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ASPBAE Indonesia members advocate for government commitment to youth and adult learning and education

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Education civil society organisations contribute strongly in GPE Board meeting and lead-up processes

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ASPBAE's members in India come together to discuss future advocacy efforts in the context of ASPBAE's new Strategic Directions

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Editorial Board of DVV journal meets to plan for upcoming issue on the 'Role and Impact of Adult Education'

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Alan Tuckett gets knighthood for services to adult learning and education

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Promises, challenges, and possibilities of open on-line learning

A policy forum on adult learning and education (ALE), held in Indonesia, stressed that quality ALE should not only be marked by the involvement of multi-layered stakeholders, but should also be manifested in concrete measures and interventions of both learners and teachers.

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ASPBAE member, NEW Indonesia, urges government to strengthen lifelong learning education

Network for Education Watch Indonesia (NEW Indonesia) organised a workshop for its member organisations on lifelong learning education. The education budget of Indonesia prioritizes formal education and training, allocating minimal amounts to non-formal education and lifelong learning opportunities.

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National education network in Myanmar (NNER) calls for education reforms in the country

ASPBAE member, National Network for Education Reform (NNER), Myanmar, held a meeting with the theme - '*Freedom of Education and Sustainable Development*'. 150 participants from 69 civil society education groups participated in the meeting.

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Conference of Non-Governmental Organizations in Consultative Relationship with the United Nations (CoNGO) discusses plans to establish Regional Committee in Asia-Pacific (RCAP)

The Conference of NGOs in Consultative Relationship with the United Nations (CoNGO) gathered key organisations to discuss its plans and build on the momentum to establish the Regional Committee in Asia-Pacific (RCAP).

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International policy forum puts spotlight on using open school data to combat corruption

Researchers and national policy-makers attending an international policy forum in Manila deliberate on open data initiatives from around the world.

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Kailash Satyarthi's Message on 20 Years of Global March Against Child Labour

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Sub-Regional News and Views

Report launch and
roundtable discussion:
From Education to
Employability: Preparing
South Asian Youth for the
World of Work

[Full article](#)

Interview: Global civil society alliance, CIVICUS, speaks with Barbara Adams of the Global Policy Forum (GPF)

CIVICUS (global civil society alliance) speaks with Barbara Adams, senior policy analyst at the Global Policy Forum (GPF), an independent policy watchdog that monitors the work of the United Nations and scrutinizes global policy-making.

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Plan International produces new girls' rights report and develops online platform

Plan International has developed 2 new resources – The 'Girls' Rights are Human Rights' and the 'Girls' Rights Platform'.

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Member of the Month

Equality Myanmar

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Member of the Month

Equality Myanmar

Equality Myanmar (formerly HREIB) is a non-governmental organisation which facilitates a broad range of human rights education and advocacy programmes. EQMM was founded in 2000 with the goal of empowering the people of Myanmar through human rights education to engage in social transformation and promote a culture of human rights. EQMM has played a central role in coordinating a wide range of advocacy campaigns over the years to raise awareness about the human rights situation in Myanmar at local, national, regional, and international levels. It produces a range of human rights educational materials, audio/visual tools, and other multimedia resources to address the lack of human rights information available. Visit the EQMM website to know more. [\[BACK\]](#)

Photo of the Month



The 'All for Education' network in Mongolia undertook a study exchange to New Delhi, India, in December 2017. The event focused on youth and adult education and was a platform for interaction with some of ASPBAE's members in India such as the National Coalition for Education (NCE India) and Azad Foundation.

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 Sonali Rabade, Finance Officer, ASPBAE Australia.

Sonali Rabade

Finance Officer, ASPBAE Australia



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SUB-REGIONAL NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from each of ASPBAE's sub-regions – South and Central Asia, East Asia, Southeast Asia, and the South Pacific. A different sub-region will be featured in each issue. For this edition, we highlight the 'Report launch and roundtable discussion: From Education to Employability: Preparing South Asian Youth for the World of Work'.

Report launch and roundtable discussion: From Education to Employability: Preparing South Asian Youth for the World of Work

1 December 2017, New Delhi, India



The launch of the report initiated discussions on the extent to which education systems in South Asia are preparing youth for the labour market.

JustJobs Network (JJN) and the UNICEF Regional Office for South Asia (ROSA) hosted a roundtable discussion on the topic '*From Education to Employability: Preparing South Asian Youth for the World of Work*' in New Delhi.

The event featured the release of a report on the topic co-authored by Sabina Dewan, President and Executive Director of JJN, and Urmila Sarkar, UNICEF ROSA Regional Education Adviser. The release was followed by a discussion with high-level practitioners, who examined the extent to which education systems in South Asia are preparing youth for the labour market.

Distinguished panellists at the roundtable included Dr. Santhosh Mathew, former Chairperson of National Council for Teacher Education, India; Yamini Aiyar, President and Chief Executive, Centre for Policy Research; Clement Chauvet, Chief, Skills and Business Development, UNDP; and Dr. Rishikesh B.S., Professor and Leader, Hub for Education, Law and Policy, Azim Premji University. Iqbal Hossain, from UNICEF's Country Office in Bangladesh, joined the discussion remotely from Dhaka. Thought-provoking presentations by all speakers were followed by lively discussions on various case studies, policies, recommendations, and stakeholders.

In her foreword to the report, Jean Gough, Regional Director, UNICEF South Asia, stated, "Growing insecurity in the region underscores the need for much greater investment in solid educational and skills foundation for our young people so that they can cope and adapt to changing labour market dynamics."

The report attracted a lot of appreciation and positive feedback on the research and recommendations put forth, as well as on its relevance and timeliness. The partnership between JJN and UNICEF ROSA, in the form of this timely and relevant report, has made a fruitful contribution to the literature on education and youth employment in the 21st century world of work.

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The Policy Forum on Adult Learning and Education was held as a follow-up action to the SEAMEO-CELLL's initiative to harness lifelong learning policies and practices implemented in Southeast Asia.

Promises, challenges, and possibilities of open on-line learning

Policy Forum on Adult Learning and Education

18-20 December 2017, Bandung, Indonesia

By PEKKA Indonesia

ASPBAE President and Director of PEKKA, Nani Zulminarni, and 6 ASPBAE members in Indonesia participated in a Policy Forum on Adult Learning and Education in Bandung (West Java). ASPBAE's Cecilia (Thea) Soriano participated as a resource person at the forum.

The forum was organised by the Ministry of Education and the Centre for Development of Early Childhood, Non-Formal and Informal Education, Bandung (Jayagiri Centre). It was held as a follow-up action related to the Southeast Asian Ministers of Education Organisation-Center for Lifelong Learning's (SEAMEO-CELLL) initiative to harness lifelong learning policies and practices implemented across Southeast Asia.

The policy forum stressed that quality adult learning and education (ALE) should not only be marked by the involvement of multilayered stakeholders but should also be manifested in concrete measures and interventions of both learners and teachers. Current technological advances make it possible for ALE to be delivered anytime, anywhere, and by any means that represent education in the view of (lifelong) learning. Massive Open Online Courses (MOOC) is an example of a distance learning programme and delivery that has been widely adopted. However, challenges in relation to access, quality, funding, recognition, and validation continue to shadow its provision. There are demands emphasising adult learners to be equipped with relevant and necessary skills for the 21st century.

Participants emphasised that in the Indonesian context, one of the fastest growing open online learning programmes is an online course provided for teachers involved in Early Childhood Care and Education (ECCE). Currently, there are close to 600,000 ECCE teachers spread across 190 thousand community-based centers in Indonesia who need Continuous Professional Development (CPD) and learning opportunities, especially since more than two-thirds of them do not hold a Bachelor's degree. The open on-line learning courses are effective and efficient in supporting their academic and professional development. For example, in 2016, more than 13,500 ECCE teachers were enrolled in an open learning courses. This number will continue to double annually. In light of this rapid growth and increasing concerns over its quality, the Government of Indonesia organized the policy forum to develop a policy framework and guidelines for the on-line courses.

In her presentation, ASPBAE's Thea Soriano emphasised that for marginalised communities to benefit from the use of information and communication technologies (ICTs) and on-line courses, the digital divides should be addressed. She noted two such divides – access to ICT (infrastructure), and access to



ASPBAE's Thea Soriano participated in the policy forum in Bandung and where she emphasized the importance of including on-line learning as a component of a holistic approach to women's education and empowerment.

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ASPBAE's Indonesia members strongly urged government officials at the Forum to ensure that its programmes on on-line learning benefit marginalised sectors that need education, learning, and information the most.

Some of the recommendation emerging from the Policy Forum were improving the quality of learning mechanisms, structures, and use of technology; Expanding the role of non-formal education and community learning centres to provide effective on-line learning and capacity advancement; and Capacity building of learners, educators, and managers involved in the on-line courses for better services

capacity building for marginalised learners to enable them to use and harness the potential of technology for learning and community development. Thea shared the experiences of some of ASPBAE's members such as Bunyad Foundation (Pakistan) and ASPPUK (Indonesia) where on-line learning is a component of a holistic approach to women's education and empowerment.

Participants of the policy forum produced a set of recommendations. Some highlights of those recommendations were – (1) Improving the quality of learning mechanisms, structures, and use of technology; (2) Expanding the role of non-formal education and community learning centres to provide effective on-line learning and capacity advancement; (3) Capacity building of learners, educators, and managers involved in the on-line courses for better services; (4) Developing and synchronising open learning policies with regulations from national and local governments and in line with SDG 4; (5) Scaling up on-line courses to other places, both in urban and rural settings; (6) Enlarging networking and funding with government institutions from various sectors and collaboration with NGOs; (7) Material development for various, interesting on-line learning based on local contexts; and (8) Localising lifelong learning frameworks to suit different situations in the Indonesian context.

ASPBAE's Indonesia members strongly urged government officials at the forum to ensure that its programmes on on-line learning benefit marginalised sectors that need education, learning, and information the most. Representatives from PEKKA highlighted that it would explore how on-line learning can be used for capacity building of its women educators across the different districts in Indonesia. The Jayagiri Center opened its doors for collaboration with ASPBAE's members on further discussions on youth and adult education and on-line learning.

The ASPBAE members from Indonesia at the forum were - Centre for Community Development and Education (CCDE); Network for Education Watch Indonesia (NEW Indonesia); Association For Women In Small Business Assistance (ASPPUK); Institut KAPAL Perempuan; Center for Women's Resources Development (Pusat Pengembangam Sumberdaya Wanita (PPSW); and PEKKA (Perempuan Kepala Keluarga) or 'Women Headed Family Empowerment'.

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Network for Education Watch Indonesia (NEW Indonesia) organised a workshop for its member organisations on lifelong learning education.

ASPBAE member, NEW Indonesia, urges government to strengthen lifelong learning education

12 December 2017, Jakarta, Indonesia

Network for Education Watch Indonesia (NEW Indonesia) organised a workshop for its member organisations on lifelong learning education. At the workshop, NEW Indonesia National Coordinator, A. Ubaid Matraji, spoke on behalf of the network in demanding that the government play a larger and a more significant role in supporting lifelong education at the grassroots level. The education budget of Indonesia prioritizes formal education and training, allocating minimal amounts to non-formal education and lifelong learning opportunities. There is little investment despite the success of Packet A, Packet B, and Packet C – non-formal education programmes of the Ministry of Education that provide literacy and

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Workshop participants discussed aspects of ensuring lifelong learning opportunities, such as legal frameworks, human resources, governance, budgets, and the role of CSOs in demanding more comprehensive national education systems inclusive of quality education and lifelong learning for all its citizens.

second chance education for out-of-school children, youth, and adults, especially in marginalised communities in Indonesia.

Several New Indonesia members work on issues such as women's social and economic empowerment, human rights, and the rights of people with disabilities and indigenous communities. In this regard, their advocacy efforts are directed towards lifelong learning that goes beyond formal education and focuses on education and learning opportunities for people with limited economic opportunities such as homemakers, unemployed youth, and groups with limited access to education and learning systems. The coalition strongly advocates for a lifelong learning system, as emphasised in the Education 2030 Framework, where governments provide different pathways to learning.

The workshop participants engaged in discussions on the several aspects of ensuring lifelong learning opportunities, such as legal frameworks, human resources, governance, budgets, and the role of civil society organisations and other stakeholders in demanding a more comprehensive national education system inclusive of quality education and lifelong learning for all its citizens.

ASPBAE's Cecilia (Thea) Soriano participated in the workshop in Jakarta where she reiterated that lifelong learning encompasses learning from early childhood (even infancy) to adulthood. She stated that it was an encouraging sign that many governments have invested much in primary, secondary, and now increasingly in Early Childhood Care and Development (ECCD). However, a lot remains to be done with regard to youth and adult education and the delivery pathways of non-formal and informal education. Thea spoke about some of ASPBAE's initiatives related to lifelong learning advocacy, such as lobbying governments to invest more in adult education during the Mid-Term Review of the 6th International Conference on Adult Education (CONFINTEA VI MTR) held in Suwon, Korea, in October 2017. She emphasised that the government of Indonesia has been at the forefront of pushing for the Sustainable Development Goals (SDGs) at the global level. In education, the government needs to be made accountable to the full agenda of the education goal (SDG 4) within the SDGs, not to forget accountability towards youth and adults not in school.

NEW Indonesia members acknowledged the need to further detail out its agenda and advocacy strategy on lifelong learning as well on youth and adult education. They agreed to participate in the Ministry of Education and SEAMEO Regional Centre for Lifelong Learning's (SEAMEO CELLL) Forum on lifelong learning in Bandung, Indonesia, and find opportunities for collaboration. [\[BACK\]](#)

ASPBAE's Cecilia (Thea) Soriano participated in the workshop in Jakarta spoke about some of ASPBAE's initiatives related to lifelong learning advocacy, such as lobbying governments to invest more in adult education during the Mid-Term Review of the 6th International Conference on Adult Education (CONFINTEA VI MTR) held in Suwon, Korea, in October 2017.

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ASPBAE Indonesia members advocate for government commitment to youth and adult learning and education

15 December 2017, Jakarta, Indonesia

By PEKKA Indonesia



Nani Zulminarni, Director of PEKKA and ASPBAE President, addressing participants at the ASPBAE member national consultation in Jakarta. The national consultation aimed to strengthen the cooperation of ASPBAE members to advocate for the realisation of the Indonesian government's commitment to youth and adult learning and education.

ASPBAE, in cooperation with PEKKA (Women Headed Family Empowerment) Indonesia, convened an ASPBAE members' national consultation on youth and adult learning and education in Jakarta. The national consultation aimed to strengthen the cooperation of all ASPBAE members to advocate for the realisation of the Indonesian government's commitment to youth and adult learning and education in line with the global agenda on Education 2030 (SDG 4) and the Belem Framework for Action of the Sixth International Conference on Adult Education 6 (CONFINTEA VI). Concretely, the national consultation aimed to build a consensus on the agenda and strategies for national advocacy.

Nani Zulminarni, Director of PEKKA and ASPBAE President, welcomed the participants to the event. Having participated in the CONFINTEA VI Mid-Term Review held in Suwon, Korea, in October 2017, Nani noted that over time, governments and civil society organisations (CSOs) have engaged in countless innovative and effective practices on youth and adult learning and education (YALE). She stressed that these good practices, which were shared amongst the 103 countries present at the CONFINTEA VI Mid-Term Review, could be scaled up with the political will of governments. First and foremost, Nani stated that the Indonesian government needed to strengthen its lifelong learning structures, including non-formal and informal education, to ensure that quality YALE is properly financed and implemented to reach out to marginalised communities.

Nani Zulminarni, Director of PEKKA and ASPBAE President, highlighted that good practices by governments and civil society related to youth and adult learning and education (YALE) could be scaled up with the political will of governments. She further stressed that the government of Indonesia needed to strengthen its lifelong learning structures to ensure that quality YALE is properly financed and implemented to reach out to marginalised communities

ASPBAE's Cecilia (Thea) Soriano participated in the national consultation in Jakarta and said that the advocacy of members at the country level informs the regional Asia Pacific advocacy of ASPBAE which gives prominence to the civil society agenda on YALE. She stressed that, based on civil society's work with marginalized youth and adults, ASPBAE needs to push for effective strategies for implementing targets on access to Technical and Vocational Education and Training TVET (Sustainable Development Goal 4.3, or SDG 4.3), relevant skills for work (SDG 4.4), gender equality in education (SDG 4.5), and youth and adult literacy (SDG 4.6). She emphasised that the implementation of SDG 4.7 (Global Citizenship Education – GCED - and Education for Sustainable Development - ESD) should be broadened where youth and adults have access to ESD and GCED, and education that promotes peace, cultural diversity, and gender equality in communities.

Thea reiterated the role of civil society organisations to build on the capacities of marginalised communities to do advocacy and enable them to hold the government to account to the right to youth and adult learning and education. She shared the experiences of ASPBAE members in India, Indonesia, and the Philippines on youth-led action research where marginalised youth initiated local actions after doing their own research on education in the community.

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One of the highlights of the national consultation was the sharing of all members of their work on youth and adult education and linking them with SDG4, the SDGs, and CONFINTEA VI.

One of the highlights of the national consultation was the sharing of all members of their larger work on youth and adult education and linking them with the SDG 4, the SDGs, and CONFINTEA VI. This aided in generating lessons learnt from the work of the members and could influence and enhance advocacy plans targeting the government at local and national levels.

A set of indicators were identified by the participants to be used for national advocacy on lifelong learning and youth and adult education. They were - (1) Understanding of lifelong learning for women; (2) Recognition of community-based school models; (3) Regulation on the implementation of lifelong education; (4) Adoption and adaptation of community-based education in national programmes; (5) Increased government budgets for informal and non-formal education; (6) Media awareness to support lifelong learning for marginalised groups.

The national consultation concluded with an agreement on follow-up actions, including formulating a policy brief on lifelong learning and initiating a series of meetings with the Ministry of Education.

Ten out of the 12 member organisations in Indonesia participated in the national consultation, namely - Centre for Community Development and Education (CCDE); Network for Education Watch Indonesia (NEW Indonesia); Perkumpulan Sada Ahmo (PESADA); Capacity Building Learning Sumatra Forum (FBCB Sumatra); Association For Women In Small Business Assistance (ASPPUK); Ruang Mitra Perempuan - RUMPUN (Space for Women Friendship); Association for Community Empowerment (ACE) (Perhimpunan Peningkatan Keberdayaan Masyarakat); Institut KAPAL Perempuan; Center for Women's Resources Development (Pusat Pengembangam Sumberdaya Wanita (PPSW); PEKKA (Perempuan Kepala Keluarga) or "Women Headed Family Empowerment".
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Education civil society organisations contribute strongly in GPE Board meeting and lead-up processes

5-7 December 2017, Paris, France



CSOs have been contributing to GPE committees and processes to ensure civil society perspectives are included.

Civil society education organisations from global, regional, and national levels collaborated to contribute strongly to the Board meeting of the Global Partnership for Education (GPE) and its lead-up processes. Prior to the Board Meeting, civil society organisations (CSOs) held its own meeting from 3-4 December to prepare for its interventions at the GPE Board meeting. A further earlier meeting of GPE Developing Country Partners (DCPs) constituency of government officials was held from 29 November-1 December, also in Paris, involving CSO representatives.

For some months prior to the meetings in Paris, CSOs have been contributing to important GPE committees and processes to ensure civil society perspectives are included. The GPE Strategy and Impact Committee (SIC) has been undertaking the process of conceptualising and developing modes of operation of two important GPE funding mechanisms relevant to CSOs, namely the

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Civil society organisations have been contributing to important GPE committees and processes to ensure civil society perspectives are included.

Advocacy and Social Accountability (ASA) fund and the Knowledge and Innovation Exchange (KIX) fund. The current Civil Society Education Fund (CSEF) programme, which importantly funds 19 national education coalitions in the Asia Pacific region and over 60 coalitions globally, will be incorporated into the ASA mechanism. The exact details of this incorporation are still being discussed and will be finalised mid-2018.

Civil society is represented on the GPE board through three constituencies – (1) CSO1 for 'northern' CSOs (2) CSO2 for 'southern' CSOs, and (3) CSO3 for teacher organisations. The representatives for each of these constituencies worked hard to ensure the broader global CSO networks were involved in key GPE programme developments in the lead up months, and in ensuring a strong civil society perspective in GPE Board decisions. GCE, ASPBAE, and its regional counterparts CLADE (Latin America), ANCEFA (Africa), and ACEA (Arab region) have all been actively participating in this process, along with CSOs from Europe and also Education International.

Developing Country Partners (DCP) pre-Board meeting

29 November-1 December 2017, Paris, France

The Developing Country Partners (DCP) constituency pre-Board meeting consisted of government officials from Africa, Asia and the Pacific, Latin America and the Caribbean, and the Middle East. The CSO2 delegation attended the meeting as observers but was invited to intervene in the DCP's discussions around agenda tackled by various working committees in GPE such as by the Strategy and Impact Committee, Finance and Risk Committee, Grants and Performance Committee, and Governance and Ethics Committee.

Significant interventions were made by civil society around measuring domestic financing commitments, inclusion of teaching as one of the key themes to be funded under the Knowledge and Innovation Exchange (KIX) funding mechanism, reflecting civil society input to and coherence of the Advocacy and Social Accountability (ASA) funding mechanism, and alignment of GPE grants to national education systems.

Civil society organisations pre-Board meeting

3-4 December 2017, Paris, France

The CSO pre-Board meeting was organised by the Global Campaign for Education (GCE) and consisted of representatives from each of CSO1, CSO2, and CSO3 constituencies, including the GPE Board members from these constituencies, one of whom was Zehra Arshad, Coordinator of PCE Pakistan (an ASPBAE member). ASPBAE's Bernie Lovegrove and Helen Dabu also participated as Asia Pacific regional focal points. Some representatives from the DCP constituency participated in certain sessions of the CSO meeting as a way of fostering reciprocal engagement.

Representatives for each of the CSO constituencies worked to ensure the broader global civil society networks were involved in key GPE programme developments, and in ensuring a strong civil society perspective in GPE Board decisions. The Global Campaign for Education (GCE), ASPBAE, and its regional counterparts - CLADE (Latin America), ANCEFA (Africa), and ACEA (Arab region) - actively participated in the process.

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CSO representatives agreed on a final [joint CSO position paper](#), which was actively used by the CSO Board representatives to inform their interventions at the Board meeting.



At the Developing Country Partners (DCP) constituency pre-Board meeting, interventions were made by civil society around measuring domestic financing commitments and inclusion of teaching as one of the key themes to be funded under the Knowledge and Innovation Exchange funding mechanism.

GPE Board meeting

At the GPE Board, interventions by the CSO Board members were strong and well informed. CSOs also held side caucus meetings to re-group and exchange on how the discussions were unfolding. Side meetings were organised with some Global Partnership for Education (GPE) Secretariat staff to discuss particular issues and gain clarity and common ground before Board decisions were taken.

Regarding the Advocacy and Social Accountability (ASA) funding mechanism, CSOs stressed the importance of ensuring smooth transition/continuity between the Civil Society Education Fund (CSEF) and its successor under the ASA, as well as ensuring transparency and clarity of processes, such as the establishment of a technical advisory group and its relation to GPE governance, especially on decision making and approval process.

Regarding the Knowledge and Innovation Exchange (KIX) funding mechanism, 4 themes will commence in 2018, namely Learning Assessments, Early Childhood Care and Education (ECCE), Gender Equality, and Data Systems. Through strong CSO interventions, the Board approved the additional themes of Teaching and Learning, and Equity and Inclusion to be funded in 2019. The GPE Strategy and Impact Committee (SIC) will oversee the detailed design of the KIX mechanism and learning platform, which it was agreed will foster learning exchange among all GPE partners.

Another issue discussed concerned the GPE Results Framework Indicator 10 on domestic financing. CSOs called for GPE to align its methodology with that of UIS (to include debt servicing as part of total public expenditure). In light of CSO interventions, including an earlier [letter signed by Education International \(EI\), academics and other institutions](#), the Board decided that the SIC should review the methodology used and returned for discussion at the June 2018 Board meeting.

CSO representatives agreed on a final [joint CSO position paper](#), which was actively used by the CSO Board representatives to inform their interventions at the Board meeting.

All in all, while many issues discussed are still ongoing, the GPE Board meeting and surrounding meetings were another positive example of effective coordinated collaboration by education CSOs to contribute strongly in the GPE Board meeting and processes. Further details regarding issues discussed at the GPE Board meeting can be made available by GPE and ASPBAE. [\[BACK\]](#)

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ASPBAE member, National Network for Education Reform (NNER), Myanmar, held a meeting with the theme - 'Freedom of Education and Sustainable Development'. Participants engaged in discussions and deliberated on the national education reform in Myanmar.

National education network in Myanmar (NNER) calls for education reforms in the country

16 December 2017, Dawei, Myanmar

ASPBAE member, National Network for Education Reform (NNER), Myanmar, held a meeting with the theme - 'Freedom of Education and Sustainable Development'. 150 participants from 69 civil society education groups, including student unions, teachers' unions, people with disabilities, and ethnic and faith-based education groups took part in the meeting. Participants engaged in discussions and deliberated on the national education reform in Myanmar.

In a statement formulated by NNER, the network highlighted its support for mother tongue-based multi-lingual education that is being implemented by ethnic-based education organisations for all children. NNER supports this initiative as it believes the official recognition of ethnic-based education programmes are most effective in restoring and maintaining peace in fragile contexts. Furthermore, NNER emphasizes the importance of ensuring the democratic participation and the promotion of activities, capacities, and perspectives of education organisations as an essential political mandate for democracy.

NNER expresses concern that democratic political processes are weak in Myanmar that that instances of discrimination and intimidation of education groups are on the rise. It emphasises the need for more decentralised and transparent processes for the effective implementation of national education laws and education sector management.

NNER advocates that the Myanmar government should take the following for education reform in the country –

1. Officially recognise ethnic-based education programmes.
2. Recognise the right to self-determination in education.
3. Implement programmes effectively and in a timely manner to provide equal opportunities to a quality education for every child.
4. Effectively implement the education goal (SDG 4) of the Sustainable Development Goals (SDGs).
5. Reform current national education laws and education management systems.
6. Ensure the right of participation and dialogue of all stakeholders, including student unions and teachers' unions, in determining education policies and education sector plans.
7. Ensure the right of citizens to form student and teacher unions independently.
8. Guarantee the right and the freedom of education and improve the quality of education and teacher professional development. [\[BACK\]](#)



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ASPBAE's members in India come together to discuss future advocacy efforts in the context of ASPBAE's new Strategic Directions

14-15 December 2017, Nasik, Maharashtra, India



Several ASPBAE's members in India met in Nasik for a national consultation to share learnings from the field, discuss current trends on education for all (with an emphasis on youth and adult education), and strategise on their advocacy efforts.

Representatives of 12 ASPBAE member organisations in India came together in Nasik for a national consultation to share learnings from the field, discuss current trends on education for all (with an emphasis on youth and adult education), and strategise on their advocacy efforts. ASPBAE's member organisation, Abhivyakti Media for Development, hosted the meeting.

ASPBAE is organising similar national conferences amongst its membership in the Asia Pacific with the aim to foster interactions between adult education practitioners and education campaigners to enhance adult education practice and contribute towards evolving a stronger policy reform agenda on youth and adult education. The specific objectives of the national consultation in India were also to share the outcomes of the recently concluded CONFITEA VI Mid-Term Review conference in Suwon, South Korea, and to jointly reflect on participating in the forthcoming Sustainable Development Goal (SDG) follow-up processes at the global, regional, and national level.



The objectives of the national consultation in India were to share the outcomes of the recently concluded CONFITEA VI Mid-Term Review conference in South Korea and to jointly reflect on participating in the forthcoming SDG follow-up processes at the global, regional, and national level.

Summarising the purpose of the meeting, ASPBAE's Anita Borkar shared reflections, discussions, and assertions of earlier consultations through a presentation on the national consultation held in 2016. This was followed by a presentation on the Sustainable Development Goals (SDGs) and the education goal (SDG 4) by ASPBAE's Susmita Choudhury, where she updated participants on national-level processes on indicator development, voluntary national reviews (VNRs), and state plans to implement the 2030 Agenda. After engaging discussions, participants agreed on the need for disaggregated data to address equity in education policy, the need to articulate the interaction between school education and skills for work, and the need for more participation from participation of education stakeholders (civil society, teachers, parents, learners, to name some) at national, regional and global policy processes.

ASPBAE Secretary-General, Maria Khan, updated on the CONFITEA VI Mid-Term Review (MTR) Conference, which was held in Suwon, Korea, in October 2017.



ASPBAE Secretary-General, Maria Khan, made a presentation on the CONFITEA VI Mid-Term Review (MTR) Conference.

The CONFITEA VI Mid-Term Review (MTR) aimed to take stock of progress made on the Belem Framework of Action (BFA) and to deliberate on how it can be more strongly aligned with the SDGs. The MTR consisted of various processes such as national reports, development of regional mid-term assessment reports, the 3rd Global Report on Adult Learning (GRALE), and the convening of a Civil Society Forum. However, India was not present at the conference. Maria Khan shared the main findings of the Asia Pacific CONFITEA VI Mid-term Assessment Report, written by Rangachar Govinda. She also highlighted the main outcomes of the Conference, including planning for CONFITEA VII in 2021.

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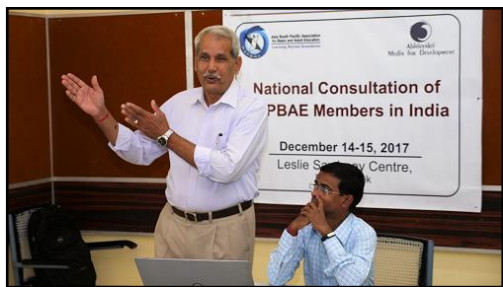
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ASPBAE members were also updated on ASPBAE regional initiatives covering India.



The initial findings of the research study on 'Financing Options for Skills for Work for Marginalised Women in India' was presented by Adil Ali of Azad Foundation.

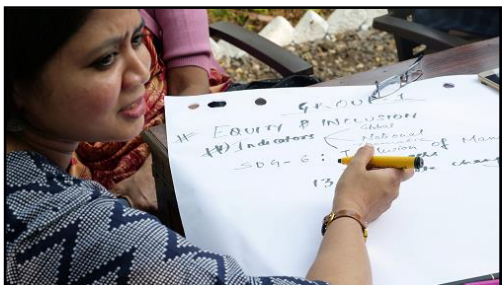
A research study was presented by Adil Ali from Azad Foundation on '*Financing Options for Skills for Work for Marginalised Women in India*'. This is an ASPBAE-initiated study currently being undertaken by members in India and Indonesia. Adil outlined the international framework governing skills training and decent work. He highlighted the skill gap according to projections for growth of industries and a diminishing demographic dividend (dependency ratios are expected to increase in the next 20 years) and presented the challenges facing the skill training sector. Deben Bachaspatimayum from the Coalition for Advocacy for Lifelong Learning (CALL) Manipur, expressed the need for the research to be more inclusive and to include the northeastern states of India.



Ramakant Rai of NCE India gave a presentation updating on the implementation of the Right to Education Act. He stressed that the Right to Education remains meaningless without political will and resource allocation, especially for the poorest children.

An ASPBAE-initiated study on Youth-Led Action Research (being undertaken in India, Indonesia, and the Philippines) was presented. Abhivyakti, an ASPBAE member, is leading the study in India with support from a research team made up of young women (called *Shodhini's*) from local communities in Maharashtra (Western India). The *Shodhini's* shared their experiences in conducting the research, visiting houses in their communities, and advocating the findings of the research with government representatives. A report containing the demands of the young women has been shared with UNESCO.

Ramakant Rai of NCE India gave a presentation highlighting the education policy in India, with a focus on the Right to Education. He illustrated the situation of primary and secondary education with data focusing on a large number of out-of-school children, and a high proportion of child labourers and of people without basic literacy. Ramakant Rai stressed that the Right to Education remains meaningless without political will and resource allocation, especially for the poorest children. He also shared NCE India's work on these issues by filing Public Interest Litigations in many of the states. The presentation led to discussions on ways to measure quality education, teachers' ability, and caste composition in the education system in the country.



Participants of the India national consultation charted out plans for preparing a spotlight report on SDG4 in particular and on their participation in ASPBAE's research initiatives.

ASPBAE Secretary-General, Maria Khan, shared ASPBAE's Strategic Directions (2017-2020).

Participants deliberated on their plans for the future based on ASPBAE's Strategic Directions. They charted out plans for preparing a spotlight report on the SDGs, and SDG4 in particular, and on their participation in ASPBAE's research initiatives. Participants agreed that given the current political climate and nature of developmental policies which leave out a majority of the population, inclusion and equity could be the dominant themes for the spotlight report. They also recommended that the goals be linked - SDG4 to be connected with other goals such as Goal 6 (clean water and sanitation), Goal 13 (climate action), and Goal 16 (peace, justice, and strong institutions); and Goal 4.7 (learning to live together sustainably) with Goal 16 to explore education as a means for achieving peace and justice. They also identified the need to contextualise the relevance of global indicators to the Indian context and critically analyse government schemes, programmes, and indicators to measure their performance.

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ASPBAE is organising similar national conferences to foster interactions between adult education practitioners and campaigners to evolve a stronger policy reform agenda on youth and adult education.

Regarding ASPBAE's research initiatives, the participants suggested that key learnings and recommendations from the study exchange on community learning centres (CLCs) that took place in Bangkok in 2017 be synthesized into a policy brief for advocacy. They suggested that youth-led action research could be explored in the Northeastern states of India to develop skills of youth there, especially of girls.

The participants also suggested that ASPBAE advocate for community learning centres to fill the gaps in formal education and that ASPBAE's toolkit on youth-led action research be shared with members. They called on Abhivyakti's assistance in developing capacities to utilise the toolkit.

A 'market place' was organised for the duration of the meeting for ASPBAE's members in India to share their learnings and innovations. They set up stalls with information about their organisations where they displayed material highlighting their experiences, successes, and challenges in their work on education and lifelong learning. [\[BACK\]](#)



Editorial Board of DVV journal meets to plan for upcoming issue on the 'Role and Impact of Adult Education'

15-18 January 2018, Addis Ababa, Ethiopia

The Editorial Board of a journal produced by DVV International, Adult Education and Development (AED), met in Addis Ababa to plan for the 2018 journal to be themed on the 'Role and Impact of Adult Education'.

Board members representing Africa, Asia, the Arab world, the International Council for Adult Education (ICAE), the European Association for the Education of Adults (EAEA), DVV International, and the academia brainstormed on possible topics, reflecting on the role and impact of adult education in a lifelong learning context. Board members also provided their feedback on the previous 2017 issue of the journal themed on 'Inclusion and Diversity'. Samuel Asnake of the UNESCO Liaison Office in Addis Ababa provided his feedback on the 2017 journal as an external reviewer. Sonja Belete, DVV International in Ethiopia, gave a presentation on the context of adult education in Ethiopia and more widely in East Africa.

While brainstorming on the upcoming 2018 issue, several topics were suggested to be included in the journal, such as adult education's contribution to global society and democracy, how value systems affect our understanding of the role of adult education, defining specific roles and targets of adult education, what conditions are needed for adult education to have an impact, and linking adult education to development.



Editorial Board members visited a community learning centre offering a space for adults to read and opportunities for children to benefit from classes and a play area.

Editorial Board members visited a community learning centre (CLC) in Muke T'uri, a rural township a few hours' drive away from Addis. The local community there are offered adult education classes. The centre also offers a space for adults to read and borrow books from the library and opportunities for small children to benefit from classes and a play area.

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AED Editorial Board members in Ethiopia.

Send in your abstracts for this year's AED Journal, to be themed on *'The role and impact of adult education'*, by 1 April.

At the conclusion of the meeting, Board members identified several possible topics for the 2019 journal and agreed on a call for submission for articles for the AED journal on the role and impact of adult education. The call is as follows –

AED 85/2018: The role and impact of adult education

Why do we need adult education? Does it actually make a difference? In the next edition of Adult Education and Development, we will be taking a closer look at the roles of adult education, its impact on the world and on our lives. We are especially interested in thoughts on what role adult education plays in development work and are also interested in the current global debate on the wider benefits of learning.

We are curious about your thoughts on impact: Is it important to know/measure? If so, why and how do you measure the impact of adult education on society, on improving a specific issue, on people's lives? We would like to receive texts from a personal point of view, from a local/regional point of view, and from a global point of view. We welcome analytical texts, personal reflections, project results, comparative texts and critical thoughts.

Send your abstract in English, French, or Spanish to the Editor-in-Chief, Johanni Larjanko (johanni.larjanko@gmail.com) and the Managing Editor, Ruth Sarrazin (sarrazin@dvv-international.de) before 1 April 2018. [\[BACK\]](#)

Conference of Non-Governmental Organizations in Consultative Relationship with the United Nations (CoNGO) discusses plans to establish Regional Committee in Asia-Pacific (RCAP)

12 January 2018, Bangkok, Thailand



Cyril Ritchie, President of CoNGO, highlighted that the 2 main focuses of the Regional Committee in Asia Pacific (RCAP) were to put CoNGO's experience at the disposal of NGOs throughout the Asia Pacific and to mobilise Asia Pacific civil society awareness of, and engagement with, UNESCO.

The Conference of NGOs in Consultative Relationship with the United Nations (CoNGO) started 2018 with a big bang. It gathered key organisations to discuss its plans and build on the momentum to establish the Regional Committee in Asia-Pacific (RCAP).

In his opening remarks, Cyril Ritchie, President of CoNGO, said that the creation of the RCAP in 2017 had two main focuses – (1) To put CoNGO's experience at the disposal of NGOs throughout the Asia Pacific region, being available to help strengthen and expand regional cooperation on structural and substantive issues. CoNGO has 40 "Substantive Committees" dealing with a myriad of issues on the United Nations agenda, and their competence and practices can be valuable inputs to this process." (2) To develop and mobilise Asia Pacific civil society awareness of, and engagement with, UNESCAP, benefitting from and encouraging existing Asia Pacific mechanisms while exploring potential growth and interaction.

ASPBAE has been a long-standing member of CoNGO and participated in the meeting in Bangkok. ASPBAE's Cecilia "Thea" Soriano, shared the organisation's plans to actively engage in the High Level Political Forum (HLPF) processes and prior to that, the Asia Pacific Forum on Sustainable Development (APFSD). She

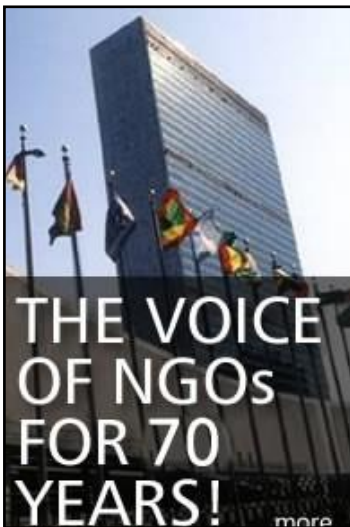
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ASPBAE has been a long-standing member of CoNGO.

ASPBAE's Thea Soriano participated in the meeting and shared ASPBAE's plans to engage in the High Level Political Forum (HLPF) processes and in the Asia Pacific Forum on Sustainable Development (APFSD).



CoNGO celebrates 70 years in March 2018.

stressed the importance of pushing for the role and framework of Learning Cities as well as Education for Sustainable Development (ESD) to achieve Goals 11 (sustainable cities and communities) and Goals 12 (responsible consumption and production), both being reviewed in 2018 together with Goal 6 (clean water and sanitation), Goal 7 (affordable and clean energy), and 15 (life on land).

The Continuation Committee of the RCAP will meet again in May to further discuss its work along issues identified in 2017. A priority concern will be on addressing the shrinking of civil society space and building solidarity with countries and groups that are being affected by the restricting space in countries.

In his remark, Ritchie also said that, *"CoNGO regularly urges all component parts of the UN System, global and regional, to take all measures within their prerogatives to encourage veritable expansion of civil society space, and corollary deepening engagement with intergovernmental policy decision-making."*

RCAP also wants to plan out its monitoring and advocacy of binding and non-binding instruments such as the Agenda 2030, contributing to the localization of knowledge on these agreements. How it can also contribute towards NGO/CSO shadow reports to intergovernmental oversight committees is also being planned out.

With high expectations for 2018 and beyond, the RCAP Continuation Committee meeting ended with reminders on the forthcoming Assembly of CoNGO in Geneva on from 1-3 March 2018. The occasion will also celebrate the 70th anniversary of CoNGO. [[BACK](#)]

Alan Tuckett gets knighthood for services to adult learning and education

December 2017

Alan Tuckett, who led Britain's [National Institute for Adult Continuing Education](#) (NIACE) for 23 years, was knighted in the United Kingdom's New Year Honours for services to education. Immediate Past President of the [International Council for Adult Education](#) (ICAE), he said he was "honoured and humbled" by the knighthood, and "really pleased" that adult learning was being recognised in such a high-profile way.

"If you look at public policy over the last 15 years, it has been getting tougher and tougher for adults and learning, so anything which draws attention to the importance of this area is good," he said.

Alan was involved in starting the British adult literacy campaign in the 1970s and successfully campaigned during that decade to defend adult learning public spending in west Sussex, after the council's leader attempted to abolish it. He became the principal of Clapham Battersea Adult Education Institute in London, aged just 32, before taking over at NIACE in 1988.



Alan Tuckett was knighted in the UK's New Year's Honours List for his services to education, particularly adult learning.

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In 1991 he said he achieved a feat of which he is most proud of out of his whole career – launching Adult Learners' Week. This annual event puts the spotlight on adult learners, teachers, and providers to “showcase and celebrate the life changing power adult education can wield”. It has been adopted by UNESCO and is now held across over 50 countries.

After retiring from NIACE in 2011, Alan was elected President of ICAE, a role which he carried out until 2015. In 2014 he was appointed as a part-time professor at the [University of Wolverhampton](http://www.wolverhampton.ac.uk), a job which he has been doing ever since. Alan has been a continuing supporter of ASPBAE – he was a guest speaker and resource person in several ASPBAE events and continues to serve in the ICAE Executive Committee where ASPBAE is also represented.

Reflecting on his knighthood, Alan said, “*Nobody does this sort of thing without the support of their colleagues and loving family so this knighthood is a testament to all of them. “I do think ‘why me’ but thank you very much.”*

This write-up contains excerpts from an article appearing in [FE Week](#), a newspaper dedicated to further education and skills. [\[BACK\]](#)

International policy forum puts spotlight on using open school data to combat corruption

24-26 January 2018, Manila, Philippines



An international policy forum held in Manila underscored that open school data can foster accountability and combat corruption in education, but only when it is used effectively and any malpractice is addressed with clear consequence.

Open school data can foster accountability and combat corruption in education, but only when it is used effectively and any malpractice is addressed with clear consequence. Researchers and national policy-makers attending an international policy forum in Manila, organised by the UNESCO International Institute for Educational Planning (IIEP-UNESCO) and the Department of Education in the Philippines, underscored this as they discussed open data initiatives from around the world.

The forum was based on the findings of a major IIEP-UNESCO study on open school data. National policy-makers from 15 countries and civil society representatives joined the researchers for a series of discussions on how to better use school-level data and to share information on current initiatives in Asia, Africa, and Latin America. The discussions brought to the forefront key policy options to facilitate access to more reliable and effective educational data to improve service delivery and reduce corruption in the sector.

“Corruption is a major barrier to quality education for millions of children and youth worldwide. While open education data has the ability to be a real game changer, we cannot stop at disclosure. Policies and capacity development initiatives must also exist to help close the gap between information and how it is actually used to improve the quality and service delivery of education”, said Suzanne Grant Lewis, IIEP Director.

Discussions at the Forum brought to the forefront key policy options to facilitate access to more reliable and effective educational data to improve service delivery and reduce corruption in the sector.

Public access to information is widely accepted as a key to greater transparency and accountability in education. With open data, education officials – and the

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Researchers and policy makers take part in an international policy forum in Manila that put the spotlight on using open school data to combat corruption.

During the forum, participants explored issues such as what are the most critical data for improving transparency and revealing corruption, how can the reliability of information be ensured, and whether there should be any negative effects of open data to take into account.



School-level data through school report cards can enable the school community, specifically parents, to verify that the school has received all of the services and resources it was entitled to.

public-at-large – can monitor educational progress and identify any bottlenecks and malpractices in the system.

Many countries are sharing school-level data through school report cards. They can cover many aspects of the school environment from student enrolment and achievement, funding, teacher qualifications and pupil-teacher ratios, school facility conditions, to materials such as textbooks. The information can enable the school community, specifically parents, to verify that the school has received all of the services and resources it was entitled to.

While the advantages of school report cards are clear, there are still unanswered questions about how to select, present, and use data effectively. During the forum, participants explored issues such as what are the most critical data for improving transparency and revealing corruption, how can the reliability of information be ensured, and whether there should be any negative effects of open data to take into account. The forum also considered concrete actions required to ensure that data have a real impact on accountability once they are made public.

Key recommendations to ensure that school report cards become a strong catalyst for improving transparency and accountability were formulated at the end of the forum. They included –

1. Create legal provisions for the disclosure of school data
2. Formulate a clear theory of change that makes the link between data and accountability
3. Consider power imbalances and cultural constraints when designing an open school data policy
4. Select data that are critical to monitoring financial, management, or pedagogical accountability
5. Prioritise data that are relevant for both students and parents to encourage them to take part in school accountability efforts
6. Design mechanisms enabling “fair comparisons” between schools
7. Simplify the presentation of data while maintaining their technical accuracy
8. Create a range of avenues (both online and offline) for citizens to access data
9. Train school management committees, teachers, parents, and selected community groups on how data can be used to demand accountability
10. Introduce a legal grievance redressal mechanism for parents and communities

The forum was based on the outcomes of an IIEP research project on open school data conducted in Australia, Bangladesh, India, Indonesia, Pakistan, and the Philippines.

This write-up includes excerpts from 2 articles appearing on the IIEP website - [10 ways to promote transparency and accountability in education](#); and [International Policy Forum puts the spotlight on using open school data to combat corruption](#). [\[BACK\]](#)

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Kailash Satyarthi's Message on 20 Years of Global March Against Child Labour

17 January 2018



Click [here](#) to watch Kailash Satyarthi's Message on 20 Years of Global March Against Child Labour.

For the last 20 years, Global March Against Child Labour has been the defender of the right of every child to be free from exploitation and be educated. Our journey began exactly 20 years ago on 17 January 1998, when our Founder and Nobel Peace Laureate, Kailash Satyarthi, flagged off the 80,000kms physical march from Manila, Philippines; with former child labourers and survivors of trafficking, prostitution and labour exploitation taking the lead with other partners and supporters. The march, which mobilised 15 million people, traversed through Asia, Africa, Latin America, North America, and Europe and culminated in Geneva, Switzerland, on 1 June 1998, where delegates at International Labour Conference wholeheartedly welcomed the marchers and a demand for an international law, ILO Convention 182 on Worst Forms of Child Labour, was put forth by young people, parents and teachers.



Global March's efforts towards raising awareness and advocating with governments and other stakeholders to create child-friendly policies, have helped create a remarkable progress for children in last two decades.

Global March's relentless efforts towards raising awareness and advocating with governments and other stakeholders (in partnership with other organisations), to create child-friendly policies, have helped create a remarkable progress for children in last two decades, contributing to the reduction in the number of child labourers from 264 million in 2000 to 152 million in 2017. But this is not enough. We need to do a lot more to ensure we achieve zero child labour by 2025.

We cannot do this alone. Let's come together again and reinvigorate the passion and the movement that was built in 1998 for every child to go to school and not slave in exploitation.

Click [here](#) to watch Kailash Satyarthi's Message on 20 Years of Global March Against Child Labour.

This write-up is a reproduction of a message circulated by Global March. [\[BACK\]](#)

Interview: Global civil society alliance, CIVICUS, speaks with Barbara Adams of the Global Policy Forum (GPF)

"Market discourse has captured the development agenda to a point that may be incompatible with UN mandates."



Barbara Adams, Senior Policy Analyst, Global Policy Forum (GPF),

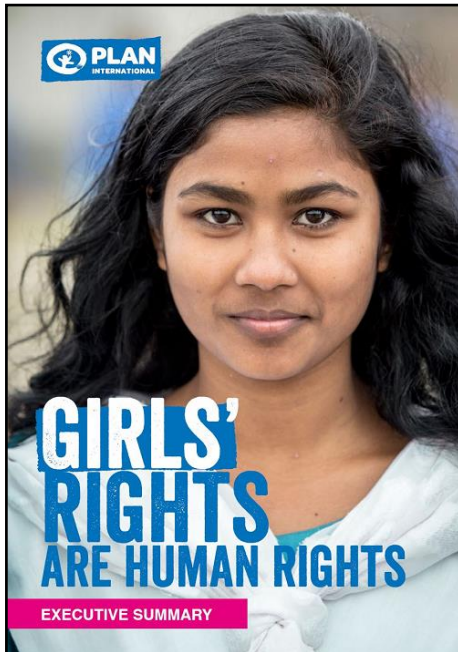
CIVICUS (global civil society alliance) speaks with Barbara Adams, Senior Policy Analyst at the Global Policy Forum (GPF), an independent policy watchdog that monitors the work of the United Nations and scrutinises global policy-making. Founded in 1993 by a group of progressive scholars and activists, GPF promotes accountability and citizen participation in decisions on peace and security, social justice and international law. It does so by gathering information and circulating it through a comprehensive website, playing an active role in civil society networks and other advocacy arenas, organising meetings and conferences, and publishing original research and policy papers.

Click [here](#) to read the full interview with Barbara Adams. [\[BACK\]](#)

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Plan International produces new girls' rights report and develops online platform

Plan International has developed 2 new resources – The '[Girls' Rights are Human Rights](#)' report is an in-depth study into the status of girls in international law. It reveals the extent to which the international human rights framework renders girls invisible and makes recommendations to strengthen and advance girls' rights.

To help strengthen girls' position in international law and highlight their particular challenges, Plan International has also launched a wide-ranging online resource, the [Girls' Rights Platform](#). This platform hosts the full report and other valuable online tools. These include training tools for girls' rights advocates, as well as the world's most comprehensive and searchable human rights database of more than 1,400 international policy documents. As well as being a rich policy resource, the database will facilitate access to more robust terminology on girls' rights that has somewhat fallen out of use but which could help advance their position in international law. Plan International aims for the Girls' Rights Platform to become the online resource for diplomats, NGOs, activists and academics - a one-stop-shop for information on girls' rights. [\[BACK\]](#)

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