

ASPBAE THIS MONTH

June 2020

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2020 Global Education Monitoring Report: Essential findings for inclusive education

[Full article](#)



SDG 4.7 Thematic Indicators includes human rights education and non-cognitive measures

[Full article](#)



Nirantar Trust presents The Third Eye- A feminist think tank working on gender, sexuality, technology and education

[Full article](#)



ASPBAE's 8th GA – Communique No.3 announces nominees for ASPBAE Executive Council

[Full article](#)



Education News and Views

Education in a post-COVID world: Nine ideas for public action

[Full article](#)

Shoring up advocacy actions to protect education budgets

ASPBAE Regional Conference on Education Financing: Challenges in the Context of the COVID-19 Pandemic

ASPBAE organised a regional conference on 'Education Financing: Challenges in the Context of the COVID-19 Pandemic' bringing together members, national education coalitions, academia, human rights organisations, international NGOs, and UN agencies. - [Read more](#)

Reviewing progress of youth action during COVID-19

ASPBAE's meeting of its Youth Action Research (YAR) initiative aimed to review the progress of the YAR COVID-19 project and to discuss dissemination plans. - [Read more](#)

SDG 4-Education 2030 Steering Committee holds virtual meeting on 'Safeguarding investment in education in the aftermath of the COVID-19 crisis'

The virtual SDG Education 2030 Steering Committee meeting dedicated to financing highlighted that the global community must make a powerful case for education to be at the centre of global recovery plans to build resilience for the future and prevent inequalities from further widening. - [Read more](#)

CSO2 constituency engages in GPE Strategic Planning process

The CSO2 (Southern CSOs) constituency in the Global Partnership for Education (GPE) Board continued its active engagement in informing and shaping the next strategic plan of GPE. - [Read more](#)

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Member of the Month

Many Hands One Nation (MAHON) Foundation, Timor-Leste

Many Hands One Nation (MAHON) Foundation is a youth-led non-profit organisation based in Dili, Timor-Leste.

The vision of MAHON is sustainable peace, green and quality education for all Timorese.

MAHON undertakes various activities such as non-formal education and training for children and youth, horticulture training and climate change adaptation and prevention activities as well as sport for development and peace.

Photo of the Month



World Environment Day is held on 5 June every year, engaging governments, businesses, celebrities, and citizens to focus their efforts on a pressing environmental issue. This year's theme was 'biodiversity'.

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 Sunil Gangavane, ASPBAE's Youth Coordinator.

Sunil Gangavane
Youth Coordinator



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EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight the International Commission on the Futures of Education's new report '*Education in a post-COVID world: Nine ideas for public action*'.

Education in a post-COVID world: Nine ideas for public action



The COVID-19 pandemic has revealed vulnerabilities; it has also surfaced extraordinary human resourcefulness and potential. Decisions made today will have long-term consequences for the futures of education. Choices must be based on a humanistic vision of education and development, and human rights.

The International Commission on the [Futures of Education](#)'s new report [Education in a post-COVID world: Nine ideas for public action](#) presents ideas for concrete actions today that will advance education tomorrow.

"COVID-19 has the potential to radically reshape our world, but we must not passively sit back and observe what plays out," said Ethiopian President, Sahle-Work Zewde, Chair of the [International Commission](#) on the Futures of Education. *"Now is the time for public deliberation and democratic accountability. Now is the time for intelligent collective action."*

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Nine ideas for public action

1. Commit to strengthen education as a common good. Education is a bulwark against inequalities. In education as in health, we are safe when everybody is safe; we flourish when everybody flourishes.
2. Expand the definition of the right to education so that it addresses the importance of connectivity and access to knowledge and information. The Commission calls for a global public discussion—that includes, among others, learners of all ages—on ways the right to education needs to be expanded.
3. Value the teaching profession and teacher collaboration. There has been remarkable innovation in the responses of educators to the COVID-19 crisis, with those systems most engaged with families and communities showing the most resilience. We must encourage conditions that give frontline educators autonomy and flexibility to act collaboratively.
4. Promote student, youth and children's participation and rights. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change.
5. Protect the social spaces provided by schools as we transform education. The school as a physical space is indispensable. Traditional classroom organization must give way to a variety of ways of 'doing school' but the school as a separate space-time of collective living, specific and different from other spaces of learning must be preserved.
6. Make free and open source technologies available to teachers and students. Open educational resources and open access digital tools must be supported. Education cannot thrive with ready-made content built outside of the pedagogical space and outside of human relationships between teachers and students. Nor can education be dependent on digital platforms controlled by private companies.
7. Ensure scientific literacy within the curriculum. This is the right time for deep reflection on curriculum, particularly as we struggle against the denial of scientific knowledge and actively fight misinformation.
8. Protect domestic and international financing of public education. The pandemic has the power to undermine several decades of advances. National governments, international organizations, and all education and development partners must recognize the need to strengthen public health and social services but simultaneously mobilize around the protection of public education and its financing.
9. Advance global solidarity to end current levels of inequality. COVID-19 has shown us the extent to which our societies exploit power imbalances and our global system exploits inequalities. The Commission calls for renewed commitments to international cooperation and multilateralism, together with a revitalized global solidarity that has empathy and an appreciation of our common humanity at its core.



COVID-19 presents a real challenge and a real responsibility. These ideas invite debate, engagement and action by governments, international organizations, civil society, educational professionals, as well as learners and stakeholders at all levels.

This write-up draws from an article appearing on the [UNESCO website](https://unesco.org). [\[BACK\]](#)

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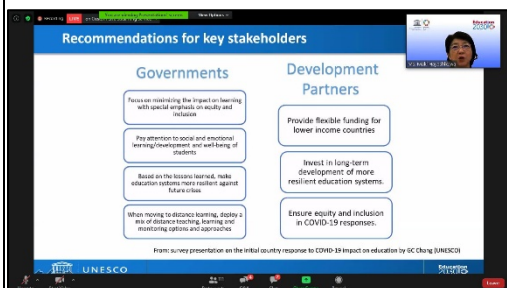
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ASPBAE Secretary-General, Maria Lourdes Almazan Khan, noted with concern the threat of losing the remarkable gains won in advancing the right to education due to the COVID-19 crisis.



Manos Antoninis, Director of the Global Education Monitoring Report (GEMR), revealed in his presentation that there will be a large decline in education spending as a result of the COVID-19 crisis, which has been rapidly unfolding into an economic crisis in many parts of the world.



Maki Hayashikawa, Section Chief for Inclusive Quality Education at UNESCO Bangkok, put a spotlight on the adverse impacts of COVID-19 on the health and wellbeing of learners and teachers and on how to manage continuing learning in the Asia Pacific region.

Shoring up advocacy actions to protect education budgets

ASPBAE Regional Conference on Education Financing: Challenges in the Context of the COVID-19 Pandemic

16-18 June 2020, Virtual

ASPBAE organised a regional conference on *'Education Financing: Challenges in the Context of the COVID-19 Pandemic'* bringing together members, national education coalitions, academia, human rights organisations, international NGOs, and UN agencies. The event provided an opportunity to assess the current education situation amidst the global COVID-19 pandemic, exchange experiences, and reimagine the ways forward given the implications on the financing of education.

In her opening remarks, ASPBAE Secretary-General, Maria Lourdes Almazan Khan, noted with concern the threat of losing the remarkable gains won in advancing the right to education due to the COVID-19 crisis. These concerns were affirmed by Manos Antoninis, Director of the Global Education Monitoring Report (GEMR), who revealed in his presentation that there will be a large decline in education spending as a result of the COVID-19 crisis, which has been rapidly unfolding into an economic crisis in many parts of the world.

Also speaking at the event, Maki Hayashikawa, Section Chief for Inclusive Quality Education at UNESCO Bangkok, put a spotlight on the adverse impacts of COVID-19 on the health and wellbeing of learners and teachers and on ensuring management and learning in the Asia Pacific region. She discussed the widening inequity gap due to the current crisis, the effects of national school closures on learners, teachers, and parents, and the measures to recover the learning loss.

Nepomuceno Malaluan, Under-Secretary of the Philippine Department of Education, underscored the need to defend learning continuity, which can only be done if education financing is protected. He asserted that it is possible to deliver learning safely and it is crucial to invest in safe learning continuity and education transformation in the time of COVID-19 and the future.

ASPBAE's Rene Raya highlighted the importance of education in coping and recovering from the COVID-19 crisis. In his presentation, Rene asserted that education is a critical stimulus for recovery, education budgets must be protected, and societies need to build better education systems that are equitable, ensuring safe, inclusive, gender-fair, and green environments.

National education coalition representatives from Pakistan and Bangladesh presented the CSO experiences on advocating to protect education budgets. Zehra Arshad, National Coordinator of the Pakistan Coalition for Education (PCE), shared highlights of the study *'Bringing All the Girls to School – A Case for Investment'*, which discusses the devolution of education and estimates the magnitude of the funds required to bring all children in school up to secondary level.

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Nepomuceno Malaluan, Under-Secretary of the Philippine Department of Education, underscored the need to defend learning continuity, which can only be done if education financing is protected.



Protiva Kundu of the Centre for Budget and Governance Accountability (CBGA) spoke on 'Gender-Responsive Budgeting for Education' and addressed the gendered impacts of the pandemic on the education and learning of girls, women, and LGBTQ.



Regional Advisor at the UNESCO Institute for Statistics, Roshan Bajracharya's presentation focused on education data and measuring equity and the progress of equity in education in Asia and the Pacific

Enamul Hoque, Deputy Director of the Campaign for Popular Education (CAMPE) in Bangladesh, outlined some of CAMPE's advocacy work and presented the results of its rapid response survey with respondents from 115 NGOs and 11 Teachers' Associations. It found the most common education in emergency responses carried out by NGOs and revealed the impacts of the national school closures on learners and teachers.

The Regional Conference also gathered ASPBAE members and partner national education coalitions to exchange experiences in doing budget-related work and advocacy in education and to produce concrete budget proposals to ensure that sufficient and well-targeted funding is allocated to education.

ASPBAE President, Nani Zulminarni, addressed participants of the conference and encouraged them to identifying the next steps where coalitions can carry out coordinated campaign actions to ensure that education budgets are well-protected and allocations are increased as part of the post-pandemic stimulus programmes.

Among the speakers was Protiva Kundu of the Centre for Budget and Governance Accountability (CBGA) who spoke on 'Gender-Responsive Budgeting for Education' and covered the gendered impacts of the pandemic on the education and learning of girls, women, and LGBTQ, given the added burden and risk resulting from the health and education crisis. She emphasised the need to use a gender lens in developing and implementing a gender-responsive budget and in addressing gender inequality.

Regional Advisor at the UNESCO Institute for Statistics, Roshan Bajracharya's presentation focused on education data and measuring equity and the progress of equity in education in Asia and the Pacific. He also discussed formula-based financing for education, saying that government intention and the existence of reallocation policy mechanisms and the effectiveness of policies to reach disadvantaged groups are critical indicators for measuring formula-based financing.

Representatives of the National Campaign for Education Nepal (NCE Nepal), Civil Society Network for Education Reforms (E-Net Philippines), and the Association for Education Development (AED), Kyrgyzstan, shared their education budget analysis and engagement in their respective countries. Some of the initiatives include research and analysis, lobbying and advocacy campaigns, and community mobilisation and capacity-building.

The final day of the conference saw presentations of representatives of national education coalitions on the highlights of their research on domestic resource mobilisation. NCE Nepal discussed the findings of its study on domestic resource mobilisation, while the National Coalition for Education (NCE) focused on the Education CESS in India. E-Net Philippines shared its study on the Special Education Fund (SEF) and the Network for Education Watch (NEW) Indonesia gave an overview of its study on the effectiveness of the Smart Indonesia Card (KIP) in improving the access of marginalised groups to education.

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Participants from Central and East Asia proposed rethinking the advocacy messages and making sure these are responsive to the current context, building the capacities of relevant government bodies to respond to the COVID-19 pandemic and teachers to teach online more effectively.

The outcomes of the virtual regional conference will inform ASPBAE's plans to pursue coordinated budget tracking work and action, as well as the national education coalitions' in-country budget advocacy work focusing on equity and gender.



Participants from the Pacific outlined the challenges in light of the COVID-19 pandemic on education. In the Solomon Islands, schools have started opening but many families do not have the necessary funds to pay school fees so there has been an increase in dropout rates.

Coalitions identified persisting and emerging threats and risks to learners and education systems resulting from COVID-19 and the required monitoring, research, and budget items responding to COVID-19 and the new normal, addressing issues around equity and gender in education. Coalitions also put forth capacity- building needs and possible regional joint actions or projects with ASPBAE.

Participants from Southeast Asia recognised the need to monitor the effectiveness of online and distance learning and present recommendations to the government on how to improve it, ensure equity-based and gender-responsive budgeting at the school and community levels, and increase the budget for education. They also recommend conducting research on how marginalised groups are faring in the shift to online and distance learning.

Participants from the Pacific outlined the challenges in light of the COVID-19 pandemic on education. In the Solomon Islands, for instance, schools have started opening but many families, especially those from marginalised groups, do not have the necessary funds to pay school fees so there has been an increase in dropout rates.

Participants from Central and East Asia proposed rethinking the advocacy messages and making sure these are responsive to the current context, building the capacities of relevant government bodies to respond to the COVID-19 pandemic and teachers to teach online more effectively. Participants from South Asia added that the capacities of marginalised communities should also be enhanced. Improving research skills to scrutinize budgets and social issues and examining the current pedagogy and curricula are other areas of work that should be considered.

In closing, ASPBAE's Cecilia (Thea) Soriano underscored the need to reimagine the current advocacy work, identify budget interventions and proposals, and articulate what transformative and resilient education systems mean in today's times.

The outcomes of the virtual regional conference will inform ASPBAE's plans to pursue coordinated budget tracking work and action, as well as the national education coalitions' in-country budget advocacy work focusing on equity and gender.

The discussions and lessons from this regional conference provided valuable input to help deepen analysis and better organise advocacy actions to protect education budgets, ensuring that education is part of recovery programmes and transformative education systems are in place. [\[BACK\]](#)

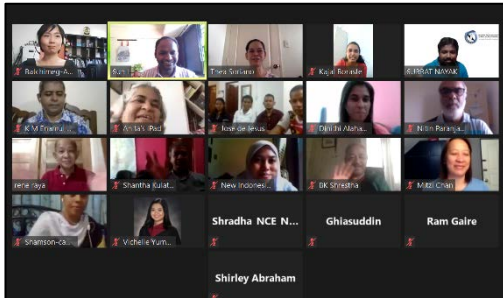
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Reviewing progress of youth action during COVID-19

25 June 2020, Virtual



ASPBAE hosted a virtual meeting to review the progress of the Youth Action Research (YAR) COVID-19 project and to discuss dissemination plans

The COVID-19 pandemic has by now impacted almost all spheres of life. As is common in most crisis, marginalised communities suffer the most. It is with this understanding that ASPBAE and its partners initiated a youth-led action research study to document the impact of the COVID crisis on the lives of marginalized youth and their education opportunities and learning needs. This three-month project (May-July 2020), launched on 27 April 2020, is being implemented in 9 countries with Abhivyakti Media for Development from India, E-Net Philippines from the Philippines, NEW-Indonesia together with ASPPUK from Indonesia, CSEP from Timor-Leste, KOBLE from Vanuatu, AFE from Mongolia, CED from Sri Lanka, NCE from Nepal, and CAMPE from Bangladesh.

Mid-way through the implementation of this initiative, ASPBAE hosted a virtual meeting where representatives from 9 member organisations participated. Besides facilitating learning exchanges, the meeting also aimed to review the progress of the YAR COVID-19 project and to discuss dissemination plans. YAR partners presented their project updates, learnings, and challenges using creative videos and slides.

Shradha Koirala (Nepal), Kajal Boraste (India), Vichelle Yumuya (Philippines), Dara Adriana and Mia Ariyana (Indonesia), and Jose de Jesus (Timor-Leste), youth representatives from the YAR partner organizations, informed that their respective countries are slowly coming out of the lockdown phase though the infection risk has not reduced yet. Therefore, along with the research work; community relief, awareness, and other training work are also being continued. Speakers noted that young individuals were actively involved in community work and leading the action-research projects. Their commitment, innovative ideas, and skillful use of technology have played a crucial role in running this action research in this challenging time. NCE Nepal praised these efforts - *"This is a sign of emerging youth leadership in communities; youth need to be supported through long-term programmes and trained in innovative forms of learning"*.

Partners reported that most of the data collection work was completed by using mobile phones, social media channels, as well as face-to-face interviews where possible. A wide diversity of young people were been approached for interviews and the development of case studies: school dropouts, especially girls, disabled persons, LGBTQI+, and youth living in rural and urban poor communities. The fieldwork in the pandemic situation was quite challenging because many of the youth researchers neither had devices, access to the internet, and phone networks, nor were they trained in using these communication tools. Moreover, the simple use of personal mobile phones exposed deep gender inequalities in families and communities. For instance, in the Indian rural setup, many families did not allow girls to use mobile phones in order to control their interactions and mobility. The young researchers therefore grappled with not only digital but also gender-based divides including other social barriers in accessing technology. Nevertheless, the youth researchers managed to tackle various challenges and



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The youth asked the government to ensure internet facilities, provide necessary infrastructure support for blended learning needs, and strengthen community learning centres for the most marginalized communities.

YAR partners from 9 member organisations presented their project updates, learnings, and challenges using creative videos and slides.



The global community has to make a powerful case for education to be at the centre of global recovery plans to build resilience for the future and prevent inequalities from further widening.

According to initial projections made by UNESCO, available resources will decrease by USD 210 billion in 2020 compared to what would have been available without the pandemic.

have carefully documented youth experiences, ideas, and recommendations. These will be compiled in the report and shared soon.

Presenters in the virtual meeting from Mongolia (Bachimeg), Bangladesh (Enamul Hoque), Vanuatu (Shirley Abraham), and Sri Lanka (Dinithi Alahapperuma) shared their project learning and challenges. While recognizing the current fieldwork difficulties and existing digital gaps, the group also appreciated the resilience and commitments of the community organizations who were able to adapt themselves to respond to critical situations. Partners also appreciated alternate forms of education during the lockdown. The speakers from Mongolia, Philippines, and Sri Lanka shared a short video depicting their research work and youth-exposure stories. Through the videos, youth were able to voice their problems and demand support for communities: they asked the government for ensuring internet facilities, providing necessary infrastructure support for blended learning needs, and strengthening of the community learning centres for the most marginalized communities. The need for education support given the loss of income of families as well as psycho-social support and need for conducive learning environment (e.g. In Mongolia, the rural youth are doing a lot of household chores, therefore were not able to study) were also cited.

Partners discussed dissemination ideas and timelines. Based on country reports, ASPBAE will produce a consolidated regional report as well as a short video that will be made available for dissemination and advocacy purpose. ASPBAE will also host a youth-focused research sharing and learning event on 12 August to commemorate International Youth Day, where members and community youth will be invited in the deliberation of the research findings as well as to celebrate the valuable contributions of youth and their huge potential. [\[BACK\]](#)

SDG 4-Education 2030 Steering Committee holds virtual meeting on 'Safeguarding investment in education in the aftermath of the COVID-19 crisis'

4 June 2020, Virtual

With all economic forecasts in the red, the global community has to make a powerful case for education to be at the centre of global recovery plans to build resilience for the future and prevent inequalities from further widening.

This was the key message of the virtual SDG Education 2030 Steering Committee meeting dedicated to financing that brought together all key constituencies - member States, civil society, multilateral partners, youth, and foundations.

According to initial projections made by UNESCO, even if countries maintain their current budget allocations to education as a percentage of GDP, available resources will decrease by USD 210 billion in 2020 compared to what would have been available without the pandemic. Should this share be cut by 5%, losses could increase to USD 337 billion, said Satoko Yano, UNESCO's education planning specialist, presenting the different scenarios.

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Participants underlined that the “new normal” would require more funding for learning recovery and acceleration programmes, school health and safety, connectivity, and support to teachers.

On the international front, aid will fall if the experience of the great financial crisis (2008-2009) is repeated, according to calculations by the Global Education Monitoring Report and the World Bank.

Stating that every dollar on debt servicing is one dollar less for education, the CEO of the Global Partnership for Education (GPE), Alice Albright, urged for protecting hard won gains and demonstrating that aid to education builds resilience for the future.

Beyond learning losses, especially for the most disadvantaged children, participants underlined that the “new normal” would require more funding for learning recovery and acceleration programmes, school health and safety, connectivity, and support to teachers.

“This generation is running the risk that we invest less in them, and the cost of inaction is huge,” said Jaime Saavedra, Education Global Director of the World Bank. Beyond increased efficiency in education spending everywhere, he called for a coalition of ministers of education and finance to protect and increase expenditures.

“The fiscal crisis cannot be an alibi that justifies reduced investment in education,” said Argentina’s representative, sharing his government’s plan to support public education and work on a regional ministerial declaration in this regard. Kenya reported declines in financing to education and stressed the need for flexibility to respond to the most urgent needs, including for teachers and school health, and institutional reform to build more sustainable education and training systems. The Philippines stressed the importance of gearing financing plans to address inequity and building a broad constituency to protect investment for educational transformation.

Stating that a decline in aid “is probable but not inevitable,” Director of the Global Education Monitoring Report (GEMR), Manos Antoninis, called for an increase in education’s share in total aid, more donor flexibility and better alignment of aid with national needs. Noting that 90% of aid comes from OECD-Development Assistance Committee countries, the OECD’s representative referred to a recent joint statement by the latter on the protection of aid budgets and support to least developed countries.

Referring to the scale of needs in developing countries, CEO of the Education for All Foundation, Fahad Al-Sulaiti, stressed the foundation’s efforts to join forces with development banks to increase funding. He also highlighted the importance of the recently established International Day for the Protection of Education under Attack, spearheaded by Qatar, recalling that conflict and violence has not abated under Covid-19, with no strong mechanisms to protect investments in teachers and students.

CCNGO Coordination Group members representing civil society organisations (CSOs) on the Steering Committee, Refat Sabbah, President of the Global Campaign for Education (GCE), and Rasheda Choudhury, CAMPE (Bangladesh), took the floor to raise CSO voices. *“In emergencies, States don’t always abide by their legal obligations to guarantee right to education and*



Director of the Global Education Monitoring Report (GEMR), Manos Antoninis, called for an increase in education’s share in total aid, more donor flexibility and better alignment of aid with national needs.

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GCE's Refat Sabah stressed that immediate solutions include debt relief and increased official development assistance, and CAMPE's Rasheda Choudhury reiterated that solutions include stopping the illicit flow of funds, increased corporate social responsibility, and less spending on defence.

humanitarian action rarely includes addressing educational needs,” said Refat Sabbah. “There is an urgent need for action at both national and global levels to unlock resources, and ensure they are directed towards the countries and populations in need. Immediate solutions include debt relief and increased official development assistance.”

“Education funding needs tax justice. Solutions include stopping of the illicit flow of funds, increased corporate social responsibility, especially for multinationals, and less spending on defence. Our children, with an education, are the best defence for us all”, said Executive Director of CAMPE Bangladesh, Rasheda Choudhury.

To maintain financing, Norway’s representative recommended reaching outside sectoral borders to demonstrate how education can alleviate negative impacts on health; make the case with international financial institutions, improve systems for tax collection and combat illicit financial flows.

Germany stressed that priority should be placed on addressing equity challenges, gender sensitive planning and strengthening the resilience of the education sector.

“We are at a critical juncture,” said Steering Committee co-chair, Kazuhiro Yoshida. “We have to use available knowledge, resources and innovation to trigger new approaches that will have long-term effect on SDG 4.”

Stepping up the momentum

Bringing forward a statement prepared by the youth community, Steering Committee representative, Victoria Ibiwoye, affirmed that, *“Youth and students are the first touched by this crisis and they must have a voice in defining their educational future.”* The crisis is an opportunity to redefine the relevance of education and prioritize investment in youth. The statement calls on leaders to aim for a #BetterNormal with sustainability being the leading principle.

“This is a tipping point – the time for political leadership and mobilization from grassroots to top decision makers to set education on course,” said Co-Chair Stefania Giannini, UNESCO’s Assistant-Director General for Education, concluding the meeting. “We need unity, solidarity and new forms of collaboration, to protect and promote education as a global public good – one that every society depends on to end poverty, combat inequalities and shape a sustainable future.”

This article draws from a [press release](#) on WebWire. [\[BACK\]](#)

A statement prepared by the youth community underscores that the crisis is an opportunity to redefine the relevance of education and prioritize investment in youth

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A pre-Board CSO2 consultation call was held on 5 June, aimed at requesting final comments and suggestions on how the constituency could fine-tune the CSO2 positions for the GPE vision, mission, goal, and objectives.



The constituency discussed the important initiative to engage with Developing Country Partner (DCP) Board representatives meant to strategically lobby them on CSO2's position.



CSO2 Board representatives, observers, and advisers participated in a joint virtual consultation meeting to share perspectives on how best to approach the debate on GPE's vision, and to agree on common messages and strategy to move forward.

CSO2 constituency engages in GPE Strategic Planning process

June 2020, Virtual

Taking off from the Global Partnership for Education (GPE) Board meeting in Nairobi, Kenya, on 10-12 December 2019, the CSO2 (Southern CSOs) constituency in the GPE Board continued its active engagement in informing and shaping the next strategic plan of GPE.

The GPE Board meeting in Nairobi last year included, as a key outcome, the adoption of parameters for the GPE Strategic Plan. This involved agreement on decision language on Strategic Aspirations, Ways of Working, and Oversight. Since then, at the start of 2020, the GPE Secretariat launched an intense and multi-stage Board constituency consultation process to help prepare documentation and options for discussion at a Board March Retreat and for ultimate decision (relating to GPE's Vision, Mission, Goals, Objectives and Rallying Cry) of the Board at its June Board meeting.

The CSO2 Board representatives to GPE, Camilla Croso of CLADE (Main Board member) and Maria Khan of ASPBAE (Alternative Board member), actively consulted within the CSO2 constituency for its views on GPE Secretariat's Strategic Plan "pulse" questions from February until March, and then consolidated and reflected the constituency inputs in the official CSO2 responses to each of the GPE surveys focusing on the Strategic Plan components. The CSO2 Board representatives also organised regular CSO2 calls to share updates on process and content of the Strategic Plan, raised CSO2 concerns (including those shared with other Board constituencies and GPE Secretariat in parallel conversations) and heard CSO2 views, as well as consulted on the content as the process moved forward.

Informing the CSO2 position and interventions during the GPE virtual Board Meeting, 9-11 June 2020

A pre-Board CSO2 consultation call was held on 5 June, aimed at requesting final comments and suggestions on how the constituency could fine-tune the CSO2 positions for the GPE vision, mission, goal, objectives and rallying cry which will be decided in the Board Meeting. In this same call, the constituency also discussed the important initiative to engage with Developing Country Partner (DCP) Board representatives meant to strategically lobby them on CSO2's position as regards GPE's vision, mission, and goals. Regional and national coalition representatives actively supported this initiative of the constituency by reaching out to their government representatives to the GPE Board. This highlights the importance of an interconnected efforts at national, regional and global levels, within the education movement led by the Global Campaign for Education (GCE) to continue engaging in this important process in GPE.

In addition to the CSO2 constituency pre-Board meeting, CSO2 Board representatives, observers, and technical advisers also participated in a joint virtual consultation meeting on 8 June with the other CSO constituency groupings

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The core assertions and articulation offered by CSOs during the Board deliberation included reiterating the Board agreement to affirm commitment to advancing the SDGs-SDG4.



During the board deliberation, CSOs - highlighted the importance of including the words “inclusive and equitable” (quality education) “for all” in the Vision since this clearly relates to the SDG4 language.



CSO2 indicated it is important to bring “equity and inclusion” within the goal so that it gives a clear message that these are important aspirations the Partnership wants to achieve.

in GPE – with CSO1 (representing Northern CSOs) and CSO3 (representing teachers thru Education International). This call was meant to share perspectives on how best to approach the debate on GPE’s vision, mission, goal, objectives, and rallying cry, and to agree on common messages and strategy to move forward.

The preparatory processes initiated within and across constituencies have been helpful and important as the CSOs have had to face a tough and challenging deliberations and decision-making process that played out in this particular GPE Board meeting.

In the first two days of the Board meeting, it was noted that the Board would be able to offer different options for language than those presented by the GPE Secretariat. Given the virtual format of the Board meeting and limited time for discussions, it would not be feasible to engage in detailed wordsmithing of decision language, therefore, interventions are confined to substantial changes as opposed to replacing words with other similar ones, or along those lines.

Below were the core assertions and articulation offered by the CSOs during the Board deliberation:

- reiterated Board agreement to affirm commitment to advancing the SDGs-SDG4
- highlighted the importance of including the words “inclusive and equitable” (quality education) “for all” in the Vision since this clearly relates to the SDG4 language;
- on the Mission, all asserted a preference for starting off in a positive statement instead of “overcoming the learning crisis.” The preference was also for the phrase “to improve the quality of education” so that teachers are referenced implicitly and noting its broader meaning than ‘learning’; proposed a reference to domestic financing and adding reference to “inclusion”, “sustainable financing” and strengthening “public” education systems;
- on the Goal, all agreed to include “holistic” when referring to learning outcomes; preference was expressed for “gender-transformative” instead of “gender- sensitive”.
- CSO2 indicated that it is important to bring “equity and inclusion” within the goal, with these spelt out at the start of the sentence so that it gives a clear message that these are important aspirations the Partnership wants to achieve; and to also make reference to “12 years of free publicly funded education and training”;
- on the Objectives, CSOs argued for “gender-responsive (vs gender sensitive)” policy development; additionally, reference to ‘inclusive policy dialogue’ have been asserted, and CSO2 further proposed inclusion of “education sector planning”.

Other interventions from Board members highlighted a majority support for including “inclusive and equitable quality education” in the Vision statement to bring it closer to the language of SDG4, although there were mixed views over whether the education should be for “every child,” “child and youth” or “all”. On the Mission, most Board members indicated they didn’t want to start the

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Interventions from Board members highlighted a majority support for including “inclusive and equitable quality education” in the Vision statement to bring it closer to the language of SDG4.



Some of the priority areas agreed by the Board included early learning, access to education, gender equality and inclusion, and quality teaching.



The greatest setback was in the adopted Vision language wherein, not only ‘adults’ were excluded, even reference to ‘youth’ was left out, a major deviation from the agreed commitments set in SDG4.

statement in a negative through “overcoming the learning crisis” On the Goal, the words “holistic”, “resilient” and “gender- responsive” all had strong support.

Reflecting on the Final Board Decision Language

After a thorough and tough 3-day virtual deliberations by the Board, the following was decided by a majority vote of Board members:

- Approves GPE’s revised **Vision** statement as: “A quality education for every child”.
- Approves GPE’s revised **Mission** statement as: “To mobilize partnerships and investments that transform education systems in developing countries, leaving no one behind”.
- Approves GPE 2025’s revised **Goal** as: “To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.”
- Re-affirms the following **priority areas** as critical to the achievement of GPE 2025’s Goal and requests the Secretariat to (a) develop a measurement strategy either through indicators or a set of evaluations to align with these (or other) priorities; (b) ensure that GPE’s revised operating model is designed to support progress in these (or other) priority areas, whilst recognizing that the detailed use of GPE resources will be determined by country level data, evidence, inclusive dialogue and country context. The proposed priority areas are:
 - ✓ learning/early learning
 - ✓ access (12 years plus at least 1 year of pre-primary education)
 - ✓ gender equality and inclusion
 - ✓ quality teaching
 - ✓ strong organizational capacity
 - ✓ equity, efficiency and volume of domestic financing
- Approves GPE 2025’s **Country level objectives** as:
 - ✓ Strengthen gender- responsive planning, policy development for system-wide impact
 - ✓ Mobilize coordinated action and financing to enable transformative change,
 - ✓ Strengthen capacity, adapt and learn, to implement and drive results at scale”.
- Approves an additional **enabling objective** as: “Mobilize global and national partners and resources for sustainable results”.

From a CSO2 constituency standpoint, the greatest setback was in the adopted Vision language wherein, not only ‘adults’ were excluded, even reference to ‘youth’ was left out, a major deviation from the agreed commitments set in SDG4. Whilst there was strong interest for the new strategic plan to represent a departure from ‘business as usual’ especially since the current context – anticipating profound the impacts of the COVID 19 pandemic – merit a bold, more ambitious approach, the agreed Vision language is almost identical to the GPE Vision language of 2012-2015, the era of the Millennium Development Goals

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Strong CSO advocacy ensured elements in the decision language on gender and the addition of education “access” instead of focusing solely on ‘learning outcomes’ in the Goal.

(MDGs) where the education agenda was narrower, certainly less ambitious and responsive to a far different time and context.

Nevertheless, strong advocacy of CSOs ensured strong elements in the decision language on gender (reference to ‘gender equality’, ‘gender transformative’, not just ‘gender sensitive’), the addition of education “access” instead of focusing solely on ‘learning outcomes’ in the Goal and reinstating language on equity i.e. “leaving no one behind”.

In terms of the next steps of this strategic planning process, the Board has requested the GPE Secretariat to prepare a high-level strategy paper for the September Board meeting. Much remains to be discussed and unpacked going forward and the CSO2 constituency remains committed to actively engage in this important process in GPE. [[BACK](#)]

2020 Global Education Monitoring Report (GEMR): Essential findings for inclusive education

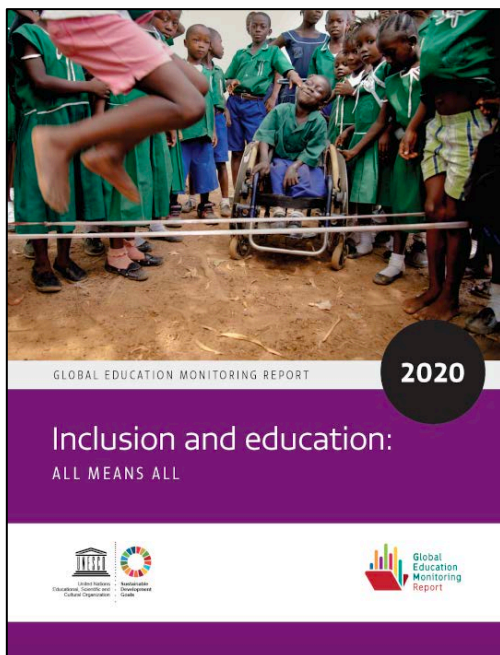
23 June 2020, Virtually

The 2020 Global Education Monitoring Report (GEM Report) ‘Inclusion and Education: All Means All’ was launched virtually. The report comes at a crucial moment, with the global Covid-19 outbreak causing a major education crisis, particularly for the most vulnerable.

The [GEM Report](#) addresses a broad notion of inclusion, focusing on persons with disabilities and other marginalised groups, as well as intersecting vulnerabilities and discrimination based on gender, location, wealth, disability, ethnicity, language, migration, displacement, sexual orientation, incarceration, religion, and other beliefs and attitudes. It assesses progress made towards achieving Sustainable Development Goal 4 (SDG 4) and reminds governments of their obligation to “*ensure an inclusive and equitable quality education*” for all.

This year’s report shows that even before the pandemic, the right to education for all students was far from being achieved, with one out of five children, adolescents and youth excluded from education. It alerts decision makers that the Covid-19 crisis has exacerbated underlying inequalities and “that resistance to addressing every learner’s needs is a real threat to achieving global education targets.” According to the report, only about “40% of low- and lower-middle income countries have supported learners at risk of exclusion” and due to the pandemic, new risks for exclusion such as the “accessibility of distance learning opportunities” have emerged. This particularly affects girls living in poverty who are more likely to drop out and taken into various forms of child labour than their male peers, with little chance of returning to any educational future.

Inclusion is often not an integral part of policy making and implementation, as demonstrated by the fact that many of the national Covid-19 responses failed to support the most vulnerable. The GEM Report 2020 highlights that far too many countries have not translated international conventions on inclusion into national laws. At the same time, education budgets often do not meet international



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Education budgets often do not meet international benchmarks and aid has stagnated for many years. Consequently, inclusive policies remain underfunded and unaddressed.

benchmarks and aid has stagnated for many years. Consequently, inclusive policies remain underfunded and unaddressed. In this context, Education International is particularly concerned about the emergence of private actors who aggressively pursue profit and pose a real threat to the right to education for the most vulnerable. As the Covid-19 crisis and the evidence in the report have shown, inclusive public systems and enabling services such as public housing, public healthcare, disability-related assistance, and infrastructure are critical for inclusion. They contribute to ensure the full participation of all in education and society without discrimination.

Education International welcomes the fact that throughout the report teachers and school leaders are highlighted as playing an important role in achieving inclusive education. One major challenge identified is that not all teachers are prepared, supported and empowered to teach all students. The GEM Report echoes the findings of the Education International [survey on inclusive education](#), alerting policy makers that professional development and training is offered infrequently and perceived to be of poor quality and relevance. In addition, challenges posed by education systems, such as the promotion of standardised testing; inadequate facilities; outdated materials and curricula, as well as the lack of autonomy are mentioned as a hinderance for inclusive planning and teaching. However, the report fails to acknowledge the transformative role of teachers beyond the classroom: through continuous social and policy dialogue, teachers, education support personnel and their representative unions can play a crucial role in improving and strengthening education systems.

The report recognises the importance of a whole-school approach where multi-professional and diverse teams involving teachers and education support personnel work together to provide inclusive education. Education International welcomes the report's recognition of the role education support personnel play in ensuring inclusive education, including the role of teaching assistants. As reflected in data collection efforts, education support personnel are often an invisible part of the education workforce and Education International urges governments to invest in their status and working conditions, and indeed those of all educators. In addition, it will also be essential to ensure that the education workforce is diverse, reflects the student body and has the education and training to cater for the needs of all students, including those with disabilities.

Another challenge identified in the report is the lack of quality data which is urgently needed to guide decision makers as well as teachers in the classroom. Data collection is a particularly sensitive topic for vulnerable groups. As outlined in the report, comprehensive data collection can make discrimination visible and help monitor equity and inclusion. However, it can also create stigma at the individual level or even put minorities at risk. The GEM Report 2020 addresses these tensions and provides some insightful examples of how data collection can be improved to support teachers and decision makers. This also includes moving away from the focus on learning outcomes and categorisation and instead collecting more data on experiences of learning as well as a sense of belonging, which is identified as crucial for educational success.

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Comprehensive data collection can make discrimination visible and help monitor equity and inclusion.

In conclusion, the GEM Report 2020 should be a wake-up call for governments to reform their education systems to ensure the right to education for all. SDG 4 will only be achieved if education systems provide inclusive education for all at all times. The Covid-19 crisis should not delay our efforts to address the challenges the most vulnerable among us face, but accelerate inclusive education policy reforms and implementation. In order to succeed, the reform process itself must be inclusive and involve representatives of vulnerable groups, as well as teachers, education support personnel and their unions. Education International will continue to demand the fulfilment of the right to quality public education for all and every educator's right to decent working conditions.

This write-up draws from information appearing on the [Education International \(EI\) website](http://Education International (EI) website). [\[BACK\]](#)

SDG 4.7 Thematic Indicators includes human rights education and non-cognitive measures

19 June 2020, Virtual



The UNESCO Institute for Statistic (UIS) hosted a virtual meeting to discuss issues regarding SDG indicator 4.7.3. ASPBAE and CAMPE Bangladesh attended as observers as part of the CC NGO.

The UNESCO Institute for Statistic (UIS) hosted a virtual meeting to discuss issues regarding SDG indicator 4.7.3, 'Extent to which the framework on the World Programme on Human Rights Education (HRE) is implemented nationally' (as per UNGA Resolution 59/113). The members of the Technical Cooperation Group (TCG) on Indicators for SDG 4 – Education 2030 and observers participated in the meeting. ASPBAE and the Campaign for Popular Education (CAMPE-Bangladesh) attended as observers, as part of the Collective Consultation of NGOs – Education 2030 (CCNGO). The Latin American Campaign on the Right to Education (CLADE) participated in the meeting as the official CCNGO representative.

ASPBAE pursues advocacy work on SDG 4.7 and is engaged in global and country level monitoring of the goal's implementation. In this June meeting, it noted progress in SDG 4.7 deliberations on measurements and methodology for collecting data for 4.7 thematic indicators.



The Human Rights Council decides to make youth the focus group of the fourth phase of the World Programme for Human Rights Education, with special emphasis on education and training in equality, human rights and non-discrimination, and inclusion and respect for diversity.

The Office of the United Nations High Commissioner on Human Rights (OHCHR) and UNESCO emphasized the alignment of SDG 4.7 to the World Programme on HRE. Cecilia Barbieri of UNESCO mentioned that the fourth phase of the World Programme on HRE is focused on the youth, the implementation of which can provide information for 4.7.3.

Further on this, it is important to note from the OHCHR website that - The Human Rights Council, in its resolution 39/3 (27 September 2018), decides to make youth the focus group of the fourth phase of the World Programme for Human Rights Education, with special emphasis on education and training in equality, human rights and non-discrimination, and inclusion and respect for diversity with the aim of building inclusive and peaceful societies, and to align the fourth phase with the 2030 Agenda for Sustainable Development and specifically with target 4.7 of the Sustainable Development Goals. OHCHR, in consultation with States, intergovernmental organizations, national human rights institutions and civil

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Another UIS webinar on SDG 4.7 tackled the methodological progress in measuring two thematic indicators approved for SDG 4.7 namely 4.7.4 on global citizenship and 4.7.5 on environmental science.

society, including youth groups and youth-led networks, elaborated a plan of action for the fourth phase of the World Programme (A/HRC/42/23), which was subsequently adopted by the Human Rights Council through resolution 42/7 (26 September 2019).

The Fourth phase will be from 2020-2024. This framing can inform ASPBAE's initiatives linking its youth work to SDG 4.7. With regards to 4.7.3, the TCG members are expected to vote on the indicator and methodology.

Another webinar on SDG 4.7 was organized by UIS on 29 June 2020 on *'Measuring sustainable development knowledge and skills: Are we there yet?'* It tackled the methodological progress in measuring two thematic indicators approved for SDG 4.7 namely 4.7.4 on global citizenship and 4.7.5 on environmental science.

The webinar presented the methodological developments including different concepts on the two thematic indicators. It discussed how International Large-Scale Assessments (ILSA) can be used to measure the indicators. Additionally, the webinar introduced the conceptual framework for the newly proposed indicator for SDG 4.7 on breadth of skills.

In the opening of the webinar, Sylvia Montoya, Director of the UNESCO Institute of Statistics, shared that the TCG has proposed revisions in the indicators. In detail, these indicators are:

- Indicator 4.7.4 - Percentage of students in the final grade of lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability.

The proposed revised indicator is Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability. This revision allows for assessing progress at different points in secondary education.

- Indicator 4.7.5 – Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience

The proposed revised indicator is Percentage of students in secondary education showing proficiency in knowledge of environmental science and geoscience that broadens the indicator since it is not limited to 15-year-olds.

Montoya also said that using ILSA as a methodology for measuring progress was agreed upon by the TCG in its meetings in Mexico (2018) and Armenia (2019).

Global Citizenship Education (GCE) and Education for Sustainable Development (ESD) are broad concepts and their understanding varies across countries. Andres Sandoval Hernandez of the University of Bath said that coming out with a global framework for GCE and ESD is a challenge. In the course of their research, what the team found useful was the research on how GCE and ESD have been addressed in curriculums all over the world. Hernandez said that the



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The webinar also discussed the additional indicator being proposed for SDG 4.7, that is breadth of skills. Skills is akin to 21st century skills, which also includes transversal competencies or soft skills beyond academic knowledge.

coding scheme developed by the UNESCO International Bureau of Education (IBE) and Global Education Monitoring Report in 78 countries in 2016 has been used as a global framework by the team.

From the presentation, it was emphasized that measurements should look at the cognitive and non-cognitive components of SDG 4.7 (socio-emotional and behavioural).

The team also shared the assessment criteria used for reviewing ILSAs: assessment framework should refer to concepts relevant to the SDGs, the instruments provide information on the categories and sub-categories (components of SDG 4.7), and they should allow long-term monitoring. According to the team, the best candidates for SDG 4.7.4 ILSAs are OECD PISA and IEA ICCS and for 4.7.5 are OECD PISA and IEA TIMMS.

The webinar also discussed the additional indicator being proposed for SDG 4.7, that is breadth of skills. Esther Care of University of Melbourne in her presentation said that breadth of skills is akin to 21st century skills, which also includes transversal competencies or soft skills beyond academic knowledge. The detailed proposed indicator is “Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems.” It seeks to identify enabling competencies that contribute to knowledge and skills for GCE and ESD. It also wants to look at policies and environment that promote breadth of skills. An example of enabling competencies is critical thinking.

In the next steps, Sylvia Montoya noted the solid work done by the teams in developing the conceptual framework, measurements, and methodology for monitoring 4.7.4 and 4.7.5. Further consultations will be conducted to further improve measurements and strategically, to look at how countries can take on reporting on indicators.

The progress in the thematic indicators for SDG 4.7 will be pivotal to the concrete policy and programme development for the goal. ASPBAE members, through its advocacy and education work, need to ensure that what countries will report on the thematic indicators are actually happening on the ground. [\[BACK\]](#)

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Nirantar Trust presents The Third Eye- A feminist think tank working on gender, sexuality, technology and education



The Third Eye was set up to respond to the immense role technology plays in the spread of knowledge production, and the deep deficit of open source, bilingual resources to navigate the new parameters of knowledge and access.

For close to three decades, [Nirantar](#) has helped develop feminist knowledge and practice, about lives of women and girls on the margins.

This knowledge production had two basic guideposts. One, to question the idea of who creates knowledge, and two, to make possible a flow of knowledge in multiple directions.

As the world went online, the worlds we worked in – the rural and urban margins – tried hard to keep up. As the digital grew to shape everything from access to rights to coding and decoding of identities, we knew that where feminist education is concerned, the digital is no longer just a medium.

It is a new site of practice itself.

The Third Eye was set up to respond to the immense role technology plays in the spread of knowledge production, and the deep deficit of open source, bilingual resources to navigate the new parameters of knowledge and access. It owes its name to pioneering educator Jyotiba Phule's analogy in Tiritiya Ratna, of calling education the third eye through which one gains the ability to understand the human condition.



The Third Eye takes Nirantar's three decades of knowledge co-creation with the rural and the marginalised into the digital sphere, to create a feminist learning platform.

The Third Eye takes Nirantar's three decades of knowledge co-creation with the rural and the marginalised into the digital sphere, to create a feminist learning platform for educators, teachers, grassroots workers, policy makers, researchers, and self-directed learners of all ages in rural, semi urban, and urban India.

It imagines the future of feminist pedagogies, and experiments with the possibilities of the digital to build that future.

In these days of living in lockdown, isolated from communities and cut off from geographies we work in, Nirantar explored the potential of the digital to create, across distances. Considering we were working towards an on-line future - the future was already here.

The Third Eye will be launched in [English](#) and [Hindi](#). [[BACK](#)]



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ASPBAE's 8th GA – Communique No. 3 announces nominees for ASPBAE Executive Council

12 June 2020

ASPBAE released the 3rd Communique for its 8th General Assembly where it announced Nominees for the ASPBAE Executive Council (2021-2024).

There are –

Nominee for ASPBAE President – Nani Zulminarni (PEKKA, Indonesia)

Nominee for SR-1 (South Asia, Female) – Meenu Vadeear, Azad Foundation, India

Nominee for SR-1 (South Asia, Female) – Saima Fayyaz, Bunyad Foundation, Pakistan

Nominee for SR-1 (South Asia, Male) – Ehsanur Rahman, Dhaka Ahsania Mission (DAM), Bangladesh

Nominee for SR-2 (East Asia, Female) - Eri Yamamoto, SVA Japan

Nominee for SR-2 (East Asia, Male) - Amartuvshin Dorjsuren, "All for Education" National Civil Society Coalition of Mongolia

Nominee for SR-3 (Southeast Asia, Female) - Nguyen Kim Anh, Vietnam Association for Education for All (VAEFA)

Nominee for SR-3 (Southeast Asia, Male) – Thein Lwin, Thinking Classroom Foundation (TCF), Myanmar

Nominee for SR-4 (South Pacific, Female) - Kilala Devette-Chee, Papua New Guinea Education Advocacy Network (PEAN)

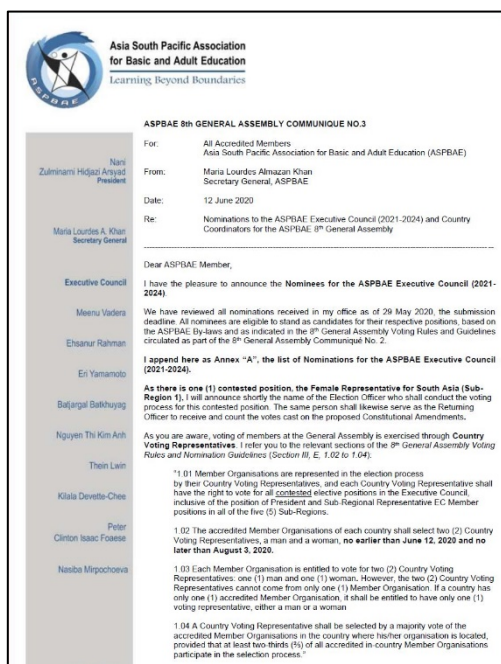
Nominee for SR-4 (South Pacific, Male) - Peter-Clinton Isaac Foese, Adult and Community Education (ACE) Aotearoa, New Zealand

Nominee for SR-5 (Central Asia, Female) - Nasiba Mirpochoeva, MCF MicroInvest, Tajikistan

Nominee for SR-6 (Central Asia, Male) - Tilebaldy uulu Eliizar, Institute for Youth Development, Kyrgyzstan

Only one post is contested: The Female representative for South Asia (SR1) for which elections will be conducted.

This communique also announced the names of Country Coordinators in each country to organise consultations among ASPBAE members to – (1) Elect the Country Voting Representatives for the Eighth General Assembly of ASPBAE; (2) Discuss the proposed Constitutional Amendments and submit the feedback received, to the ASPBAE Executive Council; and (3) Jointly discuss the work of ASPBAE towards shaping its future directions. Country-level consultations will be preceded by sub-regional or cluster on-line meetings where ASPBAE staff will offer a more in-depth briefing to the accredited members on the areas for discussion during the country consultations. These are to be organised in the week of 6-12 July 2020. [\[BACK\]](#)



ASPBAE's 3rd Communique for its 8th General Assembly announced Nominees for the ASPBAE Executive Council (2021-2024) and names of Country Coordinators in each country to organise consultations among ASPBAE members.



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