



# ASPBAE THIS MONTH

August-September 2018

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**Literacy and skills development in focus at UNESCO International Literacy Day conference**

[Full article](#)



**Australian education coalition (ACED) updates on education processes and future plans**

[Full article](#)



**Building administrative and management capacity in Pacific coalitions**

[Full article](#)



**PEKKA Indonesia reaches out to local communities effected by Lombok earthquake**

[Full article](#)



**Reviewing status of SDG 4 implementation and brainstorming on India Spotlight Report**

[Full article](#)



**Remembering S.C. Dutta, Founder Chairman and President of ASPBAE (1964-1976), on his 99th birthday**

[Full article](#)

**Education coalitions reaffirm their commitment to education at regional consultation**

**Asia Pacific Regional Consultation for Education Advocates**

The Asia Pacific Regional Consultation for Education Advocates gave ASPBAE's members an opportunity to engage in informative discussions on education issues, build capacities, share experiences, and highlight advocacy efforts at the national level.

[Read more](#)

**Endorsing the SDG-Education 2030 Steering Committee's advocacy strategy for the 2019 High-level Political Forum**

Some of the objectives of the Steering Committee meeting in Paris were to provide an update on global monitoring and reporting processes, take stock of lessons learned from national-level SDG reviews, and review outcomes of regional Education 2030 consultations. - [Read more](#)

**Exchanging experiences and practices, and building partnerships in global citizenship education**

**3<sup>rd</sup> International Conference on Global Citizenship Education (GCED)**

The GCED international conference held in Seoul, themed on 'Platform on Pedagogy and Practice', was held to share and exchange knowledge, experiences, and resources useful for GCED, promote communities of practice in GCED, and mobilise support for accelerating the implementation of GCED. - [Read more](#)

**Vice President of India releases Indian Adult Education Association (IAEA) coffee table book on its 75<sup>th</sup> anniversary**

The Indian Adult Education Association (IAEA), a long time ASPBAE member, published a book entitled, '75 Years: Indian Adult Education Association - Some Glimpses', covering IAEA's events dating back to its beginnings in 1939. - [Read more](#)



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## VOICES – From ASPBAE’s Membership

Engaging in innovation in  
education with high  
school teachers in China  
(PEER, CHINA)

[Full article](#)



## EDUCATION NEWS AND VIEWS

Education project from  
Afghanistan helping war-  
affected women and girls  
receives UNESCO  
Literacy Prize

[Full article](#)

## ANNOUNCEMENTS

- (1) ASPBAE releases publications on [education privatisation](#), [a policy review of privatisation in the Asia Pacific](#), and [coalition experiences in engaging with Human Rights Council](#). [Read more](#)
- (2) Latin America education campaign produces advocacy documents. – (1) [Advocating for the commitment of the G20 with the effective implementation of the Education 2030 Agenda](#); (2) [Central American Meeting on Gender Equality, Violence and Education - Transformation Strategies \(Final Declaration\)](#); and (3) [The Right to Education and Care in Early Childhood: Perspectives from Latin America and the Caribbean](#). *(No separate article inside Bulletin)*



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### Member of the Month

#### **Village Education Resource Centre (VERC), Bangladesh**

The Village Education Resource Centre (VERC) is a non-governmental organisation established in Bangladesh in 1977. It promotes dynamic and participatory sustainable processes towards human development by empowering people, especially marginalised and disadvantaged communities, through exploring, generating, and mobilising resources to improve quality of life. VERC works on issues such as water and sanitation, health, women's literacy and children's education, environmental protection, and disaster preparedness and mitigation. Visit the [VERC website](#) to know more.

### Photo of the Month



International Literacy Day (ILD) is celebrated on 8 September every year. This year, the theme of ILD was 'Literacy and skills development'.

### 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 Helen Dabu, Deputy Regional Coordinator, Civil Society Education Fund (CSEF) programme.

#### **Helen Dabu**

Deputy Regional Coordinator, Civil Society Education Fund (CSEF) programme





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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 the UNESCO International Literacy Prize given to Aid Afghanistan for Education (AAE) for providing learning opportunities for women and girls through their 'Accelerated Education for Marginalized Women and Girls' programme.

### **Education project from Afghanistan helping war-affected women and girls receives UNESCO Literacy Prize**

30 August 2018



Aid Afghanistan for Education (AAE), has been awarded one of this year's five [UNESCO International Literacy Prizes](#), for its efforts in providing learning opportunities for women and girls through their 'Accelerated Education for Marginalized Women and Girls' programme.

AAE was established right after the Afghan war in 2003, during which many boys and girls fell out of the formal education system. The objective was to provide a second chance to marginalized women and girls to complete their education and fully participate in society and the labour market.

*"When I visited girl schools in 2002, after the defeat of the Taliban, in Kabul, I realised that 17 and 18-year-old girls were attending 3<sup>rd</sup> and 4<sup>th</sup> grades," says Hassina Sherjan, Founder and Director of AAE. "For the first time, I recognised a serious challenge that girls were faced with as a result of 30 years of war. There was an urgent need for an accelerated education programme to help three generations overcome these challenges and to be able to complete high school."*

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The programme makes it possible for students to receive their high school diplomas within seven to eight years, and provides access to vocational training that enables them to work as office managers, accountants or administrators. Extracurricular activities consist of English language learning, vocational training for office management, basic accounting, computer and leadership skills.

*“AAE’s accelerated education programme is a model that takes literacy to another level by taking the students to 12<sup>th</sup> grade in seven to eight years (primary and secondary) and teaching them skills for employment to support their families,”* says Ms Sherjan.

Target beneficiaries are girls and women between the age of 12 to 25, who don’t have access to formal education system in Afghanistan due to age, marital status, returnees without documentation and ID’s.

Since 2003, 3,000 women have benefited from these educational opportunities across six provinces and 80 per cent of the 2,217 graduates have gone on to higher education or stable employment.

AAE and the Ministry of Education have recently signed a five-year agreement that will expand the programme to cover rural areas and cover 26 provinces to benefit 12,500 female students in 36 schools by 2022.

“Education is the vehicle to peace. By educating mothers, we educate the next generations.

I’d like to see development agencies focusing on long term sustainable programs that would be integrated in the formal education system and available to everyone,” says Ms Sherjan.

This year’s UNESCO International Literacy Prizes will be awarded to laureates from Afghanistan, Islamic Republic of Iran, Nigeria, Spain and Uruguay on the occasion of International Literacy Day, which is celebrated on 8 September. The Prize Award Ceremony will take place at the global event for International Literacy Day on 7 September at UNESCO Headquarters. This year’s International Literacy Prizes and global event theme is ‘literacy and skills development’. [\[BACK\]](#)



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## VOICES - From ASPBAE's Membership

ASPBAE introduces a new section to the Bulletin, 'VOICES - from ASPBAE's Membership'. This is a space for ASPBAE's members to highlight an important initiative, achievement, learning, or challenge; share their experiences and stories; talk about how they are making a difference; and reach out to the larger ASPBAE membership across the Asia Pacific. We inaugurate this section with a contribution from **PEER, China**.

### Engaging in innovation in education with high school teachers in China

By Chenlei, Zhuang, PEER, CHINA



**Teachers together design a Project-Based Learning (PBL) plan in PEER's specially designed workshop.**

innovative methods are already in place and widely used, such as stratified teaching and research-based learning, those in the less developed regions lack the resources to implement education innovation. The problem is not just that they lack infrastructure, but they also lack the appropriate human resources. Teachers in the less developed regions either lack the mindset, skillset, or motivation of engaging in innovation in education.

PEER China, an ASPBAE member that works mainly with high schools in the less developed regions in Hunan and Guangxi Provinces, stands at the forefront of education innovation and teacher empowerment. In September 2017, PEER established a new department called the Teachers' Support Department (the Department) to meet teachers' need in undertaken education innovation and addressing challenges. The work of the Department is directed towards building the "Teachers' Community" (the Community) and facilitating "Teachers' Initiatives" (see Figure 1).

The Community is both online and offline. The online platform is the WeChat group (similar to a Facebook group) where all teachers interested in education innovation can participate in a dialogue. Teachers can ask questions or share concerns regardless of time and distance and get prompt feedback from PEER's staff or other teachers. The offline platform consists of specially designed workshops, study tours, and other learning opportunities. Such face-to-face communication focuses on capacity building of teachers and bonding amongst them.

In recent years, education policies in China have directed high schools to move away from exam-based education. Since 2014, the Ministry of Education (MOE) enforced a policy that schools have to implement "Core Competencies" into the curriculum. In other words, classes all over China, whether in primary or middle schools, should teach students skills such as digital literacy, research, and problem solving. The other policy is that 70% of the criteria for admission in universities depends on the College Entrance Exam (Gaokao) and 30% on evaluating skills.

These changes are significant because they impact high schools all over China and pushes them towards innovation in education. There is recognition that exam-based education may not work and that schools need to respect students' individuality and encourage creativity. While high schools in the more developed regions of China (Shanghai and Beijing) are more prepared for such changes since



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**PEER established a new department called the Teachers' Support Department to meet teachers' need in undertaken education innovation and addressing challenges**

- *Weekend online talks:* Guest speakers are invited to talk about their insights on education – a bit like TED Talks but with Q&A afterwards.
- *Online reading group:* Teachers read and discuss a book. The reading group is a success for two reasons. First, the topic of the book is of teachers' interests. And second, the facilitator for each session makes the discussion engaging for teachers.

## Teachers' Community: Offline/ On-site

- *Specially designed workshops:* Those workshops mostly take place in schools that PEER works with. Sessions are organised for teachers to share insights on topics of common interest, practice skills, and learn more about innovation in education and its implementation.
- *Study tour:* The tours focus on the personal growth of teachers, rather than how to educate students.

## Teachers' Initiatives: Project-Based Learning (PBL)

- Up till now, PEER has facilitated 3 semesters of Project-Based Learning (PBL) activities by teachers. Subjects include English, Chinese, and Physics. At least one PEER staff member works with the teacher on the PBL. Due to such education initiatives, teachers find students become more active learners and gain more confident than before. [\[BACK\]](#)

Within the Community, teachers are passionate and capable of starting initiatives themselves. PEER mainly use the framework of Project-Based Learning (PBL) to guide their education innovation. Through such initiatives, teachers transition from teaching students to guiding student growth in multiple aspects.

The following is a summary of some of the main events PEER has undertaken since the establishment of the Department's -

### Teachers' Community: Online

- *Weekly information sharing:* Every Tuesday, the Department sends updated information on education innovation on the WeChat group. Topics of sharing include how to encourage students think critically, how to work with a large class, and how to conduct mind-mapping and brainstorming activities.

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**ASPBAE President, Nani Zulminarni, inaugurating the regional consultation with lighting of a lamp. The consultation was convened by ASPBAE in collaboration with the Coalition for Educational Development (CED) in Sri Lanka.**

## Education coalitions reaffirm their commitment to education at regional consultation

**Asia Pacific Regional Consultation for Education Advocates**

*2-5 September 2018, Colombo, Sri Lanka*

The Asia Pacific Regional Consultation for Education Advocates gave ASPBAE's members an opportunity to engage in informative discussions on pertinent education issues, build their capacities, share their experiences, and highlight their advocacy efforts at the national level. ASPBAE members also benefited from the presence of regional and global partners, such as the Africa Network Campaign on Education For All (ANCEFA), Latin American Campaign for the Right to Education (CLADE), Arab Campaign for Education (ACEA), International Council for Adult Education (ICAE), Global Partnership for Education (GPE), and the Global Campaign for Education (GCE), who shared their strategies and plans, providing relevant information to the coalitions to enhance their efforts in favour of right to education and lifelong learning.



**The regional consultation was formally inaugurated by Sunil Hettiarachchi, Secretary, Ministry of Education in Sri Lanka, who highlighted that education is necessary for harmonious human development.**

The regional consultation, convened by ASPBAE in collaboration with the Coalition for Educational Development (CED) in Sri Lanka, aimed to offer an arena to strengthen capacities and share experiences on the work of Asia Pacific civil society advocates advancing the right to quality basic, youth, and adult education, especially within the spaces provided by the Sustainable Development Goals (SDGs) and SDG 4 (education goal in the SDGs) policy processes, with particular attention to:

- Strengthening the student and youth constituency within the movement, advancing the right to education and the SDG 4 agenda with a special focus on involving marginalised youth.
- Promoting marginalised women's education and empowerment agenda.
- Concretising SDG 4.7 in policy and programmes.
- Developing civil society organisation (CSO) analysis and positions to respond to emerging innovative financing instruments for education.
- Emergent issues and initiatives identified by the participants.



**Eri Yamamoto, ASPBAE Executive Council member representing East Asia, at the consultation that aimed to offer an arena to strengthen capacities and share experiences on the work of Asia Pacific civil society advocates.**

The Consultation also aimed to provide a platform for ASPBAE's members and partners to update on ASPBAE advocacy plans and strategies (2017-2020) and plan for coordinated action. More specifically -

- Review and affirm campaign plans for the 2019 High Level Political Forum (HLPF) and its preparatory processes, including preparations for CSO Spotlight Reports and engagements around SDG Voluntary National Reviews (VNRs).
- Sustain engagement with the Global Partnership for Education (GPE), especially through CSO representation at the GPE Board to inform key GPE agenda and processes.

The four-day consultation was formally inaugurated by Sunil Hettiarachchi, Secretary, Ministry of Education in Sri Lanka. Shedding light on the local context, Mr. Hettiarachchi stated that despite several challenges the country faces, the literacy rate is at an impressive 92%. He reaffirmed the government's stance that education is a necessary tool for harmonious human development and schools



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**Shantha Kulathunge, CED National Coordinator, highlighted the active role of CED in government consultations for the preparation of the SDG Volunteer National Review (VNR) and the High-level Political Forum (HLPF) in 2018.**

play a crucial role in developing a knowledge-based society. The government is also focused on teachers' development.

Shantha Kulathunge, National Coordinator, CED Sri Lanka, offered inaugural remarks as well, representing the host organisation. At the national level, CED has developed and submitted civil society proposals for educational reforms and policies taking its member organisations on board. It has been an active part of government consultations for the preparation of the SDG Volunteer National Review (VNR) and the High-level Political Forum (HLPF) in 2018. Owing to the lack of space for CSOs, a separate group called the 'Sri Lanka Stakeholder SDG Platform' was formed to facilitate an inclusive transformation towards sustainable development where CED assisted in compiling the education sector analysis.

This regional consultation brought together CSOs to work towards policy advocacy and the right to education in a more focused and concentrated manner. Keeping in mind the global context, this consultation gave CSOs a platform to develop interventions for a new global agenda for education and to ensure that global commitments such as the SDGs are being translated on the ground at the country level.



**ASPBAE Secretary-General, Maria Khan, addressing the regional consultation that brought together CSOs to work towards policy advocacy and the right to education in a more focused and concentrated manner.**

ASPBAE, along with regional partners such as ANCEFA, CLADE, and ACEA, gave valuable insights on their preparation for the HLPF 2019 and how CSO participation can be enhanced in these formal spaces, giving them an opportunity to expand discussions with relevant policy makers and donors at the global level. ICAE introduced the Education and Academia Stakeholder Group (EASG), the NGO mechanism within the HLPF focused on education. ICAE shared the plans of the EASG for the High-level Political Forum 2019 and oriented the participants to the HLPF processes to inform their planning.

The regional consultation in Colombo gave coalitions an opportunity to sustain engagement with the Global Partnership for Education (GPE), especially through CSO representation on the GPE Board. Zehra Arshad, National Coordinator of the Pakistan Coalition for Education (PCE), and Laura Giannecchini, Regional Coordinator at CLADE, serve as board members on GPE CSO 2 constituency, representing civil society. During this regional consultation, they highlighted the discussions and shared their reflections and analysis on the debates within the GPE Board, especially around the new Private Sector Strategy of GPE.



**Solange Akpo of ANCEFA speaking at the consultation. ASPBAE, along with regional partners, gave valuable insights on their preparation for the HLPF 2019 and how CSO participation can be enhanced in these formal spaces.**

## Empowering marginalised women through education

Women and gender empowerment were at the centre of discussions as the outcomes of the ASPBAE Study on 'Policy and Financing Options for Skills for Work of Marginalised Women' was discussed with country studies presented by Azad Foundation, India, and PEKKA (Women Headed Family Empowerment), Indonesia. Both research studies focused on poor and marginalised women.

Amrita Gupta, Director, Research, Advocacy and Communication from Azad Foundation, shared the India study findings. The study observed that while many policies exist to empower women, implementation faces a host of problems. Government skilling programmes have a gender-blind approach and are tilted in favour of men. Access to literacy skills are also affected by gender, caste, religion,

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**Amrita Gupta (Azad Foundation) sharing the India study findings of the ASPBAE study on 'Policy and Financing Options for Skills for Work of Marginalised Women'.**



**The consultation discussed promoting marginalised women's empowerment with significant insights from the Vietnam Association for Education for All (VAEFA) in collaboration with Hanoi Association for the Deaf.**



**ASPBAE's Thea Soriano shared plans on 'Advocating for Marginalised Women's Education and Empowerment Agenda' and announced that "thinking conclaves" will be held on findings of the study.**

and location, which adversely affects women. Azad Foundation argued that to be attentive to the needs of marginalised women, there should be flexibility in trainings to fit care work and family emergencies.

Nani Zulminarni, ASPBAE President and Director of PEKKA, discussed research findings from Indonesia. The study confirmed the poor participation of women in paid work. 84% males of working age are employed verses 51% of females. The study observed that the Indonesian government has indicated seriousness in poverty eradication and in expanding employment opportunities, especially for low-income groups.

The Indonesia research observed that skilling programmes for women tend to overlook the constraints they face to access education and skill-building opportunities on account of their low status. The programmes tend to be short-term, one-off – without providing ongoing support for poor women. PEKKA argues that women's economic empowerment requires a comprehensive approach where it would not be enough to just improve the business skills and economic conditions of women. It calls for efforts to empower them to help them pursue loftier ambitions, and build their knowledge, critical awareness, and capabilities.

The consultation discussed promoting marginalised women's empowerment with significant insights from the Vietnam Association for Education for All (VAEFA) in collaboration with Hanoi Association for the Deaf, addressing sexual and reproductive health and rights being provided to deaf women.

ASPBAE's Thea Soriano shared plans on 'Advocating for Marginalised Women's Education and Empowerment Agenda'. She announced that regional and sub-regional "thinking conclaves" will be organised around the findings of the study, bringing together practitioners, advocates, and academicians to validate and build on the findings of these studies. Capacity building efforts to support country-level advocacy will also be pursued.

## Strengthening youth movements to advance the right to education

The regional meeting highlighted the experience around strengthening the student and youth constituency within the movement advancing the right to education. Examples from Bangladesh, Timor-Leste, and Nepal were brought to attention to showcase the exemplary efforts that are being made in organising and strengthening the voice of youth from marginalised communities in education and development policies and spaces.

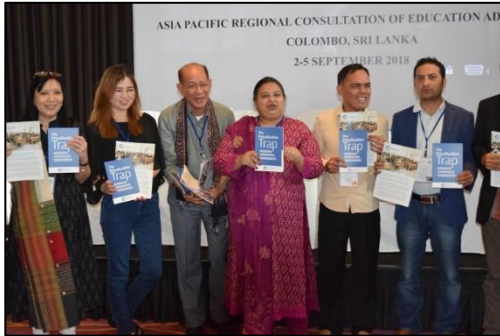
Participants at the regional consultation deliberated on how to better engage youth and students to strengthen the education movement: The youth movement can be expanded by mobilising and engaging youth in policy discussions on education. They can be strengthened by being offered spaces to interact with each other openly and meaningfully. Providing education opportunities through formal and non-formal means is an important aspect which will allow the youth movements to grow exponentially.



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**ASPBAE launched two publications during the consultation – ‘Addressing Privatisation Using Human Rights Review Mechanisms’, and ‘The Privatisation Trap – A Policy Review of Education Privatisation in the Asia Pacific Region’.**



**ASPBAE Executive Council member representing the South Pacific, Kilala Devette-Chee, participating in a session on innovative financing.**



**ASPBAE's Helen Dabu (R) and Bashir Khaliqi from the Afghanistan education coalition (ANAFAE) sharing an energetic moment at the regional consultation.**

## Understanding the push for innovative financing in education

ASPBAE launched two publications during the consultation – ‘[Addressing Privatisation Using Human Rights Review Mechanisms](#)’, and ‘[The Privatisation Trap – A Policy Review of Education Privatisation in the Asia Pacific Region](#)’, analysing public-private partnerships in India, Nepal, Pakistan, Indonesia, and the Philippines. Additionally, a primer on the current innovative financing instruments will be developed which will discuss the innovative financing mechanisms of low and lower-middle income governments.

A session in the consultation was devoted to gaining a better understanding of ‘innovative financing’. The more prominent innovative financing mechanisms in education include the International Financing Facility for Education (IFFEd), aimed at generating new funding by combining guarantees and grants to create affordable loans to countries to finance education. The GPE multiplier fund is also a mechanism in innovative financing – the purpose of which is to catalyse more and better funds for education. Under this initiative, countries can access USD 1 from the GPE Multiplier for every USD 3 raised in new external funds. In the Asia Pacific, this fund targets the Philippines, Pakistan, Bangladesh, India, Vietnam, and Indonesia. Impact bonds are also gaining greater currency, where delivery of social services is initially funded by investors and when impact is met through an evaluation, funding is provided through a government or donor agency (results-based financing). Education Cannot Wait is another initiative designed to help reposition education as a priority during emergencies which impacts lower and middle-income countries with humanitarian emergencies targets. Until March 2018, USD 82 million in 14 countries was disbursed. In the Asia Pacific region, the funds were disbursed to Afghanistan, Nepal, and Bangladesh.

David Archer, a member of the Board of the Global Campaign for Education (GCE) and Head of Participation and Public Services, ActionAid International, argued that there is a tendency to think more about international financing and innovative financing instruments at the expense of a focus on shoring up domestic financing. Domestic resource mobilisation is central as domestic resources support the lion share of education financing needs. David went on to highlight the 4-S framework to appraise domestic resource mobilisation: Share, Size, Sensitivity, and Scrutiny of national budgets. In Asian countries, the government share for education is significantly low and very few meet the benchmark 20% share of education in national spending. There is a massive opportunity to increase education financing by increasing this share.

Commenting on the innovative funding instruments, David shared the critique by GCE of the International Financing Facility for Education (IFFEd). Although premised on catalyzing more low-interest loans for education, it holds a danger of increasing the indebtedness of lower-middle income countries, many of whom are already in high or moderate debt distress. Further, loan mechanisms do not provide predictable and sustainable financing sources that help governments make the long-term investments that are needed to improve education.

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**Jose Roberto Guevara, ASPBAE's Immediate Past President, led a session on SDG 4.7 where he stressed that many of its core elements, including human rights, gender equality, and health and well-being, may already be embedded in national education policies.**



**ASPBAE Executive Council member representing Southeast Asia, Nguyen Thi Kim Anh, taking part in a group discussion at the consultation.**



**The ASPBAE team at the regional consultation.**

## Understanding and concretising SDG 4.7

SDG 4.7 states that by 2030, “ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.” Participants agreed that SDG 4.7 was very broad in its nature and not easy to comprehend or respond to. Due to this, governments have a low political will where they are likely to implement it in a narrow way. In his presentation, Jose Roberto (Robbie) Guevara, ASPBAE’s Immediate Past President, explained SDG 4.7 in an interactive and engaging way to help participants comprehend its complex nature.

Robbie stressed that many of the core elements of SDG 4.7, including human rights, gender equality, as well as health and well-being, may already be embedded in national education policies. The target, therefore, is concerned not only with acquisition of subject knowledge, but also the development of social and emotional skills needed to apply this knowledge. In the discussion, it was highlighted that SDG 4.7 must be mainstreamed and operationalised from early childhood through higher education and in non-formal education for children, adolescents, youth, and adults. It also recognised the importance of partnership and multi-sectoral cooperation in achieving SDG 4.7. Essentially, governments are the ultimate duty-bearers with an obligation to ensure appropriate policies and adequate resources.

Participants were briefed on the plans for the upcoming World Assembly of GCE which will give national civil society coalitions, regional networks, and international networks an opportunity to discuss key achievements and challenges of the campaign since 2015. The global forum will also serve as a platform to discuss emerging global issues, to agree and clarify collective positions, and set priorities and direction for the coming period of 2019-2022. The GCE World Assembly will host the first Youth Caucus event since the establishment of the GCE movement where young education activists from all over the world will discuss and debate on issues around the education sector. The participation process for the GCE World Assembly was highlighted for the benefit of the coalitions so advocacy agendas can be incorporated into the GCE plans.

The regional consultation ended on a high note with coalitions reaffirming their commitment to education, working on the ground, and engaging key stakeholders for effective change. [\[BACK\]](#)

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**The 3<sup>rd</sup> International Conference on Global Citizenship Education (GCED) was themed on 'Platform on Pedagogy and Practice'.**



**Patria May-i Pedrosa Maluping, youth researcher, Philippines, shared experiences in assisting out-of-school youth and students in Manila through theatre.**



**Kajal Boraste of Abhivyakti Media for Development (an ASPBAE member in India) shared stories of youth empowerment in local communities.**

## Exchanging experiences and practices, and building partnerships in global citizenship education

### 3<sup>rd</sup> International Conference on Global Citizenship Education (GCED)

4-6 September 2018, Seoul, Republic of Korea

*By Batjargal Batkhuyag, Mongolian Education Alliance (MEA), and ASPBAE Executive Council Member representing East Asia*

The 3<sup>rd</sup> International Conference on Global Citizenship Education (GCED), held in Seoul, was organised around the theme - *Platform on Pedagogy and Practice* - to share and exchange knowledge, experiences and resources useful for GCED, promote communities of practice in GCED across diverse educational settings, and mobilise broad-based support for accelerating the implementation of GCED.

Global Citizenship Education aims to foster global citizens to understand, appreciate, and act in terms of universal values such as peace, human rights, cultural diversity, and sustainable development. GCED has emerged as one of the global goals in recognition of the prominent role of education while addressing interconnected global challenges. APCEIU organises this conference to be a prime platform to boost networking on GCED, proposed as an education goal of the UN and UNESCO.

In his congratulatory remarks at the opening of the conference, Ban Ki-moon, former UN Secretary General, highlighted the importance of GCED and UNESCO's role in bringing it in to focus over the last several years. GCED is now one of the strategic objectives of UNESCO's education initiatives. Ban Ki-moon, who recently established the Ban Ki-moon Centre for Global Citizens, noted that the purpose of GCED is not in instilling GCED in every corner of the world but uncovering GCED from every corner of the world.

Prof. Emeritus Leonor Briones, Secretary of the Department of Education, Philippines, delivered the keynote speech and spoke of the local contextualisation of GCED. With its 3.6 million out-of-school children, the Philippines is paying special attention to its Alternative Learning System (ALS) stressing that the integration of GCED should not only happen in formal education but also in ALS. Secretary Briones stressed that GCED is already integrated in the curricula of basic education and teacher education with the senior high school curriculum currently under revision with the aim to integrate GCED.

A session titled '*Community-based approach: GCED transforming our lives*' featured two case studies from ASPBAE's Youth-led Action Research (YAR). Kajal Boraste, Abhivyakti Media for Development, India, and Madhuri Raut, Youth Researcher for the YAR project, India, shared stories of youth empowerment in their community despite struggles such as Madhuri's parents disapproving her engagement in the process. Patria May-i Pedrosa Maluping, Youth Researcher of the YAR project from the Philippines shared her experience in assisting out-of-school youth and students in the ALS system in metro-Manila through the use of



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**Winners of the 2018 GCED Best Practices Awards.**

Kajal Boraste, of Abhivyakti Media for Development (India), won the 2018 GCED Best Practices Award for her work on youth-led action research for transformation

theatre. Patria is a member of Youth for Nationalism and Democracy, an active member of E-Net Philippines (an ASPBAE member).

During the conference, the Asia Pacific Centre of Education for International Understanding (APCEIU) announced the 2018 GCED Best Practices Awardees. The three awardees were Sharon Lopez, Master Programme Coordinator from the Universidad Nacional de Costa Rica (Costa Rica), with her work on *Building Zones of Peace: Peace Education Programme*; Kajal Boraste, Project In-charge of Abhivyakti Media for Development (India) on her work on Youth-Led Action Research for Transformation; and Lilian Kabahweza, Tutor of Ministry of Education and Sports of Uganda on her work on GCED for Social Justice and Development. Director of APCEIU, Chung Utak, stressed that these 3 awardees and their valuable cases would promote a culture of peace and inspire many practitioners who are committed to building a more just, peaceful, and sustainable world.

The conference was co-organised by the Asia Pacific Centre of Education for International Understanding (APCEIU), Ministry of Education of the Republic of Korea, and the Ministry of Foreign Affairs of the Republic of Korea. [[BACK](#)]



**The UNESCO International Literacy Day conference explored integrated approaches to literacy and skills development.**

## Literacy and skills development in focus at UNESCO International Literacy Day conference

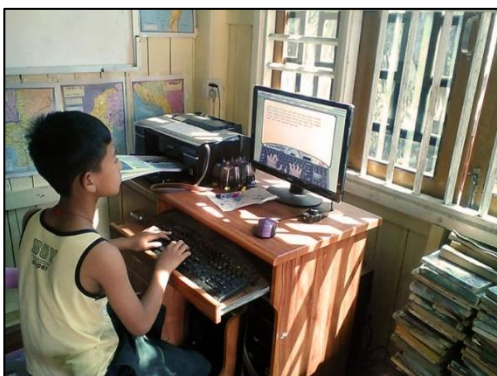
7 September 2018, Paris, France

The UNESCO International Literacy Day conference took place at the Paris Headquarters and explored the theme of integrated approaches to literacy and skills development.

Held a day ahead of the actual [International Literacy Day](#), the gathering brought together stakeholders and decision-makers from all over the world to examine how integrated approaches to literacy and skills development can help close the literacy gap and improve learners' ability to meet the needs of increasingly globalised and digitised labour markets.

*"Literacy is more crucial than ever to meet the demands of increasingly globalized societies and changing labour markets,"* said UNESCO Director-General, Audrey Azoulay, in her speech.

To the approximately 200 participants from all over the world, including the five 2018 [UNESCO International Literacy Prizes](#) winners, Audrey Azoulay recalled the purpose of the conference and its importance for the international community - *"We have gathered today to highlight outstanding examples of initiatives bridging gaps and changing the world; and to fill the promise of the 2030 Agenda for Sustainable Development to leave no one behind."*



The conference, which brought together 200 participants from all over the world, examined how integrated approaches to literacy and skills development can help close the literacy gap and improve learners' ability to meet the needs of increasingly globalised and digitised labour markets.

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Many of the 192 million unemployed young people and adults worldwide are unable to achieve decent livelihoods due to the lack of foundational skills, including literacy.

## Millions of children, youth and adults are still illiterate

Today, at least 750 million young people and adults still lack basic literacy skills. Two-thirds of them are women and 102 million of them are youth aged 15-24 (UIS, 2017). At the same time, many of the 192 million unemployed young people and adults worldwide are unable to achieve decent livelihoods due to, amongst others, the lack of foundational skills, including literacy, and failing to meet the skill demands of the rapidly changing labour market.

UNESCO Deputy Director-General, Xing Qu, opened the conference and said: *"In many national contexts, jobs are being eliminated as fast as they are being created, and unemployment and under-employment, particularly among youth, is an urgent global concern. Unemployment is especially acute in communities with low-skilled and low-literate youth and adults who are not well prepared for jobs in the expanding knowledge economy. That is why this year's International Literacy Day focuses on literacy and skills development, to examine linkages between literacy learning, skills development and the world of work."*



Improving outcomes of integrated approaches to literacy and skills development in a lifelong learning perspective were discussed at the UNESCO conference.

## Combined approach to literacy and skills development

Possibilities and best practices in improving outcomes of integrated approaches to literacy and skills development in a lifelong learning perspective were discussed, identified, and explored by specialists from international organisations, governments, NGO's, the private sector, and academia through various panel sessions.

The programme presented new trends and issues within integrated approaches to literacy and skills development; evidence of outcomes from the field; effective governance and partnerships to make these approaches successful, and implications of digital technology for advancing a set of skills required for the world of work.

This year's UNESCO Literacy Prizes winners from [Afghanistan](#), [Nigeria](#), [Spain](#), [Iran](#), and [Uruguay](#) presented their inspiring projects that are helping advance literacy and skills development.

Audrey Azoulay presented the prestigious UNESCO Literacy Prizes to the five laureates. She emphasised on UNESCO's commitment to support Member States in promoting literacy and advancing the global dialogue, and urging for action to include the most vulnerable youth and adults in society by expanding lifelong learning opportunities.

*This write-up draws from an article appearing on the [UNESCO website](#). [\[BACK\]](#)*



This year, the UNESCO Literacy Prize winners were from Afghanistan, Nigeria, Spain, Iran, and Uruguay.

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## Endorsing the SDG-Education 2030 Steering Committee's advocacy strategy for the 2019 High-level Political Forum

SDG-Education 2030 Steering Committee meeting

12-13 September 2018, Paris, France



The SDG-Education 2030 Steering Committee has contributed to the global review, monitoring, and reporting on global education through various processes, including through submissions to the High-level Political Forum (HLPF) review.

As the main global multi-stakeholder mechanism for consultation and coordination for SDG 4, the multi-stakeholder SDG-Education 2030 Steering Committee is mandated to play a key role in the global review of progress on education in the 2030 Agenda for Sustainable Development.

Since its establishment in May 2016, the SDG-Education 2030 Steering Committee has contributed to the global review, monitoring, and reporting on global education through various processes, including through submissions to the annual High-level Political Forum (HLPF) review. The SDG-Education 2030 Steering Committee has submitted inputs into the annual HLPF review of SDGs providing an assessment of progress on SDG4 and examining the interlinkages between education and the goals reviewed each year.

The 2019 HLPF Review will be devoted to the theme, “*Empowering people and ensuring inclusiveness and equality*”. This includes an in-depth review of Sustainable Development Goal (SDG) 4 together with the following goals - SDG 8 (Decent work and economic growth); SDG 10 (Reduced inequalities); SDG 13 (Climate action); SDG 16 (Peace and justice); as well as SDG 17 (Partnerships) which is reviewed annually.

The HLPF process also aims to facilitate a more in-depth review on progress of all goals over the course of a four-year cycle. As such, 2019 will therefore also be the first four-year cycle against which SDG 4 and its interlinkages with other SDGs will be reviewed comprehensively at the UN General Assembly.

The main aim of the Steering Committee meeting in Paris was to therefore endorse an SDG-Education 2030 Steering Committee advocacy strategy for the 2019 High-level Political Forum and UN General Assembly reviews of the SDGs, including through the identification of key messages and the definition of the process to ensure input.

The meeting comprised the following objectives –

1. To provide an update on global monitoring and reporting processes.
2. To take stock of lessons learned from national-level SDG reviews.
3. To review outcomes of regional Education 2030 consultations.
4. To endorse/refine the agenda of the 2018 Global Education Meeting and define the process for developing the Outcome statement/Declaration.

Stefania Giannini, UNESCO Assistant Director-General for Education and co-chair of SDG-education 2030 Steering Committee, welcomed participants to the meeting and Audrey Azoulay, Director-General of UNESCO, gave the opening address.



The main aim of the Steering Committee meeting was to therefore endorse an advocacy strategy for the 2019 High-level Political Forum and UN General Assembly reviews of the SDGs.



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Some of the recommendations made at the Steering Committee meeting included encouraging governments to undertake Voluntary National Reviews (VNR), and ensuring an inclusive process of national review and reporting, providing space for engagement of civil society and other key non-state partners.



A key platform to prepare for the HLPF 2019 is the Global Education Meeting (GEM) to be held in Brussels in December 2018. Policy recommendations will be proposed to overcome bottlenecks in implementation of SDG4 targets and commitments.



A parallel session during the GEM on 'Civil Society, Public Reporting and Accountability' will be steered by the Coordination Group of the Collective Consultation of NGOs on Education 2030 (CC NGO Ed2030).

The following is a synthesis of the recommendations made during the meeting –

1. Governments are encouraged to undertake Voluntary National Reviews (VNRs) and to strengthen the analysis of educational progress within these reviews. VNRs should highlight the accomplishments, but also acknowledge the lessons learnt and challenges countries are facing in achieving the SDG goals and targets.
2. Governments must ensure an inclusive process of national review and reporting, providing space for engagement of key non-state partners such as civil society, women's organisations, teacher and youth organisations.
3. All countries are urged to use and build on global/thematic SDG 4 indicators and benchmarks, as relevant, as reference frameworks to gauge educational progress within VNRs, taking into consideration agreed regional frameworks.
4. Countries are encouraged to use data more effectively, particularly sex-disaggregated data, and to communicate data more transparently, especially from the national to more local levels (particularly in the context of data on refugees, displaced children and youth).
5. Regional organisations and development partners are encouraged to strengthen their support to national capacity development in monitoring and reporting.
6. Regional organisations and development partners should strengthen alignment between regional and global SDG monitoring frameworks, so as to avoid unnecessary duplication of efforts in country reporting.
7. Governments and their partners are encouraged to use the HLPF process as a space for reporting progress towards SDG commitments and advocating for their interlinkages with human rights, as well as supporting the integration of a youth development lens within SDG review processes.

A key platform to prepare for the HLPF 2019 is the Global Education Meeting (GEM). This is to be convened from 3-5 December 2018 in Brussels. The GEM 2018 will have both technical and ministerial components. The ministerial segment should aim to produce 3-5 short and actionable political messages. This will be framed by the results of the technical segment that aims to take stock of education within the 2030 Agenda: Are we on track in meeting our collective commitments? The technical segment will propose policy recommendations to overcome bottlenecks in implementation of SDG4 targets and commitments – 'looking back while looking forward'.

A set of parallel sessions will be organised during the GEM. One on 'Civil Society, Public Reporting and Accountability' will be steered by the Coordination Group of the Collective Consultation of NGOs on Education 2030 (CC NGO Ed2030). Other CSO networks aim to be closely involved in other sessions too, notably the World Organization for *Early Childhood Education* (OMEP) on the session related to Early Childhood Education and Development; the Global Campaign for Education (GCE) on the session on Education Financing; and the International Council for Adult Education (ICAE) in the session on Lifelong Learning and



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The Steering Committee endorsed a draft advocacy strategy which included features such as establishment of a Youth Advocates Group and a Group of Friends for Education and Lifelong Learning.

Multiple Learning Pathways. Education International (EI) co-leads the session on the Teaching Profession.

The Steering Committee endorsed the draft advocacy strategy which included the following features:

- The establishment of a Youth Advocates Group (Particular relevance: 4.3 and 4.4 higher education/ TVET; 4.7 ESD/GCED; 4.a safe/inclusive environments; 4.c qualified teachers; 4.5 vulnerable/marginalised group). The GCE will collaborate in this effort, considering it is also working to increase youth engagement in the Campaign.
- The establishment of a Group of Friends for Education and Lifelong Learning at UN level, led by a Member State.
- Steering Committee members to advocate and relay recommendations, decisions, and positions through their own constituencies.

Target audiences include ministers, development partners, political leaders, civil society, academics, media, student and youth groups, women's organizations and teachers.



The Steering Committee agreed to support the integration of a youth development lens within the SDG review processes from a life-course, education, and stakeholder perspective.

The Steering Committee also agreed to support the integration of a youth development lens within the SDG review processes from (a) a life-course perspective, (b) an education perspective, and (c) a stakeholder perspective as proposed by the Interagency Network on Youth Development, as it implies a dual recognition that youth development is a policy area and a policy objective.

The Steering Committee supported the inclusion of education in the UN General Assembly Ministerial Declaration and it committed to ensuring substantive reference to education already in the zero draft.

In terms of its internal governance, the Committee agreed on the expansion of country representation in the Steering Committee, thus expanding regional SDG-Education 2030 Steering Committee country representation from the earlier 3 to 4 Member States per region. It was also agreed that an expanded Steering Committee Bureau, with representation of one Member State from each of the six regions (one co-chair and five vice-chairs), and one vice chair from civil society will be constituted at an Ad-hoc meeting of the Steering Committee during the Global Education Meeting in December 2018. [\[BACK\]](#)



In its recommendations, the Steering Committee encouraged governments to use the HLPF process as a space for reporting progress towards SDG commitments and advocating for their interlinkages with human rights.

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## Australian education coalition (ACED) updates on education processes and future plans

12 September 2018, Melbourne, Australia



Participants of the ACED meeting held in Melbourne.

The Australian Coalition for Education and Development (ACED) held a meeting to update on global education and financing mechanisms, the World Assembly of the Global Campaign for Education (GCE), Australia's 'Spotlight Report' regarding Sustainable Development Goal 4 (SDG 4) on education, and next steps for ACED's membership.

The meeting included a presentation from Geoffrey Adlidge, Manager, Advocacy and Communications, and April Golden, Donor Relations Analyst from the Global Partnership for Education (GPE), who were visiting Australia, updating on GPE developments, including in the Asia Pacific region. ASPBAE's Bernie Lovegrove presented on developments regarding GPE's grant programmes - Advocacy for Social Accountability (ASA) and the Knowledge and Innovation Exchange (KIX) programme - indicating that many important decisions were still to be made in the coming months before these programmes, eligibility criteria, and processes and the implications for national education coalitions become clear.

Bernie also updated on the draft GPE Private Sector Strategy. Concerns include the lack of a clear theory of change, lack of policy positions, lack of a definition and typology of the forms of private sector engagement the strategy is proposing. CSOs have also noted the draft's lack of an evidence-base for the proposed objectives and activities, and a more comprehensive identification of risks and mitigation measures to ensure success of the strategy. There was also a need to ensure that priority be given to increasing funding for the public education system, and that for-profit entities should not receive GPE funds, and governments should not be pressured into public-private arrangements.

Carolyn Johnstone (Federation University) updated on plans for the GCE World Assembly (16-18 November 2018, Nepal) and the process for ACED involvement, including elections and comments on GCE policies and plans. Carolyn will represent ACED at the meeting, while Jose Roberto Guevara, ASPBAE Immediate Past President, and Bernie Lovegrove will also participate.

ACED members discussed plans for a Spotlight Report for Australia on SDG 4. A Spotlight Working Group was formed consisting of Carolyn Johnstone (Federation University), Elaine Butler (WAVE), Bernie Lovegrove (ASPBAE), Bruce Wilson, Robbie Guevara, and Emma Shortis (all from RMIT University), and Orlando Forbes, an individual member. Bernie drew up a report design and Orlando agreed to chase key information to feed into the report.

ACED members also discussed Australian government views on education aid. The government is currently conducting a Mid-Term Review of its education aid strategy and a number of ACED members met with the consultants undertaking the review to ensure CSO perspectives were included. Members also discussed the value of lobbying political parties for an increase in education aid in the lead up to the next Australian national elections. [\[BACK\]](#)



A Spotlight Working Group was formed at the meeting and participants also discussed Australian government views on education aid.

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## Building administrative and management capacity in Pacific coalitions

*August 2018, Papua New Guinea and Solomon Islands*



**Board members of the Papua New Guinea Education Advocacy Network (PEAN).**

Two coalitions, the Papua New Guinea Education Advocacy Network (PEAN) and the Coalition for Education in Solomon Islands (COESI), were visited by ASPBAE's Peter King in August. The purpose of the visit was to work with each coalition to strengthen internal processes, prepare for internal audit, hone plans for the remainder of 2018, and look at ways of building membership and Board involvement.

In PNG, three areas of advocacy work were the focus of discussions: analysing and advocating on PNG's national education budget; looking at the alignment between education policy and the targets and goals of SDG4; and PNG's policies and programmes on inclusive education.

A positive development was the invitation of PEAN's Coordinator, David Kumie, to be a member of the local education group (LEG), along with PEAN's Vice-Chair and ASPBAE Executive Council member representing the South Pacific, Kilala Devette-Chee. Moses Taian, from the PNG Teachers Association (also a PEAN member), is already a member of the LEG. With three representatives on the LEG, PEAN is now well poised to offer a strong platform for future advocacy.

PEAN is also aiming to forge closer ties with sympathetic academics from institutions, such as the National Research Institute (NRI), to build the foundations and capacity of PEAN to analyse policy and practice; while also strengthening contacts at the provincial government level to influence provincial and national policy change. PEAN is also hoping to locate new members in Port Moresby to increase its network influence.

In the Solomon Islands, COESI Board members expressed the need to get academic friends and members of networks more involved, especially to assist with policy analysis. The Solomon Islands National University (SINU) is a member of COESI, and the Board will endeavour to work closer with them.

COESI Board members consist of Vois Blong Mere ('women's voices'), People with Disabilities Solomon Islands, the Literacy Association Solomon Islands, the Solomon Islands Teachers Association, and the Solomon Islands Association of Rural Training Centres. They all re-committed themselves to representing the agreed views of COESI in the various Boards and committees that they were members of. For example, Josephine Teakani from Vois Blong Mere is on the National Education Board (NEB) as the women's representative and COESI's only representative, and will use the position to not only influence, but access and circulate information.

Board and staff are looking to strengthen and further professionalise COESI, including their Internal Audit Committee, to update organisational documents, and hold the 2018 Annual General Meeting. [\[BACK\]](#)



**In the Solomon Islands, COESI Board members expressed the need to get academic friends and members of networks more involved, especially to assist with policy analysis.**



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## PEKKA Indonesia reaches out to local communities effected by Lombok earthquake

August 2018, Indonesia

A series of massive earthquakes devastated the Indonesian island of Lombok, killing hundreds of people and forcing thousands more from their homes. The earthquake affected members of PEKKA (an ASPBAE member in Indonesia) with many being injured and one loss of life in the PEKKA membership.

Many members have been forced to live in refugee tents set up in open fields far from their homes or to rebuild and repair their houses at the same spot where their homes once stood. Living in tents brings with it numerous challenges – lack of clean water, sanitation, and access to livelihoods. Furthermore, a limited number of tents means that people are forced to share crowded spaces with other families. This had created a sense of insecurity among PEKKA members, several of whom have no male family members to rely on.

Many Hindu PEKKA members live in tents situated near temples close to their homes but far from main roads, thus going unnoticed by government relief teams. The earthquakes destroyed vital facilities and infrastructure of institutions such as schools and healthcare facilities. The children of affected PEKKA members are unable to go to school, and injured family members have not option but to travel long distances to seek medical help.

To reach out to members affected by the earthquakes, especially in West Nusa Tenggara (NTB), a province in Indonesia, PEKKA provided emergency response with financial support from the organisation Empowering Indonesian Women for Poverty Reduction (MAMPU) and donations from various parties.

The aim of PEKKA's emergency response programme was to reach out to members, especially poor women, to provide support in the aftermath of the earthquakes. More specifically, the emergency response activities distributed aid materials to those most in need; ensured that poor and marginalised women would receive medium and long-term government aid; built awareness and capacities of PEKKA leaders and members in responding to disasters and initiating emergency response activities; and identified medium and long-term needs and strategies in organising head of women households in NTB and in disaster-prone areas in general.

Other activities included raising and distributing aid in the form of cash (approximately USD15,500) and in-kind contributions (clothes, food, household necessities); establishing disaster relief centres (5 disaster relief centres, run by PEKKA members functioned as centres of relief coordination, distribution, and information dissemination); collecting data of houses severely, moderately, and slightly damaged, that was shared with local authorities; medical examinations; and publication of emergency response materials.



In the aftermath of the Lombok earthquake, PEKKA has provided emergency response with financial support from the organisation 'Empowering Indonesian Women for Poverty Reduction (MAMPU)' and donations from various parties.

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PEKKA's response programme included raising and distributing aid in the form of cash and in-kind contributions; establishing disaster relief centres; collecting data; and publishing emergency response materials.

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**PEKKA plans to integrate the process and lessons learnt into its regular programmes in West Nusa Tenggara.**

Some of the challenges faced by PEKKA during the emergency response were trauma amongst affected communities, limited space for women in children in cramped and overcrowded tents, health and sanitation, shortage of manpower, soaring price of goods in high demand (tents and tarpaulins), uncertainty over government action, especially related to repairing and rebuilding homes and infrastructure, and difficult-to-reach locations.

With the completion of the emergency response, PEKKA plans to integrate the ongoing process and lessons learnt into its regular programmes in NTB. PEKKA has been facilitating women-headed household in NTB since 2003. Some of the activities that are envisioned for the region include raising awareness about disaster awareness and disaster response amongst the PEKKA community, monitoring and collecting data and ensuring that affected communities are included in the government's database, and advocating for social protection during disasters in local and national programmes and policies.

*This write-up draws from a report prepared by PEKKA Indonesia. [\[BACK\]](#)*

## Reviewing status of SDG 4 implementation and brainstorming on India Spotlight Report

18 September 2018, New Delhi, India



**The aim of the India national consultation was to gather suggestions and information from various states of India on the 10 themes related to SDG 4 which will be included in the 'Spotlight Report'. Issues such as elementary and higher education and teachers were discussed at the consultation.**

The National Coalition for Education, India (NCE India) organised a national consultation on SDG 4 to review the status of SDG 4 implementation, discuss policy challenges, and offer recommendations. The objective of the consultation was also to gather suggestions and information from various states of India on the 10 themes related to SDG 4 which will be included in the 'Spotlight Report'.

NCE India is preparing the SDG 4 spotlight report in collaboration with Oxfam India, CBM India Trust, Malala Fund, Save the Children India, All India Primary Teachers Federation (AIPTEF), Centre for Social Equity and Inclusion (CSEI), Nirantar, Public Advocacy Initiatives for Rights and values in India (PAIRVI), World Vision India, Azad Foundation, Action Aid, Centre for Budget and Governance Accountability (CBGA), and Sphere India. The Spotlight report will present civil society analysis and perspectives on the status and implementation of SDG 4, especially in view of the 2019 High-level Political Forum (HLPF).

Several issues were discussed at the consultation including Early Childhood Care Education (ECCE), elementary and higher education, equity and social justice in education, teachers and teacher's education, education in emergencies, adult education and lifelong learning, youth and vocational education, and education financing.

Ajay Jha of PAIRVI raised concerns regarding the HLPF, especially related to limited space for inputs from civil society organisations (CSOs), despite the claim by the United Nations that CSOs are indispensable. He suggested different strategies to engage meaningfully in the process, such as reaching out to major groups and other organisations that have strong global presence and creatively occupy existing spaces.

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The India spotlight report will present civil society analysis and perspectives on the status and implementation of SDG 4, especially in view of the 2019 High-level Political Forum (HLPF).

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**Anil Joseph of World Vision addressing the meeting. World Vision stressed the importance of School Management Committees and healthy teacher-student ratios for quality education.**

Alka Singh, from Save the Children India, spoke on the equal significance of education and nutrition during Early Childhood Care Education (ECCE). She identified three groups at risk of being left out - children residing in tribal hamlets or scantily habited areas; children in rural areas who have to travel long distances to reach their schools; and street children in urban settings. She also reflected on the significance of parental and community engagement in ECCE.

Sanjay Bhattacharya of World Vision discussed secondary education, highlighting various factors responsible for school drop-outs, such as lack of infrastructure, lack of quality education, and lack of a conducive environment for education. He stressed the importance of functional School Management Committees, and healthy teacher-student ratios for quality education.

Anuradha De, of Collaborative Research and Dissemination (CORD), drew attention towards secondary education's decisive role as a bridge between basic competencies and future opportunities of education, skill, and employment.

Pradeep Choudhury, Jawaharlal Nehru University (New Delhi), shared his concerns regarding the current situation of public expenditure on higher education. He also highlighted the role of gender, caste, and economic status in determining access to educational institutes.

Satyendra Kumar, from the Centre for Social Equity and Inclusion (CSEI), spoke about equity and social inclusion in education, pin pointing communities historically left out of education, such as scheduled castes, scheduled tribes, linguistic minorities, religious minorities, and persons with disabilities. He stressed that the skills historically possessed by marginalised communities have not been brought under the ambit of education.

Speaking about the role of teachers in education, Nisha Caire of the All India Primary Teachers Federation (AIPTF) informed that there is a shortage of approximately one million teachers in India. Though training to untrained teachers has been a priority, however filling vacancies has not drawn similar attention.

Vikrant Mahajan of Sphere India elaborated on the links between disasters (natural/manmade/conflict), mitigation, and education in relation to the Sustainable Development Goals (SDGs). He stressed that education plays a crucial role in humanitarian assistance during disasters.

Addressing the issue of adult education and lifelong learning, Chitrakshi Vashisht, from Nirantar emphasized the difference between literacy and education, emphasising that education has a wider meaning. She also discussed the need for planning in-depth case studies to understand the context of marginalised communities such as transgenders, nomadic tribes, de-notified tribes, Dalits, and persons with disabilities.

Amrita Gupta of Azad Foundation spoke of the importance of linking skills and decent jobs. She observed that links between functional literacy and skills merely exists at the policy level.



**Nupur, of NCE India, speaking during the national consultation on SDG 4 which was held to review the status of SDG 4 implementation, discuss policy challenges, and offer recommendations.**

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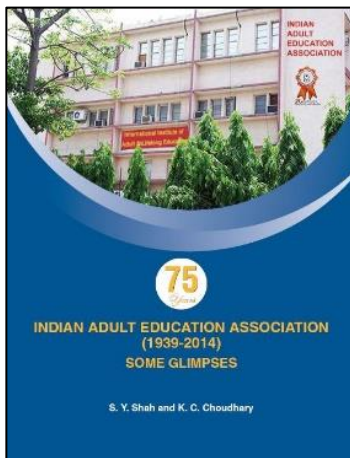


ASPBAE's Susmita Choudhury spoke about accountability of SDG implementation.

Protiva Kundu of the Centre for Budget and Governance Accountability (CBGA) expressed concern on the availability of finances for realisation the SDGs. She added that only 2.7% of the GDP is spent on education, of which 1.8% is spent on elementary education 0.9% on secondary education. Protiva shared that resources are not spent on teacher training or infrastructure development. However, she observed that spending has increased in various other forms of monetary and non-monetary incentives, such as bicycles and uniforms.

ASPBAE's Susmita Choudhury shared aspects related to accountability of SDG implementation. She highlighted the value of generating awareness among different stakeholders at various levels to hold national governments accountable for achieving the SDGs. Speaking on the role of civil society, Susmita emphasised sharing innovative approaches that can be upscaled to reach the most marginalised.

At the conclusion of the consultation, Arun Kumar, Member of Parliament, released the India report on the Global Campaign for Education's Global action Week for Education (GAWE). [\[BACK\]](#)



## Vice President of India releases Indian Adult Education Association (IAEA) coffee table book on its 75<sup>th</sup> anniversary

30 July 2018, New Delhi, India

By S.Y. Shah, Director, International Institute of Adult and lifelong Education (New Delhi, India)

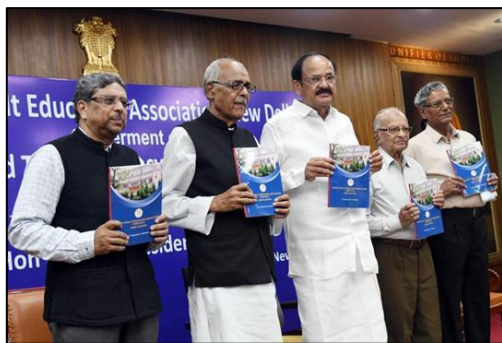
The Indian Adult Education Association (IAEA), a long time ASPBAE member, has produced several publications throughout the years. On the occasion of its 75<sup>th</sup> anniversary, it published a book entitled, '75 Years: Indian Adult Education Association - Some Glimpses', covering IAEA's events dating back to its beginnings in 1939.

The book was released by the Vice President of India, M. Venkaiah Naidu, in New Delhi coinciding with a function to confer IAEA's annual [Nehru and Tagore Literacy Awards](#).

The coffee table book is written by S.Y. Shah, Director, International Institute of Adult and lifelong Education, and K.C. Choudhary, IAEA President.

The book highlights the origins and organisational structure of IAEA, and provides glimpses of several IAEA programmes such as knowledge sharing, knowledge generation, capacity building, literacy awards and honours, and advocacy and networking.

IAEA's partnership with ASPBAE through the years was featured richly in the publication. [\[BACK\]](#)



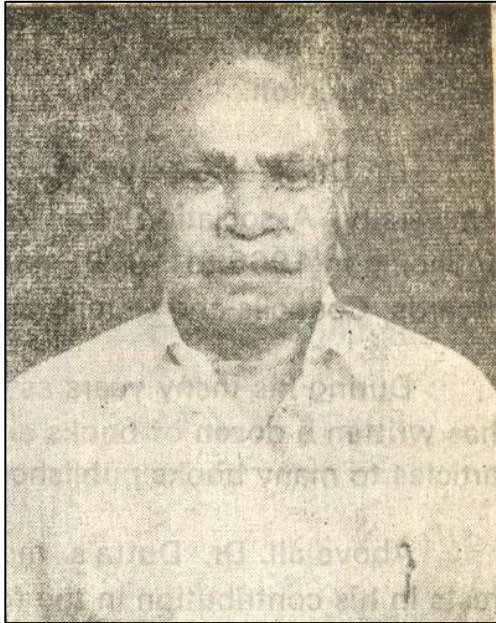
L-R - I.V. Suba Rao, Secretary to the Vice President of India; K.C. Choudhary, IAEA President; Venkaiah Naidu, Vice President of India; B.S. Garg, Patron, IAEA; Madan Singh, Secretary, IAEA.



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**S.C. Dutta, Founder Chairman and President of ASPBAE (1964-1976).**

## Remembering S.C. Dutta, Founder Chairman and President of ASPBAE (1964-1976), on his 99<sup>th</sup> birthday

26 August 2018, India

*By Professor S.Y. Shah, Director, International Institute of Adult and Lifelong Education*

Shib Chandra Dutta (1919-1987), popularly known as Dr. S.C. Dutta, occupies a unique place in the history of Indian adult education, not only as a person who dedicated 40 years (1948-1987) to the cause of adult education, but who also made significant contributions to the professional development of adult education as a field of practice and a discipline of study. Although his main concern and contribution was towards building organisations, especially the Indian Adult Education Association (IAEA), which he served in various capacities as Associate Secretary (1948-1956), Honorary General Secretary (1957-1978), Vice President (1980-83), Treasurer (1984-86), and President (1987), he played a key role in setting up ASPBAE in 1964. This provided a platform to several non-governmental organisations (NGOs) and individuals in the Asia Pacific region to work together for promoting adult education.

In order to encourage universities to introduce adult education courses, S.C. Dutta worked closely with Mohan Sinha Mehta, the then President of IAEA, and set up the Indian University Association for Continuing Education (IUACE), which he served as the Founding Secretary for 13 years (1966-79). S.C. Dutta played an important role in the formation of the Commonwealth Association for the Education and Training of Adults (CAETA) during the international conference held in Surat (Gujarat, Western India) in 1987.

S.C. Dutta was a UNESCO Consultant and participated in several national and international conferences making significant contributions to adult education policy formulation and programme planning and implementation in India and other Asian countries.

Being a prolific writer, he published a number of books and papers and edited the *Indian Journal of Adult Education* for a number of years. He was one of the most fascinating and unassuming adult educators who worked with ease with grassroots level workers, administrators, academicians, and political leaders, both at national and international levels. He belonged to that remarkable generation of adult educators who not only believed in voluntarism but also practised it and set an example for others. A review of his four decades of association with adult education bears testimony to his inherent belief in the democracy of adult education and success in creating a space in the academic world for the study of adult education, building institutions, and shaping adult education policies and programmes.

### Getting to know S.C. Dutta

S.C. Dutta was born on 26 August 1919 in Ambala, Punjab (Northern India), in a middle-class family. After his early education in Ambala, he completed his graduation from Hindu College, New Delhi, in 1939 and obtained a Master's

S.C. Dutta dedicated 40 years to adult education and made significant contributions to the professional development of adult education as a field of practice and a discipline of study. He also played a key role in setting up ASPBAE in 1964.



**S.C. Dutta receiving ASPBAE's Arnold Hely Memorial Medal at ASPBAE's Regional Conference in South Korea in Sept. 1985.**

# ASPBAE THIS MONTH

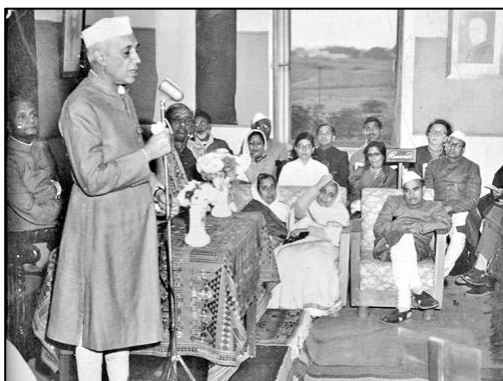
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**First President of India, Rajendra Prasad, interacting with senior IAEA members in the 1950s.**

**S.C. Dutta participated in several national and international conferences making significant contributions to adult education policy formulation and programme planning and implementation in India and other Asian countries.**



**First Prime Minister of India, Jawaharlal Nehru, addressing an adult education conference.**

Degree in History from the University of Delhi in 1946. He was actively associated with literacy programmes during his college days and organised literacy programmes under the Student Literacy League of Delhi University. Because of his interest in literacy work, he joined IAEA as a paid staff member for six months in 1948 and left when he was selected as a Gazetted Officer in the Ministry of Information and Broadcasting of the Government of India. S.C. Dutta, however, continued his association with IAEA and interest in adult education even after joining government service. He devoted after-office hours and Saturdays to working for IAEA in an honorary capacity.

Although my association with Dr. Dutta was only for a year prior to his demise on 4 December 1987, it left a lasting impact on me. It was during the train journey to Surat (Gujarat, western India) to participate in the international seminar organised by the Commonwealth Association for the Education and Training of Adults that I got a chance to meet him and discuss various aspects of adult education.

When late J.C. Saxena, the then General Secretary of IAEA who was travelling with me, introduced Dr. Dutta as the President of the Association, I felt honoured and delighted to meet a stalwart in the field of Indian adult education and learn more about IAEA. As I was working on a project on the History of Adult Education in India commissioned by the Directorate of Adult Education of the Government of India, I was eager to get as much information and guidance from Dr. Dutta about the historical development of adult education. I was surprised to know that he had deep understanding and knowledge about the subject. Unlike academicians whose knowledge often depended on reading secondary sources, Dr. Dutta had first-hand experience as he was associated with most adult education programmes planned and implemented in India since its independence.

Being a repository of vast experience and varied expertise, he was very happy to answer all my questions well in to the night in a very scholarly but informal manner. He suggested that I visit IAEA library and consult several publications related to my research and if need be, contact him again. Subsequently, I decided to record his views in a systematic manner by drafting a detailed questionnaire. He invited me to his house to record the interview which covered several facets of his work and views on adult education. After making use of the interview for my research, I forgot about it. However, after the demise of Dr. Dutta, the interview was published in a special volume of the *Indian Journal of Adult Education* that was published in his memory.

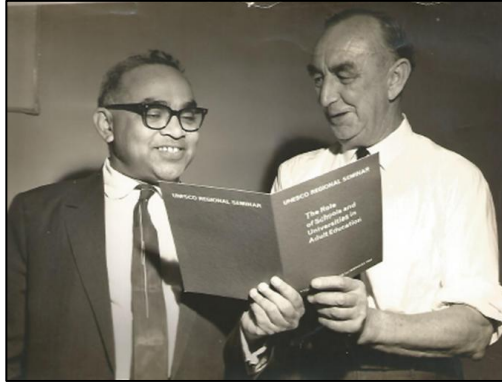
Although, I have been associated with IAEA over the last three decades and undertook various activities and interacted with a number of adult educators, I did not realise the manifold contributions of Dr. Dutta to adult education in general, and IAEA in particular, till I started working on a coffee table publication on 75 years of the Association. As I started going through the vast collection of primary and secondary sources at the IAEA library and conducted interviews with a number of adult educators, I realised the key role of Dr. Dutta in building up the Association and his deep commitment to adult education.



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**S.C. Dutta (L) with Arnold Hely (R), the first Secretary-General of ASPBAE.**

## S.C. Dutta's role in building ASPBAE

Being the Honorary General-Secretary of IAEA, which was well known in the field of adult education during the 1960s, S.C. Dutta was a regular invitee to several international conferences organised by the UNESCO and World Confederation of Teaching Profession (WCOTP) held in different countries. In one of UNESCO's regional seminars on adult education held at the University of Sydney (Australia) from 1 January-28 February 1964, Dr. Dutta met the key organiser, Arnold Hely, Director of Tutorial Classes (which later became Adult Education), at the University of Adelaide, who was working towards bringing Australia into the mainstream world adult education. At the end of the seminar, an interim Executive Committee of seven members - Ang Gee Bah (Malaysia), S.C. Dutta (India), Robert Gibson (South Pacific), Arnold Hely (Australia), Leuan Hughes (Hong Kong), U. Kyaw Khin (Burma), and Artemio Vizconde (Philippines), was formed to discuss the organisational structure and name of the organisation. The committee resolved to name the new organisation *Asian South Pacific Bureau of Adult Education (ASPBAE)* and elected S.C. Dutta as Chairman and Arnold Hely as Secretary-General. The organisation came into being on 1 February 1964.

While Dr. Dutta continued to provide leadership to ASPBAE for 12 years (1964-76) as Founder Chairman and President, Arnold Hely served as the first Secretary-General for three years (1964-67). Arnold Hely even attended the Silver Jubilee conference of IAEA in New Delhi in September 1964. Despite limited resources, ASPBAE organised a number of activities and brought out the ASPBAE Journal which was edited by Bimla Dutta (wife of S.C. Dutta) for 12 years (1964-76) in an honorary capacity.

Dr. Dutta continued to participate in ASPBAE meetings and conferences and provided guidance till his death in 1987.

The extensive international travels and interactions with eminent scholars in different countries motivated Dr. Dutta to work towards establishing an Asian/Commonwealth Institute of Adult education in an Asian country to offer courses and conduct research in adult education. The idea remained a pipe dream mainly due to shortage of resources. His idea, however, was materialised in 2002 when IAEA set up an International Institute of Adult and Lifelong Education on its premises.

## Dedicated adult educator

Irrespective of his wide contacts with dignitaries and his vast achievements, Dr. Dutta kept a low profile and remained a humble voluntary worker of IAEA. K.C. Choudhary, the current President of IAEA, who had a long association with Dr. Dutta, recalled his simple lifestyle where he would wash his own clothes at night when staying at guest houses during conferences. According to him, Dr. Dutta was an extremely popular leader who maintained very cordial relations with everybody and took several initiatives in furthering the cause of adult education. He used IAEA funds very judiciously. A review of his work at IAEA shows that he was a rare combination of a scholar, activist, effective speaker, and an institution-builder par excellence.

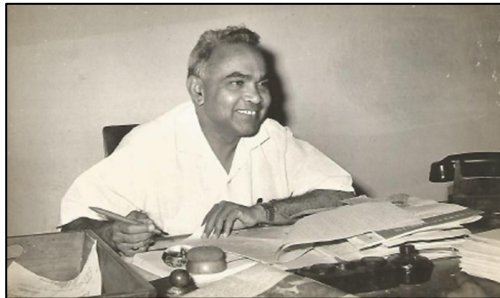


**S.C. Dutta with his wife, Bimla Dutta, who edited the ASPBAE Journal from 1964-1976.**

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*"He is so modest and works so quietly that nobody knows with what hard work, thoroughness, and salient sacrifices he has built up the Association over a number of years. The country owes a great deal to him." - Mohan Sinha Mehta, IAEA President (1961).*

Dr. Dutta's role in IAEA cannot be expressed better than the following observations made by the late Mohan Sinha Mehta, then President of IAEA, on the occasion of the inauguration of Shafique Memorial building of IAEA on 26 April 1961.

*"The world outside may not know, but it deserves to be reported with deep appreciation that if there is any single individual more than anybody else responsible for the development of the scope and services of this Association, it is undoubtedly our Honorary General-Secretary, Shri. S.C. Dutta. It is my duty to express our deep appreciation and gratitude to him for his long and selfless service to the Association... He is so modest and works so quietly that nobody knows with what hard work, thoroughness, and salient sacrifices he has built up the Association over a number of years. The country owes a great deal to him."*

Note: Grateful acknowledgements are due to Sharat Dutta, son of S.C. Dutta, for providing photographs from the family album and sharing personal information about his parents and K.C. Choudhary. [\[BACK\]](#)



## EDUCATION PRIVATISATION: A Threat to the Right to Education

The Asia South Pacific Association for Basic and Adult Education (ASPBAE), together with national education coalitions in the Asia-Pacific region, launched a coordinated campaign to highlight the impact of funding and commercialisation of education on the right to education (RTE). A major component of the campaign was engagement with the Human Rights Council and its predecessor mechanisms to highlight specific concerns on ensuring state responsibility for the right to education. In this regard, ASPBAE presents the outcomes of the parallel reports prepared by the national education coalitions in Pakistan, Nepal, Philippines and Uganda and some selected case studies on the right to education. In this regard, ASPBAE presents a summary in German (September 2018). The paper has been presented and discussed at the Human Rights Council in Geneva, Switzerland, on 26 September 2018. The paper has been the basis for panel discussion, including the role of the Human Rights Council in ensuring the right to education. Apart from the parallel report submissions, the concluding observations of the Human Rights Council on the right to education are also presented in this Digest.

**The Right to Education**  
Education has been formally recognised as a human right since the adoption of the Universal Declaration of Human Rights in 1948, and its codification as a binding international human rights treaty in 1966. The right to education is a fundamental right and is essential for the realization of other human rights. It is a right to quality education for all without discrimination, including and especially the marginalised and vulnerable population groups. These disadvantaged groups include children, girls and women, ethnic and religious minorities, indigenous peoples, lower castes and untouchable groups, migrants, and persons with disabilities, among others.

Under international law, states are duty-bound to protect and fulfil the right to quality education of all.

## The Privatisation Trap

A Policy Review of  
Education Privatisation  
in the Asia Pacific Region



## Addressing Privatisation Using Human Rights Review Mechanisms

The experience of national education coalitions and ASPBAE in countering the privatisation of education in Asia-Pacific using human rights tools and mechanisms

For the past 20 years, national education coalitions, in cooperation with the Asia South Pacific Association for Basic and Adult Education (ASPBAE), have been engaged in a coordinated campaign using human rights review mechanisms to highlight the issue of the increasing privatisation and commercialisation of education in the Asia-Pacific region. This report presents the outcomes of the parallel reports prepared by the national education coalitions in the Philippines, Nepal, Nepal and Pakistan, and the Human Rights Council's concluding observations on the right to education. The report also presents the outcomes of the parallel reports prepared by the national education coalitions in the Philippines, Nepal, Nepal and Pakistan, and the Human Rights Council's concluding observations on the right to education. The report also presents the outcomes of the parallel reports prepared by the national education coalitions in the Philippines, Nepal, Nepal and Pakistan, and the Human Rights Council's concluding observations on the right to education.

## ANNOUNCEMENT: ASPBAE releases publications on education privatisation, a policy review of privatisation in the Asia Pacific, and coalition experiences in engaging with Human Rights Council

ASPBAE has published three publications – ‘[Addressing Privatisation Using Human Rights Review Mechanisms](#)’ (ASPBAE Explainer), ‘[Education Privatisation: A Threat to the Right to Education](#)’ (ASPBAE Digest), and ‘[The Privatisation Trap](#)’. The first two discuss privatisation issues in education and the experiences of ASPBAE and education coalitions in engagements with UN Treaty Bodies and the Human Rights Council.

‘The Privatisation Trap’ presents the main findings of five country studies on education privatisation and Public Private Partnerships (PPPs) in education conducted by ASPBAE with national education coalition members: low fee private schools in India; education voucher system in the Philippines and Indonesia; and PPP initiatives in Nepal and Pakistan. The book provides an overview of the privatisation trend in the Asia Pacific and a mapping of policies on education PPPs as promoted by governments, multilateral development banks, and donors. The results of these studies were presented in national forums, policy dialogues, and high-level meetings, and in regional conferences and international advocacy events. Discussions and feedback received during these events helped in finalizing the results of the regional policy scan and country case studies.

ASPBAE partnered with the following national coalitions in this effort: Civil Society Network for Education Reforms (E-Net Philippines), National Coalition for Education (NCE-India), National Campaign for Education (NCE-Nepal), NGO Education Partnerships (NEP Cambodia), Pakistan Coalition for Education (PCE Pakistan), Network for Education Watch (NEW Indonesia), and All for Education (AFE Mongolia). [\[BACK\]](#)





Asia South Pacific Association  
for Basic and Adult Education  
Learning Beyond Boundaries

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**Publishing ASPBAE's write-ups:** Please contact ASPBAE's Information and Communications Coordinator, Medha Soni, at [medha.aspbae@gmail.com](mailto:medha.aspbae@gmail.com) if you wish you re-produce any material published in this Bulletin.

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