

ENGAGE

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ISSUE NINE



"No child should be denied the transformative power of a great education."

Julia Gillard



Vision: Quality Education for Every Child Everywhere

The
STEVE
SINNOTT
FOUNDATION

Foreword

A warm welcome to ENGAGE 9. This is the first of two magazines of the Steve Sinnott Foundation to be published in 2014.

This edition provides a clear account of the developing work of the Foundation while containing significant vibrant contributions from young campaigners with their impressive commitment to global education. The highlighting of obstacles for children with special education needs sets the scene in two further articles.

These stress the fact that children in developing countries with disabilities have to overcome increased discrimination and stigma. They show the importance of prioritising the needs of children with disabilities and developing strategies aimed at breaking down the barriers.

Board Chair of the Global Partnership for Education - Former Australian Prime Minister, Julia Gillard, makes a strong commitment in her new role to fight for vital funds to replenish their Education Fund. The Fund is committed to sustainable and effective approaches to improve learning with high quality education for more children in some of the world's poorest countries.

However, with 2015 rapidly approaching and the MDG2 being far from achieved it is crucial that pressure is put on the UN to urgently agree a new agenda.

Our grateful thanks go to the many supporters and friends of the Foundation who help ensure we continue to flourish. At this time of the year we are especially appreciative for all the generous donations from NUT Divisions and Associations.

Please do all you can to spread the good word about what the Foundation is doing. Please keep up to date with all our projects and the online community at www.stevesinnottfoundation.org.uk



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This magazine could not be published without its designers and printers at Paragraphics and at Ruskin Press.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

In the race to achieve Education for All many countries began rapid hiring of teachers, many of those untrained, in order to facilitate the demand of higher enrolment rates. Whilst this served to ensure more children were able to attend school, it also carried a risk of diminishing education quality. The recent Education for All: Global Monitoring Report 2013/14 highlighted that in a third of countries with data, less than 75% of teachers are trained according to national standards. Quality has found itself at the centre of recent debates in education and promises to play a leading role in the 2015 agenda.

The Steve Sinnott Foundation has regarded quality as key since its inception. In partnership with EducAid Sierra Leone, the foundation has been building a cohort of teacher educators to deliver training in rural and remote areas in northern Sierra Leone where traditional approaches such as lecturing, rote learning and repetition still rule. The original cohort of 13 teacher educators that came to the UK to participate in our CPD programme have since delivered training to over 73 teachers, leading to more interactive and creative

classrooms benefiting over 3000 pupils.

The Foundation is now working hard to develop the number of teacher educators in that cohort with the intention of reaching over 250 teachers and benefiting up to 8000 pupils by 2017. To find out more or to support us please visit our website at www.stevesinnottfoundation.org.uk.

News and updates:

I am delighted to welcome Nick Evans to the Steve Sinnott Foundation team. Nick will be working closely with our current supporters, keeping them regularly informed and updated on the Foundation's work; you can find his blog at www.educationforallday.wordpress.com or follow @ssfoundation on twitter. In addition to this Nick will be seeking to engage new investors to allow us to continue working hard on our vision: Quality Education for Every Child Everywhere.

Nick has recently been working closely with Brighter Media who have kindly donated their services to design a new website for the foundation which can be found at www.stevesinnottfoundation.org.uk.



Earlier this year we decided to update the Foundation's vision to reflect our work and plans for the future. This vision provides the framework for each project and our day to day activities.

Quality Education for Every Child Everywhere

Purpose

The Foundation continues Steve Sinnott's promotion of the UN goal that every young person everywhere has the opportunity to access quality education, Education for All.

Aims

- To encourage unity among teachers, young people and organisations across the world in support of Education for All
- To support and promote initiatives that address the need for quality education in developing countries
- To campaign for and promote Education for All





AN ESSENTIAL INGREDIENT FOR DEVELOPMENT

Julia Gillard, joins the Global Partnership for Education as Board Chair after a distinguished career of public service in Australia. She served as Prime Minister of Australia between 2010 and 2013 and successfully managed Australia's economy during the global economic crisis.

"Education is the most powerful weapon which you can use to change the world," Nelson Mandela once famously said, and when I heard those words they immediately struck a chord with me.

All my life I have been driven by my strong conviction that education changes lives. I know that it changed mine. This is why I strongly believe that every child should have access to a school where they can benefit from a high-quality education. No child should be denied the transformative power of a great education. Not a single one.

I first campaigned for better education when I was at university. As Australia's Education Minister and ultimately as Prime Minister, I had the opportunity to deliver reforms across our entire education system, with the aim of making quality learning more accessible and affordable to more of our citizens.

Education is my passion

I'm proud of that record and consider it a tremendous privilege now to work with the Global Partnership for Education and its vast network of dedicated people, institutions and countries, which are just as passionate about the importance of education.

Together, we will embark on a critical journey to bring not just access but quality education to the 57 million children currently out of school around the globe. We will work to lift the quality of education for children already in school. These are daunting goals, but both are well within reach if the international community works together to deliver on our promise to provide education for all.

Funding is crucial

It is easy to understand why education is so essential to any country's development. It enables countries to make progress in most areas of human, economic and social development, and we know that education is the cornerstone of improving health, lowering child mortality rates and fighting poverty. Countries simply cannot emerge from poverty without strong advances in education, especially for girls.

Though the benefits of education for human and social development are obvious and well documented, global aid to education is, surprisingly, declining. In just one year (2010 to 2011) aid dropped by 6.3 percent. If we want to SEIZE the momentum and build on the progress many countries have made over the past decade, the international community needs to commit to more funding.

That's why my most important priority as Board Chair of the Global Partnership for Education over the next several months will be to reach out to donor countries urging them to make a strong investment in education as part of this year's replenishment of the Global Partnership for Education Fund. Our funding target is US\$3.5 billion for this fund for the period 2015 to 2018.

The Global Partnership for Education is the only global entity that brings all of the most relevant partners – donor nations, developing countries and experts in the education field -- together around a single plan, focusing resources so they have the biggest impact, especially in fragile states and conflict countries where we risk entire generations of children receiving no formal education. The Global Partnership helps nations strengthen their entire educational systems, not just the individual elements that make them up. That translates into more sustainable and effective approaches that truly improve learning for more children.

Many challenges remain to strengthen the education systems in some of the world's poorest countries. But over the last decade, we have seen tremendous gains in GPE developing country partners, particularly many that have increasingly invested their own domestic budgets into education. It is urgent that donor countries, through replenishment, encourage those countries to do more, lest we risk squandering the hard-fought gains. That's why this year's replenishment is AN historic opportunity to turn the tide of success.



Let's unite for education

Using the power of the partnership, the international community should unite AROUND THE Global Partnership's effort to provide good quality education to all children, prioritizing the poorest and most vulnerable. If we do, we can say we ARE LIVING up to Nelson Mandela's inspiring words.

The Global Partnership for Education is made up of nearly 60 developing country governments, as well as donor governments, civil society organizations/NGOs, teacher organizations, international organizations, and private sector organizations and foundations, whose joint mission is to galvanize and coordinate a global effort to provide a good quality education to children, prioritizing the poorest and most vulnerable.

MEASURING EDUCATION FOR ALL

Nick Evans, Fundraising Co-ordinator, Steve Sinnott Foundation questions the practicalities of the optimistic post-2015 agenda.

There is now much speculation as to the validity of statistics surrounding MDG2. Recent reports have found that, despite global primary-level education now apparently being at 90%, two thirds of children in places such as Tanzania, Uganda and Kenya fail basic literacy and numeracy tests. Literacy tests were carried out in both English and Swahili. Only 32% of children passed. Numeracy tests asked pupils to identify basic numbers and covered basic arithmetic such as addition, subtraction, multiplication and division. These tests were passed by only 29% of pupils. Only 15% of the 350,000 students tested passed both the literacy and numeracy tests.

Evidence such as this invites the 'quality over quantity' argument. It is evident that pupils in these countries have been ushered into education with little focus on the quality of that education. While this is undoubtedly counter-productive and stands in opposition to what is necessary for education to flourish internationally, who should accept the blame? Does the fault lie with individual countries or is MDG2 inherently flawed?

Indeed, the first indicator of MDG2 is 'net enrolment in education' which in itself emphasises quantity, undoubtedly a contributing factor in these shortcomings. 'Literacy of 15-24 year olds' is the third indicator of MDG2 but it is now doubtful that this has been effective. Numeracy is not a current indicator of MDG2 which seems odd given the international importance of figures and numbers in the 21st Century.

However, to answer the earlier questions; no, we should not apportion blame. Blame is not constructive and yes, it does appear that MDG2 has its flaws. That is one of the reasons why the focus has now shifted in the post-2015 agenda.

An agenda for education post-2015 can be found on the UNESCO website and emphasises 'equitable quality education and lifelong learning for all' (EQuEL). While the need for emphasis on quality is evident, what is also equally necessary is a well thought-out and effective means of measuring that quality. While the UNESCO document certainly takes a step in the right direction, a great deal of ambiguity still remains.

The term 'quality' itself is ambiguous and 'quality', as a measureable value, certainly cannot be globally standardised. To remedy this, UNESCO mentions a need *'to strike a balance between the need for globally comparable and measureable goals and targets and their national adaptability, minimum requirements to which all countries would adhere and which can be monitored globally will be developed'*.

This simply expressed point hides a very complex issue. Is it truly possible to develop a set of standards which all 198 member states involved in the MDGs can adhere to?

UNESCO demonstrates its appreciation of this complexity. Its report goes on to state that *'the post-2015 education agenda should be of universal relevance, which would hold all countries, regardless of their development status, accountable. Yet, as countries have different education priorities, the post-2015 education agenda needs to be flexible enough to cater for this diversity'*.

Again, this is an ideal to which to aspire but it seems to have little grounding in reality. How can the circumstances/priorities of all countries be incorporated into a 'flexible' global framework? The mention of 'accountability' is also ambiguous. Does accountability mean reprimands if targets are not met? Is accountability a veiled attempt to shift responsibility should failures and shortcomings arise, as they have with the EFA framework to individual countries?

At present, it seems that 'accountability' will be held by whole states/heads of states which would be unfair and unjust considering the number of players at work in achieving MDG2. For example, in a country as vast as India, ministers and local authorities are instrumental in the successful implementation of a post-2015 framework. Also, will NGOs be held accountable if they fail to complete developments/initiatives?

This may seem a cynical analysis of a well-meaning document but a degree of scepticism and cynicism is necessary to ensure that the same oversights that manifested in EFA are not repeated in EQuEL.



However despite these doubts, the UNESCO document certainly contains greater inclusivity than MDG2, which only observed gender. New markers include far more diverse demographics such as, sex, class, ethnicity, disability etc. There is also emphasis on the central role of quality teaching in the quality of education:

Targets should also be set in a way that would encourage countries to pay attention to learner-centred pedagogy, quality of teachers, as well as to the learning environments. This should be gender sensitive and conducive to learning.

It is 2014 and it might well be thought that by now a post-2015 agenda should have been set? In actual fact, the U.N.'s Open Working Group is yet to take an official stance on Education and Skills in the World's agenda. There are still big issues which need to be resolved with haste if we are to see an effective developed strategy for education post-2015.

You can find more of Nick's musings on the Education for All Day blog at www.educationforallday.wordpress.com

GIVING CHILDREN WITH

As the campaign in the UK focuses on children with disabilities, **Sophie McCallum**, Sightsavers' Media & PR Officer, writes on why her charity is supporting Send ALL My Friends to School and **Karen Garvin** from the Global Campaign for Education UK describes this year's priorities.

In some countries being disabled more than doubles the chance of never enrolling in school.

Sightsavers believes that getting a quality education is crucial to lifting people out of poverty, and we work to make sure children who are blind or have low vision do get the chance to go to school.

The need to provide every child with a full primary education by the year 2015 was one of the eight Millennium Development Goals (MDGs) that world leaders agreed on back in 2000. While some progress has been made, there are still 57 million children worldwide who are missing out on school.^[1]

A lack of education is a key risk factor for poverty for all children but with the increased discrimination and stigma faced by people with disabilities the need for education is arguably greater if they are to avoid lifelong dependency. Education for children with disabilities is therefore essential for the alleviation of poverty and sustainable development.

Teachers with the right training can make a huge difference in giving children with disabilities access to a quality education.

Sightsavers supports specialist itinerant teachers who are trained specifically to work with visually impaired children and travel around numerous schools and homes to give support and advice. Classroom teachers also play a vital role in supporting students with disabilities and it is important they receive the training and support they need to teach every child.

And that's why Sightsavers are delighted to host the Send ALL My Friends to School campaign trip to Uganda with the 2014 Young Ambassadors.

The trip will be an opportunity for them to investigate the barriers to education for children with disabilities, to meet with government officials who are responsible for education and special needs services, as well as other young campaigners in order to get a

picture of what is already being done to advocate for education for all.

They will also meet families with children who are being denied the chance to go to school because of their disability and get to hear about the children's experiences of being out of school and the impact it has on them and their family.

One project which demonstrates how effective it is for blind and sighted children, as well as children with other disabilities, to study alongside each other is the Uganda Inclusive Education Programme.

The aim is to increase enrolment of visually impaired children in Uganda by 25 per cent by 2016. It is supported by Sightsavers through the provision of assistive devices, braille machines and specialised training for teachers.

Our ultimate aim is that governments take note of such successes, and ensure that all disabled children are given the chance to receive a quality education in the wider education system.



Notes 1. Statistics from Education For All Global Monitoring Report: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

DISABILITIES A CHANCE

Supported by the broadcaster and Paralympian Ade Adepitan, Send ALL My Friends to School launches its 2014 campaign. The campaign invites UK school pupils to remind world leaders that it is children with disabilities that are missing out most on education.

In 2000 world leaders promised universal primary education by 2015, but with only a year to go 57 million children are still out of school and over a third of them have a disability.

Running until the end of the summer term, *Send ALL My Friends to School*, organised by the Global Campaign for Education, is asking teachers and pupils to get creative and speak out for the right of all children, regardless of disabilities, to receive a good quality primary education.

Ade Adepitan presents the campaign film which links to his own story.

Ade said: **"If world leaders are serious about getting EVERY child into education, they must prioritise the needs of children with disabilities now."**

Ade was born in Nigeria where he contracted polio at 15 months old. Ade moved to London before he started primary school but knows that if he had stayed in Nigeria his life would have been very different. Nigeria is the country with the largest number of out of school children currently at over 10 million.

A dynamic schools pack is available free to support teachers in getting their pupils involved in the campaign. Schoolchildren will first learn about the issue in class and then add their colourful messages to 'buddies' to speak out for the right of every child to have the right to learn, regardless of their disability. Local MPs or politicians will be invited into schools to receive the 'buddies' and then deliver them to the Prime Minister on their behalf.

The free teaching pack, which can be used in Key Stages 1, 2 & 3, will include a campaign DVD (ideal for use in assemblies), a teachers guide, x4 colour A1 posters and 'buddy' templates.

In addition, a range of resources will be available on-line to support the pack including assembly PowerPoints, fact sheets and real life

stories from children missing out on school in Africa and Asia.

The Send My Friend to School campaign has been running since 2005 - each year with a different theme - and millions of young people have taken part in the UK and in 100 countries around the world. Last year the campaign focused on the global shortage of professional teachers. Half a million young people from over 5,000 schools took part and

99% of MPs were sent colourful paper messages about the vital role of teachers in realising education for all.

For a free **Send ALL My Friends to School** pack visit www.sendmyfriend.org.



INSPIRATION, INSPIRATION, INS



Manisha UK volunteers utilise the library provided by Room to Read for classes at Bagnas School.



Bagnas School pupils excitedly greet me, gladly posing for the camera before class!



The local community are working hard to develop Bagnas School, the foundations are in place for the extra rooms needed as soon as they can pull together the remaining funds required.



Bhalebas, a lovely looking school in the valley below Tansen twinned with St. Paul's Primary in Hertfordshire.

In November, Jasmine Jones, Project Manager of the Steve Sinnott Foundation visited teachers and pupils in schools benefiting from the Education in Palpa District project in Nepal. Here she reports her findings and experience of meeting with these inspirational teachers and young people.

After a few hours along the forbidding road from Lumbini airport – the birthplace of Buddha, we finally reached Tansen, tucked away in the hills of the Palpa District. I was blown away by the picturesque view in front of me – perched on the lap of the spectacular Srinagar Hill; Tansen commands a gorgeous panorama of the Himalayas as well as the plains of the Terai.

I was greeted by the Manisha UK volunteers and home-stay family with a mixture of excitement and relief following the four day delay in me reaching them. The impending election for a new constitution had resulted in an extended Bandha (strike) preventing me (and the rest of the country) from travelling. After introductions on the terrace, they quickly showed me to my room to unpack and prepare for dinner.

Early morning in Tansen feels magical and is filled with as much ritual and tradition as the century old buildings and village squares that decorate it. On my first morning, I was awakened by the sound of temple bells ringing at about 4 am and every ten or fifteen minutes thereafter until sunrise. It was a brisk morning but fortunately temperatures climb quickly as the sun rises across the valley.

Later that morning, we made our way to the nearest school, Bagnas, where the Manisha UK volunteers had a full day of teaching ahead, the majority of the Nepalese teachers had been taken from school for election training. As we approached the school the sound of excited children grew louder and they ran to greet us, helping us scale the steep mud path to the school. The school itself consisted of four classrooms and a staffroom/office in the main building with toilets and library housed in a smaller separate building. The classrooms were bare and very basic with bench style desks and a blackboard on the wall, a stark contrast to the bright and colourful library recently provided by Room to Read. Adjacent to the main school buildings are the foundations for the planned new building that will house additional classrooms, the work had recently reached an abrupt standstill when the community raised funds expired.

The Manisha UK team took to the classrooms; NQT Andy Bridges took lessons on Measurement and Shape with the year 4/5 children and was supported by Deepa, the daughter of our home-stay owner, who was excellent with helping translate and supporting the children in their activities.

The Bandha successfully prevented me from following my originally planned itinerary which included at least six schools but thanks to Saran, the Manisha UK local employee I was able to visit a further two schools that week, travelling on the back of Saran's motorcycle. Our first visit was Pipal Danda School, located to the North of Tansen with a long and precarious dirt track leading up to it. The views from the school grounds were spectacular but unfortunately the progress made in the building project we

had undertaken was less than spectacular. Building work, like Bagnas School, had come to an unfortunate standstill but I was delighted to report that work is due to start and will be completed in time for the new school year!

My final school visit that week was to Bhalebas School in Saran's home village. The school was closed due to the Bandha but we were greeted by some staff of the school and their children who were more than happy to show me around the

INSPIRATION



Early morning view of the sunrise over the mystical 'White Lake' in the valley below Tansen.



The Swayambhunath Stupa, its large eyes on each of the four sides of the stupa representing Wisdom and Compassion looking out over the Kathmandu Valley.

Unfortunately, with further problems expected from the Bandha, it was decided it would be advisable to depart for Kathmandu the next morning as the closer to elections we were, the more difficult to travel it would be. Fortunately, the long road to Kathmandu would not be a lonely one; Manisha UK volunteers Barbara, Alan, Elaine had come to the end of their eight week stay returning with me before their flights home a few days later.

Our final night in Tansen was spent in our home-stay with our host family sharing stories and feasting on Mo-Mo's and Dhal Bhat. Andy and our host family recommended a visit to the viewing tower the next morning before leaving Tansen to see the 'White Lake'.

Awakening to the peaceful sound of the temple bells, I quickly dressed for our short trek to the viewing tower. The short trek itself was pleasant and partly through woodland, where you are finally greeted by what looks like a lighthouse among the trees. It was here the physical challenge truly exposed itself, hundreds of steep, narrow steps circling the walls of the tower awaited in the half light of dawn. By the time I had ascended the stairwell beams sun light was appearing on the distant horizon. There are no words to describe the views and my simple camera did not offer justice to the scene before me. Immediately below were Tansen's steep cobblestone streets and traditional wooden Newari homes, and reaching out in the valley beyond Tansen, a blanket of mist cast over the bowl-shaped Madi Valley, living up to the moniker 'White Lake'.

Our home-stay family's farewell was one of flower garlands and red bindhi, painted on our foreheads as a wish of luck before guiding us to the central bus park where our journey home would begin.

To see more photos and videos from my visit to Nepal please visit the gallery www.educationforallday.org.



Pipal Danda School, partnered with Whitehall Infants School in Middlesex, is near completion with teachers and pupils finally using the new classrooms.



A small infant class working hard in a near complete Pipal Danda classroom.



Chicken Mo Mo's, a Nepalese specialty which soon became my favourite snack!

school. Whilst there were of course still clear improvements to be made, it was certainly the most impressive school I had the opportunity to visit whilst in Palpa. I had hoped to also visit Lahrepipal school, however this school had sadly recently shut down (it was deemed too small to be cost effective) but I was delighted to hear that it is now being used for a training programme for young men and women in electricity and dress making respectively, which is an excellent use of the facilities.



Enjoying the shelter of the palace whilst visiting the temples of Patan Durbar Square, Kathmandu, before my departure from Nepal.

SEND **ALL** MY FRIENDS TO SCHOOL

Maisie le Masurier and **Rebecca Unwin**, both 15 from Guildford County School, are the 2014 Young Ambassadors for the Send My Friend to School campaign. They have just returned from Uganda with the charity Sightsavers and the Global Campaign for Education where 22% of primary aged children are not in school. In particular, it is children with disabilities who have the greatest obstacles to face. Maisie and Rebecca met some of these children and also saw some steps towards progress in delivering quality education for all...

When we arrived to visit Nabirye there were a number of children, mostly in flamboyant pink and orange school uniforms, all gathered around. They were all initially shy but within minutes they were chatting to us, making us laugh and giving us high fives.

It was incredibly eye-opening to see the harsh divide between these happy children who receive an education, playing with their school friends and then, to look just a metre away and see Nabirye, huddled on the floor, barely raising a smile.

Nabirye, now aged 15, told us that she had to drop out of school when she was 10 because she couldn't see the board, and her school was unable to help children with visual impairments. Nabirye told us how isolated she felt, but thought if she went to a school where other pupils had disabilities she wouldn't feel like this and would get better support. Unfortunately, there are no schools like that nearby and her family cannot afford for her to board at a school further away. We were saddened by our conversation with Nabirye, and left feeling helpless.

Again and again throughout the week we heard the same obstacles for disabled children; lack of special schools, long distances to existing



schools; school fees; lack of equipment, materials and facilities; and a lack of trained special needs teachers.

Special Needs teaching is not seen as a good job, and there is often a stigma attached to it. Teachers aren't paid well and there is certainly no reward for the extra work required. And worse still, there is a strong feeling amongst many people that children with disabilities aren't worth educating.

The next day, we visited the friendly Bishop Willis Primary School, which is a great demonstration of inclusive education for children with visual impairments. 56 visually impaired students attended the school, and all of them participated in classes with sighted children - integrating with society. They also spent time in the visual impairment unit to support their individual needs. The materials the unit had were basic, with only 2 braille machines, but, we were heart-warmed by their positivity - making the best of the few things they did have and taking nothing for granted. It was there we met Peter, and it is children like him who made us want to become Ambassadors for the Send My Friend to School campaign. Despite not being able to see who, or what, is around him in class, Peter is happy - singing little melodies under his breath as he works. This trip confirms that the biggest global waste of all is the loss of potential. Peter's teachers looked beyond his disability, and invested in educating him. He now has a great future. But what about the other children who's potential is not being realised? We must act.

People should make greater efforts to recognise how important it is for all children across the world to have the right to an education - we can all play a part in campaigning for that right.

Join Rebecca and Maisie on this year's Send ALL My Friends to School campaign.

For a free schools pack
www.sendmyfriend.org



AN EVERLASTING IMPACT

Eilidh Naismith, Young Ambassador of Global Campaign for Education, winner of The Steve Sinnott Award and most recently The Diana Award for young active campaigners looks back at the opportunities, experiences and her achievements since joining the Education for All campaign.

As the year 2012 began, I could not have anticipated the everlasting impact it would have on my life. It was a year full of excitement, uncertainty and wonder.

This was the year I was given the opportunity to become a Young Ambassador of the Global Campaign for Education 2012, alongside William Davidson, after winning the Steve Sinnott award in the Send my Friend to School competition. Since then we have been speaking out for the 57 million children worldwide whose voices go unheard while missing out on their chance of an education.

Our first port of call was a fact-finding mission to Malawi to investigate the barriers to education there and find out why fewer than half the Malawian children finish even a basic primary education. This initial insight to the barriers of education was extraordinary, right at the heart of the issue; we could see that the problems preventing boys and girls going to school weren't just as simple as we had once thought. After spending time with children on the streets in the capital Lilongwe and in rural villages, meeting politicians, charity workers and young campaigners we were beginning to gain an understanding of the complexity of the problems facing education.

It is this experience in Malawi which has and will always be my driving force when campaigning for education for all and this drive has only grown since then while encouraging more pupils to join the



campaign reminding world leaders of their millennium promise to make sure that by 2015 every child in the world will have complete a full primary education.

On our return we presented our findings at the NUT conference in Torquay, we met with the Minister of International Development, Stephen O'Brien, and spoke in the Houses of Parliament alongside Sarah Storey, Paralympian multiple-gold medallist, and Ade Adepitan MBE, TV presenter and former Paralympian. We have since been speaking to young people all around the country.

After our year as ambassadors for the campaign we realised a lot of Scottish Schools were not aware of its existence and so we decided our very own conference could, potentially, inspire others to get involved. Our conference was based around the Global Education Challenge which was a competition we set up beforehand, whereby

groups of students had to present a case study on how they would use £500 to improve education in a community within a Developing Country. The winning team were presented with the £500 to bring their idea to fruition which had been so kindly sponsored by the Wood Family Trust. I would also like to say a big thanks to the Steve Sinnott Foundation for their generous support!

One of my proudest achievements to date took place at the start of this year when I was presented with The Diana Award for young active campaigners. I feel extremely honoured to hold this award and to have received recognition of the collective work William Davidson, Calvin Clarke, my school and I have been doing over the last few years. The inspiring youths I met in Malawi will remain in my thoughts for a lifetime as I campaign for their right to an education. I am in my final year of schooling and in my future I hope to pursue a career in Medicine. Next year I am going to take a gap year so that I can gain work experience and life experiences whilst travelling and continuing to support the campaign in every way I can. The Diana Award has given me an increased focus to strive for this important campaign, which has so far given me wonderful opportunities to explore different cultures, meet individuals as passionate about the campaign as myself and, generally, to learn from the world around me.

To bring the campaign to your school please visit www.educationforallday.org for a free resource pack.



OUT OF AFRICA

James Cameron-Wilson, is a writer and film critic affected by recession. He describes here how a trip to Tanzania did much to lift his spirits.

I was depressed. After forty years reviewing films for a number of magazines, the economic downturn had robbed me of my bread-and-butter. I was turning into a recluse. Even the idea of travel more than a little terrified me. I obviously needed a change.

On a whim I agreed to visit my friend Kim at the school where she works in Africa. An hour's walk from Arusha, in northern Tanzania, it is named after the patron saint of lost causes - St Jude - and was set up in 2002 by Gemma Sisia to cater for the poorest children in the area.

While there, I was invited to visit the home of one of its students, the seven-year-old Rashid Nurdin. I had no idea what to expect, but even my wildest assumptions were way off the mark. Rashid lives with his mother, father and two brothers. However, as their home consists of just one small room, Rashid has to sleep in a communal bedroom in the village. The word 'village' may be a tad misleading, as the community spreads out from Arusha in an unending honeycomb of ramshackle dwellings connected by dirt tracks. Cattle, goats and dogs wander where they will, and the sewage system comprises of a foul-smelling trench running behind the houses.

Like so many things for the Tanzanian people, dignity comes at a price too high to contemplate. Yet these city dwellers - who have left the countryside to find work - are in many respects luckier than their rural cousins. In Arusha they have kerosene lamps, gaudy Western commodities and even access to a basic mobile phone (cost: US \$1) which has to be charged in the local store. In the bush, the Maasai women live in huts made of mud, with just slim apertures to allow in a minimum of mosquitoes - and light. Consequently, their homes are so dark that, in many cases, their eyesight has become dramatically compromised.

There is not enough money in the world to solve the financial crisis in Africa with charity. But we can help the Africans to help themselves - and that is what Gemma Sisia set out to do. The motto of her school is "Fighting Poverty Through Education" and from her own position of extreme penury, she set out to make a difference. Through sheer determination, stamina and a belief in her own potential, Gemma recruited friends and local businesses to build her dream. In just ten years, St Jude's has mushroomed from an idea into three campuses serving 1,600 students, employing 500 staff. The statistics are intimidating. Now that the school has established itself in the community and is picking up the poorest and brightest kids from Arusha's population of 1.2 million, St Jude's has to sustain its objective. With 1,400,000 meals needed every year, the logistics are mind-bending and wallet-buckling.

However, St Jude's provides instant proof of where the money goes. Donors or sponsors are sent regular updates and photographs, monthly newsletters and hand-written notes from the students. 98



percent of sponsors' money goes to the students directly, in the form of education, meals and travel. Just 2% goes towards the cost of administration.

In spite of the appalling poverty of Arusha, the omnipresent dust, the tumbledown dwellings and the proliferation of dead dogs on the highway, the atmosphere at the school is nothing but cheerful and upbeat. The students I talked to were always smiling and eager to practice their English.

It's hard to imagine how this beacon of education and optimism looked just a decade ago: a half-acre cornfield surrounded by scrubland and baked earth. Yet through the generosity of complete strangers, these children have been offered a sustainable future. Even so, the current students of St Jude's are the lucky ones. There are still many, many thousands of children who have yet to secure a place, to find a sponsor or to eventually ensure themselves a fruitful place in Tanzanian society. Yet, the cost of helping them amounts to less than the price of a coffee a day.

There, in the African bush, I found myself surrounded by a world of opportunity. Here were children from unimaginable poverty, fighting to make a better life for themselves. Here was true, unadorned synergy: the commitment of Kim, Gemma and their colleagues wedded with the hope and ambition of the children in their charge. Overnight, my own petty concerns had been replaced by an overwhelming admiration and wonder at their resolve to succeed.

To find out more about St. Jude's visit www.schoolofstjude.org

TEACHERS ASSURANCE SUPPORTS EDUCATION FOR ALL DAY

Abby Bowman, Head of Brand and Marketing at Teachers Assurance As Head of Brand at Teachers Assurance, Abby oversees a team of people who are dedicated to supporting teachers and helping them to make informed financial decisions about their future.



At Teachers Assurance, we believe in the importance of Education for All and the fulfilment of the Millennium Development Goals and have been supporting the Steve Sinnott Foundation to promote Education for All (EFA) Day.

Having worked with teachers for over 135 years, we understand the hard work and determination they put in. We also know that, as educators themselves, teachers can be the biggest patrons for campaigns such as Education for All.

Prior to EFA Day, we visited over 120 schools to talk to them about the campaign to achieve Education for All and the EFA Day event. Our Financial Education Officers really enjoyed raising awareness and found that schools were really interested in the campaign:

"EFA reminds us how fortunate we all are to have generous access to education; it's down to us to make sure we share that privilege. I work with teachers in the North West and the EFA message is relatively new up here. The lovely thing is, Steve Sinnott was also a proud Northerner, so I'm finding there's an inherent acceptance and identification with the aims of EFA from the teachers I've spoken with."

Louise Houlder, Financial Education Officer at Teachers Assurance

"Education opens doors and I support Education for All because I am conscious of the many opportunities my education has given me. Every time I visit a school I encourage teachers to think how they can weave Education for All into their lessons. The response from Heads, teachers and assistants to the material has been really positive."

Lisa Caldwell, Financial Education Officer at Teachers Assurance



We're pleased to say that we will be continuing our support for the Steve Sinnott Foundation and promoting Education for All Day 2014. This year we are introducing the Teachers Assurance Education for All Day award. The award will recognise the schools who have engaged the most additional EFA Day participants. Their reward will be for them to pledge over £1,000 to improve education across the globe. This could be material resources to an African school, sponsoring a teacher in India or providing school lunches for children in Nepal. There will be four regional prizes as well as a double prize fund awarded to the national winner.

For more information on the Teachers Assurance Education for All awards contact Jasmine Jones at the Steve Sinnott Foundation - jasmine.jones@stevesinnottfoundation.org.uk

At Teachers Assurance, we offer a range of savings, investments and insurance to individuals and families in the UK. To find out more visit www.teachersassurance.co.uk or call our friendly Customer Support team, seven days a week, on 0800 056 0563.



CHANGING HEARTS AND MINDS

Gary Brace writes about the UNESCO Associated Schools Network and UNESCO's role in the global education debate.

"UNESCO?... ah yes, *World Heritage Sites*" – is a common response of many to the question of what UNESCO is or what it does. But it ignores what lies behind the letters of this long-standing UN agency - 'the EDUCATIONAL, Scientific and Cultural Organisation'.

Set up in 1945, UNESCO's constitution states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"

The 'E' of Education is certainly written large within UNESCO, with a key aim that every child has access to quality education as a fundamental human right. UNESCO is the UN's lead agency on the Education for All (EfA) Goals. Each year, it publishes a Global Monitoring Report on the progress that countries are making towards meeting the 2015 goals.

The latest report focused on Teaching and Learning and the need for achieving quality education for all. I was pleased to be present at the debate at the UNESCO General Conference in November when the nations of the world began the process of devising new EfA goals to apply from 2015. 'Teaching quality' and 'equity' are certain to be two key words for the post-2015 education agenda.

But UNESCO is not just about top level global targets - it's about changing hearts and minds. The UNESCO Associated Schools Network (ASPnet) is a global network of more than 9,000 pre-schools, primary, secondary and vocational schools across 180 countries. The UNESCO National Commission in UK is responsible for the ASPnet programme in the UK.

How does ASPnet differ from other global or international development engagements in education? The network is built on 4 pillars of learning which are fantastic high-level objectives around which a school can build its approach to global citizenship:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

I would argue that these pillars encompass what most would want children and young people to get from education.

It is very pleasing that the Steve Sinnott Foundation launched 'EfA Day' last June. Helping our current pupils to think about the future world they want is fantastic preparation. What better way could there be

than engaging pupils today with the EfA goals than through thought-provoking school level activities that parallel the global debates? That's why I took great pleasure from reading about schools' EfA day activities in the last issue of Engage.

Some schools subsequently used their EfA Day involvement as a springboard to exploring becoming a UNESCO Associated School. We at the UK National Commission for UNESCO are delighted about this development.

We hope to make an exciting announcement shortly regarding the co-ordination of the UNESCO Associated Schools Network. Watch this space!

Read more about ASPnet at <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/>

Gary Brace is Vice-Chair of the UK National Commission for UNESCO and Chief Executive of the General Teaching Council for Wales.



Photo: Twford CE High School



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