

ENGAGE

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ISSUE TWO

In this Issue:

Newly launched: **Project Nepal**

Joining in the **Online Worldwide Community**

1GOAL update

The **Education Team** at work

George Weah on Education in Africa

Build an **Education Centre** for Haiti

Education for all: a fairer future

The
**STEVE
SINNOTT
FOUNDATION**

Vision:

To secure primary education by 2015 for each one of the 72 million children who are out of school across the world

Foreword

I am very proud to be the patron of the Steve Sinnott Foundation. Getting our education system right is not just one among a number of social and political priorities we have to address in these challenging times – it's far closer to being the whole ball of wax. Steve instinctively understood that and fought passionately throughout his life on behalf of education and I feel honoured to have known him.

No education system can ever be better than the teachers it employs, and the constantly improving standards it demands of them. In fact, teacher training in a digital age has to be viewed as an entirely non-negotiable and continuing process. The commitment of Government, business and individual headteachers to the best possible quality of teacher training, along with regular, preferably annual, time out for professional development, must be properly funded and absolute.

Alongside this there needs to be an undisputed national as well as global acceptance of the importance of the education of women. Educated women are the fulcrum around which can be built educated and healthy families – and those families will invariably be smaller, and better cared for.

There is no magic in any of this. The reality is that a world class education system can, over time, deliver a world class health service – whereas the reverse can never ever be possible. And we also mustn't forget that young people learn best and teachers teach best in environments which respect them and what they do; environments which reflect the very best of what they see and admire in the world around them.

The good news is that there are really excellent people across the UK who understand that education at every level will be both the cause and the consequence of any possibility of regional, national or global renewal.

I desperately want the global economy to emerge from this present 'man-made' crisis to become the stable bedrock upon which can be built a more successful and sustainable society; but we find ourselves living in a world of cascading and intertwined threats; threats that have the potential, at any given moment, to turn our lives upside down.

The only possible means by which we can reverse this situation is to be found in our nation's classrooms. We simply have to develop a generation of political leaders who have the courage and the imagination to seriously invest in the future; who are able to draw upon our unquestioned human potential for

creativity and ingenuity in such a way as to offer the young people of this and every other country a far better start to their lives than any generation before them?

That's to say, better informed, better equipped and better motivated.

This, I know, is at the core of the Steve Sinnott Foundation's mission – that every child in the world has an opportunity for education. The Foundation is already ensuring delivery of quality primary education to 300 children from some of the poorest families in Nepal through three schools and will extend this project to over fifteen schools. The Foundation is working closely with Education International to develop a sustainable education programme in Haiti. It is also working alongside teacher unions in the UK and other countries to address the challenges for good quality education in Sierra Leone.

I am certain that Steve's legacy, upheld in the Foundation's work, will inspire teachers around the world to work together to achieve the Millennium Development Goals for education. As we inch close to 2015 amidst a global crisis, the need for collective effort to achieve education for all is greater than ever.



Lord Puttnam
Foundation Patron



HIT OR MISS IN THE COMMONWEALTH?

Richard Bourne looks at obstacles to the achievement of the Millennium Development Goals for education in some commonwealth countries and calls for support for the Foundation to overcome them.



The goal of education for all (EFA), one of the key millennium development goals for 2015, will almost certainly be missed in some Commonwealth developing states. It is currently estimated that around 110M children in Commonwealth countries either lack access to primary schools, or are unlikely to complete their basic schooling. The Commonwealth, whose leaders acknowledged in 2003 at Abuja that education is a key determinant of development, accounts for the majority of the world's children who do not go to school.

What is going on here? There has been progress since the dire years of the 1980s and 1990s, when the World Bank and IMF were pushing "cost recovery" and school fees down the throats of developing countries. Campaigns by NGOs, backed by Gordon Brown's Commonwealth Education Fund, helped bring free schooling to Kenya, for example. But universal primary schooling has yet to reach some rural areas, many girls, and indigenous minorities in particular.

There are also serious problems of drop-out, which make a nonsense of the equation of schooling with learning. In the states of Bihar and Uttar Pradesh in India, for example, school attendance rates can be 50 per cent or less in spite of the near universal availability of primary schools and the inducement of free meals, free uniforms and free books. Teacher absenteeism can explain pupil absenteeism in some of these cases, society's failure to value education for girls in others.

There are also other issues in the background. The very increase in basic education, a global policy priority since the early 1990s, is both raising the demand for secondary schooling, and driving down the relative financial advantage of primary schooling. Many developing countries still charge fees at the secondary level, and still have too few schools to meet the rising number of primary school graduates. This can cause disappointment and disillusion at the grass roots.

A second issue concerns the quality of learning – the growth in cognitive skills and captured knowledge in young people. International comparisons have shown that 15 year olds in Korea and Finland perform significantly better than their contemporaries in Peru or Ghana, even though both groups have spent nine years in school. Learning achievement levels are not only an issue for policymakers. They affect the real chances of students who want to move into good jobs, and the attitudes of them and their parents to the schooling on offer. A number of ministries and research institutions, such as the National Council for Educational

Research and Training in New Delhi, are now trying to measure learning achievement to provide an evidence base for improved performance.

There can also be societal pressures affecting attitudes towards education. Education can, in some countries and regions, be a route not only to upward social mobility but to migration. In the Commonwealth Caribbean it is estimated that 60 per cent of those with tertiary education are now out of the region; in Guyana and Jamaica the percentages are higher still at around 80 per cent. It was concern with the out-migration of expensively trained teachers which led Caribbean Ministers of Education to be in the forefront of the negotiation of a Commonwealth Teacher Recruitment Protocol. With the aid of Steve Sinnott, the National Union of Teachers and the Commonwealth Teachers' Grouping within Education International a scheme for fairer recruitment was devised.

Education that helps people to better themselves assumes that there are advantages to education which people understand. But this is not everywhere the case, or the pressure on Commonwealth and other governments to provide sufficient and adequate education services would be unstoppable. One of the dangers now, in developing countries which have suffered from the global recession, is that electors will tolerate cuts and slow-downs in the expansion of services. This is specially true where there is a large volume of unemployed school leavers.

Education featured as a right in the Universal Declaration of Human Rights and is mentioned in both the civil and political, and in the economic, social and cultural covenants. Nonetheless the struggle to realise this right for all children has not yet been won. Dropout, poor schooling and the disinterest of some communities can negate the intentions which underlie education for all. It is why the work of the Steve Sinnott Foundation remains essential.

** Richard Bourne is Senior Research Fellow of the Institute of Commonwealth Studies, London University."*



MAKING CONNECTIONS – CHANGE THE WORLD



The online community set up by the Foundation, forms the basis for the Foundation's website at www.stevesinnottfoundation.org.uk and is central to its work in building a facility for teachers around the world to exchange their experience and expertise and to join together in a single international community to secure the Millennium Development Goals for education by 2015.

Based on the collaborative wiki software, Confluence, which is licensed without charge to registered not for profit organisations, the basic construction has been developed for the Foundation by the UK company Adaptavist with further development by online community experts, Jacqui Hall and Gillian McCalden of Blue Box Learning.

Here Jacqui describes the attractions and value of this unique facility.

The Steve Sinnott Foundation online community is all about making connections with others and sharing experiences through the interactions that take place between community members. Here you can meet people online that you would never have managed to meet face-to-face. They may live on the other side of the world but they could be facing similar challenges and they may have answers to the problems that you have with your work to attain the Millennium Development Goals. You can support each other's work in a variety of different ways, perhaps by telling you all about their own projects and how they have worked in particular communities, perhaps by the exchange of expertise or the trading of certain skills for other skill sets.

We are dependent on your contributions to grow the online community and to disseminate these experiences and this knowledge to the wider community. By telling us how you have worked with a project or asking for specific help, we can help the community develop into a lively and responsive place for sharing good practice and we can begin to create a knowledge base to which others facing similar challenges can refer.

Growing the community is central to the success of the foundation. The collective knowledge shared by community members can help us reach our goal and provide an environment for creative thinking and problem solving within a community of like-minded people seeking the best solutions for the world's children.

Visit www.stevesinnottfoundation.org.uk and register to contribute to the discussions, post details of the projects in which you are involved and seek advice from other community members. It's quick to register, free and the potential benefits towards achieving our shared goal are immeasurable.

We look forward to seeing you online.

New to the Foundation Community? Here's how to get started

Type www.stevesinnottfoundation.org.uk into your browser and you will find yourself on a website page that looks something like this -



Take a good look round the public areas of the website and see what we do.

To join in our worldwide community, first thing you need to do is register. Click 'Register' at the top of the page and follow the instructions to fill in your details. Next time you come back to the site all you have to do is 'Sign In', or if you tick the 'Remember Me' box, you won't even have to do that.

Now you are a community member and you can make a contribution to getting children into school around the world. Click 'PARTICIPATE' and take a look at the user guide. Click 'GROUPS & PROJECTS'. Join, or maybe start, a mutual support group; post details of a project in which you are involved or offer your help to someone else by using 'Add Comment' on the Project pages; join the main discussion forum or one of the Group forums. Using the gadgets built into the website, you can format your contribution and add pictures, links and widgets.

From time to time we're going to be inviting well-known politicians, educationalists, and celebrities to take part in our forum discussions, to join with you as community members in this great worldwide effort to achieve the Millennium Development Goals for education.

So join and help us make our Foundation Community, your community, a success.

"Working together, winning together"

Visit the discussion forum at
www.stevesinnottfoundation.org.uk to comment on this article

RICH RETURNS FROM A POOR COUNTRY

In this abridged version of his three moving articles on the Foundation's website, Education Consultant **Will Thomas** writes of how he became involved in the Manisha Child Welfare Foundation's work in West Nepal and of the lessons he learned. The Steve Sinnott Foundation and the Manisha Foundation are now working together in Nepal's Palpa District, supported by the Teachers' Group Educational Trust,

On a cold December day in 2006, over a cup of tea at the British Library I first met Mahendra Man Shakya, a towering giant of a man. At the age of 14, he began fund-raising to support fellow Nepalis affected by a ferocious monsoon season. He went on to help the Ghurka Welfare Charity supporting the families of Ghurka soldiers injured or killed in action. In 2003 he established The Manisha Child Welfare Foundation Nepal.

Within the space of two hours, this gentle giant had reduced me to tears with the stories of the lives of the poorest families in his homeland. He spoke of the children who walk 4 hours to school in the morning and 4 hours home on one meal a day and yet still made amazing progress in Maths, Nepali and English, simply because their education is their route out of the poverty trap. In more than a few schools, he told me, children must run the risk of being attacked by leopards on their school journey.

I vowed to help in whatever way I could and began rallying support to raise funds. Then, later, came a curious and enticing invitation from Mahendra: "Come out to Nepal in the autumn and see for yourself what is happening".

In the event there were four of us who made the trip. It was a life changing experience in which I came to understand at a profound level the vital importance of primary education in solving global problems and eradicating poverty.

Our journey took us to Pipal Danda, a remote mountain village. The usual road trip experience was heightened further by hair pin bends and breathtaking scenery. After 3 hours we left the road altogether and began up a tight zig zag road up towards Pipal Danda.

In the village we were treated to local dancing and music and then we made presentations to the school, in particular money that had been raised back home and all of the pens and paper we could cram into our cases.



As I was given a tour around the school later, again I could not hold back the tears. A landslide had destroyed the toilet, so bushes next to the school had become the place where children defecated. The retaining wall that kept the school building from sliding down the hill into the villager's homes had collapsed in the monsoon. The children were almost constantly infected with conjunctivitis and lice were clearly evident. The classrooms were dark, without electricity and full of rubble and debris. The only resource was a blackboard, but there had been no chalk in the school for many years. Books, pens and paper of any kind were absent.

This school had only a leaky tin roof, no resources but a rich oral tradition and hope on its side. The deputy head of the school joined us and I felt his immense passion for learning and for changing the lives of these children. After the tour, composure restored, the four intrepid UK visitors embarked on a new mission. Four rookie EFL teachers were about to spend a chunk of our trip teaching English to the children. This was just amazing. From age 4 to 11 we took turns with the different year groups. We shared songs and actions, they learned how to "high 5" and everyone had a brilliant time. A serious amount of new English vocabulary and grammar was learned by all. The responses from the children were just incredible, their engagement levels and speed of learning was impressive and the sheer joy at the availability of basic resources was moving. The faces of the children will be etched in our minds forever, as they joined in with games and activities we brought to them.

Our month away left us with profound realisations. We came to know that learning is a universally exhilarating experience, and that it leads to opportunity and connection between people. Furthermore it is a two way process. We can learn as much from them as they learn from us.



Everest Inn
is proud to support
education for
children in Nepal





THE STEVE SINNOTT FOUNDATION EDUCATION TEAM

Foundation Education team member, Penny Clayton, describes how the team supports the Foundation's work.



We're a group of education consultants, collectively known as TGIM (Thank Goodness It's Monday) with a wide experience of teaching, school leadership, coaching and teacher/school leader development. Mary Sinnott, SSF Director and teacher, is a welcome addition to the group.

How do we work?

Connect → **Engage** → **Set Free**

Our approach is based on the belief that communities the Foundation works with already have experience, skills and wisdom. We aim to provide a process which enables:

- i) access to ideas and support for teaching and learning
- ii) engagement in professional dialogue between and across communities
- iii) educators worldwide to have links with a range of organisations and on-line services.

From the outset we work to understand the contextual and cultural background of a community, discover what's in place and working well, identify the needs and consider how they might be met. In all our work we pay attention to the needs of the learner and seek creative solutions for teacher and school development. We're committed to teachers and school leaders helping each other to learn from progress made in their communities and to the notion of sustainability believing it to be an essential key to communities becoming independent.

What have we been doing?

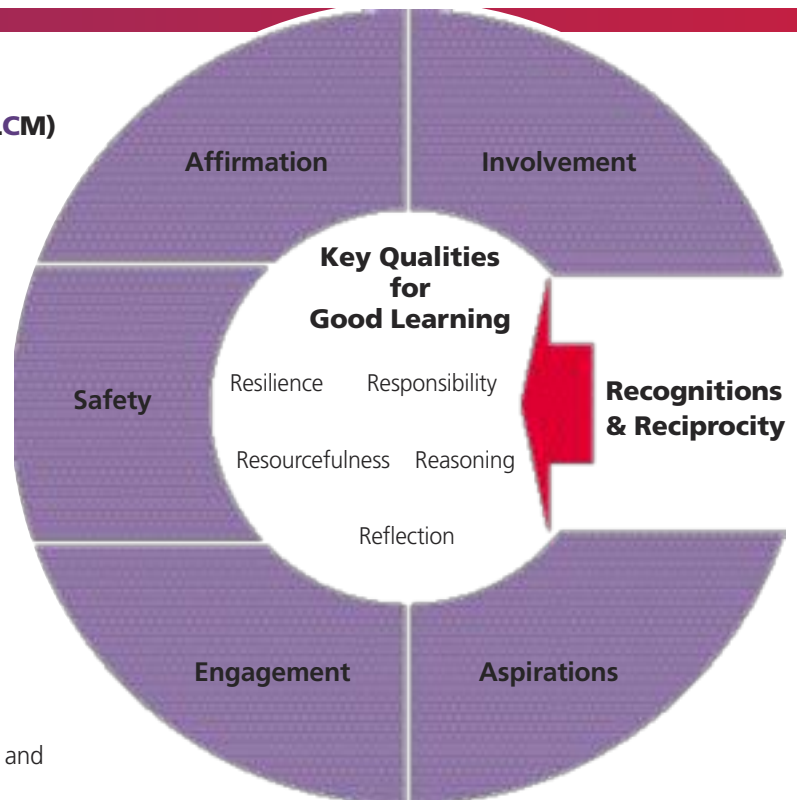
Our document, 'Educating for Education', which can be found on the Foundation's website, exemplifies our approach for working with communities around the world. We have a model for learning which we believe can be applied in most educational settings. It highlights what we believe are the core elements of entitlement for children's education whatever the curriculum content and we'll urge those engaged in projects with us to adopt it.

Applying our work

Our work with three schools in the Nepal project is now underway. These schools have been linked with three schools in the UK for mutual benefit. The project provides opportunities for the UK schools to partner a carefully chosen school in the developing world and be part of a reputable charitable organization with the sole aim of promoting universal education for all children. For the UK schools we see a number of curriculum possibilities.

SSF The Global Learning Community Model (GLCM)

GLCM – is the brainchild of SSF and TGIM 5 R's drawn from Alistair Smith and Nicola Call, The Alps Approach.



1. Through the curriculum – as single subjects or cross curricular

- Citizenship – identity and diversity
- PSHE – respect for all
- Historical, geographical and social understanding
- Understanding communication and languages

2. Through the learning of key concepts

- Understanding of basic human needs
- Understanding of differences and similarities of living and learning contexts
- Appreciation of the commonality of values
- Awareness of human rights

We offer support for partner schools by:

- Leading briefing sessions on the educational values of the Foundation and on the communities involved in the project. These are also opportunities for participants to engage with each other on how best to work with their partner schools and to consider their own school's capacity for levels of activity.
- Providing a bank of information such as web addresses connecting to freely available educational materials from a range of charities and other NGOs.
- Offering a menu or list of ways in which partner schools may connect with each other to enhance the educational value of their engagement. The list includes activities such as:
 - Pupil : pupil letter exchange
 - Provision of disposable cameras and postage to use and return / send to give a photographic account of each other's school.
 - Teacher : teacher exchange of ideas, teaching and learning methodology and pupil achievement.
 - Teacher and pupil : teacher and pupil exchange of local and national information such as the environment, landscape, history, government, culture, the arts, food.
 - School leader: school leader exchange on leadership and management issues.

We're also happy to support partner schools in the UK and elsewhere by taking a solution-focused approach to some of the more challenging issues.

On the Foundation's website, you can find out more about us and join in the Foundation's worldwide online community of teachers sharing experience and expertise. The website is the place to meet. See you there! www.stevesinnottfoundation.org.uk.

HOLE IN THE WALL

Prof. Sugata Mitra describes how his experiment has turned into a new method of teaching and learning

In 1999 a computer with an internet connection was left embedded into a wall adjoining a slum in India. A month later, it was found that children from the slum had taught themselves to use the computer and had picked up some Mathematics and English skills as well. We concluded that groups of children from disadvantaged and remote settings can learn to use computers and access internet resources, on their own, if given appropriate free, public and unsupervised access.

This was the beginning of 'Hole in the Wall' (HIW) experiments that have since been replicated successfully in the remotest corners of India. What came through unequivocally in these experiments and further work on self organizing systems in education, was that groups of children, irrespective of who or where they are, or what language they speak in, given free public access to computers and the Internet can not only gain computer and internet skills but English, Mathematics and social interaction skills as well.

HIW inspired 'Self Organised Learning Environments' (SOLE) and 'Self Organised Mediation Environments' (SOME) have proved to be universally applicable over the years. We found that such mediation environments can offset many limitations that schools in geographically remote areas suffer from, such as lack of qualified and trained teachers. The presence of a 'friendly, but not knowledgeable, mediator' can enable children to reach similar levels of learning as in formal advantaged schools with trained teachers.

We went on to set up a 'cloud' of 'eMediators', mostly retired school teachers with broadband access from their homes. Schools can access this 'cloud' over Skype and children can interact with the mediators over free video conferencing. (see www.solesandsomes.wikispaces.com for Skype video conferencing details) Interestingly, in the hands of good teachers, these methods can be powerful motivators for children, resulting in better performance.

Self organised learning environments (SOLE) can be set up in schools with as much ease as around a Mumbai slum. The point is to have a freely accessible and highly visible space inside a school where 6-12 year olds can work in groups around a computer. SOLE works on the concept of a learning environment rather than a conventional computer laboratory. The placing of computers inside the SOLE, colours around the space and arrangement of furniture is

imperative to gain maximum from the arrangement. The computers should have freeware such as Open Office, MS paint or Adobe Photoshop for children to work with. One of the computers in the SOLE should have a camera and a microphone installed in a way that the person communicating with the children over Skype should be able to see all of them around the computer.

A 'friendly but not knowledgeable mediator' is also required to keep an eye on things, resolve disagreements amongst children and ensure that they are safe. Ideally, this would be an educated grandmother who children could call for when help is required but will not teach, suggest or direct children's activities in anyway.

Each class should be able to use the SOLE for about 90 minutes every week, during which a teacher will engage the children with questions keeping her interventions to a minimum. The essence is to stimulate self-learning among children.

The SOLE should be open to use by any child in the school outside school hours and on weekends. Remotely mediated sessions (with e-mediators or video mediators who are experienced teachers willing to provide an hour or more of their time) can be helpful in stimulating learning in 5-7 year olds. These sessions can also be used for older children to interact with experienced teachers.

Many schools have reported this as an excellent means of stimulating free learning, observing class and group dynamics, improvement in the quality of class cohesion and improving relationship between teacher and students. Increasing penetration of computer technology and broadband into rural areas in India has triggered the possibility of new forms of learning like SOLE and there are many opportunities for experienced teachers in the UK to get involved. To let 72 million children have access to education by 2015, we need to think differently.

** Prof. Mitra is the Professor of Education Technology at the School of Education, Communication and Language Sciences at Newcastle University, UK. He is also the inventor of 'Hole in the Wall' experiment. Contact him at Sugata.mitra@newcastle.ac.uk or Sugata.mitra@gmail.com*



Photo: Prof. Sugata Mitra



Photo: Prof. Sugata Mitra

PARTED BUT UNITED

BROKEN HILL SCHOOL OF THE AIR: BRINGING DISTANCE EDUCATION STUDENTS TOGETHER

For many children in remote areas, the provision of education in a physical school environment is not a realistic option. Here **Brett Bertalli**, the New South Wales Teachers Federation Organiser for the state's far west region, describes how education can be delivered in these areas.

From the early 1900's, the education of isolated children across Australia was catered for by Correspondence Schools in the capital cities of their respective states. Lessons took days if not weeks to reach their destinations by Australia post. Due to vast distances the children often completed their schooling without ever meeting their teacher or schoolmates face to face.

The aim of School of the Air (SOTA) was to decrease the social disadvantage and provide a quality public education to isolated students. The first "School of the Air" in Australia was established in Alice Springs, June 1951. In February 1956, School of the Air at Broken Hill was officially opened.

In the early 1990's, decentralisation of distance education in NSW occurred with other "radio schools" or Distance Education Centres being established at six sites. The radio was provided by the NSW Department of Education and Training. A contractor maintained the studio and ten relay towers within the network. A centrally based technician was employed by the Department to install and maintain all home sites.

Isolated families enrol at their closest

Distance Education Centre. Today, School of the Air Broken Hill services an area of approximately 0.8 million square kilometres and has an enrolment of approximately ninety students.

In 2003, the radio network was replaced by the Satellite Education Project (SEP). SEP provides interactive learning experiences for all isolated enrolments at SOTA. Lessons are delivered from the teaching studio in Broken Hill and received in each home site on computers provided for students together with a number of peripheral devices to support this mode of lesson delivery.

The introduction of the Satellite Education Project has enabled School Of The Air to access a wide range of suitable technologies that have assisted in breaking down the barriers of isolation and enhancing educational and social learning experiences for all students. With ever evolving technology, teachers are now able to display students work and use teaching methods previously unavailable. Student learning experiences can include prompting questions for feedback, sending and receiving email, sharing software applications, teacher demonstration and modelling through video conferencing.

Christine Warhurst, the Assistant Principal said; "Students and teachers are parted by distance but united by technology and the sky is the roof of our school. Students are becoming more expert with the technology and it is to their advantage in this day and age."



www.schoolair-p.schools.nsw.edu.au

Students receive at least one home visit from their teacher each year. This visit could be overnight, or for a day, depending on the distance from Broken Hill and the needs of the student. The teachers work with home supervisors to help with day-to-day school work of students. Home visits also provide an opportunity for teachers to assess the child's progress through testing and observation and to better cater for student needs having visualised their learning environment. Teachers are trained in the use of a 4 wheel drive and defensive driving skills before hitting the unsealed dirt roads. Teachers find the home visits extremely useful and integral to the student's education.

Each year all children are given the opportunity to participate in a face-to-face classroom with their year/grade at SOTA. The classroom can be from one to two days duration for children in Kinder to Year 2 or up to four days duration for children in Years 5 and 6. The children spend the time working with their teacher and peers. Social interaction and group activities are emphasised during classroom experiences. Whilst in Broken Hill, students are



www.schoolair-p.schools.nsw.edu.au

15 MILLION FOR 1GOAL - EDUCATION FOR ALL

Karen Garvin from the Global Campaign for Education updates us on the campaign through the FIFA World Cup 2010 in South Africa and how it has mobilised the world in support of education

What do pop sensation Shakira, Queen Rania of Jordan and Michael Owen have in common?

They all support 1GOAL!

With 201 football stars, 63 clubs and associations and 31 celebrities on board, 1GOAL has harnessed the popularity and power of football to mobilise people in support of 'Education for All'. By bringing together fans, charities and organisations around the world, 1GOAL has campaigned to make sure that the most important goal kicked in the World Cup is 'Education for every single child in the world'.



Andrew Cole, Socrates & Quinton Fortune in Soweto

The 2010 FIFA World Cup in South Africa was an opportunity to bring the world's attention to the fact that 72 million children are not in school, missing out on the opportunities that education provides. In the days preceding the World Cup, Jessica Alba, the U.S co-chair of 1GOAL visited Senegal, Ghana and South Africa while Shakira visited the Isu'Lihle senior primary school in Soweto, in support of 1GOAL.

"The World Cup captures the attention and hearts of millions. We must use this moment to raise our voices for 1GOAL and demand that this generation of children have the chance to fulfill their dreams and live up to their full potential through education," said Shakira. "I'm honoured to be part of this incredible movement."

Brazilian Legend Socrates teamed up with Manchester United stars Andy Cole and Quinton Fortune and visited schools in Soweto on 10 June for a lesson and football match for the 1GOAL campaign.

Marvelling at the skills and enthusiasm of students, they said that it is up to the World Leaders now to make sure that opportunities like the school in Soweto are replicated world over.

While 1GOAL's global appeal was enhanced by these high profile events in South Africa, a staggering 1 million pupils from over 9000 schools in the UK participated in Send My Friend 2010 and made giant supporter scarves that they will have handed to the Prime Minister by the time this story is published. Minister for International Development Andrew Mitchell, Deputy Prime Minister Nick Clegg and Business Secretary Vince Cable attended school events in their constituencies.

1GOAL has given people all over the world a unique platform to come together and tell the world leaders that education matters. With every supporter joining the campaign, the call for universal education has grown louder. The impact will definitely be felt and discussed at the Millennium Summit in New York this September.



TURNING EDUCATION FROM A PRIVILEGE TO A RIGHT: A CASE FOR AFRICA

George Weah passionately argues why Africa's future depends on education for its children

Five years ago, at the age of 38, I went back to school. I had played football for 20 years for some of the best clubs in the world but for all the trophies and awards, I had never had the chance to finish my education. So I moved to Florida and enrolled in a college to study for my high school diploma, sitting in a classroom with people that were twenty years younger than me.

I had to swallow some of my pride to do this but I am one of the lucky ones; I can afford to pay for my education and can travel to the United States to get it. In my country, Liberia, around half of all children go to primary school and just one in 20 go on to secondary school. Young children are on the streets instead of in the classrooms. Around 80 per cent of Liberians are unemployed.

It is a similar story across the continent. In Africa, education is not a right; it's a privilege for certain kids whose parents have money. There are 72 million children in the world who don't go to school and many of them are in Africa.

There is nothing as important as education; it prepares you for your long term goals. It helps you comprehend the world around you. But the challenges in Liberia are many. Too many families cannot afford to send their children to school. They are being left behind and it will damage the country.

That's why I have joined 1Goal, a new campaign to ensure that every child around the world has the opportunity to go to school. Backed by some of the world's best footballers, the biggest clubs and the sport's governing body, FIFA, 1Goal aims to get 72 million people around the world to sign up to the campaign; one for each child who does not have that basic right of education.

Education is a government responsibility but governments all across Africa don't spend enough on schools. We are calling on Africa's leaders to pledge 20 per cent of their budget on education. But we need help from the West too. If rich

countries gave an extra \$12bn a year then together we could finally promise every child an education.

This can be done. In the past 10 years 40 million extra children have gone to school but we need to do more. The new schools we build must be of a high standard. But it is not just about building schools, no. It's about what we put in them. In America, where I have been studying, every school I have seen has a library where students can read books and study hard. How many schools have a library in Africa? In America there is a public library in every community. How many public libraries are there in Africa? Every day there are new books coming out and new ideas being discussed. But these new books and ideas don't reach Africa and we are being left behind.

We also need more teachers. With well-trained and well-paid teachers we can create good learning environments in schools which will help more children. Smaller class sizes will make it easier for teachers to teach.

These things are crucial. Africa has to adapt if our future is to be better than our past. Everywhere in the world should have high standards of education, not just Europe and America. A lot of people, like me, leave Africa to study in America or Europe. If our standards improve they can stay in Africa and get a good education here.

From my own experience I know just how important education can be. After I passed my high school exams I was accepted onto a business administration degree course at DeVry University in Florida. The course is going well and I hope to graduate next summer. Education has given me new opportunities and made me a better person. I hope I can use the skills I have learnt to help others in Liberia and across Africa.

Every African should have the opportunity to go to school like me. Africa's future depends on education for all. If we come together we can make that dream a reality.



AN EDUCATION CENTRE FOR HAITI

Nicolás Richards, Education International's Solidarity and Development Senior Coordinator, calls for a great collective international effort to reconstruct education in Haiti

At 4.53 pm on January 12th 2010 the capital city of Haiti, Port-au-Prince, was hit by a devastating earthquake - 7.0 on the Richter scale. The time could hardly have been worse. Most of the population in Haiti's communities were under very poorly constructed buildings or out in the busy streets.

Many of the children were still at schools. Magalie Georges, a school director in Port-au-Prince, had just sent the last group of pupils back home after the afternoon shift when the roof of her office fell on her. She was saved by Jean Frédéric Lavaud, the General Secretary of the Confederation National de Enseignants et Enseignantes de Haiti (CNEH), who happened to be with her discussing union issues.

Magalie survived, but a still undetermined number of pupils and teachers lost their lives under the bricks, columns and iron that fell on them. 7,500 Primary schools and 750 secondary schools were completely destroyed. Desperately urgent support was needed for 350,000 children in Port-au-Prince and its surroundings. In total nearly half a million children were displaced.

Education International reacted immediately. Together with leaders of CNEH and colleagues from the UN Organization for Catastrophes and Humanitarian Aid we organised a working group to provide humanitarian help and start to support the reconstruction of education in Haiti. EI also launched an urgent action appeal among its members.

Helped by their support and generosity, EI was able to give initial aid to more than 1.200 teachers and their families.

But EI's most important commitment is now long term. There are many agencies offering humanitarian aid. We at Education International have to contribute the knowledge and experience vitally needed to help reconstruct Haiti's education sector. We've begun. With CNEH we're developing plans to help teachers and students to get back to their studies and jobs.

The government had planned to restart the school year by the end of March. It hasn't happened. The task is enormous. Displaced and refugee people are still living in schools. Many private schools were destroyed and are not going to be reconstructed. There are few classrooms left. 80% of the classes that do meet take place in tents. One of the biggest problems is that so many teachers have been lost.

Haiti's education problems are not new. Before the earthquake, almost ninety per cent of Haiti's schools were private. Of these, almost 50% functioned in private houses. There was no supervisory system and the quality of the education in many of these schools was very poor. Almost 50% of Haiti's children were out of school and the public sector simply didn't have the capacity to accommodate them.

The EI/CNEH plan is to campaign for quality public education, to influence the government, with the support of international aid agencies, to expand the public educational system. This means more and better school buildings and infrastructure, and more teachers with the benefit of quality training and regular, motivating pay.



Education International

On 16th June we met the Minister of Education. He admitted that international aid was not penetrating governmental structures. Schools are in tents with classes of more than 100 students. There is still a lack of well trained and certified teachers. The public sector is collapsing.

EI and CNEH have offered help and hope. We've been meeting with many EI members and fraternal organisations, among them the Steve Sinnott Foundation. They asked us to study what could be the best and sustainable contribution that fraternal organisations such as the Steve Sinnott Foundation could make. CNEH suggested that an Educational Centre would be a very important contribution. It could make a great contribution in the training of teachers with direct impact on student learning. This idea constitutes, according to Jean Frédéric Lavaud, a perfect answer to some of the needs of the communities and of teachers.

The Steve Sinnott Foundation is a perfect partner for both the Haitian teachers and the Haitian Community. In association with CNEH and other EI members, an enormously valuable service to the Haitian educational system can be put in place.

The idea was also shared with the Minister of Education. He wants to explore the how and when. Of course, right now, he is under great stress and pressure. His government must give urgent answers not only to the Haitian people, but also to the International Aid Donors.

We need to help him to put a concrete education plan in place, one which will tackle the earthquake emergencies and the educational needs of the country, which were so acute before it happened.

Educational International wants to work with the Steve Sinnott Foundation, other EI members, NGO's and fraternal organisations in a great collective effort to develop a sustainable and coherent response to the suffering of the Haitian people. We in EI see this kind of cooperation as one that can impact and contribute to the changes needed in a country that has been suffering a long time. We look forward to announcing to our members and to the global educational community that we are working together.

The Foundation is committed to the establishment of the Steve Sinnott Education Centre in Haiti. We need offers of help and support to pour in, either through messages on the Foundation website at www.stevesinnottfoundation.org.uk or by email to postmaster@stevesinnottfoundation.org.uk



Educational International



Educational International

INVESTING IN THE FUTURE: UK GOVERNMENT'S COMMIT- MENT

Parliamentary Under Secretary of State for International Development,
Stephen O'Brien outlines the Government's vision for achieving the Millennium
Development Goals for Education.



Achieving education for all by 2015 was always going to be a challenge. Although good progress has been made over the last decade it is a tragedy that 72 million primary aged children cannot access any form of education.

We, who have benefited from education, know of its crucial importance in helping us to realise our full potential. Education is not only a basic human right; it is an investment in future generations. For the millions of children living in the world's poorest countries that investment is vital. That is why the UK's Coalition Government will prioritise aid spending on programmes that ensure children can access a good quality basic education, particularly girls.

Whilst we seek to ensure that the disadvantaged are given the opportunity to go to school, we must not lose sight of the need to ensure that their education is a good education. Improving the quality of education is complex and multi-dimensional, but we have a good idea of what works: A good school is one that is accessible to every child in their locality, with enough trained and committed teachers to meet the learning needs of every child. Classrooms should be well equipped, safe and free from harassment or discrimination. Girls and boys should have equal rights. The same goes for those living with disability or HIV/AIDS. Learning materials should be available. The school should be well led, managed and governed, supported by an efficient education system that strives for education excellence and is responsive and accountable to the public. We expect this for our children here in the UK. We should expect no less for children everywhere.

Teachers are the unsung heroes, critical to the achievement of education for all. The acute need for additional teachers and better teaching will require more cost effective training as well as addressing the challenges of teacher motivation, attendance, remuneration and career progression. The UK is working with development partners and national governments, international organisations, the private sector, civil society and unions to raise the quality of teaching and learning, particularly for basic literacy and basic numeracy – and to support the capacity of teachers to train other teachers.

Our support to education will be focused on delivering results for children in poor countries and ensuring value for money for our investment. How this support is provided will be determined by what is appropriate in the country context and how our support can have impact and make real improvements. On 11th July the Secretary of State for International Development, Andrew Mitchell, attended the 1GOAL Education For All Summit in South Africa, which used the momentum of the World Cup to garner support for education. We now look to a successful UN Summit, in September, to build on 1 GOAL and re-energise international efforts towards achieving education for all.

FAIR TRADE-OFF

Behind the endless production and consumption in the world are unseen names and faces - people and communities at the bottom of supply chains who keep much of this cycle going, while being deprived of basic rights themselves. High Street coffee chain Costa Coffee has found a way to reinvest in one of those basic rights – the Right to Education. Here is how the Costa Foundation tells it.

Costa is fast becoming a leading global brand.

More than 530 cups of coffee are sold every minute in Costa stores from Brighton to Beijing. This is not possible without the efforts of the people who grow the coffee beans used – people who live in some of the poorest and most remote regions of the world.

In 2006, Costa decided to try to make life better for these communities by funding educational and nutrition programmes which provide the knowledge and skills to improve their economy and put much-needed food on the table.

The company founded its own charity, the Costa Foundation. This is funded through a direct annual donation from Costa, activities by stores and match-funding from owners Whitbread. By the end of 2010, the Foundation will have:

- Funded 16 schools
- Built 76 classrooms
- Given over 7,600 children access to education
- Provided jobs for 146 teachers.

“Experience has shown that a Costa Foundation project brings together the local community and ignites a sense of ownership which was previously lacking,” says Foundation manager Piers Blake. “Their pride in the new facilities makes them want to improve other aspects of their life, and our projects have also been the catalyst for further investment from local government and other organisations.”

Outside lesson time, the schools become community centres, providing health facilities and evening classes on everything from farming and managing natural resources to HIV awareness.

In Ethiopia, where 99% of children were unable to go to secondary school as the nearest was a three-hour walk away, the Costa Foundation built a new high school with eight classrooms serving 960 children in two shifts. Its success is now inspiring similar projects in other regions.

In Colombia the Minister for Education hailed one project as the perfect model for schools in rural Colombia, often the breeding ground for terrorist and criminal activity among young people frustrated by the lack of opportunity to educate and better themselves. A week later the government signed an agreement to provide 40% of the funding for similar schools throughout the country.

And at Tucuru in Guatemala – where almost 50% of the population is under 14 – a Costa Foundation school is helping to change the life of the pupils’ mothers. Costa is part-funding a literacy programme to provide local women with education for the first time in their lives.

“The Costa Foundation is delighted its work is supporting UNESCO’s Education for All initiative and the second Millennium Development Goal,” said Piers. “We’ve shown that investing in education in developing countries gives local communities the drive to help themselves to a much brighter future.”



