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Helping create responsive and accessible learning opportunities

ACE Aotearoa conference

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Reviewing India's National Education Policy

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Strengthening ties with PNG government for planning and implementing education services

[Full article](#)



ASPBAE member, CSEP Timor-Leste, sustains participation in local education group

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Towards a more gender equal world

Women Deliver 2019 Conference

[Full article](#)



UNESCO Bangkok launches new online course on community learning centres and lifelong learning

[Full article](#)

Big win for right to education! No GPE funds to support for-profit provision of core education services

Civil society groups celebrated the Global Partnership for Education's (GPE) decision to prohibit its funds from being used to support commercial education actors unless under "exceptional circumstances." - [Read more](#)

Showcasing adult learning and education practice in Asia

Rethinking Adult Learning and Education – Asian Perspective

A DVV International conference aimed to explore opportunities for adult learning and education (ALE), and identify how adult education practice can be adapted in Laos and Cambodia.

[Read more](#)

ASPBAE speaks at UNESCO seminar on education for migrants and refugees

Experts and NGOs met in Bangkok to discuss issues and challenges in providing education for migrants and refugees, with the aim to better inform policy and strategic interventions in the Asia Pacific. - [Read more](#)

Global Citizenship Education – a path to lifelong learning and achieving SDG4

Participants from 13 countries came together to raise awareness of education experts and practitioners from Central Asia on the role of Global Citizenship Education (GCED) in lifelong learning and in achieving SDG4. - [Read more](#)

Reviewing Asia Pacific civil society Spotlight Reports on SDG4 with a gender lens

ASPBAE, in collaboration with its members, published 16 Civil Society Spotlight Reports on the status of SDG4 implementation. A number of the Spotlight Reports were reviewed from a gender perspective to support a more in-depth gender analysis in the process and enhance capacities for gender mainstreaming in coalitions developing the reports. - [Read more](#)

UNESCO Institute of Statistics (UIS) releases SDG4 Data Book

The UNESCO Institute of Statistics (UIS) released the SDG4 Data Book 2019 which presents the latest results for the official global monitoring indicators used to monitor progress in SDG4.

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Member of the Month

Education for Life Foundation (ELF), Philippines

The Education for Life Foundation (ELF) was launched in 2002 with a focus on “grassroots leadership formation for grassroots community empowerment.” One of the main flagship programmes of ELF is the Grassroots Leadership Course (GLC) which has seen the participation of 2000 community leaders over the years. ELF also works with local partners to set up community-based alternative learning systems (ALS) for out-of-school youth and adults. ELF is a founding member of the national education coalition in the Philippines, E-Net Philippines (also an ASPBAE member). Visit the [ELF website](#) to know more.

Photo of the Month



World Environment day is celebrated on 5 June to spread awareness, encourage people to take action, and protect the environment. The theme of World Environment day this year was Air Pollution.

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 Cecilia (Thea) Soriano, Programmes and Operations Coordinator, Policy Advocacy and Campaigns.

Cecilia (Thea) Soriano

Programmes and Operations Coordinator
Policy Advocacy and Campaigns



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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 need for countries to develop well-integrated education systems that provide flexible learning pathways for all students in the form of entry points and re-entry points at all ages and all educational levels; strengthened links between formal and non-formal structures; and recognition, validation, and accreditation of the knowledge, skills, and competencies acquired through non-formal and informal education.

SDG 4: Planning for flexible learning pathways in higher education



Higher education is expanding rapidly worldwide. Global enrolment in higher education more than doubled in less than two decades, reaching 221 million students in 2017. This number is expected to surpass 590 million by 2040.

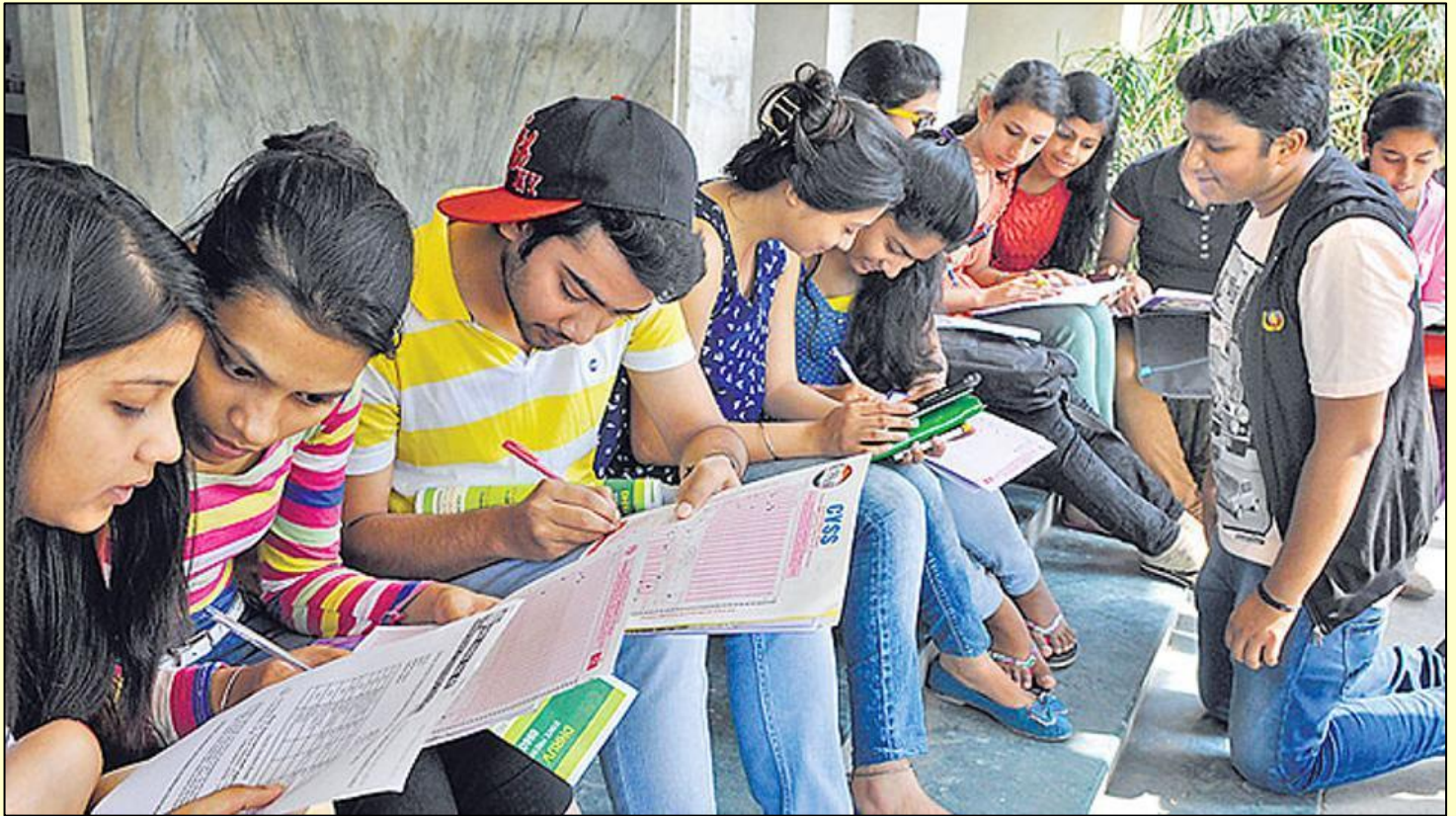
This expansion has led to a diversified sector, reflected in not only a wider variety of higher education institutions, programmes of study and delivery modes, but also a diversity of learners entering the system, including non-traditional groups. As a result, higher education is increasingly expected to adapt to different learning requirements, which means offering well-articulated and flexible learning pathways that can facilitate good outcomes for all.

The need to adapt education systems to better support flexible learning pathways, with a view of strengthening equity and lifelong learning is well recognised in the international Education 2030 Agenda and the Sustainable Development Goal (SDG) 4. The Agenda encourages countries to develop well-integrated education systems that provide flexible learning pathways for all students in the form of entry points and re-entry points at all ages and all educational levels, strengthened links between

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formal and non-formal structures, and recognition, validation, and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education.

However, ensuring that higher education systems provide multiple entry and progression pathways tailored to different types of learners is easier said than done. This process requires adequate policies and steering instruments to create an enabling environment for flexible learning pathways and well-designed implementation strategies to ensure that these pathways are reflected into the practices of higher education institutions and are truly used for the benefit of the learners.

New research project launches on planning for flexible learning pathways: In 2018, the UNESCO International Institute for Educational Planning (IIEP) launched the research project, '*SDG4: Planning for flexible learning pathways in higher education*'. The objective is to produce knowledge and provide evidence-based policy advice to ministries of (higher) education in different development contexts that are considering building or strengthening flexible learning pathways as an area of reform.

The research comprises an international baseline survey and seven country case studies in different regions that are developing or have developed initiatives for flexible learning pathways. The case study approach envisages an in-depth analysis of how national policies are implemented and how they influence institutional practices. Furthermore, it also aims to capture more decentralized, institution-led measures for the development of flexible learning pathways in higher education.

7 countries come together: The selected countries and partner organizations for the project are Chile (Consejo Nacional de Educación), Finland (Finnish Education Evaluation Centre and the Finnish Institute for Educational Research), India (Centre for Policy Research in Higher Education, National University of Educational Planning Administration), Jamaica (The University Council of Jamaica), Malaysia (National Higher Education Research Institute, University Sains Malaysia), Morocco (University Hassan II), and South Africa (South African Qualifications Authority). [\[BACK\]](#)

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The civil society delegation to the GPE Board meeting in Stockholm celebrate GPEs' decision to prohibit its funds from being used to support for-profit provision of core education services.

Civil society representatives from developing countries (CSO2) in the GPE Board are Camilla Croso of CLADE (Main) and ASPBAE Secretary General, Maria Khan, (Alternate).

Big win for right to education! No GPE funds to support for-profit provision of core education services

CSO pre-board meeting and GPE Board meeting

9-10 June 2019; 11-13 June 2019, Stockholm, Sweden

Civil society groups celebrated the Global Partnership for Education's (GPE) decision to prohibit its funds from being used to support for-profit provision of core education services unless under "exceptional circumstances." The decision was reached when GPE's 40-strong board of directors met in Sweden and unanimously adopted a Private Sector Engagement Strategy (PSES).

The final decision language of the Board, (1) reaffirms that education is a public good and fundamental human right; (2) affirms GPE's commitment to strengthening public education systems and that its engagement with the private sector is framed within this; (3) reaffirms its recognition of the government's role in supporting 12 years of free, publicly-funded equitable, quality education.

CSOs also managed to alter text in the draft PSES that allowed for GPE funds to finance commercial banks and private investors, among other actors involved in education ancillary services. Reference to being able to finance ancillary service actors was taken away and replaced with "GPE will engage" with ancillary service actors, which is considered a major win.

Civil society representatives on the GPE Board and a strong delegation from the Global Campaign for Education (GCE) and its regional members worked hard to ensure these important wins. ASPBAE Secretary General, Maria Khan, as one of the two CSO2 representatives on the Board, attended the meeting along with ASPBAE's Helen Dabu.

Equally important to the success of the advocacy efforts was the work coalitions carried out in advance of the GPE Board meeting through writing letters to Developing Country Partner (DCP) Board representatives, participating in CSO WebEx calls, and attending the DCP meeting in Nepal to advance CSO analysis on the strategy.

CSO Board representatives also consulted and gathered inputs from the incumbent and past Special Rapporteurs on the Right to Education and with renowned education specialists and researchers in academia to lend their analysis on the PSES.

The full decision language approved is as follows - *"The Board of Directors: 1. Extends its appreciation to the Strategy and Impact Committee for its work to date; 2 Reaffirms its commitment to education as a public good, a fundamental human right and a basis for guaranteeing the realization of other rights and strengthening of public education; 3. Recognizes that governments should ensure 12 years of free, publicly funded, equitable, quality primary and secondary education; 4. Further recognizes that GPE's development model is country-led and supports country ownership; 5. Approves the Private Sector Engagement Strategy as set out in BOD/2019/06 DOC 08; 6. Affirms that no GPE funds can*



Coalitions worked tirelessly in the lead-up to the GPE Board meeting through writing letters to Developing Country Partner (DCP) Board representatives and attending the DCP meeting in Nepal to advance civil society analysis on the strategy.

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CSOs jointly drafting lobbying points at the GPE Board meeting.

be used to support for-profit provision of core education services; 7. Directs the Strategy and Impact Committee and the Grants and Performance Committee to submit to the Board meeting in December 2019 the definition of exceptional circumstances exemptions to paragraph 6 and directs the committees to develop a framework that identifies appropriate conditions, safeguards, time limits and processes to apply in these exemptions. In accordance with GPE grant processes, it is only Developing Country Partners that can apply and seek exemptions; 8. Determines that the Board will review the PSES by June 2022.”

CSOs should remain engaged with the ongoing development of the Strategy, particularly as the December Board meeting will decide which exceptional circumstances can be considered for GPE to support for-profit provision of core education services. Ahead of that decision, CSOs will organise consultations with the constituency to gather feedback to define the framing of these exceptional circumstances.

Prior to the GPE Board meeting, a face-to-face pre-Board CSO meeting, co-organized by the CSO 1 and 2 representatives to the GPE Board with the GCE Secretariat (Natalie Akstein), was held from 9-10 June. Participants included Board representatives from CSO1 (Kira Boe and Yona Nestel), CSO2 (Camila Croso and Maria Khan), CSO3 (Gifty Apanbil) and Chair of the GPE Strategy and Impact Committee (David Archer – ActionAid International), as well as technical advisers and observers from CSO1 (Tony Baker – RESULTS, Jennifer Slawich – World Vision Canada, Sylvain Aubry – Global Initiative for Economic, Social, and Cultural Rights, Beathe Ogard – Norwegian Students’ and Academics’ International Assistance Fund, and Ida Kreutzmann – Oxfam IBIS) and CSO2 (Refat Sabbah – ACEA/GCE, Helen Dabu – ASPBAE, and Boaz Waruku – ANCEFA).

The main objective of the meeting was to coordinate and refine CSO positions based on previous discussions held with CSO 1 and 2 constituencies and to plan participation in the GPE Board meeting.

A meeting was also held with representatives from Developing Country Partners (DCPs) to share lessons learned on how CSOs and DCPs organise themselves through constituency communication and engagement ahead of Board and committee meetings noting several challenges, as well as to offer a space for the DCP and CSO Board representatives to get to know each other at the start of their term in the GPE Board.

Furthermore, an important discussion followed on the draft GPE Private Sector Engagement Strategy (PSES), where both CSOs and DCPs were able to express their positions and concerns prior to the Board meeting. Overall, the meeting was highly strategic for building relationships, trust, and posing some of the political debates to be had over the next days.

Other important discussions during the GPE Board meeting related to the outcomes of its Effective Partnership Review (EPR) process. In this, the Board looked at improvements to GPE’s operational model, and in this regard approved that introduce reforms which aim to put leadership more strongly in the hands of

The final decision of the Board – (1) GPE reaffirms that education is a public good and fundamental human right; (2) GPE’s commitment to strengthening public education systems and that its engagement with the private sector is framed within this; (3) reaffirms its recognition of the government’s role in supporting 12 years of free, publicly-funded equitable, quality education.



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CSOs emphasised the need to ensure countries see the importance of properly supporting LEGs based in local realities, and noting the fact that teacher participation in LEGs is low which requires a proper strategy for engaging teachers.

governments, better define roles for the Country Coordinators which can better strengthen the country-level partnership processes through the Local Education Groups (LEG) and offer a more coherent process for the selection of the Grant Agent.

CSO representatives raised an issue that the proposed language which describes participation in the Local Education Groups (LEGs) for civil society and private sector is different, which places private sector directly in the LEGs but doesn't do the same for civil society. They asked for assurance that all relevant partners are included in LEGs, to which the Secretariat confirmed and noted that civil society participation is a core element. They also emphasised the need to ensure countries see the importance of properly supporting LEGs based in local realities, and noting the fact that teacher participation in LEGs is low which requires a proper strategy for engaging teachers.

CSO2 (represented by ASPBAE Secretary-General, Maria Khan) raised the need to be more attentive to ways in which civil society participation can be institutionalised in the LEG partnership framework, including how the GPE's LEG self-assessment tool can be sensitive to this.

The Board also discussed at length, the process to develop GPE's next Strategic Plan and associated Funding Framework. The CSO2 representatives commented that CSOs would want to see the Plan to be more attentive to lifelong learning and for the new plan to be more responsive to the more current contextual challenges countries face: issues related to migration, refugees, issues of students and youth, the greater demand for skills for work and life, tax justice issues within domestic resource mobilisation, greater attention to gender and other inequalities with equity as a cross-cutting theme.

Other CSO representatives complemented by saying that teachers need to be addressed in this upcoming Plan, as the topic always gets postponed. As a result of concerns raised, the decision language approved was the following - "1. Launches the process to develop the next GPE Strategic Plan and associated Funding Framework; 2. Recognizing the mandate of the Strategy and Impact Committee on strategy development, approves the timeline and governance approach included in BOD/2019/DOC 15."

CSO representatives to the Board agreed to ensure close engagement of the CSO constituency in the GPE Strategic Planning process as it unfolds.

The next GPE Board meeting will be held from 10-12 December 2019.

This write-up draws from a joint communication of CSO1 and CSO2 Board Representatives on the outcomes of the GPE Board Meeting and on a write-up 'Education advocates claim 'ground-breaking' victory on latest GPE decision'.

[\[BACK\]](#)



CSOs should remain engaged with the ongoing development of the Private Sector Engagement Strategy, particularly as the December Board meeting will decide which exceptional circumstances can be considered for GPE to support for-profit provision of core education services.

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Experts from Lao PDR and other Asian countries met at an international conference in Vientiane to reflect on the role and impact of adult learning and education in shaping Asian societies.

Showcasing adult learning and education practice in Asia

Rethinking Adult Learning and Education (ALE) – Asian Perspective

6 June 2019, Vientiane, Lao PDR

Over seventy experts from Lao PDR and other Asian countries met at an international conference in Vientiane to reflect on the role and impact of adult learning and education (ALE) in shaping Asian societies. The conference, entitled ‘*Rethinking Adult Learning and Education – Asian Perspectives*’, was organised by DVV International and aimed to explore opportunities for ALE, and identify positive examples of adult education practice and how they can be adapted in Asia, especially in Lao PDR and Cambodia.

In his welcome address, Khampay Sisavanh, Deputy Minister of Education, Lao PDR, emphasised the importance of adult education for disadvantaged and marginalised groups.



ASPBAE Secretary-General, Maria Khan, elaborated on the factors that have accorded ALE low priority in policies and stressed the crucial role of national governments and donors in ensuring quality adult education and learning.

ASPBAE Secretary-General, Maria Khan, elaborated on the various factors that have accorded ALE low priority in policies and stressed the crucial role of national governments and donors in ensuring quality adult education and learning. Ichiro Miyazawa of UNESCO Bangkok shared interesting facts of ALE in the ‘Era of Big Data’.

The highlight of the conference was the launch of the publication, ‘*Rethinking Adult Learning and Education – Asian Perspectives*’ published by DVV International in Lao PDR and edited by Uwe Gartenschlaeger, outgoing DVV International Regional Director for Southeast Asia. The publication is part of an International Perspectives in Adult Education series.

The conference offered spaces for focussed dialogue on youth and ALE; rural development; and equity, which were run as parallel workshops and facilitated by resource persons from ASPBAE, Participatory Research in Asia (PRIA), the Ministry of Education and Sports (MoES), Lao PDR, and the DVV office in Cambodia. ASPBAE’s Anita Borkar spoke on ‘Giving marginalized youth a voice: Youth led action research’ and Thea Soriano spoke on ‘The Role of Civil Society in Ensuring Equity in Education’.



Johann Heilmann, Regional Director, DVV International (centre), moderated a session on the ‘Power and Joy of ALE’.

A panel discussion on the ‘Power and Joy of ALE’ and how the rich experience of civil society organisations can contribute to it was moderated by Johann Heilmann, Regional Director, DVV International, with presentations by Jose Roberto (Robbie) Guevara, International Council for Adult Education-ICAE, and RMIT University, Melbourne, Australia; Suwithida Charungkaitikul, Chulalongkorn University, Bangkok, Thailand; Sunok Jo, National Institute for Lifelong Education (NILE) Korea; and Ethel Valenzuela, SEAMEO.

Field visits to select local projects in Vientiane were organised to a community learning centre (CLC) and to the Non-Formal Education Development Centre (NFEDC); Faculty of Education at the National University of Laos; Lao Youth Union Training Center; and the NGO Rural Development Agency. Participants found the interactions with the local projects very enriching as they provided interesting insights on ALE in Lao PDR.

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ASPBAE's Anita Borkar and Cecilia (Thea) Soriano spoke at the conference

The conference was a building block for DVV International in establishing and expanding sustainable adult education systems in Lao PDR and Cambodia. In 2019, an official lifelong learning decree will be issued in Lao PDR – an initiative DVV was actively involved in. [\[BACK\]](#)

ASPBAE speaks at UNESCO seminar on education for migrants and refugees

17-18 June 2019, Bangkok, Thailand

In the frame of '*Leaving No One Behind: Education of Migrants and Refugees*', UNESCO Bangkok and the Korean Education Development Institute (KEDI) co-organised the 2019 Asia Pacific Regional Policy Seminar in Bangkok.

Experts, researchers, development partners, and NGOs from Bangladesh, China, India, Myanmar, Pakistan, the Philippines, South Korea, Sri Lanka, and Thailand gathered to discuss the emerging issues, challenges, and barriers in providing education for migrants and refugees with the aim of better informing policies and strategies for intervention in Asia Pacific countries.



ASPBAE's Cecilia (Thea) Soriano (2nd from left) spoke on the regional context and relevant policy research on provision of education to undocumented or stateless children and children of cross-border migrants.

Among the resource persons was ASPBAE's Cecilia (Thea) Soriano who spoke on the regional context and relevant policy research on provision of education to undocumented or stateless children and children of cross-border migrants. According to the 1954 Convention Relating to the Status of Stateless People, undocumented or stateless children are those who are "*not considered as a national by any State under the operation of its law.*" UNHCR (2018) estimated that there are 12 million stateless people globally, a third of which are children.

The number of stateless people in the world may continue to increase due to rising conflicts and violence, worsening economic inequalities, poverty, and climate change. These factors may be compounded by restrictive nationality laws that exclude ethnic groups and gender discrimination that do not allow women to confer their nationality to their child.

Children are also rendered stateless when they are born out of wedlock, such as in the case of Filipino children in the Middle East. Children of refugees are forced to migrate because they cannot be registered due to the loss of their parents' documents.



ASPBAE's Cecilia (Thea) Soriano urged for governments to ensure that fairer, more comprehensive and inclusive migration, birth registration, and education policies be developed, set, and implemented to better cater to the needs and concerns of multicultural and diverse migrant, refugee, and internally displaced children.

In Thea's presentation, it was affirmed that some of the policies that impact on the right to education of undocumented children are laws concerning migration, nationality or citizenship, and education. Governments should thus ensure that fairer, more comprehensive and inclusive migration, birth registration, and education policies be developed, set, and implemented to better cater to the needs and concerns not only of citizens but also of multicultural and diverse migrant, refugee, and internally displaced children.

Some positive examples of enabling policies in countries, bilateral cooperation and inter-country were also presented such as the Thailand 2005 National Strategy on Administration of Legal Status and Rights of Persons, which provides

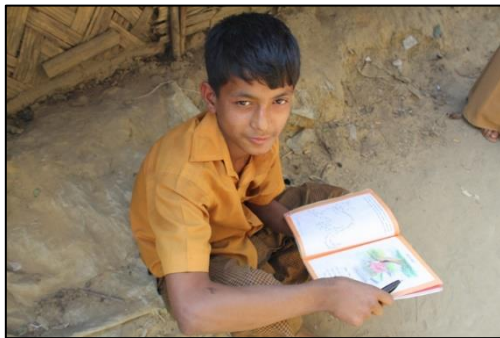
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Cooperation between Myanmar and Thai governments resulted in the registration of undocumented children/people in the borders of Thailand using Myanmar national IDs.



Some of ASPBAE's policy recommendations included ensuring that the legalisation process is accessible; providing quality education; linking education to CLCs; and increasing funding for schools at the border.

greater access to nationality for stateless people and children. The bilateral cooperation between the Myanmar and Thai governments resulted in the registration of undocumented children/people in the borders of Thailand using Myanmar national IDs.

Malaysia and Indonesia also established a bilateral agreement to build schools and Community Learning Centres (CLCs), and provide teachers in Sabah for undocumented Indonesians.

Civil society organisations also took the initiative to provide education for migrants and refugees. The Thinking Classroom Foundation (TCF) in Chiang Mai established a Migrant Learning Center (MLC) for Burmese migrant workers who wish to continue their education and develop skills that will enable them to improve their lives. A group of mothers in Kampong, Sabah, runs a learning programme that provides literacy, computer skills, language classes, and other non-formal education for children and youth.

ASPBAE's presentation concluded with a set of key policy recommendations that aim to address the policy issues on education for undocumented or stateless children, which are as follows: (1) ensure that the legalisation process (birthright, work permit) is easy and accessible to migrants and refugees; (2) strictly enforce security laws to protect migrants and refugees; (3) provide quality education that includes Multilingual Education (MLE), training of teachers, and psychosocial support; (4) link education in CLCs, from skills development and equivalency to accreditation, with education provided in formal schools; (5) ensure the accreditation of learning in recipient country and country of origin; (6) increase the funding for schools at the border and ensuring that these funds are well-allocated and well-targeted; and (7) establish and improving inter-sectoral collaboration within government on the registration, protection of migrants and education. [[BACK](#)]

Global Citizenship Education – a path to lifelong learning and achieving SDG4

24-26 June 2019, Lake Issyk-Kul, Kyrgyzstan



Participants of the Central Asian Adult Education Forum 2019 on 'Global Citizenship Education: Opportunities and Challenges for Central Asia'.

According to UNESCO, Global Citizenship Education (GCED) "aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies." In this context, the focus of the Central Asian Adult Education Forum 2019, hosted by DVV International in cooperation with UNESCO, was 'Global Citizenship Education: Opportunities and Challenges for Central Asia'.

The Forum brought together international experts in global citizenship education from 13 countries, including the Republic of Korea, Mongolia, Germany, Eastern Europe, the Middle East, and Central Asia. ASPBAE Executive Council member representing East Asia, Batjargal Batkhuyag, participated in the Forum as a resource person. Batjargal is also Executive Director of the Mongolian Education Alliance and a member of the 'All for Education' civil society coalition in Mongolia,

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ASPBAE Executive Council member representing East Asia, Batjargal Batkhuyag, participated in the Forum as a resource person. Batjargal is also Executive Director of the Mongolian Education Alliance and a member of the 'All for Education' civil society coalition in Mongolia, both of which have substantive experience in advocacy and work on citizenship education.

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One of the main objectives of the Forum was to raise awareness of education experts and practitioners from Central Asian countries about the role of Global Citizenship Education (GCED) in lifelong learning and in achieving Sustainable Development Goal (SDG) 4 on quality education.

Participants presented and discussed the context of GCED in their countries, and shared experiences and best practices, such as the development of curricula and catered especially for vulnerable groups. Participants also discussed the relevance and potential of GCED in Central Asia and how approaches from other regions of the world could be adapted to the Central Asian context.

DVV International and UNSECO plan develop a policy brief on GCED in Central Asia.

The Central Asian Adult Education Forum is organised by DVV International every two years, tackling key questions in adult education and development in the region. [\[BACK\]](#)

Reviewing Asia Pacific civil society Spotlight Reports on SDG4 with a gender lens

June 2019

The 2030 Agenda for Sustainable Development was adopted by 193 countries in September 2015. UN member states also agreed a mechanism for systematic follow-up and review of the implementation of the agenda. Since then, a total of 187 Voluntary National Reviews (VNRs) have been presented by governments at the annual High-level Political Forum (HLPF), demonstrating the commitment of governments to the agenda and progress on meeting the goals.

Although a recognised stakeholder, civil society participation has not always been welcome in the process, with governments adopting less than transparent or broad-based mechanisms to conduct its review and develop its reports. Thus, civil society organisations (CSOs) in different countries have been developing their own analysis of progress on meeting the SDGs. Called 'Spotlight Reports', these have been periodically released by CSOs, speaking to the overall 2030 Agenda and/or offering analysis on specific goals.

For the 2019 HLPF process, ASPBAE, in collaboration with its members, published 16 Civil Society Spotlight Reports on the status of SDG4 implementation at national and sub-national levels, highlighting the policy framework, financing strategies, SDG indicators, and monitoring systems.

As part of this effort, a number of Spotlight Reports were specifically reviewed from a gender perspective to support a more in-depth gender analysis in the process and enhance capacities for gender mainstreaming in the coalitions developing the Spotlight Reports. This was undertaken in India, Nepal,



Several Spotlight Reports were specifically reviewed from a gender perspective to support a more in-depth gender analysis in the HLPF 2019 process and enhance capacities for gender mainstreaming in the coalitions developing the Spotlight Reports.

ASPBAE undertook a gender analysis for Spotlight Reports from India, Nepal, Kyrgyzstan, Timor-Leste, Mongolia, and Cambodia - countries whose governments also submitted Voluntary National Reviews (VNRs) in the HLPF 2019.

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The review of the Spotlight Reports from a gender perspective offered a process where advice could be offered to coalitions and where analysis tools were shared to assist in planning advocacy with a stronger gender lens.

Kyrgyzstan, Timor-Leste, Mongolia, and Cambodia – countries whose governments also submitted Volunteer National Reviews (VNRs) in the HLPF 2019.

The role of gender equality in accelerating sustainable development is critical and research has shown its multiplier effects in all other development areas. ASPBAE is also committed to mainstreaming gender in all its work through capacity development and other measures.

The review of the Spotlight Reports from a gender perspective appraised the attention given to gender in the report, offered a process where advice could be offered to coalitions on missing gender-related aspects, and where tools of analysis were shared to assist them in planning advocacy with a stronger gender lens.

ASPBAE mobilised from within its membership feminist activists with extensive work in education, women's empowerment, and policy advocacy to assist in this review process. The country-specific Spotlight Reports were reviewed by the following –

ASPBAE mobilised from within its membership feminist activists with extensive work in education, women's empowerment, and policy advocacy to assist in the review process.

Cambodia	Sujata Gothoskar, feminist scholar and researcher
India	Archana Dwivedi, Director, Nirantar Trust – A Centre for Gender and Education
Kyrgyzstan	Saida Inayantova, Chairperson, Disabled Women's League "Ishtirokh"
Nepal	Suneeta Dhar, Senior Advisor, Jagori
Timor-Leste	Meenu Vadera, Executive Director, Azad Foundation, and ASPBAE Executive Council member representing South and Central Asia
Vanuatu	Anita Afford, Senior Gender Programme Advisor, The Fred Hollows Foundation



The review brought to the fore the ongoing challenge in the lack of disaggregated data on gender and other dimensions of marginalisation in the information and data systems of government.

The review brought to the fore the ongoing challenge in the lack of disaggregated data on gender and other dimensions of marginalisation in the information and data systems of government. Marginalisation could therefore not be characterised or understood in depth – and the intersectionality of gender with other aspects of vulnerability left unexplored.

The detailed inputs and comments were shared with the coalitions. In most cases, the inputs were incorporated in the final version of the Spotlight Reports. In all cases, they offered touchstones for further internal reflection and pointers for capacity building. [\[BACK\]](#)

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The focus of the ACE Aotearoa conference was on helping to create responsive and accessible learning opportunities.

Helping create responsive and accessible learning opportunities

ACE Aotearoa conference

11-13 June 2019, Christchurch, New Zealand

By Analiese Robertson, Professional development and Networks Manager, ACE Aotearoa

Each year, [ACE Aotearoa](http://www.aspbae.org), a membership organisation representing both its members and the wider ACE sector, organises a national conference as part of its professional development strategy. This year, the conference theme was *Kai Ana i te Mātauranga* (Let's Get Learning!). The focus was on helping to create responsive and accessible learning opportunities. Approximately 120 people from around the country attended the Christchurch event which was held in early June.

Shirley Walters - professor emerita of Adult and Continuing Education at the University of Western Cape, South Africa; the founding Director of the Centre for Adult and Continuing Education and the Division for Lifelong Learning; and Vice President for Africa on the Executive of the International Council for Adult Education (ICAE) – gave the keynote address. In her address, entitled '*The Drought is My Teacher*', Shirley talked about the devastating impact of the ongoing water shortage in South Africa and the floods in Puerto Rico and southern East Africa. The people in these communities, across all social classes, are having to learn how to cope with trauma, and the life-threatening impacts of the climate crisis, including developing new ways of thinking and behaving.

She struck a real chord with many attending the conference when she talked about 'othering' or disregarding the rights of people of another culture. After the Christchurch mosque massacre, many New Zealanders are reflecting on hidden and not-so-hidden racism, and the need for a truly inclusive society. Shirley also challenged conference participants to think about the capitalist economic model of relentless growth – which is, she said, 'the elephant in the room' when it comes to climate change.

There are ways, she said, that we can all respond to the climate crisis - (1) making deep adaptations – as educators we can help build resilience, and relinquish problem behaviors and restore what might help us; (2) Acknowledging that it is not 'life as usual', come to terms with loss and embrace grieving as part of living; (3) Promoting lifelong learning which will help create a new economic system and question outmoded behaviours and beliefs; (4) Addressing fake news (5) Resisting authoritarianism; (6) Working together and building capacities in the short, medium, and longer term; (7) Promoting local indigenous knowledge and strategies.

Minister of Education, Chris Hipkins, was the other keynote speaker. He told the conference that in many ways, the Adult and Continuing Education (ACE) sector is a leader in education – ACE educators know that learning does not happen in a vacuum, and acknowledge that personal issues affect people's capability to learn. He told the conference that we are in a time of rapid change. With a new



Shirley Walters, Centre for Adult and Continuing Education and the Division for Lifelong Learning; and VP for Africa (ICAE), giving the keynote address.



Minister of Education, Chris Hipkins, highlighted the importance of ACE in the education sector.

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Director of ACE Aotearoa, Colin McGregor, spoke about a number of positive developments, including ACE Aotearoa's collaboration with the Ministry of Education on ACE policy, and the completion of an environmental scan.



ACE Aotearoa, a membership organisation representing both its members and the wider ACE sector, organises a national conference as part of its professional development strategy.

industrial revolution impacting the nature of work, we need an education and training system that will help more people to adapt - to unlearn, re-learn, and keep learning - in a more flexible and organic education system which has multiple entry and exit points.

His sign-posts about the future were of interest to conference participants because this government has promised to provide increased support for ACE. He talked about learner-centred rather than provider-centred ACE, micro-credentials and regional hubs, and affirmed the value of traditional ACE courses as important starting places for people to make positive changes in their lives. The government has already made a small increase in ACE funding (\$2m), and he said there will be more.

The Director of ACE Aotearoa, Colin McGregor, provided the conference with information on a number of positive developments, including - ACE Aotearoa's collaboration with the Ministry of Education on ACE policy, and the completion of an environmental scan, which has just been published.

There was also a panel of peers, where 5 ACE practitioners responded to the question: *What are some of the important community learning opportunities today?* The suggestions reflected the very different backgrounds of the panelists. For example, Josiah Tualamali'i, from the Pacific Youth Leadership and Transformation Trust, suggested ways of supporting young Pacific leadership; Hine Flood from Tairāwhiti REAP, Wairoa, said that in her mainly Māori community, they are successfully using a wellbeing, whānau (family) voice approach, getting away from the deficit model; Simon Templeton, CEO Age Concern Canterbury, said there is a need to train people to work respectfully with older people, and address loneliness by helping older people to upskill and stay actively engaged; Maree Hanford, Learning Advisor for three Christchurch Prisons, talked about the need for a different learning environment to engage prisoners with literacy and numeracy learning needs, and the way the ACE sector can support prison tutors to upskill; and Nicola Sutton, CE of English Language Partners, noted opportunities for community providers to work together on key settlement issues for former refugees and migrants.

There were 4 workshops for participants to choose from - Teaching thinking and learning through drawing; the impact of trauma on learning; Inside out, model of engagement for acknowledgment of cultural difference, and the Ako Aotearoa Numeracy project.

Participants were also able to choose to visit either - Te Pā o Rākaihautū, a learning village; Christchurch's Tūranga Central Library; Avebury House & Richmond Community Garden; Hagley College - which has a very large ACE programme; or Risingholme Community Centre which provides onsite and offsite courses for many communities in Christchurch. In a plenary following the visits, groups reported back on what they learnt.

The final session gave people the opportunity to reflect on what they had learnt and what they might do differently - or try - in the future. [\[BACK\]](#)

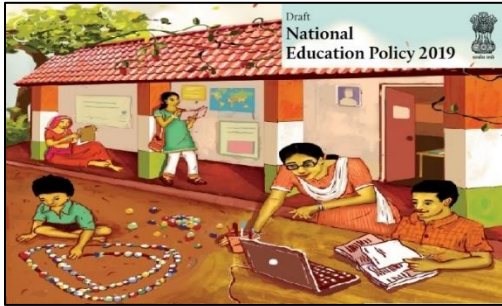
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Reviewing India's National Education Policy

25 June 2019, New Delhi, India



The Committee for the Draft National Education Policy of India was constituted by the Ministry of Human Resource Development to prepare a draft policy.

The Committee for the Draft National Education Policy (NEP) was constituted by the Ministry of Human Resource Development, Government of India, to prepare a draft policy in June 2017 under the chairmanship of Dr. Krishnaswamy Kasturirangan. The committee submitted its report on 31 May 2019 which is built on the foundational pillars of access, equity, quality, affordability, and accountability. The draft policy was shared in the public domain for recommendations.

The National Coalition for Education (NCE) India, an ASPBAE member, organised state-level consultations which culminated in a national-level consultation on the NEP with participation of more than 20 organisations, including UNESCO. The discussion was divided into the themes of early childhood and school and adult education where scholars and academicians, along with civil society organisations, shared their views on the NEP. A separate session on teacher education and domestic financing deliberated on training of teachers and filling vacancies.



The National Coalition for Education (NCE) India, an ASPBAE member, organised state-level consultations, culminating in a national consultation on the NEP.

The main highlights of NEP are -

- The current Right to Education (RTE) act provides for free and compulsory education for all children from the age of 6-14 years. The draft policy recommends extending the coverage from 3-18 years of age.
- Referring to the deficiencies of the existing early childhood care and education programme, the draft policy recommends a two-part curriculum which will cater to both children and parents.
- The curriculum of school education will be restructured based on the development needs of students and a 5-3-3-4 design has been recommended that includes 5 years of foundational stage, three years of preparatory stage, three years of middle stage, and four years of secondary stage.
- The policy recommends development-oriented performance management systems in place for teachers. Teachers will be at the centre and will not be allowed to participate in any non-teaching activities during school hours.
- The policy recommends restructuring of higher education institutions into three types – (a) research universities focussing on research and training; (b) teaching universities focussing on teaching; and (c) colleges focussing on teaching at undergraduate levels.
- Undergraduate programmes will be broad based liberal education that will provide multidisciplinary choices to students.
- The draft policy recommends substantial increase in public investment to expand public education at all levels.



Discussions at the national consultation focused on early childhood and school and adult education where scholars and academicians, along with civil society organisations, shared their views on the education policy.

However, a detailed analysis of the draft policy reveals areas that require further discussion and revision. NCE India submitted their recommendations in consultation with several civil society organisations, academicians, and scholars.

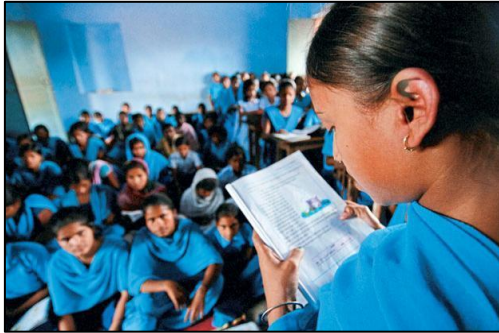
Following are some of the main points -

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Early childhood care and education



Some of NCE's inputs to the policy included co-locating rural childcare centres with pre- and primary schools, professionalisation of high-quality teachers, and re-integrating drop-outs.

- Co-locating *anganwadis* (rural child-care centre) and pre-schools with primary schools - This may increase the distance needed to be covered to reach the institution. The 500-meter distance that has been prescribed in the National Early Childhood Care and Education (ECCE) Policy 2013 is recommended to be followed since *anganwadis* also serve as immunisation and nutrition centres. No *anganwadi* centres should be shut for the purpose of resource consolidation.
- Professionalisation of high-quality teachers and provision of 6 months training of *anganwadi* workers - Pre-school teachers should be recognised under the teacher training programme. Until this is materialised, at least a 2-year diploma, that includes the component of foundational stage teaching, is recommended.
- The draft policy is silent on after-school-care and protection and day care for children. Post *anganwadi*/pre-school protection is an essential part of ECCE. Inclusion of day care, creches at the *anganwadi* centre, and a safety enabler for children of 3-6 years are recommended.



NCE recommended the inclusion of day care and creches in rural childcare centres, and spoke out against a National Tutors Programme where the best performer in each school acts as tutors for up to 5 hours a week. This would overburden the student.

Foundational literacy and numeracy

- National Tutors Programme - Through this programme, the “best performer” in each school will be drawn in the programme for up to five hours a week as tutors during school hours. However, the mechanism of selecting the “best performer” is unclear. Furthermore, expecting a student to spend 5 hours in peer education per week is impractical as it will overburden a student.
- A Remedial Instructional Aides Programme (RIAP) will be instituted initially as a temporary 10-year project to draw instructors, especially women, from local communities to formally help students who have fallen behind and bring them back into the fold. RIAP relies heavily on volunteerism to assist children requiring help. This is in violation of the RTE Act that mandates only professionally trained and regular teachers to be in school.
- The policy mentions fulfilling teacher vacancies urgently. However, neither the mechanism to undertake the appointment nor the timeframe is mentioned in the policy.



NCE India recommended only professionally trained and regular teachers be permitted to teach in schools.

Reintegrating drop outs and ensuring universal access to education

- Monitoring student's attendance in class - Transparent and reliable systems for tracking the attendance of all students will be set up at the local level in collaboration with teachers and School Management Committees (SMCs). However, the [DISE](#) (District Information System for Education) Report 2016-17 reveals that only 76.88 % of SMCs are there in Primary and Upper Primary schools. Further, even where the SMCs exist, there have been reports of poor and inadequate functioning.

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NCE India asserted that exposing children to 3-4 languages at an early age has not been proposed through formalised instructions and would be a burden on children.



The policy states incremental increase in public investment till it reaches 20% of total public expenditure. It is unclear why the government will take another 10 years to do so.



NCE India is lobbying with Members of Parliament and other stakeholders in advancing the issues related to the National Education policy.

- The draft policy proposes allowing multiple models for schools, and loosening the input restrictions of the RTE Act. However, this will result in an unregulated, unequal system of education.

Curriculum and pedagogy in schools

- The policy recommends exposure to three or four languages in schools to leverage the enhanced language-learning abilities of young children, for all students from pre-school and grade 1 onwards. This is in contrast to the [1993 MHRD Yashpal Committee report, 'Learning Without Burden'](#), that the draft policy endorses. Though children have the capacity to pick up multiple languages, it is not through formalised instructions. Imposition of 3 languages at an early age will be a burden.
- The policy states that local sign languages will be respected and taught as well where possible and relevant. However, it does not specify the teaching of sign language.

Other comments

- The policy states teacher's continuous development plans (CDP), however it does not specify capacity building programmes for older teachers. Special provisions should be made to train old teachers.
- The policy states, "*Incremental increase in public investment till it reaches 20% of total public expenditure: At an overall level, e.g. 1% increase every year, it will take public expenditure to 20% in 10 years from the current 10%.*" While a substantial portion of education spending is derived from "Cess", it is unclear why the government will take another 10 years to reach 20% public spending on education.
- The policy does not clarify the role of the National Commission of Protection of Child Rights, State Commission for Protection of Child Rights, The Central Advisory board of education, etc and inter-ministerial and inter departmental coordination.

NCE India has collated the comments and shared in them on a web portal of the Ministry of Human Resource Development. Simultaneously, NCE India is lobbying with Members of Parliament and other stakeholders in advancing the issues related to the National Education policy. The policy is presently under review within the government and is expected to be passed during the winter session of Parliament. [\[BACK\]](#)

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Strengthening ties with PNG government for planning and implementing education services

17-23 June 2019, Port Moresby, Papua New Guinea



ASPBAE's Peter King and GCE's Edward Chikonyora with PEAN staff and Board members.

ASPBAE's Peter King visited the Papua New Guinea Education Advocacy Network (PEAN) in Port Moresby. The purpose of the visit was to work with the Board and Coordinator of the organisation, and to assist in cementing stronger relations with government officials responsible for the planning and implementation of education services. Peter also planned to stimulate discussions on priority areas for advocacy in the coming period. Edward Chikonyara from the Global Campaign for Education visited at the same time, providing financial capacity building support for PEAN's financial staff and Board.

Discussions were held with staff of the National Resources Institute, including Kilala Devette-Chee, PEAN's vice-Chair and Senior Research Fellow and Programme Leader Universal Basic Education Research at the Institute. The current change in the curriculum is a hot issue presently in PNG, with the movement to Standards Based Curriculum (SBC) away from Outcome Based Education (OBE). OBE was considered too complicated for schools to implement.



The current change in the curriculum is a hot issue presently in PNG, with the movement to Standards Based Curriculum (SBC) away from Outcome Based Education (OBE).

OBE used 'Tok Ples' or vernacular for Preparatory and Years 1 & 2, with Year 3 was the bridging grade to English. With the move away from OBE, the use of the vernacular for early years has been abandoned. This was possibly a result of pressure from a conservative group of teachers and the older generation of parents schooled in English. Although the curriculum has changed, new materials have not arrived, leading to confusion. PNG's flagship access education policy, Tuition Fee Free Education, is also failing, with a bulge in enrollment leading to severe overcrowding. The grants disbursement system is functioning poorly, with some schools receiving only 30% of their annual grants.

One of PEAN's focusses will be on inclusion, and discussions focused on the biggest current issues. There is very little and only fragmented data on the extent or nature of disability. Clearly school surveys are inadequate, with untrained teachers filling in census forms. The majority of school age children who have a disability are uncouned, as they never attend school.



It was agreed that PEAN should advocate for a system of early identification of disability via referral to the health service, and the progress of the child should be tracked.

It was agreed that PEAN should advocate for a system of early identification of disability via referral to the health service, and the progress of the child should be tracked, with parents given a referral card. Whilst PNG has a network of Special Education Resource Centres, they are not functioning as intended, failing to mainstream children with disabilities. They need greater resources. Teacher training at present pays lip-service only to preparing teachers for children with disabilities, and PEAN will campaign for greater attention to special education in teacher training colleges.

Discussions were also held officials of the National Department of Education. PEAN has a good relationship with the Department, and there was agreement to consolidate the partnership, with the possibilities of joint research on literacy and inclusive education discussed.

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PEAN continues to push its agenda on the Local Education Group (LEG) and the National Education Board.

Discussions were held with officials at the Department of National planning (NDoP). With the help of UNFPA the NDoP had made attempts in 2017 to align with the SDG. Indicators were examined for their practicality, and these were then localized with the Medium-Term Development Plan 2018-22. 46 indicators were chosen across 17 SDGs. There remain many issues, including the lack of a base line of many indicators, and the generally poor level of data collection in the country. There is a Strategy for Development of Statistics, but is at a very general planning stage.

PEAN continues to push its agenda on the Local Education Group and the National Education Board. Coming up in the next quarter will be its presentation on Inclusive Education at the National Education Conference in Goroka, and its AGM and learning event. [\[BACK\]](#)

ASPBAE member, CSEP Timor-Leste, sustains participation in local education consultative group

3 May 2019, Dili, Timor Leste



The Timor Leste Ministry of Education, Youth and Sports (MEYS) and UNICEF convened a meeting with its partners under the local education group, ACETL, to discuss the education sector planning process.

The Timor-Leste Ministry of Education, Youth and Sports (MEYS) and UNICEF Timor-Leste co-convened a meeting with its partners under the local education group, known as Ação Conjunta para a Educação Timor-Leste (ACETL), to discuss the education sector planning process that will be conducted in the country and provide updates on its grant application to the Global Partnership for Education (GPE).

A presentation was made by the World Bank lead consultant to prepare the Education Sector Plan, Andrew Blackwell, regarding the frameworks, scope, and timeline of the process.

Among the frameworks presented by the lead consultant to determine the scope of the education sector plan are the existing 2011-2030 National Education Strategic Plan, the Government's 5-year Plan, GPE Guidelines, and ACETL Matrix for establishing Thematic Working Groups.

As an active member of the ACETL, the Civil Society Education Partnership (CSEP Timor-Leste) participated in this important meeting through its Programme Officer, Charles Moises, and joined by ASPBAE's Helen Dabu.



ASPBAE's Helen Dabu participated in the meeting and spoke about how to strengthen the consultation process in developing the next Education Sector Plan and the key elements that should be considered - adoption of the full SDG4 agenda, ensuring equity, inclusion, and gender equality.

In this meeting, ASPBAE and CSEP actively participated in the discussions and pointed out that SDG4/Education 2030 was missing in the frameworks presented by the lead consultant which should guide the education sector planning of governments.

In addition, Helen provided intervention on how to strengthen the consultation process in developing the next Education Sector Plan of Timor Leste, and the key elements that should be considered and included, such as ensuring adoption of the full SDG4 in the sector plan, ensuring equity, inclusion, and gender equality.

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CSEP Timor-Leste is part of five thematic working groups and will continue to recommend participation of CSOs, especially those representing the marginalised and vulnerable groups from the municipalities, in local and national government-led consultations.

ASPBAE and CSEP also recommended that all LEG/ACETL documents for discussion should be made available in the local language instead of just being in English and that LEG/ACETL meetings should also include teachers and youth representatives.

In this meeting, 11 thematic working groups were proposed to be formed to inform the consultation processes that will be conducted which will feed into the education sector plan of the government for the next five years (2020-2024).

CSEP Timor-Leste is part of five thematic working groups and will continue to recommend participation of local civil society organisations (CSOs), especially those representing the marginalised and vulnerable groups from the municipalities, in local and national level consultations that will be conducted by the government, UNICEF Timor Leste (GPE Coordinating Agency), and the World Bank (GPE Grant Agent). [\[BACK\]](#)

Towards a more gender equal world

Women Deliver 2019 Conference

3-6 June 2019, Vancouver, Canada



The Women Deliver 2019 Conference was one step on the march towards a more gender equal world. With more than 8,000 people – including heads of states, ministers, parliamentarians, academics, advocates, activists and journalists - from over 165 countries on site and more than 100,000 people joining around the world through satellite events and the virtual conference - WD2019 connected advocates and decision makers, fuelled global and country-level action, and shone a global spotlight on the importance of gender equality. The new ideas, inspiration, and solutions shared at the conference will continue to inspire the world to harness power for good, demonstrate the power of gender equality, and catalyse investment in women-focused organisations and in sexual and reproductive health and rights.

WD2019 catalysed investment - financial, political, and programmatic - in gender equality, including women-focused organisations and Sexual and Reproductive Health and Rights (SRHR). Prime Minister of Canada, Justin Trudeau announced that the Government of Canada will raise its funding to CAD\$1.4 billion annually to support women and girls' health around the world. That includes an additional CAD\$300 million a year dedicated to sexual and reproductive health rights, including access to safe abortion.

President of Kenya, Uhuru Kenyatta, committed to ending female genital mutilation by 2022, pushing for more women in parliament and power in general, ending child marriage, acting on climate change, and making primary and secondary education compulsory for all children, regardless of gender.

The [Humanitarian Pre-Conference](#) provided a unique forum for women-focused civil society organisations (CSOs) to directly advocate with donors and international organisations about the concrete actions needed to drive a more feminist and localised approach to humanitarian aid.

WD2019 catalysed investment - financial, political, and programmatic - in gender equality, including women-focused organizations and Sexual and Reproductive Health and Rights.

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Research found that navigating transitions will put women on a path to more productive, better-paid work and greater gender equality, but failing to do so could worsen existing challenges and widen gender disparities.

Partners unveiled new research and data that demonstrates the power of gender equality. McKinsey Global Institute [released a report](#), [The Future of Women at Work](#), which explores the impact of automation on the global workforce through a gender lens. The research found that navigating transitions will put women on a path to more productive, better-paid work and greater gender equality, but failing to do so could worsen existing challenges and widen gender disparities.

A new study was announced, conducted by the Population Council and with Women Deliver, found a strong and consistent lifelong negative association between giving birth before age 18 and a woman's economic empowerment. This important research adds to the vital evidence base that investing in SRHR could have a positive economic impact.

Equal Measures 2030 launched [The SDG Gender Index](#), the most comprehensive tool available to measure the state of gender equality aligned to the SDGs. Results from 129 countries measured by the Index show that the world is far from achieving gender equality, with 1.4 billion girls and women living in countries that get a "very poor" failing grade on gender equality.

Plan International [released a new report](#) that revealed that a vast majority of girls worldwide want to take leadership positions in the workplace, politics and wider society, yet more than 9 out of 10 believe as women leaders they will suffer widespread discrimination and sexual harassment.

WD2019 focused on 'Power', and addressed individual power, structural power, and the power of movements, and how power can drive – or hinder – progress and change. The conference challenged the power dynamics behind gender inequality, and demonstrated how we can all harness power for good.

The Women Deliver 2019 Conference acknowledged the barriers that are more entrenched for some girls and women than others – including indigenous populations, people with disabilities, the LGBTQIA+ community, refugees, and women of colour – and addressed those unique challenges.

Women Deliver laid out a vision for the powerful future of meaningful youth engagement in a new and ground-breaking [policy paper](#).

Founders and leaders of some of the most influential movements of our time - Me Too, Times Up, Ni Una Menos, climate, labor unions, citizen journalism and others – shared a stage for the first time in history and found commonalities for the way ahead.

The Women Deliver Conference reinforced the global call to galvanize efforts to achieve gender equality as underscored in the [Declaration on Gender Equality and Women's Empowerment](#) issued at the G7 Leaders' Summit in Biarritz, France. The G7 leaders underlined commitment to "increase opportunities for at least 12 years of safe and quality education for all, particularly in emergencies and in conflict-affected and fragile states" and "to support eliminating gender inequality and discrimination, and countering gender biases and stereotypes and endeavour to work together with developing countries to promote inclusion, equity



The WD2019 acknowledged the barriers that are more entrenched for some girls and women than others – including indigenous populations, people with disabilities, the LGBTQIA+ community, refugees, and women of colour.

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and access of girls and women to quality education, including access to Science, Technology, Engineering and Mathematics (STEM)". They also recognised the importance of gender-responsive education and quality technical and vocational education and training (TVET).

More than 280 reporters, bloggers, and photographers from 63 countries attended the conference. The conference reached over 6.8 million people on social media.

This write-up draws mainly from information appearing on the [Women Deliver website](#). [\[BACK\]](#)

UNESCO Bangkok launches new online course modules on community learning centres and lifelong learning



UNESCO Bangkok has launched modules 5 (groups with different learning requirements) and 6 (Sustainable Community Learning Centre) of the Online Course on Community Learning Centres and Lifelong Learning in Asia and the Pacific.

UNESCO Bangkok has launched [two new modules](#) of the Online Course on Community Learning Centres and Lifelong Learning in Asia and the Pacific. They are now available as follows -

- [Module 5](#): Targeting Groups with Different Learning Requirements
- [Module 6](#): Sustainable Community Learning Centre (CLC)

ASPBAE contributed to the development of these modules as one of the partner organisations and experts from 11 countries across the Asia Pacific that UNESCO Bangkok convened to develop this online course. The course aims to enhance capacity of government officials, CLC managers and facilitators, educators and students of lifelong learning.

To increase learning experience on the platform, UNESCO Bangkok has included the new "AI-Chatbot on Lifelong Learning (beta)" on its website. Try out the AI-Chatbot to learn more about lifelong learning by asking him questions. In addition, the UNESCO Bangkok website is now with multiple languages through Google Translate.

UNESCO Bangkok extends its appreciation to the Government of Japan that financially supported the initiative, and the UNESCO Institute for Lifelong Learning (UIL) for technical support.

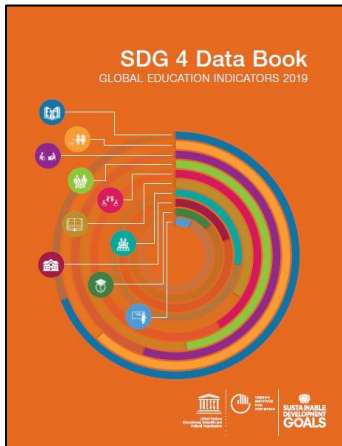
This write-up is based on information provided by the UNESCO Bangkok Literacy and Lifelong Learning Team. [\[BACK\]](#)

ASPBAE contributed to the development of these modules as one of the partner organisations and experts from 11 countries across the Asia Pacific.

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UNESCO Institute of Statistics (UIS) releases SDG4 Data Book

The UNESCO Institute of Statistics (UIS) released the [SDG 4 Data Book 2019](#) which presents the latest results for the official global monitoring indicators used to monitor progress in SDG4. Available in English, French and Spanish, it showcases data coverage for each indicator by region and a snapshot of global and regional trends, in addition to country-level data from 2010 to the school year ending in 2017.

The new report presents the SDG 4 monitoring indicators included in the official dataset released by the UIS in February 2019 that will be used to evaluate progress at the upcoming 2019 High-Level Political Forum on Sustainable Development ([HLPF](#)). [\[BACK\]](#)

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

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