



The
STEVE
SINNOTT
FOUNDATION

THIRTY FIRST EDITION

Engage



Relationships and SDGs

*"Alone we can do so little;
together we can do so much."*

Helen Keller

FOREWORD



Since its inception, in 2009, The Steve Sinnott Foundation has had at its core support for the delivery of educational aspects of Millennium Development Goals (MDG's) and their superseded Sustainable Development Goals (SDG's) from 2015.

Sadly, we acknowledge that global economic and political instability and political will has held back progress on their achievement.

However, this edition of ENGAGE has a focus on what we have been able to do to support access to quality education. The use of words like Empowerment, Relational, Partnership and Sustainable are key to ensuring we have a continuing impact on access to quality education provision.

None of this would have been possible had there not been determination on the ground to find tangible means to break down barriers and create sustainable means of extending and enhancing provision by those within the communities and countries we are supporting.

Please use this edition to spread the word about the Foundation and encourage support wherever you can to support the very necessary expansion of the projects we support. On behalf of Trustees and staff - Thank you.

JERRY GLAZIER
Chair of Trustees



From the Chief Executive's desk

We are living in strange times indeed: economically, politically and climatically. Despite these global challenges we are managing to make a difference at a grass roots level to thousands of people's lives.

Recently I was without a flushing toilet and heating for several weeks, and it was frustrating for sure, but it really was nothing compared to the challenges people face daily in accessing services such as education, healthcare and work prospects. I was reminded that this is why we do the work we do at the Foundation to ensure everyone has opportunities and a quality of life that is achieved specifically through education. We know that education gives people choices.

With education and learning there is a no one size fits all solution, we need different approaches for different needs. All educators will tell you that every learner is different and absorbs information in different ways and we need to find ways to meet the learning needs of all children.

It was interesting to read the recently published UK Curriculum Assessment Review of Education. There are some positive first steps towards a broader and more inclusive curriculum. It has highlighted some of the issues that the educators we work with globally raise with us and that is why we have worked together over the last few years on inclusion and equitable access to education with our partners. [Here is a link to the easy read version.](#)

Recently on listening to a speech at the UNESCO General Conference by António Guterres (Secretary-General of the United Nations) it made me realise just how much we achieve through our partners. He said,

"Education is the foundation of a renewed social contract, anchored in human rights, social justice and inclusion. But the cracks in this vital foundation are becoming too large to ignore, and relentless pressures are making the gaps wider: the pressure of widening inequalities, within and among nations, the pressure of a polarized and divided world, where solidarity and solutions are in short supply, and the financial pressure of governments and global financial institutions unable to provide the level of support required to fund education systems that can reach every learner."

We must repair the financing gap, the access gap - including the gender gap - the teacher gap, and the quality gap. Oliver Mawhinney and Mugwena Maluleke share their thoughts on these in this edition.



We are working with partners on the ground to ensure we are continuously developing and training teachers and educators. We provide educators with opportunities to participate and collaborate in exchanges, cultivating safe environments for educators, including freedom of expression, enabling educators to collaborate and exchange on sensitive topics through our Building Healthy Relationships webinars, digital accessibility in the classroom and the Learning Resource Centres.

We are continuously improving learning environments; ensuring inclusivity and safety of students and educators, supporting lifelong learning, leveraging technology for equity and inclusion and prioritising accessibility for all. We ensure materials are locally sourced and are relevant to learners' contexts, backgrounds and languages, promoting gender equality and respect for diversity.

Our programmes support all of these vital components of quality and equitable teaching and learning. You can read more about our recent programmes on pages 8 to 16

Despite progress, 272 million children and youth remain out of school, most of them in the world's poorest countries, with millions more in conflict zones.

This year we are delighted to receive additional funding from Soroptimists International Foundation, TGET and The NEU to enable us to strengthen relationships on the ground and expand the work where crucially needed. People still need people and we are all connected globally. This is why the theme of relationships and SDGs is so important. Webinars on developing healthy relationships and resources support this aim. We hope you find these resources on relationships useful: [Building Healthy Relationships Primary Schools](#) [Building Healthy Relationships Secondary Schools](#)

Working together as a reciprocal organisation we are learning together how to build a just and sustainable future where education for all is a human right in reality not just a dream.

Thank you to each and every one of you who support the work of The Foundation.

Putting partnerships at the centre of efforts to address the global teacher shortage

BY OLIVER MAWHINNEY, INTERNATIONAL POLICY SPECIALIST AT THE NATIONAL EDUCATION UNION

In its 2024 election manifesto, the Labour Party pledged to, '...rebuild Britain's reputation on international development with a new approach based on genuine respect and partnership with the Global South'.

The National Education Union (NEU) warmly welcomed this new approach and the opportunities it presented to tackle the global teacher shortage. Just as thousands of additional teachers are required in the UK, millions more teachers are needed globally. 44 million additional teachers must be recruited by 2030 to meet the Sustainable Development Goals for education, including 15 million in sub-Saharan Africa alone.



A promise in peril

Just over a year into office, the Labour government's commitment to rebuilding trust and relationships with the Global South is in jeopardy.

Prime Minister Keir Starmer's decision to reduce the UK aid budget to 0.3% of gross national income by 2027 — to fund increased defence spending — has been condemned by humanitarian organisations as, '...cruel and shameful.' Governments across the Global South, including a group of African education ministers, have also urged the UK to rethink its cuts.

The consequences of UK aid spending retreating to its lowest level in almost thirty years are already being felt. Schools are closing, teachers are going unpaid, and students are at risk of dropping out of education permanently.

In South Sudan, the Foreign Commonwealth and Development Office (FCDO) has cancelled its flagship girls' education programme, which had quadrupled girls' enrolment in school, reaching over 1.2 million girls with cash transfers, helping them to enrol in school and complete their secondary education.

Rethinking the cuts

As the UK redefines its aid spending priorities, the NEU is calling on the UK government to sustain funding for education in emergencies and prioritise investment in teachers in emergency contexts.

Evidence shows that teachers are the single most important factor in children's learning and recovery. In emergencies their role is even more vital. In addition to teaching, they are frontline professionals, supporting children's psychological needs and fostering an environment of safety, belonging and routine.

Despite their indispensable role, teachers in crisis contexts face severe challenges including low or no pay, threats to their safety and wellbeing, and little or no access to professional development and support. Pupil-teacher ratios often exceed 80:1 or even 120:1, and there is an acute shortage of female teachers.

Prioritise teachers to unlock education in emergencies

To mark World Teachers' Day 2025, the NEU published a new policy briefing urging the UK Government to prioritise teachers across its policy, programming and financing. This means committing to advance the rights, working conditions, and supply of qualified teachers in emergency and protracted crises, ensuring that they are trained, paid, protected, and supported.

Achieving this is impossible without genuine international partnership. Fragile, conflict-affected, and refugee-hosting countries need sustained cooperation and support to implement strategies that address teacher shortages and uphold teachers' rights.

The role of the wider international community is also crucial. The UN High-Level Panel on the Teaching Profession, established by the Secretary-General, highlighted the urgent need for donors to work together on sustainable, long-term mechanisms to ensure the timely and adequate payment of teacher salaries in crises. The UK Government has a key role to play, by providing both financial and technical support.

To unlock the transformative power of education, in Palestine, Ukraine, and every place where children's futures hang in the balance, we must put teachers and partnerships at the heart of the UK's global education and development agenda.

Read the NEU's new policy briefing at www.neu.org.uk/about/international

Building positive relationships are foundations to rebuilding lives

BY JANICE MULLAN, PRESIDENT OF THE ULSTER TEACHERS' UNION 2025-2026

Janice Mullan, President of the Ulster Teachers' Union 2025-2026, Literacy Lead Teacher in an EOTAS (Education Other Than At School Centre) supporting students who find it impossible to sustain their mainstream placement due to severe anxiety, diagnosed mental health issues or just not feeling good enough.

In the quiet classrooms and creative spaces of EOTAS centres, some of the most transformative work in education is taking place, not just in literacy and numeracy, but in relationships, resilience and hope. My class sizes are smaller than most, and for my pupils who have been excluded, disengaged or whose circumstances make mainstream schooling unbearable, our centre is a vital second chance at whose heart lies the spirit of Sustainable Development Goal 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Education should reach every learner, whatever their background, challenge or story. I tell every student that their story is their 'superpower'; they are here, inspiring everyone around them. All arrive in my classroom carrying emotional trauma or fractured family relationships or experiences of bullying and social isolation. All feel that, academically, life is over for them and that they will never be able to attend college or get a job; how sad is that at just fifteen years old? And so, relationship education, rooted in emotional literacy, is a central pillar to my teaching, as is the positive relationship which is necessary if the student is to not only survive, but thrive. Confidence in spelling, grammar and vocabulary increase, as if by magic, with growth in self-esteem and a sense of belonging.

At the moment in Northern Ireland, we are reviewing assessment. I hope the aspirations of SDG 4 do form part of this. The psychological and emotional needs of our students must be addressed by teaching them to question and thus understand their feelings and thereby, themselves, in order to allow them to develop and carve out a sustainable future for themselves. For these students, education is not just inclusive, it's truly transformative.

The ideal of inclusion is practised daily by advocating and modelling empathy, sensitivity, belief and compassion. When a young person with severe anxiety finds the courage to walk into a class again, when they begin to smile, trust and offer their ideas and opinions, that is progress of the highest kind.

One of the most successful learning activities was an integration programme with a small group of 15 to 16 year-old pupils from a neighbouring special school. These pupils had moderate learning difficulties, and we met once a week for an indoor games session, usually football or hockey.



Even the most cynical and battle-scarred teenagers' emotional defences were broken down when they came into contact with pupils who were non-judgemental about designer clothes or iPhones. All pupils enjoyed learning and teaching how to dribble a ball and score a goal. This was true inclusion, built on sensitivity, empathy and fun interaction.

Like all teachers in EOTAS, we work miracles, but we need resources to effectively meet the needs of young people experiencing emotional distress and anxiety; we need counselling, therapeutic support and specialist staff on site. Mental health support must not be seen as an optional extra, but as central to education for all.

Education must be seen as teaching students to mature into caring, capable and connected individuals who value themselves and those around them. Assessment and data capture must acknowledge and value this.

Teaching unions will continue to lobby those in power that inclusion is not just a theory, but a valuable, daily practice which travels far beyond its humble beginnings in the classroom.

Teacher Learning Circles: A pathway to SDG achievement in Uganda's refugee settlements

*BY PHILIP TALEMWA TRANSFORMATIVE EDUCATION COORDINATOR AND
PROJECT LEAD DANIDA STRATEGIC PARTNERSHIP II, OXFAM UGANDA.*

In the heart of Uganda's refugee settlements, where overcrowded classrooms and limited resources make the teacher-student ratio very low, positive changes are unfolding. Teacher Learning Circles (TLCs) are empowering teachers, bridging the teacher shortage gap, and nurturing inclusive, quality education for all.

In these small, collaborative groups, qualified teachers and volunteers regularly meet to reflect on their teaching practices, share lesson planning strategies, discuss classroom management challenges, and learn from each other's experiences.

Although schools require fully qualified and trained teachers, recent aid cuts have forced many teachers to abandon the profession due to reduced or no pay. This has led to finding alternative support, such as absorbing community volunteers in schools, to ensure continuity of learning. TLCs provide practical mentorship from experienced peers, bridging the skills and knowledge gap.

Teacher Learning Circles have improved not only teaching, but also the relationships between students and communities. Teachers feel valued and supported and they handle conflict in a calm way that contributes to peaceful coexistence. These values are passed on to the learners and eventually their families and communities. Whether trained or volunteering, TLCs have provided a space to grow, connect, and lead. By joining or starting a Teacher Learning Circle, schools have become part of a movement that brings hope, healing, and quality education to children of all backgrounds. 'We are professionals from different fields sharing knowledge freely. This has diversified my teaching methods and improved how I relate to students,' said Amayo Hillary, who teaches at the Bidi Bidi refugee settlement, Yumbe District.

TLCs directly support the achievement of SDGs in the following ways:

SDG4: Quality Education

They improve teaching quality, promote inclusive practices, and strengthen teacher retention, ensuring every child receives equitable and effective education.

SDG 3: Good Health and Well-being

Teachers trained in TLCs report better stress management and psychosocial support skills, which benefits both educators and learners.

SDG 5: Gender Equality

TLCs promote gender-sensitive teaching and empower female teachers, contributing to safer and more inclusive learning environments.

In the Teacher Learning Circle, collaboration turns shared challenges into shared victories.



Relational, not transactional: The human connections at the heart of education and the Sustainable Development Goals

BY DR. MUGWENA MALULEKE TEACHER, UNIONIST, SOCIAL JUSTICE
ACTIVIST AND PRESIDENT OF EDUCATION INTERNATIONAL.

As a teacher and union leader in South Africa, I have worked with thousands of students and teachers. Now, through Education International, I hear stories from teachers all around the world. There are a few fundamental facts about education that hold true in every classroom, in every community, and in every country. Education is relational, not transactional. Education is an enabling right that supports the fulfilment of all human rights.

There are so many examples that illustrate this.

Take for instance Aloyo Stella Oryang from South Sudan working in the Palabek Refugee Settlement in Uganda. Although she teaches two hundred students, although her salary is only one hundred and twenty USD per month, although she could leave for better paying jobs, she is committed to stay. She explains why, 'Teaching is the most important thing I've done in my life, to be there for the children, to teach them, to reassure them that one day everything will be fine.' Stella somehow makes time to also support her female students to build their confidence and, in her words, 'To let them know their future holds so much more than what they went through'. Stella is not alone.



In a small public school on the island of Boracay in the Philippines, teachers spend their own time and resources building a garden with endangered plants to teach their students about climate change and conservation.

In Palestine, as a genocide unfolds before our eyes, hundreds of women teachers attend the training provided by their union in order to enhance their socio-emotional skills so that they can better support their students through this life-changing trauma. While the present is horrific, they are not giving up on the future.

Teachers in Ukraine also hold on to hope for a peaceful future. Online, in metro stations or in bomb shelters, they continue to work to keep students learning and positive.

In the United States, amid the wave of abusive detentions and deportations, teachers and their unions are organising, mobilising, and advocating for immigrant families. It's no surprise that an education workforce that is ready to protect students from school shootings is now rising to defend them from ICE raids.

My recent visit to Chile for the World Summit on Teachers proved this yet again. I was so inspired to hear how my Chilean colleagues made it their mission to ensure students never forget what their country endured under dictatorship. For the memory of those who suffered for truth, justice, and democracy, teachers in Chile, and across Latin America, educate each new generation.

Education is vital to all our collective goals, and it must become a priority.

Fifty million more teachers are desperately needed if we are to achieve SDG 4 by 2030. We know what to do. The United Nations recommendations on the teaching profession provide the blueprint for attracting and retaining the teachers we need. The recommendations call for competitive salaries, manageable workloads and class sizes, professional autonomy, quality professional development, safe working conditions, and strong social dialogue. The Santiago Consensus adopted at the World Summit on Teachers takes us one step closer to SDG4 and provides a framework for policy alignment and sustained investment in teachers.

The Santiago Consensus is the first international agreement to recognise the teacher-student relationship as a common heritage of humanity. In a time of rapid technological growth and misplaced promises, it reaffirms that education is a deeply human and relational act. Upholding this relationship as a global human right protects the essence of education, not just as a means to acquire knowledge, but as a path to dignity, transformation, and the transmission of collective wisdom across generations.

Dignity Defenders: Combatting Gender Based Violence in South Africa

BY MICHELLE MOSUPYE, EXECUTIVE OFFICER NATIONAL
PROFESSIONAL TEACHERS ORGANISATION OF SOUTH AFRICA

The Dignity Defenders Workshop and Campaign represents a critical and highly effective values-based movement to combat gender-based violence (GBV) in Gauteng, South Africa. The 2025 programme successfully engaged a total of 467 male learners (ages 13–16) and 35 educators across two focused phases. The overall goal, to equip boys with the knowledge, values, and emotional intelligence to lead lives of dignity, empathy, and responsibility, was demonstrably achieved, positioning these young men as powerful agents of change and protectors in their schools and communities, in direct support of SDGs 5 (Gender Equality) and SDG 16 (Peace, Justice).

The initial phase, a transformative three-day residential camp in June, targeted 120 high school boys with an intensive curriculum focused on consent, self-regulation, and healthy masculinity. A powerful attitudinal shift in leadership, confidence in speaking out against wrong, and a remarkable shift in viewing HIV testing as a responsible, leadership-oriented act. The programme's innovative approach, which included contributions from the Departments of Justice, South African Police Service (SAPS), and Health, delivered holistic tools to challenge peer pressure, define personal boundaries, and build a positive self-identity.

The Dignity Defenders Campaign continued to build powerful momentum. Following a transformative boy's camp session in June 2025, the campaign entered its follow-up phase, which looked at a school rollout phase on 10 and 11 September, reaching two Special Education Needs schools, Sizanani Special School in Bronkhorstspuit and Adelaide Tambo School in Soweto.

Over two afternoons, 347 boys with a mild intellectual disability (MID) and their male educators stepped into safe, affirming spaces where kindness, courage, and emotional intelligence were celebrated as everyday superpowers. These sessions were not just educational, they were deeply personal, emotionally intelligent, and value-driven. Coordinated by NAPTOSA in collaboration with the Gauteng Department of Education and facilitated by The Art of Wellbeing (TAOW), Metrokids Africa, and Tranquillity Rehab. Together, these partners delivered a programme that was structured, impactful, and deeply aligned with the national call to end gender-based violence.





Each session was thoughtfully tailored to meet the needs of learners with MID, ensuring that every boy could engage meaningfully and leave with tools they could truly use. The facilitation wasn't just informative, it was transformative, leaving lasting impressions and sparking real shifts in self-awareness and behaviour.

These sessions didn't just teach; they connected, resonated, and equipped. They gave boys language for their emotions, courage to challenge harmful norms, and practical ways to live out dignity every day.

Symbols of strength: dignity you can hold, kindness you can wear

Every learner left the session with more than just ideas, they carried tangible reminders of their worth.

Learners were gifted a Dignity Defender ribbon, boldly printed with affirmations like 'I Am a Dignity Defender' and 'Kindness is My Superpower.' These ribbons weren't just accessories, they were wearable pledges. They symbolised each boy's commitment to speak with empathy, act with courage, and protect the dignity of others. The ribbon became a badge of belonging and a visible reminder that dignity is not just a concept, it's a choice lived out in words, actions, and how we treat ourselves and those around us.

Raising protectors: practical tools for real-world change

By the end of the sessions, each boy walked away with more than knowledge; they left with tools to live out dignity in daily life. Through emotionally intelligent facilitation, learners were empowered to:

- Build self-respect through positive self-talk and kindness
- Stand up to bullying and reject harmful masculinity
- Make informed, healthy choices that protect their futures
- Support one another as allies in safe, respectful school environments

These sessions reinforced a powerful truth: real strength is found in dignity, empathy, and responsibility. The boys were not just taught, they were transformed into defenders of what matters most.

This rollout marks a significant step forward in the Dignity Defenders journey, which began in 2024 and is already shaping the next generation of kindness-driven leaders. These boys now walk through their schools and communities as Dignity Defenders, carrying a message that dignity matters and every word counts. Together, we are building a future where no learner stands alone and dignity is defended by all. While challenges remain, particularly sustaining the impact against peer pressure and expanding parental involvement, the programme has established a proven model for proactive GBV prevention. The Dignity Defenders movement has moved beyond a single workshop to become a sustainable, replicable strategy that is actively shaping the next generation of accountable, kind-driven leaders. We are committed to building upon this foundation, ensuring that the legacy of dignity and respect championed by The Steve Sinnott Foundation continues to grow across South African schools.



Breaking Barriers: Nepal initiative empowers women and girls through menstrual health and gender equality programme

BY DILLY PRASAD SHARMA, EXECUTIVE DIRECTOR
CHILDREN NEPAL

In Nepal, many women and girls, particularly from poor and marginalised communities, continue to face barriers rooted in poverty, cultural stigma, and gender-based violence. Menstruation, a natural biological process, remains one of the most underserved and stigmatised issues. Lack of access to affordable, hygienic sanitary products often forces girls to miss school, putting their education and future opportunities at risk.

To address these challenges, The Steve Sinnott Foundation, with funding from Soroptimist International Foundation, is running a grassroots project that combines awareness, education and practical skills. The project distributes cost-effective, reusable sanitary pad kits, provides reproductive health education and equips women and girls with the skills to produce their own pads, offering an affordable, eco-friendly, and sustainable solution.

The project seeks to improve menstrual hygiene, boost girls' school attendance and strengthen their ability to resist gender-based discrimination and violence. At its core, the initiative has two key goals: reducing gender-based violence and advancing menstrual health management.

Training sessions on non-violence

To date, the initiative has engaged communities across three locations through targeted activities. A total of 444 children, youths and adults participated in awareness training sessions on:

- The concept and impact of gender-based violence
- Fundamental human rights and how to protect these rights
- The role of community members in preventing gender-based violence and fostering a supportive environment

Youth groups also received theatre training, preparing plays that addressed gender-based violence and menstruation and challenged harmful norms with an aim to promote positive behavioural changes and reduce stigma. These performances reached over 550 people, prompting conversations that encouraged tolerance, equality and healthier menstrual practices in both schools and communities. The theatre training and the performances were all undertaken using the local language, ensuring accessibility.

As part of the project's focus on building safer communities, 42 participants, including women, youth, and children, took part in a three-day Alternatives to Violence Programme. Guided by four facilitators, the training sessions taught peaceful approaches to conflict, highlighted the consequences of violence, and encouraged participants to adopt non-violent behaviours.



The training fostered active engagement and reflection, helping community members envision a more peaceful and supportive environment. The sessions were interactive and the participants showed active engagement throughout the training, empowering everyone with tools for peaceful conflict resolution.

Training on producing reusable sanitary pads and menstruation awareness

At the heart of the initiative, 110 women and girls took part in hands-on workshops to learn how to produce reusable sanitary pads. Using locally available materials, they practiced cutting, stitching and assembling the pads, while also discussing safe use and maintaining good hygiene. For many, the training went beyond health—it showed how homemade pads could ease the financial burden of monthly purchases and even open the door to small income opportunities.

Alongside the production training, 210 women and girls received reusable sanitary pads and joined sessions that explored menstruation, reproductive health and hygiene. These conversations created space to break taboos, share experiences, and highlight the advantages of reusable products, from affordability to sustainability.

Outcomes:

- Increased awareness of women's rights and community responsibility in preventing violence
- Promotion of peaceful conflict resolution and positive social behaviours
- Reduced stigma around menstruation, encouraging open discussions in schools and communities
- Current statistics show a 92 per cent increase in girls' school attendance due to the impact of the Positive Periods and prevention of gender-based violence programmes
- Empowerment of women and girls with skills to produce reusable pads, lowering family costs and offering eco-friendly alternatives

By equipping women and girls with education, dialogue and practical skills, the initiative is helping to shift deep-rooted norms while empowering women and girls to take control of their health, education and futures. In doing so these women and girls are offered pathways to dignity, equality and resilience.



This programme is supported by the Soroptimist International Foundation, a Charitable Trust overseen by SI (Soroptimist International) Limited.

**COULD YOUR
SCHOOL RAISE
£100 TO PROVIDE
REUSABLE PERIOD
PADS TO ENABLE
20 GIRLS TO GO
TO SCHOOL
EVERY DAY?**



The
STEVE
SINNOTT
FOUNDATION

Our positive periods program is sustainable and has no waste products, it is long lasting, and eco-friendly. Reusable pads done the right way, are a tried and tested methods respecting differences to be found in each country.



How does it make you feel knowing that you are part of a new, sustainable movement, making periods positive and women freer?

Teachers advance in Guidance and Counselling Training in The Gambia

BY MARIE ANTOINETTE CORR, GENERAL SECRETARY THE GAMBIA TEACHERS' UNION



The journey to strengthen the well-being and success of learners in The Gambia continues with a renewed commitment to guidance and counselling in schools. In August 2025, we have successfully trained 140 educators across Regions 1, 2, 3 & 4 under our Guidance & Counselling Programme; a programme designed to equip educators with the skills to support students' academic, social, and emotional development.

Region 3: teachers complete level 2 training

On 6 August, 30 teachers from Region 3 (North Bank Region) began a three-day Level 2 Guidance and Counselling training at the Christian Council in Kanifing. This programme built on their earlier Level 1 training in Farafenni, with a focus on deepening their capacity to serve as school-based counsellors.

The training concluded with a certificate presentation ceremony, recognising the teachers' commitment and marking an important step in their professional development. These certificates symbolise more than an achievement; they represent each teacher's readiness to provide psychosocial support, guidance, and mentorship to learners across their schools.

Region 1: teachers begin their own leg 2 training

Following the success in Region 3, the focus shifted to Region 1, where another group of 30 dedicated educators embarked on their Leg 2 Guidance and Counselling Training. Like their peers, they are equipped with essential tools to address the emotional, social, and academic needs of students, helping to create school environments that are safe, nurturing, and inclusive.

This training marks another significant milestone in building a nationwide network of trained school counsellors who can provide consistent, meaningful support to learners.

Why this matters

In today's world, learners face a wide range of challenges from academic pressures to personal and social struggles.

Guidance and counselling services in schools play a pivotal role in helping students:

- Overcome personal and academic challenges
- Build resilience and life skills
- Develop positive behaviour
- Reach their full potential

By empowering teachers with these skills, schools become more than places of academic instruction; they become communities of care and growth.

A shared commitment to learners' well-being

The Guidance and Counselling programme, supported by The Steve Sinnott Foundation, reflects a shared commitment to empowering teachers, strengthening education systems, and transforming the lives of learners across The Gambia. With Regions 1 and 3 making significant progress, the foundation is being laid for a sustainable, nationwide counselling framework that prioritises student well-being and success.

A growing network of school counsellors

Through the collaborative efforts of The Steve Sinnott Foundation, The Gambia Teachers' Union, and Ministry of Basic and Secondary Education (MoBSE), the Guidance and Counselling programme has made significant strides. With the completion of Region 1's Level 2 training, the GTU has now trained and certified 140 school counsellors across Regions 1, 2, 3, and 4 a clear demonstration of the commitment to empowering teachers and strengthening school counselling nationwide.

Looking ahead

These milestones mark more than just the completion of training sessions; they represent the foundation of a nationwide network of dedicated school counsellors who are committed to fostering safe, supportive, and nurturing learning environments. With continued support and collaboration, The Gambia is building a stronger education system where every learner has the opportunity to thrive academically, socially, and emotionally.

Empowering student voices: Young Ambassadors champion inclusive Education for All

BY MARIE ANTOINETTE CORR, GENERAL SECRETARY THE GAMBIA TEACHERS' UNION

In our continued commitment to ensuring quality and inclusive education for every child, we've taken our advocacy to a new level by empowering the next generation to lead the conversation.

In partnership with The Gambia Teachers' Union, we recently convened The Foundation's Young Ambassadors for a vibrant day of engagement dedicated to promoting the right to education for all. The event brought together passionate students from selected senior secondary schools across Region 1, including St. John's School for the Deaf, to explore what it truly means to make education inclusive, equitable, and accessible to every learner.

Young voices leading the way

The Young Ambassadors are a dynamic group of student leaders committed to being champions of change within their schools and communities. Their mission is simple yet powerful; to advocate for an education system where no child is left behind, regardless of ability, background, or circumstance.

Through a series of creative sessions, the Ambassadors expressed their ideas, concerns, and hopes through skits, poems, plays, and storytelling. These powerful performances brought to life the real challenges learners face from barriers in access and inclusion to the need for empathy, understanding, and support for diverse learning needs.

Inclusion at the heart of education

The inclusion of St. John's School for the Deaf among participating institutions was particularly symbolic. It underscored our shared belief that inclusivity must go beyond words; it must be seen, felt, and practised in every classroom. By sharing experiences and perspectives, all participants were reminded that inclusive education benefits everyone, building more compassionate and united communities.

Building a movement, not just a moment

This initiative marks more than just a one-day event; it's the beginning of a movement driven by young people determined to make a difference. As Young Ambassadors, these students will continue to champion awareness within their schools, engage their peers in dialogue, and use their creativity to promote positive change.

Participating schools

- Kanifing East Senior Secondary School
- Greater Banjul Senior Secondary School
- Daddy Jobe Senior Secondary School
- St. John's School for the Deaf
- Imam Malick Islamic Senior Secondary School
- St. Augustine's Senior Secondary School
- St. Joseph's Senior Secondary School
- Latrikunda Sabiji Senior Secondary School

Looking ahead

Together with The Gambia Teachers' Union, we remain committed to nurturing these young advocates, equipping them with the skills, knowledge, and confidence to amplify their voices and inspire action within their communities.

Education is more than access to classrooms, it is the key to unlocking human potential. By empowering students to lead, we are ensuring that the call for Education for All continues to echo through every corridor, every classroom, and every community.



Hope and change in Haiti

BY GABRIELLE AUREL, DIRECTOR, SONJE AYITI

In March this year, The Steve Sinnott Foundation, in partnership with Sonje Ayiti Organisation and local partners, launched a month-long campaign in Haiti to raise awareness of gender-based violence and empower communities to take action.

The campaign launched on International Women's Day (8 March) at the CIMA Community School of Hope, where over 200 people gathered for a vibrant programme of cultural dances, drama, partner presentations and open discussions.

Facilitators from SOSPSY, a Haitian non-governmental organisation providing psychosocial support and mental health services to communities affected by trauma, violence, and displacement, guided participants in exploring hidden forms of violence often accepted as normal. Their sessions created a powerful space for reflection and the sharing of personal testimonies.

Through interactive workshops and educational games, students learned about gender equality and how to recognise and prevent gender-based violence, as well as how to support peers who may be affected. They asked thoughtful questions, engaged actively and pledged to become ambassadors for non-violence in Haiti. As part of the Positive Periods Programme, 20 girls received 100 reusable sanitary pads in recognition of their participation. Many attendees expressed gratitude and a strong commitment to take action within their communities.

A national voice inspires local action

On 12 March, the campaign welcomed Jean Jean Roosevelt, one of Haiti's most celebrated singers and a champion for women's rights through his lyrics. He engaged boys at CIMA School of Hope in a gender-based violence campaign by producing a music video about the topic, giving them a platform to speak about respect for women and their role in ending violence. Their voices will now join a growing national movement for equality.

Positive Periods: sustainable solutions for girls and the planet

The campaign also tied into the Positive Periods Programme, now in its fourth year. Thanks to funding from The Foundation, students at CIMA's sewing workshop are making reusable sanitary pads, uniforms and traditional clothing. In March alone, 237 reusable pads were distributed in schools and at the campaign's closing ceremony, helping girls stay in class and reducing waste from disposables.

So far, 41 students have been trained in sewing, with 20 already earning income from their skills. This programme not only supports menstrual health but also tackles poverty and environmental challenges by promoting cost-effective, sustainable, reusable products.

Reusable sanitary pads have helped reduce school absenteeism for more than 1,500 girls while also cutting waste across 19 rural schools. This year, the sewing workshops at CIMA Community School of Hope expanded the Positive Periods Programme, training 41 students, both girls and boys, in pad-making and other skills. Twenty of these students are now earning an income of 1,000 Gourdes (around \$8 USD) per uniform, while also producing reusable pads for women and girls who cannot make their own.

Through The Foundation, the Learning Resource Centre provides a Sewing Workshop that is equipped with machines and supplies, enabling students, not only to produce pads but also to develop valuable skills. Designed for durability, these pads can be reused for years, reducing costs, limiting import, and providing income-generating opportunities for students.



Monitoring and evaluation

The project evaluated both implementation and methodology before, during, and after each intervention. Pre-assessments measured participants' knowledge of gender-based violence, while sessions ensured understanding and post-assessments allowed questions and discussion.

Initially, most participants were unfamiliar with gender-based violence, but by the end, they actively engaged in discussions on issues like men's authority over women and corporal punishment, showing increased awareness and commitment. Follow-up interviews confirmed retention of key information and a willingness to adopt behaviours that help prevent gender-based violence in their communities. In total, the campaign reached more than 500 people directly and an estimated 5,000–10,000 indirectly through community networks, posters, and social media—spreading vital messages of equality and change far beyond the classroom walls.

Looking ahead

Evaluations showed that most participants entered the campaign with little knowledge of gender-based violence but left with a clearer understanding and determination to act going forward. Through these initiatives, The Steve Sinnott Foundation is helping young people and communities stand together against violence, build sustainable futures, and create a more equal, hopeful Haiti.



This programme is supported by the Soroptimist International Foundation, a Charitable Trust overseen by SI (Soroptimist International) Limited.



Education for All unlocks potential

Here we hear from Gabie Aurel who leads the Sonje Ayiti Organization (SAO), our partner in Haiti. They prioritise investing in quality education to break the cycle of poverty, promote long-term economic and social stability, and uplift everyone. It equips children, youth, and adults with the skills to achieve their potential, higher earnings, and better health outcomes. SAO's work improves community well-being overall and fosters a more resilient and inclusive society.

Gabie says, 'I am so privileged to grace the path of many inspiring individuals (children, youth, men and women) who share their stories about what education means to them and how it has built their confidence and drastically transformed their lives.' An example of a life transformed is Rosenie Selmour, a second level participant in ALFA at the Cima Literacy Center in Limonade, Haiti. Here is her testimony:

'I always felt small when people were reading and writing around me because I couldn't read or write. I was afraid to speak in public, and I was ashamed to say that I couldn't read. Since coming to the Cima Literacy Center, my life has changed. Every day I learn something new. I can read on my own, I can read medical prescriptions, I can read my Creole Bible very well, and even write my children's names on their notebooks and supervise their homework.

I am in awe to see how our good education is expressed daily in the form of mutual respect, solidarity, empathy, camaraderie, and how we support and treat each other now. We don't laugh at people if they make mistakes. We correct and we encourage. I remember the first time I read a sentence in front of the class, everyone in the centre was happy and applauded me. I felt proud, it was the first time I felt so valued.

What motivates me to come every day? 'It's my dream to be able to read and write well and to know my fundamental rights. And above all, I feel like I'm not alone. We are a family at Alfa.'

Stories like this fuel SAO's commitment to invest in quality education throughout Haiti, especially in rural villages where the most vulnerable children, youth, and adults have no access to basic education.

SAO's commitment to breaking the cycle of poverty through quality education promotes greater employment opportunities which lift families out of poverty, thus reducing heavy reliance on social assistance programmes. It boosts economic growth through a skilled workforce, fosters individual well-being, reduces preventable diseases, and improves overall understanding of health. This can prevent diseases, unnecessary deaths and improve overall well-being. Quality education cultivates important cognitive, social, emotional, and communication skills. This reduces conflicts and improves harmony in communities. Additionally, it helps build resilience to recurring difficulties, reduces gender-based violence prevalent in rural communities, and strives to promote gender equality, building stronger communities and societies, enhancing social stability. In sum, quality education for all creates a recurring cycle of inclusive opportunity for all.'



Supporting the Resource Learning Centre in Haiti

Until students return to school in December they are learning vocational skills and they themselves are actively involved in site renovation work

We are really proud to see this revival take hold with so much passion and responsibility.

Congratulations to Alex and all the young people who took part in the vocational skills workshops!

(pictured above) Alex Julmice one of our students helping to paint the Learning Resource Centre



Alfabetizasyon se chemen development

Alfa Limonade, Haiti Literacy is the way to development

BY SARAH GREY, ALFA LIMONADE, HAITI

For all our people who were deprived of childhood education, the objective of this Alfa programme is to provide the opportunity to become literate. In Haiti, especially in rural areas such as ours, literacy rates are dismal. *44% of Haitian men and 56% of Haitian women are illiterate, but these statistics are far worse in villages and the countryside.* (UNESCO)

Launched 23 years ago, Alfa uses an excellent participatory text book, *Goute Sel*, for writing, reading, and comprehension. It was developed specifically for use here in Haiti. We also use *Ti Koze Sou Istwa Peyi Ayiti*, stories and questions from Haitian history, and *Lekti Net Ale*, reflections on connecting with the world. Through blackboard instruction and *Kaye Kalkil*, Alfa participants practise exercises in arithmetic. At the second level we launch group discussion through reading *Edikasyon Civik*.

After long consideration, our team of monitors has established that Alfa must develop its own practical introduction to numeracy for adult learners. Our improved numeracy project must adjust to the situation of Alfa participants. Obviously, in their daily lives our participants constantly face numeracy problems. Having no education, they were unaware of their lack of capacity. Today, through Alfa, they are gaining in literacy, and we should also ensure that, despite their often advanced ages, they also become numerate. They must not lose this gift simply because they have been deprived of the basic human right to education.

Through our new tool, Alfa's market women and peasant farmers will grasp the basics of numeracy, so that they are not lost in the economic situations of their adult lives. They will address these problems with awareness, papers and pencils in their hands - just as others do!

Chancy Jacques, Alfa Supervisor, and Antolius Pierre, Alfa monitor in Jede, are collaborating on Alfa's own book, *Kalkil San Limit*, with the following objectives:

- To support our monitors with a good tool for introducing numeracy.
- To reinforce the capacity of every Alfa participant.
- To enable participants to reflect productively.
- To enable participants to calculate well and fast.
- To enable participants to record their written results.

Thus *Kalkil San Limit* will include the following sections: numeracy, problem solving, geometry, and mental calculation.

Numeracy is a key part of the core skill base of a literate individual. In our Haiti, this means the ability to understand and use basic maths in real life situations at home, in the market place, or for agricultural transactions. We are preparing to go to print this summer!



Enhancing safe education; phase two of the addressing school-related Gender Based Violence (SRGBV) Programme

BY ISATA M KAMARA DIRECTOR OF GENDER EQUALITY AND DEVELOPMENT FOR SOCIAL ACTION (GEDSA)

Addressing SRGBV comes through different methods. One effective approach is to provide the most at risk of becoming victims with required skills and knowledge. The essence of this approach is to keep girls safe, engaged and ensure before they return to school that they have a better understanding of SRGBV.

The phenomenon of school-related gender-based violence [SRGBV] undermines the right to education for countless children, particularly girls. In the initial phase of our project, we successfully implemented SRGBV awareness and prevention programmes in 14 schools across Bombali district Northern Region. Phase one involved training school staff, engaging students, and building community awareness to create safer school environments. This phase focused on training girls to make reusable sanitary pads and other soft skills to engage them in daily activities.

The project engaged over 50 students between the ages of 12-18 years in skills training to help keep them engaged in learning how to make reusable sanitary pads, bead design and cake making.

The overall implementation of the project was a success as all of the girls engaged were able to learn new skills and new knowledge relating to GBV prevention. Below are some of the specific successes:

Girls were trained in making reusable sanitary pads, sewing and bead design work, basic cake making skills, learning to identify violence, report it and learn how to prevent and de-escalate violent situations and how to stay positive in life through mentoring and supporting each other.

This increased the knowledge of community stakeholders and parents on the impact both in and out of school. 100 participants including parents, education officials and community leaders were engaged.

Despite the successes recorded, there were some challenges in the implementation.

Challenges

- The rains were heavy and affected some classes
- Inflation in the market affected the proposed initial costs and the current cost of items
- The number of stakeholders and parents engaged were more than the proposed number leading to an increase in the food budget



Cross section of girls



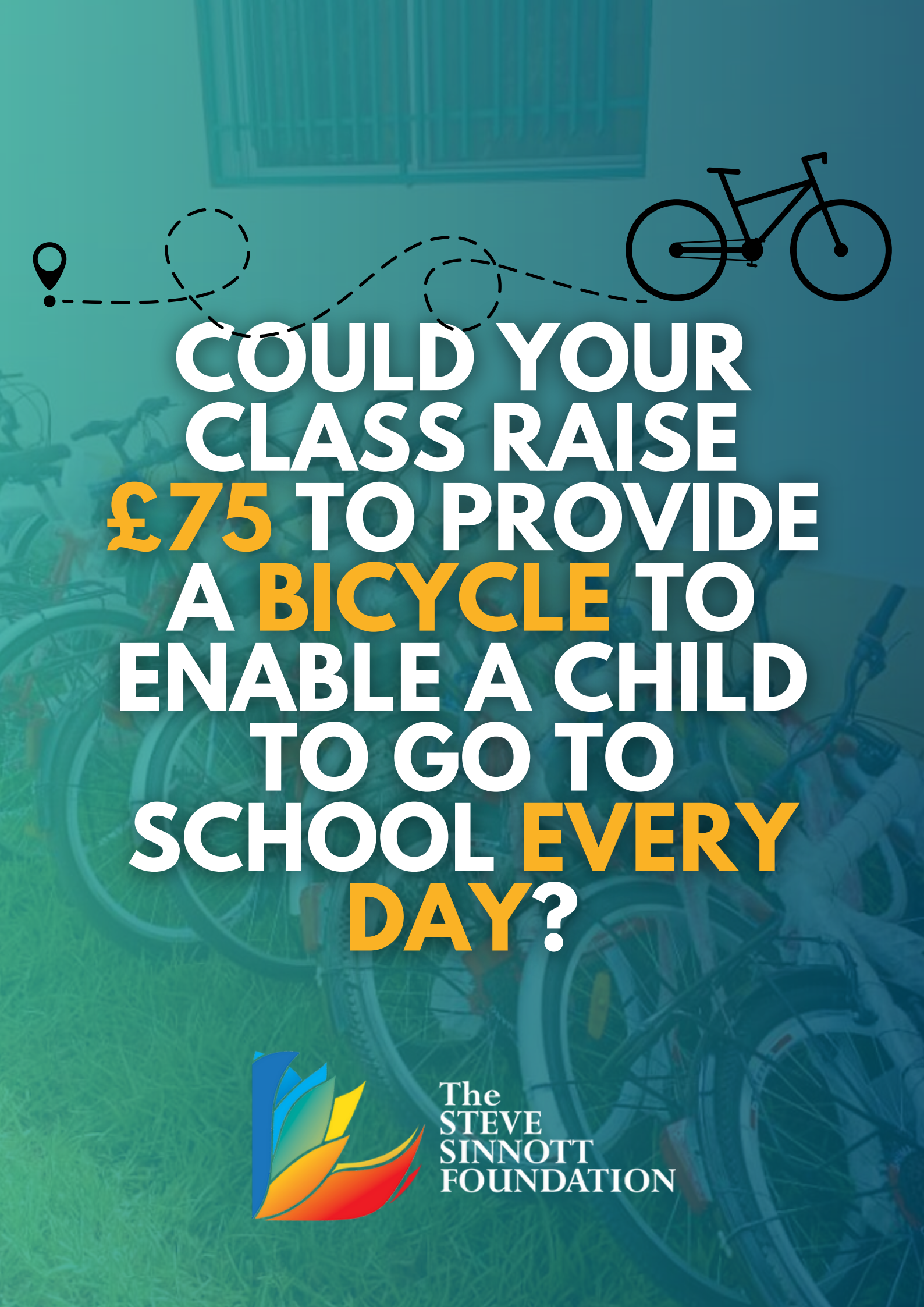
Practical Session



Parents and Stakeholders Engagement



Group work

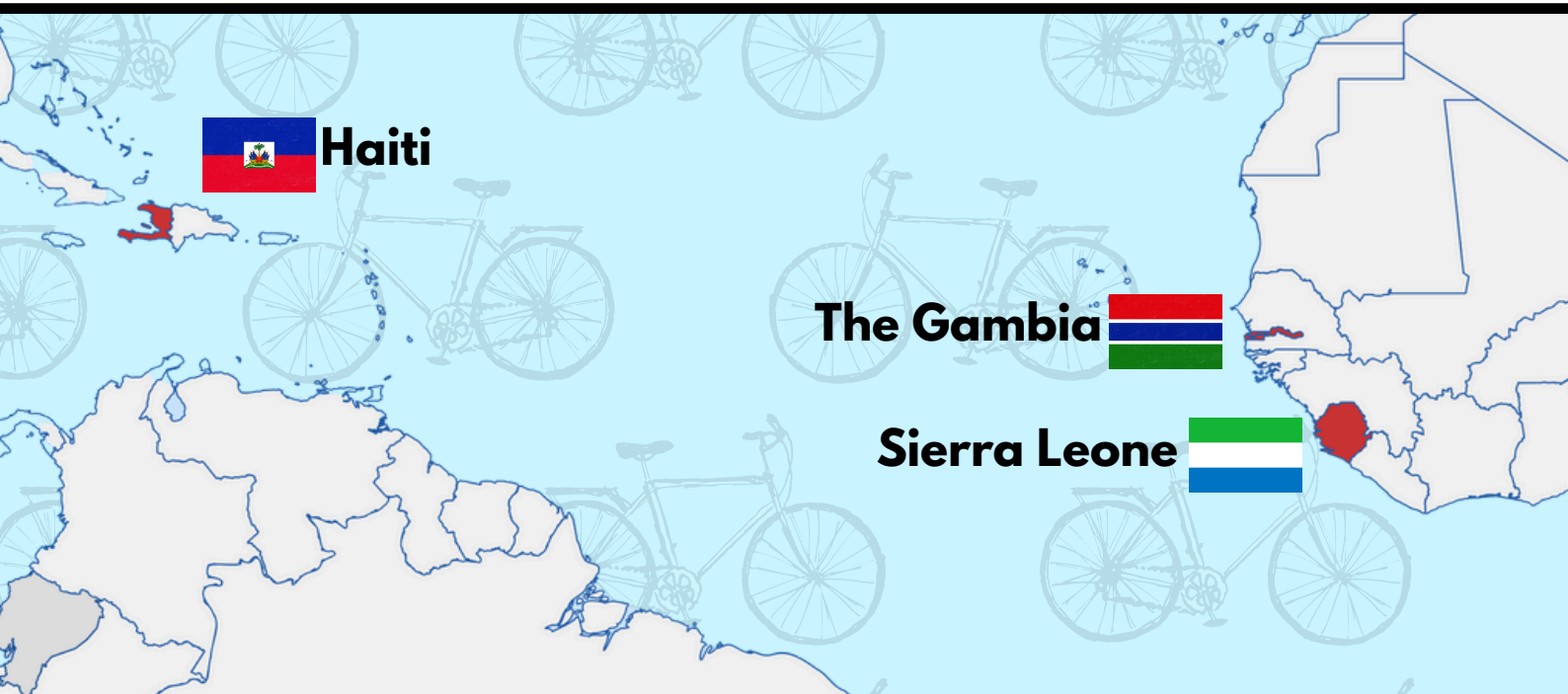


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CLASS RAISE
£75 TO PROVIDE
A BICYCLE TO
ENABLE A CHILD
TO GO TO
SCHOOL EVERY
DAY?**



The
STEVE
SINNOTT
FOUNDATION

**We have purchased 40 bicycles in The Gambia
and now we have had requests from students in
Haiti and Sierra Leone**



**Every day, millions of children walk miles
just to reach school.**

**Together, we can make that journey
easier by providing bikes for education.**



SPOTLIGHT ON A STEVE SINNOTT FOUNDATION AMBASSADOR

Volunteering in Zambia

BY HELEN PORTER

This summer, I volunteered in Lusaka, Zambia with [Mission Direct](#) to improve educational facilities for school children and staff.

These nursery school children live in very basic and small homes in the Kaunda Square Compound. They are currently being educated in overcrowded classrooms with very little space for play and movement. The new school building will allow more children to benefit from an enriching nursery education and ensure that they are ready to learn when they start their formal schooling at the age of six. It will also enable more mothers to work and contribute to their families' income. The children were very happy to meet us and performed a wonderful song with actions to thank us.

Witnessing the challenges of these families living in poverty led me to reflect on the Sustainable Development Goals (SDGs) that finding a route out of poverty (SDG1) often starts with a quality education (SDG4). Educating children to become literate, numerate and confident, responsible young people allows them to obtain secure employment with fair pay and to have the prospect of rewarding careers, leading to economic growth (SDG8). Of course education is about so much more than preparation for future employment. An educated person is better prepared to maintain the health and well-being of their family (SDG3) and ensure that nourishing food is provided everyday (SDG2).

We are disappointed and saddened to learn that some of the world's wealthiest nations are slashing their overseas development budgets. This makes the work of NGOs even more vital as they strive to reduce inequalities (SDGs 5 and 10) to ensure that all children benefit from a quality education.



Relationships and SDGs (Sustainable Development Goals)

BY HANNAH WILSON, FOUNDER
AND DIRECTOR THE BELONGING
EFFECT (FORMERLY KNOWN AS
DIVERSE EDUCATORS)



As the founding Headteacher of two start-up schools in Oxfordshire, one primary and one secondary, we spent a lot of time thinking about our new schools' vision, mission and values. We were deeply committed to becoming values-based educational settings. We also did a lot of work on our global citizenship curriculum which formally brought together all of the loose threads in what Dr Neil Hawkes calls the 'inner curriculum'. Working towards UNICEF's Rights Respecting School Award to demonstrate our intentional teaching of the UN's SDGs was a fundamental part of our commitment to our school communities.

When I left headship to move #DiverseEd from being a grassroots community to iterating into Diverse Educators, a Diversity, Equity, Inclusion and Belonging (DEIB) training and consultancy organisation, I thought once again about how our work supported the education system in working towards the SDGs and we outlined them here:
<https://www.thebelongingeffect.co.uk/the-sustainable-development-goals/>

Five years on, we have just gone through a re-brand, and we are now called the Belonging Effect. For me the strategic intention we take towards developing consciousness, confidence and competence in DEIB must be actionable and must have impact. So our renewed mission is 'shaping intention into impact'.



Shaping intention into impact.

We are in the decade of action to work towards achieving the global Sustainable Development Goals (SDGs) as outlined by the United Nations.

The Belonging Effect is committed to doing the work across our network by connecting our training offer, our events programmes, and our desired outcomes (as well as our vision, mission, values and strategic vision) with the global goals to transform our world, together.

- We believe in a shared vision and a collective responsibility in working towards the SDGs, together.
- We believe that through meaningful collaborative partnerships across our network and wider education community, we can have a greater impact in addressing societal issues, together.
- We believe that our schools are shaping global citizens and that we are all responsible for the world that we co-create, together.

Whilst we believe there is a part for all of us as educators and schools to play in all seventeen SDGs, we align our work specifically to seven of the SDGs as outlined below through our commitments:

3. Good health and wellbeing
4. Quality education
5. Gender equality
8. Decent work and economic growth
10. Reduced inequalities
16. Peace, justice and strong institutions
17. Partnerships for goals

How do the SDGs influence the way we think about human relationships in schools?

We need to reflect on the levels of diversity in our different stakeholder groups and who gets opportunities and who can access resources. We need to focus on names, not numbers. We need to invest in connection, not correction. We need to work in collaboration and co-create solutions to problems.

Which SDGs are most directly connected to the school environment?

We need to focus on mental health and wellbeing and realise how closely related it is to other aspects of our identity and lived experience. We need to ensure that all children receive their entitlement to an inclusive and representative curriculum enabling them to thrive and prosper in their adult lives.

How can schools build partnerships with local communities to promote inclusive education and shared responsibility for SDG goals?

We need to create a map of our community partnerships and spend time investing to ensure there is mutual reciprocity. We need to intentionally weave a web of key relationships around our school and distribute the responsibility of leaders in maintaining them and ensuring there is open dialogue to feed the culture and the ethos of the setting.

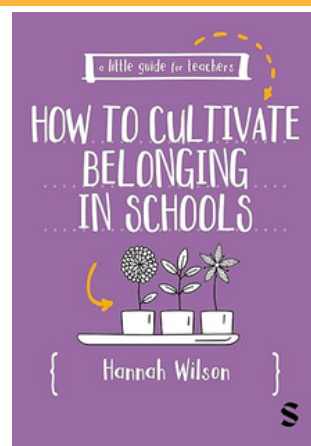
Imagine a school in 2030 that has fully embraced the SDGs: what do relationships look like there?

We will have collapsed the power hierarchy, we will have embedded democratic decision-making and we will be ensuring that all voices will matter. We will see the benefits of a more representative leadership and governance model. We will hear from our learners that they have a greater sense of belonging.

How can educational policies be re-designed to prioritise healthy relationships as part of achieving SDG 4?

Educational policies need to be co-designed as there is often a disconnect between who writes the policy, who ratifies the policy versus who the policy serves. We have systemic and societal issues to resolve such as anti-racism and meaningful inclusion of our most vulnerable learners, alongside increased belonging for individuals and groups who are marginalised by the system. We need the subject of any policy reform to be actively involved in the process and changes to ensure they resonate and reduce harm.

Do check out our [website to find out more about our DEIB work](#). You might also be interested in my new book which is coming out in the new year entitled '[How to Cultivate Belonging in Schools](#)'.



Seeds of Hope 2025: young people planting peace and sustainability around the world

The Steve Sinnott Foundation is proud to celebrate the inspirational winners of the 2025 Seeds of Hope for a Better Future competition, a global initiative supported by UNESCO that brings together creativity, community, and a shared commitment to peace and sustainability.

This unique project invited schools across the world, from nursery and primary through to secondary school, to explore the values of peace, cultural understanding, and care for the planet. In the face of climate change, young people were asked to tell their stories through art, performance, and digital creativity, highlighting how small seeds of action can grow into powerful movements for hope.

The results have been extraordinary. Schools in France, the UK, The Gambia, Haiti, and Kenya have been recognised for their outstanding contributions, with projects ranging from community gardens and sculptures to dance performances and illustrated stories. Each winner has shown how young voices and imagination can nurture peace and sustainability in ways that inspire us all.

The full Awards Ceremony can be watched linked here: [Seeds of Hope For A Better Future Awards Ceremony 2025](#)

Highlights from the Winners

- Oak View Primary and Nursery School (UK) created *Faces of Feeling*, a collection of joyful sculptures already exhibited in a local gallery. Judges praised their work as supporting the wellbeing of others and embodying the idea of children as true "Seeds of Hope."
- St Joseph's Senior Secondary School (Gambia) painted *Campaign for a Sustainable Banjul*, reflecting real-world climate action in their city. The judges described it as "a most deserving and robust winner."
- *Jardin d'Enfants des Nations Unies* (United Nations Nursery School) (France) won hearts with *Wind of Peace*, where 5-6 year olds combined drawings, paintings, and tree planting to champion reforestation.
- Lyng Hall Secondary School, Coventry (UK) collaborated with Henley Green Primary and the UK Literacy Association to produce *The Heart Shaped Hole* – an innovative and metaphorical take on Seeds of Hope.
- Earlsdon Primary School, Coventry (UK) impressed with *Primary Plot*, a project that included gardening with the visually impaired, reflecting inclusivity and sustainability.
- A remarkable cross-collaboration between 21 schools across West Yorkshire, Essex, and Tower Hamlets (UK) resulted in *Lights, Camera, Score*, an ambitious combination of animation, music, and storytelling.

- CIMA Community School of Hope (Haiti) shared *Konbit* – a video of dance and solidarity, inspiring villages to work together for peace and dignity.
- Daraja Academy (Kenya) presented an ambitious and optimistic project integrating sustainability into everyday school life.

Celebrating creativity and peace

This year's competition was judged by an impressive panel of artists, writers, and cultural leaders including Sir Antony Gormley, Edmund de Waal, Dame Liz Forgan, Hugh Quarshie, and Rathna Ramanathan. Their collective expertise highlighted the quality and depth of the entries, each of which showed how art can be a powerful tool for global understanding and change. The Seeds of Hope initiative is part of UNESCO UK's Arts and Culture for Peace programme, first launched in 2022. It has grown from earlier collaborations such as the Coventry Young Ambassadors' Islands of Peace Japanese Garden, opened in 2021, a living reminder that seeds planted in communities can continue to flourish.

Looking ahead

As Ann Beatty, UNESCO ASPnet UK National Coordinator, shared: "The quality of entries was extraordinary. We are delighted at the response to this amazing initiative in collaboration with our international partners."

And in the words of judge Jannette Cheong:

"Young people around the world understand well the value of peace and tolerant relationships between cultures. Their creativity is an inspiration to all of us."

At The Steve Sinnott Foundation, we believe that education is the seed from which hope grows. The Seeds of Hope competition is a shining example of how young people through creativity, compassion, and collaboration are already shaping a more peaceful and sustainable future.

The Foundation supporting the achievement of the Sustainable Development Goals (SDGs)

BY KAYLEM JAMES

In my time as an assistant at The Steve Sinnott Foundation (SSF), one of my research tasks was looking into how the Foundation contributed to the achievement of the Sustainable Development Goals (SDGs). I really believe in the work of the Foundation and I have also been raising funds as I believe that every child must have the right to education.

SSF is a UK-based educational charity focused on promoting quality education worldwide. It plays a supportive role in achieving the United Nations 17 Sustainable Development Goals (SDGs), especially Goal 4: (Quality Education), but its work contributes to several others as well.

Here's how the Foundation supports the SDGs:

Goal 4 – Quality education (core focus)

- The Foundation's main mission is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- It supports teachers and educational initiatives in developing countries.
- It runs programmes like:
 - The Education for All Campaign – advocating for universal access to education.
 - Teacher empowerment projects – providing training and resources to educators in under-resourced countries.
 - Girls' education programmes – encouraging and supporting girls to stay in school and complete their education.

Goal 3 – Good health and well-being

- Through education, particularly health-related programmes, the Foundation contributes to raising awareness about hygiene, nutrition, and mental health.
- The Foundation has developed a range of webinars to promote health and wellbeing and these can be found on YouTube.

Goal 5 – Gender equality

- The Foundation promotes girls' education, directly addressing barriers that prevent girls from accessing and completing school.
- It advocates for the rights of women and girls, especially in patriarchal or disadvantaged societies.

Goal 8 – Decent work and economic growth

- By improving access to education and vocational training, the Foundation helps create employment opportunities.
- Educated individuals have better chances of securing decent work.

Goal 10 – Reduced inequalities

- It supports marginalised groups, including children in rural or conflict-affected areas, contributing to reducing global inequalities in education.

Goal 16 – Peace, justice and strong institutions

- Promotes education as a force for peace and conflict resolution.
- Supports democratic participation and awareness through educational programmes that foster community engagement.

Goal 17 – Partnerships for the goals

- Collaborates with NGOs, unions, schools, and governments to deliver and advocate for education projects.
- Builds international partnerships to achieve the SDGs through education.

Summary

While The Steve Sinnott Foundation's primary focus is on Goal 4, it contributes to many of the SDGs by empowering communities through education, particularly:

- Gender equality (Goal 5),
- Health (Goal 3),
- Economic growth (Goal 8),
- Reducing inequality (Goal 10),
- Peace (Goal 16), and
- Partnerships (Goal 17).

The Foundation's programmes also contribute to the achievement of other SDGs through the power of the provision of education and life-long learning; 1. No Poverty, 2. Zero Hunger, 13. Climate Action. We believe that all of the 17 SDGs are only achievable by ensuring that all children, wherever they are born, deserve the human right of quality education. Over 250 million children are still out of school and the global out-of-school population has reduced by only 1% in nearly ten years, according to the UNESCO Global Education Monitoring Report 2024. There is still much work to do in achieving equitable and quality Education for All.



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As part of the free will writing process, we hope you will consider leaving a legacy gift to the Foundation.

Leaving a legacy gift ensures that your values live on by supporting the Foundation's mission to advance quality education for all. Your gift can help transform lives, enabling children, teachers, and communities around the world to access learning opportunities that might otherwise be out of reach and make a lasting impact on global education.

Why leave a legacy gift?

1. Make a lasting impact on global education

Your legacy can open classroom doors, train teachers, and empower communities through the gift of learning. Every legacy, large or small, helps to build a world where everyone has the chance to learn and thrive.

2. Reflect your values and inspire others

Your will is a reflection of what matters most to you. By including The Steve Sinnott Foundation, supporters can express their belief in fairness, opportunity, and the power of education to change lives long after their own lifetime and inspire future generations.

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- Provide access to quality education for all children
- Support teachers and educators around the world
- Promote gender equality and inclusive education
- Strengthen communities through knowledge and opportunity

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