school and what makes a good teacher. Students responded in German, French or Spanish and a line of paper dolls bearing their ideas now decorates the long languages corridor.

As in many secondary schools, global citizenship days are programmed into the year's calendar. Excellent outcomes can be obtained with a concentrated day's work and we hoped this would be the case for Year 9, our focus for EFA Day.

The Global Campaigners

The Delhi slums were a life-changing experience for Millie and Sam. Aware that injustices must be addressed, they felt a moral obligation to push the Send My Friend campaign to its limits at Ringwood and beyond. To this end, they invited a group of

Year 9 and 10 students to become Global Campaigners. They would be running our EFA Day campaign to get education for all, and 1.7 million teachers into school.

Global campaigners assimilated the facts and learnt about Millennium Development Goals, discovering that in the year 2000, world leaders promised that every child would receive a quality primary education by 2015. This promise was MDG 2, but with over 57 million children missing out on a basic primary education, and with millions more struggling to learn in oversized classes it appears that MDG 2 will be missed by a wide margin. Campaigners saw the evidence from Delhi: classes of 80; teachers missing, poor resources and didactic methods, often delivered by teachers doing their best.

Our weekly after-school meetings were business-like with an agenda and curfew. Despite Campaigners' other commitments that challenged capacity for meeting, they developed an Action Plan. Millie and Sam shared their Delhi experiences, including evidence of the failure of MDG 2 and 3. Great photographs provided opportunities for thoughtful engagement. The young campaigners learnt fast and wanted to understand as much as possible: why were girls such an issue for instance?

On June 21st, Year 9 students shared the rationale of this special EFA day in assembly. They listened to a speaker's experiences of children out of school in countries such as Sierra Leone, Malawi and Nigeria. It was essential that students recognised Delhi's unique problems, but that most factors keeping girls out of school were common to countries throughout the world. Malala Yousafzai and Sam's and Millie's experiences in Delhi were introduced in the context of the day.

The Global Campaigners then swung into action, each working with a tutor group. Using the EFA Day resources, discussions of children out of school began. Campaigners moved onto the specific problems of Delhi, sharing and discussing their own learned experiences, using slides of the Delhi slums,

now intermingled with others from the EFA Day campaign. This was peer to peer teaching at its best but most challenging for the Global Campaigners: it is more daunting to deal with your peers than with adults!

Outcomes

We were thrilled by the Campaigners' capacity to teach, enthuse and inspire. We were excited by responses of Year 9 students and staff. Behaviour was excellent and students were unerringly positive, one writing spontaneously, "Thank for making me do this day. I knew nothing about this and have learnt so much. I feel I want to help and must join the Global Campaigners."

A teacher wrote, "I've seen my tutor group today in a new light. I've been astonished by what some students have learnt and by their sympathetic responses. I had no idea of the extent of this problem. I now do, as do my tutees. Thank you."

Amy Whitwham, a Global Campaigner said, "It was great day. It clearly inspired others and students learnt a great deal. It showed just how lucky we are to live in a country where education is free. I think all students got that message"

Brainstorming what makes a 'good school' was interesting. Few regarded having a building, with a roof or with a floor as a priority and even fewer regarded a desk as a luxury. The group activity of designing 'ideal teacher' puppets on cardboard 'Send My Friend' templates was equally meaningful as both a social and educational experience. As a Teaching and Learning Academy, we found these shared responses useful and have photographed every puppet for future reference. The puppets provide evidence that many students engaged in critical thinking.

We had made puppets in the Delhi slums. At this point, the Global Campaigners were able to bring in a beautifully inscribed Hindi model that revealed the views of the Minority Girls' Group to astonished Year Nines. 'Schools should have toilets and they shouldn't be locked for teachers' and 'Teachers should turn

EDUCATION FOR ALL DAY 2013

“...thanks for making me do this day.”

Photo by Ringwood Secondary School



up to school' were their top priorities. The latter statement, as we discovered later, hides complex ideas. Still with tutor groups, Campaigners guided letter writing and tweeted politicians: President Obama's Twitter account must have crashed! Careful use of social media has been significant in students' campaigns.

Campaigners encouraged independent thought: all students wrote a postcard message to create a huge wall. Small groups of students wrote letters and these together with the cards and puppets were collected and photographed. On July 9th, Millie and Sam presented them to MP Desmond Swayne asking him to pass them on to David Cameron, reminding the UK government of their promise to ensure all children have access to primary education by 2015.

Water, a linked issue

We had learnt how water is a key issue in Delhi: in different ways it keeps children, especially girls, out of school. Campaigners explored this in depth and aware that water problems will increase with climate change, they used another selection of Delhi slides to illustrate the problems.

Geography teacher Simon Abel has an interest in urban poverty, as it forms part of his KS4 curriculum. He and the Global Campaigners thus planned a Year 9 water activity. Students carried out an audit of their own water use before calculating how many buckets this volume of water would require; a mathematical challenge for some. A comparison with water use in Delhi let some students consider global asymmetry and unequal power relations. They tested the

weight of an Oxfam water bucket, sometimes on their head! Learning that these buckets were of the type currently being used in Syria allowed Campaigners to introduce Syria's problems, and unexpected moral benefits emerged from the day.

Sharing EFA with the Junior Schools

Students want to ensure that as many people as possible heard of the challenges that children face in getting a quality education, so held an EFA session for Year 6 junior school students. They enjoyed Ringwood Radio's lunchtime Bollywood session, then an Education for All assembly. Workshops and puppet making activities followed, each planned and delivered by our excellent Global Campaigners.

The Campaigners ran an 'EFA Day' for three more junior schools, seeking continual improvements in ideas. Every class experiencing the day is asked take a whole school assembly on return to school, and every child is asked to tell two people outside school about the campaign. As planned, the Campaigners' influence spirals outwards, and as we hoped, each session has encouraged children's independent and critical thinking.

Millie and Sam were privileged to take part in 'Malala Day' at the United Nations in New York. The Global Campaigners went to Westminster and with the rest of the world, they paused to witness the amazing Malala raise her voice to support the education of millions of children. Her truly inspirational speech could not have had more effect on our youngsters. Their understanding is now quite sophisticated and they realize even this cannot

promise action. Action is needed at all levels from the UN, governments and civil society, to communities and individuals.

What next?

MDG 2 on primary education is considered 90% complete so is classed as a success, but it leaves 57 million children not in education. Our campaigners now challenge unfairness and recognize the need to target lower-secondary education. They have learnt from Millie and Sam that attendance at school does not signify good quality education, even if teachers do turn up and that those with disabilities are frequently denied an education.

My personal hope is that Post 2015 criteria for successful education includes not only attendance, but quality and attainment, and that education of girls and those with disabilities are priorities.

I also hope to see recognition of the need to go beyond buildings and teachers. There must be better incentives for improving education with the social, moral and economic reasons for children to embrace learning spelt out to families, communities and leaders. Financing new schools and new books is but one aspect of the problem: changing hearts and minds is a more challenging area for action. And as we found in India, it is political will, good policy and implementation that will achieve education for all.

Our Global Campaigners push forward, fuelled by a good understanding of challenging issues, the success of our EFA Days, and by their engagement in July 12th, 'Malala Day'. They are left with the conviction that they are empowered as individuals to effect change. They feel answers to these problems probably lie with youth. They hope that the UN and world leaders listen to the world's youth and their resolution, The Education We Want, to make basic education a reality for every child, every day.

Gill Hickman is Head of Biology and Sustainability Coordinator at Ringwood School, helping the school gain Ambassador Eco-School status this year. She visited Delhi this spring with the winners of Steve Sinnott Young Global Campaigners Award and also accompanied them to 'Malala Day' at United Nations in New York.

THE CHALLENGES AHEAD

“Why are we still helping countries like India that are on their way to prosperity?” is the shortsighted question now being asked. Pratham Founder and WISE prize recipient **Dr Madhav Chavan** describes the immense challenges still to be faced once children are in school.

India will have to deal with several simultaneous and interconnected challenges in the sphere of education over the next decades. First, the population will grow from the current 1.2 billion to about 1.5 billion by 2030 although the population growth rate is now clearly declining across the country. Second, India will be more and more urban and the problems of access to education will become more severe in cities because of lack of urban planning for education. Third, the ‘success’ of the Right to Education Act which covers the age group of 6-14 will give birth to issues of access to education for the 14-20 age group including secondary, vocational, and even tertiary education. Fourth, with increasing wealth in the country, aspirations of a young generation are rising.

As the education system expands, the issues of quality of education are coming to the fore. That the quality is poor is not contested by anyone but the debate, as elsewhere in the world, is about what constitutes quality and how it can be delivered universally.

Pratham, has been tracking enrolment in schools and children’s ability to read and do basic math for the last eight years through the nationwide Annual Status of Education Report (ASER- ah sir meaning ‘impact’) surveys. While overall enrolment has risen from about 92% to 96%, it is also true that the enrolment in private schools is increasing by 3 percentage points or by 10% every year. The fact that barely half the children in Std 5 can read a simple grade 2 text has not changed. Math levels are even worse. There is no way this half of Indian children can meaningfully remain in the education stream although they continue to advance through the age-grade system.

Whether in government schools or private schools, when there is learning, it is by rote. Copying down what is on the blackboard, and memorizing ‘right answers’ is the norm.

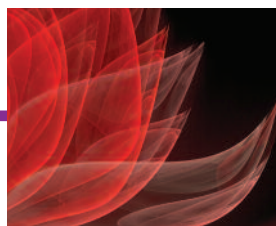
So, what is the solution? The most obvious answer given by many is to build better infrastructure, better equip the teacher through strong teacher training programs,

reform and strengthen the academic support institutions and so on. But these measures have failed to take off for a decade and more. Of course, we should try harder. But, how?

A developing country faces the challenge of mass-scale quality work but has limited and poorly skilled human resources that carry a burden of feudal culture mixed with bureaucratic habits. This context cannot be changed by giving classroom lectures called training. Our work through the Read India campaign with millions of children has some lessons to offer. Setting learning outcome goals that can be easily communicated to teachers and parents, focusing on basic learning outcomes for all, and planning step-wise achievement of these goals to repeatedly reinforce a sense of achievement is extremely important. A new DNA has to be constructed by following the principle of ‘learning by doing’. We have to be sure about the kind of



education we want and we have to understand that children learn better when they are allowed learn and not simply taught. We adults have to learn a lot so that we can keep our promise to the children.



The
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School Partnerships in association with



For more information contact:
jasmine.jones@stevesinnottfoundation.org.uk

A MODERN DAY OUTRAGE

Sarah Rowse, Director of Programmes for the UK charity Children in Crisis discusses how one of the greatest tragedies is wasted potential and why it is a moral imperative that the post-2015 agenda on education gets straight to the point.

August was a busy time for Children in Crisis and the local partners with whom we work. Throughout this month, dedicated teams of teacher trainers from remote areas of eastern DRC, Liberia and Sierra Leone delivered intensive, month-long training for teachers from rural community schools. The teachers, who this year numbered 609, demonstrated great commitment to the training and to improving the quality of education for children in their classrooms. The majority of participating teachers were untrained and unqualified, doing their best for their pupils in schools and communities that have been woefully neglected during years of conflict and state mismanagement. For most, it was the first formal training they had received since finishing their own schooling.

Like other education focussed charities, Children in Crisis is working hard with our local partners through trainings such as this to improve the quality of education children receive. We do so in the firm and certain knowledge that education is a key driver to breaking cycles of poverty and conflict that have so devastated the countries in which we operate. There is certainly no question of this in the minds of the children with whom we work. In a recent workshop with children from the remote Plateau region of eastern DRC, where Children in Crisis have been delivering education projects for the past 7 years, the value children placed on their education was palpable. When asked when they were happiest, children's unanimous response was when they were at school, learning. When asked about their hopes for the future, their top wish was for all children to have the chance to go to school. As one girl commented 'with a better education, the world will open up for us.'



Yet the road to attaining 'a better education' for children in the context of the conflict-affected countries in which Children in Crisis work is a long and bumpy one. UNESCO's 2013 Education For All Global Monitoring Report shows that half of the 57 million children out-of-school live in conflict-affected countries. Persistent barriers to children's educational attainment include the dilapidated state of school buildings, which were frequently targets of attack during war years; a critical lack of books, educational resources and teaching materials with which to teach children; and an untrained and unqualified teaching workforce, more often than not reliant on in-kind contributions from impoverished parents to pay their salaries in the absence of a functioning state. And the list continues.

The huge global disparity in educational opportunities for children, depending on where in the world they live, must surely be a modern day outrage. If, as Children in Crisis believe, one of the greatest tragedies is wasted potential, there are millions of children who will never fulfil their dreams.

It is essential when setting the post-2015 agenda for education not to lose sight of children from conflict-affected countries who have most to suffer from being left out. Given the irrefutable link between cycles of conflict, poverty and the role that education can play in breaking these cycles, it is a moral imperative that education priorities in the post-2015 agenda get straight to the point – invest where the need is greatest and focus governments' attention on paying teachers, training teachers, and building and equipping schools. The rest will follow.

For more information on Children in Crisis' work, visit our website:
www.childrenincrisis.org

A FUNDAMENTAL RIGHT, NO LESS

Giovanna Modé the communications and mobilisations coordinator of the Latin American Campaign for the Right to Education and **Camilla Croso** the general coordinator of CLADE and Global Campaign for Education president urge politicians to stick to the goals.

2015 is the deadline to achieve the educational goals agreed in the international arena – the six Education for All (EFA) goals agreed at Dakar, and the two education-related Millennium Development Goals (MDGs). In order to discuss the priorities and efforts necessary draw up a post-2015 educational agenda, the United Nations has been holding a series of consultations and the Latin-American Campaign for the Right to Education (CLADE) has been participating actively in the debates. This brief article shares some of its views, contributions and concerns in this scenario.

First of all, it must be taken as a starting point the international Human Rights treaties and covenants which States have ratified, as well as several mechanisms developed in the last decades to promote and protect them. Considering the right to education it means to ensure the fundamental human right to public, free and universal education for all, oriented to social and environmental justice and dignity of every person.

However, some aspects of the current debate regarding education in the Post 2015 agenda have raised concerns in those ones who have been pushing education as a right and one of them is the prevailing reductionist and economist view of education. Minimal, measurable learning outcomes in reading, writing and mathematics are being discussed as if they were the core aspect to focus on.

The exclusive emphasis on results conceals the importance of ensuring best conditions, inputs and processes towards education,

failing to acknowledge what international human rights standards have been stating in past decades: education has to be available, accessible, acceptable and adaptable, and be itself a promoter of human rights.

It is from the acknowledgement of these four dimensions that the indicators of realization of the human right to education ought to be devised, considering structural indicators (such as the existence of legal and political frameworks, proper funding, democratic management, existence of enough educational centers with suitable infrastructure, among others); process indicators (considering teacher training, good salaries and working conditions, didactic materials and processes, curricular development and evaluation of educational systems, among others) and result indicators (equality of enrollments and conclusion rates, significant learning for all, among others). States must fulfill this right as a whole, and must be accountable for this.

Another point which needs particular attention in this context is that instead of “free education” as the international law guarantees, new documents have been pushing the concept of “affordable education”. It takes on significant implications, as it promotes a policy for low-cost private education targeting low-income sectors of society. This has become known in the international scenario as “low fee private schools”. This policy is also being promoted by business sectors engaged in the education sectors, which are playing an increasingly important role in defining education policies



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at the international and national levels, thereby consolidating the perception of education as a market and the students and families as its consumers. This logic leads to reducing the role of the public sector and further weakening citizenship and the democratic participation through which society should play a central role in defining policies and the meaning that it desires for education.

Any Post-2015 agenda have to recognize the Human Right to Education global consensus of guarantee education for all and draw from it. Every child out of school must be treated as a right violation, as well as low quality, or lack of teachers among many others. In this sense, there is a long way forward to fulfill this right, and there must be no room for drawbacks.

CLADE:

The Latin-American Campaign for the Right to Education (CLADE, for its acronym in Spanish) is a plural network of civil society organisations acting in the defence and promotion of the right to free public education for all as a responsibility of the State, regarding the dimensions of availability, accessibility, acceptability, adaptability and accountability.

RIGHT IS RIGHT

Jasmine Jones Projects Manager, Steve Sinnott Foundation issues her challenge to world governments to make legally binding commitments to the post 2015 agenda

"While commitment to a universal entitlement to education is highly desirable, some significant limitations have been identified in the right to education as currently expressed and implemented." Tristan McCowan 2011

The target of Education for All was set in motion at the 1990 World Conference on Education for All in Jomtien, Thailand and re-affirmed at the World Education Forum in Dakar, Senegal in 2000. It went on to be established as the second Millennium Development Goal following the Millennium Summit in 2000.

The worldwide Education for All/MDG movement has very laudable achievements to its credit but, as we are now discussing the post-2015 agenda, we need to learn from its deficiencies. I step back for a moment and examine the building blocks of Education for All, to question what constitutes Education for All and understand its limitations. Only by doing this can we accurately identify what is needed in the post 2015 education agenda.

The first hurdle is the interpretation of EFA. There is no clear concept of what is meant by education. The current indicators used to assess achievement of Education for All focus on outcomes rather than inputs – enrolment and completion figures. This implies that education is simply the attending and completion of a period of schooling. The numbers say nothing of knowledge gained nor of the quality education received. The availability of education data over the past two decades has significantly increased, yet whilst this data enables us more closely to monitor access and attainment, it has also evidenced that despite increased enrolment and completion of schooling, and literacy rates do not always follow. The quality of education has been heavily debated but without first establishing a clear concept of what constitutes an education, then surely questioning the quality of education is premature?

Once we have defined 'education', who is that education for?

Education for All, supported by the Rights Based Approach, (the approach favoured by UNICEF and UNESCO) is based on the principle that the Right to Education is legally binding through article 26 of the Universal Declaration of Human Rights and through the 1989 Convention Rights of the Child 1989. But what is it exactly that children have a right to? A school? Simply access to school? Schools can be the home of infringements of rights; corporal punishment, humiliation and sexual violence, particularly in times of conflict and displacement when schools can also become targets for military recruitment and used as bases.

Is the right then a right to knowledge? If so, who decides what 'knowledge' shall be offered. Education is all too often misused to provide the foundation for indoctrination and/or oppression. On a much less threatening level, we see that curriculums are often borrowed from nations deemed to have high education success rates, resulting in pupils studying in a second language, studying the history and culture of others before their own, so diluting their own identities. Elsewhere in this edition of ENGAGE Giovanna Dore challenges the economists' version of education which controls rather than liberates.

It is stated that men, women, boys, girls, of all ages, races/ethnicities and abilities have the right to education. But many experience great difficulties in both exercising and defending this right. Malala Yousafzai is a great example of young female Muslim living in Pakistan who has a right to education yet found herself the victim of a heinous attack whilst exercising that right. Malala is not alone; boys and girls, men and women of many races and ethnicities find themselves unable to exercise the right to education on a daily basis around the world.



Despite the apparent legal obligation of nation states, are the MDGs and Education for All seen merely as ambitious targets rather than a legally binding duty of nation states?

Following a universally agreed conception of what constitutes 'education' shouldn't the post 2015 agenda focus less on outputs and more on inputs? Shouldn't the post 2015 agenda face the issue of protecting those rights and holding the powers that be accountable when they fail to allow fair and safe capabilities to exercise and defend those rights?

These questions are difficult and perhaps far removed from the rather restricted approach that that has driven most of the global movement for education so far, but it is important to ask these questions if we truly want to ensure Education for All and if we want education to reflect the diversity of experiences around the world. It is essential, whilst we are at these crossroads, that we encourage a debate beyond the confines of access and attainment and examine the philosophy behind Education for All to ensure the post 2015 agenda is even more effective and successful than the agenda which has brought us this far.

EDUCATION POST-2015: MOVING BEYOND LIP-SERVICE

Dr Prachi Srivastava, Associate Professor, School of International Development and Global Studies, University of Ottawa adds her voice to the post 2015 debate.

As 2015 draws near, there is a tangible buzz regarding education. But is this real commitment or just lip-service?

It is true that we have cause to celebrate.

Since 2000, the Education for All movement has spurred education expansion in a number of countries, particularly around the goal of universal primary education. An additional 52 million children are enrolled in primary school. The number of out-of school children in South and West Asia has been halved, and enrolment ratios have increased by a third in sub-Saharan Africa. Gender parity in primary enrolment has also improved significantly in regions that started with the largest gaps.



But, there is still a long way to go.

Firstly, getting children into school is not enough. While enrolment rates are higher globally, many children drop out or are pushed out before completing a full primary cycle. In sub-Saharan Africa alone, 10 million children drop out of primary school every year. Of children that do stay in school, in many countries a number are unable to attain basic literacy and numeracy skills despite attending for four or five years. There are instances of sexual harassment and physical abuse, in what should be safe havens. Given these serious concerns, we must reorient our thinking around education quality beyond access to meaningful access, and understanding what actually happens to children in schools.

Secondly, we need to truly recognise that education issues are multifaceted and interlocked, and education deprivation is often the result of multiple social deprivations. For example, rising food prices and localised impacts of the global economic crisis have direct consequences for poor families forced to make difficult trade-offs regarding costs of food and schooling. The aggravated impacts of hunger, malnutrition, and child stunting also have serious and adverse impacts on enrolment, retention, and children's abilities to learn.

Finally, we need real disbursements for aid to education by donors, not just lip-service. Disconcertingly, a recent policy brief from the Education for All Global Monitoring Report Team highlights that while the United Kingdom increased funding for basic education, many of the largest donors in education, including the United States and Canada, cut aid to basic education over 2010-2011. What was a \$16 billion funding gap for basic education just three years ago, has risen to \$26 billion.

These issues urge us to reconsider education, not as an isolated sector, and education inequities as stand-alone problems, but in an integrative way. Going forward, we must consider that education exclusion is mitigated by the household, school, and state arenas, and by the supranational aid architecture. On the brink of 2015 and beyond, it is important to engage in the debate to direct collective social action in education so that we move beyond lip-service.

Dr Prachi Srivastava is Associate Professor, School of International Development and Global Studies, University of Ottawa, Canada in the area of education and international development. She holds a doctorate from the University of Oxford. Her full profile is on www.prachisrivastava.com. She may be contacted at prachi.srivastava@uottawa.ca.

TOWARD A TIPPING POINT

MAKING EDUCATION FOR ALL A PRIORITY IN THE US

Ed Gragert, Director of Global Campaign for Education United States

On July 22, 2013, a bipartisan piece of legislation, the Education for All Act of 2013 (H.R. 2780) was submitted to the US House of Representatives by Representatives Nita Lowey and David Reichert. The bill calls for the United States "... to commit sufficient resources in developing countries, including in countries affected or emerging from armed conflict or humanitarian crises..." in order to "lead a global commitment to achieving quality universal basic education in developing countries ... [and] equitably expand access to quality educational opportunity..."

Similar pieces of legislation have been submitted in earlier sessions of the US Congress, but have never been passed by either our House of Representatives or Senate. Is this effort different from those of years past? While passing this piece of legislation will be difficult given the political climate in Washington, DC, there are some reasons to feel that the Congressional action may be more likely in this session:

In the past 12 months there has been a clear elevation in the awareness of the US media and public that education, and in particularly girls' education, needs to be raised to a higher priority. The assassination attempt on the life of Malala, the young Pakistani education advocate and her remarkable recovery has

touched the hearts of millions of people in the US. She has put a human face and story to the issue of equitable access to education, an issue that was not on the radar of most people in our country.

This increased visibility has also translated into an increased awareness among young people. For example, more than 600 youth from around the world, including the U.S. and the U.K. participated in the Malala Day events at the United Nations. These youth are staying in touch via social media, and we see them as the beginning of a new, youth-focused education movement worldwide. We would like to build on this momentum and are looking to possibly replicate the EFA Day initiative of the Steve Sinnott Foundation in the UK.

Two of the GCE-US Coalition members have focused attention on global education through the production and screenings (including on CNN nationwide) of feature-length films *Girl Rising* by 10x10.org and *Building Hope* by the Nobelity Project.

The GCE-US coalition has expanded in organizational membership from about 20 organizations in the summer of 2012 to over 50 in 2013—a result of increased outreach to community and school-based groups who have been working independently to enhance



education internationally. GCE-US is highlighting the work of these groups and bringing their energy and commitment to a common national table of organizations working on a wide range of educational initiatives on various scales and in diverse global geographic locations.

Groups in the U.S. working in the field of education internationally have started to collaborate and pool resources for common goals. For example, the field developed a consensus paper titled "All Children Learning" on the Post-2015 education agenda for the UN Secretary-General's High Level Panel. This enabled our field to speak with a united and louder voice in order to affect policies around the next set of MDGs.

The result, in our opinion, will be a larger and more coordinated effort to support Education for All at the community level, in Congress and at the United Nations. We welcome additional partners because we will only achieve our global education goals by working together, leveraging the work that we are all doing and sharing resources and ideas so that there will be ripple effect across our country. We believe that ultimately we will reach a tipping point of public opinion that given sufficient political will, Education for All is indeed an international human right that is within reach.

Ed Gragert is the Director of the Global Campaign for Education-US in Washington, DC. He has a background in global education technology and was formerly the Executive Director of iEARN-USA. He has degrees and publications in the fields of East Asian History, educator professional development and education technology.



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