



The
STEVE
SINNOTT
FOUNDATION

TWENTY FOURTH EDITION

Engage



Let Education Create a World of
Equality and Opportunity

*'People working together, sometimes with different motivations,
can change people's lives - can change worlds.'*

Steve Sinnott

Jerry Glazier



FOREWORD

Thank you for reading this 24th edition of the Foundation's Engage magazine. This edition is focusing on the importance of human rights with links to publicly funded, quality and universally provided education.

Challenges in society are ever present. However, the last two years of the pandemic have graphically reminded us of the impact of the lack of equality in our diverse and vibrant world. The power and resource of the developed countries have thrown into sharp relief the real impact of Covid19 on developing countries. While, wherever you are, poverty has a profound impact on access to education.

Human rights enable but cannot be fully established without access to quality education provision.

The Foundation will continue to do all that it can to enable access and enhancement to quality education. This ultimately will have major benefits in delivering improved human rights for all globally.

JERRY GLAZIER

From the Chief Executive's Desk



I feel very proud that this edition of Engage focuses on human rights. It is very timely given the things that are happening in the world in 2022; war, climate change, racial and gender equality issues to highlight but a few. We believe it is possible to make changes through human rights education, whether that change be climate change, gender equality or racial equality through learning together and peaceful activism. Now is the time to encourage each other and to work together.

Last year, in partnership with the National Education Union (NEU) and Gambia Teachers Union (GTU) we decided to produce a resource pack which would encourage young people's voices globally to be heard on the issues that are important to them. How can young people affect change on human rights issues? We have come to realise that they need to understand themselves, where they come from, their place in their community and how they are connected to others. Working with a group of educators and students we also partnered with The Big Draw to get their support and advice. We launched a competition to kickstart this work, "*Creating Change – The World I Want to Live In*," using the creative arts to explore the themes that young people have told us are important to them. We have been enjoying seeing all your competition entries and if you haven't already registered you can register: <https://www.stevesinnottfoundation.org.uk/human-rights-competition>

In every edition of Engage we want to keep the conversation about the importance of education alive and share innovation and great stories of progress in achieving Education for All children everywhere. You can read about our project updates on pages 8 and 9.

There are lots of ways you can get involved in improving education for all children everywhere, you can join the **Send My Friend to School Competition** for this year which is focusing on the provision of well qualified, trained and well supported teachers across the world. Teachers are essential to providing quality education and without them there is no hope for our young people today and the future generations to come.

At the Foundation we are working on tackling period poverty, training teachers on gender-based violence, providing access to learning in mother tongue and providing digital classrooms. There are many projects to support and there are some ideas on how to support our work on page 15 and 16.

I hope many of you will join us for the first virtual UNESCO ASPnet U.K. Conference **Connecting for Peace** on Friday 17th June, you can read more about this and register your place on page 14.

We are delighted to welcome Dr Nira Chamberlain as one of our patrons from the 1st April. Although I have had the privilege to hear his story on many occasions, I never cease to be amazed by the hurdles that he had to overcome to make it as a successful mathematician. I hope you will be as inspired as I am by his story to want to effect change in this world (page 6). This is what makes us human, sharing our stories, connecting and understanding each other and creating change for the future together.

The Future of Education

BY ROSINA DORELLI, FOUNDER AND DIRECTOR OF DA VINCI LIFE-SKILLS.

Article 26 of the United Nation's Universal declaration of Human Rights (1948), relates to education. Part of section 2 states that, "Education shall be directed to the full development of the human personality." I would like to question whether the current English state education system is adequately meeting this goal.

What is implied by, "the full development of the human personality"? Do we have a common personality? Science has shown that humans have large complex brains and live in large complex social groups. We appear to have a strong sense of curiosity that leads us to want to explore, understand and manipulate our environment. Research suggests that, "intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience." (Stern, 2017). Is focusing on a narrow set of academic skills and sitting high stakes exams the best way to fully develop a human personality, to enable them to flourish in life?



Humans have a unique mental flexibility to adapt to our changing environment, but the transition from hunter gatherer tribes to the industrial revolution happened in just a few thousand years, "the genes that guide human brain development have not undergone remarkable changes during the last 50,000 years. This means that as a species, humans are genetically adapted to accomplish requirements of the world as it existed at approximately 48,000 BC." (Stern, 2017). Designing a well-rounded education system for the modern human is therefore a complicated task that perhaps requires a combination of ancestral knowledge and modern technology.

The current UK state education system was invented at the end of the nineteenth century to meet the needs of the industrial revolution and to prepare children to live in an increasingly complex world. It has helped to raise standards in literacy and numeracy, provided opportunities to bridge the class divides and improved our economic progress in the global arena. The UK ranks 15th and 17th in world literacy and numeracy according to the studies lead by the OECD's 2018 PISA reports, but, "the UK's students were also found to have the second lowest levels of "life satisfaction" in the OECD." (The Times, 2022). So where are we going wrong?

We are now entering a new technological revolution, with the rapidly advancing inventions of smart phones, virtual reality and AI. It is an increasing VUCA (Volatile, Uncertain, Complex and Ambiguous) world. We can no longer predict what our children's future will look like. Businesses are complaining about the lack of skilled workers, not just in IT, but in life-skills such as teamwork, self-management and creative thinking. Hi-stakes exams are causing depression because, "a third of pupils in England are in effect written off at 16 because they fail to get grade 4 or above in English and maths GCSEs" (The Times, 2022), add this to the threat of climate change and the unethical use of dopamine addiction in many social media platforms, it is no wonder that we are seeing an alarming increase in unhappiness and mental health issues in our young people.

We have founded Da Vinci Life-Skills to help tackle some of these problems. We have created a vision of what education could be in the future, directed to the holistic development of the whole human personality. Based on extensive research, we are building a new curriculum and assessment model to meet the needs of future generations. We are focusing on the development of life-skills and how to nurture human beings' inherent curiosity and love of learning. Our 5 project pathways explore a range of academic, physical, social/emotional and creative/intuitive skills, guided by the UK National Curriculum and student interest. We believe that a convergence of ancient wisdom and technological innovation can guide us into a creative, ethical and sustainable future for all. To find out more please visit, <https://davincilifeskills.com>.

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Do I look like a Boxer?

DR NIRA CHAMBERLAIN

**IMMEDIATE PAST PRESIDENT OF THE INSTITUTE
OF MATHEMATICS AND ITS APPLICATIONS**

**CHAIR OF THE BLACK HEROES OF MATHEMATICS
CONFERENCE AND PATRON OF THE STEVE
SINNOTT FOUNDATION**

One day while walking down a high street in a foreign country, the residents there thought I was the boxer, Iron Mike Tyson! Little did they know that I was not a boxer I was actually a mathematician!

My name is Dr Nira Chamberlain OBE and I am a Professional Mathematician. However, I was not destined to be a mathematician.

Let's start with
this quote:

*Talent is equally
distributed
but opportunity is
not.*

Do we agree or
disagree with this
statement?



Those who disagree (which is their right) may say that opportunities are open to everybody! However, if we just take the United Kingdom for example, Black Caribbean children are three times more likely to be excluded than their white counterparts.

This is one example of frightening disproportionate statistics. Another is the fact that, despite making up 14.2% of the total population, Black Americans receive about 7 percent of the doctoral degrees awarded each year across all disciplines, but they have received just 1 percent of those granted over the last decade in mathematics. For a [Black Mathematician, What It's Like to Be the 'Only One' - The New York Times \(nytimes.com\)](#) In the face of such statistics, some will argue that opportunities are equally distributed but it is the talent which is not. There is this horrible stereotype which is played out, either in a biased or unbiased way, that "Black People are Intellectually Inferior". [The unwelcome revival of 'race science' | Race | The Guardian](#) Though I am unclear of the origin of this statement, from personal experience I know that is damaging to the person that receives and believes it.



As Educationalists, no matter who we are, Black, White, Yellow, Teacher or Pupil, we have to challenge negative perceptions of ourselves and others that will lead to reduced life opportunities. We all grow stronger and our lives are richer in a diverse community.

So, what was my personal experience?

When I was eight, I loved playing with calculators, pressing buttons at random pretending I was a "Super Mathematician". However, by the time I was 15, my career teacher asked me what I wanted to be when I grew up. I stated that I wanted to be a mathematician (or something like that). The career teacher said that someone of my physique should become a boxer! I went home and told my Dad. My Dad was born in Jamaica and is part of the Windrush Generation, immigrants from the Caribbean who came to the UK in the 50s and 60s. Now my Dad, who has not received formal higher education and worked in the car factory told me this, "You don't need anybody's permission to be a great mathematician"

I only half believed my father at the time but went on to do A levels, Degree and a Masters in mathematics. However, I was persuaded and discouraged to do a PhD. "[Black people don't do PhD in mathematics, we are not clever enough](#)". See [Is Science for Us? Black Students' and Parents' Views of Science and Science Careers - ARCHER - 2015 - Science Education - Wiley Online Library](#) for similar quotes.

However, when I was in my 30's and my son was 4 his Infant school teacher ask him who he wanted to be? My son said he wanted to be a mathematician. The infant school teacher said to my 4 year old son,

"*You will never be a mathematician but you might grow up to become a singer!*" From then on, hearing this and finally fully believing what my Father told me I started studying for a PhD and became a Professional Mathematician.

Today, I am the Chair of the Black Heroes of Mathematics Conference – showcasing inspirational Black mathematical role models from around the world. I also was awarded the OBE after being named on the Queen's New Year's Honours List. I wish to declare that mathematics is for everybody and so is education for everybody? I ask, do I look like a Boxer? Or more importantly am I the content of my character inside?

Human Rights Education Should Lead to Action for Change

BY MARTIN SPAFFORD

Martin is a retired teacher and is a trustee and active volunteer with Journey to Justice focusing especially on training.

Have you ever looked in my eyes?
Have you seen the sea reflecting in them?
Have you noticed the sun disappearing in the darkness of my pupils?
How would you feel if your bones were aching every day?
... I was thin as a tree branch, losing its leaves.
My bones were as fragile as a bird's bones, crushed by a lorry.
I was leukaemia, but leukaemia never beat me
- Alexandra Letu (aged 12)

Alexandra's 2015 poem, telling how she survived bullying and fat-shaming, embodies our belief that stories of people who have successfully acted for human rights can galvanise confidence to act for change. For Journey to Justice, human rights education should lead to action, making learners feel equipped and able to challenge injustice and inequality that they face.

We believe galvanising people to take action using the arts is key to effective human rights education. This was central to our touring exhibition: as Marcuse said, 'Art cannot change the world, but it can change the hearts and minds of those who can.' By telling human stories from the US civil rights movement alongside 'hidden' local stories from across the UK, we connected communities and provided a space for education to take place. Communicating stories such as Newham schoolkids stopping the deportation of their classmate, Birmingham strikes led by Asian women workers and a landmark gay rights case in Nottingham, offered people a sense of what is possible. One visitor wrote: 'The exhibition shows how there is no small action ... [and] ... inspires to be realistically positive about what one can achieve and go for it.'

During our exhibition journey, we realised how the UK's deep economic inequalities have been central to human rights injustice. We think a focus on economic rights to health, shelter, employment or a living wage is an important feature of future human rights



education, one that is frequently overlooked. Our new Economic (In)justice project draws attention to this, telling stories of people who made real grassroots change in their communities and of campaigns using successful nonviolent tactics. We include the Welsh grandad who achieved change in the law affecting all disabled children; a Newcastle care home dispute energised by music; and grassroots environmental campaigners from Yorkshire to Bristol. We also have experts in their field explaining how our society became so unequal.

Human rights education also needs to avoid a 'colonial' concern for 'others' perceived to be 'worse off'. When Sierra Leonian pupils wrote with striking frankness about their fear of the power of secret societies – usually a taboo subject – East London children responded with their own fears of being drawn into gang violence. This was an exchange of equality, both groups aware of human rights challenges they faced and seeking mutual solidarity. They – like Alexandra – had a great deal to teach us.

In our experience, human rights education is as much about learning as it is about teaching, and the stories we tell in our archives seek to encourage people to make their voices heard.

I am shy,
But I can start a riot.
Don't be fooled by my silence.
I am soft, soft in the voice.
I am strong,
So, I will not be QUIET.
- Samira Hussein (aged 14)

Our economic (in)justice project is at www.economicinjustice.org.uk - podcasts soon to be on major platforms. We are also producing a physical 'suitcase' version for training and where there is no internet access. Our workshops share stories with those who can then pass them on to galvanise their own learners and communities. Our online exhibition with 100+ stories is at www.jtojhumanrights.org.uk.

Do we live in the best possible world?

DR ROBIN BEVAN

"Robin Bevan served as elected national president of the National Education Union in 2020-21, following many years in trade union leadership. A teacher since 1989, a Headteacher since 2007, Robin is committed to ensuring that education in all our schools reflects the values of the future society we would wish to see as a legacy for the next generation."

"Do we live in the best possible world?" "Have we come to the end of all the changes that our society needs?" "Should we be working towards a transformed future?"

At the heart of the vision for the school which I lead, as Headteacher, is an expectation that we are working to cultivate a new generation of activist leaders. Our vision is to educate pupils – through the curriculum, extra-curricular provision and the 'way that we teach and lead' – to be agents of change: knowledgeable, skilful, empathetic, and committed to worthwhile causes.

Working life with young people in a secondary school can be challenging. There are trends in society that can feel dispiriting. For a decade or more, in the UK, our national leaders have conspicuously failed to communicate a narrative of hope for the future. Indeed, they have – to a large extent – advance their policies on the basis that 'the past was better than the probable future'.

And yet, sat in front of year group assemblies, I often ask the questions that opened this article. And, without exception, every young person responds positively. Our young people recognise there is much that needs to change. The next generation is clear what needs to be done.

Schools exist for the society that is yet to be. Sadly, in England, education is too often shaped within frameworks that retain patterns of privilege, hierarchy, employment and economic resource. For some, education exists only to leverage personal advancement; for others, it's there only for employment; and there are even those who see publicly-funded schooling solely as a mechanism to minimise social security payments and limit criminality.

When we ask young people about the best possible future, their answers are compelling. They have varied views, but there are repeated threads. They look to a more international, global future, with permanently permeable national borders.

They speak of the need to address poverty and relative poverty. They know the reforming journey of equality and inclusion is not yet complete: across strands of gender, sexuality and disability. They openly accept the challenge to our global ecosystem and the need for a paradigmatic shift in the use of non-renewables. And so we set out to infuse the school with a culture that welcomes and celebrates diversity. This work has been initiated, developed and led by students: speaking in assemblies, developing displays, organising events on Black History, LGBT+ rights and disability.

Our school openly recognises that climate warming represents an impending existential threat. We set out to reduce substantially the reliance on fossil-fuel transport for school journeys – for students and staff. This work has been shaped and enacted by students: leading cycling events, visiting countries with high levels of cycling engagement, overcoming cultural barriers to bicycle use and dispelling myths regarding the safety of urban cycling.

Our school now has one of the highest levels of daily cycling of any school in the country. We have had to expand secure storage provision to allow for 250 bikes daily.

Our school acknowledges that relative wealth brings privilege, and that – for international trade – this allows Western consumers, unwittingly, to exert purchasing pressure that drives down the market price of cash crops in the country of origin. We set out to promote Fairtrade principles: sourcing, using and selling Fairtrade produce. The relevance of mass campaigns of low-level consumer actions has profound authenticity when our students have worked alongside coffee farmers in India and welcomed a Colombian hill farmer to the school.

If, as Herbert Spencer suggested, the great aim of education is 'not knowledge but action' then the greatest pedagogy must be participatory immersion in acts of social change. There is a compelling challenge for all educators: to explore and articulate a clear framework of values for our work, to interrogate whether our provision is consistent with our values, and then to initiate social action projects that align pupil learning to our renewed and purposeful intent.



Project Updates

Here are some brief highlights of the past 12 months and our plans for the year ahead. Remember to check out our blog on the website for regular updates and more detailed information.

<https://www.stevesinnottfoundation.org.uk/projects>

Positive Periods and Gender based Violence Training

We have supported over one hundred and twelve thousand women and girls with the Positive Periods programme in The Gambia, Sierra Leone, Cuba and Haiti so far. We are continuing to support the Positive Periods and Gender Based Violence programmes with more training being carried out this year. We are working on developing a new learning resource centre in Makeni, Sierra Leone.

Access to School

In 2021 we provided 145 bicycles so that students in rural areas in The Gambia could get to school safely and ready to learn. We hope to double that number for 2022. The digital classroom in The Gambia has proved a success with increased attendance for students and access to vital resources for teachers.

Contextual Learning

We are proud to be supporting the Alfa Kreyòl Literacy project in Haiti and you can read more about this on page 9. We are also extremely proud to be supporting teachers in The Gambia to write and publish their own story books which will be shared in schools later this year. The Local Stories Programme is part funded through the legacy of Joyce Moore who was a member of the National Union of Teachers, we are very grateful that her legacy is continuing to provide Education For All.

We believe it is so important for children to learn in their mother tongue language and be able to know and share stories that help them make sense of their world.

We asked teachers why they believe it is important and this is what they told us:

The importance of books with local stories

- Local stories raise the socio-cultural awareness of the readers.
- They promote the values of love, unity and social cohesion.
- They enhance the preservation of the socio-cultural history of the local people.
- They aid readers to relate the stories with their local realities.
- Readers easily understand the setting, themes and plot development of the stories.
- Local stories teach moral lessons to readers within their own cultural context.
- Local stories promote an understanding of the people and their perspectives on a variety of issues.
- Local stories educate and entertain readers by celebrating their own culture.
- Stories encourage listening and learning about one another, to develop understanding and empathy.

Updates From Haiti

In January Billy Jean, our Project Manager in Haiti, visited our projects in Limonade. This is what he told us.

As we all know, Haiti has continued to suffer political turmoil and inflation has spiraled out of control, largely the result of the gasoline crisis. Food insecurity remains endemic with widespread acute and chronic malnutrition. Violence and kidnapping have become rampant with organized gangs taking over entire districts, especially in urban centers. President Moïse was assassinated last summer. The future remains uncertain.

On a positive note, all of our project staff and participants are safe, and it was fantastic to meet all of the team who are working to deliver the Alfa Kreyòl Literacy and the Positive Periods programmes but the daily struggle to survive has clearly affected everyone.

Billy Jean our project manager in Haiti, pictured here, visiting the Positive Periods and Kreyòl literacy projects.



Alfa Kreyòl Literacy Programme

Chancy Jacques and his team are seeing depleted classes but they are careful to stay in touch with those whose difficulties prevent regular attendance. This ensures that they remain part of the Alfa family.

The Covid pandemic was generally unmet in Haiti and during the last few months of the year an epidemic of undiagnosed fever spread throughout the Limonade area. This outbreak continues and further reduces Alfa attendance.

I was unable to meet Chancy at KOFIP (Kolektif pou Finansman Popile), where I met with him initially and sat down to discuss the Alfa Kreyòl project, I met him instead at Sonje Ayiti's school. It was good to hear the progress Alfa has made despite all of the challenges. Alfa now provides classroom(s), an office or offices, staff meeting place, and storage for supplies. There is even a kitchen for the time when the food project can be restored.

In April each year Chancy organizes a 2-day staff training/workshop (fomasyon). The team meets monthly to share and discuss their work, but this annual event provides an opportunity for extensive review, innovation and team building.



By creative job sharing among the team of facilitators, two new sites have been established in areas seeking Alfa. Antwan Cheriza now has a class in the historic Fose Kapwa/Chabanon area. Liknel Gerye has long wanted to take literacy up the mountain beyond Piste. He has finally succeeded, working with volunteers to build a shelter (tonel in Kreyòl) and gathering many local residents of Bouchwo who are illiterate.

Goute Sel, the text which is the basis for this literacy program, was reprinted and shipped down to Limonade in July. This is a major but essential expense. After months enroute, the books eventually arrived in December. Chancy was ecstatic to finally have them in hand.

Positive Periods

The Positive Periods programme is continuing in Haiti, we have trained hundreds of students, parents and community members over the past 12 months.

The Openwork Foundation have very generously supported us to look at sustainability and replication of this programme across Haiti and our partner at Sonje Ayiti, Gabie Aurel, is making great progress on this already. It was amazing to see and hear the passion of everyone I met in the work they are doing to provide access to education for all.

Finally, it was heartening to hear about the proposal for Chancy to train Sonje Ayiti's 24 case managers on the Goute Sel Literacy programme so that they can be better equipped to transfer good literacy skills and potentially open up a Kreyòl literacy class at the school. As we always say at the Foundation, "Working Together is Winning Together" and that is proving to be the case in Haiti.



Workshops in The Gambia learning about menstrual health, making reusable, sustainable sanitary pads and discovering equal opportunities in women.

Creativity, Representation and Human Rights

BY NICOLET NGUYEN

Nicolet Nguyen is our newest team member working on Marketing and Communications for the Foundation.

Over the last month or so, I have been honoured to work with the Steve Sinnott Foundation managing their communications and marketing. This has provided me with the opportunity to create social media posts and new ways of engagement for the team themselves and also ways they can communicate with their supporters. Coming from a Film and TV production background I've managed to adapt the skills and knowledge I've learned through my experiences to this team. I have been able to create ways for young people to interact and I have come up with new ideas on how to create posts that invite supporters to take a more active role.

This experience has, thus far, taught me a range of new skills, including how to make content that is accessible and easily understood to create a clearer, more open form of communication. To further develop my expertise, I spend a significant amount of time on social media to learn how to actualize my posts and to build a growing audience. I have noticed that most people try to be sophisticated which often leaves their supporters behind, or people may overlook the content creator altogether as they can't find a way to connect. I tried changing this by adding modern text quotes from movies and anime, which I think helps younger people engage a little more and helps people relate to the content. My main approach is "show not tell" as much as I can, meaning that I focus on the visuals more and less on the text on the image of the post itself. Any feedback on the posts is always much appreciated as I'm still new and learning as I go along!



The most recent launch of *Creating Change - The World I want to Live in Competition* is based on understanding and appreciating Human Rights. I think Human Rights and creativity are both crucial and important. At the end of the day, there is only one race and that is the Human Race. I believe that the arts and creativity play an essential role in our society today to aid and provide key information to be spread. It can be and should be one of the biggest tools for education, letting children use their imagination and creativity to release their true feelings into the world, so that they can tell their side of the story.

With that being said, I'm always passionate about giving young people a voice and letting them be heard and seen. I'm currently working for my 3rd year with Sing A Book CIC (https://www.youtube.com/channel/UCApJ_zvwf7GL-p-lt2mzwwA) who produce musical theatre for children aged 6 - 18 and the over 55's from African, Caribbean and Asian backgrounds, who have been underrepresented in the theatre. These productions made me realise how the arts and creativity, in general, are important to inspire and help underrepresented groups and help engage them in new skills they will have for life.

Link to Nico Creates, and What I Do
<https://www.youtube.com/channel/UCg5zHSQs9M4r56h4cCkBgGQ>

Life Long Learning Webinars

Our online webinars are carefully selected to support teaching and learning, health and wellbeing and creativity. Our partners and educators have been sharing their knowledge and skills across the globe to raise funds for developing projects such as Positive Periods and the Digital Divide.

In 2021 we hosted 25 events attended by 349 people. People attended from Cuba, Haiti, Ireland, Kenya, Malawi, Poland, Sierra Leone, South Africa, The Gambia, Uganda and the U.K. and the U.S.A. There were 49 loyal attendees and we attracted 213 new attendees. The Foundation made £1,300 profit to support our Positive Periods and Digital Classrooms projects.

Here we share some of the feedback from attendees.

"I enjoyed the gentle creative aspect of Khilna's Clouds and Sunshine webinar"

"Hema took us on a journey of our own thoughts and guided us to trust ourselves and what we already know"

"I learnt to revisit problems from a different perspective and lean into my strengths to find the answer"

"The Diversity, Equity and Inclusion webinar was really thought

provoking, both the presentation and the discussion afterwards"

"I learnt about the importance of continuing to strive for increased diversity, equity and inclusion in education"

"Don't miss the opportunity for such valuable and high quality CPD"

"These webinars will leave every single attendee wanting to learn more, connect with others and fortify their commitment to create positive change"

A special thank you to the inspirational Hema Patel (@ResetandRediscover | Linktree)

Hannah Wilson (<https://www.diverseeducators.co.uk/>)

Khilna Shah (<https://linktree.com/ArtbyKhilnaShah>) who delivered our latest sessions.

The suggested donation is £5 for all webinars but if you cannot afford to make a donation that is ok, join us anyway and learn something new.

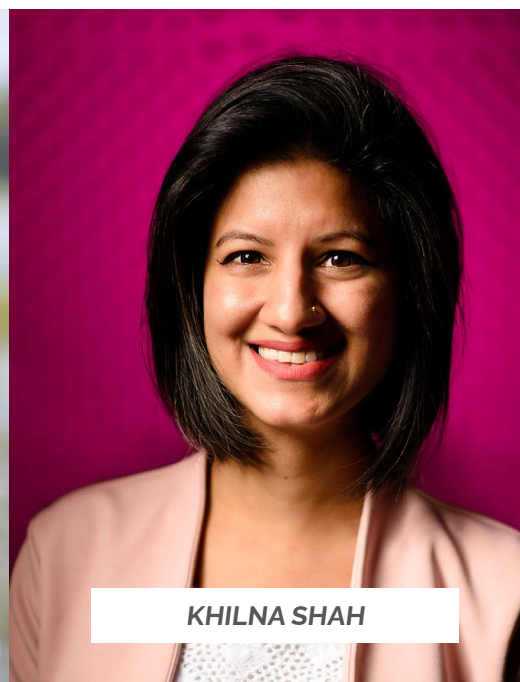
You can register for future webinars here:



HEMA PATEL



HANNAH WILSON



KHILNA SHAH



World Leaders Must Commit to the Recruitment and Retention of Teachers

**A RALLYING CALL FROM HANNAH NIXON,
CAMPAIGN MANAGER AT SEND MY FRIEND
TO SCHOOL**

The Send My Friend to School campaign 'All My Friends Need Teachers' highlights the need for prioritising and supporting the world's teachers in realising sustainable development goal 4 – the global goal of achieving education for all.

The All My Friends Need Teachers campaign and report calls attention to the importance of investing in qualified, well-trained, well-resourced, and well-supported teachers. Teachers are critical to securing high-quality, inclusive education and supporting them is one of the most significant investments we can make to all children's futures.

Despite this, a lack of qualified teachers represents one of the greatest barriers to universal primary and secondary education in low and lower-middle-income countries. Teachers are in short supply and are too often poorly trained and resourced. Children need good teachers to help them learn effectively and achieve their potential. Still, all too often, children from marginalised backgrounds in low-income countries, including girls, children with disabilities, and displaced children, have limited or no access to appropriately qualified teachers.

Teachers themselves are also facing increasing difficulty in responding to challenging education environments, and unfortunately, all too often children face the brunt of this. Unpredictable and demanding working conditions, a chronic lack of support and increasing pressure is leading to teacher burnout and compounding an already desperate learning crisis.

Globally, even before the pandemic, 258 million children were out-of-school and hundreds of millions more in school but experiencing conditions that prevented their learning. Children who are already the most marginalised, including girls with disabilities, refugee children and the internally displaced, have been disproportionately affected. Without urgent action, stagnation – and possibly negative progress – is anticipated.

In 2021, the UK Government spearheaded girls' education onto the global stage; building on earlier commitments to help realise every girl's right to education. It is essential that girls – and all children – access qualified, trained, and well-supported teachers if they are to realise their potential. Therefore, together with our young campaign champions, we are urging the UK Government to mobilise the G7 and wider international community behind teacher recruitment. The UK and other world leaders must commit to recruiting and training 1.8 million teachers to get 40 million more girls into school by 2026 – a G7 endorsed target.

That's why thousands of young people across the UK are joining the campaign to call on the government to take action. Let's ensure there is a teacher in every class, every school, and country.

Join the campaign today to support All My Friends Need Teachers and get your FREE teaching resource pack with everything you need to bring the campaign to life in your classroom or at home – including real life stories and activities.

A Human Rights Lens Helps To Make Sense Of The World

BY HUGH STARKEY

*Hugh Starkey is Professor of Citizenship and Human Rights Education at IOE, UCL's Faculty of Education and Society, London. His most recent book (2021), co-authored with Lee Jerome, is **Children's Rights Education in Diverse Classrooms: pedagogy, principles and practice** (Bloomsbury).*

I am delighted that the Steve Sinnott Foundation has launched a competition to encourage children to explore human rights. I am deeply impressed at the quality of the resource the Foundation produced to support teachers wishing to engage with this project. It is called Creating Change – The World I Want to Live In and I think this is a very exciting way to approach human rights at a time when children across the world have been in the forefront of campaigning for climate justice and race equality.

I've been involved with human rights education over many years because I've found that a human rights lens helps to make sense of the world. It helps us to name both the features of our vision of a better society and manifestations of discrimination and injustice. As a teacher, I am always looking to the future. The purpose of any education is to help individuals develop knowledge and skills that they can use in society. Globalization situates us in a web of relationships that includes people who are geographically distant but with whom we can communicate easily through our smartphones.

The World I Want to Live In is an invitation to think about our values and what is worth living for. The challenge of Creating Change is to devise creative ways to work with others to achieve the features of the world we want to live in. Fortunately, we don't have to start from scratch. We have texts, such as the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child that present a vision of a better world and provide principles and guidance to help achieve it. This vision is a utopia where 'human beings shall enjoy freedom of speech and belief and freedom from fear and want'. This inspires us to work for change.

This vision and these principles have universal application. Eleanor Roosevelt, who chaired the Commission of the United Nations that drafted the UDHR, asked: 'Where, after all, do universal human rights begin? In small places, close to home... they are the world of the



individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works'.

This reminds us that human rights are not just an issue for those in contexts where they are severely repressed. Commitments to human rights underpin our daily lives. Building on Eleanor Roosevelt's observation, I like to ask my students to think about various places in their communities and write against each of them human rights which may be associated with that place. Schools enable the right to education but may sometimes be associated with violence and degrading treatment; the town hall is associated with democracy; bus stops help freedom of movement; places of worship require freedom of belief; parks symbolise the right to rest and leisure; police stations, prisons and law courts must be regulated by rights to fair trial and justice; hospitals deliver rights to health. Such places exist in communities across the world and children interact with them daily. They may enjoy the facilities, but they may also experience discrimination, as children, as minorities, because of their gender or sexuality. The Foundation's competition invites children to identify rights issues associated with their experiences of these institutions and to imagine them as more fully rights respecting.

The pack includes an activity examining rights in schools. It emphasises the power of stories and encourages artistic and cultural projects. Participation in the competition is fun, exciting and a contribution to the UN's Sustainable Development Goals.

Arts & Culture for Peace

Finding peace with ourselves and our planet

The new UNESCO Associated Schools Programme Network (ASPnet) Arts & Culture for Peace Initiative will be launched on 17 June 2022. The seeds of the Initiative were planted by the Coventry Young Ambassadors working with the Between the Stones team from 2018-2021.

This new ASPnet Arts & Culture for Peace Initiative focusses on **peace, sustainability and intercultural learning**. It invites young people around the world to contribute to all of the **three UNESCO ASPnet Action Areas**:

- To achieve a culture of **peace and non-violence** and a meaningful sense of **global citizenship**
- To deliver **sustainable development** and **sustainable lifestyles**
- To **learn across cultures** and **appreciate cultural diversity and heritage**.

These concepts are vital, interrelated and urgent for everybody. **Without peace we cannot achieve sustainability, and without having a tolerant relationship between cultures we will not have peace. Without peace, all of our human rights are at risk.** There is no better time for the new initiative to begin, for children working in partnership with their communities to speak out for peace, and for the outcomes to be shared internationally. Children will study key aspects of conflict and recognise the importance of peace. They will also learn about other cultures. They will develop their perception and understanding of others through their artistic and cultural representations of peace. Peace is needed at all levels: that means to be at peace with

ourselves, with our communities and with our planet.

There is no better time to focus on peace and non-violence than when we see the world dangerously in conflict. Peace should always be our aim so as to prevent the damage that conflict will do to us all.

How will the Arts & Culture for Peace Initiative work?

The Initiative's focus on peace, sustainability and intercultural learning invites young people around the world to contribute to the following **UNESCO ASPnet transformative activities**:

- Build an **e-forest for Peace** – by creating artistically dynamic peace trees laden with peace poems and images to highlight **the importance of living in peace with ourselves, our communities and our planet**
- Develop **Performing Arts for Peace** – by developing and performing stories, plays and songs **that reflect global citizenship, cultural diversity and the challenges of ensuring a more peaceful world**
- Creating **Gardens for Peace** – by using children's ideas and designs for peace gardens that will not only **support the well-being of others**, but also **convey the critical and urgent importance of living more sustainably with nature, ourselves and our planet**.

Schools may work on any number of these activities. The Initiative is open to all ages and can be applied flexibly to incorporate existing and new activities that support the ASPnet Action Areas.

Schools are also asked to use a 'less is more' minimalist creative and intellectual approach across diverse cultural forms, which will also reflect the spirit of sustainability and be inclusive of all schools. These activities should aim to benefit local communities and, through sharing the outcomes internationally, the three UNESCO ASPnet Action Areas.

You can register your interest to participate and find out more about this Initiative from: <https://www.betweenthestones.com/arts-culture-cover-page>

Connecting for Peace

UNESCO The Associated Schools Network

Free Virtual Conference



Building Peace within and between nations

The ASPnetwork collaborates globally to educate young people to create peaceful and sustainable communities together whilst celebrating cultural diversity and heritage.

Join us to share learning and innovation in education for sustainable development at a virtual one-day conference on Friday 17th June 2022.



Book your place on Eventbrite

Supporting the work of the Foundation

BY ALFONSO MONTELLANO LÓPEZ

There are many ways in which you can support our work. Here some of our supporters tell us why and how they are supporting Education For All.

Alfonso Montellano López and Mike Anslow contributed to the Creating Change – The World I Want to Live In resource and support the Foundation's work.



I believe art is a compelling tool to reach the depths of human awareness and convey the transformational power behind an idea. Human rights and the rights of children are some of the most powerful ideas ever set forward by human society and they are always current and inspirational. The work of the Steve Sinnott Foundation facilitates the application of articles 28 and 29 of the United Nations Convention on the Rights of the Child (UNCRC) and taps into the creative potential of their collaborators.

I feel honoured to be part of the Foundation's Human Rights Competition and, as a children's illustration artist, I have created a series of designs inspired by articles 28 and 29 of the UNCRC to support the Foundation's efforts. The first design is inspired by article 28 about the right to education and shows a child playing the role of the teacher, ensuring the transmission of education through to future generations. The second design shows a child dancing with his eyes closed, perhaps to a tune only he can hear. This display of joy shows the child feeling fulfilled in himself, one of the main goals of education

(article 29). The third design emphasises respect for others and for the environment as a fundamental goal of education and of paramount importance when building a modern society.

In these illustrations, I've shown children embodying the spirit of the UNCRC freely and with a joyful attitude as I believe freedom and joy are the fruits borne by the application of human rights and are best expressed through creativity.

I've produced some designs to support the work of the Foundation, I've got them all in this collection in my Threadless artist shop: <https://amel.threadless.com/collections/right-to-education>.

The shop can be accessed from my website on <https://www.alfonsoml.com/artist-shop>, 100% of profits will go to the Foundation.

Mike Anslow is a teacher at Academicke Gymnasium, Czech Republic



Mike and his students have been supporting the Foundation's work by hosting monthly film nights over the past year and they have enjoyed lively discussions after watching the films. They tell us it's a win - win, they are learning, debating, relaxing and socialising and supporting access to education for other students at the same time.

What can you do to support our work?

You can support our project work by purchasing a charity gift for a specific project. We have put together a selection of gifts that support people to become independent learners.

Positive Periods
Solar Radios
Bicycles
Mother Tongue Books

<https://www.stevesinnottfoundation.org.uk/gifts/>

Become a friend of the Foundation by giving a regular monthly donation. Unrestricted funding enables the Foundation to plan and direct our resources and prioritise projects.

<https://www.justgiving.com/tssf>

Thank you to all who have donated time, energy and funding to support the work of the Foundation.