

ASPBAE THIS MONTH

November-December 2018

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ASPBAE participates in UNESCO process for developing training manual on SDG 4

Regional Expert and Consultative Meeting on the Training Manual for Monitoring SDG 4

[Full article](#)



Reviewing global and regional developments in gender and education in 2018

UNGEI Global Advisory Committee meeting

[Full article](#)



Advancing the discourse on education and skills-development for decent work for marginalised women in East and Southeast Asia

East and Southeast Asia Thinking Conclave

[Full article](#)



Advocating for gender-just skills education for marginalised women in South Asia

South Asia Thinking Conclave

[Full article](#)



Addressing the phenomenon of fake news and enhancing digital literacies to tackle the challenge

[Full article](#)

Education in an interconnected world: Ensuring inclusive and equitable development

Global Education Meeting (GEM)

The 2018 Global Education Meeting (GEM) reviewed progress towards the global education targets and commitments in the 2030 Agenda for Sustainable Development. - [Read more](#)

Emerging leaders share skills and knowledge to foster transformative adult and community education in the Asia Pacific

Basic Leadership Development Course 2018, New Zealand

The objective of the BLDC was to engage leadership from the Asia Pacific to foster greater interaction between education and the wider SDGs and strengthen interaction between practitioners of youth and adult education and advocates of SDG 4. - [Read more](#)

Rising to education challenges world-wide

6th World Assembly of the Global Campaign for Education (GCE)

Under the theme, '*Transforming public education systems for equality, inclusion and justice*', the Global Campaign for Education and education civil society gathered to emboldened efforts and unify around common values and beliefs. - [Read more](#)

Making literacy for all a reality: The Global Alliance for Literacy (GAL) meets in Mexico City

This international policy forum, '*Literacy policies and Sustainable Development Goal 4*', was part of the Global Alliance for Literacy, the aim of which is to help Member States make accelerated progress towards achieving literacy for all, with particular attention to youth and adults. - [Read more](#)

Fine-tuning the advocacy agenda for skills development for decent work of marginalised women

Policy Forum on Skills Education for Work of Marginalised Women

A Policy Forum was held in Jakarta around the discourse of advancing progress towards achieving decent work of marginalised women and quality education and lifelong learning.

[Read more](#)

ICAE Executive Council meets and participates in international civil society conference on global citizenship education

The ICAE Executive Committee contributed to the first international conference organised by Bridge 47 on the theme *Unlocking the Power of 4.7*. - [Read more](#)

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European Parliament bans EU development aid funding to commercial private schools

[Full article](#)



Education News and Views

New UNESCO report shows insufficient progress on including migrants and refugees in national education systems

[Full article](#)

Publications

[Paving the Road to Education: A Target-by-Target Analysis of SDG 4 for Asia and the Pacific](#)

This UNESCO publication delivers a data-rich snapshot of Sustainable Development Goal 4, its targets, and their monitoring indicators while analysing available data through a lens of inequality. – [Read more](#)

[Who cares about older women's work?](#)

This briefing paper, by Age International, seeks to raise awareness of the critical but invisible work that older women do - paid and unpaid - in developing country contexts. - [Read more](#)

VIDEO: #RightToEducation - That moment you achieve your lifelong dream

Achieving a lifelong dream through love and determination. Watch this inspiring story [here](#) on YouTube of a young girl and her grandfather as they embark on a quest to learning. – [Read more](#)



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Member of the Month

Sangsan Anakot Yawachon Development Project, Thailand

The Sangsan Anakot Yawachon Development Project (Sangsan) is a not-for-profit scholarship programme, established in 2008, that supports 325 indigenous youth from Mae Hong Son and Tak provinces along the Thai-Myanmar border, many of whom have no official citizenship in Thailand. The young people involved in the project are aiming to become teachers, health professionals, social workers, and community leaders, alongside other professions. Visit the [Sangsan website](#) to know more.

Photo of the Month



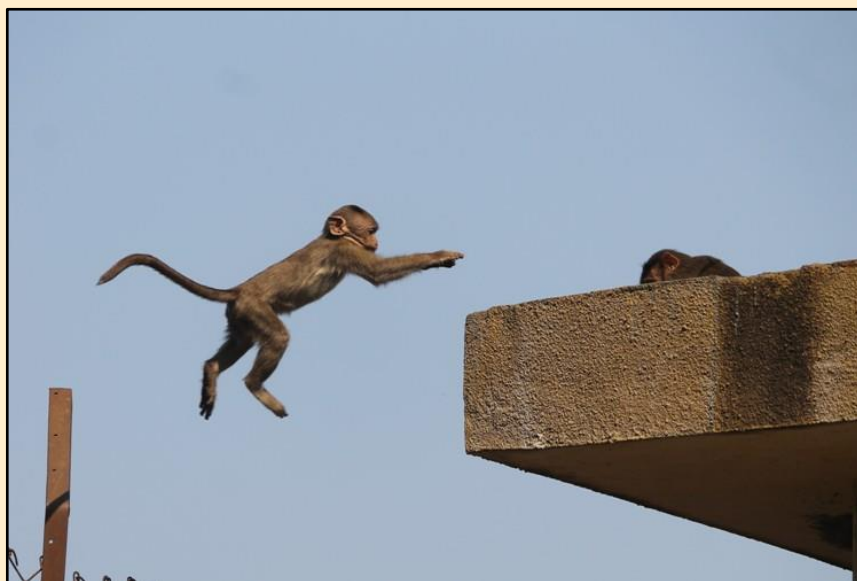
International Human Rights Day is held on 10 December every year. The Universal Declaration of Human Rights holds the Guinness World Record as the most translated document. Read and share the [Universal Declaration of Human Rights](#). Find it [here](#) in more than 500 languages.

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 Sandeep Joshi, Project Accountant and Senior Finance Officer

Sandeep Joshi

Project Accountant and Senior Finance Officer



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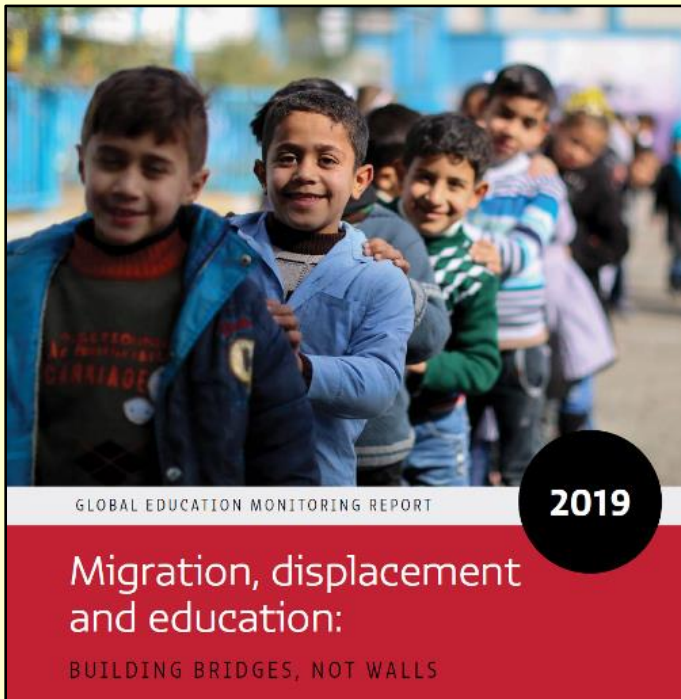
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EDUCATION NEWS AND VIEWS

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 feature the new UNESCO report that highlights insufficient progress on including migrants and refugees in national education systems.

Migrant and refugee children in the world today could fill half a million classrooms

20 November 2018



UNESCO's 2019 Global Education Monitoring Report, '[Migration, displacement and education](#)', was released in Berlin, Germany. The report shows that the number of migrant and refugee school-age children around the world today has grown by 26% since 2000 and could fill half a million classrooms.

The Report highlights countries' achievements and shortcomings in ensuring the right of migrant and refugee children to benefit from quality education, a right that serves the interests of both learners and the communities they live in.

The right of these children to quality education, even if increasingly recognised on paper, is challenged daily in classrooms and schoolyards and denied outright by a few governments. In the two years since the landmark New York Declaration for Refugees and Migrants in 2016, refugees have missed 1.5 billion days of school.

Nevertheless, there has been progress in the inclusion of refugees in national education systems, as seen in eight of the

top ten refugee hosting countries. Champions include low income countries such as Chad, Ethiopia and Uganda. Canada and Ireland are among the global leaders in implementing inclusive education policies for immigrants.

As the Director-General of UNESCO, Audrey Azoulay argues, *"Everyone loses when the education of migrants and refugees is ignored. Education is the key to inclusion and cohesion. Increased classroom diversity, while challenging for teachers, can also enhance respect for diversity and an opportunity to learn from others. It is the best way to make communities stronger and more resilient."*

Refugees: Half of the world's forcibly displaced people are under the age of 18. Yet, many countries exclude them from their national education systems. Asylum-seeking children in detention in countries such as Australia, Hungary, Indonesia, Malaysia and Mexico, are given limited access to education, if any. Rohingya refugees in Bangladesh, Burundian refugees in the United Republic of Tanzania, Karen refugees in Thailand and many Afghan refugees in Pakistan can only get an education in separate, nonformal, community-based or private schools, some of which are not certified. Some of these host countries, do not provide refugee learners with the language tuition they will need to achieve social integration and acquire good employment prospects.

Kenya, for example, allows refugees to benefit from its national educational curriculum but does not achieve full inclusion because its refugee learners are living in camps where they are unable to interact with their Kenyan peers. Lebanon and Jordan, hosts to the largest number of refugees per capita, do not have the resources necessary to build more schools. They

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have therefore established separate morning and afternoon school shifts for citizen and refugee children, which limits interaction between the two groups.

The Report recognizes the considerable investments made by countries such as Rwanda and the Islamic Republic of Iran to ensure that refugees attend school side by side with nationals. Turkey has committed to include all refugees in its national education system by 2020, as have seven countries in East Africa. Uganda has already fulfilled this promise.

Efforts for inclusion may come to nothing in the absence of enough trained teachers. In Lebanon, only 55% of teachers and staff received specialized training to meet the needs of displaced learners in the past two years. To provide quality education to all refugees, Germany would need 42,000 new teachers, Turkey 80,000 and Uganda 7,000.



Low and middle-income countries host 89% of refugees, but lack funds to cope. Donors need to multiply their expenditure on refugee education by three and ensure long term support.

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Immigrants: The share of students with immigrant backgrounds in high income countries has increased from 15% to 18% between 2005 and 2017. They now number 36 million, equivalent to the entire school aged population in Europe. At current rates, it could rise to 22% by 2030. But immigrant children are not given a fair chance to succeed. In 2017, in the European Union, twice as many young people born abroad left school early compared to natives. First-generation immigrant students in the countries of the Organization for Economic Cooperation and Development (OECD) were 32% less likely than natives to achieve basic skills in reading, mathematics and science in 2015.

Manos Antoninis, Director of the GEM Report, said: "Countries cannot think the job is done once immigrants are in school. They are being excluded in so many other ways. They end up in slower school tracks or in under-resourced establishments in troubled neighbourhoods. Nevertheless," Antoninis continued, "almost all countries are now signing two global compacts on refugees and migrants, which contain several key education commitments. This could be the much-awaited turning point."

Canada, with the largest percentage of immigrants among the seven richest industrialized countries, makes sure children learn about migration starting in second grade and has enshrined multi-culturalism in its constitution. Ireland, with the highest percentage of first-generation immigrants in the European Union, succeeded in funding an intercultural education strategy while in the midst of a deep financial crisis.

Report recommendations: (1) Protect the right to education of migrants and displaced people. (2) Include migrants and displaced people in the national education system. (3) Understand and plan to meet the education needs of migrants and displaced people. (4) Represent migration and displacement histories in education accurately to challenge prejudices. (5) Prepare teachers of migrants and refugees to address diversity and hardship. (6) Harness the potential of migrants and displaced people. (7) Support education needs of migrants and displaced people in humanitarian and development aid.

[\[BACK\]](#)

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The 2018 GEM brought the global community together to take stock of progress and identify strategic priority areas requiring political guidance and intervention for the effective achievement of the global Education 2030 Agenda.



ASPBAE Secretary-General, Maria Khan (centre), and ASPBAE Executive Council Member representing the South Pacific, Peter-Clinton Foese (R), participated in the GEM. Also seen here is CAMPE's Rasheda Choudhury (L).



This high-level gathering was a milestone in the assessment of education policies, strategies, and challenges in preparation for the 2019 High Level Political Forum.

Education in an interconnected world: Ensuring inclusive and equitable development

Global Education Meeting (GEM)

3-5 December 2018, Brussels, Belgium

The 2018 Global Education Meeting (GEM) reviewed progress towards the global education targets and commitments in the 2030 Agenda for Sustainable Development. The Meeting brought the global community together to take stock of progress and identify strategic priority areas requiring political guidance and intervention for the effective achievement of the global Education 2030 Agenda. The [Brussels Declaration](#) was adopted at the conclusion of the Meeting. ASPBAE Secretary-General, Maria Khan, and ASPBAE Executive Council Member representing the South Pacific, Peter-Clinton Foese, participated in the GEM.

The targeted outcomes of the Meeting were as follows -

- Assessment of current progress towards the implementation of SDG 4- Education 2030 targets and commitments at global, regional, and national levels, and identification of bottlenecks impeding progress.
- Identification of recommendations for strategic areas requiring political guidance and/or intervention for the effective achievement of the global Education 2030 Agenda.
- Agreement on key policy messages to input into the global 2019 HLPF Review and UN General Assembly 2019.
- Strengthening of coordinated support for implementation of SDG 4- Education 2030.

This high-level gathering was a milestone in the assessment of education policies, strategies, and challenges in preparation for the 2019 High Level Political Forum (HLPF). The 2019 HLPF will review in-depth the Sustainable Development Goal (SDG) focusing on Education (SDG 4). The 2019 HLPF theme, '*Empowering people and ensuring inclusiveness and equality*', framed the discussions at the GEM. Focus was given to the inter-linkages between SDG 4 and Goals 8 (decent work and economic growth), 10 (reduced inequalities), 13 (climate action) and 16 (peace, justice, and strong Institutions), paying particular attention to the issue of migration, displacement, and refugees.

The Global Education Meeting was informed by the outcomes of five regional Education 2030 consultations undertaken throughout 2018 (Pan-Africa High-Level Conference on Education in April; Asia-Pacific Education 2030 Consultation in July; Latin American and Caribbean Ministerial Conference in July; Europe and North American Education 2030 consultation in October; and Arab Ministerial Meeting in November), as well as by Voluntary National Reports. The meeting drew on the 2019 Global Education Monitoring Report to be launched on 20 November 2018. In addition to its continued assessment of progress towards education targets in the SDG agenda, the Report examined the multifaceted processes and dynamics that link both voluntary and involuntary migration and education.

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President of the Global Campaign for Education (GCE), Camilla Croso, participating in the GEM in Brussels.

The Global Education Meeting gathered some 300 participants including UN agencies and affiliated organisations, multilateral and bilateral agencies, regional organisations, the teaching profession, civil society organisations, the private sector, foundations, as well as youth and student representatives, among others.

During the meeting, there was a greater articulation of lifelong learning, youth and adult education, and non-formal adult education than in previous SDG 4-Education 2030-related global meetings. This can be attributed to several factors, including - (1) different regional consultations convened in preparation for the GEM called for the need to pay greater attention to the full SDG 4 agenda and all its targets; (2) with the [Global Education Monitoring Report](#) (GEMR), which was shared in the meeting as a core resource focusing on migration, the importance of education for the integration of migrants and refugees was prominent as was the need for validation, accreditation, and recognition of prior learning. This underscored the importance for governments to put in place lifelong learning systems and within this, the education of adults.

Nevertheless, civil society organisations (CSOs) had to push for better language on adult education and lifelong learning in the final Outcomes Document. However, this was aided by strong references to these during the plenary discussions. Almost all CSO advocacies made it through the Outcomes Document - a greater focus on gender, youth, adult literacy, equity, training and skills beyond a focus on work.

ASPBAE Secretary-General, Maria Khan, chaired a session on '*CSO perspectives, bottlenecks, and ways forward in SDG 4 implementation*'. The session was convened by the UNESCO Collective Consultation of NGOs on Education 2030. The session observed that CSOs advancing Education 2030 are fairly well-organised and are able to operate at local, national, regional, and global policy spaces, even in coordinated ways. This needs to be preserved and supported, especially in the context of shrinking democratic space, the criminalisation of protest, and defence of human rights.

The following recommendations emerged from the discussions in the session:

- The need to institutionalise meaningful civil society participation in the whole SDG-SDG 4 process – designing, implementation, and evaluation - including broad-based consultations of education stakeholders, CSOs, and academia.
- Official recognition and status should be given to CSO-generated data or spotlight reports prepared to feed into the Voluntary National Review (VNRR and HLPF processes, including the review session of HLPF and the VNR reporting system planned for the UN General Assembly in September 2019.
- Constant capacity building on advocacy for CSOs working at national, regional, and global levels.
- Increase youth representative participation in education policy debate and decision-making spaces, at all levels.
- Increase efforts to synergize VNR and human rights monitoring processes, further tapping into Geneva-based architecture, processes, and human rights recommendations.

ASPBAE Secretary-General, Maria Khan, chaired a session on '*CSO perspectives, bottlenecks, and ways forward in SDG 4 implementation*'. The session observed that CSOs advancing Education 2030 are fairly well-organised and are able to operate at local, national, regional, and global policy spaces.



UNESCO Assistant Director General for Education, Stefania Giannini (L), and UNESCO Special Envoy on Literacy for Development, Princess Laurentien of the Netherlands (R), addressed the Global Education Meeting in its inaugural session.

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ASPBAE Executive Council Member, Peter-Clinton Foese, spoke about the importance of youth-led action research for young women's empowerment.

- Increase efforts to reach out to other social movements and civil society networks and academia advancing other SDGs so that education gains a wider set of advocates in the wider SDG processes.

ASPBAE Executive Council Member representing the South Pacific, Peter-Clinton Foese, addressed the GEM as a youth representative and spoke about the importance of youth-led action research for young women's empowerment. Click [here](#) for a video of his presentation.

The meeting was convened by UNESCO, in consultation with the SDG-Education 2030 Steering Committee, and hosted by Belgium. The three-day event comprised a Senior Officials' meeting with a Forum of parallel sessions organised by participating governments and a Ministerial segment.

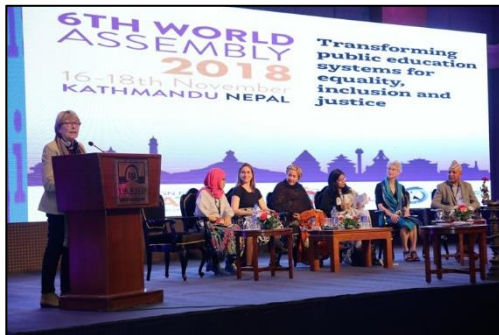
The UN General Assembly proclaimed 24 January the International Day of Education

This write-up draws from a report prepared by ASPBAE Secretary-General, Maria Khan, and from information available on the [UNESCO website](#). [BACK]

Rising to education challenges world wide

Global Campaign for Education (GCE) 6th World Assembly

16-18 November 2018, Kathmandu, Nepal



The GCE World Assembly, held in Kathmandu and hosted by NCE Nepal, was themed on, 'Transforming public education systems for equality, inclusion, and justice'.

Under the theme, 'Transforming public education systems for equality, inclusion and justice', the [Global Campaign for Education](#) (GCE) and education civil society gathered to emboldened efforts and unify around common values and beliefs. Every four years, the GCE World Assembly creates a space to reflect on progress made, exchange learnings and ways of working together to scale up global impact in achieving public, quality inclusive education for all. ASPBAE member, NCE Nepal, hosted this global civil society event in Kathmandu.

ASPBAE delegates consisted of the ASPBAE President, Nani Zulminarni, Immediate Past President, Jose Roberto (Robbie) Guevara (also ICAE representative), Secretary-General, Maria Khan (also participating as GCE Board Member), Bernie Lovegrove, and Helen Dabu. Other Executive Council members who participated as representatives of their coalitions were Kim Anh Nguyen (VAEFA Vietnam), Batjargal Batkhuyag (AFE Mongolia), and Thein Lwin (NNER Myanmar).

Amongst the esteemed guests was Amina J. Mohammed, United Nations Deputy Secretary General, who, in her [keynote address](#), stressed that, "Education is not in a bad place, it is in crisis. To achieve transformative education, education must be transformed. Coalitions such as the GCE and individual local NGOs can help lift the agenda to the country level", encouraged the UN Deputy Secretary General.

Every four years, the GCE World Assembly creates a space to reflect on progress made, exchange learnings and ways of working together to scale up global impact in achieving public, quality inclusive education for all.

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The ASPBAE team – Jose Roberto Guevara (L), Helen Dabu (2nd from left), Maria Khan (centre), and Bernie Lovegrove (R) - with Amina J. Mohammed (centre), United Nations Deputy Secretary General.

The 6th World Assembly acknowledged and celebrated the more than 300 representatives of teachers' unions, student organisations, human rights activists, social movements, and national and international non-governmental organisations acting together for the right to a free inclusive public education for all.

Minister for Foreign Affairs of Nepal, Pradeep Kumar Gyawali, contextualised the relevance of this meeting in Nepal and welcomed the high-level guests to the country in his [inaugural address](#). *"Hosting this 6th World Assembly in this sacred land is an honour. Without education, there is no emancipation. In Nepal, school enrolment has increased, but education has not brought peace to our society. We hope this three-day global conference will address these issues and provide recommendations to the Nepal government."*

Civil society has a distinct and crucial role to play in holding governments and donors accountable, to ensure relevance and equity within education plans, programmes, and budgets. Governments are accountable to ensure that the gap is bridged between those with access and the 263 million children, adolescents, and youth out of school, representing nearly one-fifth of the global population of this age group.

Addressing the World Assembly in her [opening speech](#), Camilla Croso, GCE President, stated, *"the reading of the world must precede the reading of the word. Our understanding of the world is an indispensable condition for the transforming action we pursue, enabling us to be creative, purposeful, and effective in promoting a more just and dignified world for all"*.

Addressing [gender inequalities in education](#), Nora Fyles, Director of the Secretariat for the United Nations Girls' Education Initiative (UNGEI), weighed in on the issue - *"We know the transformative potential of girls' education that brings real change in the lives of girls, their families, and society at large. We know the transformative potential of quality education that changes the way they learn. But to get there, education, education systems must change."*

In welcoming the delegates, ASPBAE President, Nani Zulminarni, advised that, *"The Asia Pacific has a rich practice and tradition of transformative education... For us, transformative education means committing to advance and defend the right of all people to learn and have equitable access to relevant and quality education and learning opportunities throughout their lives, enabling them to cope, survive and transform their conditions and define their own destiny.... Against these challenging contexts, the work that we in civil society do in pushing for transformative and empowering education and development is needed and urgent, now more than ever."*

While massive gains and significant achievements have been made in Sustainable Development Goal 4 (SDG 4), there is collectively a long way to go. More needs to be done to solve education problems, such as overcrowded classrooms, inadequately trained teachers, and school dropouts.



ASPBAE President, Nani Zulminarni (L), seen here with Jose Roberto Guevara (R), former ASPBAE President, welcomed the delegates and stated that transformative education means committing to advance and defend the right of all people to learn and have equitable access to relevant and quality education and learning opportunities throughout their lives.

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ASPBAE Secretary-General, Maria Khan, being interviewed during the GCE World Assembly.

For the first time, a Youth Caucus was organised preceding the GCE World Assembly to catalyse greater youth engagement and agency within the GCE movement, and specifically the World Assembly.



Ram Gaire of NCE Nepal (L), who was elected to the GCE Board from the Asia Pacific along with former ASPBAE President, Jose Roberto Guevara, with the newly-elected GCE President, Refaat Sabbah (R) of the Arab Campaign for Education for All (ACEFA).

President of [NCE Nepal](#) (host coalition), Kumar Bhattarai, delivered the [opening remarks](#) and welcomed the international civil society movement, drawing the attention of leaders and policy makers towards the need for a significant increase for financing through domestic resource mobilisation. *"NCE Nepal believes that without strong public education, democracy in the real sense is not possible, thus we stand for transforming public education systems for equality, inclusion, and justice which this world assembly has envisioned".*

A CSEF Global Learning Event and a GCE Youth Caucus were held at the front end of the World Assembly. The CSEF Global Learning Event combined an interactive and a participative environment for experiential learning and sharing on a range of common topics and learnings identified within the GCE network.

For the first time, a Youth Caucus was organised preceding the GCE World Assembly to catalyse greater youth engagement and agency within the GCE movement, and specifically the World Assembly. The Youth Caucus gathered representatives of youth organisations who are members of GCE. From the Asia Pacific, at least six national coalitions were represented by their youth members - NNER Myanmar, VAEFA Vietnam, AFE Mongolia, E-Net Philippines, CAMPE Bangladesh, and NCE Nepal.

A new GCE Board was elected at the World Assembly. Refaat Sabbah of the Palestine Education Coalition and the Arab Campaign for Education for All (ACEA) was elected GCE President. Samuel Dembele of the Africa Network Campaign on Education for All (ANCEFA) was elected GCE Chair. Madeleine Zuniga of the Peru coalition was elected Vice President and Mugwena Malukela of Education International as Vice Chair.

From the Asia Pacific, ASPBAE, represented by Robbie Guevara, and NCE Nepal, represented by Ram Gaire, were elected as Board members. ASPBAE Secretary-General, Maria Khan, and CAMPE's Rasheda Choudhury (Bangladesh) rotated out of the GCE Board after years of dedicated service to the campaign and to members in the region.

The Assembly also approved the strategic directions of GCE to guide its work in the coming period.

This write-up was derived from an article appearing on the [GCE website](#) and from a report prepared by ASPBAE Secretary-General, Maria Khan. [\[BACK\]](#)

Bulletin continued on next page...

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The Global Alliance for Literacy (GAL) Policy Forum offered an opportunity for governments, international institutions, and others to come together to find effective ways to tackle illiteracy.

Making literacy for all a reality: The Global Alliance for Literacy (GAL) meets in Mexico City

13-14 November 2018, Mexico City, Mexico

The Global Alliance for Literacy (GAL) Policy Forum offered an opportunity for governments, international institutions, and others to come together to find effective ways to tackle illiteracy. High-level representatives from 29 countries came together in Mexico City to review progress made in the field of youth and adult literacy within the framework of Sustainable Development Goal (SDG) 4 on lifelong learning.

This international Policy Forum - '*Literacy policies and Sustainable Development Goal 4*' - was part of the [Global Alliance for Literacy within the Framework of Lifelong Learning \(GAL\) initiative](#), the aim of which is to help Member States make accelerated progress towards achieving literacy for all, with particular attention to youth and adults. The UNESCO Institute for Lifelong Learning (UIL), as GAL Secretariat, co-organised the event with the Ministry of Education of Mexico and the Centre for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL).

Literacy plays a key role in improving people's lives. It empowers youth and adults and allows them to become active citizens and to make informed decisions. Adults with enhanced literacy skills have a better chance of earning higher incomes and finding gainful employment. Today, an estimated 750 million adults, two-thirds of them women, still lack basic reading and writing skills. To call attention to these persistent issues, GAL is strongly engaging the policy development and implementation of the 2030 Agenda.

In its strategy paper, it is stated that, "*GAL's mission, in support of the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action (FFA), is to foster and coordinate multi-stakeholder partnerships and concerted innovative action towards the achievement of literacy in the context of SDG 4, in particular, Target 4.6.*"

In order to accomplish this mission, GAL's objectives are – (1) To improve GAL stakeholders' (inter-sectoral) collaboration for literacy/numeracy development at international, regional, national, and local levels. (2) To increase resources for Member States' implementation of literacy efforts by strengthening political will, commitments, and public awareness. (3) To strengthen Member States' capacity to formulate, implement, and monitor education policies and programmes for the advancement of literacy/numeracy. (4) To enhance knowledge creation and sharing for Member States' evidence-based policy design and implementation.

Alongside government delegates, representatives of civil society organisations (CSO) were also present in the Policy Forum. ASPBAE, represented by Cecilia "Thea" Soriano, presented in the session on '*Youth and Adult Literacy in Learning Cities*'. She shared the experiences of learning cities in the Asia Pacific and their holistic approaches in youth and adult literacy, where literacy and continuing education are embedded in the city development plans.



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ASPBAE's Cecilia Soriano presented in the session on 'Youth and Adult Literacy in Learning Cities'. She shared the experiences of learning cities in the Asia Pacific and their holistic approaches in youth and adult literacy, where literacy and continuing education are embedded in city development plans.

Carmen Campero, Vice-President of the International Council for Adult Education (ICAE), facilitated the group session on Programme Innovations, specifically on 'Partnerships and Inter-sectoral collaboration'. The session discussed innovative ways to mobilise and leverage international and national financial resources for adult literacy programmes. It also explored ways to pursue and strengthen private and public partnerships and inter-sectoral collaboration for adult literacy development as part of public policy and education sector planning.

From government presentations, the issues discussed included how to make youth and adult literacy programmes effective, and how to ensure such programmes successfully improve literacy skills as well as other dimensions of human development.

Lessons learned and recommendations resulting from the forum were consolidated in a report and were shared at the 2018 Global Education Meeting in Brussels, Belgium, on 3 December 2018. [\[BACK\]](#)

ASPBAE participates in UNESCO process for developing training manual on SDG 4

2-4 October 2018, Bangkok, Thailand



ASPBAE participated in the Regional Expert and Consultative Meeting on the Training Manual for Monitoring SDG 4.

ASPBAE participated in the Regional Expert and Consultative Meeting on the Training Manual for Monitoring SDG 4 held in Bangkok. The meeting was part of UNESCO-Bangkok and the UNICEF East Asia and Pacific Regional Office's (EAPRO) joint initiative of 'Enhancing Statistical Capacities for Education – Towards Strengthening SDG 4 Monitoring in Asia and the Pacific'.

There are six modules that have been developed for the *Training Manual on Monitoring Education 2030*. These modules were drafted after the Regional Experts' Meeting in 2017 and then tested in various regional and national workshops in early 2018. The second experts' meeting deliberated the key sections of the Manual, which were -

Background and Introduction (Overview of SDG 4)

- Module 1: Monitoring SDG 4 – Global and Thematic Indicators and International Comparable Education Statistics
- Module 2: Monitoring SDG 4 – Developing National Indicators Framework and Strategies for Education Statistics
- Module 3: Strengthening Education Management Information Systems (EMIS) for an Effective Monitoring of SDG 4
- Module 4: Using Household Surveys for Monitoring SDG 4
- Module 5: Data Analysis, Reporting and Dissemination
- Module 6: Data Generation for Other Challenging Issues/Themes of SDG 4 Monitoring

The proposed revisions to these modules as well as the presentations can be accessed at the [UNESCO-Bangkok website](http://unesco-bangkok.org).

The meeting was part of UNESCO-Bangkok and the UNICEF East Asia and Pacific Regional Office's (EAPRO) joint initiative of 'Enhancing Statistical Capacities for Education – Towards Strengthening SDG 4 Monitoring in Asia and the Pacific'.

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ASPBAE's Cecilia Soriano (R) proposed that civil society researches be included in the manual. ASPBAE has been tasked to write a section on the role of civil society organisations in collecting data and in providing education analysis.

ASPBAE's Cecilia Soriano proposed that civil society researches be included in the manual as data sources to complement the government's data to monitor progress of the commitment to "leave no one behind." ASPBAE has been tasked to write a section on the role of civil society organisations (CSOs) in collecting data and in providing education analysis. In each module, where appropriate, good practices of CSO and citizen-led data collection and monitoring, especially in collaboration with the government, will also be featured. The Training Guide for different users will accompany the modules.

On the last day of the meeting, discussions centred on *Conducting the Regional Progress Review of SDG 4 in the Asia Pacific*. Participants shared their ideas on why the review is important, the challenges in conducting the review and strategies to address them, and lessons learnt in doing a better review. The framework for the SDG 4 review was presented in the Thematic Working Group (TWG) Education 2030 meeting held on 5 October 2018. [\[BACK\]](#)

Reviewing global and regional developments in gender and education in 2018

UNGEI Global Advisory Committee meeting

11-13 December 2018, Ottawa, Canada



Some of the objectives of the UNGEI meeting included reviewing global and regional developments within the gender and education landscape in 2018, and taking stock of achievements and challenges of the first year of implementing UNGEI's Strategic Directions.

The United Nations Girls' Education Initiative (UNGEI) Global Advisory Committee (GAC) recently met in Ottawa. Co-hosted by Global Affairs Canada, the meeting brought together participants from more than 25 organisations representing multilateral and bilateral agencies, academia, youth, and international, regional, and national civil society organisations and networks.

The objectives of the meeting were to review the global and regional developments within the gender and education landscape in 2018; take stock of achievements and challenges during the first year of implementing UNGEI's Strategic Directions; develop clear directions on how UNGEI will leverage the growing momentum for girls' education and gender equality to advance its global commitments in 2019; and explore key issues in-depth - gender and education in conflict and crisis, comprehensive sexuality education (CSE), gender-responsive education sector planning (GRESPE), and engaging men and boys.

The meeting was organised through several approaches including a policy roundtable dialogue, a Forum on Comprehensive Sexuality Education (CSE), a marketplace, and a Public Forum on Gender and Education in Contexts of Conflict and Crisis - Bridging the development – humanitarian divide.

ASPBAE President, Nani Zulminarni, addressed the Policy Roundtable on Gender and Education Landscape 2018. The purpose of the roundtable was to provide an overview of the context in which UNGEI is working. Thus, panellists were invited to reflect on - (a) what the current landscape means for gender and education; (b) the key opportunities and challenges; (c) how their organisation's priorities will make a difference to the achievement of our goals; and (d) the implications for UNGEI's work over the next two years.

The meeting aimed to develop directions on how UNGEI will leverage the growing momentum for girls' education and gender equality to advance its global commitments in 2019; and explore key issues - gender and education in conflict and crisis, comprehensive sexuality education, gender-responsive education sector planning, and engaging men and boys.

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ASPBAE President, Nani Zulminarni (R), addressed the Policy Roundtable on the Gender and Education Landscape 2018. The purpose of the roundtable was to provide an overview of the context in which UNGEI is working.

Nani drew on two recent global reports to highlight some challenges. The first, the 2019 World Development Report on the changing nature of work has been criticized by the feminist movement for having no gender analysis (e.g., the report does not recognise care work by women). The second, the 2018 State of Civil Society Report highlights the shrinking space for the civil society movement.

Drawing on the feedback from the panellists in the first roundtable, recommendations for UNGEI for the period 2019-2020 were to - focus on the importance of working cross-sectorally, including with women's movements; build a solid foundation for social change and for advancing empowerment through education; use evidence-based research and collective knowledge for this and build on the "perfect storm" of political will and funding that recently emerged; and implement this in the context of reaching the most excluded young people and communities, and during a time of rising conservatism, roll back, and closing space for civil society.



Some recommendations for UNGEI emerging from the 1st roundtable were to focus on the importance of working cross-sectorally, including with women's movements, and use evidence-based research and collective knowledge building on political will and funding.

The second policy roundtable focused on integrating gender into education system reform (GRESP). In framing the session, Nora Fyles (UNGEI Secretariat) provided an update on the GRESP regional workshops, which began in 2017.

The first cycle of the workshops was intended to assess how GRESP can work in the field. Following these workshops, the model shifted to focus more on engaging partners with the mandate to deliver at the country level for sustainability. Thus, UNGEI teamed up with UNESCO International Institute for Educational Planning (IIEP) and the Forum for African Women Educationists (FAWE) for the delivery of the first workshop in the second cycle. Following the update, Global Advisory Committee members that participated in the GRESP workshops shared their reflections on the GRESP work, including how to take it forward.



Other recommendations for UNGEI included drafting a position paper on gender-transformative education, including the impact on gender norms, and including new members that work on empowering men and boys; and building a community of practice, sharing tools, and resources.

The second roundtable discussion came up with some recommendations for UNGEI, which, among many others, included advocating at the political level by showing GRESP as a good model – e.g., at the African Union Ministerial meeting and the G7 Summit – and identify a high-level GRESP ambassador; organising regional learning events to bring GRESP workshop alumni together and capture what has happened beyond the workshops; documenting and sharing lessons learned; providing training of trainers at the country level; linking the GRESP work to European Institute for Education; and supporting non-GPE countries as well so that the agenda moves forward.

The third Policy Roundtable focused on how programmes are helping to meaningfully challenge harmful gender norms for all children by asking, "*how about the boys?*" Recommendations for UNGEI were to - draft a position paper on gender-transformative education, including the impact on gender norms; consider a possible rebranding of UNGEI (should "*girls' education*" remain in the name?); include new members that work on empowering men and boys; build a community of practice, share tools, and resources; and support UNESCO's work on engaging men and boys.

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ASPBAE President, Nani Zulminarni, shared initiatives of ASPBAE's work with the youth by presenting the ASPBAE Youth Action Research (YAR).



Participants committed to focus on advancing understanding of how harmful gender norms negatively impact both girls' and boys' education, and champion action on challenging these norms.

The marketplace provided a platform for participants to share an initiative their organisation is implementing around the following themes - gender-responsive pedagogy (GRP), early pregnancy and child marriage, School-related Gender-based Violence (SRGBV), financing, youth, and "advisory services" for those that want advice in their work.

Nani shared initiatives of ASPBAE's work with the youth by presenting the ASPBAE Youth Action Research (YAR). Nani also participated as a member of a smaller committee to produce the communique of the meeting.

In conclusion, the participants committed to focus on –

1. Working across sectors and with women's movements to establish a solid foundation for social change and advancing empowerment through education.
2. Using data and evidence to tap into the collective knowledge of partners to build on the recent political will and funding commitments to girls' education and gender equality, with attention to reaching those furthest left behind, including girls and boys with disabilities and those impacted by crisis.
3. Advancing understanding of how harmful gender norms negatively impact both girls' and boys' education, and champion action on challenging these norms.
4. Coordinating and amplifying dialogue, and sharing of resources on gender-responsive pedagogy and education delivery for girls and boys impacted by crisis.
5. Using UNGEI's unique position as convener, bridge-builder, and knowledge broker to increase coordination and dialogue among various stakeholders around CSE, as well as greater understanding of how CSE contributes to advancing girls' empowerment through education.
6. Leveraging UNGEI's regional and national presence through partners to build local capacity and promote south-south knowledge-sharing on GRESF, financing, and budgeting.
7. Continuing to partner with youth as vital stakeholders, actors, and leaders in all aspects of advancing girls' education and gender equality, amplifying their voices and ensuring their meaningful participation during all stages of engagement. [\[BACK\]](#)

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The aim of the East and Southeast Asia Thinking Conclave was to provide a platform for ASPBAE and partner coalitions to engage in stronger advocacy, not only on the right to education, but also on women's education and skills development.

The workshop analysed the policy, governance, and financing options to provide skills development and adult education for decent work, and economic and social wellbeing for marginalised women in the Asia Pacific.



Some objectives of the Thinking Conclave included sharing outcomes of the PEKKA-ASPBAE research on *Policy and Financing Options for Education for Skills for Work of Marginalised Women* and enhancing capacities in advancing gendered notions of education for decent work for marginalised women.

Advancing the discourse on education and skills-development for decent work for marginalised women in Southeast Asia

East and Southeast Asia Thinking Conclave

18-19 December 2018, Jakarta, Indonesia

"Women's voices need to be heard. We must bring their voices from the grass-roots level to the global level," emphasised ASPBAE President and President of PEKKA (an ASPBAE member in Indonesia), Nani Zulminarni, to representatives from Indonesia, Cambodia, Vietnam, Mongolia, Timor Leste, and the Philippines during a workshop on *Policy and Financing of Education and Skills Development for Decent Work of Marginalised Women* held in Jakarta.

The workshop was held as part of the preparations for the 2019 High-Level Political Forum (HLPF) on Sustainable Development. The focus of the HLPF will be on SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all; SDG 8 on promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; SDG 10 on reducing inequality within and among countries; and SDG 13 on taking urgent action to combat climate change and its impacts.

The workshop aimed to provide a platform for ASPBAE and partner coalitions to engage in stronger advocacy, not only on the right to education, but also on women's education and skills development. Other objectives of the workshop included –

1. Sharing outcomes of the PEKKA-ASPBAE research on *Policy and Financing Options for Education for Skills for Work of Marginalised Women*.
2. Providing a forum for exchange and joint reflection among women activists, NGOs, academicians, adult educators, policy advocates, and researchers on education and skills-building for decent work for marginalised women.
3. Enhancing capacities in advancing gendered notions of education for decent work for marginalised women.
4. Creating a space for ASPBAE and workshop participants to share future plans regarding work in this field, towards exploring areas for ongoing engagement with the 2019 High-level Political Forum (HLPF) on Sustainable Development.

The workshop in Indonesia, organised by PEKKA with support from ASPBAE, was part of "Thinking Conclaves" held in South and Southeast Asia. It was a platform for discussing the Indonesian research on policy and financing options for skills for work of marginalised women, conducted by PEKKA and ASPBAE in 2016. The workshop analysed the policy, governance, and financing options required to provide skills development and adult education for decent work, and economic and social wellbeing for marginalised women in the Asia Pacific, with the perspective of 'no one left behind' and social justice.

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The Indonesia research found that skills development programmes tend to overlook the barriers that impede marginalised women from accessing quality education and skills-building opportunities.

The key findings of the research revealed that women who are economically vulnerable, socially excluded, and physically limited are the poorest and most marginalised in the system, are more likely to shoulder unpaid care work than men, and to be employed in low-paying jobs with poor working conditions. It was also found that skills development programmes tend to overlook the barriers that impede marginalised women from accessing quality education and skills-building opportunities. Furthermore, these programmes fail to sustain their support towards women. Hence, the study called for efforts to empower women socially to pursue their ambitions, and build their knowledge, critical awareness, and capabilities.

The research highlighted that marginalised women, in particular, are held back by the limited access to and control over resources like funds, land, information, business development services, and network opportunities, among many others. Aside from the lack of education and training, there is also a lack of awareness on available education and training programmes, and support for women who wish to sign up. There are regulations and policies that prevent women from fully participating in the workforce and in obtaining decent work, and that fail to consider the balance between family commitments and work.

In addition, socio-cultural practices such as marriage reinforce traditional gender roles and restrict married women's ability to engage in other activities. Because they are thought to be naturally predisposed to care and nurture, women spend significantly more time on unpaid work than men. Unpaid care and domestic work include childcare, eldercare, and household chores, as well as work done in caregiving institutions and hospitals. Women's vast contributions to the economy account for 20% to 60%, but are often invisible and unrecognised.

On existing policies, provision, and financing options for skills-building, the research pointed to the fact that there is no specific policy for skills-building alone, even rarer for women-focused skills development. Many government programmes are low in quality, while the private sector and labour market focus generally on skills development. Rampant corruption negatively affects the implementation of the programmes. Furthermore, there is insufficient data on the detailed account of the use of funds for women's empowerment programmes and activities. In fact, there are challenges in utilising the funds meant for women's empowerment.

During the workshop, participants presented their country contexts on women and work, before a lively discussion on the Indonesia research process and findings. They explored the interlinkages between Sustainable Development Goal 4 (SDG4 - education) and SDG8 (decent work) and discussed PEKKA's gender-just policy framework.

C. Hirania Wiryasti, of the International Labour Organization (ILO), was invited to present and unpack the meaning of decent work for marginalised women in the context of Indonesia. She highlighted the four pillars of ILO that constitute decent work, specifically employment creation, rights at work, social protection, and social dialogue. She emphasised that economic growth alone is not enough to



ASPBAE's Cecilia Soriano presented ASPBAE's plans to advocate for the marginalised women's education and empowerment agenda.

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The research highlighted that marginalised women are held back by limited access to and control over resources like funds and land, and network opportunities.

ensure equity and social progress and to eradicate poverty and that it is crucial to ensure that people, particularly women, get decent and secure work.

ASPBAE's Cecilia Soriano presented ASPBAE's plans to produce an advocacy paper to advocate for the marginalised women's education and empowerment agenda.

Participants shared and brainstormed on country initiatives, action plans, and advocacy strategies on skills development of marginalised women, with a focus on the SDGs under review in the upcoming High-Level Political Forum 2018 (HLPF), such as SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, and SDG 8 on promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. [\[BACK\]](#)

Fine-tuning the advocacy agenda for skills development for decent work of marginalised women

Policy Forum on Skills Education for Work of Marginalised Women

20 December 2018, Jakarta, Indonesia



Addressing the Policy Forum, Director of the SEAMEO Secretariat, Gatot Hari Priowirjanto, stressed that people employed as low-skilled workers in Indonesia are at risk of losing their jobs to automation. Thus, the government is taking measures to develop the soft and IT skills of workers.

A Policy Forum, with the Director of the SEAMEO Secretariat, Gatot Hari Priowirjanto, and Director of Literacy and Equality Education Development, Ministry of Education, Abdul Kadar, was held in Jakarta. Mr. Priowirjanto spoke about how people employed as low-skilled workers in Indonesia are at risk of losing their jobs to automation. Thus, the government is taking measures to develop the soft and IT skills of these workers. He said that some of the top careers in Indonesia include nursing, teaching, accounting, and software engineering and that there has been a growing trend of women in the workforce. To address this, the focus of government programmes is on – (1) Re-training: vocational school graduates are invited back to be re-trained; (2) Re-skilling: women must be provided opportunities to enhance their skills through trainings; (3) Revitalisation: those who are already in the system, such as directors, must go through training again to be aware of technological changes in the industry. Mr. Priowirjanto further informed that with 40,000 vocational schools and the upcoming establishment of women's schools (Sekolah Perempuan) in Indonesia, women will have more opportunities and greater access to skills training and lifelong learning.

Mr. Priowirjanto further informed that with 40,000 vocational schools and the upcoming establishment of women's schools in Indonesia, women will have more opportunities and greater access to skills training and lifelong learning.

Addressing the issue of gender-based violence in the workplace, ASPBAE President, Nani Zulminarni, mentioned a 16-day campaign run by women's organisations demanding the signing of a law against sexual violence. She mentioned that while the issue of gender-based violence is a part of skills development and women in work, no company operating in Indonesia has clear guidelines on it. A research conducted by workers found that gender-based workplace violence is prevalent in nearly all corporations in the country. Nani stressed that many programmes on women's empowerment have been developed, and that the question now is how these will reach the most marginalised groups.

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Lessons and activities on gender equality and skills development for decent work of marginalised women were presented by participants from Indonesia, Cambodia, Mongolia, Vietnam, Timor Leste, and the Philippines.

Lessons and activities on gender equality and skills development for decent work of marginalised women were presented by participants from Indonesia, Cambodia, Mongolia, Vietnam, Timor Leste, and the Philippines. The stories shared illustrated the comprehensive the work that civil society has done not only to address marginalised women's needs, but also their well-being and empowerment. Participants presented a number of economic initiatives, including women's cooperatives, provision of business licenses, as well as group or collective businesses. In Indonesia, for instance, PEKKA assists women in accessing capital for their businesses through a cooperative system, and ASPPUK (another ASPBAE member in Indonesia) provides trainings for women on designing clothes using eco-colouring, a natural dye for woven fabric. In the Philippines, traditional alternative medicine is promoted and used to empower women economically.

Participants underscored the need for resources that respond to the needs of women, especially marginalised women. The access to resources includes access to financial capital for businesses, government public services, and government capacity building programmes. Participating organisations advocated for greater access to resources, as well as considerable investments and budget allocations from the government to address the needs of marginalised women.

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Participants voiced commitments to continue their advocacy and develop action plans on skills development for decent work in support of the empowerment of women, especially marginalised women. In this regard, ASPBAE's Cecilia Soriano spoke about ASPBAE's plans to produce an advocacy toolkit comprising of an explainer, a regional spotlight report, a list of recent research on women, presentations on research, and key recommendations. This advocacy toolkit will be disseminated in advocacy platforms such as the International Conference on Non-Traditional Livelihoods in New Delhi (December 2018) and the HLPF 2019.



Some key recommendations included creating multi-sectoral relations with different government bodies and expanding the research on policies and financing options for education and skills development for decent work of marginalised women.

The Forum led to the following key messages and recommendations to civil society organisations and governments for advancing the progress towards achieving decent work of marginalised women and quality education and lifelong learning – (1) create multi-sectoral relations with different government bodies; (2) improve the coordination and partnership among national and local governments, NGOs, and other civil society actors, especially those working in the education, labour, and women's empowerment sectors; (3) expand the research on the policies and financing options for education and the skills development for decent work of marginalised women; (4) encourage women to contribute to the development agenda and foster their meaningful political participation in relevant governance bodies; (5) NGOs organise women and support them in gaining access to available government programmes and resources.

In conclusion, the participants stressed that ensuring the implementation of the SDGs is a collective effort in which all participants must contribute. Hence, organisations such as PEKKA and ASPBAE, in collaboration with the government, must take actionable steps to fulfil these goals, particularly SDG 4 and SDG 5 on achieving gender equality and empowering all women and girls.

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Addressing the phenomenon of fake news and enhancing digital literacies to tackle the challenge

17 December 2018, Jakarta, Indonesia



Several members of NEW Indonesia came together to participate in a workshop on fake news and critical digital literacy.

The rising incidents of violence and unrest due to circulation of “fake news” on social media are matter of grave concern all over the world. In an effort to address the challenge, several members of NEW Indonesia (an ASPBAE member) came together in Jakarta to participate in a workshop, facilitated by ASPBAE’s Medha Soni, on fake news and critical digital literacy. The purpose of the workshop was to increase critical thinking to recognise fake news; enhance digital literacy skills to counter fake news; and work with NEW Indonesia to tackle the challenge of fake news.

The workshop was designed to actively and creatively engage the participants in the sessions. Some of the issues covered were social media’s responsibility towards protecting users from fake news, the “post-truth” era, why and how fake news originated and is spread, the impact it has on people and communities, how to recognise it, and how to counter its growing influence.

Participants took part in several activities that guided them in reflecting on how their own opinions impact the way they evaluate information, recognising and analysing fake news content, and in critically looking at websites, social media platforms, and their own networks, such as WhatsApp, to evaluating information found online. Participants noted that people tend to trust our networks of friends and family for news, and these organic formations are reflected and exacerbated by social media platforms. When people receive news and information through social media, they are less likely to be aware of the source of the information. They are more likely to remember a news source if they receive a link through email, a text, or a news alert.

Participants determined that the most salient danger associated with fake news is the fact that it devalues and delegitimizes voices of expertise, authoritative institutions, and the concept of objective data - all of which undermines society’s ability to engage in rational discourse based on shared facts.

Three harms were noted - first, the problem of increasing fragmentation and politicization; second, the promotion of “safe news” at the expense of difficult or challenging news stories; third, the need for credible sources to allocate ever-diminishing resources to debunking inaccurate information.

Participants then identified a number of structural reasons why these problems are particularly prevalent now –

1. The exchange of information is now democratised, thanks to social media platforms and digital content production technologies (like Photoshop). Anyone is now able to produce credible “noise” that is difficult to distinguish from high-quality information.
2. The demand for “fake news” may be a natural by-product of faster news cycles and increasing consumer demand for shorter-form content.



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Some of the issues covered at the workshop were social media's responsibility towards protecting users from fake news, why and how fake news originated and is spread, the impact it has on people and communities, how to recognise it, and how to counter its growing influence.



Participants suggested that content consumers must be better educated, so that they are better able to distinguish credible sources and stories, and that effective laws should be in place to combat fake news.



The workshop was a first-of-its-kind for ASPBAE and a step towards initiating a dialogue on the rising phenomenon of fake news and the need to enhance critical digital literacy.

3. While there is a general awareness of the existence of "fake news," there is widespread disagreement over what comprises "fake news." Merely labelling something as "fake news" can itself be considered mere propaganda, making it all the more important that journalists cite sources and "show their work."
4. Traditional gatekeepers are less effective or visible. For example, traditional news organisations lack the institutional authority they once enjoyed.
5. Current gatekeepers are more likely to view news production and dissemination as a business enterprise than as providing a public service. Additionally, the public perception of mass media as a corporate, profit-driven entity has further diminished its authority.
6. New respected and trusted gatekeepers have yet to be established.
7. Ownership of news distribution has shifted from traditional content creators to digital distributors. Digital distribution allows for highly efficient micro-targeting and limited exposure of users to challenging content. Digital distribution tends to favour popularity, engagement, and "shares" over expertise and accuracy.

There is no quick or permanent solution to the problems associated with the various kinds of "fake news." That being acknowledged, participants proposed a number of ways in which different problems might be addressed –

- Content consumers must be better educated, so that they are better able to distinguish credible sources and stories from their counterparts.
- Content creators and content distributors need to adapt their professional norms to new technologies of distribution, better explain these norms to the public, and protect them from erosion. They should also engage in practices that increase the likelihood of producing trustworthy, high quality information.
- Content distributors - particularly digital content distributors - should engage in practices that minimise the spread of fake news and promote the dissemination of trustworthy, high quality information.
- There might be some form of accreditation system for content creators and/or content distributors.
- Technological design might be harnessed to both promote more credible content and/or to present content in a way that fosters consumer scepticism and critical analysis.
- There may be relatively few legal tools capable of addressing aspects of the "fake news" problem, but effective laws should be in place to combat fake news.

The workshop was a first-of-its-kind for ASPBAE and a step towards initiating a dialogue on the rising phenomenon of fake news and the need to enhance critical digital literacy. [\[BACK\]](#)

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Advocating for gender-just skills education for most marginalised communities in South Asia

South Asia Thinking Conclave

14-15 December 2018, Kathmandu, Nepal

By Archana Dwivedi, Nirantar Resource Centre, India



A Thinking Conclave to explore the status of skill training and education in South Asia was held in Kathmandu to explore and engage with linkages between education and skill training in the context of gender and equality.

What is GJSE, one of us asked laughing hysterically? Does this term even exist officially? We realised it does not. But that did not matter. We had already claimed this tongue twister for Gender Just Skill Education (GJSE), core theme for which we had gathered in Kathmandu.

A Thinking Conclave to explore the status of skill training and education in South Asia, hosted by Didibahini (an ASPBAE member in Nepal), gave us a lot of food for thought and brainstorming. Nirantar works on education from a gender and sexuality perspective as an empowering process, and our engagements are primarily in adult and adolescent education. Thus, it was an interesting and enriching space to explore and engage with linkages between education and skill training in the context of gender and equality. The study done by Azad foundation (an ASPBAE member in India), which was shared as the core thread for the Thinking Conclave, threw a lot of questions to mull over and a lot of good practices to learn from. It also set the right tone for further discussions and deliberations.

What was particularly fascinating about the Conclave was that we unpacked all the terms and concepts that were used in the wider discourse of gender, education, and skill training. While we listened to a well-researched presentation on the idea of decent work, we also tried to create a common consensus around what is understood to be a gender-just skill training framework. I especially liked the framework of the Right to Education, Rights within Education, and Right through Education which allowed us to go beyond access to education and also talk about the linkages of skills and livelihoods with education.

Gender being the cross-cutting structural reality for all of the countries present - Pakistan, Sri Lanka, Nepal, Bangladesh, and India - we could relate with each and every deliberation to draw parallels with our own context and situation. However, discussions did not stop at the level of theoretical or intellectual engagement, and went way beyond to include the reflections on political scenarios in our countries and their implications on our work around education and skill training. This also gave way to discussions to different kinds of opportunities available within the constraints, especially to do advocacy for gender-just skills education for most marginalised communities and constituencies in our countries. Specific deliberations were made on the interlinkages of the historic Sustainable Development Goals (SDGs), highlighting the role of education in addressing poverty and gender equality. A critical analysis of the implementation status of the SDGs in South Asia was presented emphasising a strong accountability mechanism with robust civil society participation that includes the most marginalised and vulnerable groups, that truly "leaves no one behind".

ASPBAE members from Pakistan, Bangladesh, Sri Lanka, India, and Nepal participated in the Thinking Conclave.



ASPBAE Executive Council member, Meenu Vadera, addressing the South Asia Thinking Conclave.

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The South Asia Thinking Conclave was a space for building solidarity and developing context-specific strategies in the sub-region.

Participants reflected on political scenarios in the different countries and implications on work on education and skills training, and on the landscape for advocacy for gender-just skills education for marginalised communities and constituencies.

The discussion on different axes of marginalisation and who are the most marginalised in our countries using those indicators was another interesting session where we worked in groups across countries to come up with most significant axes to identify marginalisation. It finally led to a comprehensive list of the most marginalised in South Asia and it was fascinating to note that almost all kinds of marginalisation on similar axes existed in all the countries participating in Thinking Conclave. While it was concrete evidence about the similarity of our socio-cultural roots and history, we also discussed that were specific to our countries. For example, Nepal talked about the problem of women living in disaster prone areas and Bangladesh about the Hindu minorities who are under lot of stress in some parts of their country.

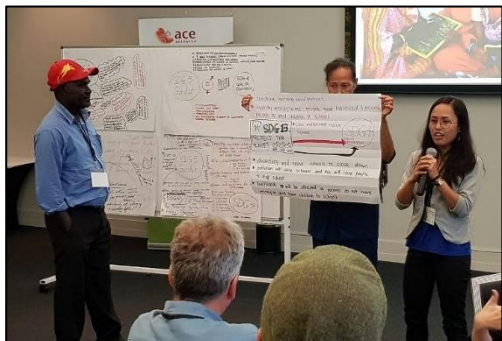
Despite the micro and context-specific marginalisation, it made perfect sense to share our learning and challenges on a common platform. It was also a space for building solidarity and developing context-specific strategies to make our work more effective. The conclave had participants with huge and diverse experiences along with participants who were young and rearing to go. It was particularly enjoyable for me to work with the ASPBAE team so closely that made sure a good amount of fun along with a good amount of emphasis on the quality of deliberations, and dialogue amongst participants.

ASPBAE members from Pakistan (Bunyard, Kwendo Kor), Bangladesh (DAM, CAMPE), Sri Lanka (CED, Sarvodaya Women's Movement), India (Azad Foundation, Nirantar, NCE India) and Nepal (Didibahini, NCE Nepal, HHESS, Global Concerns, World Education, NRC-NFE, CWIN, Youth Action Nepal) participated in the Thinking Conclave. Hari Prasad Lamsal, Joint Secretary and Chief of TVET, Ministry of Education, Science and Technology, and Saloman Rajbanshi, ILO Nepal, were invited as resource persons to the Thinking Conclave. [[BACK](#)]

Emerging leaders share skills and knowledge to foster transformative adult and community education in the Asia Pacific

Basic Leadership Development Course (BLDC)

25-30 November 2018, Auckland, Aotearoa



The BLDC 2018 was held in Auckland and was hosted by ACE Aotearoa, the lead body for Adult and Community Education (ACE) in Aotearoa New Zealand.

ASPBAE's pioneering Basic Leadership Development Course (BLDC) was held in Auckland this year. The course is held once every year, but special to this 2018 course was the integration into the content of Maori cultural practices and understanding. This was made possible by the very considerable input of the hosts, ACE Aotearoa, the lead body for Adult and Community Education (ACE) in Aotearoa New Zealand.

Twenty-three participants took part from 13 countries of ASPBAE's Asia Pacific sub-regions, with a strong contingent from the South Pacific. The Course Faculty was diverse and rich too. Course Directors were experts from ASPBAE's Executive Council (EC) representing East Asia, Eri Yamamoto; Southeast Asia, Kim Anh Nguyen; and the South Pacific, Peter Clinton-Foaese. Analiese Robertson, from ACE Aotearoa, Sandy Morrison, from the International Council

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The BLDC is held once every year, but special to the 2018 course was the integration into the content of Maori cultural practices and understanding.

of Adult Education (ICAE), and ASPBAE's Bernie Lovegrove joined as course facilitators along with Anita Borkar who joined virtually. Jose Roberto (Robbie) Guevara from RMIT University (Melbourne) was a course facilitator and provided mentoring support to the faculty. Bronwyn Yates, *Tumuaki* (CEO) of Literacy Aotearoa, gave a session helping reflect on their learning from their visits to organisations in Auckland.

The BLDC is a participative and experiential learning course, its content and method reflecting the principles of adult education. From the start, the course established essential strands reflecting Maori culture and wove them into the programme, focussing on the participants. It gave them a sense of place, allowing them to reflect on their own personal journeys, the importance of cultural history, local knowledge, indigenous culture, and the expertise gained from experience.



Course Directors for the BLDC 2018 were ASPBAE Executive Council Members Eri Yamamoto, Kim Anh Nguyen, and Peter Clinton-Foaese.

The New Zealand hosts presented opportunities for participants to experience Maori values first-hand through interactive sessions, visits to a *marae* (meeting ground - focal point of Māori communities throughout New Zealand), the museum, local community organisations, and through cultural performances.

Participants learnt of the importance of *Whakawhanaungatanga* – a relationship through shared experiences and working together which provides people with a sense of belonging; *Ako* – the inter-changeable role of teaching and learning, based on the relationship of the educator and their learners; and *Manaaki* - essential social behaviours of showing respect, being generous, and caring for others.

The course content advanced the agenda of Education 2030 in the region, and there were sessions on the SDGs, SDG 4.7 (skills) in particular, and on platforms for regional and global advocacy.



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Other sessions explored advocacy more deeply on a practical level for participants. There were sessions demonstrating how the SDGs are interconnected, on resilience in development and education, and the meaning of global citizenship education.

Linking to the SDGs, a film festival was organised to demonstrate the importance of the work of educators, advocates, community builders, and change agents. There were promotional materials on SDGs, films about poverty, education, environmental and globalisation issues, and films about creativity and practical solutions to bring about change.

Gender featured strongly in the content, with participants presenting on their own gender work. Participants broke into groups and presented short dramas on issues in their sub-region - how women are marginalised in organisational discussions and decision-making, how males can be privileged from birth, gender stereotyping, and domestic violence.

There was plenty of skills-building advice and sharing, sessions including active listening, negotiating, team building, leadership, and understanding group dynamics.

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ASPBAE will be monitoring the progress of the participants through a Tracer Study. The study intends to build a Community of Practice on adult education in the region.

One of the most inspiring parts of the course was the learning exchange to local community organisations in Auckland. Included in the visits were - *Do Good Feel Good*, a Pacific health innovation project creating a safe space for youth voices to be heard; the *Great Potentials Foundation* that works in low-income New Zealand communities, giving education and parental support; *E Te Whānau*, a Māori designed and led movement to create positive change that strengthens the extended family and prevents family violence; *Deaf Aotearoa*, an organisation working closely with deaf communities, government agencies, and other organisations to increase awareness, promote New Zealand sign language, and strengthen the rights of deaf people; *Ranui 135*, an organisation engaging young people through positive events and activities, growing youth leadership and community pride using digital storytelling to allow youth to tell their stories.

A strong feature of the BLDC was the daily reflection by the participants on their learning. Every morning groups presented on the previous day using different media - song, video, drama, slides, trivia games. What was striking was the confidence of the presenters, clearly comfortable in the trusting and supportive atmosphere. A final reflection was made in the sub-regions at the end of the course, with participants considering their future actions, and writing themselves a postcard, which will be delivered to them in six months' time.

Finally, and in keeping with the Maori cultural theme, there was a *poroporoaki*, a Māori farewell ceremony that is usual at the conclusion of a *hui* or gathering. It is an opportunity for *manuhiri* or the visitor to thank the hosts or *tangata whenua*. Analiese Robertson from ACE formally closed BLDC 2018.

ASPBAE will be monitoring the progress of the participants through a Tracer Study. The study intends to build a Community of Practice on adult education in the region. The participants have set up a dedicated Facebook group to keep in touch and support and encourage each other. [\[BACK\]](#)

ICAE Executive Council meets and participates in international civil society conference on global citizenship education

4-5 October 2018, Brussels, Belgium



During the High-level Political Forum, ICAE will advocate for the need to continue to advance the importance of youth and adult education in achieving quality education and lifelong learning for all.

The [International Council of Adult Education](#) (ICAE) Executive Committee met in Brussels to prepare for two key events in 2019.

As one of the Organising Partners of the Education and Academia Stakeholder Group (EASG), ICAE will play a significant role in the upcoming UN High-level Political Forum (HLPF) in July 2019 that will focus on SDG 4. During the High-level Political Forum, ICAE will advocate for the need to continue to advance the importance of youth and adult education in achieving quality education and lifelong learning for all. In addition, ICAE will support the EASG's commitment to ensuring and facilitating the meaningful participation of human rights-based education and academia organisations and networks in UN policy spaces, such as the HLPF.

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ICAE President, Sandy Morrison, challenged the participants not to forget indigenous knowledge systems and ways of learning when we advance global citizenship education.

On 3 October 2018, members of the ICAE Executive Committee actively contributed to the first international conference organised by Bridge 47 on the theme *Unlocking the Power of 4.7*. The conference was attended by more than 100 participants from civil society organisations from around the world. It was inaugurated by Maya Menezes from [The Leap Manifesto](#) (Canada) who encouraged the participants to not just work together, but to be open to engaging with others who may not fully agree with us, but who share our vision.

This was followed by a panel which was led by Sandy Morrison, ICAE President, who challenged the participants not to forget indigenous knowledge systems and ways of learning when we advance global citizenship education. Shirley Walters, ICAE Vice President for Africa, reminded the participants of the importance of linking back to local realities in our global citizenship education work. Other speakers were Claudia Cassoma ([CIVICUS](#)) who illustrated how we are all important parts of a larger puzzle that is our world, and Loizos Loukaidis (Association for Historical Dialogue and Research, Cyprus) who emphasized that, *"If we do not teach children peace, someone else will teach them war."*

During the conference, ICAE conducted two workshops. The first workshop was on SDG Target 4.7 and the role of adult learning and education in achieving sustainable development, chaired by Alan Tuckett, Professor of Education at the University of Wolverhampton, and former President of ICAE. The second workshop was on *Resilience as learning: An integrating concept for Target 4.7*, facilitated by Robbie Guevara, ICAE Vice President for the Asia Pacific and former ASPBAE President. The other workshop topics included embracing and learning from failure, how to measure outcomes of Target 4.7, how to avoid common problems in Global Citizenship Education through the use of the HEADS-UP tool, and how Global Citizenship Education can promote social civic movements.

The conference was concluded by Rilli Lappalainen, chair of the Bridge 47 Steering Group, who recognised the contribution of the participants in ensuring that the conference lived up to the values of global citizenship education - where everyone's voice is valued and heard. A video of the conference can be found [here](#).

Bridge 47 is an international network of civil society organisations committed to the achievement of UN SDG Target 4.7, in particular global citizenship education. It was co-created by 15 European and global organisations, together with CIVICUS, the International Council for Adult Education (ICAE), and the [European Association of Development Research and Training Institutes](#) (EADI). [\[BACK\]](#)



ICAE Secretary-General, Katarina Popovic, addressing participants of the conference.

Bulletin continued on next page...

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The newly-adopted Resolution considers that it is a requirement under human rights law and a necessity for the achievement of the SDGs that the European Union refrain from funding commercial private schools.

European Parliament bans EU development aid funding to commercial private schools

16 November 2018, Brussels, Belgium

In a breakthrough [Resolution](#), the European Parliament declared that the European Commission must not use development aid money to fund commercial private schools.

The newly-adopted Resolution, which was adopted by over 90% of the votes, considers that it is a requirement under human rights law and a necessity for the achievement of the Sustainable Development Goals that the European Union refrain from funding commercial private schools.

"This confirms our analysis that taxpayers' money should not be used to fund private school chains or for-profit actors in education. Given the detrimental impact of such schools on transparency, democracy and quality, such funding is a violation of States' human rights obligations and global commitments to free quality education," said Kira Boe from the Danish Oxfam-IBIS.

This Resolution sets a crucial precedent amidst major concerns that the fast-paced growth of private actors in education in developing countries could be undermining decades of progress in building non-discriminatory free public education systems. One major donor country, the UK, has begun in recent years to fund commercial actors as part of a [contested](#) programme, while the US is considering doing the same. This led to detrimental effects on quality and access to education that this Resolution hopes to reverse.

Carole Coupez, of the French Education Coalition, said: *"The evidence is clear: it's only by funding quality public education systems that we can overcome poverty and guarantee social justice in developing countries. The European Parliament positions the EU as the leader it should be to guarantee public services for all."*

While the Resolution does not prevent the European Commission from funding small-scale non-profit private schools, such as faith-based, NGO or community schools, it calls on prohibiting funding to "commercial establishments". Such establishments have been regularly referred to by [UN resolutions](#), and defined in a 2016 [civil society paper](#) signed by over 400 organisations as establishments whose one of the primary goals, although not necessarily the only goal, is "to trade education services and to protect their own interests rather than serving the public interest".

"The resolution makes clear that for-profit private providers such as the highly controversial school chain multinational [Bridge International Academies](#), which operates over 500 schools targeting poor families in four African countries and in India, [Omega Schools](#), which operates in Ghana and Liberia, or [APEC schools](#) in the Philippines, which are commercial establishments, do not align with EU's principles and values. It is in the DNA of the EU and European countries to



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In March 2018, over 80 organisations demanded that the European Investment Bank withdraw its investment in the for-profit private school chain, Bridge International Academies.

guarantee education as a right and public service,” said Sylvain Aubry, from the Global Initiative for Economic, Social and Cultural Rights.

The Resolution comes at a time when controversies about public support to commercial education providers are raging. In March 2018, over 80 organisations demanded that the European Investment Bank withdraw its investment in the for-profit private school chain, [Bridge International Academies](#). In the meantime, the [Global Partnership for Education](#) (GPE), a multilateral body which funds education in over 65 countries, is in the process of finalising its policy position on its engagement with private actors.

“We now expect that the European Commission, which is currently the largest funder to GPE, will act in accordance with this Resolution and ensure that GPE set a clear policy that none of its funding is used to support commercial private schools. The European Commission must also take steps to ensure that the European Investment Bank equally acts in conformity with EU values and policies, and immediately withdraws its funding from commercial educational establishments”, concluded Conny Reuter, from SOLIDAR.

The Global Partnership for Education (GPE), a multilateral body which funds education in over 65 countries, is in the process of finalising its policy position on its engagement with private actors.

The EU joins a growing group of donors that have expressed concerns about the growing commercialisation of education and committed to address it. The UN Human Rights Council has published four resolutions requesting to “address any negative impact of the commercialisation of education”, and France [committed](#) in March 2017 to “act against any attempt at commercialisation of education”. This new Resolution from one of the largest actors in education development aid could set the trend for all the other donors that appear unwilling to follow the UK and US’s approach.

This write-up is based on a press release prepared and released by several organisations including [Right to Education](#), the [Global Initiative for Economic, Social and Cultural Rights](#), [ActionAid](#), and [Oxfam](#), amongst others. [BACK]

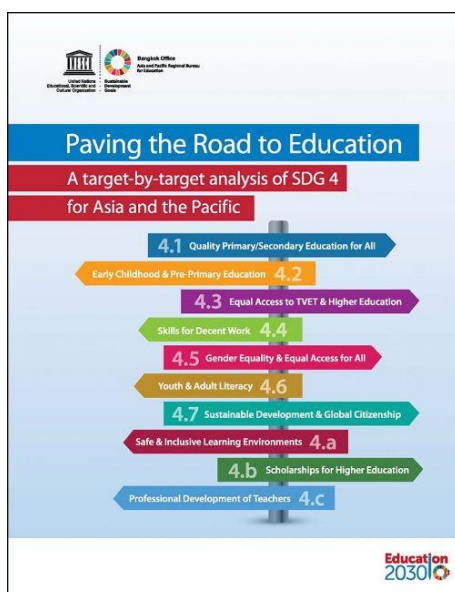
PUBLICATIONS

Paving the Road to Education: A Target-by-Target Analysis of SDG 4 for Asia and the Pacific

The globally-adopted development agenda, ‘*Transforming our World: the 2030 Agenda for Sustainable Development*,’ has established ambitious intentions that build on the past Millennium Development Goals but also expand on their achievements.

The Sustainable Development Goal 4 on education propels forward the vision of ensuring inclusive and equitable quality education and to promote lifelong learning opportunities for all through a holistic, aspirational, and systematic education agenda. Education monitoring is an integral part in this process.

This [publication](#) delivers a data-rich snapshot of Sustainable Development Goal 4, its targets, and their monitoring indicators while analysing available data through a lens of inequality. Assessing the progress which countries have made



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in the recent past as well as where countries currently stand, this publication sets a baseline against which Member States from Asia and the Pacific are able to monitor progress in achieving the Goal 4 over time but at latest by 2030.

Finally, after discussing emerging opportunities and remaining challenges in the region, this publication seeks to assist Member States in identifying what steps can be taken to ensure that the region will achieve the new education agenda.

This write-up is derived from information appearing on the [UNESCO website](http://unesco.org).

Who cares about older women's work?

This [briefing paper](#) seeks to raise awareness of the critical but invisible work that older women do - paid and unpaid - in developing country contexts. Using [original research conducted for Age International](#) by the Overseas Development Institute (ODI), this paper makes clear how [gender norms and inequalities intersect](#) with poverty, public health issues, and human rights to drive older women to do paid and unpaid work that negatively affects their wellbeing – while their families, communities, and economies depend heavily on the work they do.

Some of the key highlights of the briefing paper include – (1) 1 in 7 older women are in the workforce, in low and middle-income countries; (2) Older women do more than twice the amount of unpaid care that older men do; (3) Older women do unpaid - often undesirable work - that few others are willing to, yet this work is not counted in economic and labour data, rendering older women's work invisible; (4) Inequalities women face in society can continue into older age and be aggravated by age discrimination - making their lives worse, while they are helping others; (5) Older women can benefit from doing different types of paid and unpaid work - provided the work is a choice and they have the right support. *This write-up draws from information available on [Age International's website](#).*

[\[BACK\]](#)

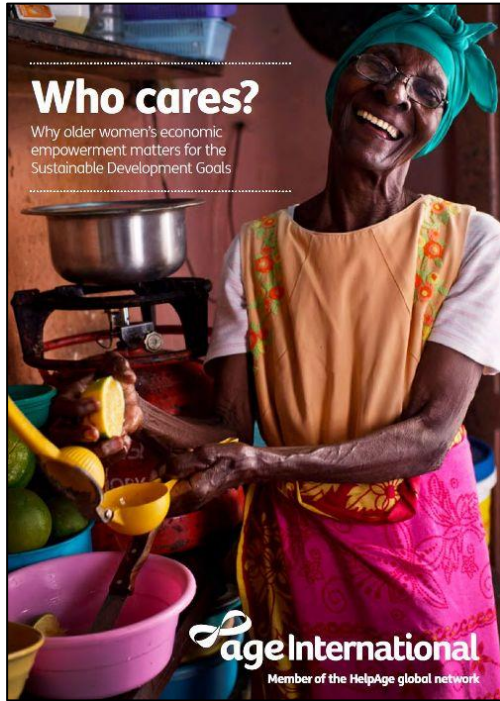
VIDEO

#RightToEducation - That moment you achieve your lifelong dream

Achieving a lifelong dream through love and determination. Watch this inspiring story [here](#) on YouTube of a young girl and her grandfather as they embark on a quest to learning. Did you know that some 750 million youth and adults still cannot read and write? The #RightToEducation covers all ages.

Join UNESCO's campaign to bring global awareness of this crucial human right and help make it a reality for everyone. Find out more [here](#).

This write-up is based on information appearing on the [UNESCO website](http://unesco.org). [\[BACK\]](#)



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