The Education Charter

Educational Ladder To Success

RIO+20
the future we want

Environmental Education

Education e

Student voice

Higher Education for Action to Better World, and Sustainable Development

The International Education Charter is a declaration of fundamental principles guiding youth education worldwide in the 21st century. Created by global civil society, CCLP Worldwide and endorsed by thousands of members, volunteers, organizations, institutions and individuals engaged in promoting the position of youth, the International Education Charter is not only a call to action, but a motivating force inspiring change the world over. The International Educaation Charter is being implemented into the Declaration of Higher Education for the 21st century by UNESCO, and Ten Principles of United Nations Global Compact for the purposes of creating and a more purposeful and sustainable future for today's youth.

Equality		Education for All
Accountability		Govt. Action
Integrity		Cohesive force
Solidarity		Common interests
Courage		Face of Society
Justice		Rights to Education

Global Campaign of Education Charter International
www.cclpworldwide.com/esi

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THE EDUCATION CHARTER

Education to Livelihood

URL: www.cclpworldwide.com/esi

Editor

From the Desk of Editor

Dear Readers,

We are happy to publish the seventh issue of our magazine " The Education Charter " at this time When the whole world looks on the upcoming conference on sustainable development 'RIO + 20 ' organized by United Nations and Where the most important issues and policies on development will be discussed and adopted.

Being an advocacy organization for UN policies we found it important to mention this vital conference information before our readers. The short informative story about this conference will give complete information to our readers.

With the advent of Social and Educational reforms the world has also witnessed unrest and protest in students' communities because of under reforms or faulty systems and we have honestly tried to uncover the reasons of such protests. The theme of RIO + 20 event -"Green Economy "is very much linked with environmental education and an interesting article on this issue is included in this issue of the magazine.

As we all know the world Economy is going through rough patches and many countries are on the verge of bankruptcy , the education sector is no exception to this and an insight story of financial crisis in education sector is published for the readers.

The editorial team has been Constantly updating and improving the contents and presentation of the magazine to include cross section of the society as our Valued readers.

Last but not the Least the UN volunteers have extended their Whole hearted co-operation to make this magazine interesting and informative.

Look forward for your suggestions and ideas.

Enjoy reading!

Dr. Vikrant Singh
Editor
The Education Charter

BLEEDING ALTERS OF FORMAL LEARNING

By Olatunde Jeremiah Fowowe

UN Volunteer

It is popularly said that no one can live like an island. Therefore, man by nature is a function of his immediate environment. This means that all human thoughts, dispositions as well as decisions are guided by the orientations picked up from the environment. The environment a man finds itself is particularly important because several forces of learning and action processes are firmly rooted in it. No wonder the behaviour is traceable to the environment an individual grew up in. Even in marriage, intending couples are advised to go through a period of counselling to acquaint them with the know-how of marital engineering especially varying behaviours that could be intolerable to the other party: in such tutelage, tolerance and understanding are usually preached. Interestingly, various crises emanating from suicide bombings and all other forms of hate tendencies including riots and violent demonstrations/protests that leave volumes of human and material carnage behind is the sort of learning that prevails in most of today's societies.

The worst hit are minors and youth. This is because minors as well as youth have a fertile fragile mind open to all forms of knowledge. Where the knowledge is positive, they find themselves engaged in positive activities and when the knowledge is negative they engage in all forms of destructive activities that are inimical to them and by extension their society. Unfortunately, the latter is what we see and hear about on a daily basis. Cases of rape, kidnapping, violence, and murders (the list is endless) are now so rampant and commonplace as if there are no societal control structures to check these excesses. This is a clear indication that there is a clear vacuum in the educational system that ought to teach the

moral practices, tolerance, creativity and entrepreneurship.

What has happened to the logic behind formal education? Why has the learning promoting hate, violence and immoral conduct taken over the thoughts of many as against the teachings of civilized learning: formal education? In my lay man ways of thinking, I felt in the infant days of developing modern education, the founding fathers must have thought of creating a well structured learning system where knowledge is sought, imbibed and transferred for the advancement of the individual and the overall development of the society.

However, it is sad to witness today the eroding and wearing-down on morals, virtues, co-existence and relationships. These were ideals that were taught in the early days and many lived by them. Unfortunately the case is not the same today. Like the holy scriptures will say, "teach a child in the way he would go,

so that when he is old he will not depart from it", many in the early days up till the early years of the 20th century lived by the knowledge the educational curriculum of their time provided.

All over the world today, half naked women living little to imagination shamelessly walk the streets with pride in the name of fashion and modernization. In fact, the yardstick for measuring how civilized a young lady is, depends on how much of her body she allows to be exposed. One begins to wonder what had happened to the reason for dressing: to cover the body as well as provide protection from harsh weather conditions. It is really sad and a sorry state to find it difficult to distinguish between married women and single ladies still in dire need for husbands. Women that are supposed to be reserved and conservative, are more gaudy and showy than men; men with lesser seductive body parts dress better than ladies.

RIO+20
United Nations Conference on Sustainable Development

CCLP Worldwide -International Organization of Education Charter organizes preparatory Rio+20 activities/meetings to promote Rio+20 to be held on 20-22 June 2012 at Brazil

Theme
● Green economy in the context of sustainable development and poverty eradication
● The institutional framework for sustainable development

Furthermore, there is no gain in saying that moral values are at their lowest ebb. How can one describe a situation where a young man or woman sees nothing wrong with premarital sex or having multiple partners? Unfortunately this has been the harbinger of sexually transmitted diseases. In fact an unmarried virgin lady at twenty-five is treated like a toddler among her peers whereas an unmarried deflowered lady of same age is regarded as a woman and is accorded tremendous respect. What a contrast and an irony of a debased and morally corrupt society!

Life as precious as it is, the value placed on life these days is so low that hate intents and provocative tendencies easily arouse destructive actions that leave sorrows, tears and blood in their trails. From little beginnings of scattered cult groups, they metamorphosed into gigantic cankerworms threatening the political and economic fabrics of several countries. Several internationally recognized hate groups abound everywhere, from the Amas of Palestinian, Boko Haram of Nigeria, Al ceda of Afghanistan- the list is endless. Millions of lives and properties worth billions of dollars have been lost as a result of their destructive actions.

More terrible is the fact that the moral decadence in all societies is equally found in high places of politics and economic palaces. Policies and decisions corroborate and further promote this decadence. For example, in the United States flogging of minors is prohibited, any parent who flogs his/her child will be answerable for it in the court of law.

This is not an effective educational system geared towards the overall positive orientation of the individual. Therefore, there is an urgent need to revamp, rejuvenate and regenerate our society's formal educational curriculum and management especially as it affects the minds of minors and youth. The debasement of formal learning and adoption of other anti-societal norms is traceable to the door steps of the media, especially social media such as face book, Twitter and a host of others as well as parents. Many parents are found running away from their responsibilities towards their children. These days, as economies get stringent, it has become imperative for mothers to join their husbands in contributing to the family income. This had made many mothers to abandon their children to be looked after by nannies that most often are untrained and exhibit recalcitrant

behaviours.

Therefore it has become necessary for the government to redesign an educational system that fully addresses and optimally respond to the personal, corporate, national, entrepreneurial and strategic demands for character moulding, creativity and culture in compliance with the global political and economic needs. This is a creative measure that must take cognisance of the effects of social media on behaviour and other forms of media and creatively design a formal learning system that will turn these social media into positive learning tools.

Also, it has become imperative for educational practitioners to canvass for a united nation backed new educational world order that will provide the political will and pilot the teachings of the educational curriculum as well as provide a guide and control mechanisms in the teaching, learning and discipline of minors and youth. This should be a practise that must be carried out in all countries so that hate and other social vices can be checked and controlled.

Students' voice matters! Education also a bottom-up approach.

An opinion based on a 3-year field experience in SYRIA

By Abaji Catia

UN Volunteer

What is your dream job? Is what I always asked 10th graders as I entered the classroom and surprisingly, 80% of them had the same answer: "a doctor, an engineer, as our parents and teachers told us that it is the most profitable jobs".

These encounters throughout my three years at SHABAB project of the Syria Trust for Development (Damascus-Syria), whose mission is " to empower young people in Syria aged 15 to 29 years old to be productive members of their communities by enhancing their employability and entrepreneurial spirit through a series of programs and activities that are implemented with beneficiaries from schools all around Syria", taught me that education is not simply memorizing several points and then writing them in an exam paper but so much more than that. Education does not start nor ends in school and to be sustainable, it is not only a teacher not even a government's job by their own but a whole community and society. I believe that education should be a bottom-up approach starting with students to ministries of Education as this, will not only motivated students in studying but will also prepare them for their future no matter what path they choose.

Are you seriously talking about our future from now? We have so many problems in school and you are trying to convince us to open up our new business? How can we do so if we don't even have the proper education? My advice to you is start by looking at the education system here, which is 85% memorizing and do something about that before teaching us the entrepreneurial skills.

At SHABAB, I was responsible of the Business Awareness Program (BAP), a two-day workshop targeting 10th graders school students, or any youth gathering that is in need for awareness in the field of business. With the help of volunteers from the business world and the Ministry of Education, I managed to apply the

program in more than 80 different schools where I interacted witharound 30 students per workshop.

Coming from an American school education system where opinions matters, my heart would ache everytime I would step into a classroom and see how oppressed those students were. At first, I applied my program as I was trained to,without addressing any matters that bother me till the day I was questioned by one of the students:

I was not expecting those questions froma 16 year old, but I guess his eagerness to learn pushed him to take a stand. It all came to me as a surprised and I just stood there without answering. I came back to the office and did some research on the Syrian education system,and I was surprised to learn that students graduating from a Syrian system can enter a 2nd year in college in applying to an American system. The system was strong but the way it was taught was poor.

My curiosity led me to establish informal conversations with the students, discussing what could be done to improve the educational

system. During one of my conversations with Bahjat, he mentioned that information should always be updated:

The information that the students receive should be updated with the development of Science and Technology, and given in a practical way so that the student will be interested to get the information.

The world is changing drastically and students need to feel that the information they are getting is up to date. According to Syria Today, a Syrian monthly magazine, the Syrian education system has not been changed till recently and was dating from the days of the French occupation. Tala's answer was very simple:Google!. She believes that by giving the students the opportunity to search about a specific subject, they learn more. For her, memorizing and not discussing the subject is not helping her comprehend it; and if she does memorize it for exam, she will forget about it once the exam

passes. As for Diane, she believes that some subject such as "Kawmiyeh" (civil education) should not be given as it only gives "one point of view of politics; if they want us to learn at least we should say our opinion and organize debates". As for Alain, he was more concerned about personal fulfillment

The hobbies of the students; it is true that hobbies are practiced for interest and enjoyment but they do help acquiring substantial skill, knowledge and experience and also we start understand ourselves more and what we actually want to become.

All students had one point of view in common: they all felt they did not have an opinion and were all forced to believe that what they were taught is the only right thing. Besides that, students felt that teachers also needed to be up to date with the world. Diane said

They [the teachers] know the main principles of the subject matter they are teaching but are not familiar with different perspectives and new developments with respect to this subject matter.

The teaching methods are old and no interaction is done which creates boredom in the classroom. "Lab experiments should be introduced," continues Diane, "continuous trainings for teachers"and "they need to be up to date for us not to stay bored" adds Bahjat. In a research paper written by Geert Hosfteded discussing Cultural Differences in Teaching and Learning, he states "that teaching to a student body with cognitive ability profile from what the teacher is accustomed to is evidently problematic; it demands a different didactic approach, for which the teacher may lack the proper abilities." In his opinion the only solution for this problem is to increases awareness of teachers and teaching how to keep up with the new abilities demanded by societal change. The students I have spoken to are aware that their teachers are not competent enough and not aware of the new challenges in the world. This demotivates them;causing a reaction of not taking anything their teachers say seriously, a problem that should be solved by consistently raising awareness to teachers,more interaction students to understand them better and their expectation of education and by always keeping other educational system aware of educational problems that one is facing to avoid them in another school.

Today, Syria is paying the price for not

havingheard opinions and sticking to only one point of view. Consistence awareness of the changes occurring, learning by doing, debating and understanding different points of view are very crucial in an educationalprocess. For this to happen, we need the power of actions that nurture active citizenship and bridge differences, fulfill social needs, and turn away from the traditional teaching method to a more interactive participatory one. As far as I am concerned, listening to students voice is an important aspect of the educational process. In a few short discussions with students, really good points were raised,including them in meeting regarding the educational process will not only benefit the educational system but will help in obtain sustainablesystem as their fresh minds will give solutions that we would have not thought of.I believe that to acquire a sustainable educational process, a bottom up approach should be used to fill in the existing gaps.
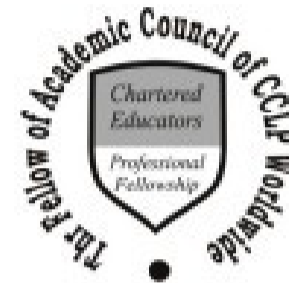
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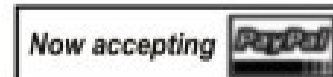
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Insight

Universities need constant inspection to ensure high standards

By Paschal B. Bagonza

UN Volunteer

When the government of Uganda liberalised the education sector, many private schools and tertiary institutions, including universities were and are being set up.

This policy of liberalisation saw and perhaps is still seeing many private universities opening, especially in the countryside to enable many people access university education. This was previously inaccessible due to very few universities.

The already established universities, private or public, have gone ahead to open study centres in different parts of the country, where demand driven professional or short courses are taught.

International universities, like Cavendish College UK have also set foot in Uganda to provide tertiary education.

According to the National Council of Higher Education (NCHE), currently, there are five public universities, including the 89-year old Makerere University. There are also 25 private universities, in addition to two private university colleges. These are in addition to two degree awarding institutions.

NCHE adds that there about 100 public and private tertiary institutions.

With all these institutions in place in face of liberalisation of education in Uganda, can the government be able to inspect, supervise and ensure quality of university education, especially? It is common knowledge that many university graduates in Uganda now days cannot even write an application letter on the instant, if requested to do so. This has prompted many organisations where these students ask for internship placements, to 'ambush' them (students) with on-spot motivation letter writing to sieve out those who can't ably express themselves.

Some universities also don't admit students from certain universities for Masters Courses, because they (universities) believe the undergraduate degree is not substantial enough to warrant consideration for the next level of education. This is because the university feels, the Bachelors awarding institution isn't to the standard and therefore they wouldn't want to contaminate their products.

After the government liberalised the education sector, little has it done to uphold quality assurance in these universities and the tertiary institutions. Talk is ripe of how certain organisations don't employ graduates from some universities because they feel students from these institutions "are

below standard."

There is need to set up at NCHE a well-funded, non-politicised and graft-free department which would also have regional offices to constantly monitor these universities and tertiary institutions whether they are still operating within the standards. For instance, all universities should have external examiners to authenticate the results of students after exams.

Like in recent times when the ministry of education was tough on both private primary and secondary schools, closing some of them, the NCHE can borrow a leaf, perhaps.

In 2007, a study by Ashabrick Nantege, titled Quality Higher Education in the Face of Liberalisation, a case of four universities in Uganda, investigated the challenges brought about by the liberalisation policy, especially on the quality of higher education in Uganda.

The four universities included two which were public and the others private.

The study investigated whether the quality of education improved as a result of the liberalisation policy and whether universities have the necessary resources to provide quality education.

Nantenge said findings revealed that "the liberalisation policy led to a systematic reduction in the role of the state to provide higher education as a social service to its people."

Instead, Nantege added that market access principles penetrated and influence the provision of higher education.

She said the study revealed "that since Uganda is a poor country, it is hard for either the government or the private sector to adequately finance higher education not even with combined efforts and for that reason, higher education has remained in a sorry state despite the increased demand for it."

That there was inadequate support materials like text books, computers and infrastructure.

More so, that teachers/lecturers at these higher institutions are not well-motivated and not facilitated to grow professionally, something that has kept a lot of questions regarding the quality of teachers.

Nantege added that the curriculum for some study programs was said to have been out of context before and situation has been aggravated by the worsening conditions promoted by liberalisation.

Nantege's study recommended that;

i) Higher education curriculum be reformed with concerted efforts of the National Curriculum Development Centre and the teachers and the National Council for Higher Education reinforces the implantation of the newly and locally designed curricula that would be compatible to the learning environment and the country's needs.

ii) Universities lobby for more financial resources to invest in the cause of improving the physical learning environment, teacher quality and the curricula.

iii) Government review the terms under which liberalisation policy is applied and examines the overall implication to the national economy.

I would definitely concur with the researcher that liberalisation has lowered the quality of higher education in Uganda. This needs to be addressed as earlier seen, by instituting that special inspection and standardisation division to ensure quality university education in the country. There is also need to go back to the drawing board and shine a light in all the dark alleys, if any, of the tertiary education liberalisation policy.
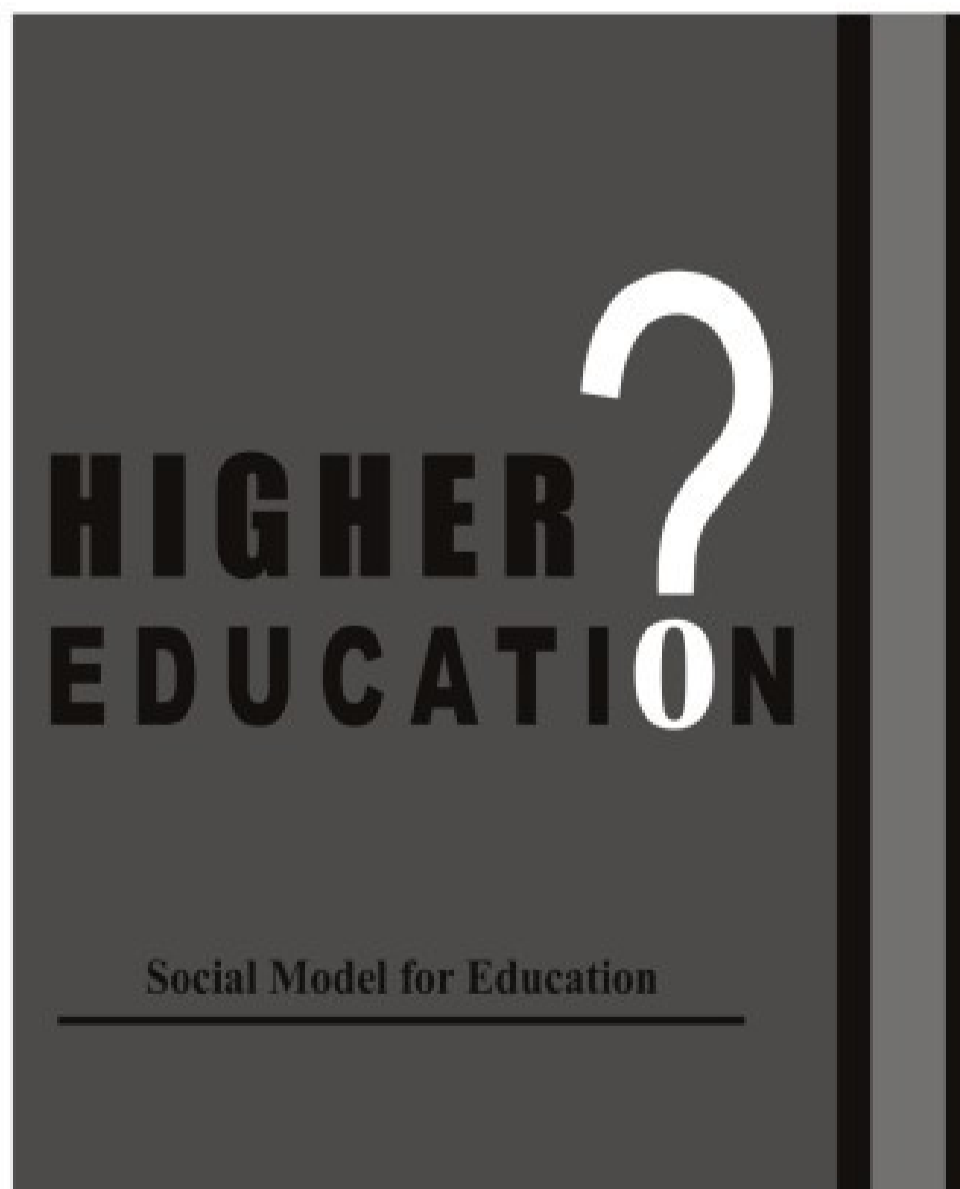
Climate Change and Environmental Education

by: Sima Jarrah

UN Volunteer

Climate change, water scarcity, depletion of natural resources, environmental pollution, land and water degradation and extinction of species are issues that have become critical in the 21st century. These issues highlight the urgency for raising awareness and for environmental education. As the objectives of the Belgrade charter, new attitudes and behaviors are prudent among societies, focusing on new generations as well as adults.

"Environmental education is the process of recognizing value and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his biophysical surroundings. Environmental education also entails practice in decision making and self formulation of a code of behavior about issues concerning environmental quality". International Union for the Conservation of Nature (IUCN) 1970.

"Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action". (UNESCO, Tbilisi Declaration, 1978).

The need for environmental education started to surface during the 1970s in world conferences such as Stockholm conference. The international environmental education program was established in 1975 by the UNEP and UNESCO and was first introduced in Belgrade, producing the first inter-governmental statement on environmental education. It stressed the need for every person to be provided with the opportunity to acquire values, attitudes, commitment and skills which are essential in protecting the environment. It also pointed out that environmental education can create new patterns and behaviors of individuals and societies towards the environment.

According to the IPCC fourth assessment report, a rise of 1°C is expected to occur in 2020 and 1.5 °C by 2050. An increase of 1°C leads to significant impacts of water supplies, on ecosystems and their ability to provide essential services, on food production and access to food. It is important here to point out that developing countries are affected most by these impacts. Also coastal areas are vulnerable and impacts will affect people living

there as well as health threats. These impacts will affect the basic needs of life especially the poor and underprivileged countries.

Climate change is characterized by increase in global temperature as well as ocean temperature. These increases, although seem small, have tremendous effects on our planet and its environmental patterns. Some changes are irreversible and have a feedback effect. This means that effects will cause further increases of surface temperature and further impacts. According to the intergovernmental Panel on Climate Change(IPCC 2007), wide spread of melting of snow and ice, rises in global average sea level, changes in frequency and amount of precipitation, more frequent and severe droughts, occurrence and severity of extreme weather events with more heat waves are causes of rising temperature. All these changes have wide impacts on human and natural systems.

According to the Fourth Assessment Report by the Intergovernmental Panel on Climate Change(IPCC), scientists from all over the world have reached a conclusion that there is a 90% probability that humans for many years have been behind global warming. Since urbanization and the industrial revolution, human activities and burning of fossil fuels have been contributing in the release of greenhouse gases such as carbon dioxide, methane, nitrous oxide and Chlorofluorocarbons (CFCs). Carbon dioxide levels have risen from 280 ppm to 379 ppm in the last 150 years. Such increases in the temperature of the

planet is said to be unprecedented since 10,000 years.

Deforestation, land use change and burning of fossil fuels have increased the concentrations of carbon dioxide, agricultural practices such as rice cultivation and management of livestock also contribute in the release of methane which is another greenhouse gas. Soil cultivation and the use of fertilizers and biomass burning release nitrous oxide, a greenhouse gas into the atmosphere. Lastly, industrial processes help release chlorofluorocarbons(CFCs), which contribute in the destruction of the ozone.

It is essential for every educational system to incorporate environmental education into their curriculum. Schools are an important medium for such education. Individuals from an early age need environmental literacy and the right education to develop a sensitivity and sense of responsibility towards the environment. Environmental education can empower children with making choices that will affect the environment positively, it is essential for people to be part of the community and conserve resources. Such choices will enhance the livelihoods of individuals and provide healthy lives as well as protection for their direct environment and surroundings. Such information and knowledge will naturally be passed down to the next generation and this is how we create generations of knowledgeable environmentally literate individuals. Thinking green and acting green in every household will sustain our resources that are finite, good

agricultural practices and sustainable farming will reduce the emission of greenhouse gases. Conserving energy in every household and lifestyles will reduce greenhouse gas emissions, recycling will save trees and biodiversity. Such education on a collective level will reduce the impacts of global warming.

In reference to the Tbilisi Declaration in 1977, the main objectives in environmental education and what makes an effective guideline for any environmental programs are first, awareness-to help individuals have awareness and sensitivity to the environment and its problems. Second, knowledge- to help individuals and social groups gain experience and understanding of the environment, third, attitudes - to help individuals and social groups acquire a set of values and feelings of concern for the environment and motivation for participating in environmental improvement and protection. Fourth, skills- to help individuals and social groups to acquire skills for identifying and solving problems. Sixth,

participation- to provide individuals and social groups with an opportunity to be involved in working towards making a change and finding solutions (UNESCO, 1978).

Environmental problems and global warming are problems that should be taken seriously. Impacts of climate change affects our current generation and future generations as well, since climate change impacts are difficult to predict and take a long time to appear. It is only sustainable to contribute in diminishing and reversing the effects of climate change. Conserving our finite resources and protecting the planet will provide a better healthy and safe life for our descendants. Starting with children, new trends can form to save our planet. It is important to understand that some countries have the ability to adapt to climate change impacts, but it is developing countries that have least contributed to climate change are suffering the most. Greenhouse emissions even if emitted in one count, its concentration in the atmosphere is universal and its impacts are universal.

Makerere University students strike over poor hygiene, rotten food, internship fee

By Paschal B. Bagonza

UN Volunteer

There have been three different student strikes in less than two weeks at Uganda's oldest university Makerere. Makerere University was started 89 year ago.

First it was male students in one of the university halls, Lumumba who brought activities at the university to a standstill for reportedly being served "rotten chicken."

Chaos began when the students went to be served lunch and found the cooks serving chicken that smelt rotten.

"They served us rotten chicken!" The Observer, a local newspaper quotes a student. "It wasn't only the sauce; even the posho and rice were stinking!" yelled another, according to the same newspaper.

The Lumumba Hall members said it had become a habit for their warden to keep quiet whenever they complained about bad food and poor hygiene in their residence.

The students carried a huge saucepan of chicken stew, while shouting and poured it at the Senate Building reception. Senate Building houses part of the university's top administration.

Towards the end of last year, female students in one of the halls went on strike over what they termed as poor sanitary conditions and bad food.

As the dust over "rotten chicken" strike settled, residents of Nsibirwa staged another demo protesting poor hygiene and sanitation in their hall. They also say their Hall is infested with bed bugs and they want it refurbished.

The students alleged that the toilets, urinals and bathrooms in the hall broke down sometime. They said these have never been repaired forcing them to move to other halls to answer nature's call.

The students stormed the University administration block demanding to meet the vice chancellor Prof. Venansius Baryamureeba.

The third strike on the eve of International Women's day saw students demand for an explanation from

the University administration why they have not been paid faculty allowances and internship money.

The University introduced a policy in the 2010/2011 academic year which requires students to pay the money for fieldwork attachment.

According to the University spokesperson Miss Rita Namisango, the money is supposed to cover meals, transport and administrative costs including supervision from each academic units and report writing during the field study.

However the students disagree with the University administration over the criteria. They want the money disbursed to benefit the students with the proposal that let it be given to college deans who will then decide what equipment to buy for each student.

The strikes come at a time when the university is embroiled in controversy regarding the Vice Chancellor Prof Venansius Baryamureeba whose promotion to full Professor is being challenged.

However, Prof Baryamureeba dismisses the claims questioning his full professorship.

Last year, the same university closed following a week long double strike of academic staff and the students.

The lecturers demonstrated demanding for their pay rise and pension arrears owed by an insurance company, while the students demonstrated against their lecturers' strike that had left them without studies.

Prominent personalities who have studied at Makerere University include Kenya's president Mwai Kibaki, ex-Tanzania presidents Benjamin Mkapa and Julius Nyerere and Archbishop of York Rt Rev. John Sentamu.

The university was a focal point for the literary activity having prominent writers like Nuruddin Farah, Ali Mazrui, David Rubadiri, Ngugi wa Thiong'o and V.S Naipul.

Makerere University reinstates MA Journalism & Communication

By Paschal B. Bagonza

The department of Journalism and Communication in the College of Humanities and Social Sciences, Makerere University will resume teaching the Masters in Journalism and Communication during the 2012/2013 academic year.

According to the College of Humanities and Social Sciences Communication officer Hasifa Kabejja, the

programme was put on hold last academic year due to lack of senior staff.

The acting chairperson of the department, Dr Aaron Mushengyezi says the staffing situation continues to improve and by this August, the department will be in a better position to administer the programme.

Dr Mushengyezi also points out that some of the University senior staff who are currently on leave are expected to resume duties this August. He adds that the University administration has authorised the appointment of more staff to replace those who left.

Kabejja says Associate professor Goretti Nassanga who is currently on sabbatical leave and Mr William Tayeebwa (on study leave in Canada) are expected to resume their duties later this year.

Last year, the department was hit with heavy departure of experienced staff after the former head Dr Monica Chibita, left for Uganda Christian University (UCU) to fill a similar position and Dr George Lugalambi who left for business in the oil sector.

After the closure of the programme at Makerere University, Uganda had no other centre where the programme was being offered. This is because another institution, Uganda Management Institute (UMI) had also scrapped off the programme.
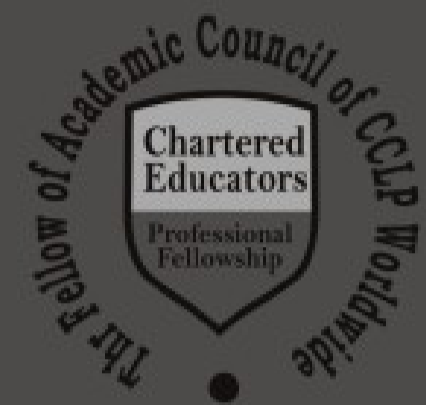
Today, Makerere University has 22 faculties, institutes and schools offering programmes for about 30,000 undergraduates and 3,000 postgraduates.

Critical Analysis

Expanding secondary education in India: RMSA

By Fabio Manno
UN Volunteer

1 Introduction

The trends of the successful enrolment at primary level triggered by the introduction of the Sarva Shiksha Abhiyan scheme in 2001 have produced a twofold effect. On the one hand, the above brilliant results have invigorated confidence and enthusiasm in policy making process. On the other hand, the huge waves of primary students ready for transition have undermined the sustainability of the secondary subsector. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme aiming at the expansion of access to secondary education. It features entirely the ambition and the difficulty of such a challenge.

Low rates of transition, enrolment and retention have highlighted the weakness of the secondary subsector. In addition, scarce supply in rural areas and inadequate access for minorities show that efficiency and equity are still far to be achieved.

A comparative approach of the key performance indicators of the secondary subsector among the BRIC members underlines how India is struggling to keep the pace. While RMSA heavily acts in terms of increasing supply for education - new schools are being built all over the country, it lacks of demand side incentives to assure the enrolment of the poorest and most disadvantaged youth. In addition, RMSA must pay specific attention on the implementation of public private partnerships. Poor households from rural areas might not be able to bear the costs for education.

In its implementation RMSA must fulfill two main requests: a broader social cohesion and the provision of a skilled workforce to fuel the process of development.

Challenges of Secondary Education

Several factors force India to tackle the challenge of expanding secondary education. This subsector needs to enlarge its capacity and increase the quality and efficiency of its performances. Moreover, equity must be integrated in planning to assure that the existing socio economic gaps are reduced. Social cohesion and mobility would allow underprivileged people to become an active part of the economic growth.

1. India - one of the BRIC members - experiences an outstanding economic growth with an increasing demand for workforce. Key performance indicators of the secondary education sector such as gross enrolment rate

(GER), gender parity index (GPI), completion rate, transition rate and teacher deployment indicate that India significantly lags behind its competitors (Kingdon, 2007; Lewin, 2011). While India is doing slightly better than neighbours Pakistan and Bangladesh, the overall disadvantage compared to the other BRIC members can be summarized using the youth literacy rates in 2009: Russian Federation 99.1%, China 98.8%, Brazil 97%, India 79.7% (UIS). The fast growth of the sectors such as aviation, health, telecommunications and I.T. cannot postpone their call for appropriate recruitment. In addition the completion of primary education is not enough to fulfil the above demand for skilled workforce able to use ICT and manage administrative and mechanised processes. Secondary education has become a threshold level for accessing the Indian job market, which is characterized by global competition and a basic requirement for lifelong learning abilities. Presently, secondary education may represent the most valuable investment an individual can do though literature strongly emphasizes that primary education yields the highest rate to education (Psacharopoulos, 1993). Evidence given by the return rate for additional education clearly indicates secondary education as the highest marginal benefit (Fig. 1.1 and 1.2) - especially for women (World Bank 2003, 2009).
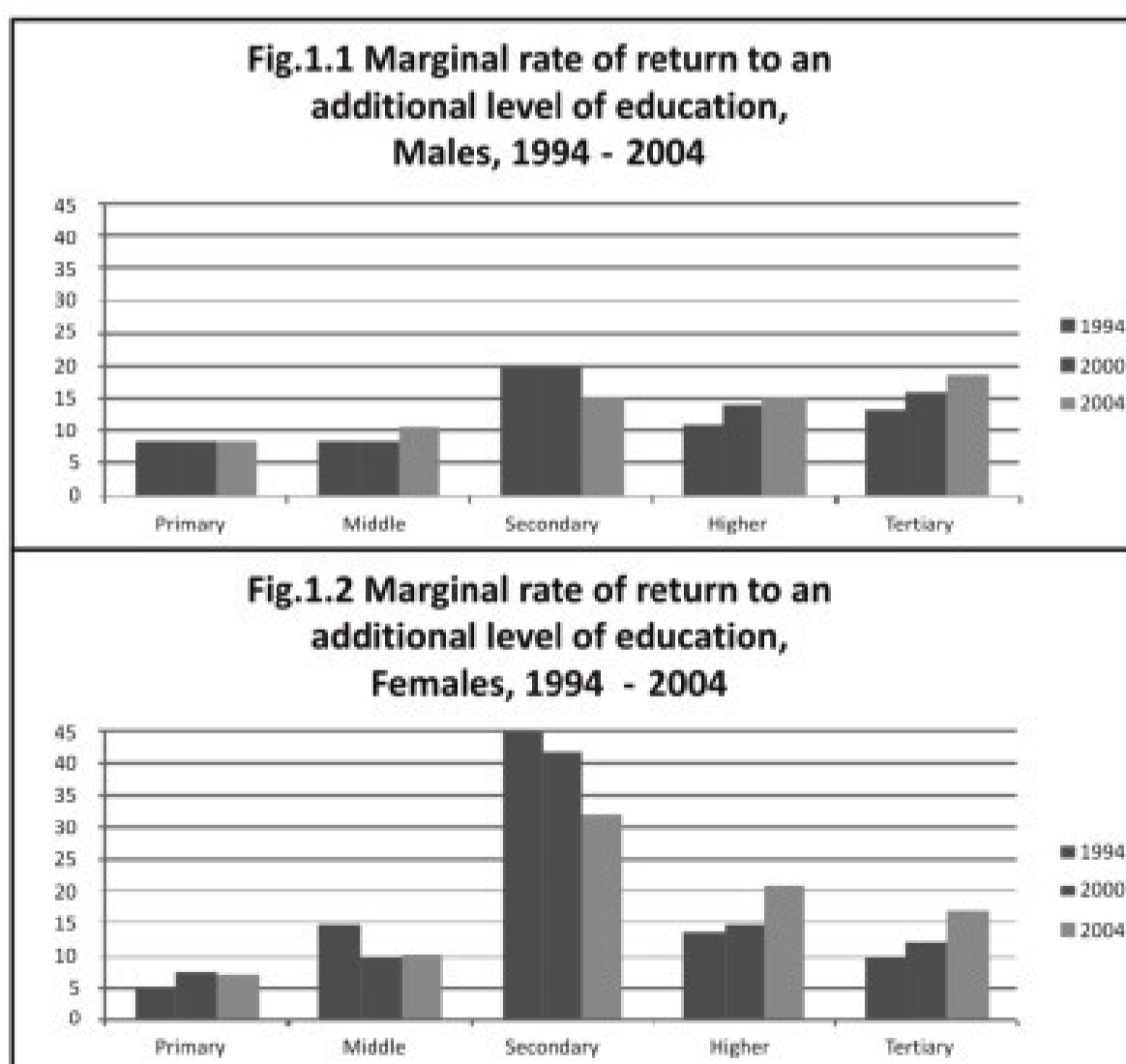
Source: *National Sample Surveys, 43rd, 46th, 50th, 55th, and 60th rounds, (in World Bank, 2009).*

2. Since 1990's Sarva Shiksha Ahbiyan (the Indian translation of Education for All) has been the most effective plan for achieving UPE. At the national level it successfully brought the GER to 91% in 2008 (World Bank) and it might probably end up by reaching MDG #2 by 2015. Notwithstanding the quality of the primary education – which certainly affects negatively the overall performance of the secondary subsector, SSA has contributed to create a huge mass of students ready for the transition to secondary school. From 1995 to 2004 there was a rapid increase in the number of primary schools but most of these were only equipped with a single room and a single teacher (Govinda and Bandyopadhyay, 2008).

3. With its cultural, religious and social diversity India has an obligation in terms of equity and cohesion to deal with minorities and disadvantaged groups. The rights of these groups to become active citizens must be supported promptly by the government at all levels as stated in the constitution. Scheduled tribes, scheduled classes, girls and Muslims appear to be most underprivileged in terms of access and completion while the benefits they could achieve are higher compared to the mainstream group (11th plan India Government). Moreover, as secondary education has become a state issue - with consequent failing policies, access and quality differences among the states are amplified for these groups. Kerala has already reached 90% of secondary enrolment – with SC and ST enrolments above the national average while Bihar and the other BIMARU states

(Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh) have the lowest percentage of secondary enrolment and the lowest enrolment of disadvantaged groups and girls (World Bank 2009).

4. There is a mismatch between secondary education supply and demand. The transition to secondary is limited by the inadequate numbers of lower secondary schools which are not able to enrol the huge number of pupils coming from primary school. The above mismatch in supply increases dramatically if we consider urban against rural areas. Schools are usually concentrated in the cities while students in peripheral and rural areas may lack the chance to attend the school because of its distance. Moreover, also in this case the differences between BIMARU and other states are remarkable.

5. The private sector is continuously expanding because of the low quality of the public system and the increased demand for secondary education. Big differences between the states characterize the private presence in the subsector. While in West Bengal more than 90% are private aided schools in Bihar government schools account for almost 100% (World Bank, 2009). The growth of the private sector has taken place almost entirely in urban areas for two reasons. Firstly, there is a high concentration of demand in the cities. Secondly, urban households are more willing to pay for education. The above two reasons make the urban area the best place to gain profits and optimize investments. Thus the gap between poor students

and students who can afford to spend for education has increased. Nonetheless Kingdon (2007) showed that even poor people start sending their kids to private schools due to the mainstream negative opinion of public school. Obviously the state could do more in terms of private public partnership especially in rural areas where there is a lack of supply and a possible demand.

6. Surveys have shown generally that Indian teachers have low commitment in their job. High percentage of absenteeism especially in the rural schools acts as a direct factor in reducing the quality of students' attainments and increasing dropouts. Moreover a big percentage is not qualified and temporary, and the rest has followed poor trainings. Such a poor quality of the average Indian teachers inevitably affects the poor outcomes of the students. Literature has already given evidence of the crucial role of quality teaching in students' outcomes (Rivkin, Hanushek, and Kain 2005).

Challenges of Secondary Education

Rashtriya Madhyamik Shiksha Abhiyan, is the physiological growth of SSA framed in the secondary subsector. Its priorities are:

1. universalize enrolment in grade IX and X by 2015 providing a secondary school within 5 kilometer of any habitation and a higher secondary school within 7 kilometer of any habitation.

2. Universal access of secondary education by 2017.

3. Universal retention by 2020.

4. Specific measures to expand access for underprivileged groups.

A consistent part of the scheme gives special focus to removing socioeconomic, gender, geographic and disability barriers to access. Navodaya Vidyalaya Semity, a previous scheme specifically addressed to rural and underprivileged classes will be incentivized. Moreover aided and unaided schools will be asked to enroll SC, ST and OBC. Supply is meant to be drastically improved in terms of infrastructures - distance from home to school plays a fundamental role in enrolment and completion - and human resources both in quantity and quality. Then, as a prerequisite of the implementation of the scheme, great attention is reserved to the creation of a Secondary Education Management Information System (SEMIS), a fundamental tool to deal with intrastate and interstate peculiarities of the Indian context. According to the plan NGOs will be involved in teacher training and monitoring and evaluation activities. Public private partnership (PPP) is also meant to be a resource for expanding the subsector with supply side measures such as converting private schools in government ones, running double shifts for underprivileged pupils and providing land to private investors at subsidized rates.

4. Analysis of the plan

a. Policy scope and mode

RMSA must be read as a "strategic plan" characterized by high complexity, dealing with the broad task of expanding access to secondary education taking into account two main focuses of its vision: quality and underprivileged youth. Decentralization together with a bottom up approach highly marks its planning process. The starting point of the policy making process is the school with its School Improvement Plan (SIP) that contributes to draw the District Secondary Education Plan (DSEP), then incorporated in the State Secondary Education Plan (SSEP). RMSA follows neither a synoptic method nor an organizational/bureaucratic model. Although RMSA is a centrally sponsored scheme, the government is not involved in direct planning or implementation. Decentralisation is the keyword leading every single step of the policy making process. The central government has only set the main guidelines of the scheme but the whole policy making cycle relies on several institutions and stakeholders from state or district level to community and school level. RMSA follows an incremental approach within a societal/personalistic mode, looking at specific situations to improve within the main mission (Haddad with Demsky, 1995). The policy cycle is flexible and responsive to the different socio economic needs and contexts of the country.

a. Analysis of the existing situation

The population who lives below the national poverty line is 37.2% (41.8% in rural areas) and 80% of the rural poor belong to the marginalized caste and tribal communities (UNDP). Youth female literacy rate is 74.4% in 2006 (UIS).

Child labour is still a common practice especially in the rural areas. Data of the Indian census have allowed an estimate of 12.6 million of working children in 2001 (International Labour Organization). On the one hand, socially it is not biased because in many cases it is a vital resource for the poorest households both in rural and urban areas. On the other hand, in the last decades the political involvement has been continuous in the attempt to cope with the phenomenon.

The education system is largely managed at state level. Key performance indicators of the secondary subsector are not homogeneous among the states. While some states (Kerala) have already achieved almost 100% of GER at lower secondary level, other states (Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh) still struggle with both primary and secondary enrolment (Fig.3).

Fig.3 Gross Enrolment Rate, lower and upper secondary by state, 2008
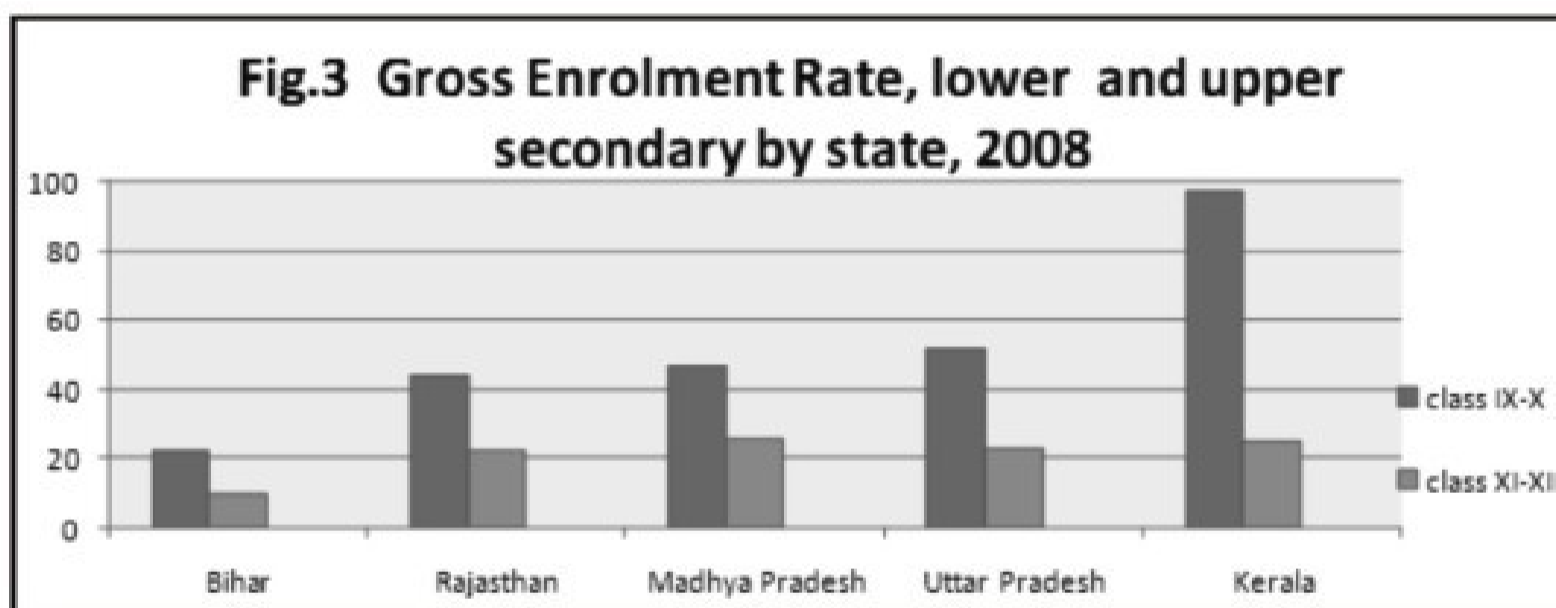
Source: MHRD Statistics 2008 (in Lewin, 2011).

Private education providers already developed at higher education level, are broadening now their influence in the secondary subsector. Lately urban areas have experienced a continuous mushrooming of schools. There are not any comparative data between government and private schools concerning performances in national standardized tests. Nonetheless studies conducted in small samples show common evidence that private school students perform better than the others (Kingdon, 2005).

SSA has succeeded in enrolling and retaining a huge mass of pupils at primary level who are now ready to transit to secondary. The good results achieved with great effort by India have produced a renewed trust and enthusiasm in educational planning.

a. The generation of policy options

RMSA policies are generated following a sector analysis and a systemic mode. During the previous years the implementation of SSA a huge amount of data has been collected, not only about primary subsector. These data have highlighted a mismatch between supply and demand for secondary education. Due to SSA and the increase of the middle class, the demand for secondary education has grown much more than the actual supply. In 2005 primary schools were 275,000 while secondary were 100,000 and upper secondary only 50,000 (World Bank, 2009). Thus the provision of adequate supply for the upcoming pupils resulting from SSA policies has become a priority. The other drive in generating policy options has been economy. The economic sector cannot delay its future growth. Skilled workers as a result of a quality secondary education are in high demand for the market. Expanding access to secondary education has become an obligation. Secondary education will soon allow millions of Indians to climb the social ladder and fulfill the demand for better paid jobs.

a. Evaluation of policy options.

In terms of desirability, underprivileged groups (SC, ST, and OBC) and new middle class will benefit from the expansion of the access to secondary education. Positive discrimination is a core principle within RMSA and each programme must include a reserved percentage of quotas. Middle class will also support entirely the measures included in RMSA because they are interested in tertiary education in order to climb the social ladder and increase their incomes.

RMSA seems to be perfectly affordable for India. GDP growth represents a warranty certificate for the implementation of the plan. In addition the percentage of public expenditure for education should increase due to higher revenues from taxes. No predictions at the moment indicate that India might slower its economic growth. Thus adequate financial coverage will be given to the scheme up to its end in 2020.

The bottom up and decentralised approach utilised by RMSA perfectly responds to the different educational needs of district and states. Nonetheless, a problem of feasibility might impact negatively on the policy making process. At district level the diagnosis stage is in the hands of the District Planning Committee (DPC) whose members have the autonomous responsibility to undertake a SWOT analysis in order generate priorities and draw measures to be financed by the central government.

The SEMIS is meant to play a crucial role in evaluation the policy options. It can give

fundamental data in order to predict situations generated by different options. Moreover, it might avoid the danger of overlapping actions undertaken through the implementation of different schemes.

a. Making the policy decision

The decentralised and bottom up approach used within RMSA may risk to be undermined by the variety of the stakeholders' interests involved in the planning process. According to RMSA directives, DPC must be formed by government officials, NGO representatives, expert in planning, civil society bodies and school managers. Moreover community representatives and teachers must also be heard before and during the decision making process. The risk of such an operation is to dilute the impact of fundamental measures and give emphasis to lobbyist requests.

However, negotiation among the stakeholders is a prerequisite for implementation in order to increase the general consensus for implementation

The DPC have the responsibility of conducting an appropriate sector analysis at local level. District committees must be very precise in calculating the funds to be requested. No spillovers are permitted otherwise the annual funding might be wasted. Once the annual SSEP has been drawn, the funding assigned for specific measures cannot be changed or used for other actions.

a. Planning of policy implementation

The National University of Educational Planning and Administration (NUEPA) together with the DSL have been the founding actors of RMSA. The strong expertise of NUEPA has been used to make all the stakeholders skilled enough to manage the planning process. However, political support especially at district level might result to be decisive during the implementation phase of RMSA. The multilayer structure of the Indian institutional and political apparatus may represent an obstacle for the implementation if the

agreement among the stakeholders is not found. Political support must be continuous and reliable in order to have the planning proposals approved and funded on time by the central government.

Consensus among communities and especially among students, families and teachers must also be sought carefully. In the rural areas, households might not be interested in education for their children. Young girls are likely to be involved in domestic work and opportunity cost for the male youth cannot be borne.

a. Policy impact assessment and subsequent policy cycles

Since RMSA was launched in March 2009 no formative assessment has been conducted yet and RMSA has not succeeded in building SEMIS. Unfortunately at present there is no chance to check if RMSA objectives are still realistic and in line with the mission. Huge amount of data coming from district, regional and state level have no possibility to be treated if SEMIS is not running. For example, is there any chance to get a reliable mapping of secondary schooling provision? Not at the moment. Thus planning process may seriously be affected. Once the system will be ongoing, a sound investment on human resources and capacity building must be undertaken.

1. Conclusion and recommendations

Rashtriya Madhyamik Shiksha Abhiya is an ambitious intervention perfectly in line with India's economic capacity. However, the intense focus on decentralization and bottom up approach presents both constraints and positive sides. Capacity building still remains a challenge to win if implementation must be achieved successfully. Neglected people and minorities are well addressed by the scheme as prescribed from the Indian constitution. RMSA promises to play an important role in determining a stronger social cohesion of the country. Finally, PPPs can play a decisive role in expanding access from a supply side but demand side incentives are needed. Conclusions:

The central government is asked to play a more effective role in terms of planning and direct different state goals otherwise results risk to be lowered and diluted by local inefficiencies. The actual inadequate condition of the secondary subsector is the direct consequence of decades of inefficiencies and lack of planning of states'

policies. Thus the central government might play a stronger role in planning. CBSE and NUEPA seem to be adequate institutions to support the country in capacity building and general policy making.

In order to carry on growing economically India is obliged to reach its BRIC competitors. Thus education seems to represent an internal and external challenge. Economic actors of the country should have the possibility to express their needs in terms of workforce demand. Successful companies like Tata, Reliance, Indian Oil Corporation or ICICI bank should have voice in contributing to shape a new marketable curriculum for the Indian secondary schools.

Concerning the PPP, RMSA suggests that together with supply side policies, demand side measures would allow households to play an active role in the process. A conditional cash transfer (CCT) scheme would help those families who lay behind the threshold of poverty. A CCT would secure access to secondary education in those areas where opportunity cost is impossible to bear. This

measure would trigger a double effect: higher enrolment and completion rates, both objectives advocated by RMSA.

Finally while trying to enroll as many pupils as possible RMSA is obliged to take into account the quality of the students' attainment. It is time for India to take part for the first time in the Programme for International Students Assessment (PISA) in order to collect data for future policy cycles. It is highly recommendable for India to test its educational performances globally as its economy does. Due to India exposure to the international markets, quality and efficiency of the education system can only generate a payback if tested globally.

Higher Education for Action to Better World, and Sustainable Development

The International Education Charter is a declaration of fundamental principles guiding youth education worldwide in the 21st century. Created by global civil society, CCLP Worldwide and endorsed by thousands of members, volunteers, organizations, institutions and individuals engaged in promoting the position of youth, the International Education Charter is not only a call to action, but a motivating force inspiring change the world over. The International Educaation Charter is being implemented into the Declaration of Higher Education for the 21st century by UNESCO, and Ten Principles of United Nations Global Compact for the purposes of creating and a more purposeful and sustainable future for today's youth.

Equality		Education for All
Accountability		Govt. Action
Integrity		Cohesive force
Solidarity		Common interests
Courage		Face of Society
Justice		Rights to Education

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When the word is integration Language school for migrants in Naples

By Riccardo Cavaliere
UN Volunteer

Simona takes a giant puppet from another room and she brings it into the classroom, in front of the students. She stands in front of the blackboard, holding the puppet by the hand to prevent it from falling. Then, with the other hand, she starts pointing at the different parts of his body, naming each of them aloud, in Italian. "Occhi, bocca, naso" (eyes, mouth, nose), she says. Her students write down the new words. They are of different ages and come from different places: Algeria, Bangladesh, Cameroun, Pakistan, Russia. Together they are attending one of the non conventional lessons of Italian language at the Popular school of Italian language of the S.k.a.

Occupied S.k.a. – S.k.a. is an acronym which stands for "sperimentazioni di cultura antagonista", in English "place for countercultural experimentations". The S.k.a. is an old building in the center of the city of Naples, in southern Italy. The building was property of the Architecture faculty of the University of Naples Federico II, but it has been abandoned for such a long time that in 1994 a group of young activists decided to occupy

it. Since then, the Ska has become a sort of new public space, in which different activities are practised: from bicycle repairing workshop to judicial assistance at no cost. The school of Italian language runs, courses for migrant people. This occurs daily and is run by volunteers at no extra charges. A big room on the second floor is furnished with old chairs and desks, and on the wall there is the blackboard. The walls are covered with posters, some of them represent common objects and under the figure there's a word in different languages. Every possible effort is made to make the students feel at home.

A wider net - The Italian school of the Ska is just one knot of a much wider net which covers the entire Italian territory. In Bologna, in the Italian region of Emilia Romagna, some volunteers created the "Rete Sim", a net of six schools that operates in the city. "Usually we promoted socializing activities such as the clandestine day or events against new restrictive parts of the Italian law against migrations", Claudia Borghetti, one of the volunteers working for the Sim net, explains.

They all work for free to harmonize the activities of the schools and Miss Borghetti adds: "In addition, we organize courses to train Italian teachers, and we invite experts, sometimes coming from the University of Bologna, to listen to different positions about teaching". So the Sim net helps different schools combine their activities to give more opportunities to the students.

The core of the schools is informal teaching. There is no selection of the teachers, who work for free and without a standard method. Thus, the relationship between students and teachers has not the characteristics of an official or institutional relation. It is, instead, a normal interpersonal relations. That's why the most important result of the course is obtained in terms of socialization and not in what could be defined "plain learning". In other words, if lessons are fundamental in understanding the Italian language, they are a means to meet new people. In those informal Italian schools, documents are not required because there's no inscription form. That is why even irregular immigrants can attend the courses. And in fact many of them are actually irregular immigrants. The School thus becomes a fundamental part of their everyday life. Often immigrants getting in a new country live in small closed communities that stand at the borders of the main community. Language is the main obstacle to their inclusion and often they cannot become fully integrated if they don't learn the language. To get a job, for example, it is necessary to learn Italian. That is why informal language schools are one of the only places immigrants can mingle, after their arrival in Italy. In this sense, these schools can be considered as real public spaces, since they are open to everyone.

"The Italian school of the Ska has been very important for me" says Asad, a Pakistani immigrant who was a student at the school. "Not only did I improve my Italian, but above all I had the occasion of meeting new people, new friends, because I had great professors". One of them was Simona, an Italian student who volunteered at the school on Sundays, holding a class from 12 to 2 pm. "One of the things I appreciated the most at the school", she explains, "was that it allowed me to get in touch with totally different cultures. And with totally different people, too".

The importance of integration - The number of immigrants living in Italy has drastically increased in the past years. A recent report from the Istat, the Italian national statistical Institute, shows that in 2010 the number of immigrants in Italy has grown to the pace of +7.8%. In spite of the crisis, many have landed on the Italian shores, but just the 19.5% of them has decided to settle down in the South. This highlights how the migratory phenomenon is still marginal in some parts of the country. In the region of Naples, the Campania, the immigrants are just the 2.8% of the entire population. But still, their number is increasing, and that's why dealing with integration related issues becomes more and more important.

Critical Analysis

EDUCATION IN VIOLENCE ENVIROMENT : COMMUNITY AS SCHOOL

By Zasha Millan Malpica
UN Volunteer

The second Millennium Development Goal is to achieve universal primary school. Many countries are now close to enrollall children inschool, and Venezuela is one of the examples. The Government of Venezuela has stressed the importance of improving childhood education through the development of a culture of citizenship values. The net enrolment rate for basic education increased from 89.8 % in 2002 to 92.3%% in 2008-2009. Nevertheless, school dropout increases when children reach the sixth grade of basic education, continuing a past trend. According to the data from de MPPE only half of all adolescents between the ages of 12 and 17 years are enrolled in secondary education (56%). On the other hand, 90 of every 100 adolescents entering secondary remain in school. The remaining 10 drop out, mostly (8) before finishing the third year if secondary school (before 15).

One of the reasons that affect school process is violencewhere drugs, guns and gangs are involved.This situation is one of the biggest problems in Latin America. Venezuela, Colombia and El Salvador are the most violent in the region (57 homicides over 100.000), and well-being and healthy development of children and adolescents are threatened by this situation.The problem is specially focused in densely populated urban area. In the slums lining the hillsides and extending throughout the urban sprawl of Caracas,the Venezuela's largest city. According to OMSC, 2.286 of 13.894 homicides in 2010 were committed just in Caracas, where about 50% men between 15-24 years old died in the area.

The demand for quality education, protection, transportation and public safety services far exceeds the offer. Many children and adolescents face a "triple threat": violence in their homes, schools and community. This violence impedes young people's right to access quality education, grow in safe and healthy environments and enjoy the sports, arts and recreation activities crucial to their physical, social, emotional and cognitive development.

These children and adolescents lacking social support networks and clear pathways to childhood are vulnerable to multiple risks resent in urban environments. In the most visible scenarios, criminal networks recruit young people who have few other options for personal advancement. Gender dynamic come into play in the "failure lunch"; due to socialization and other influences,

girls may seek the same acceptance and purpose through romantic relationships while boys may seek the same through gang leadership of easy ways to generate income and thus prestige.

The 2012 UNICEF children report says half of the population around the world live in urban areas, and according to UN Habitat over one billion people around the world live in slums, that number is expected to double by 2030. If we don't act now, the triple threat could make worse, as the population and demand for basic services grow.

What governments can do? Education in each

neighborhood is the key to find a long term solution as a national-level violence prevention, where children and adolescents improve their leadership skills in different cultural activities; where violence is not an opportunity in the future, because there are other chances to grow up in the slums, and those who decided to drop out the violence system can recover and reinsert in the society. Violence transcends class, culture, religion and country lines, and the sheer numbers of young slum-dwellers require a violence prevention model in the communities according to the potencial they own.

Urban context: inequality and marginalization

Latin America Region boasts the world's highest income disparity, andVenezuela is not an exception.Migration and urbanization during the 90's changed Venezuelan society. Rural families moved to the city to look for new work opportunities, better education and health care. The quick and expansive growth altered economic structures and stressed social institutions. Also, the petroleum-fueled moved migrants from neighboring South American countries such as Ecuador, Peru and Colombia to look for a better life. Refugees and others fleeing Colombia's conflict

Caracas, the Venezuela's largest city, where slums and luxury apartments liveone in front ofother

also poured into the permeable border.

Lack of urban plan made the families to create their own houses in the hillsides around Caracas. These buildings are known as "barrios" (In English: Slums) the demand of basic services is massive. Caracas is surrounded by communities with densely packed houses, high number of rural and international migrants, high percentage of people in precarious housing.

For 1994 Ginicoefficient was 0,4911, but now with new strategies of the government based on the

Millennium Goals, changed to 0,3928. According to the Venezuelan government, the reduction of this number is because there's a better economic income distribution through the population, where the poorest families have improved their life quality: water access, primary education, health care in the communities.

Even though Gini coefficient is lower, the economic disparity is still evident on hillsides. The main disparity is between rural and urban areas. Luxury apartments blend seamlessly into overcrowded slums with many generations of families living in multi-stories houses. Slums are getting bigger, destroying green areas. Many privileged children and adolescents have never been in the slums and many young people have never "descend the hill" in to the city. City population is sharing the same space, but not equal opportunities and services.

While children in slums suffer the effects of violence, marginalization and necessities, young people at the other side enjoy a better life, without knowing the cultural and intellectual movement at the slums.

If the expectation of slums around the world keeps the same, the problem is going to be bigger and harder to solve. It is time for governments to act. Not only to assist the population, they need a long term educational inversion that allowed children and adolescents to develop in their own communities and shared it to the rest of the city, without differences and discrimination. It is necessary that kids from the other side visit slums and young people from the hillside descend to the city. Create networks between them to share information and knowledge is the first step to end the marginalization and inequality in the city.

Educational potential of the communities

The Convention on the Rights of the Child calls for education to be directed to the "development of child's personality, talents and mental and physical abilities to their fullest potential" and for the child to be prepared for "responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples". It also calls for education to develop a child's "respect for the natural environment". According to this, different abilities can be provided by schools to ensure

children's rights, but is also vital to fulfill them with a no-formal education, even when they are considered by governments as a second part.

Non-formal education can be useful for those who had to drop out school, and have to learn at the streets surrounded by the "triple threat". These problems limit all young people to enjoy the energy and vibrancy, and their own intellectual potential as active people.

According to the Violence Study by the UN General

Secretary, every violent behavior could be prevented. Based on the report's analysis and recommendations, UNICEF Venezuela and the government develop a community based violence prevention model to complement national-level violence prevention policies and capacity-building work with a community-based violence prevention model.

The education program proposal developed in Petare, one of the biggest "barrios" in Latin America, and Baruta involves different steps: identify the activities in which youth people are involved, find a place to intervention in the community, request authorization from the city council and the people living in the area, and publicise the action in neighborhood. Building the capacities of local institutions, from school to government like a unit front for young people is a critical first step in reducing young's vulnerability to violence behavior.

In Baruta, for example, kids are learning different activities: cooking, informatics, making jewelry andhairdressing, where they use their energy, leadership and creative skills in other actions, that maybe can make their profession in the future away from dangerous

environments. . Youth enthusiasm, drive and desire to achieve can be channeled into activities that benefit themselves, their communities and their societies.

To mobilise and collectivise local efforts in order to map out educational paths, should be seen as a community initiative focusing in mainly education. By the hand with the local leaders, it will be necessary to find community pedagogues who can invite other kids to participate in the different activities. Programmes work best when they are community based, flexible and relevant to children's lives.

It is fundamental that the whole group participates in the development of the entire activity. However, it is not easy to get the youth. It will probably be necessary to slowly introduce the activity with a reasonably simple action to be planned in accordance with the possibilities of the group. From there, things can get more complex as the group gets used to work together.

This process works because slums share the arts, music and new ideas generated within their unique neighborhood structure. But in order to develop successful action requires the establishment of a permanent structure. To create

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spaces for the program, it is necessary to pursue: shifting towards activities that are held increasingly more regularly and permanently, organizing a staff, and broadening public outreach. However, some paths will disappear from one year to another, and others come up and change along the way. The violence-prevention model and its journey are an ongoing process of permanent creation.

There are some open up paths according to the potential found in the host community. This model takes advantage of the possibilities that materialize along the way, but also builds up and develops more stable ones so as to give consistency to the process. By using these possibilities in accordance with its educational strategy, it defines educational journeys for its apprentices.

The importance of this model is that it allows a closed feedback between local experiences and grounding policy work in local realities. This partnership can serve as a bridge between the societies who share territory, but not the same possibilities, while children and adolescents keep away from violence and improve protection environment that guaranties their healthy development.

Experiences obtained with this program should be shared within and beyond national borders in order to stimulate a healthy dialogue about what works for child protection and violence preventions in slums context.

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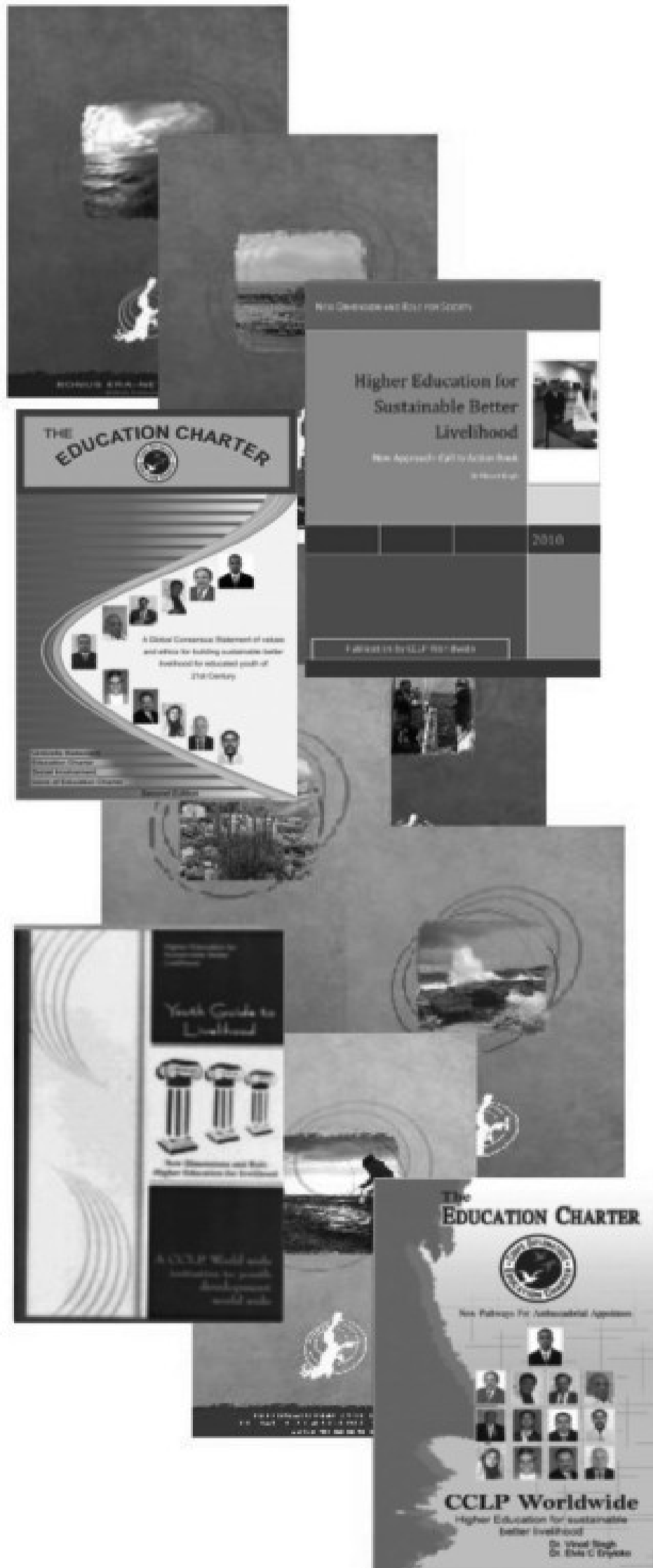
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HOW THE FINANCIAL CRISIS AFFECTS EDUCATION IN GREECE

By Marianna Charalambous
UN Volunteer

Greece is facing one of the hardest time in its history. Scenes of riots in burning Athens and photos of young and old people crying in front of the parliament travel around the world every single day. Cuts imposed by the International Monetary Fund, the European Commission and the European Central Bank (the so-called "troika") are affecting all aspects of life: public and private sectors, employment, health, military and of course education. Unfortunately though, the media do not pay enough attention on how this terrible financial crisis affects education and thereafter the future generations of Greeks.

One of the harsh austerity measures that Greece is forced to adopt is to reduce state's expenses and in order to achieve this, cheap schools must be created. That is why this year's budget is the lowest one since 1974. More specific, cuts on education will reach 19,2% by 2015.

In this framework and despite the strong opposition of both the educational and local communities, the government has implemented major consolidation of schools across the country. Due to geographical reasons, transportation difficulties and weather conditions Greece had many small schools with only a few students. These schools are now closed forcing parents and students in mountainous areas and islands of barren line to face a daily difficult transportation. Thousands of teachers and students have to travel for hours to reach the school. Schools are transforming from neighborhoods schools to crowded and impersonal school centers while the number of students per class is increasing sharply with dramatic consequences on the quality of the educational process. The policy of consolidation is one of the government's policy choices in order to reduce the public sector.

Furthermore, the special examination centers of night schools are permanently closed and students from all over Greece who work during the morning are forced to miss their jobs and travel to Athens or Thessaloniki for examination. The Ministry of Education is also eliminating important educational programs such as the additional teaching support for students who need it.

A dramatic reduction of teachers recruitment is also part of the cuts, while it is estimated that the number of teachers working in the public sector will fall by 25% in the coming years. Like all Greeks,

teachers are suffering a great reduction of their wages and an increase of the retirement age. Teachers mention that there are areas where schools do not have enough money for photocopying paper or central heating. There are also cases of children fainting during the classes due to starvation and also a case of a jobless parent, father of three, who committed suicide. It is obvious that children nowadays have to face problems which make their education something less important. Incidents like these must taken into serious consideration by the government and the troika.

Education is a right for all and it's the government's responsibility to ensure that children will get a decent education. If education is slowly destroyed, who will be the citizen of tomorrow who will be able to help Greece stand on its own feet again? Governments should always think twice before implementing cuts on something vital for a state's existence such as education.

Police officers chase a student in Athens during a student demonstration against cuts on education.

RIO+20 the future we want and secure

RIO+20 the future we want

By Dr Vinod Singh

The objective of the Conference is to secure renewed political commitment for sustainable development, assess the progress to date and the remaining gaps in the implementation of the outcomes of the major summits on sustainable development, and address new and emerging challenges

The Conference will focus on two themes:

(a) a green economy in the context of sustainable development and poverty eradication; and

(b) the institutional framework for sustainable

Government, business leaders and activists to converge in Rio in June at UN global gathering to advance action for a sustainable future

development.

Green economy in the context of sustainable development and poverty eradication

Sustainable development emphasizes a holistic, equitable and far-sighted approach to decision-making at all levels. It emphasizes not just strong economic performance but intergenerational and intergenerational equity. It rests on integration and a balanced consideration of social, economic and environmental goals and objectives in both public and private decision-making.

Green economy
Interactive Map on
National, Local & Regional
Policies & Practices

The concept of green economy focuses primarily on the intersection between environment and economy. This recalls the 1992 Rio Conference: the United Nations Conference on Environment and Development.

Institutional framework for sustainable development

The United Nations Conference on Environment and Development (UNCED), commonly referred to as the Rio Conference or Earth Summit, was a major success in raising public awareness on the need to integrate environment and development.

In the preparatory process for the Rio Summit in 1992, there were a number of proposals for institutional reform to address the challenges of sustainable development. UNCED saw the adoption of a number of crucial agreements, including the Rio Declaration, Agenda 21, and the landmark "Rio conventions" (CBD, UNCCD, UNFCCC). It also created new international institutions, among them the Commission on Sustainable Development, tasked with the follow-up to the Rio Conference, and led to the reform of the Global Environment Facility.
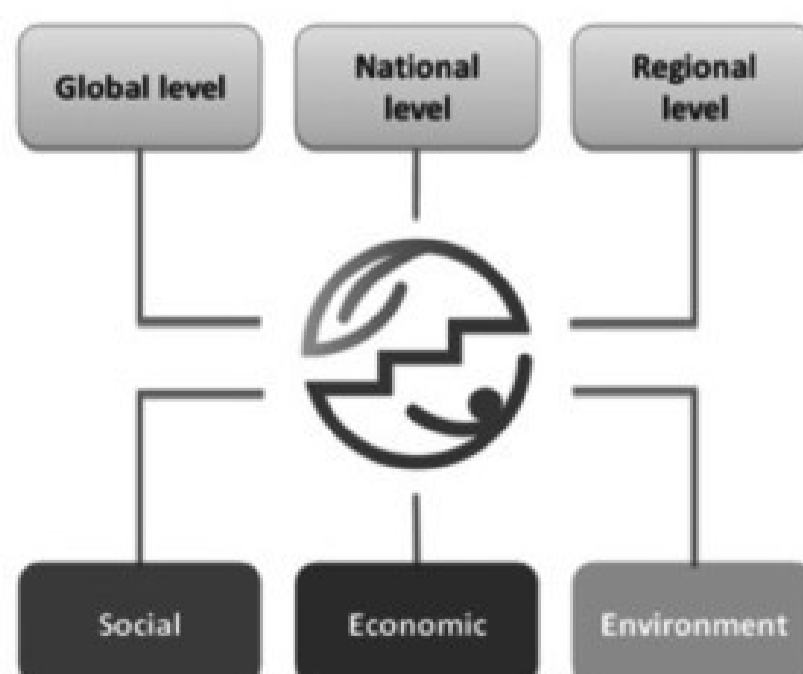
Ten years later, the concept of three mutually reinforcing pillars of sustainable development was incorporated into the 2002 Johannesburg Plan of Implementation (JPOI). The need to strengthen the Institutional Framework for Sustainable Development (IFSD) is addressed in Chapter XI. Sustainable development was recognized as an overarching goal for institutions at the national, regional and international levels. The JPOI highlighted the need to enhance the integration of sustainable development in the activities of all relevant United Nations agencies, programmes and funds, and the international financial institutions, within their mandates. The IFSD discussion thus also encompasses the role of institutions comprising the economic and social pillars, e.g. considering how to step up efforts to bridge the gap between the international financial institutions (IFIs) and the multilateral development banks (MDBs), and the rest of the UN system.

At Rio+20, world leaders, CEOs and civil society are expected to take decisions, announce commitments and galvanize action on how we can reduce poverty and inequality and ensure environmental protection on an ever more crowded planet.

In official negotiations, statements and round tables, and at over a thousand special events, government, business and NGO leaders are expected to set the sustainability agenda for the next 20 years, towards identifying solutions and goals to tackle urgent global challenges, such as lack of access to energy and clean water, depleted oceans, food insecurity, widening inequalities and rapidly expanding cities. They will also decide ways to boost corporate sustainability, create green jobs, advance the role of science and innovation, close technological gaps, generate needed financing and improve mechanisms for international cooperation.
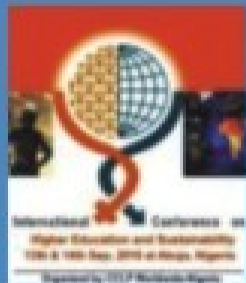
WHO

More than 100 presidents and prime ministers, as well as UN Secretary-General Ban Ki-moon and Conference Secretary-General Sha Zukang will be joined by thousands of business CEOs, parliamentarians, mayors, NGO leaders, academics, senior UN officials and representatives from many other groups at Rio+20. Over 50,000 people are expected to participate in the Conference and related events in Rio de Janeiro during that period. Many International Organization like International Organization of Education Charter (CCLP Worldwide) are busy with preparatory meetings to connect with the main conference in order to further promote and campaign for the success of RIO +20.

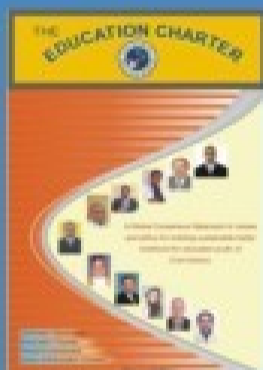More information about the conference and participation interested organizations or persons may visit the official site at http://www.uncsd2012.org

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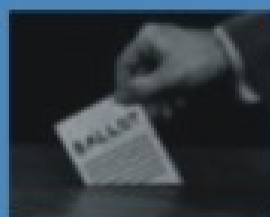Only Life member gets personal membership card, personal letterhead and stickers

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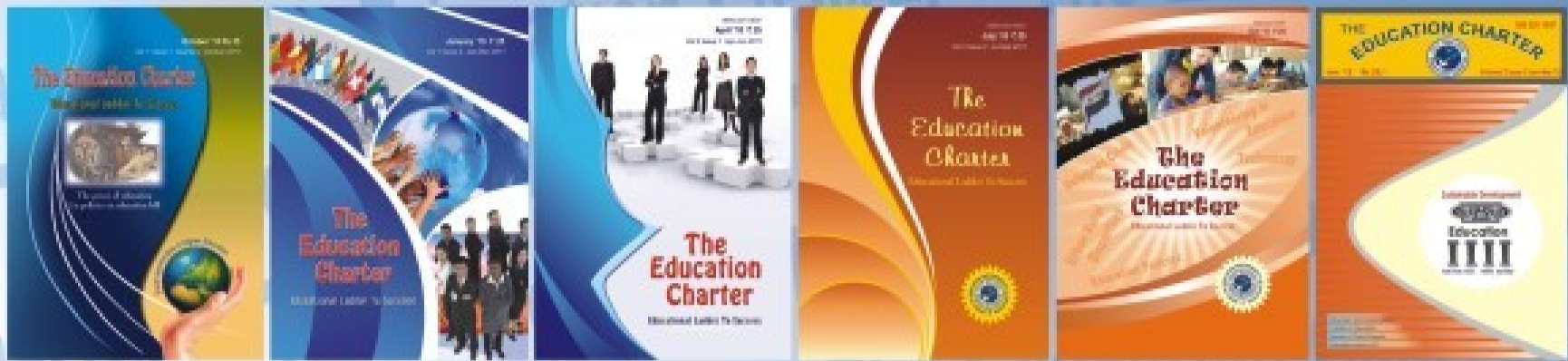
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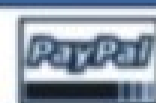
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