

ASPBAE THIS MONTH

April 2019

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Young people dialogue with the United Nations on advancing the 2030 Agenda for Sustainable Development

ECOSOC Youth Forum 2019

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Promoting community-based Education for Sustainable Development

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DVV and ASPBAE meet to strengthen collaboration in Central Asia

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EDUCATION NEWS AND VIEWS

Educate ourselves about learning disabilities to ensure right to education

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'My Education, My Right(s)' – Investing in 260 million children out of school worldwide

Global Action Week for Education (GAW) 2019

This year's theme for Global Action Week for Education (GAW) was 'My Education, My Right(s)'. The focus was on making the right to inclusive, equitable, quality, free public education a reality.

[Read more](#)

C20 civil society forum advocates for peace, development, and the environment

The C20 is a forum for civil society to meet together, discuss urgent policy issues, and advocate to governments of the world's biggest economies on a broad range of issues on peace, development, and the environment. - [Read more](#)

Creating a shared notion of Global Citizenship Education (GCED)

Bridge 47 global event

The Bridge 47 global event on 'Global Citizenship Education: Recalibrating Civic Action for Systemic Change' was held in Belgrade to contribute to a transformation towards global justice and eradication of poverty through Global Citizenship Education (GCED). - [Read more](#)

SDC PUBLICATIONS

- [SDC new guidance on 'Leave No One Behind' in education and other areas](#)
- [Publication of an SDC-supported issue of the 'Forced Migration Review' dedicated to education](#)

[Read more](#)

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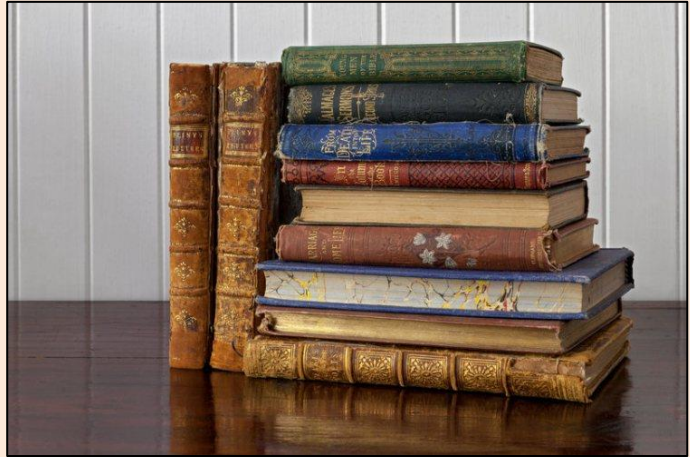
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Member of the Month

Hope is Education (HOPE), Korea

HOPE is a registered non-profit, non-government (NGO) organisation based in Seoul with the objective of providing free English language and other educational opportunities, as well as community service events, for children from lower income, disadvantaged families and orphanages. HOPE's goals are to empower children through education and to open doors of opportunities for tomorrow's leaders. HOPE provides volunteer teaching services in over 20 participating learning centres throughout Seoul and surrounding cities. It also aims to assist children through education, events, leadership, and community service. Click [here](#) to read more about HOPE.

Photo of the Month



World Book and Copyright Day (23 April) is a celebration to promote the enjoyment of books and reading. Celebrations take place to recognise the scope of books - a link between the past and the future, a bridge between generations and across cultures.

ASPBAE Lens

ASPBAE would like to dedicate a space in the Bulletin to showcase photos its staff have taken. We want to feature their perception of life around them, the interesting things they see, inspiring moments they observe, and beautiful imagery they capture that reflect education and lifelong learning in a myriad different ways and forms, all left to be interpreted in our own unique ways. In this edition of the Bulletin, we feature a photo taken by Medha Soni, ASPBAE's Information and Communications Coordinator.

Medha Soni

Information and Communications Coordinator



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EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight learning disabilities and the right to education.

Educate ourselves about learning disabilities to ensure right to education

16 April 2019



By Rina Akiyama, former school teacher and intern at UNESCO Bangkok; and Mark Manns, Programme Officer for Inclusive Quality Education, UNESCO Bangkok

More than one billion people around the world have some form of disability, 93 million of whom are children under the age of 14, according to [WHO](http://www.who.int) data. Some of the most common and often seriously neglected forms of childhood disabilities are learning disabilities, often termed “hidden disabilities” that are not easily identified, as opposed to physical disabilities. In Thailand, an estimated 40,000 children born every year could have some form of learning disability, most commonly dyslexia. However, there is often limited information on children with learning disabilities and the impact on learning outcomes, with many countries in the Asia Pacific region facing challenges in responding to the needs of these children.

“There are a few misconceptions. Learning disabilities are typically associated with low IQ, and they are caused by cultural, environmental or economic factors, laziness and lack of motivation, perceptual and motor disabilities – No,” said Dr. Anat Ben-Simon, CEO of Israel’s [National Institute for Testing and Evaluation](http://www.nite.gov.il). “And do learning disabilities fade with time? Absolutely not.”

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Proper diagnosis of each student's disability is essential for providing proper support for learning assessing learning outcomes.

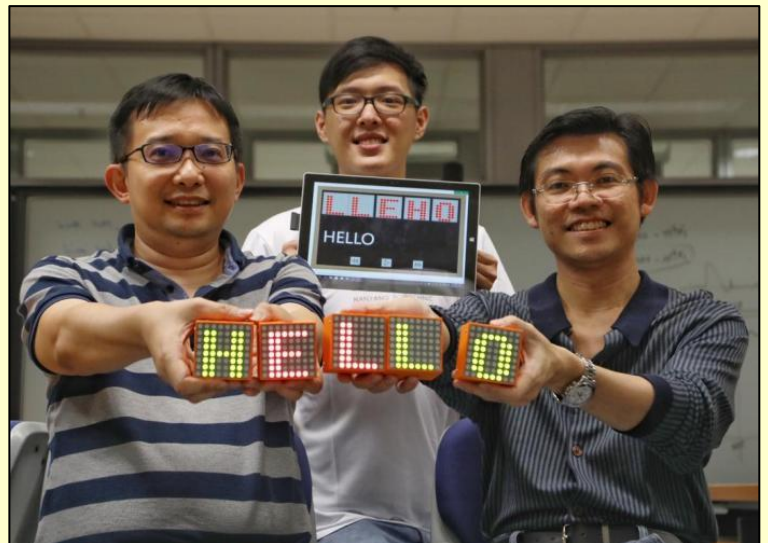
Learning disabilities (LD) refer to a group of disorders that interfere with the acquisition and use of speaking, reading, writing or basic mathematical abilities. These disorders affect individuals who otherwise demonstrate at least average abilities for thinking or reasoning.

"LD is diagnosed when difficulties in one of the areas – reading, spelling, grammar, calculation, mathematical reasoning – last for at least six months despite tailored help," stated Dr. Ben-Simon. "Dyslexia, dysgraphia, and dyscalculia – these are typical forms of LD. Dyslexia is an impairment in reading, dysgraphia an impairment in written expression, and dyscalculia is an impairment in mathematics. The symptoms for each of dyslexia, dysgraphia, and dyscalculia tend to closely overlap each other, making them difficult to properly diagnose. For example, many kids with dysgraphia also have dyslexia, and vice versa."

Further complicating diagnosis is the neuro-developmental disorder Attention Deficit and Hyperactivity Disorder (ADHD), which is a combination of impaired cognitive skills, such as attention, speed of processing, memory, perception, executive functions, and reasoning. *"There are major overlaps between these disorders," said Dr. Ben-Simon. "If you suspect there are issues like mental and emotional problems, you have to assess them and see on what degree it causes learning disabilities."*

According to the [International Dyslexia Association](http://www.internationaldyslexiaassociation.org), children with dyslexia more often than not suffer from ADHD. IDA data also show that roughly 30% of children with ADHD have learning difficulties to a certain degree. In fact, some children may act up and get frustrated to cover their reading difficulties, which may lead to them being misdiagnosed with only ADHD, overlooking their mild to moderate dyslexic condition.

Proper diagnosis of each student's disability is essential for providing proper support for learning assessing learning outcomes. *"When I first started my teaching career, I did not know that students with LD exist. I used to think that they must be lazy students as they kept making mistakes in writing and reading simple word such as 'school'. Our inability in knowing or diagnosing students with LD might cause us to think that they are lazy and troublesome students," said Try Manoellang, a school teacher from Indonesia. "Had I not studied the Special Education programme, I might not be able to identify my students with LD and keep on thinking they are lazy students."* Methods of diagnosis include academic and cognitive tests, review of children's developmental history, documented school achievements, previous diagnostic reports and personal interview results.



Methods of diagnosis include academic and cognitive tests, review of children's developmental history, documented school achievements, previous diagnostic reports and personal interview results.

However, diagnosis is only the first stage. Understanding how to accommodate these learners, both in and outside of the classroom, and to measure their learning outcomes, is also critical. *"Test accommodations should meet three principles: effectiveness and fairness, validity and comparability," stated Dr. Ben-Simon. "There are considerations such as examinee*

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The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) works with countries and education stakeholders to build strong linkages between curriculum, pedagogy, and student learning assessments to monitor education quality and learning outcomes.

studied it, I still have to discuss my diagnosis of the student with parents and the academic team and encourage parents to consult with a psychiatrist, as I am aware that I may make a mistake. Therefore, educating parents, teachers and school staff is essential if we want to accommodate our students' learning needs in order to ensure their quality learning."

At UNESCO Bangkok, the [Network on Education Quality Monitoring in the Asia-Pacific](#) (NEQMAP) works with countries and education stakeholders to build strong linkages between curriculum, pedagogy, and student learning assessments to monitor education quality and learning outcomes. UNESCO and NEQMAP are continuing to work with countries to support the tools, knowledge, and capacity needed to improve quality learning outcomes for students with learning disabilities. As the 1948 Universal Declaration of Human Rights states, "everyone has a right to education".

This write-up is based on an article appearing on the [UNESCO Bangkok](#) website. [\[BACK\]](#)

factors (e.g. the degree/severity of LD), test/task factors (e.g. the purpose of test/assignment), and cost-applicability factors (e.g. cost-effectiveness of the intervention/accommodation) to select what accommodation types will suit students with LD".

Accommodating students with learning disabilities requires a very detailed process, from diagnosis to assessment, using a variety of tools. In many cases, this might be too complicated for busy, overwhelmed school teachers, making it important that both teachers and students with special needs have professionals working at the school level to support them with diagnosis of learning disabilities and to provide reasonable accommodations for learning and testing.

School teacher Manoellang highlighted the importance of collaboration between teachers and specialists in the field of diagnosing and assessing disabilities. "Although I have

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'My Education, My Right(s)' – Investing in 260 million children out of school worldwide

Global Action Week for Education (GAW) 2019

24 April - 1 May 2019



GAW 2019 called attention to the urgent need to invest in the future of the over 260 million out-of-school children around the world.

Each year, the Global Action Week (of the [Global Campaign for Education](http://www.gceducation.org), GCE) takes place in April. This year's theme was 'My Education, My Right(s)' and the focus was on making the right to inclusive, equitable, quality, free public education a reality. By encompassing the full realisation of the SDG4 agenda, this annual week of action calls attention to the urgent need to invest in the future of the over 260 million out-of-school children around the world.

The theme blended different approaches that were adapted by GCE members around the world - A focus on children and youth with disabilities, calling for accessible and inclusive school infrastructures and materials, teachers training including for teachers with disabilities; A focus on gender disparities, and LGBTI rights; A focus on vulnerable, disadvantaged and poor communities (including child labourers); A focus on indigenous people; A focus on migrants/ refugees and students in the conflict zone; A focus on teachers as per the World Teacher's Day 2018 slogan 'The right to education is the right to a qualified teacher'.

GAW 2019 attempted to merge global and local connections through interpersonal experiences. By wielding the power of storytelling as a tool to create a network of narratives, the [Global Campaign for Education](http://www.gceducation.org) (GCE) movement strengthens its commitment to human rights. 'My Education, My Right(s)' was a call to action rising up from the voices of individuals, and disseminating across a united front. The focus on personal stories empowers advocates at all levels of activism to engage with a range of issues barring access to quality education globally.

The aim of Global Action Week (GAW) for Education 2019 was to come together to call on governments to make the right to an inclusive, equitable, quality, free public education a reality. Some of the specific calls to governments were -

- Achieve the whole range of SDG 4 targets and not only what is being measured - national indicators shall be the minimum targets. Strengthen data collection systems.
- Substantially increase national education budgets to achieve the SDG 4 targets. Locate additional funds - for example, by expanding the tax base and ensuring corporations contribute their fair share of tax.
- Link education and training for decent work at local levels to job opportunities (adopting a pro-poor approach).
- Ensure quality teaching and training and adequate welfare of teaching and non-teaching personnel in schools.

ASPBAE member, [E-Net Philippines](http://www.e-net.org.ph), spearheaded consultations and events in the Philippines during GAW 2019 based on the theme for this year. Learners, the youth, teachers, and educators led the GAW campaign. Their demands included –

The aim of Global Action Week (GAW) for Education 2019 was to come together to call on governments to make the right to an inclusive, equitable, quality, free public education a reality.



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The E-Net Philippines' GAWE campaign included calls for increase budgets for more targeted education programmes for indigenous youth, children and youth with disabilities and installing appropriate community-based TVET.

- Increase budgets for more targeted education programmes for indigenous youth, children and youth with disabilities, Muslim youth, child/youth laborers, rural and urban poor youth, and other marginalised youth.
- Encourage young people to stay in or return to school by providing scholarships (especially at the tertiary level), meals and transportation subsidies, funding, and expanding different modes of attending school such as night schools and open high schools.
- Ensure significant financial allocations for expanding the coverage of ALS-EST (Alternative Learning System-Education and Skills Training).
- Install appropriate community-based TVET (Technical and Vocational Education and Training) in more communities that are suited to the unique needs and situations at the local level.
- Provide effective and age-appropriate continuing education on sexuality and reproductive health within schools and non-formal education.
- Strengthen coordination of agencies to ensure productive exit points for Senior High and ALS graduates.

A 'Muslim Children and Youth Consultation', organised by E-Net Philippines, raised awareness on SDG 4, discussed the components of a balanced education for Muslims, and incorporating a young Muslim perspective on achieving SDG 4.

E-Net Philippines also organised several consultations during the week. Some of them included a consultation on children and youth with disabilities where participants discussed SDG 4 and inclusive education, and the importance of including the perspective of children and youth with disabilities in achieving the SDGs and SDG 4. They demanded the implementation of the UNCRPD-compliant ([UN Convention on the Rights of Persons with Disabilities](#)) inclusive education for children and youth with disabilities.

A forum on the 'Role of Teachers in Achieving SDG 4' highlighted the role of civil society organisations (CSOs) and educators in meeting SDG 4. The demand of the teaching sector was to, "fully implement the [Philippine Magna Carta for Public School Teachers](#) and provide clear mechanisms for the participation of teachers in the SDG 4 implementation architecture".



A 'Forum on Children and Youth in a Hazardous Environment' highlighted SDG 4, the situation of child laborers in the Philippines, government interventions, and a youth perspective in achieving SDG 4.

A 'Muslim Children and Youth Consultation' raised awareness on SDG 4, discussed the components of a balanced education for Muslims, and incorporating a young Muslim perspective on achieving SDG 4. The demands that emerged from this consultation were to, "develop and implement a quality culture-based education for Muslim children and youth, operationalise the balanced-education framework, and ensure a learn-and-earn education for out-of-school youth", among others.

Lastly, a 'Forum on Children and Youth in a Hazardous Environment' highlighted SDG 4, the situation of child laborers in the Philippines, government interventions, and a youth perspective in achieving SDG 4. The demand from this forum was - "Making inclusive, equitable, and quality education a reality for children and youth engaged in sugar plantation, and expansion of the Alternative Learning System-Education and Skills Training (ALS-EST) programme".

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ASPBAE member in Pakistan, Bunyad Foundation, arranged a programme at Bunyad Sukura School (Kahanpur) including school teachers, students, and the media.



Bunyad presented a Charter of Demands to the local government asking for, amongst other things, more schools for girls and functional basic facilities in schools.

ASPBAE member in Pakistan, [Bunyad Foundation](#), arranged a programme at Bunyad Sukura School (Kahanpur) including school teachers, students, and the media. Some of the issues highlighted at the events included the education scenario in Pakistan.

The total number of out-of-school children in Pakistan face enormous challenges. Access to education varies greatly by location, gender, and wealth. More than half of all out-of-school children are girls and children from poor households who are more likely to be out of school compared to their counterparts in high-income families.

The majority of children in rural and urban slum areas from low income families and attend public schools that lack appropriate facilities, are faced with an acute shortage or absence of teachers, and non-availability of suitable learning materials.

According a survey conducted by the Pakistan Coalition for Education (PCE, 26% of government primary schools do not have electricity or access to clean drinking water and 53% do not have functioning toilets. Addressing these challenges, Bunyad's Shaheen Attiq-Ur-Rahman, emphasised that, *"Education must be our top priority. It is our prime responsibility to educate our future generation without any gender discrimination."*

Bunyad presented a Charter of Demands to local government officials asking for more schools for girls, functional basic facilities in schools, more female teachers in schools, school transportation for girls, and enrolment and retention out-of-school children, especially girls, amongst others.

Several success stories were shared by women and girls who benefitted from a public school education as well as from local initiatives, such as the Bunyad Literacy Community Council (BLCC). [[BACK](#)]

C20 civil society forum advocates for peace, development, and the environment

21-23 April 2019, Tokyo, Japan



Four hundred civil society activists and campaigners from around the world participated in the Civil 20 ([C20](#)) Summit 2019 held in Tokyo.

The C20 is a forum for civil society to meet together, discuss urgent policy issues, and advocate to governments of the world's biggest economies on a broad range of issues on peace, development, and the environment.

The C20 is one of the seven Engagement Groups officially recognised by the Group of 20 (G20) to interact with and submit policy recommendations to the inter-governmental body. [ASPBAE's](#) Rene Raya represented the organisation and the [Global Campaign for Education](#) (GCE) in the C20 Summit.

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A “Democracy Forum” held at the event discussed peace, human rights, and democratic governance, followed by six thematic sessions to elaborate on these issues.

The G20 is composed of 19 countries and the European Union representing two-thirds of the world's people and 85% of its economy. It counts among its members Australia, China, India, Indonesia, Japan, and the Republic of Korea from the Asia Pacific region. Japan took over the Presidency of the G20 and will host the [2019 G20 Summit](#) in Osaka from 28-29 June 2019.

Formed in 1999, the G20 initially served as a mechanism for ensuring global financial stability, but has developed to take on broader development issues with participation and input from international organisations and other stakeholders. Civil society has been recognised as a particular sector that engages the G20.

The C20 Summit formally began with a welcome and keynote speech from Yuka Iwatsuki, C20 Chair and President of [Action Against Child Exploitation](#) (ACE), who emphasised the urgency to address issues related to gender and social equity, justice and peace, and climate change.



The Education Working Group, in cooperation with Japan NGO Network for Education (JNNE), organised a breakout session on the ‘Role of G20 on Education Financing.’

The first day of the summit focused on a “Democracy Forum” to discuss peace, human rights, and democratic governance, followed by six thematic sessions to elaborate on these issues. The second and third days of the summit were highlighted by high-level sessions with the participation of the G20 Sherpa who represented Japan’s Prime Minister Shinzo Abe as G20 President, and finance representatives for dialogues with the civil society participants.

On the second day of the summit meeting, the Education Working Group, in cooperation with [Japan NGO Network for Education](#) (JNNE), organised a breakout session on the ‘Role of G20 on Education Financing.’ The session aimed to inform the discussion of the forthcoming G20 Summit on the Human Capital Investment Initiative, which is one of the agendas for this year’s meeting.

Eno Nakamura, of the [Development Education Association and Resource Center](#) (DEAR), started the session with a simulation exercise to visualise and dramatize the meagre budget allocated to education compared to the huge demand for quality education, and to military spending as an example. Naoko Shiroya, of [Plan International \(Japan\)](#) and JNNE, discussed the challenges in Japan’s development assistance to education, noting that more and better aid should be given, especially to the poorest developing countries. Marcela Browne, of the [Ibero-American League of CSOs](#), and ASPBAE’s Rene Raya spoke about the rising privatisation of education in their respective regions.



Rene Raya (3rd from left), who was also representing the Global Campaign for Education (GCE), presented the trends and challenges of education privatisation in the Asia Pacific.

Rene Raya, who was also representing the Global Campaign on Education (GCE), presented the trends and challenges of education privatisation in the Asia Pacific, noting that low financing affects most especially the poorest and most excluded groups, and drives privatisation of education that result in further discrimination and inequity in education.

Marco Grazia, of [World Vision International](#), discussed the urgency of education in countries facing emergencies, and that more funds are needed in these countries because education cannot wait.

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The session on education financing called for stronger commitments by the G20 to support free basic education of at least 12 years, ensure girl's education, and increase aid to strengthen the public education sector.

The session, moderated by Yoko Ono of [Save the Children \(Japan\)](#), ended with a response from the Japanese government and from a representative of the European Union, who pledged to support the education financing agenda of civil society. The recommendations called for stronger commitments by the G20 to support free basic education of at least 12 years, ensure girl's education, and increase aid to strengthen the public education sector.

The C20 Summit culminated with a round of presentations reflecting the recommendations of the different sectoral working groups. These recommendations reiterated the [C20 Policy Pack 2019](#) which was earlier submitted to Japan's Prime Minister Abe who formally received the pack and expressed the same concerns on the widening gap in the globalised economy. [\[BACK\]](#)

Creating a shared notion of Global Citizenship Education (GCED)

Bridge 47 global event

9-10 April 2019, Belgrade, Serbia



Around 170 civil society representatives from 48 countries came together for the Bridge 47 global event to contribute to a transformation towards global justice and eradication of poverty through Global Citizenship Education (GCED). ASPBAE's Anita Borkar participated in the event.

The [Bridge 47](#) global event on 'Global Citizenship Education: Recalibrating Civic Action for Systemic Change' was held in Belgrade. This event was part of the [International Civil Society Week](#) (ICSW) organised by [CIVICUS](#) from 8-12 April 2019.

The Bridge 47 event brought together participants from very different geographic, cultural, professional, and other backgrounds, united in the commitment to use the transformative power of education to pave the way to a more just and sustainable world.

Around 170 civil society representatives from 48 countries were mobilised for this year's event to contribute to a transformation towards global justice and eradication of poverty through Global Citizenship Education (GCED). The objectives of the event were to:

- Critically reflect on the role that civil society plays in supporting civic action.
- Discuss in what ways GCED unfolds a transformative power, benefiting civil society efforts in mobilising citizens and addressing global challenges.
- Get inspired to actively use effective GCED approaches and methodologies for critical self-reflection and creative civic action.
- Learn from each other and share ideas and experiences with making a change in the world.



Some of the objectives of the Bridge 47 forum were to reflect on the role that civil society plays in supporting civic actions, and discuss in what ways GCED unfolds a transformative power, benefiting civil society efforts in mobilising citizens and addressing global challenges.

The four sessions organised over two days provided a dynamic hub to reflect, learn, discuss, and engage with each other on different aspects of GCED. In particular, participants worked to create a shared notion of the essence of GCED, critically reflected on their own work, and were provided new ideas and tools to use education for social change. Participant-led sessions on diverse initiatives

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At the Bridge 47 forum, ASPBAE's Anita Borkar presented ASPBAE's initiative on youth-led action research and its outcomes.

and key debates were also held to facilitate new partnerships and fresh perspectives on their on-going work.

ASPBAE was represented by Anita Borkar in the Bridge 47 global event. She presented ASPBAE's initiative on youth-led action research and its outcomes during one of the sessions at the event. She also contributed on the significance of Bridge 47's work in advancing the target [SDG 4.7](#) on Education for Sustainable Development for a video production of Bridge 47 as part of this global event.

Apart from getting to know each other and strengthening their work, Bridge 47 Network participants got an opportunity to explore the topics at the ICSW 2019 event on the 'Power of Togetherness', which discussed shrinking civic space, hope-based communications, and fundraising for civil society.

This article draws from information appearing on the [Bridge 47 website](#). [\[BACK\]](#)



Young people dialogue with the United Nations on advancing the 2030 Agenda for Sustainable Development

ECOSOC Youth Forum 2019

8-9 April 2019, New York, U.S.A

By Victoria Ibiwoye, Executive Director and Founder, OneAfricanChild Foundation for Creative Learning

The President of the [Economic and Social Council](#) convened the [2019 ECOSOC Youth Forum](#) in New York; a platform for young leaders from around the world to engage in a dialogue with United Nations Member States and to share ideas on how to advance the [2030 Agenda for Sustainable Development](#). Click [here](#) to read the Presidential Statement.

The Youth Forum was held under the theme '*Empowered, Included and Equal*', which aligned with the theme of the [2019 High-level Political Forum](#) (HLPF) – '*Empowering people and ensuring inclusiveness and equality*'. The Youth Forum paralleled the HLPF in that it focused on the themes that will be reviewed at this year's HLPF at the UN Headquarters in July. They include quality education (SDG 4), decent work and economic growth (SDG 8), reduced inequalities (SDG 10), climate action (SDG 13), peace, justice and strong institutions (SDG 16), and partnerships for the goals (SDG 17).



Victoria Ibiwoye, Executive Director of [OneAfricanChild Foundation for Creative Learning](#) and Youth Representative to the [SDG-Education 2030 Steering Committee](#), moderated the Sustainable Development Goal 4 (SDG 4) breakout session. In her remarks, Victoria emphasised that, "*Youth had a say in shaping the goals – and today we have even more of a role in achieving them – we are drivers of positive change. We have ideas and solutions because we see what is happening day after day in our schools, our universities, and our communities. Education is the foundation for realising all the other goals – for ending poverty, reducing inequalities, and empowering people to participate in their societies.*"

Victoria Ibiwoye, Executive Director of OneAfricanChild Foundation for Creative Learning and Youth Representative to the SDG-Education 2030 Steering Committee, moderated the session on SDG 4 and emphasised that the youth have a say in achieving the SDGs as drivers of positive change.

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The youth-led and youth-driven interactive session on SDG 4 highlighted the transformative power of education, with a special focus on the role of education, inclusion and equality, skills for the 21st century, and youth empowerment and inclusion.

The breakout session on SDG 4, focusing on education and lifelong learning for all, brought together over 120 youth representatives from across the world. The objectives of the session were to -

- Provide a platform for inclusive youth-centred discussions on SDG 4, to be reviewed during the upcoming HLPF.
- Address the challenges faced by youth in the field of education, focusing on the needs of the most vulnerable and marginalised.
- Emphasize the contributions youth can make to achieve the youth-specific targets of SDG 4.
- Highlight success stories, networks, and opportunities for youth development and engagement.
- Develop a set of concrete recommendations for the acceleration of the progress on SDG 4.

The youth-led and youth-driven interactive session highlighted the transformative power of education, with a special focus on the role of education, inclusion and equality, skills for the 21st century, and youth empowerment and inclusion. Inclusive education was recognised as a key driver of sustainable development, including for climate change adaptation and mitigation, and crucial for building peaceful sustainable and resilient societies. Yet, hundreds of millions of children, adolescents, and youth remain out of school or not learning. Among the most vulnerable and marginalised, 61% of the world's refugee children are out of school.



Some of the recommendations that came out of SDG 4 session included ensuring the right to inclusive, equitable quality education and lifelong learning for all learners, and providing equitable opportunities for youth to acquire skills for work and life through formal, informal, and non-formal education.

Some of the key recommendations that came of the interactive session were -

- Ensure the right to inclusive, equitable quality education and lifelong learning for all learners.
- Young people should have equitable opportunities to acquire skills for work and life through formal, informal, and non-formal education, both hard and soft skills.
- Youth should have access to quality and accessible training opportunities, such as internships and volunteering.
- Education should be recognised beyond economic returns to enable learners to be responsible agents of sustainable change and driving forces for social progress.
- Governments should include migrants, refugee, and other marginalised groups in the education systems and facilitate the recognition of their qualifications, skills, and competencies.
- Teachers should be provided with trainings to be able to address diversity and hardship.
- We call to support access to youth-friendly and right-based comprehensive sexuality education.
- Education for human rights and global citizenship education should be mainstreamed to fight discrimination, xenophobia, and violence.
- There should be more opportunities for active and meaningful participation of young people in decision-making processes in their communities, as young leaders.



The Youth Forum paralleled the HLPF in that it focused on the themes that will be reviewed at this year's HLPF at the UN Headquarters in July – SDGS 4, 8, 10, 13,16, 17.

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Key messages of the SDG 4 session will inform the final statement of the ECOSOC Youth Forum.

Key messages of the session will inform the final statement of the ECOSOC Youth Forum, which will be made available to the ECOSOC High Level Segment and the HLPF in July and September 2019, that will bring together Heads of States and governments to convene the first-ever comprehensively review progress in the implementation of the 2030 Agenda for Sustainable Development. [\[BACK\]](#)



Partners of the UNESCO-Bangkok project, 'Promoting Community-based Education for Sustainable Development', met for a Mid-Term Project meeting in Bangkok.

Promoting community-based Education for Sustainable Development

1-3 April 2019, Bangkok, Thailand

In response to the call of the [Global Action Programme \(GAP\) on Education for Sustainable Development](#) (2015-2019) and as a contribution to [SDG 4.7](#), [UNESCO-Bangkok](#) launched the project, 'Promoting Community-based Education for Sustainable Development' in 2017. The project is implemented in cooperation with the [UNESCO Institute for Lifelong Learning](#) (UIL), [Asia-Pacific Cultural Centre for UNESCO](#) (ACCU), [ASPBAE](#), [Centre for Environment Education](#) (CEE, India), [DVV International](#), and other partners, with the financial support of the Government of Japan.

According to Ushio Muria, Programme Specialist of UNESCO-Bangkok and coordinator of the project, the overall objective of the project is to, "support communities in embedding learning in their pursuit of sustainable development by bringing the whole community together to reflect on and address their issues and concerns". The immediate objective is to enhance the capacities of educators who work with the communities and community organisations in their work on Education for Sustainable Development (ESD).

Now on its third year, the project partners met in Bangkok for the Mid-Term Project Meeting. ASPBAE's Cecilia (Thea) Soriano and Anita Borkar, together with former ASPBAE President, Jose Roberto (Robbie) Guevara, continue to support the project as module developers. Three modules, namely Reflect, Share, and Act were developed for the community-based ESD trainings designed for trainers.

The module *Reflect* aims to help educators to reflect on their experiences to consolidate their understanding of the key concepts of ESD, which will further inform and advance community-based ESD. Module *Share* aims to enhance community educators' capacity to share with others their understandings of ESD building on the module *Reflect*. Finally, module *Act* aims to help the educators design, plan, implement, and evaluate their own community-based ESD interventions and actions.

The partners for the pilot trainings in the Philippines, Laos, Japan, Mongolia, and India have been identified and have started planning for the pilot trainings. The Mid-Term Project Meeting was designed to facilitate exchanges between the module developers and partner implementers in the countries. They reviewed the preliminary modules and revised them based on country contexts and objectives of the training of each country. They also agreed on the work plans and how



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module developers and project members can help each other implement the trainings for community-based ESD.

Prior to the mid-term meeting, the project partners already made headway in initially designing their respective trainings. For example, in India, the partner will adapt the ESD modules to the local context and translate them into the local language of Kannada (which is the main local language in the area in Southern India). They will also develop locally relevant learning materials, evaluation tools, and techniques based on the culture and knowledge of the communities. In the Philippines, training programmes will focus on teacher education communities. Each of the collaborating educational institutions have specific partners, which work for sustainability. Therefore, the participants of the projects include a non-formal educational community in San Jose, an outreach community centre in Cebu Normal University, extension centres of Cebu Technological University, extension centres of San Carlos, and the Department of Education schools.

Parts of this write-up contains excerpts from the Mid-Term Project Meeting Report of UNESCO-Bangkok. [\[BACK\]](#)

DVV and ASPBAE meet to strengthen collaboration in Central Asia

9-10 April 2019, Bangkok, Thailand



DVV Southeast Asia and Central Asia and ASPBAE representatives met to reflect on the current contextual challenges in the Central Asian sub-region, particularly in Uzbekistan, Tajikistan, and Kyrgyzstan.

DVV Southeast Asia and Central Asia and ASPBAE representatives met to reflect on the current contextual challenges in the Central Asian sub-region, particularly in Uzbekistan, Tajikistan, and Kyrgyzstan. Participants of the meeting also discussed ways to strengthen support to local civil society organisations (CSOs) in the sub-region in advocating for the right to education and lifelong learning for all.

Uwe Gartenschlaeger, DVV Regional Director for South and Southeast Asia, facilitated the discussion and shared insights on the strong partnership between ASPBAE and DVV through the years and the valuable expansion of ASPBAE's work in Central Asia in the last few years.

ASPBAE Secretary-General, Maria Khan, shared a historical reflection on the evolution of DVV-ASPBAE partnership, which formally started in 1978, and punctuated by ASPBAE's strategic shifts based on contextual moments where adult education is happening as summed up below -

- In the late 1970's when democratic spaces were limited given the ascendance of military dictatorships, ASPBAE's members were located largely in universities.
- In the early 1990s, during the rise of pro-democracy movements in the Asia Pacific region, its membership expanded to NGOs and grassroots organisations.
- Early 2000, when the Education for All (EFA) agenda was agreed to, ASPBAE's focus expanded to basic education and complemented its strong work on adult education, and this also broadened ASPBAE's emphasis on policy advocacy on the right to education.

ASPBAE Secretary-General, Maria Khan, shared a historical reflection on the evolution of DVV-ASPBAE partnership, which formally started in 1978 and spoke about ASPBAE's strategic programmatic shifts over the years.

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ASPBAE's policy advocacy work and capacity building for youth and adult learning and education (ALE) were discussed, which served as a strong foundation in mapping out ways to support local CSOs in Central Asia.

In all these shifts, DVV has been part of ASPBAE's journey, which translated to their being part of a strong global movement for adult education since the partnership started.

ASPBAE's current policy advocacy work and capacity building for youth and adult learning and education (ALE) were also discussed extensively, which served as a strong foundation in mapping out ways to support local CSOs in Central Asia in the coming period.

Thekla Kelbert, DVV Regional Director for Central Asia, provided a sub-regional contextual background, especially for Tajikistan, Kyrgyzstan, and Uzbekistan, which highlighted the current social, economic, and political challenges and opportunities that underpin the work on ALE and the right to education in these countries. The discussion on this highlighted the decline in education systems, the low public financing for education and the rising tendency for education privatisation, particularly in Uzbekistan and Kyrgyzstan. There is also a need to push for laws on adult education in countries in the sub-region to ensure that it will be given sustained action and financing support.

Lastly, significant attention and discussions were held around the current work in developing and strengthening the emerging education campaign coalitions in Kyrgyzstan and Tajikistan to build their capacities and skills in policy advocacy for the right to education and lifelong learning for all.

ASPBAE's Helen Dabu outlined the processes and strategies involved in supporting the advocacy work of education campaign coalitions supported by the [Civil Society Education Fund](#) (CSEF) which is an initiative of the [Global Campaign for Education](#) (GCE) and funded by the [Global Partnership for Education](#) (GPE). In addition, she also shared the changes and updates in the support to education coalitions from CSEF to the new funding mechanism, the [Advocacy and Social Accountability](#) (ASA) initiative, set up by GPE to support the work of CSOs, from the national to the global levels, to engage with and hold governments to account on their commitment to education.

The meeting concluded by outlining the ways in which DVV Central Asia and ASPBAE will work together and collaborate in building capacities of local CSOs in the sub-region in policy advocacy work. The way forward also included facilitating greater exchanges and solidarity between CSOs in Central Asia and in the Asia Pacific region to advance the work on adult education and lifelong learning for all, and affirming commitment to continue supporting the development of emerging education campaign coalitions in Tajikistan and Kyrgyzstan to develop their institutional systems and strengthen their skills and confidence in education policy advocacy. [\[BACK\]](#)

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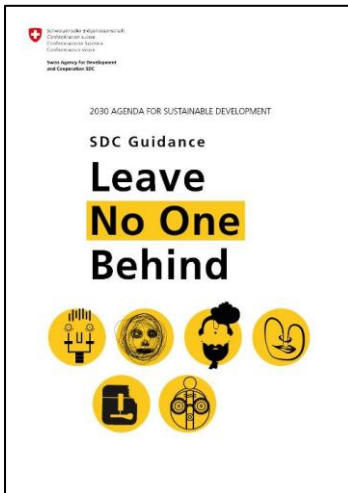


The way forward also included facilitating greater exchanges and solidarity between CSOs in Central Asia and in the Asia Pacific region to advance the work on adult education and lifelong learning for all.

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SDC PUBLICATIONS

SDC new guidance on 'Leave No One Behind' in education and other areas

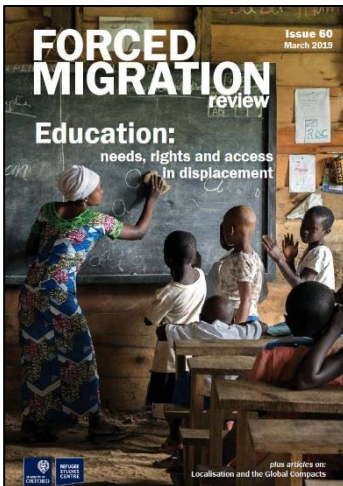
The Swiss Development Corporation (SDC) Poverty and Wellbeing Network launched a series of Working Aid notes to support inclusive programming in different sectors.

In addition to the [general guidance](#), five thematic Working Aids are featured on how to address 'Leave No One Behind' in practice. The Education Team and Backstopping wrote the note dedicated to [Education](#). The others are on [Agriculture and Food Security](#), [Employment and Income](#), [Decentralisation and Local Governance](#), and [Health](#).

[Video statement](#) by Thomas Gass, Head of the South Cooperation Department of SDC. [\[BACK\]](#)

Publication of an SDC-supported issue of the 'Forced Migration Review' dedicated to education

SDC contributed to and supported the latest issue of the Forced Migration Review (FMR 60) on the theme '[Education: needs, rights and access in displacement](#)'. In this issue, authors from around the world debate how better to enable access to quality education both in emergency settings and in resettlement and asylum contexts. Click [here](#) to read the foreword by Manuel Bessler, Ambassador, Head of Swiss Humanitarian Aid, Deputy Director General, SDC. [\[BACK\]](#)



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