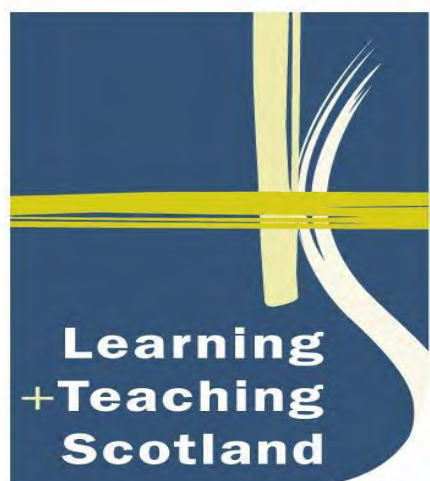




United Nations
Educational, Scientific and
Cultural Organization

United Kingdom
National Commission for UNESCO



REACHING THE MARGINALISED

**Reflecting on the Education for All
Global Monitoring Report 2010**

**Summary Report of the event held 30/04/10, at the
Scottish Parliament**

**UKNC in Scotland
UKNC ann an Alba**

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ACRONYMS

CLD	Community Learning and Development
DAC	Development Assistance Committee
DME	Deprivation and Marginalization in Education
ECCE	Early Childhood Care and Education
EFA	Education for All
FTI	Fast Track Initiative
GMR	Global Monitoring Report
GNI	Gross National Income
HMIE	HM Inspectorate of Education
LTS	Learning Teaching Scotland
MDG	Millennium Development Goal
NGO	Non-government Organisation
ODA	Official Development Assistance
TIMSS	Trends in Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UDHR	Universal Declaration of Human Rights
UKNC	UK National Commission
UNESCO ¹	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education

¹ **The United Nations Educational, Scientific and Cultural Organization (UNESCO)** was founded on 16 November 1945. For this specialized United Nations agency, it is not enough to build classrooms in devastated countries or to publish scientific breakthroughs. Education, Social and Natural Science, Culture and Communication are the means to a far more ambitious goal : to build peace in the minds of men. Today, UNESCO functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse – for the dissemination and sharing of information and knowledge – while helping Member States to build their human and institutional capacities in diverse fields. In short, UNESCO promotes international co-operation among its 193 Member States and six Associate Members in the fields of education, science, culture and communication. UNESCO is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

Through its strategies and activities, UNESCO is actively pursuing the Millennium Development Goals, especially those aiming to:

- halve the proportion of people living in extreme poverty in developing countries by 2015
- achieve universal primary education in all countries by 2015
- eliminate gender disparity in primary and secondary education by 2005
- help countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.

FOREWORD

We are here to consider the 2010 Education for All Global Monitoring Report with its focus on *Reaching the Marginalised*. The annual reports of the EFA Global Monitoring team have established themselves as significant documents and guides for policy-makers and practitioners since the publication of the first in 2002. The Report is an independent publication commissioned by UNESCO on behalf of the international community. As such it is the product of a collaborative effort involving the GMR team and many other advisers, agencies, institutions and governments.

Today's meeting is very much part of that process in that it is an opportunity not only to disseminate the content of the Report, but also to allow other interested and informed practitioners and policy makers, to comment on its findings. Such comment will make the Report an active rather than a passive document as UNESCO, and the international community that is its life-blood, work towards the goal of Education for All by 2015.

As the Director-General, Mrs Irina Bokova, says in her Foreword to the Report, it is published at a time of great uncertainty, as we cope with the global financial and economic crisis. This is having impacts on all areas of human development, including education. In such a situation, it is essential that we establish social as well as economic priorities; that we do not neglect the already marginalised; and that we continue to work together to achieve the common goals that inspired the Education for All campaign.

As the Report makes clear there is much still to be done if we are to achieve the objectives that have been set. Education is a process rather than an accomplishment, something that must be sustained if we are to build and maintain a healthy global society.

Prof. W. J. Morgan
Chair of the UK National Commission for UNESCO

Joanne Orr
Chair of the UK National Commission for UNESCO in Scotland



The Long Walk to Education for All: Overcoming education marginalisation and exclusion

The EFA Global Monitoring Report 2010 *'Reaching the Marginalised'* underlies the need to ensure that a commitment to Education for All (EFA) does truly mean that everyone has the right to good quality education.

While there have been many gains made in education over the last decades, particularly in those regions furthest away from the EFA goals, there are still many countries in which many marginalised and disadvantaged children, youth and adults are not able to exercise their right to education. This 2010 Global Monitoring Report brings to our attention the 72 million children who are missing out on education, the millions of young people who do not have the skills they need to succeed in the workforce or are unemployed, the 759 million adults, two thirds of which are women, who are denied the right to literacy.

The plight of the marginalised is a telling reminder in 2010, five years away from the target date for achieving the EFA and MDG goals that governments, international agencies, and civil society organisations need to redouble their efforts to overcome inequality and discrimination to, in, and through education. This task becomes imperative in a time of global crisis when government budgets are under pressure and social services are under threat. And it is the poor and excluded who have to carry the burden of shrinking government revenue and household vulnerability. Yet it is investment in education, particularly for those who are marginalised and excluded that can enable them to escape the vicious cycle of poverty, conflict, violence and displacement.

This GMR 2010 underscores the need to pay attention to the vulnerable and excluded reminding us we have a long way to travel to claim to be a just and humane world order. It is call to action – to put in place inclusive education systems and opportunities for all children, youth and adults. And it is national governments who must lead the call to action, with courage and determination, supported by international agencies and held to account by civil society organisations.

This is why the UNESCO UK Scottish Seminar is an important occasion in the long walk to making education for all a reality for those who are excluded. It is reminder that as individuals, organisations, governments, agencies and NGOs, we have an important role to play to overcoming discrimination. It is a timely reminder that overcoming education exclusion remains the foremost priority to achieve social justice and equality for all. This is the commitment made at the World Education Forum and the Millennium Summit in 2000 and this is the commitment by which the actions of all should be judged.

Yusuf Sayed

Senior Policy Consultant, Education for All Global Monitoring Report Team, UNESCO and University of Sussex

Background to the Scotland Education for All Seminar

The Education for All Global Monitoring Report (EFA GMR) is an independent publication commissioned by UNESCO (the United Nations Educational, Scientific and Cultural Organization). It is the prime instrument to assess global progress towards achieving the six 'Dakar' Education for All Goals to which over 160 countries committed themselves in 2000². It tracks progress, identifies effective policy reforms and best practice in all areas relating to Education for All, draws attention to emerging challenges and seeks to promote international cooperation in favour of education. The publication is targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers, civil society groups, NGOs, researchers and the international community. Whilst the report has an annual agenda for reporting progress on each of the six EFA goals, each edition also adopts a particular theme, chosen because of its central importance to the EFA process.

The 2010 Education for All Global Monitoring Report focus on *Reaching the Marginalised* (<http://www.unesco.org/en/efareport>)

All education systems, including that of Scotland, have to address problems of marginalisation. Chronic poverty, social exclusion, and inequalities linked to gender, race and ethnicity, conflict, location, and disability can interact to lock disadvantaged groups into extreme educational disadvantage. Education systems in many of the world's poorest countries are now experiencing the aftershock of the global economic downturn. The 2010 Education for All Global Monitoring Report, released on 19th January 2010, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education. The Report examines who these children are and why they are being left behind, and shows that the cost of providing Education for All is much higher than previously estimated. The report looks at concrete solutions for making sure that no children are excluded from schooling

The GMR looks at distinctive characteristics that cause marginalisation, and consider their consequences for education opportunities. By looking beyond particular groups, it will also provide a comprehensive framework for understanding extreme marginalisation and the distinctive policy challenges

² The World Education Forum (Dakar, Senegal, 26-28 April 2000) was the first and most important event in education at the dawn of the new century. By adopting the Dakar Framework for Action, the 1,100 participants of the Forum reaffirmed their commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum. There are 6 internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

- EFA Goal 1 - [Expand early childhood care and education](#)
- EFA Goal 2 - [Provide free and compulsory primary education for all](#)
- EFA Goal 3 - [Promote learning, life skills for young people and adults](#)
- EFA Goal 4 - [Increase adult literacy by 50 per cent](#)
- EFA Goal 5 - [Achieve gender parity by 2005, gender equality by 2015](#)
- EFA Goal 6 - [Improve the quality of education](#)

that emerge, in the context of the prevailing economic climate. Through the analysis presented in the 2010 Report, the EFA GMR aims to achieve three distinctive goals:

- 🏛️ Raise the profile of marginalisation as an obstacle to achieving the Dakar Framework for Action goals, and providing an analytical framework that goes from local to global
- 🏛️ Link academic research and survey analysis more strongly to public policy debates
- 🏛️ Set out a clear and strong agenda for overcoming marginalisation, informing and influencing national and international policy dialogue

The aims of the Scotland Education for All Seminar were:

1. To disseminate the EFA GMR 2010 and its findings in Scotland.
2. To engage with Scottish stakeholders in a discussion about the root causes of education marginalisation by looking at programmes and policy solutions which are combating it, both at home and abroad.
3. To identify how Scotland-based stakeholders can support progress in the areas covered by the report towards reaching the Education for All goals by 2015.

1. KEYNOTE SPEAKERS

1.1 Olav Seim, UNESCO Director of Education for All International Coordination Division



Olav Seim holds an MSc in Comparative Politics from the University of Bergen, Norway. Before joining the Norwegian Foreign Service in 1988, he worked in the Norwegian Agency for Development Cooperation (NORAD) and the Ministry of Trade and Shipping. He has been posted in Hong Kong, Rome and Bangkok. In the Ministry Mr. Seim has specialized in development issues, with a special interest in education and the strengthening of the multilateral system. Mr. Seim joined

UNESCO in 2008 as director for the Education for All (EFA) International Coordination Team.



The image shows the cover of a report titled "REACHING THE MARGINALISED: Reflecting on the Education for All Global Monitoring Report 2010". At the top left is the UNESCO logo. To its right is a row of five small portraits of diverse people. Below this is the text "EDUCATION for All by 2015". The main title "REACHING THE MARGINALISED" is in large red letters, followed by the subtitle "Reflecting on the Education for All Global Monitoring Report 2010" in smaller red letters. Below the text is a photograph of a young girl in a yellow headscarf looking at a globe. At the bottom, the text reads "30th April 2010, Scottish Parliament" and "Olav Seim, Director a.i., EFA International Coordination Division, UNESCO".

REACHING THE MARGINALISED Reflecting on the Education for All Global Monitoring Report 2010

Education is a fundamental human right (Article 26, UDHR and other instruments) and a key to personal, social and economic development. Education is a powerful driver for achieving all the Millennium Development Goals – still it is difficult to mobilize high level political support for education.

There has been progress in reaching the EFA goals - the number of children out of school dropped by 33 million worldwide since 1999. But

progress has been mainly in terms of completion and gender parity at the primary level. The other EFA goals like ECCE, literacy, life skills and, not least quality, are lagging behind.

Education financing is a global challenge, particular with regard to reaching the marginalised. In the context of the global economic and financial crisis, education budgets are coming under increased pressure. Identifying new and innovative ways of mobilizing resources for education and of using our existing resources more effectively is crucial. Donors must also deliver on their pledges.

The declaration from the EFA High Level Group meeting in Addis Ababa calls for national governments to identify, target and respond to the needs and circumstances of the marginalised in a flexible manner. Good data on marginalised population groups in formal and non-formal education settings, as well as on those who are out of school, must be collected, analyzed and used.

Making the case for education

- Education is first and foremost financed through domestic resources. Stakeholders need to lobby for adequate allocations

- Press governments to allocate a larger share of national budget to education

- Get more involved in national policy dialogue by strengthening the knowledge base, provide well informed data and research

- Help governments mobilize external financial and technical resources by documenting effective use of funding. From focus on enrollment to learning outcomes. Need strong and vocal support for education from universities



Flexible and innovative approaches to the provision of inclusive education should be explored. In this respect, non-state providers such as non-governmental organizations, communities and qualified volunteers should be supported. Marginalization can be overcome by enhancing the quality and relevance of education, ensuring enabling and inclusive learning environments, and promoting cost-effective interventions that target the educationally disadvantaged.

1.3 Yusuf Sayed, Senior Policy Consultant, Education for All Global Monitoring Report Team, UNESCO and University of Sussex



Yusuf Sayed is a Reader in International Education at the University of Sussex and a Senior Research Fellow at the Centre for Education Quality Improvement (CEQI), Human Sciences Research Council, South Africa. Yusuf is an education policy specialist with a career in international education and development research. Previously Yusuf was Senior Policy Analyst at the EFA Global Monitoring Report, UNESCO, Team Leader for Education and Skills, the Department for International Development UK, and Head of Department of Comparative Education at the University of the Western Cape, South Africa. Yusuf's current research interest focuses on the effects of fee charging in education and education quality as it relates to issues of equity, rights and justice.

Yusuf's presentation has been included in full as it provides a thorough and interesting summary of the 2010 GMR.

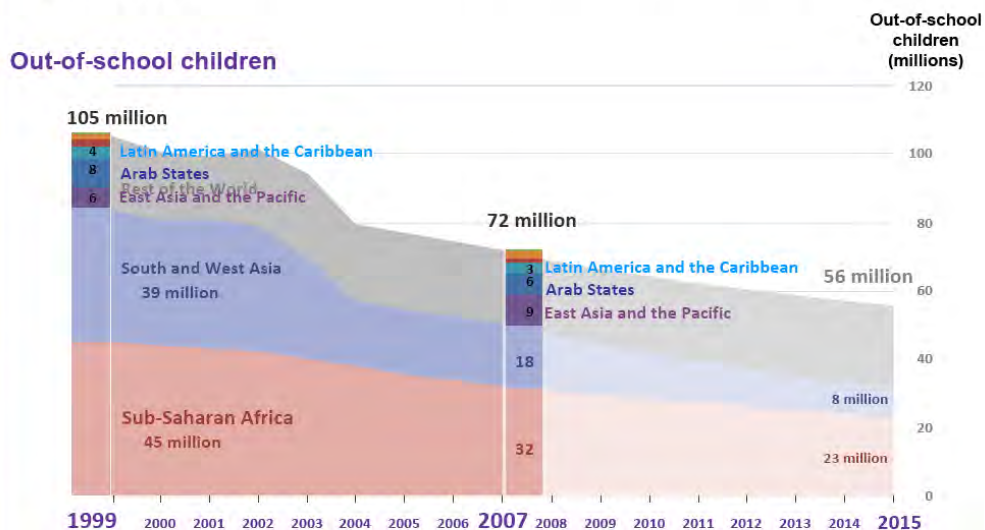
EFA Global Monitoring Report		2	0	1	0
		<h2>Reaching the marginalized</h2> <p>Yusuf Sayed Scottish Parliament Edinburgh 30 April 2010</p> 			

Monitoring progress on the EFA goals

1. Education **disadvantage starts in the womb** - **Free maternal and child health care** are an education imperative.
2. UPE - Progress is uneven and **pace has slowed** – out-of-school numbers falling too slowly for 2015 goal. Some higher income countries are off track (Turkey/Philippines).
3. Need to strengthen links between **TVET provision and employment**, second chance options, and informal sector.
4. About **759 million adults** lack literacy skills today.
5. **Gender gaps** are narrowing, but there is a parity gap of 6 million
6. **Achievement disparities** outweigh enrolment inequalities.

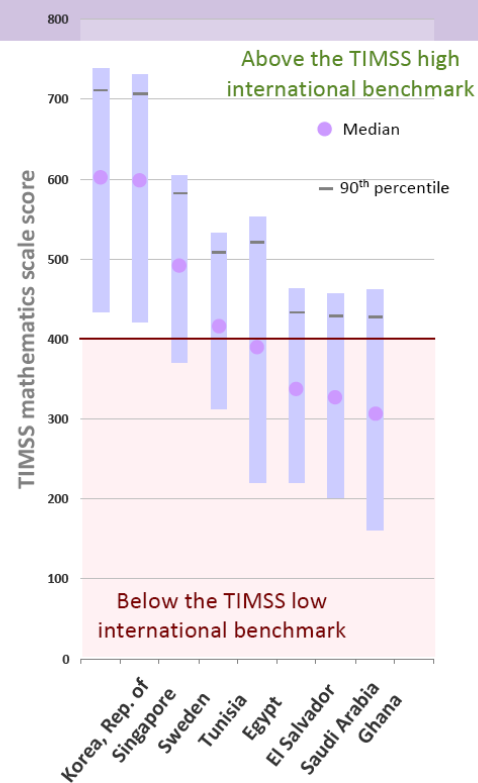
Numbers of out-of-school children are declining

- But still 56 million children out of school in 2015, and real numbers could be much higher



The quality challenge

- Global inequalities in access are reinforced by **learning inequalities**
- **Median achievement** in many developing countries is below international 'low performance' absolute learning benchmarks
- **Absolute levels of achievement** are also low in many poor countries



Marginalization in education

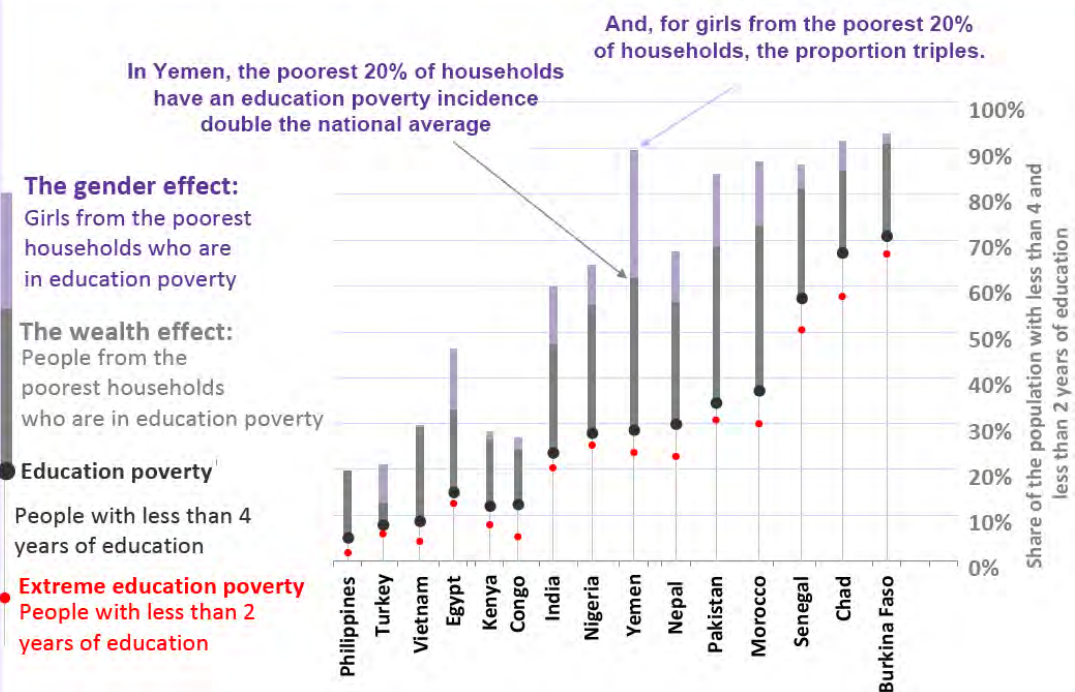
What is it?

- *“Clearly remediable injustices around us which we want to eliminate”* *The idea of justice, Amartya Sen*
- The Report focuses on:
 1. **Measuring marginalization** – new national data (DME data set)
 2. **Drivers of marginalization** – causes such as poverty, gender, language, location, disability which intersect – and are reinforced by social attitudes
 3. **Remedies** – Policies for reaching and teaching the marginalized

Measuring marginalization – a new tool

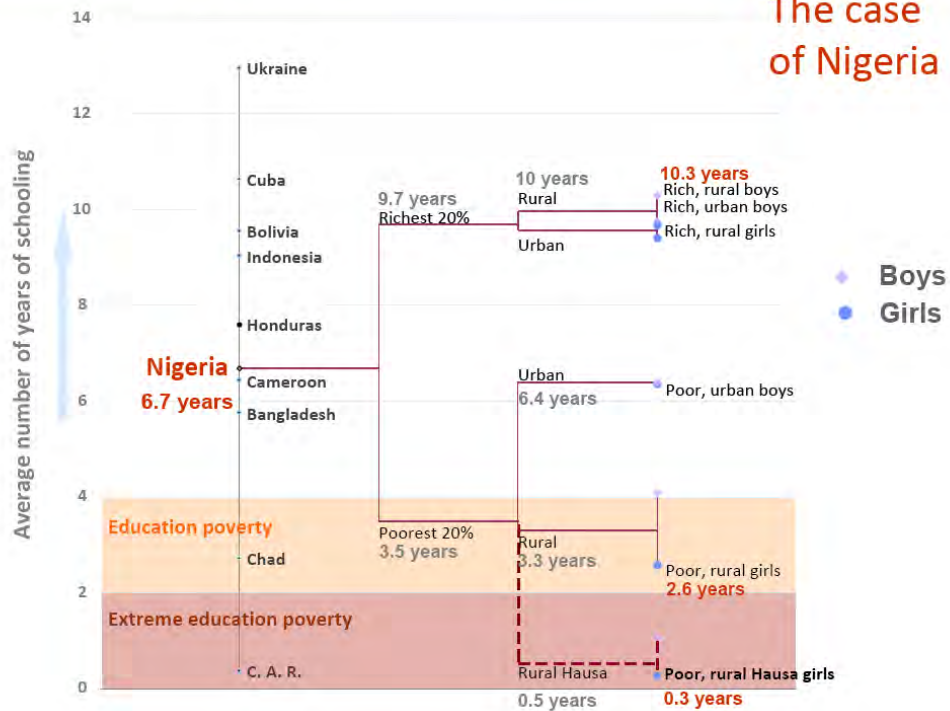
- Deprivation and Marginalization in Education (DME) data measures:
 - ‘Education poverty’ – less than 4 years at school
 - ‘Extreme education poverty’ – less than 2 years at school
- DME provides a tool for:
 - disaggregating by group characteristics
 - decomposing the ‘bottom 20%’
- Beyond the numbers of years in school – looking at disparities in learning achievement

The education poverty threshold



Education marginalization – inequalities within countries

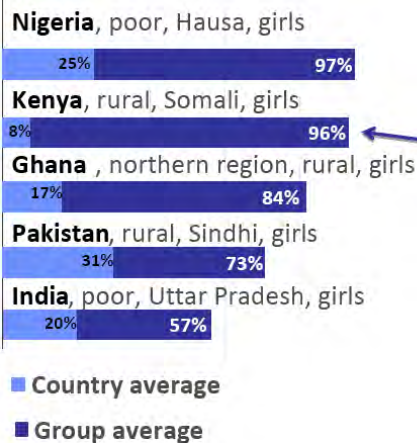
The case of Nigeria



Overlapping disadvantage influence years in school

Extreme education poverty

% with less than 2 years of education (age 17-22)



- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

Getting left behind – drivers of marginalization

What are the causes?

- Educational marginalization driven by interacting layers of disadvantage

Five key processes which drive marginalization:

1. Poverty, vulnerability and child labour
2. Group-based disadvantages
3. Location and livelihoods
4. Disability
5. HIV and AIDs

Getting left behind – drivers of marginalization

1. Poverty & child labour

- 1.4 billion people living on less than US \$1.25/day
- 116 million child labourers
- For these children and households, school fees and other costs remain a major barrier to education, particularly when shocks occur

2. Group-based causes

- Ethnicity, indigenous status, caste, language...
- 221 million children with home language not used in school
- Discrimination, stigmatization and subordination reinforced by children's school experiences (eg. caste in India)

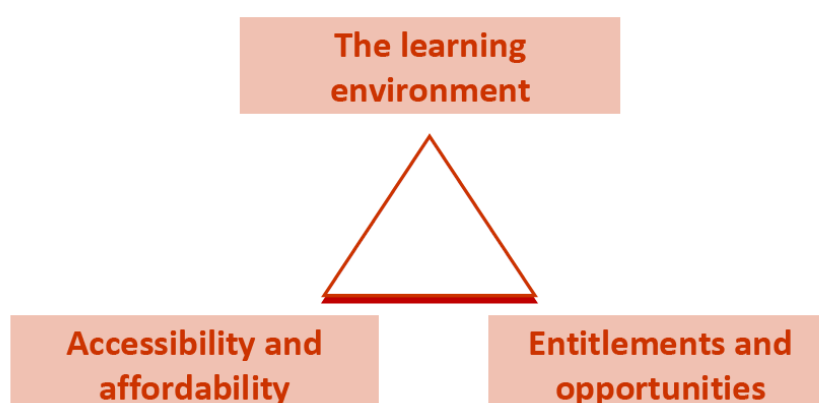
Getting left behind – drivers of marginalization

3 . Location & livelihoods	<ul style="list-style-type: none">▪ 900 million slum dwellers with limited affordable provision▪ Remote rural areas – distance, poverty and immobile school systems limits access▪ One-third of out-of-school children in countries affected by armed conflict; c. 14 million displaced children
4. Disability	<ul style="list-style-type: none">▪ 150 million disabled school-aged children, plus those living with disabled relatives▪ Educational marginalization differentiated by type and severity of impairment
5. HIV and AIDs	<ul style="list-style-type: none">▪ 33 million HIV+, including 2 million children▪ Stigmatization and institutionalized discrimination, poverty and orphanhood, are major barriers to both access and learning

Leveling the playing field

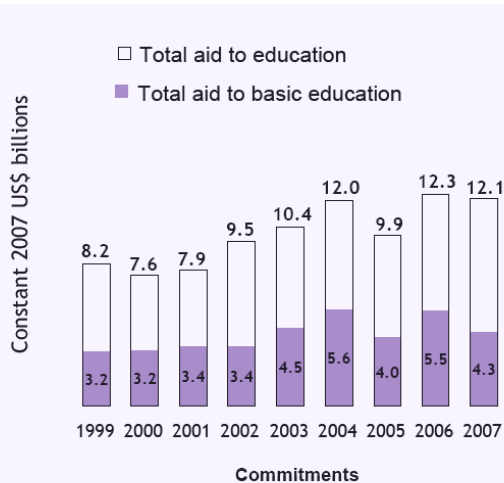
The inclusive education triangle

Three broad sets of policies which can combat marginalization



Aid to basic education – a worrying picture?

- Disbursements are rising , but...
- Aid commitments to basic education fell by 22% in 2007, to US\$4.3 billion



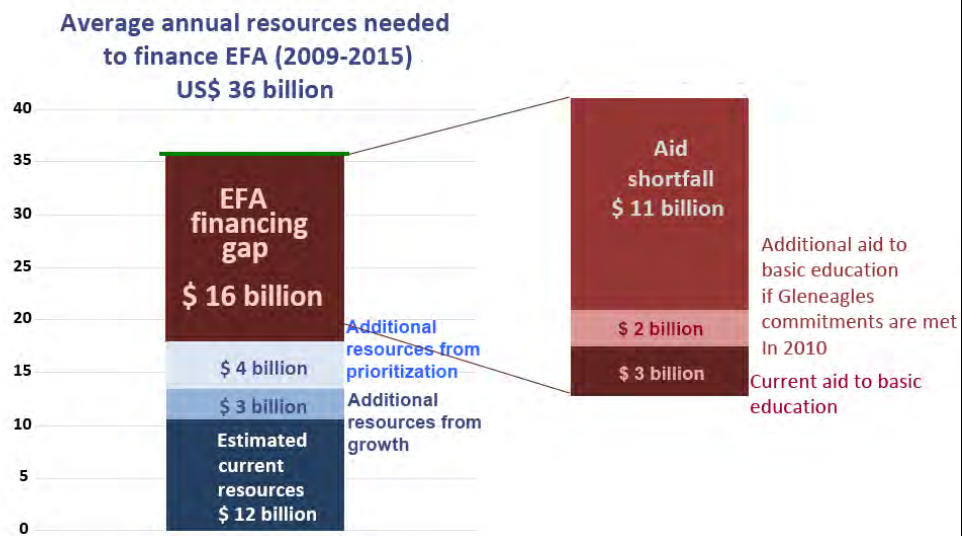
- Currently US\$2.7 billion in aid to basic education for 46 low income countries

Donor performance – a mixed record



- Overall aid levels are rising, but projected **shortfall** against Gleneagles commitment (US \$20 billion deficit on US\$ 50 billion 2010 promise)
- **Financial crisis** is a threat to aid budgets
- Collective effort data masks **mixed picture**

The Education for All financing gap



- The EFA financing gap = 2% of bank rescue effort in the US and UK

The multilateral architecture – needs reform

- The Fast Track Initiative (FTI) has made some important achievements, with
 - good practice (support for national planning)
 - US \$491 million disbursed through the Catalytic Fund
- Major challenges
 - Poor disbursement record and low political support
 - No funding from private or philanthropic sources
 - Conflict-affected countries are weakly covered
- Reform priorities
 - Lessons drawn from global health funds
 - Greater political leadership and revitalized agenda in 2010

Conclusions

- Set **equity-based targets** for all EFA goals and monitor their progress.
- Identify the drivers of marginalization for specific groups and adopt **integrated policies** that address them.
- **Integrate provision by NGOs** within national education systems and expand the entitlements of the marginalized.
- Increase **resource mobilization** and strengthen equity in public spending.
- Honour aid commitments and **strengthen the multilateral architecture** for aid to education.
- Convene a **high-level pledging event** linked to the 2010 Millennium Development Goals summit.

2. REACHING THE MARGINALISED IN SCOTLAND

2.1 Professor Lyn Tett, Community Education and Lifelong Learning, University of Edinburgh



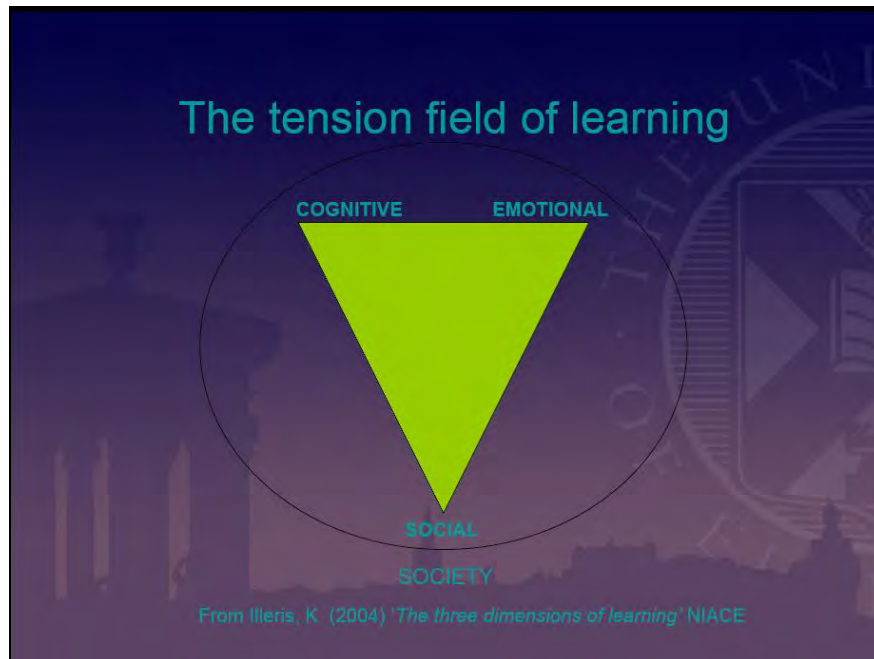
Lyn Tett is Professor of Community Education and Lifelong Learning and Director of Research in the School of Education, University of Edinburgh. Her research has focused particularly on the cultural and class factors that contribute to the literacy and numeracy difficulties experienced by adults and the forms of education and learning that are most effective in empowering individuals and communities experiencing educational disadvantage. Recent research projects include a range of studies for the Scottish Government on adult literacy and numeracy learners with a particular focus on participation and retention and on the role of formative assessment in learning.



The definition of adult literacy used in Scotland acknowledges its complexity:

- To be literate and numerate is not only to have the mechanical skills of encoding and decoding symbols but also the knowledge, skills and understanding that enable us to do what we want to do in our private, family, community and working lives;
- The key life areas and social contexts in which literacy and numeracy are used are important in deciding on what is to be learned;
- Literacy and numeracy skills are almost always employed for a purpose - such as making decisions or solving problems - and in a particular social context (Learning Connections, 2005: 13).

In addition many complex issues affect learning including the dominant attitudes prevailing in society about learning at the macro level, as well as the cognitive, the social and the emotional dimensions operating at the individual level (Illeris, 2002). Interventions that aim to promote initial participation and continuing retention in adult literacy provision should take cognizance of these dimensions for learners to have positive, successful learning experiences.



Living in poverty as a child and as an adult appears to have the biggest impact on poor literacy. Parsons and Bynner's (2008) analysis of the Scottish members of the 1970 British Cohort Study found that people with literacy difficulties as adults had a relatively disadvantaged home life in childhood. They were economically poor, had low education levels and little educational support from their parents and, as a result were less likely to have had help with reading and numbers at school. In addition this group had mainly left full-time education without qualifications and had not accessed further learning opportunities. This group was born in 1970 but the situation has not changed with the National Equality Panel Report (2010) finding that there is still a long tail of low achievement among school-leavers particularly low-income boys and Gypsy Travellers.

Another aspect is an individual's willingness to engage in education where poor experiences of school are particularly important in influencing a negative disposition towards learning. Adults interviewed in Maclachlan *et al's* (2008) study of the persistence of vulnerable learners said:

The teachers were more interested in the bright ones; the ones that could get on...They sort of just left me to one side... I tried to do me best, but I just felt that because I wasn't bright and I wasn't brainy that people just didn't want to know.

In English and Maths classes if you got picked on by the teacher...and when you got it wrong - you got hit. So there was fear - no one would put up their hand unless you were 100% sure, and that marks you.

Participation in education is affected by the social networks that people belong to. If engaging in education is not a norm of your social group then participation can be difficult. However, a sense of shared experiences and values amongst class members can change this, as a student in Maclachlan *et al's* (2008) study noted:

At the classes, you feel at ease, you feel good. Most people's problems are worse than mine... No one throws stones at anyone else - we're all in the same boat but for different reasons.

Students interviewed in Tett *et al's* (2006) study identified three main barriers that had affected their decision to engage in literacy learning. They were:

- **Personal sensitivity:** *'I felt I was too old to learn' and 'I was worried that it would be too like school'*
- **The stigma attached to literacy learning:** *'I was worried that people at work would find out that my spelling was really bad'*
- **Lack of publicity about provision:** *'I didn't realise that there were classes like this'*

In terms of motivation students identified:

- **Self-improvement:** *'I want to better myself and do something with my life' and 'it will prove I'm capable of doing things for myself'*
- **Development of skills:** *'I want to write letters and read them without asking my husband' and 'I need to read the notice board at work'.*

Maclachlan *et al's* (2008) study identified the **importance of easily accessible environments** to help people engage in learning. For example a student said:

It was easy to come along here as I just phoned up and then saw the organiser who asked me about what I could do. If it had been more difficult I don't think I would have come along.

However, providing such environments is costly and can have a long **outreach/lead in time** as a tutor in this study pointed out:

I spent two years at X developing a relationship with these guys and it took me quite some months in the 'Drop In' facility just to get their confidence and trust and I think that goes a long way to them buying into it, then going into class sessions, that we're doing now. We couldn't have done that in week one.

A key factor that leads people to persist in learning is having a positive identity as someone capable of becoming more literate. This is because it represents

a resource that individuals can continually draw upon when engaging in learning and it may also be an outcome of engagement in learning. As one student in Maclachlan et al's (2008) study suggested:

Coming here helps me keep on going. I don't think I'm a failure any more ... It's making me feel good doing something I wanted to do for myself ... It's boosting my self-esteem, giving me more confidence and helping me know I can get a job.

The other aspect is the pedagogy and practice of the education and training providers. This involves a **flexible curriculum that responds to the learners**: 'the tutors here offer me lots of choice and help me to move on to the next thing when I'm ready'. It also involves **group work that builds a positive learner identity**. For example: 'the whole group gets on well together and it gives me support to try things that I find difficult such as writing on the flip-chart'. Finally **positive tutor- student relationships** were very important. For example:

It motivates me that the tutors are working so hard to help me. I've already been able to write a letter and had a good result from it. I feel it's the first time anyone's reacted to anything I've said.

The key finding from Tett et al's (2006) study was that participating built confidence that then enabled people to do things differently. Their study found that there were **psychological** differences. Students reported: increases in their self-esteem; a greater belief in their own potential and achievements; they had greater independence; they were happier; more able to voice their opinions; more aware of others. Confidence was also related to **increasing skills**. For example students reported that they were more able to: speak to other people confidently; use computers; read newspapers and books; fill in forms; go shopping and calculate the best value items. Students also reported changes in **facets of their lives** such as: approaching strangers for information; feeling safer in their neighbourhood; more able to deal with conflict and stand up for themselves; and able to engage in conversations without needing an interpreter.

Below are specific illustrations of the changes that students reported:

I'm not crabbit (bad tempered) anymore because I'm not avoiding problems I'm tackling them head on.

I don't need to depend on others and have changed to being very hopeful and helpful.

There's no more fighting with my daughter when it's homework time because I can help her with it, which I couldn't do in the past.

I'm more confident in speaking to others so I'm not scared to go to interviews now.

I am a union rep at work ... people now come to me for advice with problems with staff.

This study also found that learning was dynamic because benefits gained in one domain, such as education, impacted on others, such as family and community. Many people detailed the variety of ways in which their participation in adult literacy had helped them to do a better job as a parent, and had improved relationships generally within their families. These positive changes in attitudes to education and family life are likely to result in benefits for the wider family and community as well as the individual concerned.

These findings show the importance of providing good quality teaching to enable literacy learners to progress and sustain their learning. However, education cannot on its own affect large-scale social transformation, but it is a necessary and pivotal component of such change causing adults to think and act differently.

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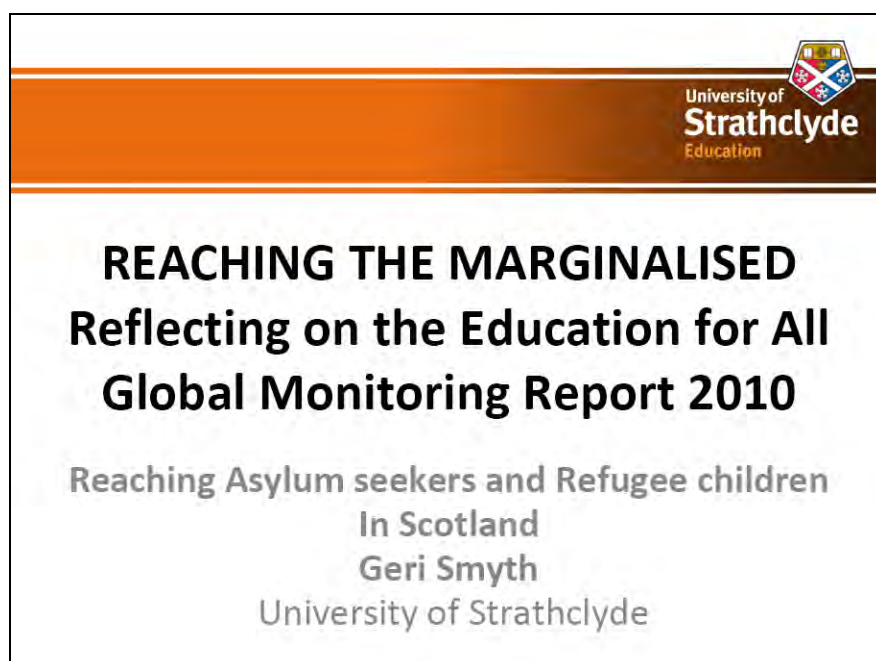
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2.2 Dr Geri Smyth, Department of Childhood and Primary Studies, University of Strathclyde, and Manager of Refugees into Teaching in Scotland (RITeS)



Dr. Geri Smyth is a Reader in the Department of Childhood and Primary Studies at the Faculty of Education, University of Strathclyde. She is manager of the Refugees Into Teaching in Scotland (RITeS) project, funded by the Scottish Government. Dr Smyth teaches courses for pre-service and practicing teachers on Support for Bilingual Learners and on Social justice issues. Dr. Smyth's research is predominantly ethnographic. She has researched the attitudes of mainstream teachers to bilingual learners, the creativity of bilingual learners, the perspectives of refugee pupils in Scottish schools and the experiences of refugee teachers. Dr. Smyth was principal Investigator for an AERS Schools and Social Capital Network project on Social Capital as an indicator of effective educational provision for refugee pupils.



Glasgow is currently the only local authority in Scotland that accommodates dispersed asylum seekers although there are asylum seekers living with friends or relatives in other local authorities in Scotland. Over one third of all asylum seekers in Scotland are nationals of just four countries: the Democratic Republic of Congo, Iran, Pakistan, and Somalia. While the vast majority of the asylum seeking community in Scotland lives in Glasgow, it accounts for less than 1% of the city's total population. There are over 1500 asylum seeking children attending school in Glasgow, two thirds of whom attend primary school. Some sources do not see a distinction between refugee pupil needs and other migrant pupils. Jill Rutter has written extensively about refugee education and Rutter's identikit highlights the differences between


those groups and enables teachers to more carefully consider the specific needs of children from asylum seeker/refugee families.

Ron Baker developed the concept of the relationship web showing how people are held in position in their own culture by a relationship web of connections to people and structures which provide status, affirmation, connection and belonging. Jill Rutter indicates that the refugee child's relationship web is fragmented which can lead to loss of status, identity and security. School is the constant for such pupils and has a huge responsibility for ensuring safe, secure and happy border crossing and building up a fragmented relationship web. My research with refugee pupils enabled me to characterise the effective school for refugee pupils as a multilingual conference where the children's linguistic and cultural capital was utilised to the benefit of all.

In the context of refugee pupils I would argue that the key features of a pedagogy to reach the marginalised are:

- Mainstreaming
- English Language Support
- Peer support
- Recognition of Difference
- Addressing issues related to 'refugeeness'
- Integration in and out of school

In order to effectively bring the marginalised refugee pupils inside there is a need for teachers to use Culturally Responsive pedagogy.



University of
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Bringing the marginalised inside

- ✓ Social Capital: Teachers using pedagogy which develops bonding, bridging and linking social capital
- ✓ Shared Experiences
- ✓ Shared Tasks
- ✓ Culturally Responsive pedagogy
- ✓ Valuing and sharing of all children's experience and expertise
- ✓ Inversion of power structures

This would develop bonding, bridging and linking social capital and values and shares all children's experience and expertise.

3. REACHING THE MARGINALISED IN THE REST OF THE WORLD

3.1 Douglas Hamilton, Director of Save the Children Fund Scotland



Douglas Hamilton joined Save the Children in April 2005 and has led on the organisation's policy, advocacy and research work in Scotland. He is active within the Disasters Emergency Committee in Scotland and is also a board member of the Scottish Alliance of Children's Rights and One Parent Families Scotland. His previous experience includes policy and research roles with the Scottish Human Rights Centre, Children in Scotland, Barnardo's and COSLA. Douglas studied law as an undergraduate and completed an MSc in Social Research in 2004.



Of the 75 million children around the world who are out of school, nearly half of them are living in conflict affected fragile states. One in 3 children in conflict affected states do not go to school compared to one in 11 in other low income countries. It is clear that Millennium Development Goal 2 (to get all children a full course of primary education by 2015) will not be met unless urgent action is taken to address education in conflict affected states. Between 2006 and 2009 there was an impressive 40% reduction in the number of out of school children but in conflict affected states the reduction was only 14%.

It is against this background that Save the Children launched its first Global Campaign in 2006 – ***Rewrite the Future*** – which aims to secure quality education for those children out of school because of war and armed conflict. Education offers multifaceted contributions in conflict affected countries,

- it gives physical protection so that children can learn in a safe environment;

- quality education can increase a child's resistance to forced recruitment into militia and improves survival skills and coping mechanisms. Every additional year of formal schooling for males reduces the chance of them being involved in conflict by 20%;
- It offers a reassuring daily routine for children whose lives have known little consistency or normality;
- It contributes to economic growth and stability, helping increase wages for those who have completed school.

Our work is making a real difference. In the first three years of the campaign, we succeeded in improving the quality of education for over ten million children and enrolling one million children in school, the equivalent of opening two schools every day. We also provided school materials, trained teachers and worked with local communities and government ministries to find the most appropriate solutions for that community.

- In Afghanistan two thirds of children out of school are girls, literacy rates are among the lowest in the world – only one in eight women over 15 years of age can read, and security, especially for girls, is a problem. We built surrounding walls around schools, set up small community schools closer to homes to reduce travelling and involved local religious leaders to make communities feel safer and reduce attacks on schools.
- In Cote D'Ivoire one third of all children are out of school, and those in school often have untrained teachers. We have rehabilitated schools replacing desks, chairs and blackboards and distributed 45,000 school kits leading to a 32% increase in enrolment.
- In Sudan the 21 year civil war led to thousands of children being abducted, recruited to militia or separated from their families. In southern Sudan there is only one classroom for every 500 children. We have built classrooms and toilets, and developed training programmes for adults who have missed out on their own education.

These problems are more than can be addressed by any NGO, so we have campaigned nationally and internationally to gain support and resources. As a result, in the last five years education aid for conflict affected countries increased by 50% to \$2.6 billion and humanitarian aid for education doubled to \$235 million. Financing is key in ensuring that all children in conflict affected countries have access to quality education.

It is also vital that we raise the profile of the links between education and peace – and lay a road map for the inclusion of education as a central part of any peace agreements.

Why conflict? Why now?

- Over half the 75 million children out of school - 40 million - live in conflict-affected countries
- We have five years left until the Millennium Development Goal on education is due to be met
- We know it can be done – now we need to work together to make it a reality for all children living in conflict countries

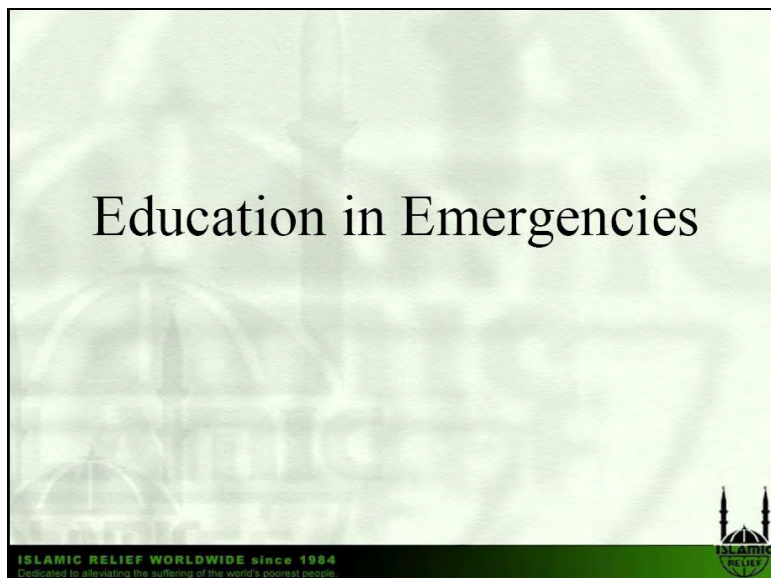


3.3 Habib Malik, Head of Islamic Relief Scotland and Winner of the Robert Burns Humanitarian Award 2010



Born in Pakistan, Habib Malik moved to Scotland in 1980. He has a BSc (Hons) in Chemistry. Prior to fundraising, Habib worked on a number of Community Projects in Aberdeen. He always had a keen interest in people and their welfare. Habib was a Managing Director of Multiethnic Aberdeen Limited, a dynamic user-led social and cultural enterprise and was a representative of the Muslim Community of Aberdeen on the City Council's Ethnic Minority forum. Habib also plays a Consultancy role for Grampian Police on ethnic minority matters. He is currently the head of Islamic Relief Scotland.

Education in Emergencies



ISLAMIC RELIEF WORLDWIDE since 1984
Dedicated to alleviating the suffering of the world's poorest people

Some of the challenges children face during emergencies:

- **Safety:** Street lighting tends to be poor in emergency contexts due to urban destruction. Poor lighting and tented accommodation invites trouble such as rape and assaults, especially for women and children.
- **Malnutrition:** The amount and type of food is limited causing hunger and poor nutrition leading to low concentration at school and physical tiredness to undertake agriculture/house chores.
- **Education:** School buildings are often destroyed or damaged. Teachers do not come to teach because they do not get paid. Parents refuse to bring children to school due to pressures of additional relief work, for example clearing rubble from houses or selling available goods at market to increase the family income.
- **Child labour:** Many families have no option but to send their children to work to contribute to the family income.
- **Loss of family or guardians:** Some children lose their primary care-givers and end up living alone or with relatives who are unprepared to respond to their needs.
- **Vulnerability to diseases and infections and increase of mortality:** Children are the most vulnerable.
- **Domestic violence/abuse:** Children face increased domestic violence during emergencies due to the psychological pressures within the family. Children are the most vulnerable to abuse.

In developing countries, out of the 130 million children who have never attended school, at least two-thirds are girls. Ensuring that girls get back to school after a conflict has disrupted their studies is especially urgent. Girls who have access to education have better life chances and wider opportunities than ones who have never attended school.

In wartime, children might be internally displaced or become refugees, with obvious detrimental consequences to their education. A nomadic existence as a displaced child eliminates any hope of regular school attendance. Those who arrive in refugee camps might be sick or malnourished, and their health problems can be exacerbated by the difficult living conditions such as a lack of food, adequate sanitation or drinking water. Furthermore, in chaotic camps children are easy prey for economic or sexual exploitation.

Children in refugee camps are grouped together to receive basic instruction essential to their future. These educational activities include the principles of equality, non-discrimination and respect for the rights of others. Even in make-shift classrooms children can learn respect and participation.

Involved in educational group activities



ISLAMIC RELIEF WORLDWIDE since 1984
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In addition, special training is given to teachers so that they are able to recognize signs of psychological trauma in children, specifically victims of displacement, bereavement and abandonment. Teachers can then direct these children to psychological support services which help them move away from the vicious circle of hatred and vengeance. Countries must provide resources for such services.

Even when schools and pupils remain in place during a conflict, the instruction they receive is of lesser quality. Teachers often have to deal with increased numbers of students as whole families and communities flee the violence in other areas. Educational materials are often in scarce supply, and school premises might be damaged or destroyed. Despite these difficulties, communities can and do rise to the challenge of maintaining or re-establishing education during or after a conflict.

OTHER MAIN SPEAKERS

Keith Brown MSP, Scotland's Minister for Skills and Lifelong Learning



Keith Brown has been a member of the Scottish Parliament for Ochil Constituency since May 2007. Before his election he served for eleven years as a councillor in Clackmannanshire, serving on the Council's Education Committee, and holding the post of Council Leader from 1999 to 2003. He was previously a member of the European Union's Committee of the Regions, serving as President (2004-2006) of the Union for a Europe of the Nations – European Alliance (UEN-EA) group on that body.

Prior to this, Keith worked for fifteen years as a local government professional in neighbouring Stirling, where he was also an active trade union representative with UNISON. He is also a graduate of Dundee University and studied at the University of Prince Edward Island. Originally from Edinburgh, Keith now lives in Dollar with his three children

Dr Gari Donn, International Education, University of Edinburgh and UKNC for UNESCO Scotland member



Gari Donn works at the University of Edinburgh in the field of international education, lecturing on Masters classes in International Development and Education, and supervising PhD students in the fields of policy making and international education. She has particular interests in Africa, having lived in South Africa (based over a number of years at the University of Western Cape) and having taught for a short

time at Kenyatta University in Kenya. She has also travelled and worked in universities or educational organisations in New Zealand, Jamaica, Mozambique, Uganda, Zimbabwe and Zambia. During the years 2002-2005 she worked for a three-year secondment at the Commonwealth Secretariat in London. She is the former editor of the Scottish Educational Review. Additionally, she has been working with colleagues in Higher Education Institutions in the Sultanate of Oman and co-authored a book on Globalisation and HE in the Arab Gulf States. Her research interests are in international education, especially higher education curriculum development, gender and administration. She is the Chair of the United Nations Association in Edinburgh and Scotland's representative to the UNA-UK Board of Directors.

Anne Gibson, Communities Team Manager, Learning & Teaching Scotland



Anne is currently seconded from HMIE to LTS as National Development Officer Schools and Youth Work until March 2011. Prior to that, Anne worked with HM Inspector of Education for 8 years and was Lead Inspector Inclusion. Anne's inspection experience has

been across sectors and services with a focus on Community Learning and Development and Services to Protect Children. Before joining HMIE, Anne was a new community schools integration manager in East Lothian. Her previous experience includes working in CLD, the early years and the voluntary sectors. Anne is qualified as a primary and secondary teacher and CLD practitioner.

Angela Baird, Qualifications Manager for Humanities & Social Sciences, Scottish Qualifications Authority

Angela joined SQA as a Qualifications Manager for Humanities and Social Sciences in April 2010. Her remit is to manage, review and maintain a portfolio of qualifications. The subjects within her portfolio include: geography, travel and tourism, personal and social development, leadership, employability and uniformed and emergency services. Prior to joining SQA she spent twenty years within the teaching profession in Scottish secondary education. In August 2006 she was seconded to SQA for two years to develop a qualification in Personal Development.

Michael Hanly, Education, Concern Worldwide



Now based in Dublin, Michael Hanly joined the Overseas Department at Concern Worldwide in 2006. Originally a teacher in Ireland and then in Zimbabwe, he has worked for various development agencies since 1992. His current work is supporting Concern programmes (Education, Livelihoods, Health, HIV&AIDS and Emergency) in Southern African countries, primarily Angola, Malawi and Zimbabwe.

Professor Kay Livingston, Director International, Research and Innovation at Learning and Teaching Scotland and UKNC for UNESCO Scotland member



Kay Livingston is a professor in the Faculty of Education, University of Glasgow holding the Chair in Educational Research, Policy and Practice. She is currently on secondment to Learning and Teaching Scotland (LTS), which is the public body that has the lead responsibility for the development of curriculum, assessment and technology in Scottish schools. She is the Director of International, Research and Innovation in LTS and her work includes research and development projects in innovative models of teacher professional development, international education, intercultural education and leading and influencing strategic change in Scotland and beyond. Central to her work is the development of learning and teaching strategies to encourage teachers and students to take an active role in the learning process and prepare them for life and work in a global society. In both these current roles Professor Livingston works closely with researchers, policy-makers and practitioners at international, national and local levels to improve the quality of education. She has been Principal Investigator in a number of funded

research projects in Scotland, other European countries and the USA and provides advice on education policy and practice drawing on her knowledge and experience of education in a global context. Professor Livingston is leading the development of the Confucius Classrooms in Scotland and she is a member of the Scottish China Education Network. She is a member of the UNESCO Scotland Committee and the UNESCO UK Education Committee and she is currently the editor of the European Journal of Teacher Education.



Professor John Morgan, Chair of the UK National Commission for UNESCO

Professor William John Morgan is Chair of the United Kingdom National Commission for UNESCO and holds the UNESCO Chair of the Political Economy of Education, School of Education, the University of Nottingham. He has conducted research and evaluation studies for both national and international agencies, including a major 2006 study of international teacher mobility commissioned by the Department for International Development. Between 2002 and 2008 he was a member of the Commonwealth Scholarship Commission in the United Kingdom and chaired that Commission's Academic Staff Fellowships and Professional Fellowships committees. He is also a member of the UNIVERSITAS 21 advisory group on Higher Education and the Millennium Development Goals. In December 2009 he was an invited member of the Higher Education panel of the Beijing Forum on Public Policy and the Economic and Financial Crisis. Professor Morgan's current research interests are in the comparative political economy of higher education and public policy, especially in states and societies in transition and in the context of globalization; and in anthropological theory, peace education and community conflict resolution. A fellow of the Royal Anthropological Institute and of the Royal Society of Arts, he has published numerous articles, reviews and books and supervised many doctoral students.

Joanne Orr, Chair of the UK National Commission for UNESCO in Scotland



Joanne has been the Chair of the UKNC for UNESCO in Scotland since 2007. She has been CEO of Museums Galleries Scotland for five years. MGS is the lead body for the funding, development and advocacy of museums and galleries in Scotland and the recognised representative of and advisor to [204 members who run] over 350 member museums. Joanne has worked in the heritage/culture sector for over 20 years. Previous roles include Assistant Director of Cultural Services, Durham County Council with a wide range of responsibilities from arts development, museums, libraries and archives to youth services. As Director of Tullie House Museum and Art Gallery for Carlisle City Council she had responsibility for museums and arts development. Joanne has over 10 years experience of working in independent museums from the large Ironbridge Gorge Museum World Heritage Site to smaller sites such as Dalmellington and Wanlockhead Lead Mining Museum. At this site Joanne

was responsible for a major redevelopment which was subsequently awarded the Gulbenkian Award for most improved museum in rural Britain. Other awards include a Scottish Thistle Award for Young Manager of the Year. Joanne has academic qualifications in history, industrial archaeology and museum studies and gained an MBA at Durham University Business School. Joanne is Chair of UNESCO Scotland, a Director of the UK National Commission for UNESCO (UKNC), Culture Committee for the UKNC and the Creative & Cultural Skill's Scotland Employer's Group. Joanne is passionate about international development, has considerable consultancy experience both in the UK and abroad and has served on various tourist boards, European and Partnership Committees.

USEFUL LINKS

The EFA GMR can be found at: www.efareport.unesco.org

For further information about the work of the UK National Commission for UNESCO in Scotland and links to the conference details, participants and presentations visit the website at

<http://www.unesco.org.uk/scotland>

More information on the co-sponsors can be found on their websites.

Learning Teaching Scotland: www.ltscotland.org.uk

Scottish Qualifications Authority: www.squ.org.uk