

ASPBAE THIS MONTH

November 2020

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Adult Learning Australia (ALA) celebrates 60 years of lifelong and life-wide learning

Looking back, casting forward - 60 years of adult learning in Australia

[Full article](#)



ASPBAE co-convenes multi-stakeholder platform on Decent Work

[Full article](#)



Pacific education coalitions contribute analysis of two Pacific proposals for Global Partnership for Education (GPE)

[Full article](#)



Taking stock of the impact of COVID-19 on youth and adult literacy

General meeting of the Global Alliance for Literacy (GAL)

[Full article](#)



UNESCO learning cities online conference: Strengthening citizenship education at local level

[Full article](#)



Tax and Education: NORRAG Special Issue

[Full article](#)

GPE launches 4th Replenishment Campaign - 'Raise Your Hand, Fund Education'

The Global Partnership for Education (GPE) launched its 4th Replenishment Campaign with the rallying call of 'Raise Your Hand, Fund Education'. The Replenishment aims to raise at least US\$5 billion to finance the new strategy of GPE for the period 2021-2025. - [Read more](#)

ASPBAE organises regional meeting of Asia Pacific national coalitions and launches Persuading Powers II

ASPBAE organised the third and final of its 'all-in' regional meetings of national education coalitions for 2020. ASPBAE also launched its second regional compendium of good practice stories of civil society education advocacy – Persuading Powers II.

[Read more](#)

ASPBAE holds national and regional youth consultations to inform its new strategic plan for 2021-2024

To integrate voices of marginalised youth in ASPBAE's General Assembly (GA) and strategic planning processes, youth consultations were organised to capture recommendations from youth in diverse communities across the Asia Pacific. - [Read more](#)

UNESCO organises series of regional expert consultations against racism and discrimination

UNESCO has been organising a series of consultations where experts around the world come together to share their research, narrate stories from the ground, and understand the societal challenges of the COVID-19 pandemic related to racism and discrimination. - [Read more](#)

ASPBAE highlights inclusion of vulnerable women in vocational training and employment promotion, at Welthungerhilfe workshop

The German NGO, Welthungerhilfe, invited ASPBAE for virtual inputs at the annual review workshop of their Skill Up! Programme.

[Read more](#)

Education News & Views

United Nations General Assembly calls for sustainable funding for education in the era of COVID-19 and beyond – [Read more](#)

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Member of the Month

Women for Change, Mongolia

Women for Change is a membership-based NGO located in Ulaanbaatar, Mongolia. It was founded in 2010 by four Mongolian women who shared a passion for the promotion of gender equality, human rights and democracy.

The goal of Women for Change is to support, empower and advocate for women and young people in Mongolia. Women for Change believes in the power of social change, and in encouraging personal development through increasing awareness of gender discrimination, and supporting women in their quest for knowledge, self-confidence and self-determination.

Photo of the Month



This year's theme for the International Day for the Elimination of Violence against Women (25 November) was 'Orange the World: Fund, Respond, Prevent, Collect!'.

ASPBAE Lens

ASPBAE dedicates this space in the Bulletin to showcase photos its staff have taken to feature their perception of life around them, the interesting and inspiring moments they observe, and imagery they capture that reflect education and lifelong learning in different ways. In this edition of the Bulletin, we feature a photo taken by Subrat Nayak, Programme Specialist, ASPBAE's Training for Transformation (TfT) programme.

Subrat Nayak

Programme Specialist, ASPBAE's Training for Transformation (TfT) programme



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EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight the adoption by the UN General Assembly of the resolution, *'Literacy for life: shaping future agenda'*, where it emphasised that literacy is the foundation for lifelong learning.

United Nations General Assembly calls for sustainable funding for education in the era of COVID-19 and beyond



On 16 November 2020, the UN General Assembly (GA) adopted, by consensus, the resolution *'Literacy for life: shaping future agenda'*, co-sponsored by 114 Member States.

The GA emphasised that literacy is “a foundation for lifelong learning, a building block for achieving human rights and fundamental freedoms and a driver of sustainable development.” It underscored that literacy is crucial to the “acquisition by every child, young person and adult of the knowledge, skills and competencies that will enable them to address the challenges that they may face in life and represents an essential condition of lifelong learning.”

The resolution expressed deep concern that even prior to the COVID-19 pandemic, 773 million adults – two thirds of them women – lacked basic literacy skills. It underlines that more than 617 million children and adolescents were not achieving minimum proficiency levels in reading and mathematics and that 258 million children, adolescents and youth worldwide were out of school, according to UNESCO. In the face of COVID-19 pandemic, this resolution called on international development partners and Governments to ensure that sufficient and sustainable funds continue to be mobilized, including during the COVID-19 pandemic, *“by and channelled through existing international financing mechanisms for education and that they also explicitly target and benefit youth and adult literacy.”*

The resolution also called upon governments at all levels to scale up literacy programmes for all boys and girls, youth and adults, including older persons, and to pay particular attention to those who are vulnerable or marginalized. It also highlights the importance for Member States, United Nations organizations, civil society, academia and the private sector to collectively contribute to the implementation of the Strategies (2020–2025) of the Global Alliance for Literacy. With adoption of the resolution, Member states took note of UNESCO's new Strategy for Youth and Adult Literacy (2020-2025) and its action plan, and invite UNESCO to continue its mandated role of leading and coordinating the Education 2030 agenda, in particular through the SDG-Education 2030 Steering Committee, an inclusive global multi-stakeholder consultation and coordination mechanism for education in the 2030 Agenda.

This write-up appeared on the [UNESCO website](https://www.unesco.org/en/literacy-for-life). [\[BACK\]](#)

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GPE launches 4th Replenishment Campaign - 'Raise Your Hand, Fund Education'

12 October 2020, Virtual



GPE's 4th Replenishment Campaign aims to raise at least US\$5 billion to finance the new GPE strategy for 2021-2025.

The Global Partnership for Education (GPE) launched its 4th Replenishment Campaign with the rallying call of 'Raise Your Hand, Fund Education'. The Replenishment aims to raise at least US\$5 billion to finance the new strategy of GPE for the period 2021-2025.

The launch began with a brief video of a young girl walking to school and aspiring to get an education. The video also included images of famous people who were able to achieve their potential due to education. This was followed by statements from the Prime Minister of United Kingdom, Boris Johnson, and President Uhuru Kenyatta of Kenya, who will co-host the GPE education financing conference (replenishment) in London on 28-29 July 2021.

President Kenyatta expressed, *"We must use the opportunity of GPE's financing conference to make ambitious pledges to invest in quality education so our children and young people have the skills and knowledge they need to seize the opportunities of the 21st century."*

Prime Minister Johnson committed to optimise the upcoming UK presidency of the G7 meeting in June 2021 to keep education firmly on the agenda and to promote the GPE replenishment. He further expressed, *"I urge the global community to come together, dig deep and ensure we fund their vital work."*

Julia Gillard, Chair of the GPE Board, spoke of how education and schools are the bedrock of societies, and that we have the opportunity to ensure children receive quality basic education. She articulated that, *"With an ambitious new strategy, GPE is acting on the most important lesson from the pandemic – the urgent need to adapt and transform. Problems of the future need education systems thoughtfully designed for the future. With a fully financed GPE – with at least US\$ 5 billion dollars, we will support countries to build education systems for the 21st century. We will enable 175 million girls and boys to learn and get 88 million more children into school, including 46 million girls. This is the world's opportunity to reverse the tide of the world's learning crisis. Raise your hand, and join us!"*

Other speakers included Victoria Ibiwoye, Founder of OneAfricanChild, who spoke of her experience growing up and going to school in Nigeria. Aissatou Bah, Director for Adolescent Girls and Gender Initiatives, Empower, commented on her upbringing in Sierra Leone, and summarised that, *"True liberation, equality for girls starts with a quality education"*. Laura Ulloa, peace advocate and writer, stressed that, *"Education is not only the foundation of children's futures, it helps keep hope alive"*.

The CEO of GPE, Alice Albright, also spoke, emphasising that, *"A fully-funded GPE, with at least US\$ 5 billion dollars, will spark lasting change in up to 87 countries. We want to make sure that no one is left behind."*



Julia Gillard, Chair of the GPE Board, spoke of how education and schools are the bedrock of societies, and that we have the opportunity to ensure children receive quality basic education.

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ASPBAE and its members have participated in GPE-organised meetings on the replenishment, and have been discussing ways in which they can most effectively support in the lead up to the replenishment campaign.

Click [here](#) to view the launch video. GPE has also released a '[Case for Investment](#)' in the replenishment,

Since June 2020, GPE has organised numerous online meetings with civil society organisations (CSOs) and other stakeholders to galvanise support for the replenishment and share strategies for ensuring that donors make strong pledges to fund GPE, and that developing country governments must pledge to increase the percentage of education funding in their national budgets. ASPBAE and its members, including national education coalitions in the Asia Pacific region, have participated in these GPE-organised meetings on the replenishment, and have been discussing ways in which they can most effectively support in the lead up to the replenishment campaign.

GPE's financing campaigns are an opportunity to raise the funds needed to implement the Partnership's strategy, and to increase global education financing to support the implementation of SDG 4 commitments. [\[BACK\]](#)

ASPBAE organises regional meeting of Asia Pacific national coalitions and launches Persuading Powers II

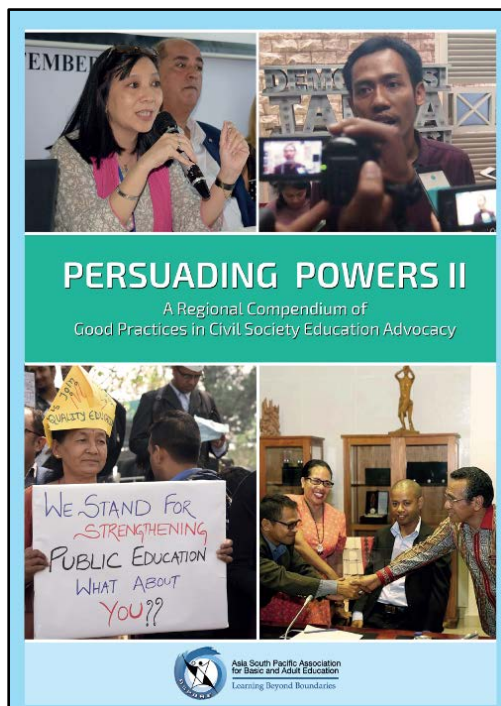
23 November 2020, Virtual

ASPBAE organised the third and final of its 'all-in' regional meetings of national education coalitions for 2020. Twenty national coalitions and a number of other ASPBAE member organisations, including representatives of their youth constituency, participated.

Launch of Persuading Powers II

The meeting was an opportunity for ASPBAE to launch its second regional compendium of good practice stories of civil society education advocacy. The compendium was entitled '[Persuading Powers II](#)' (PP2), since it followed the first compendium of good practice stories published back in 2012. Both compendiums documented stories of national education coalitions and ASPBAE's work with them under the previous programme funded by GPE until 2019, called the Civil Society Education Fund (CSEF). This has now been superseded by the Education Out Loud (EOL) Fund and continued to be supported by GPE.

Three coalitions were asked to provide updates on how they have since built on the good practices that were described in PP2. In Timor-Leste, the Coordinator of the coalition, CSEP, Jose de Jesus, spoke of a meeting with the President of Timor-Leste which led to an increased commitment by the government to education. For example, on 13 August 2020, CSEP submitted recommendations to the Ministry of Higher Education, Science and Culture (MHESC) to provide scholarships for those in marginalised and poor communities, and by 9 September 2020, the Timor-Leste Council of Ministers approved a "Special Regime" to provide 600 scholarships for students from poor and marginalised communities to access National University in 2021.



ASPBAE launched '[Persuading Powers II](#)' (PP2), a collection of good practice stories of national education advocacy coalitions in the Asia Pacific region, and of regional support and collaboration. Click [here](#) to access PP2.

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Abdullah Ubaid of NEW Indonesia described how their media engagement is a key advocacy strategy for quality education in Indonesia, and how they ensure they bring in evidence as their basis for media engagement.

In the second presentation, the Coordinator of NEW Indonesia, Abdullah Ubaid, described how their media engagement is a key advocacy strategy for quality education in Indonesia, and how they ensure they bring in evidence as their basis for media engagement. NEW Indonesia's advocacy agenda focused on 12 years of compulsory, free, inclusive and equitable education. After media promotion and advocacy, the government agreed to provide affirmation policies to the poor and children with disabilities to get special quotas, such as where school has to accept minimum 20% of poor students as well as children with disabilities.

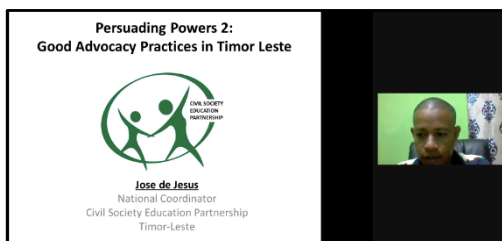
In the third presentation, Enamul Hoque of CAMPE Bangladesh was able to influence the country's SDG 4 Strategic Framework through active engagement with the Ministry of Education and UNESCO, by bringing the voices of people from local communities to the national level, through a series of focus group discussions and sub-national meetings, where recommendations for each of the SDG4 targets were made. CAMPE used the outcomes of these initiatives as part of its Spotlight Report, and in its ongoing advocacy work.

The three presentations demonstrated the strength and confidence of national coalitions, and how far they have come in their work.

ASPBAE Secretary-General, Maria Khan, formally launched the Persuading Powers II compendium, commending the coalitions on their important work, the growth in their capacities and skills, and the cohering of national and regional advocacy efforts.

ASPBAE's Bernie Lovegrove provided a regional overview as summarised in the compendium, including the changing regional context, the CSEF programme and ASPBAE's capacity support role to coalitions, including connecting them to regional and international platforms and mechanisms, as well as successes, trends and challenges facing national education coalitions. The overview finished with a brief summary of the range of the coalition stories being presented in the compendium.

ASPBAE Secretary-General, Maria Khan, formally launched the Persuading Powers II compendium, commending the coalitions on their important work, the growth in their capacities and skills, and the cohering of national and regional advocacy efforts. She congratulated all the authors of the stories from the coalitions and the staff of ASPBAE that have supported them, and the production of the compendium.



Jose de Jesus of CSEP, Timor-Leste, spoke of a meeting with the President of Timor-Leste which led to an increased commitment by the government to education.

Mohammad Muntasim Tanvir, GPE's Education Specialist, Civil Society and Mutual Accountability, congratulated ASPBAE and the coalitions for this 'excellent publication, which serves as a legacy of ten years of CSO engagement,' during the Civil Society Education Fund (CSEF) period, and will serve as a valuable reference for the GPE Secretariat for the EOL programme. Wolfgang Leumer, Senior Programme Manager, Global Campaign for Education (GCE), sent his congratulations to ASPBAE and the coalitions and expressed that GCE will disseminate this to members and other stakeholders to showcase the important work of regional and national coalitions.

Planning Coordinated Campaign Actions on Education Financing

The rest of the all-in coalitions meeting focused on planning coordinated campaign actions on education financing.

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Mohammad Muntasim Tanvir, GPE's Education Specialist, Civil Society and Mutual Accountability, co-presented on the upcoming GPE-related spaces/areas for engagement, the GPE Replenishment Campaign and how to contextualise and customise the Campaign.

Mohammad Muntasim Tanvir and Victoria Egbetayo, GPE's Regional Partnerships Lead, presented on the upcoming GPE-related spaces/areas for engagement, and the GPE Replenishment Campaign and how to contextualise and customise the Campaign. ASPBAE's Rene Raya summarised key education financing concerns in the region, especially the neglected targets on youth and adult education. He highlighted how COVID-19 is exacerbating inequalities in education amidst shrinking fiscal space, including the loss of learning, especially for those with the lowest incomes. Rene concluded by sharing ASPBAE's ongoing and planned studies on education financing in 2021.

GCE's Campaigns Manager, Emily Laurie, followed with an update on GCE's education financing campaign called One Billion Voices, and reiterated to coalitions the importance of supporting the GPE Replenishment. ASPBAE will also be supporting the One Billion Voices campaign in 2021.

After providing a quick review of what had been achieved to date in 2020, ASPBAE's Cecilia (Thea) Soriano updated on 2021 regional and global advocacy spaces amidst the pandemic, and the importance of linking country work to regional and global platforms, and vice versa. She referred to the One Billion Voices Campaign, the GPE Replenishment, the 2nd Asia Pacific Regional Education Ministers Conference (APREMC II), and a process regarding Regional Benchmarking for SDG 4 Indicators, linked to Global UNESCO Institute for Statistics (UIS) efforts.

Thea also spoke of the 2020 Global Education Meeting (GEM) Declaration, and priority actions to accelerate progress toward SDG4 in COVID-19 context and beyond. In addition, planning will be needed to ensure SDG4 receives prominence in the next High Level Political Forum (HLPF) processes in 2021, including in the Asia Pacific Forum for Sustainable Development (APFSD) which will be held on 22-25 March 2021.

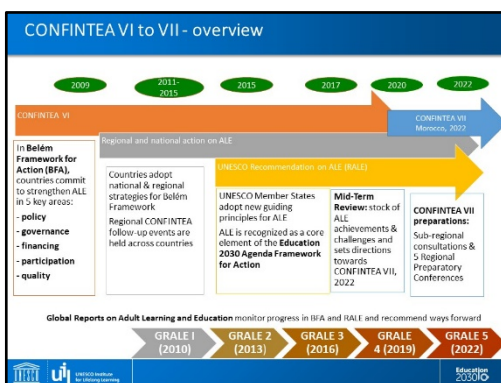
The International Conference on Adult Education VII (CONFINTEA VII) will now take place in 2022. ASPBAE will come out with country reports, and will also facilitate Spotlight reports on adult learning and education.

Thea concluded by listing a number of challenges we are facing such as the narrowing of the SDG4 agenda, the corporate capture of education, the shrinking of democratic spaces, proposed reforms in the global education architecture, and the need for monitoring of the country level implementation of regional-global agreements.

ASPBAE also invited the Regional Programme Manager of the Regional Management Unit (RMU) of the Grant Agent coordinating the Education Out Loud (EOL) programme, Sanjay Rana, to update the coalitions on EOL plans.

The meeting closed with a heart-warming session where many participants took turns to thank Maria Khan for her remarkable, high quality service to ASPBAE and to the Asia Pacific coalitions in her role as Secretary-General. [\[BACK\]](#)

ASPBAE's Thea Soriano updated on 2021 regional and global advocacy spaces amidst the pandemic, and the importance of linking country work to regional and global platforms. Rene Raya summarised key education financing concerns in the region, especially the neglected targets on youth and adult education.



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ASPBAE holds national and regional youth consultations to inform its new strategic plan for 2021-2024



Participants of the in-country youth consultation in Nepal.

To integrate voices of marginalised youth in ASPBAE's General Assembly (GA) and strategic planning processes, in-country and regional youth consultations were organised to capture recommendations from youth in diverse communities across the Asia Pacific. The discussions offered a common platform for exchange of ideas and offer valuable insights into youth perspectives and aspirations that will continue to inform ASPBAE's strategies in advancing the right to education and lifelong learning in the Asia Pacific region.

Over the years, ASPBAE has engaged with the changing needs and aspirations of young people, who themselves are in transition - at work, in families, intellectually, and politically. In continuing the journey with youth, and strengthening the networks with grassroots communities, ASPBAE invited young leaders to share perspectives, ideas, and experiences. This process will frame the strategies and plans of ASPBAE's youth work for the period 2021-2024.

In-country youth consultations were held in 7 countries in the region – Nepal, India, Sri Lanka, Philippines, Mongolia, Timor-Leste and Indonesia. The consultations focussed on prominent issues that youth in different communities face, including challenges related to education, health, mental health, and social infrastructures owing to the COVID-19 pandemic.

In-country consultations were held in seven countries in the region. The meetings were held virtually and in-person to collect stories and lived experiences of young people; discuss issues and recommendations for future work pertaining to education and lifelong learning; deliberate on the strategies to tackle the effects of COVID-19 pandemic on youth communities; and formulate strategies to enhance ASPBAE's youth work.

The virtual regional youth consultation was held on 11 November 2020 with over 50 participants, including young leaders from 18 different countries in the Asia Pacific. The consultation was a platform for exchange of youth perspectives from the region and a culmination of ideas that will frame the future youth work of ASPBAE.

The consultations focussed on prominent issues that youth in different communities face. They discussed changing and challenging contexts of education, health, mental health, and social infrastructures owing to the ongoing COVID-19 pandemic. In light of these, recommendations and strategies were suggested to improve the situation of youth, especially those coming from various backgrounds and dimensions of marginalisation.

In-country youth consultations

In October 2020, youth participants from seven (7) countries in the region held in-country consultations with their constituencies. These included ASPBAE members in Nepal, India, Sri Lanka, Philippines, Mongolia, Timor-Leste, and Indonesia. Partners from Nepal, Timor-Leste and India conducted in-person meetings.



A virtual regional youth consultation was held as a platform for exchange of youth perspectives from the region and a culmination of ideas that will frame the future youth work of ASPBAE.

All in-country consultations were planned by the youth and for the youth. They were contextually designed to make the exchanges participatory and diverse. Despite some meetings being shifted to digital platforms, the young leaders devised innovative activities to reach out to as many young people as possible.

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Part of the discussions at the youth consultation in Mongolia focussed on ways to strengthen youth leadership and diversity in ASPBAE's work and education agenda.

The youth leaders reached out to community youth and engaged them in deliberations on quality education and youth challenges. Each in-country consultation addressed a wide range of issues affecting young people. They were significant for embedding on ASPBAE's youth work, and in discussing youth agenda emerging from the context of each country. There were also discussions on ways to strengthen youth leadership and diversity in ASPBAE's work, with a focus on education.

Discussions across the consultations echoed the need to foster young people's aspirations and cultivate their potential by strengthening their participation and enhancing their visibility. Active participation of the youth is articulated as the power to shape the process and outcome of youth work. This necessary shift in perspectives is to see young people not as only beneficiaries of youth initiatives, but also as partners and as leaders.

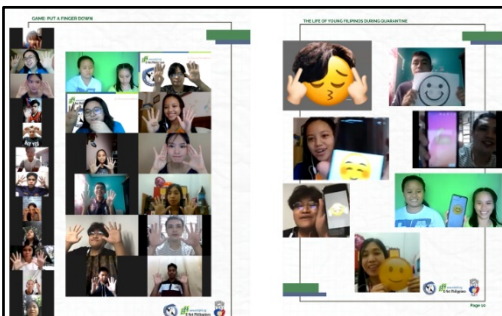
Significant themes emerging from the discussions

In the Philippines, discussions centred on the Youth-led Action Research (YAR) conducted during the pandemic. The research aimed to understand the impact of COVID-19 in the lives of marginalised youth. There was an emphasis on the need for a greater number of engagement processes like YAR, and the continuation of the resulting relief operations due to the pandemic. Discussions revealed the need to approach local governments to start a dialogue on youth issues such as stress, depression and distress due to online classes, and the need for scholarships to encourage young people to continue their education.

In Nepal, community youth from DukuChaap locality gathered to discuss the challenges faced by young people during the COVID-19 pandemic and the limited access to quality education. The group also focussed on the importance of co-creating safe learning spaces within communities.

In India, an in-person meeting was organised by Abhivyakti Media for Development with the objective of discussing challenges faced by youth and generate ideas to shape ASPBAE's future youth work. With a focus on youth-rights and inclusive education, they concurred that education is the "wings of young people" and there is a need to strengthen it. They also discussed possible ways of supporting and enhancing youth-power in relation to the role of the media and politics in shaping young minds. They stressed the need for social audits, by the government, to assess the status of inequalities and injustices faced by marginalised communities.

In Sri Lanka, the meeting was organised by the Coalition for Educational Development (CED). In the discussions, the group identified youth expectations and reflected on possible solutions. In thinking about the community of young people in relation to the economy, politics and media, they identified the need for greater awareness among young people to enhance their participation in civic engagement. They deliberated on the significance of quality knowledge for young people and recommended work towards pressuring the government to implement national education reforms and youth policies.

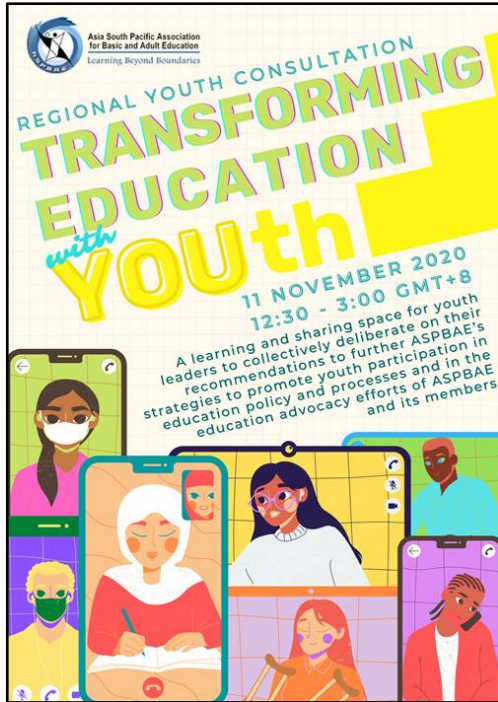


The youth consultation in the Philippines revealed the need to approach local governments to start a dialogue on youth issues such as stress, depression and distress due to online classes, and the need for scholarships to encourage young people to continue their education.

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The youth consultation brought together young people who have been part of ASPBAE's Youth-led Action Research initiative. The young people are catalysts in their communities and lead youth work in education across the Asia Pacific.

Regional youth consultation

The virtual regional youth consultation on 11 November 2020 consisted of over 50 participants, including young leaders from 18 countries in the Asia Pacific region. It aimed to seek feedback on ASPBAE's on-going youth work and generate ideas for ways of working with young people from marginalized communities.

A youth core team was responsible for planning and organising the regional youth consultation. Kajal Boraste from India, Shradha Koirala from Nepal, Vichelle Yumuya from the Philippines, Dinithi Alhaperumma from Sri Lanka, Batchimeg from Mongolia, and Jose Jesus from Timor-Leste comprised the core team.

The team was established to generate ideas, suggestions, and insights for ASPBAE's youth consultations and overall youth work. This effort was to strengthen planning and decision-making processes at the organisation level, with perspectives from youth communities. The youth core team brainstormed, designed, and facilitated the youth consultations at the regional and in-country levels rendering the initiatives not just for the youth, but also led by them.

With the hope of strengthening youth autonomy and identifying the potential of young people, there was a strong suggestion to focus on the issues and experiences of young people from marginalised and vulnerable communities.

In continuing efforts for quality education and lifelong learning, youth leaders urged for support to sustain better education systems on account of the challenges caused and exposed by the COVID-19 pandemic.

There is a push to find innovative ways to tap into the passions of all young people, to build opportunities, listen to their stories, and make available knowledge and resources. The recommendations included emerging critical issues such as mental distress, the digital divide, and misinformation. Youth groups have illustrated creative possibilities to build sustainable networks and communities, even in trying times.

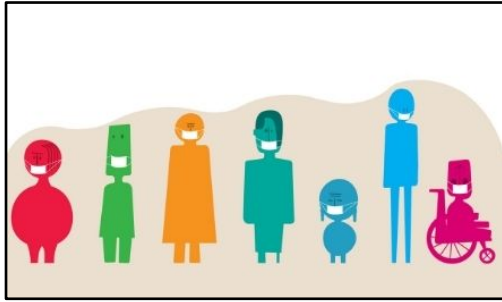
The consultation concluded with reassurances from ASPBAE's Secretary-General, Maria Khan. She stressed that the distinct space and voice of young people should be maintained and ensured in ASPBAE going forward. Marking ASPBAE's commitment to listen to youth perspectives, she assured spaces for voices of marginalised youth. In light of changing and challenging contexts, Maria placed hope in youth leadership to imagine and build futures, not just for themselves and their communities, but in solidarity with youth across communities, nations, and regions. [\[BACK\]](#)

ASPBAE Secretary-General, Maria Khan, stressed that the distinct space and voice of young people should be maintained and ensured in ASPBAE. She placed hope in youth leadership to imagine and build futures, not just for themselves and their communities, but in solidarity with youth across communities, nations, and regions.

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The series of UNESCO webinars focussed on engaging national and local decision-makers, NGOs, academia, media, and other stakeholders, to develop action agenda that UNESCO and the international community should take up in their programmes against racism.

UNESCO organises series of regional expert consultations against racism and discrimination

20 October 2020, Virtual

UNESCO has been organising a series of consultations where experts around the world come together to share their research, narrate stories from the ground, and understand the societal challenges of the COVID-19 pandemic related to racism and discrimination.

The series is part of the anti-racism roadmap that UNESCO is currently developing. The various webinars are focused on engaging national and local decision-makers, NGOs, academia, media, and other stakeholders, to develop action agenda that UNESCO and the international community should take up in their programmes against racism.

The fifth edition of this UNESCO regional expert consultation series was held on 20 October 2020. Five experts - Kristin Dadey, Chief of Mission of the International Organization for Migration in the Philippines, Meghna Guhathakurta, Executive Director of Research Initiatives Bangladesh, Sohail Inayatullah, UNESCO Chairholder in Futures Studies, Raushan Nauryzbayeva, Executive Director of the Development of Civil Society, and Gyonggu Shin, Director of Gwangju International Center (Republic of Korea) - who have been working in Asia Pacific region were invited to exchange ideas, best practices and perspectives regarding the impact of COVID-19 on vulnerable groups.

Opening remarks was delivered by Gabriela Ramos, Assistant Director-General for Social and Human Sciences of UNESCO. She shared concerns over the alarming increase of racism and other forms of discrimination that have been spanning across various socio-political and cultural areas. She underscored the urgent need to bring a shift in the existing narratives of exclusion and discriminatory practices.

Kristin Dadey shared the adverse impact of COVID-19 and the lockdown on migrant populations. She said that the situation has aggravated xenophobia, and stigmatised communities who were already vulnerable due to loss of jobs and lack of health security. While demanding attention to their vulnerable conditions, she also emphasised the need to address existing challenges by promoting the "accurate narrative of migration," recognizing how "migrants have been at the forefront of the response."

Raushan Nauryzbayeva discussed the gender impact of the pandemic by citing the rise of domestic violence and abuse amongst children and women and called for more united efforts in stopping this.

Meghna Guhathakurta highlighted the wide gap between "the haves and have-nots" which became more apparent during the pandemic. She added that due to poverty and ethnic and gender identities, communities experienced double stigmatisation and could not access basic health and other facilities.



Experts exchanged valuable insights and perspectives on the need to bring a shift in the existing narratives of exclusion and discriminatory practices.

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The discussion also focussed on themes such as participatory action and collaboration, education, accessibility and collection of data, responsive and inclusive governance, and addressing intersectionality.

Gyonggu Shin expressed the need to reframe education to focus more on collaboration over competition, while also stressing the significance of youth involvement. He also described the importance of progressive NGO groups in support of government policies, particularly in fighting against hate speech. He emphasised political activism and the importance of changing mindsets of community people to vote for leaders who support diversity, inclusion and promote human rights of all.

The discussions were enriching and fruitful in sharing insights and building strategies to fight against racism and practices of discrimination. Besides presenting ground realities and multi-layered impacts of the COVID-19, the consultation also discussed themes such as participatory action and collaboration, education, accessibility and collection of data, responsive and inclusive governance, and addressing intersectionality, among many others, and which will serve as a framework for emerging recommendations to the international community. [\[BACK\]](#)

Adult Learning Australia (ALA) celebrates 60 years of lifelong and life-wide learning

25 November 2020, Virtual



ALA's 60th anniversary celebration was an opportunity to learn from the history of adult learning and education in Australia and consider what lies ahead.

Adult Learning Australia (ALA), the national civil society peak body for adult learning and community education, celebrated a major online event entitled '*Looking back, casting forward - 60 years of adult learning in Australia*'.

The event was an opportunity to learn from the history of adult learning and education in Australia and consider what lies ahead. Australian and international leaders in Adult Learning and Education (ALE) made presentations. The event also included the launch of an anniversary edition of the Australian Journal of Adult Learning (AJAL).

ALA President, Associate Professor, Annette Foley from Federation University, facilitated the event, which consisted of a welcome and acknowledgement, followed by a presentation from Adjunct Professor, Barry Golding, who provided some key developments in the field of Adult and Community Education (ACE) in Australia from the formation of the first national association, the Australian Association of Adult Education, (AAAE) in 1960 to the present association, Adult learning Australia (ALA).

Barry highlighted key issues facing ACE in Australia, and noted that the pandemic will have a long tail that provides new opportunities for ACE which will continue to be inclusive of the diverse forms of learning beyond school, vocational education and training, and higher education. ACE will need to continue to be accessible and able to transform individuals, families and communities. While there will be different emphases between states and territories, national policies will be desirable. ACE will need to promote universal literacy and learning for wellbeing. For ALA, national and international networking will become increasingly important.

Australian and international leaders in Adult Learning and Education (ALE) made presentations at the event which also included the launch of an anniversary edition of the Australian Journal of Adult Learning (AJAL).

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The presentation was followed by a panel '*Looking to the future of adult education - Australian and International perspectives*' with the following speakers -

- Niamh O'Reilly, CEO of [AONTAS](http://www.aontas.org), the National Adult Learning Organisation in Ireland
- Colin McGregor, Director of Adult and Community Education (ACE) Aotearoa, New Zealand
- Nani Zulminarni, ASPBAE President
- Alex Snow, Director, Youth Employment and Enterprise Projects, Foundation for Young Australians



Adjunct Professor, Barry Golding, highlighted key issues facing ACE and noted that the pandemic will have a long tail that provides new opportunities for ACE which will continue to be inclusive of the diverse forms of learning beyond school, vocational education and training, and higher education.

ASPBAE President, Nani Zulminarni, began by congratulating ALA on its 60th birthday, and noted that ALA has much to celebrate and much to be proud of, and referred to the impressive quality of ALA's policy analyses, its reports, its recommendations to government and its numerous training events over the decades.

Nani described how ASPBAE and ALA and its previous incarnations have had a long and mutually fruitful and supportive relationship over most of the 60 years. ASPBAE began in Sydney in 1964, only a few years after ALA's predecessor, the Australian Association of Adult Education (AAAE) was formed, and was a key organisation involved in founding ASPBAE and providing important support and contributions in those early years.

ALA hosted a desk in Canberra for ASPBAE for many years and hosted ASPBAE's 2nd General Assembly in Darwin in 1996. ALA also has had members on ASPBAE's Executive Council on a number of occasions, including Alastair Crombie, and later, Dorothy Lucardie, providing much-appreciated experience and insights. ASPBAE's Bernie Lovegrove continues to collaborate with the current ALA CEO, Jenny Macaffer, especially in relation to ACED (Australian Coalition for Education and Development), and other international education issues.



ASPBAE President, Nani Zulminarni, spoke at the ALA event and described how ASPBAE and ALA have had a long and mutually fruitful and supportive relationship. She also spoke about the need to ensure a strong voice to promote and resource adult learning and education.

Nani noted that ALA and ASPBAE share a common spirit, vision and passion for the advancement of adult and community education, and acknowledged the tough times ahead to fight to ensure there is a strong voice to promote and resource adult learning and education, both in Australia and internationally, and to ensure it is made available to those who have been left behind, especially youth, women and people with disabilities. It also means facing many challenges such as the privatisation of education, the 'unlearning' and anti-science propaganda of mass media outlets, the rapid spread of fake news and conspiracy theories on social media, the loss of civil society spaces in many countries, the rise of populist and dictatorial leaders with large corporate support that are not called to account, and the rise of fundamentalism.

Nani closed by wishing ALA the very best at it celebrates 60 remarkable years and assured that ASPBAE stands alongside ALA in collaboration and solidarity.

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ASPBAE co-convenes multi-stakeholder platform on Decent Work

By Gomer Padong, Institute for Social Entrepreneurship in Asia (ISEA)

ASPBAE, together with the World Fair Trade Organization Asia, is co-leading the development of a social enterprise (SE)-led multi-stakeholder platform on Decent Work for All in Sustainable Value Chains. This is part of a bigger initiative to organize five multi-stakeholder platforms led by social enterprises and social enterprise resource institutions related to COVID-19 recovery of social enterprises and the marginalised sectors they serve.

ASPBAE's contribution to the platform centres on the promotion of gender just skills education (GJSE) and fostering an ecosystem approach for decent work and social enterprises. The experience of Azad Foundation (an ASPBAE member in India), as shared during the Social Enterprise Advocacy and Leveraging (SEAL) Asia Conference in September 2020, is a concrete example how the GJSE framework provides for the learning of new skills, upskilling and transformative training, expanding opportunities, as well as creating enabling environments for women and girls. The partnership of Azad Foundation and the Sakha chauffeurs is a story of empowerment - training in driving skills, communications, and women's rights impacting on economic and social dimensions of women and children in India.



ASPBAE's contribution to the social enterprise platform centres on the promotion of gender just skills education (GJSE) and fostering an ecosystem approach for decent work and social enterprises.

In November 2020, during the Asia Pacific People's Forum on Sustainable Development (APPFSD), ASPBAE shared and reinforced the value of GJSE by presenting results of research studies on skills for decent work of marginalised women in Indonesia, India, Bangladesh and Vietnam. These researches recommend that gender analysis should be incorporated in policy frameworks on skills for work; that all skills training for women include social empowerment and women's leadership dimensions; conducive social infrastructures must be in place; consider education and skills development that breaks stereotypes; institutionalize data disaggregated systems that monitor access to and outcomes of skills trainings; and put in place mechanisms for participation and decision-making in processes related to work and the community.



The social enterprise platform is part of a bigger initiative to organize five multi-stakeholder platforms led by social enterprises related to COVID-19 recovery of social enterprises and the marginalised sectors they serve.

The other evolving platforms include Health for All led by Dompot Dhuafa in Indonesia and Suham Trust in India; Women Empowerment, Livelihoods, Food in Agricultural Value Chains led by ISEA, Centre for Social Initiatives Promotion in Vietnam, Bina Swadaya in Indonesia; Rural Revitalization, Youth, and Social Entrepreneurship led by Sources for Action in China, Philippine Rural Reconstruction Movement, Rural Reconstruction Nepal; and Technological Innovations for Sustainable Development led by ISEA. These platforms will serve as venues for learning and exchange of experiences and best practices; development and projection of collective impact in social enterprise recovery; advocacy for changes in government policy and programmes supportive of social enterprises; and generation of support from donors and financial institutions.

To know more of the multi-stakeholder platforms, please visit <https://www.isea-group.net/platforms/>. [\[BACK\]](#)

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Four Pacific national education coalitions – PEAN (PNG), COESI (Solomon Islands), KOBLE (Vanuatu), SEN (Samoa) - contributed analysis of two Education Sector Plan Implementation Grant (ESPIG) proposals submitted to GPE, and advocated for changes in line with their priorities.

Pacific education coalitions contribute analysis of two Pacific proposals for Global Partnership for Education (GPE)

In the last half of 2020, the four Pacific national education coalitions contributed their analysis of two Education Sector Plan Implementation Grant (ESPIG) proposals submitted to the Global Partnership for Education (GPE), and advocated for changes in line with their priorities. The coalitions were PNG Education Advocacy Network (PEAN), Coalition for Education Solomon Islands (COESI), Kolisen Blong Leftemap Edukesen (KOBLE), Vanuatu, and Samoa Education Network (SEN).

Pacific regional Education Sector Program Implementation Grant (ESPIG) proposal

One proposal was a Pacific regional ESPIG to promote the development and implementation of the Pacific Regional Education Framework (PacREF). ASPBAE's Bernie Lovegrove and Peter King worked with the Pacific coalitions to analyse the PacREF document and the proposal.

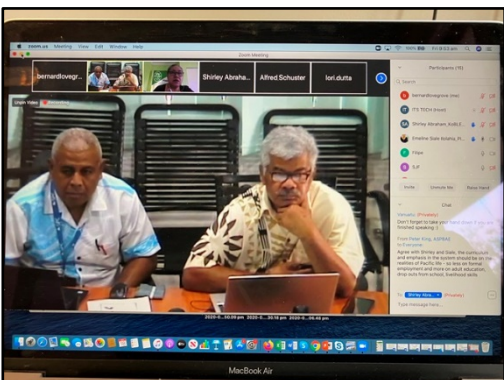
On 18 September 2020, the PacREF Facilitating Unit (PFU) held an online Pacific CSO Forum where it outlined the Regional ESPIG for US\$15 million. The proposal drew on GPE eligible quotas of six Pacific Island countries: Kiribati, Republic of the Marshall Islands, Samoa, Solomon Islands, Tonga and Tuvalu.

ASPBAE and three Pacific coalitions participated in the meeting, making interventions on aspects of the proposal. A positive outcome of the meeting was an agreement to hold an ongoing CSO Education Forum and a commitment for this Forum to have its deliberations and outcomes fed into, and representatives attend, the Pacific Island Forum Education Ministers Meetings.

CSOs were provided with the draft ESPIG document on 12 October, and with little time available, ASPBAE and the coalitions managed to submit comments to the PacREF Facilitating Unit by 14 October.

While the coalitions and other CSOs supported the proposal to proceed, the coalitions outlined concerns and limitations of the proposal which were passed on to GPE Secretariat. These concerns were supported by the Senior Coordinator, Education International, and Secretary General of the Council of Pacific Education (COPE), and the General Secretary of the Fiji Teachers Union (FTU).

An important criticism was the dropping of education for 'all learners' which is mentioned in the PacREF document, to a focus on schooling in the ESPIG proposal. Adult education and adult literacy disappeared, along with indicators for learning pathways in vocational education. The issues of livelihoods and life skills of the majority of Pacific people are not mentioned in the proposal, only employment in the formal sector. The coalitions also urged for a stronger message about increasing Pacific national education budgets and the need for donors to increase education aid to support the broader goals of PacREF.



The Pacific coalitions urged for a stronger message about increasing Pacific national education budgets and the need for donors to increase education aid to support the broader goals of the Pacific Regional Education Framework.

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Although the proposal targeted two priority areas of ECCE and disability inclusion, KOBLE (Vanuatu) highlighted the lack of long-term government commitment to funding either area.

Vanuatu ESPIG Proposal

In Vanuatu, the national education coalition KOBLE was involved in reviewing the Vanuatu Government's ESPIG proposal for US\$3.5m to support improved quality early childhood care and education (ECCE) and primary education through strengthened teacher education, inclusive education and effective teaching and learning materials.

KOBLE is a member of the Vanuatu Local Education Group (LEG), and has been a strong advocate for ECCE and inclusive education. KOBLE identified a range of concerns with the ESPIG proposal when it submitted its comments to the Vanuatu Ministry of Education and Training. Although the proposal targeted two priority areas of ECCE and disability inclusion, KOBLE highlighted the lack of long-term government commitment to funding either area, where the Government stated in the proposal that civil society will provide services to those with a disability. There has also been an unwillingness to tackle the lack of data on disability.

Whilst the coalition's views were noted in the GPE quality assurance review (QAR), and responses made, the coalition's questions remain.

There has been an unwillingness to tackle the lack of data on disability education in the Pacific.

The comments of both proposals by the Pacific coalitions and ASPBAE were also submitted to the CSO constituency representatives of the GPE's Grants and Performance Committee (GPC). The efforts by the Pacific coalitions to contribute to these national and Pacific regional education policy processes mark a welcome increase in their capacity to play a valuable role. [\[BACK\]](#)

Taking stock of the impact of COVID-19 on youth and adult literacy

General meeting of the Global Alliance for Literacy (GAL)

28-29 October 2020, Virtual



The General meeting of the Global Alliance for Literacy (GAL) took stock of the impact of COVID-19 on youth and adult literacy, reviewed the national education response and strategies in the context of COVID-19, and identified initiatives to support the GAL strategic goals.

'GAL in times of the COVID-19 crisis and beyond' was the theme of the General Meeting of the Global Alliance for Literacy (GAL). It highlighted the importance of advancing youth and adult literacy and education during the pandemic. The meeting took stock of the impact of COVID-19 on youth and adult literacy, reviewed the national education response and strategies in the context of COVID-19, and identified initiatives to support the GAL strategic goals.

ASPBAE and the International Council for Adult Education (ICAE), both convenors of the GAL in 2016, participated in the meeting as Associate Members. ASPBAE's Cecilia (Thea) Soriano participated in the meeting along with representatives of international bodies and UNESCO offices.

Taking stock of youth and adult learning and education in the time of COVID-19, government representatives shared the challenges the countries faced and measures to overcome these challenges. In many countries, non-formal education, the delivery system for adult literacy, experienced a slowdown.

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In many countries, non-formal education, the delivery system for adult literacy, experienced a slowdown due to the pandemic.

Firmin Edouard Matoko (Assistant Director-General, Africa Department, UNESCO) called attention to the UNESCO exploratory survey in August 2020 that showed out of 49 literacy programmes, 90% were suspended. In Egypt, 50,000 adult learning and literacy classes have closed. Unfortunately, Member States reported that support from partners for non-formal programmes also decreased while the need for financial resources needed for digital learning increased. This scenario presented a major challenge to youth and adult literacy provision as presented by speakers from Asia and Africa. Despite these challenges, many countries have reinforced their family literacy programmes, especially on health and work skills, curated collection of open resources, as well as strengthened literacy efforts via mobile phones.

Based on the UIL study, an estimated USD 190 billion is needed to cover total costs of achieving SDG 4.6 globally by 2030. Rakhat Zholdoshalieva, Team Leader at UIL, in her presentation said that 80% of the costs are needed in E-9 countries. To meet the financing, the study implied that E-9 countries would need to allocate at least 3% of their education budgets to youth and adult literacy. E-9 countries are Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, the countries where two-thirds of the world's illiterate adults reside.

UNESCO Assistant Director-General for Education, Stefania Giannini, stressed the commitment of UNESCO to address the literacy needs of the 773 million youth and adults without basic skills. Further, she called on the need to protect the budget for literacy programmes and reinforced the recommendation of Afghanistan and Gambia to include youth and adult literacy in the national education responses. Stefania Giannini also emphasised the need for multilingual education and on the possibility of crowdsourcing of literacy materials in different languages. Further, she said that teachers will have to be empowered through government support.

The need for partnerships for SDG 4.6 was a strong focus of the GAL meeting. Herve Huot-Marchand of UNESCO presented the initiatives of the UNESCO-led Global Education Coalition which are - (1) equipping 1 million teachers with ICT skills ('Global Teacher Campus'); (2) equipping 1 million young people with digital skills for employability and digital skills ('Global Skills Academy'); and (3) closing skills gaps for 1 million learners from marginalized groups through free on- and offline tutoring ('Global Learning House').



The need for partnerships for SDG 4.6 was a strong focus of the GAL meeting.

There were also presentations by technology companies on innovations in digital platforms. Microsoft presented two tools: Microsoft Immerse Reader for learners and Microsoft Teams for Education designed for teacher/learner interaction. Pix, a non-profit organisation in France, presented its online platform where users can assess, develop and certify their digital skills. ICAE, during the open forum, raised the issue of how these digital tools can reach those people who have never used or lack the motivation to use ICT.

During the pandemic, many civil society organisations engaged in information dissemination and community-based youth and adult education initiatives. They have conducted blended approaches of digital literacy through mobile phones and face-to-face sessions and support. [\[BACK\]](#)

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Over 200 participants joined the virtual meeting of UNESCO learning cities from around the globe.

UNESCO learning cities virtual conference: Strengthening citizenship education at local level

12-13 November 2020, Virtual

UNESCO learning cities from around the globe met virtually to share strategies, experiences and challenges relating to citizenship education. The event was organized by the UNESCO learning cities of Larissa (Greece) and Yeonsu-Gu (Republic of Korea), supported by the UNESCO Institute for Lifelong Learning (UIL). Over 200 participants joined online and followed the presentations.

A number of renowned experts were involved in the conference. Their keynote presentations covered aspects of citizenship education that included, amongst others, human rights, environmental sustainability, social inclusion and issues arising from rapid advances in digital technologies.

The presentations showed that citizenship education is a holistic concept that can help to solve many of the challenges currently faced by cities and countries around the world. Good citizenship refers to citizens who act responsibly, fulfil their social and democratic duties, and actively participate in creating a healthy and peaceful society.

One of the major challenges faced by many urban communities has been to get vulnerable groups involved in citizenship education by encouraging them to become active citizens, and to learn about and embrace their rights.

In the course of the event, city representatives offered insights into: how citizenship education is being integrated into their local communities; which institutions are involved; how responsibilities are being shared; which specific target groups and issues are being addressed; and what forms and modalities of citizenship education have proven particularly successful.

During the opening session of the conference, the cluster's coordinating cities, Larissa and Yeonsu-gu, presented their activities and achievements in the field of citizenship education. *Yeonsu-gu* has to date implemented a number of citizenship initiatives designed to enhance civic engagement, build community resilience and foster direct democracy.

The city representative introduced Yeonsu-gu's 'online multi-family housing management platform' as one example of their initiatives. The platform supports an exchange of information on local communities and enables direct participation in decision-making processes at the local level, at any time and from any location.

The representative from *Larissa* highlighted the Citizens' University, established in 2018, which, among other initiatives, has established 'parents' schools', language courses for refugees and immigrants, a disability awareness programme for municipal councillors, computer courses for older learners, and training opportunities for providers of art-based education.



One of the major challenges faced by many urban communities has been to get vulnerable groups involved in citizenship education by encouraging them to become active citizens, and to learn about and embrace their rights.

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Citizenship education is relevant to people of all ages, and it is vital that it be actively promoted in order to achieve the global goals laid down in the 2030 Agenda for Sustainable Development.

Further examples were shared by the city of *Escazú*, Costa Rica, which has set up a 'Municipal Women's School of Citizenship and Leadership'. The city is also carrying out projects to help migrants and refugees integrate into society, and has established a local Social Corporate Responsibility network.

The Polish city of *Gdynia*, meanwhile, manages its citizenship education activities through an Urban Lab, which includes an Urban Café that serves as a space in which citizens and city officials can engage in open dialogue and discussions. Gdynia also offers lectures on a wide range of themes (e.g., climate change), as well as debates and film screenings (e.g., on the history of plastic).

Video recordings are available online, showcasing these and many more examples of citizenship education initiatives shared by city and youth representatives during the two-day conference: [Day 1](#) and [Day 2](#).

The conference's main message was that citizenship education is a form of 'learning to live together' and must be strengthened further. To achieve this requires the continuous commitment of various stakeholders, including municipal governments, formal and non-formal education institutions, NGOs, the private sector and youth groups, among many others. Partnerships between these stakeholders need to be established and continuously reinforced. Citizenship education is relevant to people of all ages, and it is vital that it be actively promoted in order to achieve the global goals laid down in the 2030 Agenda for Sustainable Development.

During the closing session of the conference, the coordinating cities overseeing the GNLC citizenship education cluster joined with UIL to encourage member cities to continue their active engagement in the cluster's work by sharing best practices, responding to a cluster survey and exchanging knowledge.

Drawing on the expertise and examples shared during the conference, the next cluster meeting, which is scheduled to take place this December, will be dedicated to drawing up a road map in preparation for the fifth International Conference on Learning Cities in autumn 2021.

Further information - [UNESCO Global Network of learning Cities \(GNLC\)](#)

This write-up appeared on the [UNESCO website](#). [BACK]



For a world without hunger

ASPBAE highlights inclusion of vulnerable women in vocational training and employment promotion, at Welthungerhilfe workshop

5 November 2020, Virtual

The German NGO, Welthungerhilfe, invited ASPBAE for virtual inputs at the annual review workshop of their Skill Up! Programme. The Skill Up! programme is an eight-country programme in the field of vocational education and training, which was launched in 2015 in Kenya, Sierra Leone, Uganda, India, and Tajikistan and later expanded to Malawi, Afghanistan, and Nepal in 2019. The

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Welthungerhilfe invited ASPBAE for virtual inputs at the annual review workshop of their Skill Up! Programme - an eight-country programme in the field of vocational education and training.

main target group for the programme are disadvantaged and highly vulnerable youth between the age range of 15-35 from rural, semi-rural, and urban settlements whose prospects to become employed or to work as self-employed entrepreneurs can be sustainably improved by providing job-related theoretical and practical business skills and life skills.

The annual review workshop of the Skill Up! programme brings together partners from all countries to share their experiences and challenges. The overall objective of this annual review was the effective use of vocational education and training as a driver for the reduction of gender stereotypes.

The 5-day annual review workshop aimed to deliberate how vulnerable groups can be better involved in the skills development projects of Welthungerhilfe and in particular in Skill Up! to achieve an impact in terms of gender equality. As part of the annual review, a workshop on "Inclusion of vulnerable groups with a special focus on (young) women in projects of vocational training and employment promotion" was organised on 5 November as part of the Skill Up! review meeting.

ASPBAE's Anita Borkar offered an input on including vulnerable women in vocational training and employment promotion to a group of 25 participants from Skills Up! programme partners from the eight countries and select staff of Welthungerhilfe. She presented the Gender-just Skills Education (GJSE) Framework through the two initiatives of ASPBAE, viz. the Youth-led Action Research (YAR) and the research on financing for skills for decent work of marginalised women. She presented the YAR approach where young girls from marginalised communities in different countries in the Asia Pacific were mobilised to learn the skills of action research to analyse their lived realities, especially with regards to barriers to their education and share recommendations for education for skills for work and life. A film produced by one of the YAR partners from India was also screened depicting the transformative experience of the young girls through their engagement in YAR. Anita presented the key findings and recommendations of the research studies on financing for skills for decent work of marginalised women from Indonesia, India, Vietnam and Bangladesh. The soft copy of the Explainer on the policy and financing options for skills for work of marginalised women was also shared.



ASPBAE's Anita Borkar offered an input on including vulnerable women in vocational training and employment promotion. She presented key findings and recommendations of the research studies on financing for skills for decent work of marginalised women from Indonesia, India, Vietnam and Bangladesh.

In the questions and answer session, participants were interested in ways to engage young men from marginalised communities in promoting gender equality in vocational education. Anita shared the example of young girls from India proposing that a gender sensitisation training be organised for the young men from their communities as their resistance for young girls' mobility was one of the barriers in their access to education. The training, organised by the YAR partner of ASPBAE, went a long way in enabling the young boys to understand and be sensitive to the social and cultural barriers imposed by patriarchy that perpetuated gender inequalities. The young men were motivated and encouraged to offer support and push back the other barriers that prevented their sisters and young girls from their communities to access education.

The session was moderated by Inga Schallau, coordinator of the Welthungerhilfe Skills Up! programme. [[BACK](#)]

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Tax and Education: NORRAG Special Issue

23 November 2020

The fifth edition of NORRAG Special Issue (NSI) is entitled '[Domestic Financing: Tax and Education](#)'. NSI 05 aims to analyse tax justice and domestic resource mobilization, with a special focus on the global South.

NSI 05 consists of 25 articles which aim to highlight global and national-level experiences and perspectives. It calls for greater attention to issues that influence national resource capacities for education and how that funding may be used. Questions of financing education are even more pressing as we face the consequences of Covid-19 and the impact of lockdowns globally. This pandemic is radically changing school attendance and learning, as well as the amount of education spending available from a diminished tax base.

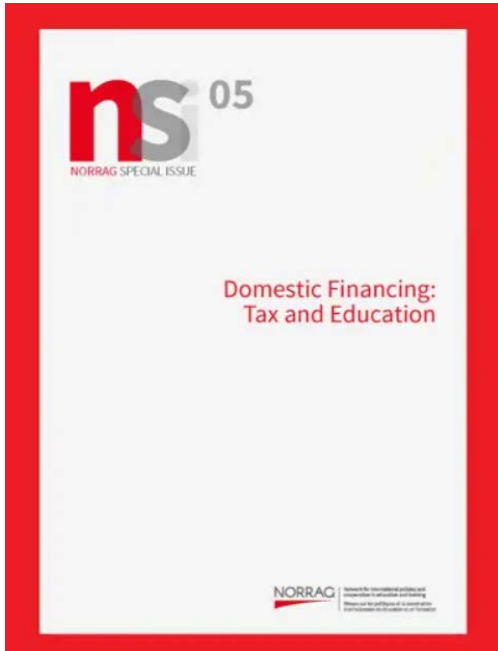
The issue is composed of six sections that showcase global perspectives as well as local case studies, discussing the links between tax justice and domestic financing for education from different standpoints:

- **Part one** features global perspectives on tax and education, why tax matters — particularly in times of a global health crisis — and the role of international instruments and actors.
- **Part two** sheds light on progressive and regressive national tax reforms with specific case studies from Ghana, India and Pakistan.
- **Part three** salutes local movements and activism to reform tax for equitable education provision.
- **Part four** calls for global reforms and greater attention to the impacts of corporations and philanthropic actors on tax justice.
- **Part five** addresses concerns regarding the increasing trend of privatization of education, illustrated by three case studies from the Dominican Republic, Peru, and Uganda.
- **Part six** outlines the social movements and struggles surrounding education and tax.

NSI 05's guest editor, David Archer, is Head of Civic Participation, Tax Justice and Public Services at ActionAid (UK), and holds extensive experience in education. He co-founded the Global Campaign for Education, is the Board Chair of the Right to Education Initiative, Chair of the Strategy and Impact Committee of the Global Partnership for Education (GPE) and is a trustee of the UK Education and Development Forum (UKFIET).

Click [here](#) for the fifth edition of NORRAG Special Issue.

NORRAG - Network for International Policies and Cooperation in Education and Training - is a global network of 5,000 members for international policies and cooperation in education and training. NORRAG's strength lies in addressing under-researched questions of quality and equity in key issues in education and development, and in amplifying under-represented expertise, particularly from the South. [\[BACK\]](#)



David Archer of ActionAid is the guest editor of the fifth edition of NORRAG Special Issue.



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