

EducationAction



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Issue 24

May 2010

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Further information on all projects available from Emma at ActionAid.

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ActionAid is a registered charity (number 274467).

Produced by S37 Design

Cover photograph – James Kanyesigye

Editorial

Dear Reader,

Welcome to the 24th edition of *Education Action*.

This edition is dedicated to the memory of a friend and colleague, James Kanyesigye, who died last year. Affectionately known as 'Papa Pamoja', James was the coordinator of the first *Reflect* programme in the first pilot country, Uganda. He encouraged and inspired *Reflect* practitioners across the world and is sorely missed.

This issue starts with an article on the UN Conference on Adult Education, CONFINTEA VI, which was held in Brazil in late 2009. David Archer sat on the drafting committee for the Belem Framework for Action and outlines some of the frustrations of the process as well as some successes. A number of *Reflect* practitioners attended CONFINTEA and the civil society forum (FISC) that preceded it. The following article by Louise Knight describes how *Reflect* practitioners participated actively in both events, working together to host workshops and meetings as well as a lively exhibition stand.

Teachers' unions and rights-based NGOs, like ActionAid, are increasingly speaking with a united voice on issues such as the financing of education, non-professional teachers and violence against girls. Articles on the Parktonian Agreement and on the Bamako +5 conference on non-professional teachers explore this relationship, looking at how NGOs and teachers' unions can work together to help secure quality public education for all.

As the 2010 Football World Cup approaches, the GCE has launched the 1GOAL campaign, bringing

together footballers, fans, charities, corporations and individuals to lobby and achieve the aim of education for all by 2015. In a fascinating article on the Global Campaign for Education (GCE), John Gaventia and Marjorie Mayo examine the reasons for the GCE's relative success as a coalition campaign and at the lessons we can learn from it. Leading on from this, Kjersti Mowé describes the GCE's work to strengthen the capacity of national education coalitions through the new Civil Society Education Funds.

In a series of articles, the Right to Education Team look at how the RTE project has tried to apply the concept of education rights in situations of discrimination, extreme poverty and emergency.

Articles from ActionAid's International Education Team explore future directions for ActionAid's education work, look at ways in which ActionAid can better link research, community-based programming and advocacy work and at methods for designing and implementing a baseline study. Updates on projects to stop violence against girls and improve learning outcomes in schools are also included.

We have updates on *Reflect* practice around the world, with examples of innovative work with children in Uganda and Brazil, with learners of English in the UK and the piloting of the new participatory evaluation framework for *Reflect*. We end with a tribute to James Kanyesigye, Papa Pamoja.

We hope you enjoy the magazine.

Emma Pearce

Abbreviations:

ANCEFA	Africa Network Campaign on Education for All	EFA	Education for All
ASPBAE	Asia South Pacific Bureau of Adult Education	FII	Fast Track Initiative
CLADE	Latin-American Campaign for the Right to Education (Campaña Latinoamericana por el Derecho a la Educación)	FIFA	International Football Association
CSO	civil society organisation	GCE	Global Campaign for Education
DFID	UK Department for International Development	IMF	International Monetary Fund
EPDF	Education Program Development Fund	MDGs	Millennium Development Goals
		NGO	non-government organisation
		PTA	parent teacher association
		RAN	Reflect Asia Network
		RTE	Right to Education
		SMC	school management committee

CONFINTEA: A framework for action or inaction?

by David Archer, Head of International Education, ActionAid

On paper, CONFINTEA, the UN Conference on Adult Education that took place in Brazil in December 2009, was just as important as the climate change conference in Copenhagen that was held the following week. As a UN Conference, it attracted delegations from 162 countries, many headed up by Ministers. In total about 2,000 people converged on the Amazonian city of Belem for this opportunity to review the state of adult education and offer a framework for the coming years. The conference happens just once every 12 years, so it is important to seize the moment and build a consensus on how we can make better progress in adult education. On this occasion, this was particularly urgent, as the past decade has been distinguished by shockingly low levels of government investment in the sector around the world. Although the final Framework for Action from Belem shows some progress was made, there were also frustrations that delegates shied away from agreeing to any clear benchmarks or targets for investment – and this leaves the agreement weaker than it may otherwise have been. This resonates rather strongly with the failure to secure a binding agreement on climate change in Copenhagen and perhaps points towards a problem with the way in which such big UN meetings are conducted.

The build up to CONFINTEA was extensive, with regional preparatory conferences over the preceding year (in Korea, Nairobi, Mexico, etc) and a draft Framework for Action circulated in March 2009 for consultation. This draft framework was widely considered to be rather weak, with some people referring to it as a 'Framework for Inaction'. The desire to change this and secure a more significant framework was one of the impulses behind the convening of a three day preparatory International Forum for civil society organisations (FISC), immediately before CONFINTEA. This forum brought together over 500 NGOs, unions and activists from 80 countries. Over three days of discussion in Belem, this very diverse group came to agree a set of 10 core positions, which would help CONFINTEA move from rhetoric to coherent action. In summary, these positions called for:



Reflect exhibition stand at CONFINTEA

The conference happens just once every 12 years, so it is important to seize the moment and build a consensus on how we can make better progress in adult education. On this occasion, this was particularly urgent, as the past decade has been distinguished by shockingly low levels of government investment in the sector around the world.

- 1 The need to recognise the **right to education** of adults and young people as a *justiciable* human right which is widely violated. Urgent action is required to address this crisis.
- 2 A recognition that the education of adults and young people is essential for helping people, especially women, to cope with **all types of crises** (food, fuel, finance, conflict or climate), enabling them to shape a sustainable future and to work towards gender equality and justice.
- 3 A legal structure for the **governance of the education of adults and young people, specifying the involvement in decision-making of civil society, learner representatives and educators alongside government.**
- 4 No more collection of simplistic **data or statistics** based on the artificial division between illiteracy and literacy. All surveys, research and data collection or reporting should focus on a continuum of literacy levels and should be disaggregated by gender and other bases of potential discrimination.
- 5 The need for governments to develop **fully-costed policies, well-targeted plans** and legislation, based on credible evidence (e.g. new national surveys) on literacy levels and present participation rates in adult learning.
- 6 Governments should agree to **binding minimum targets** for spending on adult education including *at least 6%* of national education budgets. An equally binding target should be agreed of *at least 6%* of aid to education being spent on the education of adults and young people.
- 7 The Education for All **Fast Track Initiative** needs to explicitly require sector plans to include credible action on, and investment in, youth and adult, especially women's, literacy.
- 8 The G20, which recently re-empowered the IMF, needs to challenge the restrictive **macro-economic conditions** imposed and policies promoted by the IMF that have undermined investment in education.
- 9 All governments to **maximise the learning opportunities** available for all people on their territory and all employers to invest at least 1% of the payroll in work-related education and training. It is important to recognise that no country has fully overcome the challenge of including all people and of transforming the profile of participation in adult learning.
- 10 The need for comprehensive and multi-agency **monitoring mechanisms** for ensuring that commitments are delivered both nationally and internationally.

The civil society organisations present in Belem felt strongly that if the final CONFINTEA framework were to include all these 10 points then we would have a meaningful Framework for Action over the coming 12 years. However, CONFINTEA is an inter-governmental conference and ultimately we, as civil society actors, could not directly propose amendments to the conference outcome. We therefore needed to work creatively to influence the 162 government delegations, urging them to support our positions and then trying to influence the drafting committee. We held meetings every morning and evening to coordinate our efforts and I was nominated, together with Maria Khan from ASPBAE, to be one of two civil society representatives on the CONFINTEA Drafting Committee. In this position we could advance the consensus positions that we had reached but ONLY if these positions were agreed to by government delegations. Thankfully, owing to our coordinated action, our civil society positions were fully endorsed by the heads of 22 national government delegations from all regions – and we won significant support for some of our positions from another 14 governments. Indeed, the 10 positions above were articulated and debated throughout the conference.

Because of this civil society action and the support from many governments there were some significant gains. There was an acknowledgement of the urgent need for action on adult literacy and there was a welcome recognition that we need to move beyond past simplistic understandings of literacy, to recognise a continuum of learning. There was a commitment to produce fully costed and well-targeted plans backed up by legislation – and with active participation from civil society, educators and learners themselves. There was strong language recognising different forms of discrimination that undermine access to education. The

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Participants ask questions at CONFINTEA

commitment to monitor progress on adult education was significantly reinforced with clear timelines. There was a commitment to developing educational responses to the increasing challenges of migration. Perhaps most importantly, there was a commitment to ensure that the major global financing mechanism for education for all (called the Education Fast Track Initiative) should explicitly support adult literacy. Most of these gains would not have been made without our concerted and coordinated action.

However, there were also many frustrations – issues where we had achieved consensus across civil society and where we had the support of many governments but where the final Belem Framework for Action falls short. There was no effective effort to connect the field of adult education to the major crises facing the world (food, fuel, finance, climate, conflict and war). Adult education can be



Reflect evaluation workshop at CONFINTEA

fundamental to empowering people, especially women, to respond to these – but the conference failed to make these connections. As such, it ended up being inward looking, talking only to the adult education constituency itself and failing to attract any wider publicity or interest. This was a missed opportunity. Taking place on the eve of the UN Copenhagen Climate Conference, this UN conference (held in the Amazon region of Brazil) could have made it clear that human resource development is fundamental to addressing the natural resource crises that face the planet. These connections, if better made, could have reinforced the urgency (and feasibility) of addressing the chronic underfunding of adult education.

The failure to agree any targets or benchmarks for the financing of adult education is perhaps the biggest disappointment. Twelve years ago in Hamburg, there was a commitment to ensure that adult education received an ‘equitable share’ of education budgets and a lot of work has since been done to define what that equitable share might be. The figure of 6% of education budgets being earmarked for adult education was agreed by all Ministers in the Asia preparatory meeting for CONFINTEA. Latin American Ministers called for 3% of

education budgets to go to adult education and a fair share of inter-sectoral resources – which would often add up to a similar sum. The African Ministers called for an intensification of efforts to establish benchmarks for spending levels (and the implication was that this should be addressed in Belem). But there was active opposition to any setting of benchmarks by some governments in Belem, notably Canada and the US – and they won the day.

It seems unfortunate that one or two (especially Northern) governments can block the agreement of positions that have strong support from the majority of governments around the world. But that is the nature of a UN meeting where ‘consensus’ is required. Most governments feel wary of undermining consensus and so avoid taking stands – but some governments are more arrogant than others – and by UN procedures one arrogant government can block others from agreeing something meaningful. So in the final Belem Framework for Action, there is no progress on setting what is considered an equitable share of the budget for adult education and without this, we are left with warm words but little likelihood of action. It seems that similar challenges arose in Copenhagen the following week.

There were some other areas where the final Framework for Action fell short. There was a reluctance to address any of the wider macro-economic issues that constrain spending on adult education – so the IMF is again allowed to get away with policies that undermine spending on education. The framework is rather weak on the role of adult education in ensuring gender justice and does not recognise gender as an integral and crosscutting issue. It is also very weak in respect of recognising adult education as a justiciable right. Indeed, if anything there is a backtracking from stronger language in this area that was agreed in Hamburg in 1997. On this issue, the block came directly from the US delegation. The US

It seems that the spirit of the new Obama administration has not filtered down to all levels – so the tendency of the US negotiators in Belem was to say, “No we can’t”, rather than “Yes we can”.

government was not present in Hamburg (as they were not members of UNESCO at that time) and they made it clear in Belem that they would not sign up to any document that spoke about fundamental rights. It seems that the spirit of the new Obama administration has not filtered down to all levels – so the tendency of the US negotiators in Belem was to say, “No we can’t”, rather than “Yes we can”. The final document from Belem thus includes only very watered down language on rights such as the following: “*the education of adults and young people is recognised as an essential part of the right to education*”. This says nothing meaningful and means that the violation of the rights of hundreds of millions of adults is likely to continue without any redress.

Perhaps the best thing to emerge from CONFINTEA was the strong unified voice of civil society. Never before has such a united platform been achieved between adult education practitioners and activists from across the world. This is something that we can build

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on in the coming years to ensure that governments are held to account for increasing investment in the education of adults and young people.

In contrast, perhaps the worst thing about CONFINTEA was the process that was followed. The drafting committee, which should have been an effective space in which to negotiate a strong Framework for Action, was



Panel discussion

undermined in its work. It was not able to properly review amendments received and did not transparently work on finalising a consensus document in the way that it should have done. If a fully democratic and transparent process had been followed I believe the final Framework for Action would have responded more fully to the civil society positions and we would have left Belem with something much more tangible and effective for the coming decade. As it is, we must make do with what we have and maintain pressure for progress in each community and country.

If the paucity of vision of some politicians holds us back, it is the passion of practitioners that will move us forward!

To download a copy of the final Belem Framework for Action go to: http://www.unesco.org/en/confinteavi/single-view/news/belem_framework_for_action_available_online_in_six_languages/back/5446/cHash/51289e14ec/

Reflecting on FISC and CONFINTEA

by Louise Knight, with contributions from Kas Sempere, Zakir Hossain Sarker and Dorothy Konadu

Reflect was well represented at the International Civil Society Forum (FISC) and the Sixth International Conference on Adult Education (CONFINTEA VI) held in Belem, Brazil at the end of 2009. Practitioners of the participatory approach to adult learning and social change arrived from all over the world and worked together to host workshops and meetings as well as a lively exhibition stand.



ActionAid

Reflect meeting at FISC

Preparations started in earnest in 2007 when a workshop on evaluating the effectiveness of *Reflect* for adult literacy was held in Cape Town with *Reflect* practitioners from over 20 countries. There followed a two-year intensive and extensive globally collaborative process continued up to – and into – the FISC and CONFINTEA platforms.

Preparations included a two-year intensive and extensive globally collaborative process of developing the *Reflect* Evaluation Framework, involving 88 practitioners from 42 countries. The emerging results are an accessible framework published in English, French, Spanish (and soon Portuguese), which provides structured guidelines and an extensive set of tools to help *Reflect* and literacy practitioners through the evaluation process, from planning to writing up and dissemination for advocacy purposes.

It was the effort to promote the new *Reflect* Evaluation Framework (see page 36), coupled with the determination to promote the substantial relevance of *Reflect* per se, that prompted *Reflect* practitioners to actively occupy a number of spaces at both FISC and CONFINTEA in a bid to ensure that *Reflect* could be significantly seen, heard and felt in these internationally relevant youth and



FISC

Reflect event at FISC

adult education forums. This article shares some insights into how this was achieved.

Making our voices heard at FISC

Throughout the FISC, *Reflect* practitioners could be seen and heard in the **main plenary sessions**, raising questions of programme relevance, participation and financing of quality youth and adult education processes to name a few, as well as suggesting ways in which to fill some of the identified gaps in the draft Belem Framework for Action. These voices were amplified by the active and supportive presence of members of the African Platform for Adult Education, of which the Africa regional *Reflect* network, Pamoja, is one of the four institutional founding members. Such voices were further highlighted in excerpts from a contributing statement from Pamoja West Africa; “We [therefore] call on the international financial institutions, governments and

development partners to remove constraints to funding for youth and adult education, particularly literacy. Such investment must focus on meeting the literacy needs identified by the communities and groups concerned, using participatory approaches such as *Reflect* which create the necessary space for analysis and learning... we as practitioners need to be very clear about the requirements for *Reflect* to succeed. Success means having a lasting impact on the lives of participants that goes far beyond a short-term ability to read, write and calculate, that risks being gradually forgotten over time. Funding adult literacy while insisting on specific conditions that are not congruent with the *Reflect* approach will not translate into the literacy environment and enhanced livelihoods desired by the youth and adults concerned. Recommendations concerning literacy need to be clear and vigilant in this regard”.

In addition to engagement in the plenary sessions, was the **self-organised activity** which a number of *Reflect* practitioners jointly facilitated over two hours on the morning of 30 November. Despite the morning activities generally reported to be rather poorly attended, a steady stream of people soon filled the room. This activity, entitled ‘*Exploring and strengthening literacy through the Reflect approach for adult learning and social change*’, aimed to introduce FISC delegates to *Reflect* in a way that would give them the chance to experience this participatory approach at first hand. Participants were given space to use *Reflect* tools to explore their understanding of both *Reflect* and of literacy, to examine the position of literacy in their own work, to explore ideas for the participatory evaluation of literacy projects, to map literacy and *Reflect* programme implementation globally, and to identify with which target groups and how participants work with *Reflect* or other adult literacy or learning programmes. This was a truly multilingual activity with facilitation in English, French, Spanish and Portuguese and some rich and valuable *Reflect* data was gathered and later displayed and added to by visitors at the *Reflect* exhibition space in CONFINTEA VI.

Profiling *Reflect* at CONFINTEA VI

Three core activities were conducted during the CONFINTEA VI conference process. A parallel workshop was held on 3 December titled ‘*Assessing literacy and evaluating literacy programmes*’. Organised in partnership with the Open Society Foundation’s Education Support Programme and ActionAid, the workshop aimed to promote and detail the innovative and progressive approach of the *Reflect* Evaluation Framework to the assessment of literacy and the evaluation of literacy programmes. This was a well-attended event with the full spectrum of CONFINTEA VI delegates represented including government officials and representatives of national and international civil society organisations from Angola and Brazil to New Zealand and Zimbabwe. A lively and insightful range of questions and dialogue followed the more formal presentation. This provided space for examples of practice, as well as plans for piloting the Framework in countries including Bangladesh, Mali and Zambia. Questions, suggestions and shared experiences did not stop there however – a notable number of participants pursued their enquiries about *Reflect* and the Framework during their interactions at the *Reflect* exhibition stand. As Kas Sempere discovered during these exchanges, “*Reflect partners have not waited for the pilots (shortly to be underway in Bangladesh and Mali)! I heard of at least six different organisations that have already started to use some of the tools; in Bangladesh, Guinea Conakry, Madagascar, the Philippines, Russia and South Africa. At present translations of the framework are being undertaken in Dari (Afghanistan) and Bangla (Bangladesh), with imminent plans for translations in Mali and Guinea*”.

Throughout CONFINTEA VI, *Reflect* practitioners gave their time to display *Reflect* tools and materials, and were at hand to share insights, experiences and innovations

“Both the workshops and the display stand gave all an opportunity to learn – for some it was what *Reflect* is, for others it was knowing about new trends in the methodology. It was an opportunity well-used to promote *Reflect*”.

in *Reflect* at our exhibition stand, which was shared with ActionAid. We were fortunate to be prominently placed near the main entrances to the Hangar Convention Centre, and the stand received a constant flow of interested visitors throughout the four days of the conference. It became a hub of activity, providing space for people to sit, read, interact and even served as a communal meeting point (or circle) for many. As Zakir Hossain Sarker of ActionAid Bangladesh puts it; “*It was a great experience for me to participate in the FISC and CONFINTEA VI. I found Reflect practitioners from around the world in the events and we shared experiences among us. I was astounded to see the zeal of participants of both the events about the Reflect approach, and being a part of the Reflect family it makes me proud. There were so many formal and informal discussions that enriched me a lot.*”



FISC

Reflect event at FISC

Reflecting on the CIRAC networks

The opportunity was also taken for CIRAC as well as PAMOJA and the *Reflect* Asia Network (RAN) members to meet in side rooms of the Hangar Convention Centre. The meetings were used to discuss current and future plans for the networks as well as to share events, activities and relevant information. The RAN members agreed to organise a regional meeting in 2010 in Nepal, shared news of the upcoming pilot project on the *Reflect* Evaluation Framework in Bangladesh, India and Nepal and prepared a plan for implementation. Some of the outcomes of these meetings can be seen in the new developments and information shared on both the *Reflect* website (www.reflect-action.org) as well as the *Reflect* Basecamp site for practitioners (invitation only, contact emma.pearce@actionaid.org) and the new *Reflect* page on Facebook (www.facebook.com/ReflectAction)

Making a difference at FISC and CONFINTEA VI?

Paulo Freire’s name was repeatedly mentioned in both the FISC and CONFINTEA plenary sessions and that is just one reason why we should feel proud of our *Reflect* efforts in Brazil – because not only have we contributed to honouring Freire in his home land with our work, but also actively used the opportunities to advocate for governments and donors to strongly support our *Reflect* and adult education and literacy work. As Dorothy Konadu of ActionAid Ghana said; “*... it was the rebirth of Reflect in the land of the originator – Paulo Freire. Both the workshops and the display stand gave all an opportunity to learn – for some it was what Reflect is, for others it was knowing about new trends in the methodology. It was an opportunity well-used to promote Reflect*”.

Updating the Parktonian Recommendations

by David Archer, Head of International Education, ActionAid and Dennis Sinyolo, Education & Employment Coordinator, Education International

Education International (the international federation of teachers' unions with 30 million members across 173 countries) and ActionAid first developed the Parktonian Recommendations in April 2006 in Johannesburg where senior representatives gathered from India, Nepal, Nigeria, Malawi, Tanzania, Cote d'Ivoire, Burkina Faso, Senegal, Brazil, UK and Belgium. These Recommendations lay out an agenda for strengthening strategic partnerships between teachers' unions and NGOs in order to achieve quality public education for all. Since 2006, national partnerships have developed between teachers' unions and ActionAid in many countries, acting as a foundation for deepening wider links between unions and rights-based NGOs. The Parktonian Recommendations have also been reinforced through regional meetings in East and Southern Africa (in Nairobi, May 2007), in Francophone Africa (in Dakar, June 2008) and in Asia (in India, October 2008). In October 2009, 65 teachers' unions, ActionAid and national coalition delegates from 20 countries met in Accra to review the Recommendations, analyse the strengths and challenges of the partnership and to propose an updated set of actions for future collaboration.



Tom Pierastri/ActionAid

The Parktonian Recommendations have evolved from frank discussions about the historic tensions and mistrust between teachers' unions and NGOs in many countries.

Reasons for working together

There are many obvious reasons for working together to build stronger partnerships between teachers' unions and NGOs.

- Collectively our voice will always be stronger and our advocacy more effective if we work together to advocate for free, quality public education. Our strengths are complementary. Teachers' unions have a clear base and authority that arises from representation of their members. Many NGOs have developed an expertise in policy analysis, lobbying and campaigning, especially around financing.
- We need to jointly challenge the growing threats to the teaching profession. The macro-economic models promoted by the IMF and most ministries of finance

are undermining investment in education and contribute to the spread of low-cost solutions including the use of non-professional, under-trained teachers.

- We need strong joint platforms and our own evidence base to defend quality public education against privatisation, public-private partnerships and other retrogressive policies that are being actively promoted by the World Bank.
- Unions and NGOs are both engaged in the EFA debates at multiple levels from local to national, regional to global – and we often find ourselves in the same spaces – but we are not working as well together as we could to hold governments and other actors accountable.

Challenges

The Parktonian Recommendations have evolved from frank discussions about the historic tensions and mistrust between teachers' unions and NGOs in many countries. These tensions have partly been caused by NGOs that run community schools and hire untrained or undertrained teachers, in many cases undermining public education and the professional status of teachers. However, as progressive NGOs take on a rights-based approach there is a political convergence with teachers' unions, centred on the challenge of ensuring good quality public education, which is recognised as a core responsibility of government.

Even where there is a political convergence there are cultural differences in the ways in which teachers' unions and NGOs work. Unions are rooted in their membership and have very different accountability structures and legitimacy from NGOs whose models of accountability are often less clear. The separation of political and executive structures in unions is often not well understood by NGOs – and the decision-making structures in NGOs are not always transparent or consistent, making it hard for unions to know how to engage. Unions have a different basket of political tactics and approaches from the basket of programme, policy and lobbying methods generally used by many NGOs. There are different frameworks, reference points, capacities and resources. Yet all these differences can become a source of strength when put together creatively in pursuit of common goals.

Over the past 10 years there has been considerable cooperation between teachers' unions and NGOs achieved at an international level through joint work in the Global Campaign for Education (GCE). This cooperation has progressively spread with 65 national education coalitions now recognised by the GCE – all of them involving a partnership of teachers' unions and NGOs. But too often this partnership is limited to a few joint actions during the annual Global Action Week. The Parktonian

Recommendations aim to overcome the many challenges involved in building deeper partnerships through defining a framework for sustained common action. Below are details of three key areas highlighted in the Recommendations:

Financing education

The Parktonian Recommendations include the following:

- NGOs and unions should work together on national level studies to better understand how IMF policies constrain budgets and contradict the achievement of education goals.
- NGOs and unions should link up with wider education coalitions nationally and internationally (with the Global Campaign for Education) on this work.
- Efforts should be made to build links with parliamentarians (working with existing committees or creating new ones) and to raise public awareness through links to national media.
- Connections should be made with work that is demystifying and tracking education budgets.
- Joint advocacy and campaigning should be developed to place this issue at the centre of national and international attention.

Translating this into action:

- ActionAid and Education International have worked together to raise awareness of the impact of the financial crisis on education and to challenge the IMF's response – for example through *Education on the Brink* (published by the GCE in April 2009) and *Education and the Cost of the Crisis* (EI, August 2009).
- In October 2009, ActionAid and Education International jointly published an *Education Financing Toolkit*. This provides practical resources for unions and NGOs to build their capacity on education financing and the impact of macroeconomic policies on education. This resource also provides accessible tools to help unions and NGOs to develop evidence-based national campaigns. The key target of this work is national ministries of finance.

- ActionAid and Education International are working together with GCE and regional coalitions to support a series of intensive training workshops in the use of the Education Financing Toolkit. At least 11 workshops will be run through 2010 and 2011 across different sub-regions of Africa, Asia and Latin America. For more details contact geoffrey.odaga@gmail.com

Non-professional teachers

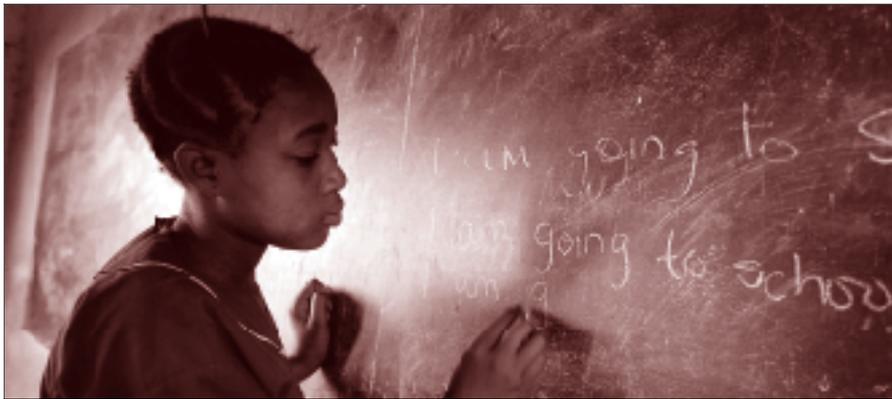
Key points in the Parktonian recommendations are:

- There should be no more recruitment of non-professional teachers.
- Government should be the employers of all teachers in the public education system, with salaries set through national processes of collective bargaining.
- Governments should undertake workforce planning from now to 2015 to determine the number of teachers needed year on year to get all children into school in acceptable class sizes. Governments should then invest in significantly expanding teacher training facilities to ensure that sufficient numbers of professional teachers are trained.
- In situations of unexpected or rapid expansion (e.g. following abolition of user fees), governments should first bring into the workforce any unemployed trained teachers or retired professional teachers – and seek to attract back into frontline teaching any trained teachers who are otherwise employed. If there is a remaining gap then, in consultation with teachers' unions, emergency measures may be taken to bring in a temporary new cadre – who should be given accelerated opportunities for full professionalisation within a maximum of five years.
- Clear agreements should be established on the minimum standards for pre-service teacher training, with reference to ILO / UNESCO standards.

- Existing non-professional teachers should be integrated into the professional workforce. They should be given access to quality distance education courses, backed up with face-to-face formal courses in vacations and school-level mentoring and support, leading to public examinations which must be achieved within a maximum five-year timeframe.
- All teachers should have access to good quality professional development courses and ongoing training.

Translating this into action:

- ActionAid and Education International worked together at the Bamako+5 conference in late 2009 where ADEA, the World Bank and governments agreed to end the use of non-professional teachers by 2015. The challenge is to ensure this is implemented, with governments needing to prepare action plans now to deliver on this. Unions and NGOs can hold policymakers to account for ensuring consistent and sustained programmes and funding which value teacher professionalisation.
- Through 2008 and 2009 ActionAid and teachers' unions worked closely together in Uganda, Malawi, Senegal and Burundi to map the present status of the teaching profession and to relate teacher quality to learning outcomes. This evidence has illustrated the increasing fragmentation of the teaching profession, which is a result of inconsistent policies and practices around the academic levels required for entry, the content and duration of initial and ongoing training, the nature of contracts provided and the identity of the employer. Unions and NGOs have used these findings to advocate for policy reforms and increased financing for teachers.
- There is close cooperation around Education International and Oxfam Novib's Quality Educators for All project, which is starting to address the challenge of providing quality



Katee Holt/ActionAid

training to non-professional teachers, by working closely with governments and local stakeholders. This initiative also includes the development of a competency profile for a primary school teacher, which might inform future debate on minimum standards for pre-service training.

Gender and education / Violence against girls

The Parktonian Recommendations urge NGOs and unions to:

- Collaborate to break the silence on this issue.
- Build conceptual understanding around the wide scope of direct and indirect violence affecting girls at home, on the way to school and in school.
- Undertake joint research and agree clear positions.
- Ensure gender-based violence is addressed seriously in teacher training colleges.
- Influence curriculum review processes to ensure gender issues and gender violence are effectively covered.
- Campaign jointly for zero tolerance towards violence against girls and to ensure perpetrators of violence are brought to justice.
- Ensure this is taken on by everyone and not just by women or women's committees.

Translating this into action

- ActionAid, teachers' unions and others worked together in Harare in 2006 to develop a Model Policy on Violence against Girls in schools, which provides a powerful framework for joint action. Since then, several

regional workshops between teachers' unions, ActionAid and national coalitions have been held in francophone Africa and East and Southern Africa.

- ActionAid joined Education International in condemning a report by Plan International that, perhaps unintentionally, presented a negative portrait of teachers. Teachers need to be seen as part of the solution in challenging violence and abuse – and everyone must be careful to ensure that generalised statements that portray teachers as abusers are avoided.
- Through continued dialogue a stronger mutual understanding is emerging around violence against girls in and around schools, recognising the complexity of the issue and the importance of defining common ground. No union wants to defend a teacher who has violated a child as this undermines the profession; nevertheless, the union needs to be satisfied that there is compelling evidence against a teacher before taking a position. No NGO wants an innocent teacher to be persecuted, but where abuse is proven action needs to be systematic.
- There is increasing work using the Education International Declaration on Professional Ethics to address this issue, focusing on training and professional development as key to enabling teachers to be part of the solution. This can be powerfully linked to challenging de-professionalisation, which may make the abuse of children in schools more likely.

Other Issues

There are four other areas of cooperation identified in the Parktonian Recommendations.

These are:

- Privatisation and public education
- HIV and education
- School governance, and
- Building a code of ethics.

The meeting in Accra also emphasised the possibilities of working together on other issues, particularly early childhood education but also adult literacy and legal / constitutional rights. It is clear that, 10 years after Dakar and 20 years after Jomtien, the time is right for a deepening of partnerships between NGOs and unions. Governments have failed to live up to their promises. Donors are not committing to the scale of increases in aid that are needed to deliver on the Dakar promise. Many governments across Africa, Asia and Latin America are failing to prioritise public education and do not commit sufficient resources to the sector. Only by building much stronger national education coalitions will we succeed in holding governments accountable – and we can only do this by building deeper trust and cooperation between NGOs and teachers' unions. If teachers' unions and NGOs can overcome past tensions and deepen trust around a common vision of quality public education for all, then national coalitions and campaigns on education can build into formidable platforms, drawing on the mutually reinforcing strengths of NGOs and unions. The power of this convergence has already been seen in the Global Campaign for Education. Now is the time to build the links at every level – from local through to national and regional – so that the call for quality public education based on quality teachers is heard everywhere.

For further information visit:
www.ei-ie.org or www.actionaid.org

Non-professional teachers: from Bamako to Bamako +5 The challenge of quality

by Victorine Kemonou Djitrinou, International Education Advocacy and Campaign Coordinator, ActionAid

Education International and ActionAid worked together at the Bamako+5 conference in late 2009 where the Association for the Development of Education in Africa (ADEA), the World Bank and governments issued a statement agreeing to end the use of non-professional teachers by 2015. While excellent as a statement, this does not seem to reflect the wider tone of the conference and sadly the statement does not explicitly address the issue of under trained and under qualified teachers. If this is to be achieved by 2015 then ministries need to start planning immediately – creating training programmes for all currently untrained teachers. Governments need to prepare action plans now. Unions and NGOs can hold policymakers to account for ensuring consistent and sustained programmes and funding which value teacher professionalisation.

In 2004, Education International, the World Bank and ADEA organised the first meeting on non-professional teachers in Bamako, Mali. At the time, many teacher training centres were closed and unqualified teachers were often sent into the classroom with as little as two weeks basic training. The Bamako 2004 meeting was called to review this situation and propose a way forward. At the end of the meeting a statement was issued providing a set of key recommendations for the recruitment of non-professional teachers (see box).



Andrew McConnell/Franos Pictures/ActionAid

Recommendations from the Bamako 2004 meeting on non-professional teachers:

- Ensure that the level – lower secondary matriculation certificate or above – as well as the conditions of recruitment and test-based selection, guarantee the standards required for a primary teacher post.
- Provide at least six months' initial training followed by a professional development plan including in-service training and various forms of educational support targeted on in-service needs.
- Offer a permanent contract including career planning, promotion opportunities, social protection guarantees, rights, duties and disciplinary provisions in line with prevailing legislation.
- Work out an equilibrium salary which both guarantees a decent standard of living and is compatible with the country's resources and the obligation of equity, and hence education for all.
- Find an accommodation between the different categories of teachers by standardizing recruitment, initial training and in-service training, so as to progressively narrow the gaps while providing exemptions that allow for current short-term constraints.
- Structure and regulate transition planning strategy on the basis of improvements in internal and external resources so as to gradually bring the salaries of the different categories into line, taking strict account of the vast staffing needs and financial sustainability with a view to achieving universal, full primary education for all children.
- Promote the social recognition and merit of teaching personnel at both the national and international levels.

In 2009, Bamako+5, organised by the same actors, aimed to evaluate the implementation of the recommendations made in 2004. Countries involved included Benin, Burkina Faso, Cameroon, Congo, Guinea, Madagascar, Mali, Mauritania, Niger, Senegal, Chad and Togo. Each national delegation was represented by the key actors involved in teachers' recruitment including ministries of education, budget departments, parents' associations and teachers' unions. Representatives of development agencies and civil society networks – ACDI, AFD, AIF, ADB, ILO, CONFEMEN, Coopération Française, GTZ, IIEP, ROCARE, UNICEF, UNESCO / IICBA, UQAM, ISSE/Guinea, Université Laval, CRIFPE – also took part. The World Bank, which played a very visible part in the 2004 meetings was almost invisible in the conference room in 2009.

The discussions were sanctioned by a final statement. The discussions can be summarised as follows:

Government positions and attitudes

- Very little progress in countries that took part in the conference in terms of the quality of recruitment and/or training. Priority is given to massive recruitment, in contradiction with the key recommendations from the 2004 conference.
- The experiences/initiatives vary from one country/region to another and no minimum standard is set that the governments are obliged to follow for the recruitment, training, and management of new teachers, as well as their career development:
 - Some countries like Senegal are trying to formalise the system within the framework of the ministry of education
 - In Chad, parents and communities remain the main employer of the teachers who are still recruited at a very low level
 - In Cameroon, future teachers have to pay for their training before recruitment as contract teachers.
 - In Burkina, there is a 'normal'

recruitment of around 300 teachers who are given training of one to two years depending on their level of education (baccalaureate or BEPC).

- To fill the gap, in each of these countries, there is a second recruitment of teachers who are sent directly into the classrooms after just 30-45 days training.
- Nobody wanted to discuss the link between teachers' recruitment, access and achievement. Recruitment and training are not linked – the most important thing seems to be to get teachers (of any profile, training, academic level) into the classrooms.
- Recruitment of contract / non professional, untrained and under-qualified teachers was considered to be the only and best solution given the teacher shortage and financing gap. The conference gave the green light to Ministries of Education and Finance to hire contract teachers as part of a long-term policy. Evidence of this is the fact that there is no mention of any mechanism aimed at monitoring and evaluating a potential phase out of the current recruitment process.

Civil society representation and engagement

- The civil society voice is not yet strong enough to challenge government positions and, apart from ActionAid and ANCEFA, there were no independent, critical voices. The absence of research evidence on the impact of non-professional teachers on the quality of education makes it difficult for CSOs to challenge on this. Ironically, on the other hand, governments are using this as a go ahead for massive recruitment of these categories of teachers using the current shortage as their argument.
- Another obstacle to CSO's effective participation is that country reports were compiled by governments and so present the situation from the government perspective. Because they were not informed far enough in advance, the NGOs



James Oatway/Paros Pictures/ActionAid

did not have the opportunity to produce alternative national reports, and so were unable to provide additional critical information, except on specific cases.

- In 2004, the meeting discussed the issue of non-professional teachers and this gave space to discuss the whole range of teachers: community, volunteer, contract, etc. The 2009 meeting was called to discuss the question of contract teachers, somewhat limiting the scope for debate.
- While in 2004, the teachers' unions strong representation contributed to recommendations that could lead the governments to more effort towards quality, in 2009, the teachers' union voice was almost non-existent. For although the meeting was co-organised by Education International, the international federation of teachers' unions, the participation of the unions was largely sponsored by governments. This had the effect of lowering civil society participation, making it difficult for Education International as organiser to really challenge the government positions.
- It was not possible to link the issue of contract teachers to any macro economic issue in terms of obstacle to education investment. If they refer to it, it is in order to show that contract teachers' recruitment is compulsory. The 2009 financial crisis is being used as argument to avoid discussions on macroeconomics and education such as IMF conditionalities as constraining spending on teachers.

This cannot be the end of advocacy for quality teachers, as this issue is central to the achievement of quality education for all. Dialogue should continue at all levels and in a coordinated way – for example in the joint preparation of meetings to harmonise positions and plans on advocacy objectives, representation, alternative reports, etc. The partnership between teachers' unions and NGOs represents the best opportunity to strengthen civil society voices at national, regional and international levels. The ActionAid and Education International joint position on non-professional teachers, from the Parktonian Recommendations, is evidence of this (see page 8). Although sometimes difficult, it is important to find a way to work together. A common advocacy platform between NGOs and teachers unions could also enable mid- or long-term activities such as research projects to provide adequate evidence from the field to challenge governments on the need for quality teachers. As Mamadou Ndoye, former ADEA executive director, said, *“there is no ‘scientific’ research which shows the impact of contract teachers’ recruitment on the quality of education or learning outcomes and meanwhile, the teachers have to be recruited and sent into the classroom.”* As well as providing evidence for a stronger advocacy work, such research could provide the basis for benchmarks for the recruitment and training of qualified and trained teachers.

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The Global Campaign for Education (GCE) is a civil society movement that aims to end the global education crisis, holding governments to account for their promises repeatedly made to provide Education for All.

The GCE's mission is to make sure that governments act now to deliver the right of every girl, boy, woman and man to a free quality public education.



Who do those who speak on behalf of global coalitions at international gatherings actually represent and how are they democratically accountable to activists, locally?

Main findings

A plethora of international organisations are mandated to monitor and promote educational rights, but only relatively recently have these intergovernmental agencies and, increasingly, NGOs, attempted to operate in a coordinated fashion, at the global, as well as at the local and national levels. Such transnational campaigns face severe challenges, however, if they are to succeed in building effective, democratically accountable and reciprocal links between participants in different countries and at different levels of the decision-making process, spanning activists and organisations, from South to North.

Having been established back in 1999, the GCE has a track record that has been developed over more than a decade, providing the researchers with a well developed example of an attempt at building

Spanning citizenship spaces through transnational coalitions: learning from the experiences of the Global Campaign for Education

by John Gaventa and Marjorie Mayo

Institute of Development Studies, University of Sussex, Brighton

Globalisation gives rise to new types of spaces in which citizens can mobilise to claim their rights, contributing, in turn, to new forms of transnational activism, ranging from short-term instrumental and event-based coalitions to enduring federations and campaign coalitions. Through exploring the Global Campaign for Education (GCE) as a case study, recent research has identified potentially wider lessons for the ways in which advocacy movements mobilise, across multiple levels of governance, in order to achieve globally recognised rights. In addition, the research also considers the implications of the GCE's experiences, in terms of broader debates about how citizens express their citizenship and claim their rights, in light of the changing global landscape.



GCE supporting local women making their voices heard, Niger State, Nigeria

just such a global campaign coalition. As one of the longest-standing global campaigns on a poverty-related issue, the GCE was selected for study because it has a positive reputation for the ways in which it has been able to build and maintain a strong, diverse, inclusive coalition across many countries and across many layers and levels of policymaking and policy implementation. And it does

so in a changing landscape in which the governance of education illustrates the challenges of responding to the multi-level, multi-layered, diffuse nature of global governance today.

Despite the importance of working in and across many levels and spaces, academic thinking and organisational models for transnational coalitions have tended to focus upon the

challenges that have been associated with the vertical level, top down and/or bottom up. This is because there have indeed been challenges associated with the ways in which such coalitions operate, raising tensions about legitimacy, voice and representation. Who do those who speak on behalf of global coalitions at international gatherings actually represent and how are they democratically accountable to activists, locally? Any global advocacy coalition also faces potential tensions between the need to take action speedily, in international policy contexts, and the need to consult and maintain inclusive democratic processes. And they face tensions between the need for short-term achievements whilst maintaining longer-term horizons for the achievement of development goals.

The research confirmed that the GCE was largely managing to avoid, minimise or overcome most of these tensions. It appeared to face, for instance, few challenges from activists at one level about the legitimacy of actions at the other. By and large, trust seemed to have been developed, across the different levels and spheres.

How, then, did the GCE manage to avoid this and other common pitfalls in global coalitions? Building strong, mutually accountable links, bottom up as well as top down, has clearly been centrally important. But, as the research has also demonstrated, the strength of the coalition was rooted in more complex relationships, too.

Five main factors appeared to be responsible for this multilayered collaboration. In addition to having strong national as well as local roots, GCE has developed carefully built governance structures reflecting those national and local identities. The processes of 'framing', focussing and presenting the campaign messages, have been inclusive. There has been some level of resourcing, to support citizens' engagement at each level. And most importantly, there has been mutual synergy,

In addition to having strong national as well as local roots, GCE has developed carefully built governance structures reflecting those national and local identities. The processes of 'framing', focussing and presenting the campaign messages, have been inclusive. There has been some level of resourcing, to support citizens' engagement at each level. And most importantly, there has been mutual synergy, across as well as between the different levels, horizontally as well as vertically, with activists and organisations collaborating across national boundaries within regions and localities.

across as well as *between* the different levels, *horizontally* as well as *vertically*, with activists and organisations collaborating across national boundaries within regions and localities. Citizen engagement can be – and indeed needs to be – mutually reinforcing, at every level, sideways as well as top down and bottom up.

Having examined the reasons for GCE's relative success as a coalition campaign, the authors asked what this campaign might have to say about the implications of such campaigns for notions of citizenship. In a world with multiple centres of power and authority, citizenship itself may be becoming a more multidimensional, multilayered concept, no longer considered only in terms of the relationships of

citizens to their nation states. So the research explored what was happening to participants' perceptions of themselves, as citizens, when they engaged together, across national borders. When people engage in a global campaign, does it contribute to the emergence of a sense of global citizenship? In the case of GCE, there did appear to be some growing sense of global citizenship. But this did not destroy or replace that of local citizenship; rather, it tended to strengthen, and be grounded in, local identities.

Conclusions

Change on an issue like education must come at multiple levels, applying simultaneous pressure and operating via mutually reinforcing spheres. Models of change are needed that take into account the multiple directions, levels and spaces in which change can occur. These models also need to recognise how different voices may be linked across levels in more inclusive ways. While participation in global campaigns does seem to foster a growing sense of global citizenship, this would appear to strengthen a sense of national or local citizenship, not replace it.

In summary then, the GCE's experiences illustrate ways of developing citizen advocacy coalitions, based upon mutually supportive relationships and synergies, horizontally as well as vertically. There are potentially valuable lessons to be shared, in terms of building social movements that can operate effectively in increasingly complex and multi-layered policy contexts, spanning levels and spaces, from the local to the global.

The report *Spanning Citizenship Spaces Through Transnational Coalitions: The Case of the Global Campaign for Education* by John Gaventa and Marjorie Mayo is available from the Institute of Development Studies at the University of Sussex, Brighton BN1 9RE UK. <http://www.drc-citizenship.org/publications/Wp327.pdf>

1GOAL: Education for All

by Clare Hallas, 1GOAL: Education for All

Sign your name for those who cannot – that's the basis of the 1GOAL: Education for All campaign.

The campaign aims to get all children into school. FIFA is a supporter of 1GOAL, and with the 2010 FIFA World Cup™ taking place in South Africa for the first time this year, it is the perfect opportunity to focus the world on Education for All. This Global Campaign for Education initiative encourages football fans and citizens across the world to sign up, with signatures being presented to world leaders in September 2010, when they are due to review progress towards the education MDGs at the UN Summit in New York.



Leaders of developing countries will be urged to commit to spend 20% of national budgets on education, abolish user fees, provide more professional teachers and ensure all children are in school, not work.

Leaders of developed countries will be urged to provide their fair share of aid, working together in a more coordinated global response, prioritising investment in teachers and sending resources to the countries in greatest need. At present only \$4 billion a year is sent in aid for basic education to poor countries. This needs to rise to \$16 billion every year.

The 1GOAL campaign aims to build sufficient pressure to make 2010 the breakthrough year for Education for All.

The campaign is already big

1GOAL was launched in October 2009, with live events in the UK, South Africa, Spain and the Netherlands – with the leaders of each country speaking in support of the campaign. Events also took place in Ghana and Australia, and the campaign was endorsed by FIFA President Sepp Blatter, UN Secretary General Ban Ki-Moon and US Secretary of State Hillary Clinton.

Numerous celebrities and footballers have joined the campaign including actors Kevin Spacey and Jessica Alba, and footballers Zinedine



The 1GOAL launch took place at Wembley in the UK

Zidane, Thierry Henry, Rio Ferdinand, Gilberto Silva, Aaron Mokoena and Sir Bobby Charlton.

African Cup of Nations

The 1GOAL team went to Angola during the African Cup of Nations tournament in January 2010 to:

- broadcast on television and radio in English, French and Portuguese-speaking African countries
- play 1GOAL films at the semi-finals and final of the tournament
- arrange for 1GOAL banners to be at the football matches
- film footballers to become 1GOAL ambassadors.

At the African Union Summit in February 2010, following a proposal put forward by President Ernest Bai Koroma of the Republic of Sierra Leone, African heads of state and government unanimously adopted a resolution in support of 1GOAL: Education for All.

President Koroma said: *"Getting all our children to school is a moral and developmental imperative. It must be met. It can be met. It will be met."*

1GOAL – the big ideas

The 1GOAL: Education for All campaign aims to sign up as many people as possible, and digital media such as websites and social media networks will be an important part of this.

But text messaging will play a big part too. Mobile phone operators are being asked to send a text message to their customers during the campaign, to tell them what the campaign is about and to encourage them to join. The operators who have agreed to do this so far have 1 billion customers between them.

During Global Action Week in April 2010, schools everywhere joined in a Lesson for All based on the 1GOAL campaign. And from April until the World Cup begins in June 2010, global brands across the world are being asked to support 1GOAL for one day. This means that every day for more than two months, large organisations will dedicate a day to the 1GOAL campaign – putting their efforts into telling customers, employees and clients about the campaign and asking them to sign up. The 1GOAL messages should then be broadcast around the world during the World Cup itself – reaching a large percentage of the three billion people who will watch the games on television. Through all these means 1GOAL should secure at least 30 million signatures – perhaps 50 million – and maybe even 72 million – one for every child who is not in school!

What happens after the World Cup?

After the 2010 World Cup, the hard work continues. The final phase of the campaign will turn all the signatures into pressure, and use them to convince world leaders that Education for All is something they must support. The campaign will continue through the year, for example aiming to put EFA on the agenda of the G20 in Korea in November – with the aim of ensuring continuing accountability for delivering on the commitments made to EFA in 2010.

To show your support for Education for All, sign up at www.join1goal.org and sign your name for those who cannot. You can also follow us on Facebook, Twitter, YouTube and Flickr.

Civil Society Education Funds

Strengthening the capacity of national education coalitions

by Kjersti Mowé, CSEF Project Officer, Global Campaign for Education

The Civil Society Education Fund (CSEF) is an international initiative of the Global Campaign for Education (GCE) designed to develop the capacities of national civil society education coalitions to effectively engage their governments to bring about education policy change. In December 2008, the GCE was the first ever global initiative permitted to submit a funding proposal directly to the multi-donor Education Program Development Fund (EPDF) Committee of the World Bank-coordinated Fast Track Initiative (FTI).



Civil society delegates from South Asia

Civil society organisations (CSOs) are crucial actors in the processes of developing and reviewing education sector plans and monitoring and appraising government spending. In order to successfully play these roles, CSOs need to have substantial capacity and a high level of coordination in country. Yet, there are still gaps in terms of CSOs' financial resources, policy capacity, economic literacy, access to information and organisational capabilities. The CSEF aims to build the capacity of national education coalitions to enable them to engage more fully in the development of education sector plans with government and donors, and to engage with and track the progress of governments and local donor groups in working towards Education For All.

Despite a challenging timeframe, huge progress has been made. Three regional education organisations act as project host agencies, ANCEFA in Africa, CLADE in Latin America and ASPBAE in the Asia Pacific. Coordinating initiatives, made up of Secretariats, Fund Managers and Funding Committees, have been put in place in each region to support and collaborate with national education coalitions. Although the CSEF project is currently coordinated at regional



CSEF press conference

level, a final objective is to enable education coalitions to set up and manage CSEFs nationally, through National Civil Society Education Funds.

CSEF activities

Funding application processes have taken place and so far proposals from 38 countries have been approved, with more to come. Coalitions in all these countries have begun their work, setting up websites, recruiting staff, organising workshops, mobilising civil society and engaging with local government and donors. These are examples of some of the activities carried out so far:

- Cambodia has instigated a study focusing on laws and policies of education governance.
- Malawi has initiated dialogue with education and finance ministers.
- In Mozambique the process for producing a budget tracking tool has commenced.
- India has carried out a study on the status of primary education teachers.
- Pakistan has engaged with the government on education policy issues.
- Bangladesh organised a consultation workshop attended



Street kids perform at a CSEF meeting

by civil society actors as well as government officials.

- In Nicaragua a workshop focusing on the national education plan has taken place.

The national education coalitions involved in CSEF have exciting and ambitious plans for the future. In addition to building their own institutional capacity much emphasis will fall on advocacy and campaigning. Here are some samples of activities to be carried out over the coming months:

- Liberia will highlight popularising education laws;
- Ghana will campaign for more equitable urban-rural teacher deployment;
- Uganda aims to set into motion a plan for rehabilitation and development of the post-conflict Northern region;
- Nepal is planning consultation workshops in 15 regions;
- In Bolivia representative regional committees are expected to engage in policy dialogue;

There is clear evidence that civil society organisations can play an invaluable role in the endeavour towards education for all. Through the support of national education coalitions, the CSEF project will improve coordination across civil society, enabling the sector to raise the profile of education goals, contribute to national education planning and improve the domestic accountability of governments.

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The right to education is a very powerful concept. Where it is effectively guaranteed and implemented, the enjoyment of all human rights and freedoms is enhanced. Where it is denied or violated, the enjoyment of other rights and freedoms is curtailed. This shows why safeguards are necessary to prevent its abuse and why guidance is needed to fulfil its scope. International law provides both those safeguards and that guidance. Moreover, it provides a conceptual legal framework within which it is possible to identify obligations, duty-bearers and rights-holders; recognise obstacles, denials and violations; and articulate strategies that respond to universal obligations while providing for specialist interventions where the right to education is most at risk.

The following articles are illustrations of how the Right to Education Project, housed with ActionAid International in London, has tried to apply the concept of education rights in situations of discrimination, extreme poverty and emergency. To learn about what else we do and how we can support your work, please visit us at www.right-to-education.org

The right to education in emergencies

by Peter Hyll-Larsen, Right to Education Project

To know and at all times act in accordance with international law is the responsibility of States, humanitarian actors and others who temporarily take on the role of providing education and protecting children in emergencies. Giving adequate and up-to-date human rights advice to these key actors is therefore of utmost importance. The Right to Education Project is contributing to this work as focal point on human rights in the revision of the Inter-Agency Network on Education in Emergencies (INEE¹) Minimum Standards Handbook.

Our work with the INEE on human rights is a timely opportunity to further promote a rights-based approach to securing education and protection for children affected by conflict and natural disasters. Almost half of the 72 million out-of-school children live in conflict-affected areas, and many many more have their education endangered or suspended. About 50% of the estimated 26 million people currently displaced are children, their prospects of returning are sometimes very low, and so education must come to them, in their camps and new homes.

Within the last five years we have seen education severely damaged and suspended after the Tsunami in Asia, in Somalia, Afghanistan, Nepal, in Eastern Congo and the Great Lakes region, in Darfur, Southern Sudan, Chad, in New Orleans, in Myanmar and in 2010 with enormous impact in Haiti. In all these places, and many more throughout the world, the INEE Minimum Standards have been used to create safe protective spaces for refugee, internally displaced and other affected children and youths, and to get rights-respecting education systems back on their feet. In some cases, there has even been a significant improvement on what was there before, helping to get closer to the EFA targets.

The challenge for the INEE Handbook has been how to secure a broader understanding of what education rights are, how they must be applied, and what mechanisms of enforceability they bring with them, all of which can be interpreted in the provisions of international law, such as the UN Convention on the Rights of the Child (1989), the Geneva Conventions (1949) and the Refugee Convention (1951).

...the humanitarian community, perhaps even more so than the development community, still needs to be convinced that attention to rights does not necessarily limit the manoeuvrability of aid workers and their ability to respond in politically-sensitive interventions.

The Handbook's focus on rights is an attempt to create tools for a whole range of primary duty-bearers. Foremost among these are states and warring parties, of course, which have signed these conventions and are bound by them under international law. But non-state entities and even individuals such as camp authorities, teachers, humanitarian workers and development agencies also hold a duty. Lastly, the international community must also recognise its duty to mitigate suffering and lack of educational opportunities for millions of children. Many of these actors will have little legal knowledge, and therefore the need to raise their awareness about human rights is great, helping to ensure that everyone can have their basic right to dignity and non-discriminatory education secured.

This is not an easy task, because the humanitarian community, perhaps even more so than the development community, still needs to be convinced that attention to rights does not necessarily limit the manoeuvrability of aid workers and

their ability to respond in politically-sensitive interventions. Instead, these actors must be convinced that rights give them tools that will help achieve universal standards and systems which may last longer due to participation and empowerment of the affected populations. Working through INEE is the best way to achieve this, because it is the chosen network of these humanitarian actors.

The aim in the new INEE Handbook is to promote a human rights based approach (HRBA) to education planning in emergencies that takes the language and spirit of human rights law as its foundation and can be achieved by understanding, respecting and bringing to life the following five PANEL concepts:

- **Participation:** mechanisms must ensure that all affected groups, especially learners most at risk, participate in the planning and realisation of education. In emergencies, channels must be open for participation so that all voices are heard, and this is the key obligation of the various duty-bearers.
- **Accountability:** all decisions must be fully transparent, budgets must be open for scrutiny, to counter corruption and neglect by duty-bearers, a particular concern in times of emergencies where normal oversight mechanisms may be dysfunctional given the sudden influx of other service providers and duty-bearers than the State.
- **Non-discrimination:** it is the core human rights obligation of any duty-bearer to ensure that everyone has equal access to education, especially the weakest and most vulnerable groups. The grounds for discrimination often multiply in emergencies and many more groups will be marginalised in unexpected ways.
- **Empowerment:** participation builds ownership and empowerment, giving people a voice to claim their rights and assist others; this is especially important in emergencies, where normal structures will have ceased to function. Voices are the democratic means by which rights-holders can hold duty-bearers to account.
- **Link to the law:** the knowledge of human rights law must be used to challenge existing practice and to embed new improved standards. In emergencies, possibly with suspended rule-of-law, such knowledge must be used to document violations and access the mechanisms afforded by law, immediately or in the near future.

1 INEE is the Inter-Agency Network on Education in Emergencies, made up of UN agencies (UNESCO, UNICEF, UNHCR) and NGOs working in conflict- and disaster-response, such as IRC, NRC, Save the Children and Oxfam. ActionAid is also active on the Working Group for Minimum Standards. INEE is a network with a very large scope and impact and is the prime standard setter in the field of education in emergencies. To become a member please visit: www.ineesite.org or our link to it at www.right-to-education.org



Charles Eckert/ActionAid

Classes taken in a temporary classroom under tarpaulin three months after the earthquake in Haiti



Gideon Mendel/Corbis/ActionAid

Extreme poverty and the right to education

by Angela Melchiorre,
Right to Education Project

The promotion, protection and fulfillment of the right to education lie at the very heart of the fight against extreme poverty. Education is the principal means through which poor and marginalised individuals can break the vicious cycle of poverty and participate in society. However, education is not only an instrumental tool for economic growth; it is a fundamental human right (therefore a legal entitlement) and it should be recognised as such even in the most deprived situations.

Education is both *constitutive of* and *instrumental* to extreme poverty.

“Education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.”

(UN Committee on Economic, Social and Cultural Rights, General Comment No. 13, paragraph 1)

In the first case, its violation – evidenced by illiteracy, low enrolment rates and drop-outs among the poorest – reinforces the vicious cycle of poverty, pushing it to the extremes. In the second, its fulfillment as a right facilitates and enhances the full enjoyment of other rights – such as the right to health or work or freedom of expression – that are so important in the fight against poverty. This is why measures for its realisation should be actively intensified in cases of extreme poverty.

Around the world today, “some 72 million children, 57% of whom are girls ... are out of school” and “774 million adults, 64% of whom are women, still lack basic literacy skills”¹. The majority of these

1 UN Human Rights Council, The right to education, Resolution 8/4, 18 June 2008, preambular paragraph 5



Around the world today, “some 72 million children, 57% of whom are girls ... are out of school” and “774 million adults, 64% of whom are women, still lack basic literacy skills”

children and adults belong to the most deprived and marginalised groups, often trapped in the spiral of extreme poverty. For them, education is neither available nor accessible, let alone acceptable or adaptable. It is therefore crucial that enhanced implementation measures to ensure fundamental education for these individuals become a priority in any strategy directed to both fight extreme

poverty and fully realise the right to education. In order to identify such operational measures, however, it is first necessary to consider obstacles and obligations in this area.

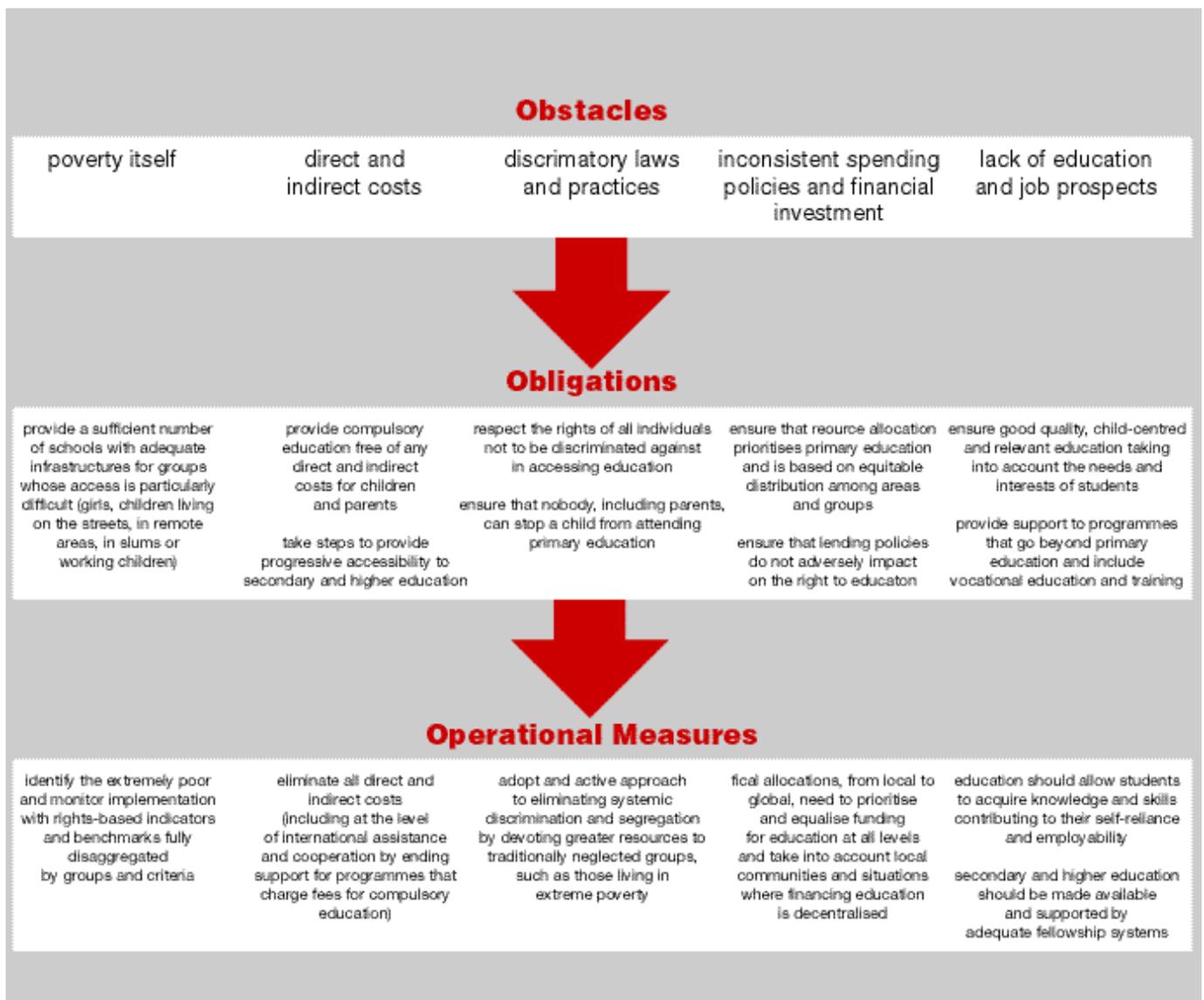
In a nutshell, they can be visualised as shown below. As evidenced from the chart below, any plan in this area requires multifaceted strategies that include, but are not limited to, the following:

- full recognition of obstacles
- identification of corresponding legal obligations
- exposure of denials/violations of the right to education
- adoption of legal reforms and effective enforcement
- additional funding from national and international actors
- appropriate fiscal allocations and investments
 - from the national to the global level
 - for all forms of education.

The inclusion of existing legal frameworks with related obligations as the crucial link between obstacles and operational measures makes all the difference for the development of advocacy strategies. It would be a real shame to miss such an opportunity if we are serious about education as both a right and a pathway out of extreme poverty.



Kate Holt/ActionAid



The Right to Education forum on discrimination

by Maria Ron Balsera, Right to Education Project

“If discrimination is not fully exposed, it cannot be effectively opposed.”

K. Tomaševski, first UN Special Rapporteur on the right to education

The Right to Education Project has inaugurated its new forum feature by launching a one-week online forum discussion where education and human rights experts and activists shared their knowledge and experience regarding discrimination in education. The forum proved to be a successful tool for exchanging knowledge, experiences and concerns; more than 50 comments were posted. The high quality of the interventions converts them into an invaluable resource that can be used to expose the reality of discrimination in education around the world and improve laws, policies and perceptions.

The topic chosen for the first forum discussion was discrimination, an issue that is central to debates about education as a human right. The right to non-discrimination means

that, *“States Parties shall respect and ensure the rights ... without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race,*

colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Art. 2 of the Convention on the Rights of the Child (CRC)). In education this means that education must be accessible and of good quality to all. The right to non-discrimination appears in most human rights instruments, including regional conventions and national constitutions. Unfortunately, we find examples of discriminatory education systems almost everywhere, disadvantaging those already suffering multiple forms of exclusion.

The issue is complex and requires a variety of strategies, focusing on enabling rights TO, IN and THROUGH education:

1 Enforceable individual entitlements TO education

In order to eliminate discrimination we need to strengthen the right to education, so that human rights and constitutional provisions are translated into concrete implementation and enforcement measures to address violations. Thus, no child can be denied the access to education. Suggestions and strategies from the forum included:

- understand laws but also power relations
- identify duty-bearers and rights-holders more precisely (also going beyond the State, looking at international organisations, businesses, donors and NGOs)
- assess and monitor implementation (with indicators, baselines, qualitative and quantitative methodologies to expose flaws, etc.)
- look at and listen to the praxis of the victims
- establish user-friendly, easily accessible, independent and effective mechanisms of appeal, remedies and reparations
- mobilise and exert pressure through active and critical citizenry (including those who suffer discrimination directly) to ensure accountability
- engage in legal action and raise awareness/popularise case-law.

2 Safeguards for human rights IN education

It is also necessary to safeguard human rights in education. The school itself must be a non-discriminatory place that does not reproduce or perpetuate discriminatory power relations. Education must be available and accessible, but also acceptable and adaptable. It must be of good quality and take into account the needs and rights of each and every child. The following points emerged from the forum debate:

- quality education, including content, attitude, environment and teaching methods
- improving respect and understanding not only among students but among teachers as well
- encouraging and supporting Human Rights Education from the class-room level to the training of legislators, judges and administrative authorities
- support systems for students, teachers, parents, communities, school authorities to enable real empowerment and participation.

3 Shaping and using education towards the enjoyment of all human rights THROUGH education

Education is also a tool for the elimination of discrimination. Through education we can raise awareness about discrimination, leading to social transformation, encouraging respect and participation, and promoting the full development of the human personality. Forum suggestions linked to this theme included:

- raise awareness about discrimination to catalyse action, including through the involvement of the media and by building bridges between different constituencies
- think of education as a means of social transformation
- encourage communication and more direct participation, so that the voices of those previously marginalised can be heard.

The State is responsible for ensuring a non-discriminatory education system. However, in order to address unequal power relations and discriminatory attitudes, more than just formal equality is necessary. As one forum contributor, Ignacio Saiz, stated: *“positive measures are needed to eliminate the conditions which prevent girls, indigenous people, rural dwellers or the poor from accessing and benefiting equally from the educational system”*.

New forum topics will be posted regularly. To follow and/or participate in the debates go to: <http://www.right-to-education.org/forum>

ActionAid's International Education Team is a small team based in London, Delhi and Dakar, supporting education programme, campaigning and advocacy work across 34 countries.

Education is seen as part of the core DNA of ActionAid and we are widely regarded as a leading international NGO in this sector.

Our 2005-2010 strategy has six core priorities:

- **securing the right to education**
- **working with groups excluded from education**
- **demanding adequate resources from governments and donors**
- **promoting meaningful citizen participation at all levels**
- **working to ensure all children's rights are respected within schools and**
- **advocating for a full education agenda including adult literacy and early childhood education.**

Reflection and action: learning from the external review of ActionAid's education work

by David Archer, Head of International Education, ActionAid

Over six months in 2009, ActionAid conducted the most ambitious review ever of its education work. The review team was led by Yusuf Sayed (former head of education at DFID and deputy director of the EFA Global Monitoring Report), working with Kate Newman, a former member of ActionAid's education team, and a team of Masters students: Charlie Gordon, Ruth Tate & Joanna Wettren. The review included a 30-page survey, which was completed by education coordinators in 28 out of 34 ActionAid countries. Questionnaires were also completed by 26 local partners of ActionAid, 17 national partners and 19 other national actors (including governments and bilaterals). These were supplemented by three in-depth country studies in Nigeria, Bangladesh and Malawi, as well as by three 'critical stories of change' which documented ActionAid's role in campaigning for early childhood education in Brazil, addressing macro-economics and education financing in Sierra Leone and using *Reflect* to build social movements in Nepal. The Review team also conducted 40 detailed interviews with internal and external stakeholders. There was of course also a comprehensive review of documents and systematic learning was drawn from the external evaluation of the Commonwealth Education Fund (completed in February 2009) and the consolidated review of 16 external evaluations of *Reflect* programmes (published in April 2009). Here we present the Executive Summary of the Review and the International Education Team's response to the review, charting what we have learnt and outlining the future directions of our work.

Executive Summary of the Education Review

The Education Review took place between December 2008 and June 2009 and employed a range of quantitative and qualitative methodologies to explore the views of ActionAid staff, partners and other education actors on the impact of ActionAid's International Education Strategy and gather information on the range of education work taking place across the organisation. The review team was pleased to find such consistent support for education work, but it was also clear that there were various gaps, missed opportunities and challenges as the International Education Strategy (2005-2010) was translated into practice.

Taking a principled and process-based approach to working on education rights is not straightforward. There are tensions and compromises to be made by everyone involved, whether this relates to managing diverse expectations, making partnerships work, or balancing fast-paced international advocacy and long-

term grassroots capacity building. It takes time to build skills and confidence to undertake such work and choices need to be made along the way. The diversity of education work within and between countries is great; both in terms of who ActionAid is working with and the types of work the organisation is involved in. On the one hand the breadth of experience in education is impressive and suggests that programmes respond well to local need. However, the review also found that the decentralised nature of ActionAid, and the complex ways in which strategies and priorities are made and linked, has resulted in a dilution of the education strategy and lack of coherence across the theme. Many localised programmes have little relationship to national and international strategic goals, reducing the scope of impact and possibilities for shared learning.

The recommendations listed here are aimed to enable the education theme to create a more coherent approach to education across the organisation, deepening the understanding and practice of a

rights-based approach to education. This involves greater clarity of the roles of, and relationships between, education staff at international and country programme levels. It also requires well-crafted systems to enable mutual accountability, increased attention to monitoring and learning, and a dynamic exchange of ideas, learning, successes and challenges among the education community.

Recommendations

Future focus of work:

The review was not a consensus building process. However, there was broad agreement around four areas of work that should be prioritised in future:

- Adult literacy, including focus on *Reflect*
- Education financing, including how countries can confront aid dependency
- Quality education, taking on a broader framework of child rights
- Early childhood care and education.

The education strategy:

The education strategy should be revised to be more focused, more target driven and a more effective framework for developing and monitoring strategic education programmes. This strategy should be a key reference point for country programmes when developing their wider country strategies to ensure the two are consistent and linked.

- The new strategy should clarify the role of ActionAid's International Education Team (IET) in relation to country programmes and the role of lead advisors in each country.
- It should include an operational plan with fundraising and capacity building programmes.

Roles and relationships:

People working on education have relevant skills and experience for their areas of work, but these are in pockets. Roles need to complement each other, to combine different skills and build good communication and accountability within the theme.

Many localised programmes have little relationship to national and international strategic goals, reducing the scope of impact and possibilities for shared learning.

The recommendations listed here are aimed to enable the education theme to create a more coherent approach to education across the organisation, deepening the understanding and practice of a rights-based approach to education.

- The IET should be staffed appropriately (with more core funding) to continue to provide leadership on education and coordinate a strong and well-linked cadre of staff working at different levels.
- Country programmes engaging on education should have at least one full-time member of staff devoted to education at national level, based on a common profile. IET should support induction and professional development of this cadre.
- Invest in strong systems to ensure that the IET responds to country programme priorities.

Approaches:

Partners find transparency and collaboration very important in assessing the value of partnership with ActionAid and would like them to be more rooted in national civil society and work more on women's rights. The review found diverse interpretations of what a rights-based approach means in practice; specifically in relation to the role of service delivery.

- Facilitate a collective reflection process to agree how service delivery works within a rights based approach (RBA) to education, specifically in relation

to government schools and systems.

- The IET should provide guidance on how to integrate gender and power analysis into the planning, implementation and monitoring of education work.
- Different approaches to campaigning should be considered.
- The IET should strengthen and invest in *Reflect*.

Partnerships and coalitions:

The education theme is highly regarded for its work in coalitions, and strengthening the links between civil society and teachers unions, at all levels. Yet these relationships are complicated, especially when one partner has more power and resources. Challenges were voiced by education leads, including skewed power relations and the related issue of partners' capacity gaps, and dealing with multiple accountability lines.

- ActionAid needs to acknowledge the tension between the role of partner and support provider and reflect on how to make partnerships more equal; including specific reflection on the transformation of power, and how to adapt the Paris 21 declaration principles.
- The IET should lead in defining types of partnerships and strategic alliances to strengthen education work, including actors beyond education, and other INGOs.

Monitoring, reporting and sharing learning:

The review found that voices of national and local education staff and partners need to be stronger in education planning and campaigning. Systematic monitoring, reporting and sharing of learning are central to this.

- The IET should develop systems to ensure that information about education work is available centrally. This will involve building staff capacity to identify and document relevant issues. Knowledge relevant to ActionAid's wider aims should also systematically be identified

and shared.

- IET should develop a monitoring framework with common indicators for tracking aspects of an RBA to education.

Sustainable and flexible funding:

In many countries there is little connection between funding planning and education programme planning; which is further complicated by the fact that most education lead staff sit within policy teams, separate from education programmes.

- Education leads should be involved in the national budget process for local education programmes.
- Education staff should develop funding plans as part of their annual plan, including areas seeking external funding; and international funding should build from national plans.
- Programmes receiving funds from child sponsorship should review and report how this contributes to children accessing their right to education.

ActionAid's management response to the Education Review

Overall, ActionAid's International Directors and the International Education Team feel that the Education Review was an excellent investment of time and money that has given us valuable and critical insights which will help shape the future direction of our education work. A detailed 12-page management response to the review is available in request. Here we highlight some of the key areas of learning.

We concur with the conclusion to the main report that says, *“Overall the review team found that education was regarded as ActionAid International's strongest and most successful theme; and the work receives strong support from actors across the development sector”* and we echo the selected quote: *“Education is the thing ActionAid is best at. It should be the heart of ActionAid, it is ActionAid's USP (unique selling point).”* However, we agree also with the conclusion that,

“The review highlights gaps and missed opportunities in terms of how ActionAid International values and invests in education, and in how the education theme relates to and collaborates with ActionAid International as an organisation; and contributes to the wider organisational vision. If education is to maintain, and enhance its current position of strength this will require significant investment by ActionAid International at every level. However, it is equally important that the education theme invest more in making sure that they are contributing to ActionAid International achieving its wider anti-poverty goals and to developing more genuine and organic cross-thematic linkages.”

Key learning

The following are some of the areas where we have taken particular learning from the review. Each of these has helped to shape the re-framing of our work over the coming years:

- We feel that the IET strategy 2005-10 with its six core objectives and three operational objectives was too complex and that we need a tighter focus in future, with a framework that connects programme support and policy engagement – and which works coherently at local, national and international levels.
- We recognise the need to provide a strong uniting rights-rooted focus to all our education work locally.
- We acknowledge the need for a more nuanced position on the role of service delivery within a rights based approach – within which we recognise that it is not so much *what* you do but *how* you do it! You can build a school in a traditional paternalistic way or you can use the process of building a school to mobilise people around their education rights.
- After five years of separation we see the need to bring the *Reflect* approach more fully back into our education work. The separation of *Reflect* from the education theme back in 2005

was a mistake and led to a loss of continuity.

- We recognise that the key to linking local and national work is evidence – so that our direct work locally can inform national policy and campaigning work. To do this effectively we need to develop systematic baselines and agree common indicators for our education work.
- We agree that all ActionAid programmes that are funded largely through child sponsorship should report on what they have done to enhance children's right to education. All programmes should be able to provide a clear narrative showing the impact of work on children (and specifically on education) when the funds have been raised in their name.
- Overall we agree with the need to pay more attention to grassroots work and participatory engagement with schools and communities.

Gaps

There were some **gaps in the review**, which are worth noting:

- The review did not tell us much in detail about what we are spending where and how much impact different investments are having in relation to each other i.e. it does not help us make an immediate judgment that investing in X within our education is more cost-effective than investing in Y.
- The review does not tell us much about what we are doing in developed countries.
- The review does not give us many insights into how the internationalisation process, the development of national boards etc, may impact on our education work.
- The review team did not evaluate directly against the objectives of our International Education Strategy to determine the extent to which we have achieved what we set out to do. In part this was because the review was formative more than summative – helping us to reflect on progress rather than seeking to judge our achievements.

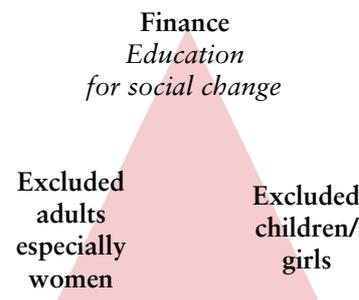
Future directions for ActionAid's education work

Following this comprehensive review, a cross section of education staff from across ActionAid met to consider how to reframe our strategy and plans for the coming years. We were guided by the learning identified above and by the need to provide a simple and practical framework that will help unite work at local, national and international levels, linking programme engagement to policy and campaigning.

We are proposing that all our work be framed under the goal of achieving *education for social change*. There will be three core areas of work:

- promoting quality schools which respect child rights (*and contribute to social change*)
- re-building *Reflect* for women's literacy and empowerment (*for social change*)
- securing financing to achieve quality education (*for social change*).

Each country or local partner may choose to prioritise just one or two of these three focus areas. These can be simply represented:



The table below is an initial attempt to look at the programme and policy work that may be involved in these three strands at local, national and international level over the next couple of years.

	LOCAL	NATIONAL	INTERNATIONAL
Promoting quality schools which respect child rights (<i>and contribute to social change</i>).	<p>Promoting work around a core Charter on Rights-Respecting Schools with 10 relevant rights.</p> <p>Mapping rights violations against these locally, from the perspective of the most excluded groups.</p> <p>Promoting baseline data collection and tracking against agreed indicators.</p>	<p>Promoting work with Parliament /Courts & Judicial and Human Rights Organisations.</p> <p>Mobilising excluded children,parents and teachers to participate in discussions around quality and key aspects of the charter.</p> <p>Using local evidence to influence national policy in key areas e.g. on teacher quality, parental participation or learning outcomes.</p>	<p>Producing a simple charter on rights-respecting schools.</p> <p>Linking to a reinvigorated concept and practice of child sponsorship.</p> <p>Producing a brief of baseline indicators and tracking.</p> <p>Producing simple guidelines on Service Delivery within RBA.</p> <p>Linking to www.Right-to-education.org with GCE and Amnesty International.</p>
Re-building <i>Reflect</i> for women's literacy and empowerment (<i>for social change</i>).	<p>Re-focusing <i>Reflect</i> in ActionAid, with a strong women's rights focus.</p> <p>Improving the quality of training of <i>Reflect</i> facilitators and trainers.</p>	<p>Promoting the use of the new <i>Reflect</i> Evaluation Framework with pilots in six countries.</p> <p>Identifying key quality trainers (in and out of ActionAid) and building their capacity – to create a cadre of key trainers.</p> <p>Popularising the adult literacy benchmarks.</p> <p>Strengthening <i>Reflect</i> and literacy networks.</p>	<p>Supporting a TOT for ActionAid to rebuild internal capacity.</p> <p>Securing new external funding for M&E, training, networking and advocacy.</p> <p>Reviewing and updating the adult literacy benchmarks.</p>
Securing financing to achieve quality education (<i>for social change</i>).	<p>Strengthening local budget tracking linked to tracking of school performance especially by excluded groups.</p> <p>Costing of '<i>rights-respecting school</i>' – or of delivering on any one of the rights.</p>	<p>Supporting / building national campaigns (using the new financing toolkit published with EI) – and linking them to other sectors / national development strategies.</p> <p>Deepening partnership with teachers' unions and education coalitions.</p>	<p>Maintaining pressure on the IMF and G20, updating <i>Education on the Brink</i> – and similar work.</p> <p>Contributing to the GCE Global Action Week 2010, framed on education finance and football (1GOAL).</p>

Local education work will be built around the concept of 'rights-respecting schools'

The three elements of this new framework provide us with an explicit and tangible focus to our rights-based work, ensuring that everything we do is rooted in programme work. They also provide us with a strong foundation for responding to a changing external environment. Education is seen in some circles as the next big frontier for privatisation. Despite a lack of evidence base, the World Bank is pushing public-private partnerships and particularly voucher-based models. Our new focus on rights-respecting schools (see table) and on collecting rigorous evidence should help us to resist these trends and reassert the role of the State in education. Schools are also becoming important frontline actors in tracking and responding to climate change. Building on our work on disaster risk reduction in schools we can embed responsiveness to climate change as a fundamental right in schools (tied for example to the right for relevant education). Women's literacy and empowerment programmes can also be seen as a crucial part of a frontline response to climate change in the most vulnerable communities.

We believe that this framework will offer countries a simple and manageable way of engaging with agency-wide priorities. We are committed to increasing country-level support from IET behind these, through a new programme of peer support visits as well as through



Nicholas Axelrod/ActionAid

systematic support for induction of new staff. We are committed to providing a strong framework for baseline data collection and to supporting tracking of core indicators for each of the three areas of work – as well as putting in place systems to collate and use this data effectively to underpin national and international policy and campaigning work. In the coming months we will be producing new resources on re-conceptualising *Reflect* for women's rights work, on understanding and applying the concept of rights respecting schools and on using local work as an evidence base for national policy and campaigning work.



James Oatway/Panos Pictures/ActionAid

Rights-respecting schools

Local education work will be built around the concept of 'rights-respecting schools', based on a charter of 10 core rights which all schools should respect:

- Right to free and compulsory education
- Right to adequate infrastructure
- Right to quality trained teachers
- Right to non-discrimination
- Right to a safe and non-violent environment
- Right to relevant education
- Right to learn about your rights
- Right to participate
- Right to transparent and accountable schools
- Right to quality learning.

In each case, we will document the origin of these rights in legally-binding international treaties and conventions, giving examples of what they signify in practice and what ActionAid and other partners can do to address them. We will also define specific indicators, with guidelines for how to track them and use the data that is collected. As always, our concern will be to look at each of these rights from the perspective of the most excluded and marginalised children

All in all we are confident that this review has been worthwhile and that it will help us to adapt ActionAid's work on education rights to be ever more effective in the years to come.

The full review and management response can be downloaded from www.actionaid.org

Evidenced-based programming and advocacy: successes and challenges of ActionAid's approach to research

by Akanksha A. Marphatia, Karen Edge, Jo Heslop, Jenny Parkes and Elaine Unterhalter

Since 2008, ActionAid's International Education Team (AAIET) has explored innovative ways of better linking our research, community based programming and advocacy work. Our partnership model involves long-term collaborations with leading academics. This approach has evolved from recognition of the need to provide a more rigorous, evidence-base to our programming and policy work. Other priorities of the university-NGO research partnerships are to ensure that together we can deepen understanding of the current state of play before beginning or initiating a project or study and better monitor impact, what works and why, and to quickly address challenges. ActionAid's programming and policy projects also provide a rich context for generating research that deepens understanding about critical issues of our time. For example, through working alongside community partners, research teams can help to fill gaps in knowledge about how to create gender-friendly classrooms or to combat violence against girls. We hope these collaborations will facilitate a better strategic focus to our work, and provide us with the evidence required to challenge many of the underlying trends, policies and practices obstructing progress in education.

In our efforts to formalise this process we have engaged in three unique partnerships with the Institute of Education (IoE) at the University of London. Two distinct teams of experts based at IoE have been engaged with ActionAid in this work: Karen Edge with the London Centre for Leadership in Learning and Elaine Unterhalter, Jenny Parkes and Jo Heslop, who work in education, gender and international development. The AAIET-IoE partnerships have been tailored to the unique needs of three multi-country projects focusing on improving the quality of education and engagement of stakeholders; stopping violence against girls in schools; and empowering girls to challenge discriminatory practices and enhance their educational experience.

Karen served as principal research advisor on the project, **Improving Learning Outcomes in Primary Schools (ILOPS)** which took place in Burundi, Malawi, Senegal and Uganda. Karen and ActionAid co-designed the collaborative research methodology to explore the

influence of teachers and parental engagement on children's learning outcomes at the national level and within a comparative context. The research effort brought together a multi-stakeholder team of education coalitions, national research institutes, teachers' unions, the ministries of education, parents, community leaders and pupils to jointly conduct the study. The 18-month effort included interviewing over 6,800 stakeholders, conducting a mapping of the national and district policy and budgetary framework and collecting data in 240 schools across the four countries. The evidence collected provided a wider platform of discussions between stakeholders on how the quality of education can be improved and how each of them can contribute to ensuring this progress takes place. The initial 'survey' results from the research are being used as a 'baseline' against which national and local teams can measure progress and identify challenges. The outputs of this effort include national research reports and policy briefs. Also available are three

...through working alongside community partners, research teams can help to fill gaps in knowledge about how to create gender-friendly classrooms or to combat violence against girls.

comparative briefs on the project methodology, parental engagement and teacher quality. Karen and her team also reviewed the related literature and research and conducted an end of project evaluation to explore participants' experience and learning on the project. The articles on pages 28 and 29 illustrate how the survey findings have informed follow-on activities in Malawi and Burundi.

Elaine and her team have been leading the research in the five-year **Transforming Education for Girls in Nigeria and Tanzania (TEGINT)** project². The project is run by Maarifa ni Ufunguo in Tanzania, and Community Action for Popular Participation (CAPP) in Nigeria. Her team collaborated with researchers at the University of Dar es Salaam in Tanzania and the Institute of Development Research in Nigeria to design and implement an extensive baseline survey to explore the gendered power relations influencing the lives and educational experiences of girls and boys. Data was collected in 57 primary and secondary schools in

1 The ILOPS project was supported by the Quality Education in Developing Countries Initiative of the William and Flora Hewlett Foundation in partnership with the Bill & Melinda Gates Foundation.

2 The TEGINT project is supported by ActionAid and funded by Comic Relief and the Tubney Charitable Trust.

six districts of Northern Tanzania and 72 primary and junior secondary schools in eight states of Northern Nigeria. The research included interviews with female students, teachers, head teachers, school management committee members, community leaders and principals of teacher training colleges. Composite indicators were created to summarise and analyse the quantitative data, including a Gender Profile Score, which measures gender parity in school enrolment, progress and attainment, and a School Gender Management Score, which summarises multiple aspects of school management. Two-page School Profiles were also developed to summarise key data collected on the school in an accessible way. The partners carrying out the interventions are using the profiles to plan strategies appropriate to each school and to monitor progress at the school level. The findings have informed the development of project activities in order to better address the key factors hindering girls' participation in education and making them more vulnerable to HIV/AIDS. Another component of this research will lead to focused longitudinal studies. As with ILOPS, this rich database provides an opportunity to closely monitor the effectiveness of TEGINT's approaches in improving girls' education. The article on page 31 explores some of the findings from the baseline and how they are currently being used in community-based activities. It also provides a list of key publications forthcoming from the baseline effort.

The five-year **Stop Violence against Girls in Schools (SVAGS)** project takes place in Ghana, Kenya and Mozambique³. An extensive baseline, following a similar collaborative approach to that used by TEGINT, was undertaken in 2009 with Jenny's team coordinating the design and implementation of the surveys, interviews and focus groups in close collaboration with national research institutes: Own and Associates in Kenya, the Ghana's National Education Campaign Coalition and



Audrey Wades/ActionAid

the Faculty of Education at Eduardo Mondlane University in Mozambique. The findings are currently being analysed and will enable country teams to better understand the context of violence and influence national laws and policies that specifically address the problem of violence in schools. The outcomes will also facilitate the development of programmes and monitoring systems to dramatically reduce the number of incidents of violence against girls. Researchers have been working with other partners in the project to develop a comprehensive monitoring and evaluation system, so that partners working on community level and advocacy interventions can continue to track progress towards our intended outcomes over the course of the project. The end goal is to ensure that girls are able to go to and stay in schools and enjoy their rights to and in education in a violence-free environment. National research reports and a comparative report will be published in mid-2010. The article on page 33 explores the project's participatory methodology, which aims to support girls in developing the confidence necessary to challenge the culture of violence.

Lessons learned

These NGO/University collaborations have not been without challenges. A substantial amount of time is required to build relationships, trust and shared understanding between researchers and NGO leaders. To gain a mutual

appreciation of each other's roles and expertise, we have had to recognise the differences in the organisational structures, norms and culture. Learning to create a clear division of roles and responsibilities has strengthened our collaboration and led to a better recognition of the value of research and similarly advocacy and how each of these actors contributes to education. The collaborations have brought significant learning for all the researchers and practitioners based at international, national or community level alike, and the different skills and perspectives brought into the partnerships have helped to challenge ways of doing things and encourage critical reflection. We have found that regular face-to-face meetings are key to sharing this learning and building the capacity of partners. We have learned to be flexible and open to agree a common way of working on gender-related and participatory approaches. For example, the appointment of a research coordinator at the IoE has brought together learning across the TEGINT and SVAGS projects, enabling us to develop a more sophisticated, strategic and evidenced-based analysis of the gendered nature of education.

This process of learning to work together and jointly addressing the challenges has been mutually beneficial. It has reinforced the capacity of ActionAid and national partners in conducting research. In turn, academics from national research institutes are now actively working with education coalitions to undertake 'evidenced-based' advocacy. Together, they are hoping to create strong links between research, policy and practice in order to improve the quality of education for all children.

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3 The SVAGS project is funded by a grant from the Big Lottery Fund in the United Kingdom.

Improving learning outcomes in primary schools

Let the child learn – Malawi

by Susan Kaunda, ActionAid Malawi

In 2008, ActionAid Malawi and partners collaborated to study the role of parents and teachers in improving children's learning outcomes through the Improving Learning Outcomes in Primary Schools (ILOPS) project. The goal was to better understand each actor's role and how they can work together to improve learning. The study revealed weak parental participation, poor learning outcomes in primary schools (especially in the first three foundation classes) and inadequate and poorly trained teachers. The Let The Child Learn project has been developed to address some of these problems, focusing on 30 primary schools in Mchinji and Machinga districts. The project has three main strands: enhancing parental involvement in their children's learning process; improving the ability of the government, local communities and parents to track and monitor learning outcomes; and strengthening teacher capacity and effectiveness.

Enhancing parental involvement

Research indicates that most teachers and parents/guardians lack knowledge and understanding of Malawi's basic education policies. In order to better engage parents, teachers and communities, and help them to understand their roles in promoting education the following activities were undertaken:

- Raising awareness about education policies and government obligations. As part of this process, policy documents were translated from English into Chichewa, the national language of Malawi. This is making an immediate difference to the engagement of parents and school management committees allowing them to see clearly what their local schools should be providing and what resources the Government has committed to.
- Training parents and pupils on child rights, the benefits of education and the responsibility of parents to send children to school. We are working to bring about a cultural shift so that parents see the importance of education and take an interest in the quality and success of the teaching.
- A set of orientation and planning meetings were held to establish a steering committee and train over 160 teachers from the 30 schools selected.

Research indicates that most teachers and parents/guardians lack knowledge and understanding of Malawi's basic education policies.

"This is a programme that enables teachers, parents and learners to take part in the process of improving learning outcomes for school going pupils from Standard 1 to 3. This project has come at a time when we, as parents, are not participating in monitoring what our children learn in school. It is high time we started asking them what they learn in school besides checking their exercise books. I have already started witnessing the fruits of doing this."

Mrs. Sausande, Masanjala, Machinga District



Improving the ability of stakeholders to track and monitor learning outcomes

By creating easy-to-use tools, we aim to increase the participation of parents, communities and other stakeholders in the monitoring and tracking of learning outcomes. This information gives parents, local communities and the government the power to challenge poor quality schooling and demand better resources. The following tools have been developed and tested:

- a learning outcome monitoring survey to track student achievement in examinable subjects and life skills
- advisory and inspection visits to schools by primary education advisors, district education managers and head teachers
- teacher observation to assess teacher capacity, competency and training needs
- education budget tracking to be used by PTAs and SMCs
- a school checklist to be used as a baseline against which to measure performance and progress
- regular monitoring to see how the schools are performing against agreed standards.

A Training of Trainers course was held for primary education advisors, who then trained the PTA/SMC members in the 30 schools. They discussed the need for parents, teachers, and the community to work together to support the learner. The basket in the picture represents the learner and is supported by three stones representing the traditional leaders and community members, the head-teacher and staff, and the PTA/SMCs and parents.

Strengthening teacher capacity and effectiveness

In order to build on the 2008 research findings, an in-depth assessment of teacher capacity, competency and training is being carried out in partnership with the Malawi teachers' union, head teachers, teachers and primary education advisors. The findings will be used to identify issues for advocacy and develop policy briefs to lobby the government to make changes, allocate resources and deliver better quality education services. We will be lobbying for a review of the national policy on the training of teachers to ensure an improvement in the standard of teaching. This will include the development of a framework to actively monitor the recruitment and training of volunteer teachers. The 2008 survey revealed that, despite government claims to the contrary, thousands of untrained teachers remain in service. It is not clear how these untrained and unqualified teachers will be included in formal training but due to our advocacy the government is now ready to discuss different options. We will also be advocating for an equitable deployment of teachers in schools and across levels, with a particular focus on special needs learners.

Bearing fruit

The value of primary education to children, families and indeed the whole community is gaining recognition amongst parents and teachers in Malawi. Primary education helps children to develop knowledge, skills and attitudes that contribute to the development of their communities, meeting needs and improving community life. The support and involvement of parents is essential and we found that they are very willing to engage more with their children's education if they are involved at all levels of decision making. If learning outcomes are to improve, the quality of teaching must also get better and we are working with teachers and government to make sure that this is the case. We will continue raising awareness on the importance of education in 2010 and beyond.

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Improving learning outcomes in primary schools in Burundi: our challenge and a bet to be won

by Charlotte Bazira, ActionAid Burundi

In Burundi, the education system has undergone various forms of changes since the independence times until today. Extended reforms have been operated and strategies have been applied to establish quality education. However, it appears that these changes have been implemented without leaving any space for impact assessments from which one could appreciate the relevance of the applied measures, and without any contribution from the education advocates community.

The result is that education in Burundi still shows flaws, of which the successive governments bear the responsibility, as they didn't manage to direct properly their strategies nor to plan the necessary accompanying measures. Aware of the urgent need to tackle this precarious situation and as a major partner truly engaged toward equity and quality in education, ActionAid is leading, since 2008, a project entitled 'Improving learning outcomes in primary schools in Burundi'. The specificity of this project is that it involves, during one full year, all key stakeholders (Education Ministry, teachers' unions, parent teacher associations) in a genuine research process, aiming at deepening the knowledge and developing a common understanding of quality education. The process has helped strengthening partnerships, opening the way for a wider collaborative and advocacy work to improve the key components of education.

In a country like Burundi where the after-effects of a deep crisis of confidence between partners are still alive, this process has helped to re-establish partnership links between ActionAid and the Education Ministry, the Parents Teachers Committees and Associations (PTA), SAEB (Synergy des Acteurs en Education), Teachers Unions on one hand and among the partners themselves on the other hand.

Waterloo Project

Through this process, a certain number of challenges have been identified, such as the shortcomings in the teachers training program (40 years old), the lack of a clear national policy regarding teachers

The specificity of this project is that it involves, during one full year, all key stakeholders (Education Ministry, teachers' unions, parent teacher associations) in a genuine research process, aiming at deepening the knowledge and developing a common understanding of quality education.

training, the language of instruction and the languages taught to students, the high illiteracy rates as well as the lack of any legal framework that could be used as an advocacy platform to improve the education system. Based on these challenges, a project has been proposed and has received funding from the Waterloo Foundation.

One of the assets of the Waterloo Project is that the same actors engaged in the research process and the definition of the project are also involved in its implementation. The Waterloo Foundation has brought relief to the primary schools in Burundi where the effort made by the government to improve quality still remains minimal. The project has three main purposes:

- Strengthen the capacity of SAEB
- Advocate to improve the key policies related to education quality
- Support the work of PTAs, parents and school management committees within SAEB to engage efficiently the stakeholders in the improvement of learning outcomes.



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Reflect circle, Kirundo

At this stage, various advocacy and mobilisation activities have been organised to support quality education. The PTAs established in the schools play a major role in this project. They offer a unique exchange space for promoting education and contribute efficiently to the action, by organising local awareness sessions with the learners to encourage them to pursue their studies while inviting local administrative authorities to support all activities intended to make the schools more appealing. PTAs have developed income-generating activities to cover the most urgent needs of the schools and assist the poorest children.

Management Committees

A ministerial edict on the establishment, mission, composition and functioning of the primary schools management committees has just been signed and is being implemented. This is the consequence of the lobbying and advocacy work done jointly with the education actors in order to improve the school management with real involvement from parents and other key stakeholders.

Legal collaboration framework

A legal collaboration framework with all civil society stakeholders involved in education has been implemented and is used by SAEB in their advocacy work.



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Study of the impact on learning quality

Studies and researches on the major factors impacting learning quality, such as the financial institutions policies and the teachers' recruitment strategies, the language of instruction and the languages taught to the students, have been realised and their results disseminated down to the community level.

Teachers training

Representatives of teachers, parents, students and civil society organisations have recently undergone a capacity building session on child rights protection, highlighting the links between school abuses and learning outcomes in primary schools.

"School abuse is like poison in the attic! If we really want our country to develop, we are now going to be the messengers of child rights protection. We err everyday through ignorance! Have a look at what happens in the classroom, the words that are pronounced, the nature of the punishments inflicted to our students. We have made big mistakes. Thank you so much for this training session!"

A participant teacher

Reflect approach

In the same perspective, the community based organisations working in the field of education have also received a training based on the *Reflect* approach to deepen the awareness in the communities in order to encourage them to participate efficiently to the improvement of learning outcomes.

"I used to be called for this type of meetings... But since we started exchanging with this new approach, it's like a transformation workshop...Each time I come out from these exchanges, I feel like having received the tools and being ready to discuss with my children about their lives at school."

Suzane, Centre Mariza, Kirundo

Exchanges and feedback

The outcomes of the research work done for this project have been distributed through a range of media, including the school radio NDERAGAKURA. This allows the listeners at national level (students, parents, teachers, administrative officers, in other words any audience) to ask for clarification and to suggest directions and their recommendations for ActionAid and the partners of SAEB.

The managers at ActionAid have noticed that one of the listeners major concerns was to find ways to extend ActionAid activities to the whole national territory. The question is a real and big concern as the resources are limited with regard to the requests.

"I wish ActionAid could extend its activities everywhere on the national territory!...you can even visualise your problems, on paper or on the ground, like educated people!! However, we are welcoming the progress made so far, because in addition to the physical realisations, we should highlight insistently the level of awareness and involvement of the committees that have been established to promote quality education in Burundi."

Soline, participant at the Kinyota Centre, Rugari

We know that there's still a long way to go, but the mission we have set for ourselves is noble. With the help of all stakeholders and the support of donors, we have no doubt that we will succeed one day and reverse the trend to implement quality and equitable education for all in Burundi.

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TEGINT – designing and implementing a baseline study

by Rebecca Ingram, TEGINT Coordinator

Transforming Education for Girls in Nigeria and Tanzania (TEGINT) is a five-year project funded by Comic Relief and the Tubney Charitable Trust, working in six districts of Northern Tanzania and eight states of Northern Nigeria. TEGINT aims to challenge the gendered power relationships that keep girls out of school (or prevent them from succeeding once they are there). The project is led by Maarifa ni Ufunguo in Tanzania and Community Action for Popular Participation (CAPP) in Nigeria and is supported by ActionAid.

A key principle of the TEGINT project is that community-level interventions should be both comprehensive (working with groups inside and outside schools) and based on evidence. ActionAid joined with Elaine Unterhalter and a team at the Institute of Education, London and researchers at the University of Dar es Salaam (led by Professor Justinian Galabawa) and the Institute of Development Research, Ahmadu Bello University, Nigeria (led by Dr Z.K.A. Bonat). Together, the teams conducted a comprehensive baseline study for the project in 139 schools and communities across both countries. The teams collected documentary evidence from school and district records, and conducted interviews with girls, teachers, head teachers, school management committee members and community leaders.

Indicators and analysis

The baseline was completed in two stages: a quantitative baseline was completed and was then complemented by a qualitative baseline study to further examine some issues raised. The data analysis took place with researchers and project staff in workshops and through online collaboration, and will inform the implementation of the project and support staff to plan activities. The baseline study will also inform the focus of longitudinal research work in 2010-2011.

Analysis of the data from both countries was not without its challenges. In Nigeria, a lack of good record keeping at the school level led to incomplete sets of documentary evidence. In Tanzania, the large amount of data generated was time-consuming to code and analyse, and interviews needed to be translated from the Swahili.



Kate H-H/ Shoot The Earth/ ActionAid

Baby Larumbe, Tanzania

The baseline produced significant data and multiple conclusions ... The full baseline report will be released in the second quarter of 2010.

In our analysis, we were able to develop unique indicators to examine the data and provide for comparisons across schools and districts:

- **School gender profiles:** These were developed to gain a summary measure of outcomes that would show the extent to which each school was succeeding in supporting girls' education. A series of key variables (gender parity in enrolment, retention, progression and exam performance) were grouped together and transformed into an overarching school 'score' on gender and education.
- **School gender management profiles:** This variable measures the quality of the management of schools in how they

specifically address issues of girls' education. 'Good' performance is seen as provision of quality training and information for teachers, pupils and parents on gender, HIV, educational management and health, involvement with political campaigning organisations, outreach to poor and excluded families and the involvement of staff and students in community development.

- **Teacher qualification profile:** This assessed levels of teacher qualification (e.g. certificate or diploma) and INSET training, disaggregated by gender.

These indicators were used alongside data on other school and community characteristics to analyse issues around education quality, empowerment and mobilisation to assess quality and performance.

School profiles

A crucial achievement of our baseline study, and one which has positive implications for staff working at the community level, is

the development of a set of 'school profiles'. These condense the findings of the baseline into a set of key findings that can be used by staff to design interventions and to target local or district/state advocacy efforts. The profiles contain information on enrolment, retention and completion, the quality of school management, violence in and around school, and girls, head teachers and school management's perceptions of education quality. They also report which fees are charged and what obstacles to education are perceived by girls and school management. Partners have had an enthusiastic response to these profiles and are now using them to plan their activities. They also provide a valuable feedback mechanism to the community on the research findings, and we are working on ways to present them in a participatory way.

Some findings

The baseline produced significant data and multiple conclusions, which include.

a) **Enrolment and retention rates:** While Tanzania has excellent enrolment levels, with many schools at or near gender parity, this does not translate into achievement in examinations or in progression to secondary school. Detailed data was not available for Nigeria due to the paucity of school records, but the data we have shows that overall, the ratio of girls to boys enrolled in primary schools was just 0.8 (far lower than in Tanzania where girls were just as likely as boys to be enrolled in school). Some states fared markedly worse than others, for example Gombe, where male populations within project schools were twice the size of female populations. This has meant our project focus in each country has been slightly different: in Tanzania, we will focus on the barriers within the classroom and to progression, while in Nigeria we will also need to focus on barriers to enrolment.

b) **Perceptions of school performance:** Our data suggests that there are big differences between perceptions of and actual quality of girls' education, as well as differences in perceptions held by different groups. In Tanzania, girls, head teachers and school boards all overestimated the quality of their school's performance – with many saying that their school performed well at supporting girls when the school's gender management profile was in the lowest quintile. However, school boards and girls tended to be more realistic on performance than head teachers and teachers generally. In Nigeria, poor-performing schools were more likely to identify themselves as such – and schools that performed well were modest in their assessment. Schools also performed far better on gender management profile activities when there were more female teachers in the school, and where teachers had higher qualification levels. This provides us with an important entry point when working on TEGINT: members of the school community who believe improvements can be made are more likely to engage in the project activities.

c) **Constraints to education:** In Tanzania, girls mentioned poverty, early marriage, pregnancy, and lack of facilities as key constraints. In Nigeria, poverty, early marriage, pregnancy, lack of facilities, ill health and parents' wishes were all listed as constraints. Critically, in both countries we found girls in schools that were higher performing, with higher gender management profiles and better-trained teachers were able to articulate a wider range of constraints than girls in schools who performed poorly on these measures. This indicates that girls from these schools have an increased, and more politicised, awareness of the obstacles they

face. However, both village heads and school boards overwhelmingly cited work (in and outside the home) as the key reason for non-attendance. In Nigeria, work outside the home (especially hawking) was more common, whereas in Tanzania, work inside the home was the most commonly cited factor. Interestingly, head teachers at schools that were performing well on gender outcomes were more likely to cite barriers within the school (for example, not having enough qualified teachers) than head teachers in schools which were performing poorly. Poor performing schools were also more likely to 'blame' parents by citing work in the home or parental pressure as reasons for non-attendance. An important focus to the project will be increasing the ability of communities to reflect and analyse the performance and barriers facing their schools more accurately, and supporting action that tackles these issues.

Implications

Our data provides multiple opportunities for aiding us in implementation of TEGINT, identifying knowledge that will guide implementation and 'get things done' to achieve gender equality outcomes. The full baseline report will be released in the second quarter of 2010. We have already used our baseline data to present a paper at the WAAD conference in Nigeria in 2009, and hope to have a presence at the E4 Conference in Dakar in May 2010. TEGINT has produced a pack of materials to support practitioners to explore these issues with communities and help move girls, parents and schools towards positive action for gender equality.

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Stop Violence Against Girls in Schools: baseline research progress update

by Asmara Figue, SVAGS Coordinator

In the long term, the Stop Violence Against Girls in School project aims to ensure girls are able to enjoy their right to education and participation in a violence free environment in Ghana, Kenya and Mozambique.



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Research training in Kenya

In order to achieve this ambitious aim, it is crucial to understand the nature, causes and impact of violence on girls' lives. As such, the project includes a strong research component, which is being undertaken by the project's three research partners (the Ghana National Education Campaign Coalition, the Faculty of Education at Mozambique's Eduardo Mondlane University and Own & Associates in Kenya) with input and support from London University's Institute of Education.

Over the course of the past few months a coordinated baseline study, which includes extensive collection of qualitative and quantitative data, has been taking place in all three countries. Teams of researchers were recruited at the local and national level and given a week-long training on issues fundamental to the project. This included looking at areas such as gender, violence and child protection, as well as research ethics and skills, including how to conduct interviews and work with focus groups and how to accurately apply the research instruments with both adults and children.

Statistical data was collected from 45 schools and in addition, 2,028

girls, 612 boys, 225 teachers, 225 parents and 45 head teachers, SMC members, community and women's leaders took part in the study, as well as district government representatives for education, health and the police. Initial feedback from the field highlighted some of the challenges faced by the teams during the research process, which included accessing respondents in what are often remote, rural areas and obtaining data in schools where records are not routinely kept.

Some of the challenges were not just practical, but directly linked to the issues being explored. Encouraging respondents to talk about sensitive issues such as violence and gender relations is not always easy. In some cases, conflicting responses were provided by teachers and children, for example about the prevalence of violence in schools. Moreover, notions of what constitutes violence are not always clear for respondents, including children themselves, for whom certain acts have become so 'normalised' that they are not considered violent. For example, in Mozambique, children expressed the view that physical punishment is a necessary part of

their own disciplining, presumably reflecting beliefs and practices they experience in their everyday lives at school and in the home.

Overall, however, response to the research was positive and teams were able to gather most of the required data within the period allocated. Whilst final analysis of the data is still underway, preliminary findings in all countries exhibit some common threads related to:

- *Reporting of incidents:* girls may report certain incidents to a trusted female family member or teacher. However, in general, it appears that the majority of violent incidents are not officially reported, either due to lack of access to official reporting channels, ignorance of their existence or a preference of family members for resolving certain issues 'informally' at the community level.
- *Factors keeping girls out of school:* forced marriages and early pregnancy have both been identified as issues that prevail due to poverty and traditional beliefs about the role of girls and women in society. As a consequence, even where national policies exist to encourage retention and re-entry, girls who have married or become pregnant are prevented from attending school and are thus deprived of their right to education, in many cases against their will.

As the data continues to be analysed in depth, a clearer, more precise picture of the situation and trends in each country will begin to emerge. It is expected that a final research report will be produced towards the end of 2010.

It is hoped that the findings will help to shed new light on the situation, contribute to challenging assumptions about violence against girls and help better orient the project's community-level and advocacy work over the coming years, as well as contributing to improved learning amongst the wider community of stakeholders working on gender and education related initiatives at the global level.

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Promoting girls' empowerment through participation

by Asmara Figue, SVAGS Coordinator

Stop Violence Against Girls in School is a five-year multi-country project that has been running in Ghana, Kenya and Mozambique since July 2008 with the overall aim of enabling girls to enjoy their rights to education and participation in a violence free environment.

In all three of the countries involved, a series of activities are being implemented with a wide range of stakeholders to ensure that when the initiative comes to an end in 2013 the project's four commonly held objectives are met. These objectives broadly aim to ensure that, in each country, laws and policies that specifically address the problem of violence against girls in schools are being implemented, incidents of violence against girls are reduced by 50%, more girls are able to go to and stay in schools and that girls themselves develop the confidence necessary to challenge the culture of violence.

Given ActionAid's overall commitment to rights-based approaches in general, it is clear that when implementing a child-focussed initiative such as this, all efforts must be made to uphold and realise the specific rights of the children (in particular girls), who are the main project beneficiaries. In this context, and inspired and guided by the UN Convention of the Rights of the Child (UN CRC), the teams have been working to build the principles and content of the convention into everyday working practices. As a project that aims fundamentally to empower girls, it is crucial that approaches that actively encourage meaningful child participation are understood and implemented at all stages of the project cycle.

Like the right to education, the right to participation is considered an enabling right, one that, when implemented well, will assist in the realisation of other rights thanks to its potential for empowering rights-holders to understand and claim their rights. In the UN CRC, children's rights to participate are enshrined in several different articles, including:

...objectives broadly aim to ensure that, in each country, laws and policies that specifically address the problem of violence against girls in schools are being implemented, incidents of violence against girls are reduced by 50%, more girls are able to go to and stay in schools and that girls themselves develop the confidence necessary to challenge the culture of violence.

- Article 12, which highlights the importance of hearing and respecting the views of the child in decisions that affect their lives.
- Article 13, which outlines children's rights to freedom of expression.
- Article 15, which grants children the right to freedom of association.
- Article 17, which speaks of children's rights to access information.

The spirit of these articles is being brought to life by project staff through a range of initiatives in all three countries. These include setting up school-based clubs that provide girls with a safe space in which to meet, discuss and share information on issues of concern to them and, with guidance from trained mentors, to learn about their rights (including their rights to education, to protection from all forms of violence and the right to

be heard on issues of importance to them) and develop plans of action for bringing about positive changes in their lives and the lives of their peers. By providing the girls with spaces for dialogue and discussion, the clubs can be seen as a springboard for building girls' confidence, enabling them to take part in other activities aimed at challenging violence both at the local and national level.

In Ghana, girls' clubs have now been established in all 13 project schools, and training has been provided for club members and adult mentors alike. This work has prepared the ground for the girls' participation in regional- and national-level events at which they have been given the opportunity to express their views to key decision-makers and media bodies. For example, during a recent regional forum, many of the girls' club members were able to meet in person with the District Education Director (an inspiring woman herself). Twelve-year-old Rubaina was given the chance to present a petition to her requesting that more female teachers be posted to local schools.

Such experiences contribute to placing issues that concern girls on the public agenda as well as building the personal capacity and strengths of the girls involved. As Rubaina states: *"It really increased my confidence because now I know that I am able to stand up and speak in front of a big crowd of people."*

This view is clearly shared by her peers who subsequently elected her to continue advocating on the need for more female teachers in schools in northern Ghana during the 16 Days of Activism against Violence Against Women, an event which is celebrated by activists for women and girls' rights across the world from the 25 November to the 10 December each year. Taking advantage of a meeting of representatives of various regional and national media houses organised by the project team, Rubaina, along with fellow club-member 14-year old Bedawu, spoke to the press about the need



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Bedawu

Taking advantage of a meeting of representatives of various regional and national media houses organised by the project team, Rubaina, along with fellow club-member 14-year old Bedawu, spoke to the press about the need to address issues of gender violence in schools and highlighted the challenges involved in building girls' confidence where there are no female teachers to support them and serve as role models.



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Rubaina

to address issues of gender violence in schools and highlighted the challenges involved in building girls' confidence where there are no female teachers to support them and serve as role models. The girls' petition to the government stressed that the inadequate number of female teachers remains a major contributing factor to the gender disparity in basic school enrolment in Ghana's Northern Region and recommended measures to encourage an increase in the number of female teacher trainees.

By developing children's capacity to speak out for themselves, providing them with the opportunities to be heard and make change happen, the project teams are making clear progress towards the project's overall aim – to empower girls. However, in order to ensure that children's involvement in any initiative is meaningful, relevant and effective, it is important to build and develop project staff's own understanding of child participation as well as the skills and confidence required to put it into practice.

Any initiative aimed at promoting children's participation must ensure due care and attention is paid to issues related to children's safety and protection, particularly when focussing on sensitive issues such as violence. Participation should be an empowering experience for children, it should always be voluntary and it should never put them at risk. Therefore, well trained and confident staff who are able to provide appropriate support and information to children, help them make decisions for themselves and ensure the highest quality of working standards are observed at all times during their interactions, will in turn increase girls' confidence to continue playing an active role as agents for change in the long term.

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Reflect is an innovative approach to adult learning and social change, which fuses the theories of Brazilian educator Paulo Freire with participatory methodologies. It was developed in the 1990s through pilot projects in Bangladesh, Uganda and El Salvador and is now used by over 500 organisations in over 70 countries worldwide. Organisations working with Reflect won UNESCO literacy prizes in 2003, 2005, 2007 and 2008.

Contacts and information:

Reflect website
(www.reflect-action.org)

The Reflect Basecamp site for practitioners
(invitation only, contact emma.pearce@actionaid.org)

NEW
Reflect page on Facebook
(www.facebook.com/ReflectAction)

Piloting the *Reflect* Evaluation Framework

by Mamadou T Diarra, *Jeunesse et Développement*, Mali & Zakir Hossain Sarker, *ActionAid Bangladesh*

While global evaluations were undertaken in 1996 and 2001, in recent years there has been a desperate shortage of evaluation evidence for *Reflect*. *Reflect* programmes operate in diverse contexts and approaches to documentation and evaluation have been equally diverse, making it difficult to consolidate evidence and learning. The *Reflect* Evaluation Framework has therefore been developed to ensure that programme objectives and participants' own learning expectations are met while allowing flexibility for these to evolve throughout the course of the programme. The Framework is currently being piloted in West Africa and Asia.

The Framework has been developed to be an organic and 'live' tool to be adapted to local context and need. However, piloting is indispensable to ensure it meets the evaluation objectives as closely as possible. Starting in January 2010, the Framework is being piloted in two countries, Bangladesh and Mali. These pilots will be followed by further roll out of the Framework in

countries across Asia and West Africa. As well as gathering important information about the use of *Reflect*, the pilots will serve to review the Evaluation Framework, proposing new tools and identifying potential problems. This may result in the eventual publication of a new edition of the Framework or of numerous local manuals as appropriate.



Pamola West Africa

Learning about child development in Yanfolila, Mali

Goals of the project

1. To support the capacity building of *Reflect* practitioners in Bangladesh and Mali to adapt and use the *Reflect* Evaluation Framework.
2. To review the efficacy of the *Reflect* Evaluation Framework.
3. To use the *Reflect* Evaluation Framework to support and improve the monitoring and evaluation of *Reflect* and consolidate information about the approach.
4. To support the dissemination of the *Reflect* Evaluation Framework to *Reflect* practitioners elsewhere in Asia and West Africa and to encourage its dissemination internationally.

Piloting in Bangladesh

ActionAid Bangladesh has worked with *Reflect* since October 1993 when Bangladesh was one of three countries to take part in the two-year action research project that led to the development of the approach. ActionAid Bangladesh has embedded *Reflect* as a working approach across the organisation and is used to address different thematic issues including the right to education, climate change, disaster, violence against women, livelihood, disability, diversity, economic justice, quality health, child rights, women rights, adolescent rights, right to natural resources, empowerment, HIV and AIDS.

Two ActionAid development areas have been selected for the pilot project. In Sirajgonj, the focus of *Reflect* work is on ensuring education and employment rights. In Satkhira, ActionAid is working with the local Dalit community to enhance their standard of living, health, education and livelihood. A total of 28 *Reflect* circles are involved in the Evaluation Framework Project across the two districts. Some 30 *Reflect* practitioners participated in a five-day training of trainers workshop in March 2010 and training of facilitators workshops are also being run at local level. Staff are being supported with field visits and are invited to take part in meetings and exchange visits. *Reflect* Evaluation Framework committees are also being set up at community, organisational and national level.

Roll out in Asia

The *Reflect* Asia Network (RAN) is providing foundation training on the *Reflect* Evaluation Framework to ActionAid staff and *Reflect* trainers elsewhere in Asia. Practitioners from Cambodia, India, Myanmar, Nepal and Pakistan participated in the training of trainers course in Bangladesh and training of facilitator courses will be organised at local level. Staff will be supported with field visits and will be invited to take part in meetings and exchange visits. If RAN is able to raise funds for the expansion of this project, India and Nepal will be prioritised to incorporate more areas in the implementation of the

The Framework has been developed to be an organic and 'live' tool to be adapted to local context and need. However, piloting is indispensable to ensure it meets the evaluation objectives as closely as possible.



ActionAid

Participants at the Bangladesh Evaluation Framework Workshop

Framework. However, it is expected that in the long term the country programmes will take over the funding and implementation of the *Reflect* Evaluation Framework at national level.

Piloting in Mali

Funded by MRDF (Methodist Relief & Development Fund), Jeunesse et Développement's Yanfolila Community Development Programme started in 2007. It aims to improve living conditions in communities in the communes of Wassoulou Ballé and Gouanan in Yanfolila by helping them to reduce their levels of vulnerability and offering civic education and support for local governance. The specific objectives are:

- To reduce illness linked to the way of life in communities by education on health and hygiene;
- To increase knowledge about reproductive health, family planning, the prevention of HIV/AIDS and child survival;
- To strengthen women's economic power by support for savings and credit initiatives;
- To reinforce decentralisation and community participation in local government through civic education.

In order to strengthen the work of the women's groups on health and savings and credit and give them more control over their situation, J&D plans to support the women to set up a mutual health insurance scheme, which would provide participants with support to cover health-related expenditure. J&D will use the *Reflect* Evaluation Framework to collect baseline data, which will allow them to understand the existing situation and later to monitor and evaluate the Women's Mutual Health Insurance Programme in 25 villages in the commune of Wassoulou Ballé. The Baseline Study and proposal for the continued financing of the scheme will be submitted to the funder MRDF in May 2010.

Roll out in West Africa

An Evaluation Framework workshop for West African *Reflect* practitioners will be held in Yanfolila, Mali. Participants will be selected from those who have been able to test and document use of one or more of the tools described in the Evaluation Framework within their own countries. The workshop will focus on sharing experiences and meeting key actors in the baseline analysis, such as members of the women's groups concerned, the survey team, NGO field workers and local leaders to discuss their experience of using the different tools and the overall approach, including feedback on any gaps perceived within the framework. The process will be documented and results shared through the Pamoja West Africa website, the *Reflect* website and other appropriate channels. This approach has the advantage of sharing the J&D experience of use of the Framework from the start of a *Reflect* initiative and encouraging other practitioners to experiment on a smaller scale so that they also have a contribution to bring to the workshop. Holding the workshop at community level will contribute to very practical learning, with the idea of promoting use of the framework in both new and ongoing projects.

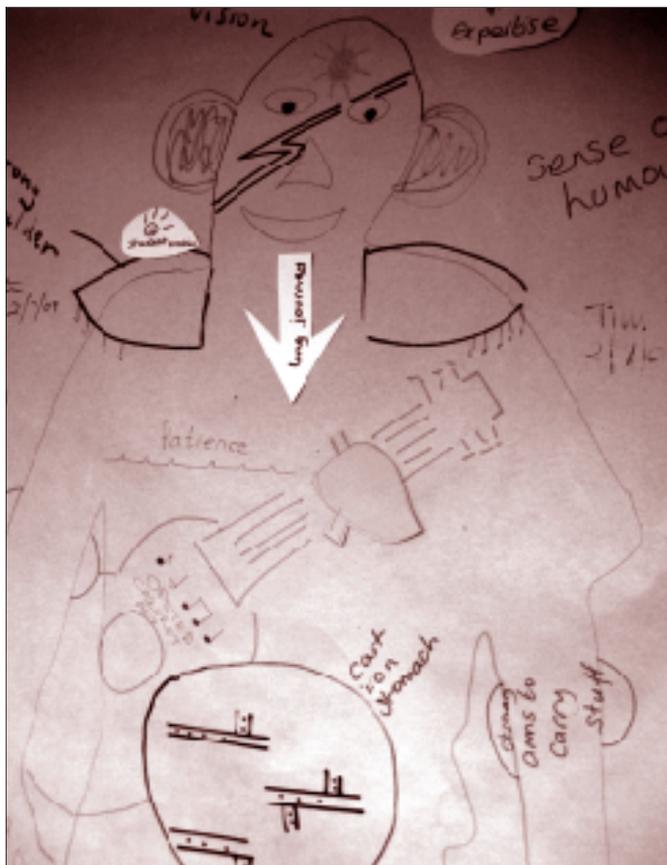
For further information about the *Reflect* Evaluation Framework pilots contact: emma.pearce@actionaid.org

Great expectations: teaching ESOL in the UK

by Tish Taylor, Reflect ESOL Coordinator, ActionAid

Reflect ESOL (English for Speakers of Other Languages) is a UK based project working to encompass the ideas of *Reflect* into English language teaching by working with existing ESOL teachers in action research and training workshops. UK ESOL classes are government funded and open (with some exceptions) to refugees and immigrants. They are free for those on benefits or subsidised for the employed.

This article takes a look at two key policy agendas that drive ESOL provision in the UK today and asks whether traditional ideas of teaching (the ‘transference’ model – where a teacher’s role is to transfer knowledge to a learner) result in too many expectations placed on ESOL teachers and even by teachers themselves. It also questions whether this ‘transference’ model of teaching can ultimately stifle real dialogue between members of a class community. In contrast, it takes a look at some of the practical strategies adopted by *Reflect* ESOL practitioners when moving to a facilitation role to create spaces for real dialogue, reflective analysis and critical thinking about the world we live in today.

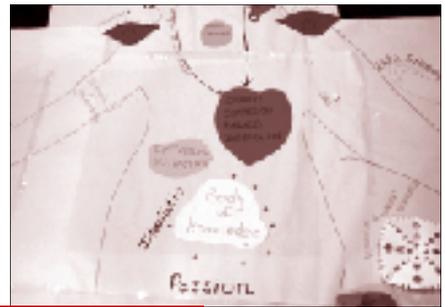


ActionAid

An example of a ‘bodymap’

UK ESOL classes are more than just language learning. They hold within them sometimes implicit, sometimes explicit, directed content on employability and employer-led skills, community cohesion and citizenship skills.

‘Body maps’ are important tools in workshops introducing ESOL practitioners to the *Reflect* approach. They are used to generate discussion around the skills, qualities, attributes and knowledge needed to be an ESOL teacher today. They usually throw up interesting results.



According to the practitioners who created this, to work in ESOL, you need:

- a cast iron stomach –no time for bathroom breaks!
- large shoulder pads on which to carry learners’ problems and a heavy work load
- a guitar – to give a ‘song and dance’ performance in order to fit in all the content that must be included in an ESOL class
- (and perhaps most scary of all) a dagger (located in the foot) for stamping discipline into unruly learners.

Although, much of this may have been somewhat tongue in cheek, there was more than a whiff of familiarity about the qualities described. But why should this be? Why should these teachers feel so overworked, stressed and even angry with their learners who don’t conform to what’s expected?

UK economic and community cohesion agendas

If asked, teachers will tell you about the mountainous piles of ‘paper work’ or the pressure to meet targets around attendance or examination results. However, some will talk of the expectation to ‘teach’ skills other than English language. These might include ‘employability’ and ‘citizenship’ skills, which include

topics such as healthy eating and financial security, getting a job, etc. These expectations of ESOL by policy makers and subsequently education institutions, link to UK economic and community cohesion agendas. These two key agendas drive ESOL provision, and determine, in part at least, the classroom subject matter through mass-produced course materials aptly named 'Skills for Life'.

UK ESOL classes are more than just language learning then. They hold within them sometimes implicit, sometimes explicit, directed content on employability and employer-led skills, community cohesion and citizenship skills. Set alongside this is our observation that there are some in our profession who increasingly identify with the traditional 'transference model' of teaching and learning. This Freireian bad practice model sees the teacher as the 'appointed expert' disseminating the accepted 'knowledge' to the passive and unknowing learner. Inevitably the teacher does most of the talking while the learner listens/ day dreams/ doodles/ clock watches (delete as applicable).

If this is the case, whose interpretation of these agenda topics are learners listening to. Whose meaning? Whose knowledge? The teachers? Institutions? The authors of the various course materials on offer? I believe that the consequence of not providing the space for students to communicate their own experiences and understanding of their lives inhibits dialogue and real communication and prevents students building up the networks of trust and mutual understanding that is essential in creating an inclusive class community.

Of course language can't be learnt in isolation, students need content in order to give language meaning. Whatever your political persuasion, the content within these agendas present an ideal opportunity to get some real dialogue going, especially about what works and what doesn't in our lives and communities. Backing this up, recent research into language learning in the UK demonstrates

The *Reflect* ESOL project teachers look at ways in which teachers and learners alike can challenge 'traditional' ways of thinking, understand they are not set in stone and can be a subject for reinterpretation.

that giving space for ESOL learners to use their own authentic language to communicate their own lives and realities is shown to be essential for language learning to take place (Cooke et al 2008 & Barton 2008).

Looking back at the body maps and listening to the teachers' explanation of them makes me wonder whether this could be one more reason why we feel the weight of others and our own expectations laying so heavily on our shoulders. That we are expected to know and disseminate so much that we don't have time to go to the bathroom. Or we even have images of ominous black daggers in our mind's eye when we consider our learners lack of cooperation?

A paradigm shift

The *Reflect* ESOL project teachers are working to develop the skills and practical strategies needed to create the conditions for learners not just to contribute more about their own experiences and realities but to become critically reflective within the ESOL class. They look at ways in which teachers and learners alike can challenge 'traditional' ways of thinking, understand they are not set in stone and can be a subject for reinterpretation. They work to create those conditions where everyone can have an equal say in how they see the world around them. This type of 'liberatory, transformative' type of 'teaching' is very different from the traditional 'transference' model. A teacher/facilitator needs skills that are not normally included in UK initial teacher training

programmes. Thinking in this way can be a paradigm shift for teachers and learners alike but has the potential to open up a wealth of dialogue and foster personal and social change.

The *Reflect* visual and drama tools offer a creative medium to get the discussion going. In addition, ESOL teachers experiment with facilitation and questioning techniques as support tools. These include Socratic, probing questioning methods and social critical questioning techniques, which gave opportunities to explore topics from personal, political, social and cultural perspectives. One teacher noticed similarities between her practice and counselling strategies, especially neuro-linguistic programming (NLP) for personal growth and understanding. Fostering a strong sense of creativity to find or develop the right tools to explore the topic of choice appears to be a requisite, as the examples of imaginative and creative visuals made by students to analyse their particular concerns show.

Whatever techniques teachers experiment with, this project increasingly finds that a clear and purposeful vision is so important. It is not what you do in class but who you are and most specifically what your agenda is. Freire himself suggests that 'no pedagogical exchange can be wholly neutral and that it is incumbent on the facilitator to identify what specific agenda is being pursued'. This is true of anyone in the educational 'hierarchy', learner, teacher, institution or policy maker, and is a good skill to develop not just for the facilitator. In answer to the question of which qualities, attributes and visions a *Reflect* practitioner should have, I leave you with this visual created in an introductory workshop which summarises (for these teachers at least) what makes a great *Reflect* ESOL teacher.

For more information on *Reflect* ESOL go to www.reflect-action.org

Building community based child protection systems using *Reflect*: the Uganda experience

by Mafalda Marchioro

Programme Assistant (DRC & Uganda) War Child

Since September 2008, War Child UK has been working with support from UNICEF to develop community-based child protection systems using *Reflect* in schools and communities in Pader District, Northern Uganda. Following 20 years of civil war, nearly 90% of the population of Pader were displaced people. The effects of war on children persists: poverty, exclusion and family breakdown have meant that many vulnerable children in the region are out of school, forced into the worst forms of labour, or left without the protection of their family. Traditional family and community child-protection mechanisms have been eroded.

Some 91 *Reflect* Circles have been established in the villages in three sub-counties of Pader District. Of these, 12 are children's groups, 26 are youth groups (ages 18-25), which also support the children's groups, and the remaining 53 are adults groups. The Circles have been discussing issues affecting children and identifying children at risk in their own community. The adult *Reflect* Circles have mapped local referral service providers in order to create referral networks for children in need of support. Issues identified include child neglect, sexual abuse of children and children at risk of dropping out of school. Literacy modules based on the identified issues have been developed and the groups are using these to learn how to read and write in their local language. Children's *Reflect* Circles, or Child Rights Clubs, have been set up in 12 schools in the three sub-counties, using *Reflect* as a tool to plan activities and campaigns.

The groups have found that children drop out of school for a variety of reasons, sometimes to work, look after siblings or older family members, engage in prostitution, or steal to contribute to their family income. Faced with these issues the groups have proposed and developed a number of solutions. These include ways of improving household income such as providing livelihood grants in the form of seeds, tools, cattle, etc. Or constructing community-based child-protection hubs to provide education, care and prevent abandonment.

Achievements

- Improvements in literacy and numeracy as parents now report being able to read their children's school report cards.
- The *Reflect* Circles have referred 7,800 children for protection during the 15 months of the ongoing project.
- Trained members of *Reflect* Circles conducting home visits for children at risk have reduced the number of children hospitalised for child neglect by 50%.
- The use of *Reflect* with children through Child Rights Clubs has increased awareness of their rights and responsibilities. These same children are now broadcasting child-led radio programmes and have set up a confidential peer reporting system for cases of child abuse in schools. The clubs have carried out surveys in the school, which revealed that the majority of children most feared traditional practices such as child sacrifice. The clubs presented the results to the Chairman of Pader District Government on the Day of the African Child.
- The *Reflect* circles are already generating action in the community; a parent *Reflect* group in Gere-Gere has created a 'Child Protection Hub', (a safe space where they can leave their children whilst they tend to their farms in the day) and found a way to ensure the sustainability of the centre. War Child gave the group 10kg of sunflower seeds with which they have started a cooperative in order to continue funding the centre.



War Child

...children drop out of school for a variety of reasons, sometimes to work, look after siblings or older family members, engage in prostitution, or steal to contribute to their family income.

Challenges

- Adapting *Reflect* techniques for use with child rights clubs for 'child friendly' advocacy and peer education.
- A decreased attendance of *Reflect* circles after the first phase of the project was noticed so refresher training of community facilitators was carried out to keep the interest alive. We have also focussed more on older members of the community.



War Child

Reflect circle workshop

For more information contact:
Ebrima Saidy, War Child UK
Uganda Field Director

Pamoja West Africa update

by Sue Upton, Pamoja West Africa Coordinator

Pamoja West Africa (www.pamoja-west-africa.org) is made up of eleven active and legally-registered national *Reflect* practitioner networks, with other countries in the process of getting organised. 2009 brought the official launch of Pamoja Nigeria, the creation of Pamoja Sierra Leone and TOT workshops that introduced *Reflect* in Benin and Morocco.

Through its four strategic areas of work (capacity building, advocacy, networking and communication), Pamoja WA supports member networks to encourage quality *Reflect* initiatives in their countries and to influence national policy making and implementation to promote youth and adult education, particularly literacy.

Exchange visits enable *Reflect* practitioners and other strategic actors (education officers, elected representatives and education specialists) to visit communities where *Reflect* is used. Discussions with circle members and facilitators, local leaders and government workers help to replicate innovations and successes, address common difficulties and share information and resources. Such visits are an annual feature of Pamoja WA's activities. In 2009, government and NGO *Reflect* practitioners from Mali, Guinea, Morocco, Togo, Benin, Burkina Faso and Senegal visited key stakeholders in communities in Mali, Guinea and Senegal. In 2010 a workshop in Mali, will bring *Reflect* practitioners from across West Africa to share and discuss experiences of using the new *Reflect* Evaluation Framework.

Also in 2009, the month-long English language summer school for francophone *Reflect* practitioners was an innovative response to communication challenges. It was organised by Pamoja Gambia in the fishing community of Gunjur. Participants came from Guinea Bissau, Guinea Conakry, Senegal and Mali. They stayed with host families, attended classes and went on field visits, all of which provided opportunities to practise communicating and to learn about development issues in the Gambia. The *Reflect* approach was adapted to language learning by the Gambian facilitators and discussion around PRA tools, group work, large group debates and role-play complemented

community visits, offering immersion and dynamic learning.

The NGO Human Network, a member of Pamoja Mali, is working with the Ministry of Foreign Affairs to support women through the setting up of *Reflect* circles. The programme aims to achieve sustainable food security in vulnerable populations in the rural commune of Baguinéda. The *Reflect* circles have begun a programme of four sessions of two hours per week. A management committee has been established by each circle as well as a monitoring committee for gardening and livestock activities. In response to needs expressed by the circles, Human Network Mali has supplied sheep and goats to the women, recruited two agricultural assistants, provided treatment and supplementary feeding for the animals and supplied agricultural and classroom equipment.

In addition to significantly improving their English language skills, participants from different national Pamojas got to know each other, thus building cohesion across the network. Organising and developing the initiative strengthened the morale and raised the profile of Pamoja Gambia within the country. There is strong demand for a repeat course in English and for a similar initiative to help anglophone members to improve their French. Due to the importance of communication across the region and the success of the 2009 pilot, Pamoja WA is seeking a financial partner to support a summer school in the coming year.

In 2010, activities are focused on monitoring the commitments made at CONFINTEA VI and widening the use of the new *Reflect* Evaluation Framework 'Counting Seeds for Change'. Budget work (analysis, monitoring and tracking) is being

The Union Guinéenne des Volontaires du Développement, a member of Pamoja Guinea Conakry, is using *Reflect* in a project to improve local governance in the rural community of Diountou. As a result of the project a local development plan has been put together and agreed, local people are more aware of their rights and duties and community-based organisations and local elected officials are better able to plan and manage participatory local development.



Pamoja West Africa

Summer school visit to *Reflect* circle near Janjanbura

developed to support advocacy at all levels. The network will also facilitate policy analysis in anglophone countries, looking at provision for youth and adult education. This will complement similar work in francophone countries and southern Africa, thus building national and regional advocacy positions.

Pamoja Guinea Bissau is currently working in partnership with the national HIV network, in order to raise awareness and reduce the stigma and discrimination faced by people living with HIV and AIDS in the communities where they live and work.

The network's core costs and sub regional activities are currently supported by dvv International and ICCO, which focus their work in West Africa in francophone countries. This is the principal reason why most 2009 activities involved the practitioner networks from these countries. Pamoja WA is urgently seeking partners to contribute to funding for sub regional activities for Anglophone members – this is crucial to maintain and develop the sub regional dynamic of our work.

For more information contact: Sue Upton, Coordinator, Pamoja West Africa: supton2005@yahoo.co.uk or go to: www.pamoja-west-africa.org

Reflect comes to the Maghreb!

by Sue Upton, Coordinator, Pamoja West Africa

In 2009, two *Reflect* Training of Trainers (TOT) workshops took place in Morocco, the first ever in the country, following an orientation workshop for government decision makers earlier in the year. This is the first step in an ambitious plan to progressively introduce and encourage the approach in the countries of the Maghreb.

The Morocco workshops were financed by dvv international and supported by the government of Morocco – one in the south in Marrakesh with 25 participants and a second in the north in Tangier with 30 participants. *Reflect* trainers from Mali (Sue Upton and Mamadou Tiori Diarra) joined with Moroccan colleagues to facilitate



Pamoja West Africa

Reflect Morocco TOT

the workshops, which were attended by Education Ministry representatives and non-formal education managers, trainers and inspectors from associations and government departments.

The initiative is the brainchild of Dr. Mohammed Belghazi, long-time promoter of adult education in Morocco and other African countries. In 2010, he will organise evaluations of the first experiences of using the approach in the communities concerned and further TOTs. Participants from

Mauritania, where an orientation workshop has also taken place, will be invited to attend these Moroccan TOTs while awaiting their own workshops in Mauritania in 2011.

The fact that the government is supportive of the introduction of *Reflect* in Morocco will be an important factor in spreading its use. However, this required a special super fast TOT workshop, since government workers were only available for 10 days, as opposed to the normal 15. Participants were highly enthusiastic, despite some initial misgivings, and particularly encouraging was the determination of associations and government to take forward the use of *Reflect* together, each playing their appropriate roles. In addition to education, dvv is working with a number of other Ministries that have literacy programmes (Agriculture, Arts and Crafts...) with a view to introducing them to *Reflect*.

For more information contact: Prof. Dr. Mohammed Belghazi: belghazi@dvv-international.ma

Southern Africa

Madagascar

by Huguette Rakotoarivony, Association Amontana

In Madagascar, the Amontana association held a *Reflect* training of trainers (TOT) course for practitioners working in youth and adult education. This was supported by dvv international Madagascar and was jointly organised with members of the Vodrognio consortium, including the Amontana, CAES, JUD’FRA, Lalon, SFM and U2M associations, the rural municipality of Antakasina Ambatolampy, the FEKRITAMA Federation and the TAFATAO Network. The *Reflect* TOT cycle consisted of four training sessions as well as practical work in the field. Qualified trainers will now go on to train local facilitators across Madagascar. The main objective of the training was to contribute to the sustainable reduction of poverty in Madagascar, helping to achieve the Education For All (EFA) goals through the promotion of *Reflect* and development of individuals and communities towards a more educated nation.



Association Amontana

Reflect Madagascar TOT

South Africa

by Lynn Stefano, Family Literacy Project

The Family Literacy Project (FLP), a member of the South Africa *Reflect* Network, works with adults, teens and young children in deep rural areas of KwaZulu-Natal. In 2009 FLP introduced their teenage groups to STAR (a participatory approach to learning on HIV and AIDS) in an effort to support and encourage them to address the many challenges they experience in their daily lives resulting from HIV, AIDS, and teenage pregnancy. Phumy Zikode, the *Reflect* co-ordinator trained a team of facilitators in STAR, and seven groups started the programme in July 2009, reaching a total of 119 teens. The programme was well received by the participants, their parents and the schools. At the end of the year one of the parents stopped Tholakele Mkhize, a *Reflect* facilitator, in her local town telling her: “You have done very well with our children. It is difficult to talk about HIV with our children. It is a great opportunity to have you meet with them.” The teens value getting accurate information and support from their facilitators, enjoy having a space in which to talk about these critical issues, and are taking specific steps in their communities to reduce the stigma associated with HIV, AIDS and teenage pregnancy.

Reflect in Asia: an overview

by Md. Zakir Hossain Sarker (Bangladesh) with contributions from Akhil Chandra Mishra (India), Thit Sar (Myanmar) and Zhimin Liu (China)

The *Reflect* approach has been used in Asia since 1993, when Bangladesh was one of three countries to pilot the approach. It is now used by a large number of organisations in countries including Afghanistan, Bangladesh, Cambodia, China, India, Laos, Myanmar, Nepal, Pakistan and Vietnam.

Bangladesh

In 2009, more than 35,000 poor and marginalised people were involved in 800 *Reflect* Circles and 87 *Lokokendras* (people's organisations set up at the end of the 2-year *Reflect* Circle process) in 38 districts of Bangladesh. ActionAid Bangladesh's *Reflect* Development Unit (RDU) concentrated on strengthening *Reflect* networks, including the *Lokokendras*, the *Reflect* Practitioners Forum of Bangladesh (RPF) and the Society for Participatory Education and Development (SPED).

A 'People's Organisations Convention' was organised in December 2009 by ActionAid, CARE Bangladesh, Concern Worldwide, Dhaka Ahsania Mission and ASHRAI. Some 250 participants from different people organisations shared their achievements, challenges and learning using drama, song, a talk show and other creative means. The main objective of this convention was the creation of a National People's Organisation Platform, involving 1,975 people's organisations in Bangladesh.

The 6th *Reflect* Convention was also held in December, involving 237 *Reflect* practitioners from around the country. Five major issues were identified for greater mobilization and advocacy in 2010:

- women's rights to *khas* (public) land;
- equal wages for men and women;
- disability rights;
- stop violence against teenage girls;
- quality health services for all.

Speaking at the Convention, ActionAid Bangladesh Country Director, Farah Kabir, said, "*The approach can play an important role for social mobilisation in a country like Bangladesh. ActionAid Bangladesh will continue this type of support in future.*"

Farmers in Dacope Upazila, Khulna District have begun to free their agricultural lands from the problem of salinity caused by unplanned shrimp cultivation, participants at the 6th *Reflect* Convention heard. After setting up a *Reflect* circle in 2003, local people started campaigning against the shrimp farming, which involved flooding large areas of agricultural land with saline water. They went on to form the Kailashganj Union Unnayan Kendra people's organisation to tackle this and other problems. Continuous protests resulted in an end to the shrimp cultivation and farmers are now getting crops from their land again. "*It was possible only because we worked together*" said Lovely Roy, chair of the Kendra in an interview with the *Daily Star* newspaper.



The *Reflect* Research and Training Centre in Dhaka, set up in 2008, continued to thrive and offered a number of training courses, including Baseline Survey Training, *Lokokendra* Management and Leadership Development. The RDU also co-facilitated a programme on 'Community Based Health Management through *Lokokendras*' and undertook an action research project to identify health vulnerability using *Reflect*.

India

The *Reflect* approach has been used in India since 1998 and circles are now operating in 16 states. An estimated 1,000 circles are run by some 60 different development organisations.

In 2009, the 3rd National Convention on *Reflect* was held at Jaipur, Rajasthan, as a space for sharing experiences, learning, findings, achievements, and challenges in *Reflect*. Participants from 14 states participated in the convention.

Reflect circle achievements in India during 2009 include:

- Providing water supplies to communities in Maharashtra.
- Preventing corruption (in which food destined for the poor is sold on the black market) in the *Antyodaya Anna Yojana* food scheme in the states of Maharashtra and Gujarat.
- Increasing the school enrolment of boys and girls in West Bengal and Maharashtra states.
- Making land available to 1,400 landless people in the state of Orissa.

"*Before I did not know how to hold a pen or a pencil but now I can sign even in front of the district collector. We know our rights through Reflect.*"

Anusai Waghmare, Maharashtra



"*We are capable of fighting for our rights due to regular awareness of rights from Reflect circle meetings. Now, we will claim for complete work of 100 days under the National Rural Employment Guarantee Act NREGA¹ and will actively participate in the development of our village.*"

Reflect participants from Chhaili village, Utrakhnad

1 NREGS is a new employment scheme in India providing 100-days guaranteed paid employment for all job seekers above 18 years of age.

"I feel many changes in me. I was unable to talk even a single word in meetings and now I am capable of presenting the problems of my community in front of any authority. I am grateful to Reflect which is changing the lives of marginalised people."

Sonadevi, *Reflect* participant from Gadetha village, Utrakkhand



ActionAid

Myanmar

Since December 2006, ActionAid and its implementing partner, Shalom Foundation have been working together on the Fellowship Programme in Myanmar's Kachin and Kayah states. 'Fellows' are trained to facilitate *Reflect* Circles in the communities, building local people's capacity to improve their living conditions. The *Reflect* sessions also provide the opportunity for community members to practise and develop their literacy skills. During 2009, 413 *Reflect* sessions were conducted in 53 villages in Kachin state. In Kayah state, 326 *Reflect* sessions were held in 28 villages.

Reflect Circle exchange programmes were also organised by fellows and the Shalom Foundation. There were 10 exchange programmes during 2009. Each programme took one to three days and included dialogue and experience-sharing sessions. Training sessions were held on leadership and facilitating skills, project proposal writing and action planning. There were also cultural activities, including photo displays of the *Reflect* Circles' activities. The programme created a great opportunity for Circle members to share their experience and knowledge with participants from other communities and really enhanced community development and participation, particularly of women.

China



ActionAid

In 2009, ActionAid China applied the *Reflect* approach with women's health and women's learning groups. In Hebei province, in northern China, *Reflect* training was provided to village facilitators in March and October and 10 *Reflect* groups were set up. The groups meet twice a month and have explored topics including reproductive health, violence against women and revolving funds.

Li wanxia, a woman from Zhangbei, suffered from domestic violence for years and never took part in public affairs in the community. When a *Reflect* group was set up in her community in April 2009, she was invited to join and take part in the discussion on health issues. Although Li wanxia found the meetings useful, her husband didn't support her involvement. When the group started a basic literacy programme with very simple Chinese characters, Li wanxia was selected as the team leader of the literacy committee. However, she was afraid of her husband's reaction. Five members of the team visited her home and talked to him. Eventually, he was persuaded and now Li wanxia is the leader of the *Reflect* group.

For more information about *Reflect* in Asia please contact: Md. Zakir Hossain Sarker, Focal Person, *Reflect* Asia Network. Email: zakir.sarker@actionaid.org

Update from the Lima *Reflect* Network, Peru

The Lima *Reflect* Network brings together practitioners from organisations across the Lima region of Peru. In addition to numerous workshops and exchange meetings aimed at building the capacity of network members, the following activities took place in 2009:

- Practitioners from the Integración y Solidaridad (INTSOL) centre for street children and from the Programme for Democracy and Global Transformation (PDTG) carried out capacity building activities aimed at strengthening *Reflect* practice within their organisations.
- Practitioners working in the municipality of Lima, supported by other practitioners from the network, participated in Social Leadership Training.
- In Yauyos, a highland province in the region of Lima, *Reflect* workshops were held in coordination with the Local Education Management Unit (UGEL) and the Municipalities of Ayabirí, Cochabamba, San Joaquin, Quinocay and Quinchés. These were aimed at primary and secondary students, teachers and parents and focused on topics such as teaching techniques, study habits, vocational training, health, alcoholism, domestic violence, parenting, self esteem and the power of citizen participation.
- The Red Cross worked with practitioners from the network to hold four workshops in Ayacucho, supporting people who lost their relatives in the war in order to help them to heal their wounds and build a peaceful future.

For more information contact: redlimara@hotmail.com



Fed PA Lima

The Nação de Oxalá: building self-esteem and inclusion in Recife

by the Brazil Reflect Network

The Novo Mangue School is in Coque, one of the poorest areas of Recife, with very high rates of male teenage gunshot victims and teenage pregnancy. Eight years ago a partnership between Marcelo Thompson, a volunteer from Estrela Brilhante Maracatu, and the Brazil *Reflect* network resulted in weekend percussion lessons and the setting up of a maracatu group for pupils and other members of the school community (teachers, administrative staff and parents). The project started as a way of keeping children off the streets. Today some 60 children and teenagers are members.

“Thanks to this powerful approach, I was able to acknowledge my feelings and emotions, since I was a product of a rigid education ... which prioritised intelligence and logic to the detriment of the emotions and feelings, this approach helped me to combine subjectivity and thoughtful analysis, significantly improving my personal and work relationships.”

Reflect practitioner, Lima

Maracatu is a popular Afro-Brazilian performance genre involving drumming, singing, dancing and stock characters. The children’s maracatu was born out of a need for peace. It was called the ‘Nation of Oxalá’ – the Afro-Brazilian candomblé spirit or deity of peace, who is also a father figure. Many of the children in the maracatu have absent fathers. The aim was for the children to see school as an attractive, fun and welcoming place, and that the sound of their drums would announce to the world outside that they were a school and not a place for fights between gangs and police. At the same time they wanted to strengthen the African elements

of their ethnic identity, without forgetting their Indian identity.

Membership of the maracatu has led to social and cultural emancipation – giving the children, their families and their community self-esteem, a feeling of belonging and a sense of purpose. As Thompson said: *“The best thing is seeing how being part of the group raises the self-esteem of the children and their families... The mothers told us that they had never seen anything as beautiful as their children playing.”* One of the children said, *“My brother is in prison after he was caught carrying a gun. I don’t want that to happen to me. I like the maracatu and one day I want to be a football player.”*



Fed PA Lima



Fed PA Brasil

A group of children and teenagers from the maracatu, at the entrance of the Novo Mangue School, after a parade through the neighbourhood streets



Fed PA Lima



Fed PA Brasil

Meeting with the group collective to present financial accounts, evaluate activities, plan future activities and form committees

In memory of PAPA PAMOJA

James Kanyesigye

by David Archer, Head of International Education, ActionAid

Without James, the *Reflect* approach would not be what it is today. He was the first coordinator of the first *Reflect* programme in the first pilot country. Towering over everyone, James was a powerful presence in any context. He inspired, guided and cajoled people – first in Bundibugyo, next across Uganda, then elsewhere in Africa and finally across the world.

Bundibugyo lies behind the Rwenzori mountains in the remote western corner of Uganda, bordering the Democratic Republic of Congo. James was at home there in 1993-6, mobilising facilitators and participants in remote villages. His task was formidable – to experiment for the first time with using a strange new approach to literacy, which involved no textbooks and no printed materials. Participants, mostly rural women, were to make their own learning materials by developing elaborate visual representations of their environment: maps of their community or land use, matrices on local health issues or crops, calendars on seasonal trends and diagrams to explore power dynamics. This was not easy and it took someone with the force of personality of James to make everyone see that the approach could work. His tireless energy and innovation proved essential.

James was genuinely at ease whether he was in a remote village or a plush palace. He was the same person whether he was sitting in a village hut in Nigeria, a training room in Bangladesh, a major conference in Germany or with Prince Charles in London. He travelled across the world, meeting Paulo Freire in Philadelphia, challenging the World Bank in Washington, working with feminist educators in Nicaragua, tolerating ascetic life in a South African monastery (used bizarrely for one training workshop), strolling around Oxford University, travelling for days by train across India, conceiving and building support for Pamoja (the Africa *Reflect* Network).

James would love to have continued this work but he was stopped in his tracks by a terrible illness that left him bed-ridden for



the last three years of his life. When I last saw him, he was unable to get out of bed and could barely lift his head. Yet somehow, he still displayed the energy of a dozen men – the same passion in his eyes, the same alertness of mind and the same gentle humour. When he died, he was working on a history of his involvement with *Reflect*, situating this in his own rich personal journey, from his cattle-farming days to the dark days of Idi Amin and his times of living in the bush alongside Museveni. Sadly, we will never now have this history in his own words but James lives on in the memory of *Reflect* practitioners and many others around the world. He was and always will be, Papa Pamoja.

It is a great loss for the *Reflect* family as James has dedicated all his life to the fight against social injustice. Lets hope that he radiates strength and light from his resting place so that we can continue his work.

Mor Diakhaté,
ALPHADEV, Sénégal.



James will be always my inspiration to continue to fight and to believe that things can change and that people can drive their own life despite their social or economic status. To work directly with James was such a privilege and remarkable that I will always have his image as a lively, fun and careful person and a LEADER.

Marta Bazima,
Mozambique

It was a very sad moment watching the body of one who used to be a very strong man, my Hero, our friend being rolled down for the final burial ceremony. All so motionless but his presence would still be felt from the testimonies of the big crowd of mourners whose lives had all been touched by James in many special ways...In a poem, composed by him and read by one of his sons, James wrote "Miss me but let me go..." We definitely cannot stop missing James but letting him go completely out of our minds is going to be another tough thing. May his soul rest in eternal peace.

Maria Nandago,
Uganda

It is indeed very shocking and painful to hear the death of Papa Pamoja. Those of us who had the opportunity to meet him know how dedicated he was to the course of Reflect. In fact, he and a few others were the pillars of *Reflect* in Africa. At the early stages of *Reflect* James and Maria travelled far and wide not only in Africa, but also in other parts of the developing world, in the company of Mr. David Archer and Ms. Sara Cottingham to train many people on *Reflect*. I remember very well when they came to Ghana to train us and how much fun we had with them at that training workshop. We have indeed lost a great man, but I know that he has made such a good impact in the field of *Reflect*. It is therefore, our duty to ensure that the work he was so dedicated to, does not die out but lives on to his remembrance and honour.

May his soul rest in perfect peace.

Millicent Akoto, Pamoja Ghana

I've been remembering the times I spent with James and the one that stands out is on his farm as he was proud to introduce us to his cows. A calf had been born that morning – called 'Reflect'. It was beautiful country in the heart of Uganda and James was a beautiful man – a big man in every way. I feel so sad that he has gone, but happy that he is at peace; sad for the suffering of these recent years and happy for all that he achieved and helped others to achieve.

Sue Upton, Mali

James Kanyesigye, affectionately known as Papa Pamoja by all the members of the Africa *Reflect* Network, was instrumental in the development of the *Reflect* approach. James had an incredible enthusiasm in community development and believed that community members were knowledgeable in their environment and could contribute to their development given the chance.

My relationship with James and interest in *Reflect* began in 1995 when I participated in the first *Reflect* Training of Trainers for West Africa, in Tamale, northern Ghana. James shared with me the plans for the establishment of the Africa *Reflect* Coordination Unit, which needed skilled sub-regional coordinators to promote *Reflect* across Africa and encouraged me to apply for the West Africa position. In 1998, I joined ActionAid Ghana as the West Africa Sub-regional Coordinator. Other sub-regional coordinators were subsequently recruited and by 2001 the Africa *Reflect* Coordination Unit became a reality.

With a strong will coupled with laughter, James worked against all odds and often single-handedly to advocate for and promote a participatory approach to development. His dream was to establish an independent body that could be a platform to advocate for change in the lives of poor people in Africa. In 2002, his dream was realised and Pamoja Africa (the Africa *Reflect* Network) was born. I was nominated the First Pamoja Chairperson. James held the network together by managing the secretariat in Kampala for three years until a facilitator was recruited. In 2002, the first Pamoja Council meeting (over 20 practitioners across Africa) was held in Elmina, Ghana, and it was amidst lots of sharing and learning mixed with fun and laughter, that James was nicknamed 'Papa Pamoja'

and I, 'Mama Pamoja'. We worked together as a team to streamline the structure and activities of Pamoja, but not long after that, James fell ill. He passed away on 16th August 2009.

Though he is no more, Pamoja Africa continues and we cherish the memories of Papa Pamoja, the man behind the Africa *Reflect* Network, remembering his strength and passion for poor people and the ideals he stood for.

Papa Pamoja, on behalf of *Reflect* Practitioners across Africa, those who worked with you and those who came after us into the network, we say "Ayekoo!!!", Well done!!

Long live Pamoja Africa! And may your Spirit and efforts never die.

by Juliana Adu-Gyamfi, Mama Pamoja Chair, Pamoja Council, 2002-2004



Pamoja



Pamoja

10 useful education websites

act:ionaid

ActionAid
www.actionaid.org

Ancefa
www.ancefa.org



ASPBAE
www.aspbae.org



Clade
www.campanaderechoeducacion.org



Education International
www.ei-ie.org

Global Campaign for Education
www.campaignforeducation.org



ICAE
www.icae2.org

Reflect
www.reflect-action.org



RIGHT to EDUCATION project
promoting mobilisation and legal accountability

Right to Education
www.right-to-education.org

1GOAL
www.join1goal.org



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