

ENGAGE

ISSUE NINETEEN



Supporting Access to Learning Worldwide

The
**STEVE
SINNOTT
FOUNDATION**

"There are some things that should never be left to chance in life and striving to achieve quality education for all of the world's children is one."

Steve Sinnott

Foreword

Inside this significant edition of ENGAGE there are reports and pictures of The Steve Sinnott Foundation 10 year anniversary event. We were pleased to be able to host a celebration, in September, of our first decade of activity and achievement and in doing thank our many supporters and friends who have made the Foundation such a success.

Kailash Satyarthi – children's rights activist and Nobel Peace Prize recipient in sharing his thoughts tells us that, sadly, globally there are currently 100 million young children who are victims of violence, including slavery, trafficking and child labour. This child exploitation must end and governments persuaded to do much more to provide quality education for all. As Kailash reminds us it is all too clear there is currently not enough political will to make education a priority. In the next decade the Foundation will strive to do all it can to build political will and keep the achievement of SDG4 at the centre of its work.



Jerry Glazier

Chair, The Steve Sinnott Foundation



This magazine could not be published without its designers and printers at TP Graphics and at Ruskin Press.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

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FROM THE CHIEF EXECUTIVE'S DESK



We have had a very exciting year so far. Our Learning Resource Centre in Nepal is now up and running, the Positive Period Project is going from strength to strength as is the development of the Kreyol Literacy Programme in Haiti. The excitement culminated in our 10th Anniversary Celebration in September in London.

Everyone who helped us celebrate our tenth anniversary believes that all children have the inalienable human right to be educated, regardless of where they were born or who they were born to. Yet, 617 million children and young people across the world do not have access to education and 750million adults cannot read or write.

At the Foundation we focus on supporting the achievement of Sustainable Development Goal 4, which you can read more about on page 9 from one of our directors, Mary Sinnott.

We are currently working in The Gambia and Sierra Leone where girls are missing 50 days of school a year because of their period. Although we may find this hard to believe this is the reality. Period Poverty is a real problem faced by girls around the world, indeed even here in the U.K. We are currently working with teachers in both Sierra Leone and The Gambia to train women and girls to make their own re-usable sanitary pads and thereby have the opportunity to attend school every day. We have been asked to replicate this work in a number of other countries.

Although girls' education is recognisably a big challenge, we must ensure inclusivity for all children regardless of gender as Kailash Satyarthi reminded me when we had a conversation earlier this year in June. Go to pages 14-15 to read the full conversation.

The provision of resources and teacher professional development is key to delivering quality education. This has driven our work in developing learning resource centres and on-going teacher training. You can read more about this from Dan Wichmann in Nepal on Page 8.

All of the SDGs interconnect and we cannot achieve any working in isolation. Working together in partnership is the only way to ensure progress in healthcare, sustainable development and climate change as well as universal education. We believe that the achievement of SDG 4 is a prerequisite for the achievement of all the other SDGs. Meet Steve Sinnott Young Ambassadors, Jessy and Isaac in the Send My Friend article on Page 12 and read about how they are working to unlock education for everyone.

As we go forward, we are positively working on the following projects for next year:

Teacher Continued Professional Development – The Gambia

Learning Resource Centre – The Gambia

Sanitary protection provision – Malawi and Uganda

Literacy in mother tongue for early years and adults – Haiti.

Thank you to all our supporters and partners who have made our work possible. We look forward to working with you into the future to make education for all children everywhere a reality.

In September we launched the film **Maestra** in Kreyòl in Haiti. Billy Jean, (Project Manager in Haiti), Consuelo Diaz (President of the Cuban Association of Haitian Descendants) and I delivered 13 film

screenings that were all followed by passionate debates about the need for literacy learning in the mother-tongue language. Billy Jean is continuing to scope out the literacy programme now with several partners on the ground. Whilst in Haiti we visited Cite Soleil which is one of the areas where there is a real need for the literacy programme. We could not help smiling at the natural exuberance of this little girl as she ran through an area obviously devastated by natural disaster and poverty. She touched all of our hearts and it brought home to each of us the reason we are working to provide access to education for all children everywhere.



Of course, we need money to carry out our work. Without your support none of what has been achieved over the last ten years would have been possible. A big thank you to everyone who has supported us already.

If you haven't yet become part of our team there are lots of ways you can do so to help us raise essential funds for our work.

Catherine Murphy the film maker of **Maestra** has given us permission to show screenings of the film to raise funds for Haiti. If you would like to host a film screening please get in touch.

Mike Anslow, a school teacher in Prague, is arranging for a group to walk part of the Santiago Camino in the Spring and we would love it if you could join us.

You can be a regular supporter by becoming a Friend of the Foundation for as little as £3 per month; you will find the form already printed for you on the inside cover of this edition.

Some of you, I am sure, will have ideas of your own so please give me a call on 01923 230208 and let's talk about ways in which we can work together to secure education for all.

To keep up to date with our progress you can follow us on social media:

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'STAND UP' FOR GIRLS' EDUCATION

Shelley Morse, President of the Canadian Teachers Federation, describes the Simameni Project aimed at improving girls' education in Uganda in a partnership with the Uganda National Teachers' Union.

To the casual observer, or even an experienced one, the UN's Sustainable Development Goals are daunting. The 17 Goals and the multitude of targets accompanying them appear overwhelming when one considers the enormity of the tasks that need to be tackled in order to achieve them. Already four years removed from their adoption, progress often seems slow or even non-existent. A glance at the headlines can make the whole endeavor seem unattainable. But then something happens that not only surprises, but leads to great optimism, and the realization that maybe we can do this.

Greta Thunberg's climate strikes have grabbed the world's collective attention. The Swedish girl who turned her frustration with political inaction into a global movement has inspired millions around the world. That a 16-year-old became the face for addressing climate change, the challenge of our times, while most of our political leaders sat on their hands, should send a clear message to all of us. This is what change looks like, and we had better get on board. But for me, it doesn't stop there.

To see a girl leading on this scale shows us all what is possible when we provide our girls with a voice, a belief in their potential, and especially a quality education. Unfortunately, for women and girls living in the world's poorest nations, the effects of a warming climate will hit them the hardest. And one way we can change this reality is to see that more girls receive a quality education.

As an affiliate of Education International (EI), the Canadian Teachers' Federation (CTF/FCE) knows the tireless work that went into guaranteeing SDG4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Without it, the Goals would not have reflected the basic foundation needed to face the future, nor would many of the other Goals have any chance at succeeding.

According to the UN, 131 million girls around the world are out of school. This problem alone will make it virtually impossible to achieve gender equity, eliminate poverty and hunger, improve health, or to reverse climate change. Quite simply, the world needs to empower its girls and women, and classrooms are key spaces for all who identify as girls and women to find their voice and their power, to use it, as Women Deliver urges, for change.

This is why the CTF/FCE is proud to be launching the Simameni Project, which is aimed at improving girls' education in Uganda.

Through a partnership with the Uganda National Teachers' Union (UNATU), the Simameni Project, which means 'stand up' in Swahili, strives to not only improve learning conditions for girls in Ugandan secondary schools, but also to increase access to, participation in, and completion of quality publicly funded public education in the country. The Canadian Government has committed a total of \$1.9 million over five years to support the project.

Although Simameni is being coordinated by the CTF/FCE team in Ottawa, the work in Uganda is carried out by UNATU to engage the teaching profession, families, and communities to make education and schools better and safer for all girls.

Through initiatives like this, we are provided with a constant and needed reminder that change is possible, no matter how big or small. From Greta to a Ugandan girl who's given the chance to learn in a safe and caring environment, we know that when we support our girls great progress can be made far beyond the classroom, village, or country. This is why, as Canadians with strong publicly funded public school systems, we must continue to lead at home and abroad to show the world what is possible when we unite for the common good.



WHAT, WHEN AND HOW SHALL WE TELL THE CHILDREN?



Education for All will often mean confronting children with difficult, sometimes horrific, stories of their own cultural background and dangers for their futures. **Hedi Argent** is an ambassador for the Holocaust Education Trust. There is no experience better than hers about how this is to be tackled.

Children today are growing up in a world in which words like ethnic cleansing, genocide, the Holocaust, substance misuse, domestic violence, knife crime, terrorism, sexual abuse and modern slavery are freely discussed and depicted on the news channels and on social media. The hazards of climate change, global warming and toxic levels of pollution are also ever with us. It's a fair guess that even very young children in relatively safe countries overhear adults talking about the latest threats to our planet or to our way of life. How scary is all that for a child or young person? And there are, by far, too many children in other countries who have themselves become victims of famine and civil wars. That is beyond scary. So how much or how little should we be telling our children who live in relative safety? Do we need to make them aware of the worst present and future scenarios and past atrocities as well as of the endless possibilities open to them? At what age should we tell? And who should do the telling?

There is no right way to impart bad news: too much said can make children feel fearful, resentful and even guilty; too little can leave them vulnerable and bewildered. Secrets in the family have a way of rebounding on the following generations; historic and current crimes against humanity leave indelible scars on humankind. Parents or carers who have themselves been traumatised may want to protect their children from ugly truths, or they may overburden them with dire warnings and tales of horror that can seem incomprehensible to those who were not there. Much will depend on how far the adults have been able to deal with their own trauma.

Some children and grandchildren of survivors of the Holocaust who never spoke of it, say there were questions they dared not ask because they instinctively knew that there was danger lurking beneath the silence and they were too afraid to find out what it was; others, whose parents perhaps said too much, describe how six million dead were ever present in the family. Even when dealing with

less extreme events, it is never easy for parents or carers to get the balance right between alarming and reassuring their children, but openness and readiness to answer questions in an age-appropriate way is a good start.

Educators also have an important role to play. Children are naturally curious, and factual conversations in the classroom can be informative without becoming personal. In the UK The National Holocaust Centre, The Holocaust Educational Trust and the Aegis Trust all provide advice on age appropriate workshops and lesson formats that teachers can follow in their own classrooms. The themes include genocides past and present and the plight of refugees. History lessons on the National Curriculum deal with the rise and dangers of dictatorships; lessons on climate change, sexual orientation, substance misuse, all kinds of abuse and gang warfare should be subjects on every syllabus.

Of course, we should not burden young children with tales from Rwanda, the death camps or starving infants in Yemen. We have to begin from where the child is. Dr Benjamin Spock, an eminent paediatrician renowned for his down to earth advice to parents and carers, suggested that if a toddler asks where babies come from, she is not asking for a manual on sex.

Five-year-olds may ask, "what does climate change mean?", and it is surely enough to say that the weather is getting hotter and we are trying not to let it get too hot. Secondary school children can deal with more shocking details and relate to warnings about dangers they might encounter, which could have an impact on their lives, or indeed change their lives, like global warming. A class of nine to ten-year-olds is not ready to hear of the persecution of millions, but they may be curious and eager to learn how it was for a child living under a dictatorship and becoming a refugee. Their questions are usually searching and sensitive. A pre-school child may want to know why she doesn't have a grandma and will be satisfied when told that "grandma died before you were born but she would have loved to know you", whereas a teenager can probably deal with the truth that grandma was murdered because she was of the wrong ethnicity or religion or just happened to be in the wrong place at the wrong time.

However, children of all ages, living in war-torn countries or surviving civil wars, will be coming from a very different place and will need very different answers. What to tell, how to tell it and who can do the telling will depend on whether the children themselves are traumatised victims or the children of victims. Either way, they will surely require the kind of expert treatment and support that, sadly, they are unlikely to get.

TEACHING THE FUTURE

Henry Scott is a sixth form student who has headed the media and film working unit of the UK Student Climate Network. This is a group which organises protest, including controversial school strikes, against what it sees as lack of action on the part of governments over the climate crisis. The Network says that it is mobilising unprecedented numbers of students who care about the environment and are tired of being ignored.

The Steve Sinnott Foundation sees that the world's climate emergency and the achievement of the Sustainable Development Goal for Education are inextricably linked. Education obviously has a major contribution to make to solving the crisis. If it is not solved, the achievement of the Sustainable Development Goals will clearly be set back for many years.

For this reason, we are pleased to provide a forum in ENGAGE for Henry to explain his motivation and his purpose.

Education is the cornerstone of society. It protects and educates children to be successful in their lives.

Education is vitally important for a country. Any changes that a government makes to its system cause a knock-on effect that becomes evident in ensuing decades. Children educated in the austerity period in the UK perhaps were denied a higher quality than those who had more funding for their education. We can see some of the long term effects today. We are told that a lack of well-funded education is a cause of a dramatic increase in crime around London and that it has made children more vulnerable to gang recruitment and county line runners.

Education is essential as one of the main

safeguards against increases in youth crime and to protect young people from being targeted for crime. It shapes the future of a country's citizens, how productive and successful they may be and possibly how they vote. Schools play a significant factor in this. Education is the most pivotal part and fundamental institution in any society. It shapes what the future will become, which leaves a question. Why do we not work towards protecting it at all costs?

One of the Student Climate Network's demands is that we teach the future, which means an education system that communicates to students the severity of the climate crisis and teaches them to live sustainably. It's a reformative idea that should be part of legislation for a Green New Deal, an ambitious group of legally environmental measures that would rapidly restructure our economy to be low carbon.

It is accepted that during the transition to such an economy, massive technological innovation would be required and that this in turn will create newly increased demand for workers specialising in engineering and designing fields. Schools of course work to prepare children for jobs that do not yet exist. However, too many jobs for which preparations are currently being made are for high carbon work and work in unsustainable markets. We need legislation



such as a Teach the Future Act that would require the provision of opportunities for students to look at other job markets and allow them to be educated in a sustainable environment. Education quality in Britain would be improved and the legislation could be an example for the rest of the world to adopt as well. Such a long term plan for our education system would result in reduced costs over an extended period.

That leaves a question too. Why do we not work towards protecting our world – at all costs ?

BACK ON TRACK?

IMMEDIATE BOLD ACTION NEEDED

Susan Hopgood the President of Education International, the global federation of over 400 teachers' organisations. Here she sounds alarm bells following EI's study of progress towards SDG4 but believes things can still be put right.

In 2015 following a multiyear campaign, Education International helped ensure that the new international agenda for a better world included a commitment to quality education and recognition that educators were key to making this a reality.

Now, four years after the UN Sustainable Development Goals were adopted, including the Goal 4 call for universal quality education for all, we've researched the education landscape and surveyed teachers and education support professionals among our 400 member organizations in 172 countries to chart progress in the Goal's adoption.

The result is sobering.

With little more than a decade to go in the 15-year lifespan of the Goals, the world is severely off track to achieve SDG 4 by target date of 2030. In fact, Off Track is the title of a report Education International prepared for the United Nations analyzing the progress made towards equitable and inclusive quality education for all and solving the shortage of qualified teachers.

The survey of member organisations and review of available data shows privatisation of education is intensifying and funding for public education is being cut, excluding the vulnerable from accessing quality education. Teachers and education support personnel suffer poor employment and working conditions – precarious contracts, unsafe work environments, high workloads, low salaries – while their status continues to decline.

Further, the basic trade union and human rights of teachers are being violated, and teachers are inadequately involved in policy development. Discrimination against minorities has spread with the rise of the far

right, and vulnerable students do not receive the support they need to access, enjoy and remain in education.

Highlighting the interconnectedness of the global agenda, the report touches also on the subject of climate change, like education, a critical world goal. Our study found teachers often lack the professional autonomy or support to teach about education for sustainable development, including climate change, and the topic is marginalised despite being a central part of the SDG agenda.

While the obstacles are many, the report also underlines that failure to achieve SDG 4 by 2030 is not inevitable and the world can be put back on track if immediate, bold action is taken now.

First, governments must demonstrate that their commitment to the SDGs goes beyond lip service to the agenda. Simply using SDG language to spin current policies is not progress. There is enough gloss and falsehood delivered as reality already in our policy and political environment. With millions of children still out of school amidst combinations of poverty, war and migration, truth must be a minimum moving forward.

Governments must ensure they have clear and realistic plans for implementation of the goals and the coordination and leadership to budget their priorities and finance the move forward.

Governments must also listen to and empower those on the ground. Teachers and education support personnel are the education experts and the most qualified to identify successes and bottlenecks. Raising the status of teachers and guaranteeing decent working and employment conditions,

is critical, as is guaranteeing educators' trade union rights and strengthening social and policy dialogue with education unions.

In addition, nations need robust education systems that are non-discriminatory and inclusive. A healthy education system is funded as a public good and a human right. It rejects privatisation and the commercial imperatives of narrowed curriculum and shrunken schools that leave behind the most vulnerable and least fortunate.

A sustainable future for our families, communities and nations is still within reach, but only if we act together. The clock is ticking.



"EVERY DAY AT SCHOOL SHOULD BE LIKE THIS"

A few months ago the second Steve Sinnott Learning Resource Centre, established in partnership with Manisha U.K., opened in Nepal. Here Manisha's **Dan Wichmann** describes the background and the exciting prospects for the Centre.

Education in Nepal is still in its early years. When democracy was born in Nepal in 1951 there were only 10,000 students, all male, enrolled in 300 schools¹. Today, primary enrolment is 97%² in around 49,000 schools, with slightly more girls than boys enrolling. Democracy in 1951 and then the 1971 Education Act allowed the number of schools open to sky-rocket, and huge progress has been made since the start of the new millennium when primary enrolment was still just 66%³. There are still 770,000 5-12 year olds out of school⁴, including a disproportionately high number of children with disabilities, so work remains to be done but the progress made is nothing short of remarkable.

While this progress is rightly celebrated, it is by no means the full story. Global Goal 4 isn't simply to enrol children in school but to deliver a *quality* education. This is far harder to define and measure, but by almost any measurement of quality there is remains huge work to be done.

Adult literacy is just 64% and although youth literacy is much higher at 85%⁵ it is still well below the global average. A recent government report found 85% schools are 'unsuitable for teaching, learning activities.'⁶ If you walk around a typical school site you are likely to see some crumbling classrooms, dusty or muddy playgrounds and very smelly toilets. Enter the classroom and rows of benches face the blackboard, with little light, bare walls and a teacher standing at the front reading the book word for word. Resources don't go much beyond textbooks, copy books and pens.

This short article cannot possibly explore all the complex reasons why education remains so stubbornly poor in quality but one undeniable factor is that most school leaders, teachers and guardians have no idea what a quality education looks like. Consider that today's teachers were part of the first generation of Nepalese to widely attend school and that their teachers would have only experienced gurukulas or home schooling.

Teacher training at The Steve Sinnott Learning Resource Centre doesn't just offer teachers a chance to see a few ideas they can try in their own classrooms but to show them what a quality education looks like. This opens them ideas that they could never have conceived in their usual environment. The centre is just a few months old so it will take time before the fruit of this labour is seen but the previous experience of Manisha Nepal Palpa, the local NGO managing the centre, shows that at least some teachers will change



some parts of their practice and raise the quality of education in their classrooms following teacher training sessions.

Students also come to the centre. Many of them leave with comments along the lines of "every day at school should be like this" meaning they return to their regular classrooms with higher expectations of their own lessons. Tomorrow's teachers are today's students and their experience of a high quality education, even if only for a few days a year, can help to shape their teaching styles and pedagogy in a positive way.

The rapid progress Nepal made in opening schools and enrolment shows how fast change can happen. To achieve Goal 4 in Nepal equally fast progress needs to be made in delivering quality education. Showing teachers and students what a quality education looks like is just one way that The Steve Sinnott Learning Resource Centre will take a role in delivering Goal 4.

¹ <https://wenr.wes.org/2018/04/education-in-nepal>

² <https://www.unicef.org/nepal/education>

³ <https://wenr.wes.org/2018/04/education-in-nepal>

⁴ <https://www.unicef.org/nepal/education>

⁵ <https://wenr.wes.org/2018/04/education-in-nepal>

⁶ <https://myrepublica.nagariknetwork.com/news/73360/?fbclid=IwAR14ptdy4K7eaET9Y5tsh2bHef98Ps0mn9tBlvAVjM1thg5CYSoUgmNJIUY>

ACTION IS NEEDED NOT WORDS ALONE

Celebrating the tenth anniversary of The Steve Sinnott Foundation, Director **Mary Sinnott** explains the purpose and principles of the organisation. While doing so she also presents a timely reminder that action is needed to affect change to secure Education for All.

The world's landscape has undergone many changes over the last decade – politically, socially and economically. It has been throughout this period of major national and international change and challenge that the Steve Sinnott Foundation has worked and developed along with our partners on the ground. It was with some pride that the Foundation team came together with friends, supporters, partners and funders to celebrate our tenth anniversary year in September. However, each one of us was in no doubt that only through ongoing vigorous action have our aims a chance of reaching fruition.

Our purpose as an organisation is to promote the achievement of the UN's sustainable development goal for education (SDG4) which seeks to: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Together with our partners we do this by raising awareness and by supporting sustainable, replicable and fit for purpose education projects. Our guiding principles are that education gives people an opportunity to take control of their own lives and the chance to make the most of life's opportunities, it allows self-understanding and self-awareness. In the words of my late husband, Steve Sinnott, in whose name our organisation was established in 2009, we think of education as "the great liberator".

Any educator will tell you that children are our future – this has been proved on numerous occasions over this last troubled decade as the world has listened to the voices of young spokespeople such as Malala Yousafzai; known



the world over now only as Malala, because of her activism in fighting for female education. Indeed, the UN has been addressed recently by, appropriately, in light of Malala's work, another young female activist, this time passionately urging for action to promote climate change. Greta Thunberg was a tour de force as she held world leaders and politicians to account for their inertia in tackling the climate crisis. Both these youngsters have shown that they are more than a match for politicians and world leaders in articulating the right of the causes they espouse. Perhaps more importantly they have raised awareness of the problems facing the world today and issued a clarion call to other youngsters as well as adults to become energised to take action for what they believe to be right. This is the power of education. Progress is made because of education.

Action and not words alone affects change as individuals such as Malala and Greta have

shown, and articles in this issue of ENGAGE such as Dan Wichmann's about the progress made in Nepal since the birth of democracy there in 1951 and also Henry Scott's detailing the actions taken by the UK Student Climate Network demonstrate. My husband, Steve, believed that the provision of available opportunities to access education could help 'stimulate social change in individual countries and globally'. I believe we are witnessing a degree of progress, as understanding of the power of education and the need for it to be of quality and available for all children in every country across the globe takes more of a hold in our collective consciousness. As mentioned earlier, Steve was fascinated by the 'liberating power of education'. This led him to assert that there are some things that should never be left to chance and striving to achieve quality education for all of the world's children was one. The Foundation is committed to continuing in the pursuit of this aim. Will you join with us to make SDG 4 a reality for all?



10TH ANNIVERSARY



Lord David Puttnam, the Foundation's patron, opened the evening's event by outlining the impact of the troubled times we are presently living through. In doing so he highlighted the global economic challenges that are resulting in governments failing to match their commitments to providing the necessary resources to ensure the achievement of the UN's Sustainable Development Goal for Education (SDG4). This, as he pointed out, at a time when quality education for all is more crucially important than ever. However, he went on to illustrate that by working together we can make a difference; we can bring about change and that we must never lose sight of this.

Two young people who give credence to Lord Puttnam's assertion are Jessy and Isaac, this year's Steve Sinnott Young Ambassadors. Despite having just flown in to London that afternoon they came and spoke at our celebration evening. They talked about problems facing young people (especially girls) in their country, Malawi. One of the biggest problems lay in not being able to access secondary schooling. Jessy and Isaac described how they were working to help overcome the challenges faced by girls and boys alike to achieve ongoing quality education.

Dr Nira Chamberlain told us his personal story about how his



RY CELEBRATIONS



self-belief and the encouragement from his family helped him overcome negativity from others regarding his desire to achieve in the world of mathematics. Despite not following his goal initially, he explained with humour and humility that despite a false start he did not give up on his dream and finally realised his ambition by becoming one of the UK's leading mathematicians.

To help bring our celebratory evening to a close we were treated to a brilliant performance by Year 2 BA (Hons) Acting & BA (Hons) Theatre and Professional Practice Students ' Company, Mirror Image Theatre from Bedford University. **Right?...Write...Right!** is an original piece adapted from different short stories and monologues about the personal journeys of five different people caught in the politics of migration and place and who have to battle stereotypes, interracial relationships, class and skin colour.

We wanted to celebrate our work over the last ten years and also demonstrate how education is the most powerful force to promote change for the better in the world today. Thanks must go to all our speakers for so effectively joining with us in that goal. Thanks also to Hazel's Kitchen for the delicious food, Kit Oates for photographing the evening and the NEU for the use of Mander Hall.



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MALAWIAN STUDENTS JESSY AND ISAAC, KEY AMBASSADORS 'UNLOCKING EDUCATION FOR EVERYONE'



Each year the Foundation partners with Send My Friend to School in the Steve Sinnott Young Ambassadors Project. SMFS Campaigns Officer, **Hannah McLean-Knight** describes the hugely successful visit to the U.K. of the 2019 Ambassadors, Malawian students **Jessy and Isaac**, as they help "Unlock Education for Everyone"

Each year, the Steve Sinnott Foundation partners with Send My Friend to School and the National Education Union for the annual 'Young Ambassadors Project'. Send My Friend to School is a UK civil society coalition of international development NGOs, teachers' unions and charities. It brings together young people, politicians, teachers, civil society and the media in joint campaigning to demand quality education for all children. The Steve Sinnott Foundation is one of Send My Friend to School's 19 member organisations.

The Young Ambassadors Project aims to provide a legacy project in memory of Steve Sinnott, as well as contribute towards the aims of Send My Friend to School's annual campaign. This year, Send My Friend to School have been campaigning to 'Unlock Education for Everyone', calling on the UK to leave no one behind in education by leading globally, working with countries, and investing more in education. Although education is a universal human right, millions of children are being locked out of education simply because of who they are and where they live.

In September, Jessy (18) and Isaac (17), travelled from the Kasungu District of Malawi to the UK for two weeks to be spokespeople on global education. They were accompanied by their Head Teacher, Mervyn, and a member of staff from Oxfam Malawi, Sarah.

On their first evening in London, Jessy and Isaac attended the Steve Sinnott Foundation's 10 year anniversary celebration and spoke passionately about their own experiences of school. Jessy and Isaac explained that many children in Malawi, particularly girls, are unable to complete secondary school. Whilst primary school is free for all children in Malawi, many parents or carers cannot afford the school fees required for secondary school. This leaves many children, particularly in rural areas, unable to continue with their education.

Jessy, who has seven siblings, has sometimes missed school. Her parents, who rely on agriculture for their livelihood and source of income, have

sometimes been unable to provide enough money for her school fees. Many other girls also miss school during their menstruation period, as they do not have access to sanitary items and their schools lack adequate sanitation facilities. Jessy has benefitted through a project by Oxfam Malawi which is working to increase the number of girls attending and completing school in the rural districts of Malawi. Oxfam Malawi has provided funding for girls to attend school, as well as providing them with text books, school uniforms and sanitary products. Many children have also been given bicycles for their often long journey to school, which is another prohibitive factor for attending school.

During their time in the UK, Jessy and Isaac also attended Labour and Conservative Party conferences, where they spoke with over 20 MPs about the different barriers to education children experience in Malawi. They met with civil servants at the Department for International Development and visited three of Send My Friend to School's 'Campaign Champion' schools in Swindon, Slough and London, speaking with other school students about their experiences of school.

We were incredibly grateful to Jessy and Isaac for all their hard work as Young Ambassadors! I am personally incredibly proud of them and believe they really encapsulated the spirit of the Steve Sinnott Foundation and Send My Friend to School. I was lucky enough to grow up in a country where I could access free education, but this was a stark reminder to me that many children do not have the same. I urge the UK to do more to ensure that all children around the world are able to access the basic human right of education.



WORKING TOGETHER - PARTNERS IN SUCCESS

Steve Sinnott always emphasised the great value of “working together”. **Josephine Mbaorun James**, Early Childhood Education Officer at the Nigerian Union of Teachers, proves it as she describes the achievement of her teachers’ union working together with Danish colleagues.

The importance of education cannot be stated enough. Education is what provides us with knowledge, paves the way for social mobility and helps in building up character. It is a tool to fight poverty and it lays the foundation for a stronger nation. Education is essential for the overall development of an individual and for society at large.

International human rights law guarantees the right to education. Both individuals and society benefit from education. United Nations Sustainable Development Goal 4 focuses on inclusive and equitable quality education.

The Nigeria Union of Teachers (NUT) and The Danish Union of Early Childhood and Youth Educators (BUPL) share a strong belief in achieving SDG 4 if:

- teaching is an attractive profession with qualified personnel;
- public education is well funded from basic to tertiary level;
- all stakeholders in education are involved in creating awareness;
- decent work and professional development of the teachers is given the needed attention;
- Education for All means that all minorities, conflict affected, and vulnerable children can confidently access quality education.

The NUT – BUPL partnership

So the Nigerian Union of Teachers has partnered with BUPL in promoting -

- 1) decent work, and
- 2) professional development for early childhood educators (teachers) in Nigeria.

Our joint aim is to pursue the 2000-2015 Education for All and SDG 2015 – 2030 goals.

The NUT – BUPL project trains teachers from the Early Childhood Education (ECE) Centres on the theoretical aspect of ECE with an emphasis on high output at low cost. Our instructional materials for the ECE Centres are mostly waste materials.

The trainers are Marcus Balslev from BUPL and Josephine M. James from the Nigerian union.

NUT- BUPL National track record

Kaduna State served as a pilot State for the project. The success of the pilot enabled the extension of the project to the 36 States and Federal Capital Territory. We launched nationally creating awareness on the need to invest in quality ECE. All stakeholders in education were invited to take part.

We established several workshops and a task force -

- an information workshop for the top NUT Political leaders to identify the kind of services the Union wants to offer to its ECE members.
- a workshop on International Labour Organisation (ILO) ECE guidelines targeting State Secretaries on the importance of ECE for them to champion the project
- workshops for Assistant State Secretaries on learning through play methods to create awareness on ECE and enable them to monitor, supervise, and facilitate initiatives with the government.
- an ECE Task Force from national to branch level within the Union to assist in social dialogue in the various States and local Government Areas. Structures are established in such a way that Co-ordinators of the project are trained to develop the trainings in the 36 States and the Federal Capital Territory.



NUT and BUPL's Global and Regional Track Record Globally

NUT and BUPL are engaged in enhancement of ECE under the auspices of Education International (EI). Both unions are members of the global EI ECE Task Force. NUT and BUPL are engaged with the UNESCO International Institute for Capacity Building in Africa and the ILO.

Regionally

NUT, BUPL and the Danish Trade Union Development Agency are engaged in the development of decent employment and professional development for ECE teachers in Rwanda, Tanzania and Kenya. NUT and BUPL are cornerstones in a ECE network involving partners from Ghana, Rwanda, Kenya, Tanzania and Zambia. Annually, meetings are held to share experiences on the promotion of ECE.

National

NUT and BUPL have long term experience with the Danish Civil Society Fund, which has funded ECE Learning Through Play projects in Nigeria. The external evaluation of the project in Nigeria scored 85 out of 100 on the Key Performance Indicators.

THE POWER OF EDUCATION

Kailash Satyarthi – children's rights activist and Nobel Peace Prize recipient sharing his thoughts in a recent conversation with The Foundation's CEO, Ann Beatty.

What do you consider to be the most significant obstacle for children in gaining access to quality education across the world?

Can I just say before we start that I knew Steve Sinnott personally and we worked together on just this; the MDGs and SDGs were our common goal and I much admired his work and passion for believing in the power of education.

The most significant is the lack of adequate political will, globally. Education is at the top of the agenda for us, but not for the governments; at national level and in the national community. That equates, first of all, to inadequate budgetary allocations; not enough global financial support made for the education of children; and, thirdly, whenever the laws that relate to education are not properly enforced because of the absence of accountability. That relates in many ways to not enough infrastructure, there is an inadequate number of teachers. In many countries, teachers are not well trained or well paid, and that is why the motivation factor among the teaching community is low. These issues are, in many forms, a lack of adequate political will.

How do you think we will overcome these obstacles?

I strongly feel that political will, will only come when you have strong national organisations and mass movements. This is not taking place because of so many other things. The present political trends as we see here in this country, for example, and in many other parts of the world are taking the focus away from education, when education is the key to achieving many other goals in life. These issues are serious and that's why we don't see strong social movements for the right to education, good quality public education that brings all of us together on a more equal footing in life.

Can you tell me a bit about your work in supporting girls accessing education?

Girls' education is a big challenge, especially when we talk about the hard-to-reach category of children. These are the children who are living in extreme poverty conditions or those who belong to culturally or socially excluded communities. In these communities, the girls are most vulnerable for all types of exploitation, including denial of education.

We have been working on this for quite some time, not exclusively but inclusively because boys also belong to those sections of society that are trapped in mining, domestic help, small factories as child labourers, trafficking or slavery victims. As a result, we have to work with both boys and girls.

Back in 2001, we had major success in amending India's constitution, making education a fundamental or constitutional right. This was followed by the Right to Education Law, giving every boy and girl the right to education. For this demand, we organised a long march across the country and in a few months it resulted in not only public support but also political support for a constitutional amendment. In this sense we had some success in bringing more girls into education.

But then social awareness at the village level became one of our key agendas. Yesterday I was in contact with my Foundation in India, they had organised a meeting with youth leaders from about 50-60 villages. These youth leaders are elected leaders as the heads of their village child parliament. This is a part of my Indian organisation, Kailash Satyarthi Children's Foundation, that is working across more than 600 villages in making them child-friendly villages. A child-friendly village is when all children are free from exploitation, no child labour and no child marriage. The girls are the most vulnerable victims of child marriage; of course younger girls were married to elder men and this was a common thing that we opposed in these 600 villages. This was the community's achievement, so not just an NGO type of activity but society participation.

The second thing we are working on is that all children must be enrolled in schools. In most cases, 80% of girls were not in schools, but through this process now both boys and girls are enrolled. We were able to show a concrete example of how community participation, awareness building and bringing in a local celebrity can incentivise the community to bring girls to school.

The most important thing to note is that in yesterday's meeting with the heads of the villages, more than 2/3 of the leaders were girls. This shows the girls' power and how not only other girls, but the boys in the village



communities support them. Many of the girls were also first-time students, and they were elected because they have more passion, honesty and resilience than the boys. They also come from a background of exploitation and have shown excellent leadership. They were all elected in a democratic procedure. Even the teachers were amazed that the girls were there for the first time and within one or two years they emerged as leaders.

The youth power, or the power of the children themselves, is helping in bringing in more girls to education as well as retaining them. Retaining girls in education has always been a big issue even globally, especially in developing countries at the secondary level. Even in primary school it is difficult to bring them in, and continuing in secondary school is the biggest challenge. We are happy to have been able to achieve this in these 600 plus villages.

My 13-year-old grandson, Kaylem wanted me to ask you, what made you become an activist?

Very good question, first of all say hello and send my love to your grandson.

I was almost his age when I started something concrete at the age of 11. The first spark about the issues related to children came on the very first day of my schooling when I was entering my local government primary school and I saw a boy my age sitting outside the school gate. We were about 5-6 years old at the time. So I spoke to my teacher because I was disappointed that this boy was not with us in the classroom. My teacher was surprised at the question, told me this was a good question and went on to explain that they are poor children that help their families, and this was a common practice. This was almost 60 years ago now.

I was not convinced by this answer and asked my parents and relatives and they told me the same thing. Every morning and afternoon I saw the boy still working, looking at our feet for shoeshine or repair. At the time, because it was the beginning of school, we were all wearing new shoes so there was no question of our shoes needing repair.

One day I gathered my courage and went straight to the boy, he was working with his father. The boy was very shy when I asked him the same thing I asked my teacher and my relatives, so his father answered, "Sir, I never thought about it because my grandfather, my father, my father and I started this kind of work when we were children and now it's my son's turn." Then he paused and said, "Sir, you guys are born to go to school, but we are born to work."

This was a shock to me. How come some children are born to work at the cost of their education, their freedom, their health? I could not accept it. That day I had a different perspective of the world. The first lesson I learned was that no matter what my parents or teachers say, it may not be right. They have simply been saying the same thing their parents, grandparents and forefathers have been saying. This was knowledge, experience and traditions and customs that passed on from one to another. Some of these are things that are exploitative and abusive. We should have the courage to question it and see the world with a different eye that does not always accept ready-made answers, but ask questions. This helped to build my personality.

Back to the age of 11, my closest friend suddenly dropped out of school, along with some other boys and girls, at primary level. I knew he came from a poor family, and the reason for them leaving was poverty. My friend disappeared from the town because his elder brother could not earn enough to continue staying in the town, so they went back to their village. That made me very sad and I thought something should be done. So on the day of my school results, me and a friend of mine had a plan. We gathered our pocket money and rented a four-wheel cart that was used for fruits and vegetables. My friend pulled the cart while I chanted, "uncle, aunty, mother, grandmother, friends, congratulations!

Today your children passed their classes and have moved on to the next grade." It was a good idea, but a lot of people did not understand what was going on. After a few sentences a crowd gathered, my friend and I chanted, "think of those children who could not afford to continue schooling because they had no books or money. From now onwards, your child's books will go to waste. Why not put them in this cart so we can give them to these children?" Everyone liked the idea and within four hours, we gathered over 2,000 books. We had to take many trips to store these books.

Then I spoke to my teacher and headmaster, meanwhile the town spread the word about what happened that day. Teachers then began saying they wanted to do more. So we had an idea that we should make a book bank, so that the students in need could borrow these books for the school year and then return them. The selection of these children would be done by the headmasters, and it became such a big thing that people started calling me Kailash the Book Bank Boy. This was the beginning of my activism.

You have often said that you can use anger to very positive effect, and that there are lots of disillusioned views in the world. Recently climate change has become a major political focus resulting in many young people around the world feeling angry and disillusioned because of the inertia shown by their governments in tackling the problem. However, their disillusionment is being used as a positive force to affect change.

If you had to give young people a message today, what would that be?

You have already answered it. Once you are angry, it should not be negative, it should not be driven by revenge or jealousy or ego or selfishness and so on. It should be driven by the inner call for justice and righteousness so that anger can be converted into ideas and actions.

Pessimism and passivity are the biggest enemies in our society. Young people are full of energy and enthusiasm, full of dreams and aspirations for the future. More importantly they have a strong regiment of truthfulness and ideas. That is the biggest capital in the world, I would say.

Almost 3 billion young people in the world are under the age of 25, this is a massive population. This is the reason I have run the campaign '100 Million For 100 Million'. 100 million young children are victims of violence, including slavery, trafficking and child labour. Denial of education and health care are also forms of violence. On the other hand, hundreds of millions of youth are willing to take on some challenges for a better world, but they don't have the purpose in many cases. So, 100 million young people should be the spokesperson and changemakers for the 100 million left out. For young people I would encourage to visit our website 100million.org and be the changemakers. Changemakers just have to demonstrate it,

that the changemaker is inside each one of us. The champion, the hero, the leader, is inside each one of us. Especially among young people, so they should acknowledge that leader from within themselves.

What effect did winning the Nobel Peace Prize have on your work?

Well, I used to travel in economy class, now the people that invite me tend to bring me in first or business class!

As far as the staying is concerned, I always prefer to stay in the homes of my friends or supporters and so on than staying in hotels. As I am doing right now, staying with a friend in central London. So in this sense there is not much difference.

In terms of work, immediately after the announcement of the Nobel prize, I did not miss the opportunity because the iron was very hot. Everyone was congratulating me including presidents and prime ministers and heads of United Nations agencies and so on. So, I said it is not enough to just praise and congratulate, more importantly we should sit together, and I want to seek something from you. So I began with the Secretary-General of the United Nations, then ex-president Obama, prime ministers from Norway and Sweden, and many more leaders of the world. All with a demand that I had been struggling for some time in campaigning, all the types of child labour, slavery, trafficking, forced labour should be in the development agenda.

So when we had the MDGs I ran the same campaign, people thought it was a good idea, but nobody listened to those arguments. I have been arguing that, A, without education, you cannot achieve any goal and, B, that you cannot achieve education without eradicating child labour because if children are confined to work in places like factories or mines or farms, then you cannot achieve education for all. Then you cannot complete any of these goals.

But in the case of the SDGs, suddenly the Nobel prize was announced, so everybody was thinking 'yes that's a good idea, why not?' Just the small gold medal and the name tag of being a Nobel Laureate helped a lot. I would say that my personal meetings with the world leaders, and those who supported the idea helped it become a reality.

But we have much work to do and without the commitment to and the achievement of SDG 4 by all governments, we will not achieve a sustainable, peaceful and equitable society or achieve the other 16 SDGs.

REVOLUTIONIZING ACCESS TO QUALITY HIGHER EDUCATION IN THE CARIBBEAN

Sir Hilary Beckles is vice-chancellor of The University of the West Indies and Chairman of the Reparations Committee of the Caribbean Community CARICOM organisation of fifteen Caribbean nations. His colleague, **Dr. Stacy Richards-Kennedy** is Director of Development at the University. They have a model strategy for advancing towards SDG4 throughout the Caribbean.

When world leaders came together four years ago to adopt the 2030 Agenda for Sustainable Development, an ambitious plan was agreed – to end poverty and create shared prosperity on a healthy and peaceful planet. This plan, while laudable, will remain unattainable if absent a well-resourced and consistent focus on **Sustainable Development Goal (SDG) 4**, which seeks to **ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**. Indeed, universities as the drivers of knowledge, skills and innovation are pivotal to nurturing the human and social capital upon which the success of the 2030 development agenda rests. Tertiary education is well-recognized as having the power to disrupt inter-generational poverty and uproot systemic inequality – both legacies of colonialism – which have stymied the growth and development of many communities. These are challenges with which countries, big and small, continue to grapple. In the global South and in the small island developing states (SIDS) of the Caribbean in particular, the problem of low educational enrolment rates persists. It is even more pronounced at the tertiary level, with the Caribbean being among the regions with the lowest tertiary enrolment.



The University of the West Indies (The UWI) is a public regional university that is supported by 17 countries in the English-speaking Caribbean and is committed to revitalizing Caribbean development. The UWI thus stands firm in its resolve to contribute to the achievement of the global goals, and SDG 4 in particular, through revolutionizing access to quality education in the Caribbean as outlined in our Triple A Strategic Plan 2017-2022 focused on enhanced access, alignment and agility. In 2017, The UWI established the Faculty of Sport in recognition of sport as an important enabler in the 2030 development agenda and the region's prowess in the international sport arena. It can also help to address the gender imbalance in education (at all levels), which in the case of Caribbean countries, tends to result in lower numbers of enrolment and retention of boys. The Faculty of Sport will deliver teaching, research and training in various sport disciplines and establish world-class sporting facilities, equipment and technology that will fully prepare the next generation of academically-trained, high-performing athletes, both male and female, for record-breaking success.

With a view to also tackling intra-regional disparities in access to quality higher education, The UWI recently announced the establishment of its fifth campus in Antigua and Barbuda. This will provide expanded access to quality tertiary education and energize a targeted research and innovation agenda in the Eastern Caribbean sub-region in an effort to ensure that no country is left behind. This new Five Islands Campus will complement our other UWI campuses by making undergraduate and graduate level programmes more accessible to over 600,000 citizens in the Eastern Caribbean, traditionally an underserved community. The UWI's Open Campus will continue to expand its flexible access and learning modalities through digital platforms and in-country sites in 17 Caribbean countries as well as its over 200 innovative academic programmes, continuing education and professional development courses.

Achieving a multiplier effect by leveraging global partnerships is fundamental to our strategic intent to increase access to quality tertiary education. Thus, synergies from research, training, technology and professional networks beyond our Caribbean shores are maximized by leveraging our global partnerships and establishing joint centres and institutes such as:

- SUNY-UWI Centre for Leadership and Sustainable Development (USA)
- Jiangsu University Suzhou Caribbean Institute (China)
- Institute for Global African Affairs (South Africa)

- UNILAG-UWI Institute for African and Diaspora Studies (Nigeria)
- Canada-Caribbean Studies Institute (Canada)
- UWI-UNIANDES Alliance for Caribbean-Latin American Studies (Colombia)
- Glasgow-Caribbean Centre for Development Research (United Kingdom)

We recognize that each SDG does not stand on its own. It is the linkages between the SDGs that enable multi-dimensional and inter-sectoral approaches to development. For instance, The UWI has provided thought leadership in its contributions to the IPCC Special Reports on Global Warming of 1.5 degrees Celsius and the IPCC Special Report on Climate Change and Land. It is also coordinating the Global University Consortium on SDG 13 (Climate Action) bringing together 10 universities spanning 6 continents, thereby

putting the spotlight on the pivotal role played by universities in producing research, data and innovative development solutions to tackle the interconnected social, economic and environmental challenges.

The complexity of delivering quality tertiary education across disparate small islands with high transportation and transaction costs, small populations (limited human resources), high annual natural disaster risks (and at times, devastation), open and vulnerable economies characterized by anaemic growth rates and high unemployment (notably youth unemployment) rates, cannot be understated. This is further compounded by low public and private investments in tertiary education, research and innovation and negligible access to concessional financing from development banks. The misleading categorization of many Caribbean SIDS as High Middle Income Countries further problematizes the implementation of SDG 4 in the Caribbean. Nevertheless, it is a goal which The UWI will continue to pursue relentlessly. The sacrifices



of our disenfranchised ancestors and the cries of current and future generations for greater access to quality education will not be overlooked. We should and must foster increased and sustained investment in education if we are to achieve a balance for people, planet, peace and prosperity for all.

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A CURRICULUM FOR ECOJUSTICE

Susan Askew is Programme Leader, MA Curriculum, Pedagogy and Assessment at the Institute of Education, University College London.

The Steve Sinnott Foundation's Chief Executive is the U.K. Co-ordinator for UNESCO's Associated School Network, which has a remit to educate all human beings for a sustainable future.

Climate change is a priority for Aspnet. Its 250 schools in 25 countries are involved in whole-school projects.

In 2016 Aspnet organised a three-day training for teachers and co-ordinators from around the world to increase capacity to approach climate change through a 'whole-institution approach'. It is vital work and I'm suggesting that we now broaden thinking from 'climate change' to 'ecojustice' to signify that we need to make fundamental shifts to our behaviours, beliefs, attitudes and, especially, values as well as to the curriculum and assessment in all educational institutions.

Ecojustice includes redistribution and participation of humans on environmental issues that impact them, and justice toward the natural world itself. We are battling against the collapse of ecosystems through human abuse, plunder and exploitation of other species and environmental resources, and for the survival of this planet as a hospitable home for all. However, nature has an intrinsic value and we must recognise our ethical duty to protect and defend non-human and human beings; plants and land. We must recognise, too, that we are not separate from nature, but are nature ourselves.

In her 2011 book, *Justice and the Politics of Difference*, Iris Marion Young extends thinking about social justice beyond redistribution and participation to ask why poor distribution of goods and rights exists, and concludes that at the root of this are institutionalised systems of domination and oppression. Oppression includes practices of violence, exploitation, marginalisation, powerlessness and cultural imperialism that is justified through 'othering', where the other is perceived as inferior and without value except in terms of what we can get from them. As Nancy Fraser explains in her 1998 essay *From redistribution to recognition? Dilemmas of justice in a "post-socialist" age*, (found in *Theorizing multiculturalism: a guide to the current debate* edited by Cynthia Willet) recognition of the other then becomes key to achieving social justice. We misrecognise nature just as we misrecognise other human beings – through disrespect and domination. Our treatment of 'other' nature lies at the heart of our domination of all human 'others'. As with social justice generally we need to examine the beliefs, norms, values, language, and symbols that mediate our relationship with nature and are used to defend this domination.

Domination and disrespect of nature (including other people) largely arises to support over-consumption in a neoliberal global economy. Schools are an important site in which to explore over-consumption in the global north, and the damage this causes to our environment, to all people, and to other species. This 'reconstructivist' curriculum would also help us recognise our cultural biases against nature and other sentient beings, as well as



facilitate discussion about what we can do to halt destruction of the ecosystem. The reconstructivist curriculum should also explore politics of redistribution, recognition, and participation, including agency of, and non-interference in, the natural world.

Such a curriculum is at odds with a global system that is focused on 'education for profit' (See Martha Nussbaum's *Education for profit, education for freedom in Liberal Education*. Summer 2009) rather than 'conscientisation' as described by Paolo Freire in his *Pedagogy of the Oppressed*, that is freedom from our own oppression – the understanding of how we are conditioned to believe that we should dominate nature and over-consume to be happy. Our current educational system, controlled by high stakes assessments, is contrary to the values that are conducive to a sustaining relationship with ourselves, other humans and the rest of the natural world because it encourages competition, objectification of children and teachers, products, outcomes and dissociation, rather than understanding, compassion, empathy and collaborative problem solving.

We must become what James A. Banks has described as "transformative citizens" (*Diversity, group identity and citizenship education in a global age in Educational Researcher*. Vol. 37) who act to challenge unjust practices that degrade the ecosystem: many children and teachers already do so. Many university departments are involved in research to add to our knowledge of the damage humans are causing. However, Governments and University departments of Education appear to lag behind these movements – the former have a crucial role in public education as well as legislating for a reconstructivist curriculum in schools, and ending educational practices that do not promote justice. Institutes of Higher Education should act as centres of knowledge exchange, as well as provide workshops and courses where educators can come together to explore how to facilitate needed change to cultural beliefs, and practices for ecosystem survival. Nor can we avoid the conclusion that neoliberalism, as a major organising principle for education, the economy and society, is not conducive to a sustainable future.

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