ASPBAE THIS MONTH

Steering the development of the 2020 strategic plan of the Global Partnership for Education (GPE)

Full article

Strengthening engagement on education priorities and planning for education advocacy in 2020

7ᵗʰ Meeting of the SDG-Education 2030 Steering Committee - Full article

Identifying methodologies and scope of 5-year progress review of education in the Asia Pacific - Full article

ASPBAE participates in 2ⁿᵈ UNESCO Community-based ESD Project Meeting

Full article

UNESCO's General Conference: a global laboratory of ideas

Full article

Better understanding SDG 4.7 for advocacy in the Asia Pacific

ASPBAE and the Coalition for Education Development (CED), Sri Lanka, organised a regional workshop on SDG 4.7 which aimed to build capacities of ASPBAE member organisations to better understand SDG 4.7 and undertake advocacy actions in their countries. - Read more

Unpacking SDG 4, basic, youth and adult education and learning in ASPBAE's flagship annual leadership course

Basic Leadership Development Course (BLDC)

This year, ASPBAE's Basic Leadership Development Course (BLDC) aimed to foster greater interaction between education and the wider SDGs and strengthen interaction between practitioners of youth and adult education and SDG 4 advocates. - Read more

Civil society education advocates call for action to prioritise education on political agendas

9ᵗʰ Global Meeting of the UNESCO CCNGO Education 2030

The 9ᵗʰ Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO2019) aimed to build on the experiences of civil society organisations and strong commitments to strengthen collective initiatives towards the realisation of the SDGs and education related targets. - Read more

Identifying challenges in Arab education systems

Arab Campaign for Education for all (ACEA) Regional Symposium and General Assembly

The Arab Campaign for Education for All (ACEA) conducted a Regional Symposium on '*The Social Outcomes of the Educational System*' in Tunisia. ACEA also organised its General Assembly aimed at consolidating the efforts of ACEA members and networks in the region towards a regional strategy for achieving SDG 4.

Read more

GCE Board identifies challenges, opportunities, engagement, and actions for 2020

The Global Campaign for Education (GCE) held its Board meeting in Tunisia where it agreed on the theme of Global Action Week 2020, funding challenges, youth engagement, and participation in global advocacy platforms. - Read more

ASPBAE THIS MONTH

Member of the Month

Organisation of Environment and Children Rights Preservation (OECRP), Sri Lanka

OECRP's mission is to uphold and ensure equal opportunities of children, youth, women, and disadvantaged communities by implementing participatory mobilisation programmes to contribute to sustainable development in Sri Lanka.

OECRP aims to, amongst other things, preserve, promote, and uphold children's rights and privileges, advance education issues, and develop, preserve, and conserve the environment and natural resources in Sri Lanka.

Photo of the Month

The aim of World Children's Day, celebrated annually on 20 November, is to raise awareness of and support children's welfare across the globe.

ASPBAE Lens

This is a space where ASPBAE features photos its staff has taken. The photos represent their perception of life around them, the interesting things they see, inspiring moments they observe, and beautiful imagery they capture. In this edition, we feature a photo taken by Sandeep Joshi, Project Accountant & Senior Finance Officer.

Sandeep Joshi
Project Accountant & Senior Finance Officer

EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight UNESCO's initiative to address child marriage and early pregnancy through education.

Governments recognise role of education in addressing child marriage and early pregnancy

Child marriage and early pregnancy is a global concern, particularly in areas such as Eastern and Southern Africa, where pregnancy rates range from 15% in certain countries to over 25% - some of the highest in the world. It has a major impact on the lives of adolescents, especially girls, in terms of their health, social, economic, and education outcomes.

UNESCO Member States have come together for the first time on this issue, expressing deep concern over the continuing negative impact on the duration and quality of girls' education as a result of child, early and forced marriage, and early and unintended pregnancy, emphasising that education is a human right for all girls.

The Government of Zambia proposed a draft resolution to the 207th session of UNESCO's Executive Board in October 2019 that stressed the need for all Member States to do more to ensure that all girls, including those affected by child marriage and early pregnancy, not only attend school but also receive a quality education. The decision calls on Member States to provide extra budgetary resources, and invites the Director-General to strengthen UNESCO's public awareness efforts and implement concrete measures to address the problem.

Nyaradzayi Gumbonzvanda, African Union Goodwill Ambassador to End Child Marriage, has welcomed the decision, which she said reflected not only a commitment to girls' education, but also to their rights and well-being for a lifetime. "*Maintaining girls in school is key to preventing child, early and forced marriages. At the same time re-entry back to school for survivors of such abuse creates opportunities for rebuilding the social and economic assets of these girls,*" she said.

Introducing the Our Rights, Our Lives, Our Future (O³) Programme
2018-2022

The resolution notes UNESCO's "Her education, Our future" initiative, which seeks to accelerate action for girls' and women's education and the Organization's work to deliver the "Our rights, Our lives, Our future" programme, focused on strengthening policies and practices to provide good quality education for girls and boys throughout sub-Saharan Africa.

One of the largest initiatives to reduce new HIV infections, early and unintended pregnancy, gender-based violence, and child marriage, the 03 programme is expected to reach 20 million learners in 64,000 primary and secondary schools, 47, 000 pre-service teachers, and 367,000 in-service teachers, all across sub-Saharan Africa.

The programme, supported by the new Let's Talk campaign, was launched by UNESCO, UNFPA, SAFAIDS, and Save the Children, to encourage a dialogue around the issue of early and unintended pregnancy. The campaign, which has garnered high-level support in the region, demonstrates the commitment by education, health and other policy makers to ensuring that adolescents have the knowledge, agency and support to prevent early and unintended pregnancies and reach their full potential.

The resolution, adopted by the Executive Board, is based on UNESCO's key role in contributing to the implementation of the Sustainable Development Goals (SDGs); notably SDG 5, which aims to achieve gender equality and empower all women and girls, and SDG 4, on inclusive and equitable quality education. [BACK]

Better understanding SDG 4.7 for advocacy in the Asia Pacific

16-18 December 2019, Negombo, Sri Lanka

The SDG 4.7 workshop, co-organised by ASPBAE and CED Sri Lanka, explored the interconnections between SDG 4.7 and other SDG 4 targets such as quality, equity, and inclusion.

National education coalitions have observed that SDG 4.7 is an area that national governments consider most difficult to concretise and also an area where there are major gaps in data.

The workshop was a platform to share experiences and identify lessons from practices in Education for Sustainable Development and Global Citizenship Education to strengthen SDG 4.7 implementation.

The Asia Pacific region has been comparatively vulnerable to political conflicts and disasters that not only displace people but also destroy economies and diminish the cultures of communities and countries. "Education" can enable children, youth, and adults and the vulnerable to challenge, act on and transform these realities. Hence, among all the SDGs, SDG 4 has been designed to set specific goals towards education and evidently, it encompasses all the other SDGs. Further, the SDG 4.7 target (sustainable development and global citizenship) provides the framework and platform and calls for transformative education for sustainable development (ESD).

It is in this context that ASPBAE and the Coalition for Education Development (CED), Sri Lanka, organised a regional workshop on SDG 4.7 in Negombo. Participants from 11 countries and from UNESCO Sri Lanka took part in the workshop which aimed to build capacities of ASPBAE member organisations to better understand SDG 4.7 and undertake advocacy actions in their countries. National education coalitions have observed that SDG 4.7 is an area that national governments consider most difficult to concretise and also an area where there are major gaps in data. The workshop also aimed to deepen understanding on education in emergencies and the linkages with SDG 4.7.

For a holistic approach to SDG 4.7 advocacy, the workshop explored the interconnections between SDG 4.7 and other SDG 4 targets such as quality, equity, and inclusion. Links were made with education goals in the other SDGs (such as with SDG 5 on gender equality, SDG 13 on climate action, and SDG 12 on sustainable consumption and production), as well as with other UN resolutions such as the ESD 2030 and the Guiding Principles of the 1974 Recommendations concerning Education for International Understanding, Cooperation, and Peace and Education Relating to Human Rights and Fundamental Freedoms.

The workshop provided a platform to share experiences and identify lessons from practices in Education for Sustainable Development (ESD) and Global Citizenship Education (GED) that can inform policy advocacy and further strengthen the implementation of SDG 4.7 that will benefit learners from marginalised communities

The practical and real-world experiences of participants undertaking SDG 4.7 related work helped build understanding on the linkages between education in emergencies and SDG 4.7 and how embedding SDG 4.7 in the education system can promote peace building and sustainable development.

Field visits were organised where participants saw ESD and GCED frameworks being implemented in communities. One group visited MAS Holdings, an apparel manufacturing business that has taken multiple steps to make its business and manufacturing process sustainable and to remain connected with the community. The second group visited a sustainable bio-gas plant run by Jetwing Hotels and

Participants from India the Philippines spoke about efforts to mainstream ESD in pilot schools and organising trainings for teachers on positive discipline, promoting respect for human rights and peace.

The workshop generated approaches for capacity building of teachers, community educators, and education advocates that can be mainstreamed in public education systems and through community learning centre.

ASPBAE President, Nani Zulminarni (L), addressing participants of the 2019 BLDC that was held in Indonesia and hosted by PEKKA, an ASPBAE member.

The BLDC aims to foster greater interaction between education and the wider SDGs and strengthen interaction between practitioners of youth and adult education and SDG 4 advocates.

the Mayor of Negombo. The latter talked about peace building initiatives in the community after the Easter Bombings of April 2019 and sustainable practices in the city.

The participants, including ASPBAE members and international partners, shared good practices on community-based ESD, GCED, and gender equality in education. The Centre for Environment Education (CEE) presented their efforts in mainstreaming ESD in 600 pilot schools in India. E-Net Philippines showcased its nationwide trainings for teachers on positive discipline that promoted respect for human rights and peace.

The Asia-Pacific Cultural Centre for UNESCO (ACCU) shared useful tools in embedding SDG 4.7 in schools. These good practices demonstrated how such frameworks can be adopted in interventions, and be replicated at national and regional levels. They highlighted SDG 4.7 policy and programme developments at both community and school levels and highlighted efforts that link communities and schools, and individuals to communities and children, youth, and adults.

The workshop generated lessons and approaches for effective capacity building of teachers, community educators, and education advocates that can be mainstreamed in public education systems – both informal and non-formal, and through community learning centres.

Participants created a road map on the advocacy issues they would like to work on, as well as the capacity building of stakeholders they would like to engage in their SDG 4.7 work. [BACK]

Unpacking SDG 4, basic, youth and adult education and learning in ASPBAE's flagship annual leadership course
Basic Leadership Development Course (BLDC)
Bogor, Indonesia, 12-17 November 2019

This year's Basic Leadership Development Course (BLDC), ASPBAE's flagship capacity building training programme, was hosted by PEKKA, an ASPBE member in Indonesia. Thirty-three participants from 16 countries in the Asia Pacific participated in the 6-day residential course.

The BLDC aims 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 SDG 4 advocates. More specifically, the BLDC in Bogor addressed issues such as the principles of adult learning; frameworks for transformative education (rights-based approach to education and development, lifelong learning perspectives, gender equality and education, education for sustainable development, and global citizenship education); adult education practice and lifelong learning provisioning (regional overview; SDGs and SDG 4); thematic engagements, policy platforms, and frameworks for developing leadership in basic, youth, and adult education and lifelong learning; and building and mobilising networks.

Interactive sessions were integrated in the BLDC to enable participants to share experiences and to learn from one other.

Course Directors for this BLDC were ASPBAE President, Nani Zulminarni; and Executive Council members Peter Clinton Foaese (L) and Kim Anh Nguyen (R); along with ASPBAE's Anita Borkar who was the Course faculty member.

The CCNGO2019 meeting aimed to build on the experiences of civil society organisations and strong commitments to strengthen collective initiatives towards the realisation of the SDGs and education related targets.

A vast array of interactive sessions was integrated in the programme to enable participants to share experiences and to learn from one other. The Course Directors – ASPBAE President, Nani Zulminarni; ASPBAE Executive Council Member representing the South Pacific, Peter Clinton Foaese; and ASPBAE Executive Council Member representing Southeast Asia, Kim Anh Nguyen; along with Course faculty member, Anita Borkar (ASPBAE) – worked to ensure that the content designed was pertinent and relevant to the context of the participants. Regional Director for South and Southeast Asia, DVV International, Johann Heilmann, provided rich inputs on the SDGs and the relevance of Adult Learning and Education (ALE).

One of the most important segments of the BLDC were the site visits where participants had the opportunity to visit and interact with local organisations in Bogor which have demonstrated credible and sustained efforts to empower communities. An open-air session in the local Botanical Garden was highly innovative. The refreshing beauty of the garden lent itself to learning through simulation and other activities, followed by collective reflection and synthesis.

The solidarity dinner and cultural evening were the icings on the cake! The exposure to diverse cultures through song, dance, stories, languages, and national dress made for a truly memorable evening. Special invitees for the cultural evening were the BLDC alumni based in Indonesia who shared how the BLDC had helped them in their work and personal lives.

On the final day of the Course, participants were asked to prepare action plans reflecting on the learnings from the BLDC and ways of integrating them to the on-going work of their organisation where ASPBAE would provide technical and mentoring support for the completion of the action plans. These will be documented in the BLDC Tracer Study that aims to track and document BLDC alumni's application of learning from the BLDC, especially with respect to how those learnings support their work towards the SDGs and SDG 4. [BACK]

Civil society education advocates call for action to prioritise education on political agendas

9th Global Meeting of the UNESCO CCNGO Education 2030

2-5 December 2019, Tunis, Tunisia

The 9th Global Meeting of the Collective Consultation of NGOs on Education 2030 (CCNGO2019) was organised by UNESCO in Hammamet and hosted by the Global Campaign for Education (GCE), alongside the Arab Campaign for Education for All (ACEA) and the National Association of the Right to Education (ANDET).

The Global CCNGO2019 brought together 131 participants, including international, regional, and national civil society actors from 85 organisations, including the teaching profession and student organisations. The CCNGO2019 aimed to build on the experiences of civil society organisations (CSOs) and strong commitments to strengthen collective initiatives towards the realisation of the SDGs and education related targets.

The focus of the meeting was the role and engagement of civil society organisations in supporting equity and inclusion in the implementation of SDG 4-Education 2030 at national, regional, and global levels.

Refat Sabbah, GCE President (above), Stefania Giannini, UNESCO Assistant Director-General for Education, and Hatem Ben Salem, Minister of Education, Tunisia, delivered the opening remarks.

ASPBAE President, Nani Zulminarni, participated as a panellist in a session on 'Making lifelong learning a reality', with ASPBAE's Bernie Lovegrove moderating.

The meeting provided a space for discussion on where civil society stands since the last CCNGO Global Meeting (May 2017), activities undertaken, key challenges encountered, progress achieved, and opportunities identified for the way forward.

The focus and major theme of the meeting was the role and engagement of civil society organisations in supporting equity and inclusion in the implementation of SDG 4-Education 2030 at national, regional, and global levels.

Opening remarks were given by Stefania Giannini, UNESCO Assistant Director-General for Education; Refat Sabbah, GCE President and General Director and Founder of the Teacher Creativity Centre; and Hatem Ben Salem, Minister of Education, Tunisia.

Six plenaries were held on – inclusion imperative; meeting our commitments; report of the CCNGO-ED 2030 Coordination Group; joint initiatives; outcome debate and recommendations; and elections of the coordination group. Eight parallel sessions were organised on - (1) The right to quality education; (2) The provision of education in conflict or crisis; (3) Teachers, curriculum, assessment, and learning environments; (4) Adult learning and education for active citizenship decent work and sustainable development; (5) Effective governance, accountability, democratic participation, minimising fragmentation through partnerships, and cross-sectoral collaboration; (6) Advocating for increased, effective, innovative, and accountable financing; (7) Data collection, research, review, monitoring, and reporting; and (8) Changing mind sets - eliminating cultural and social barriers to quality education, advocating, and raising awareness.

ASPBAE led on the session on '*Making lifelong learning a reality: Adult learning and education for active citizenship, decent work, and sustainable development*' during the meeting. ASPBAE President, Nani Zulminarni, participated as a panellist and ASPBAE staff, Bernie Lovegrove, was the moderator of the panel. The session focused on the barriers to achieving adult education and lifelong-learning, given the specific impact of labour market changes on jobs and the demand for skills. It also discussed policy measures and solutions that can simultaneously equip the current and next generation of the workforce with the skills they will need for a not-yet-imagined future. Key messages emerging from the session were – (1) Public education must strengthen adult and lifelong learning opportunities, e.g. literacy, numeracy, analysis, synthesis, critical thinking, problem-solving, promoting citizenship, leadership, values and ethics; and (2) Enhancing CSO capacity for generating grassroots evidence and data, analysis of budget and tracking resource utilisation, power mapping, and advocating for the right to education covering the full SDG 4 agenda including lifelong learning is critical.

ASPBAE's Rene Raya participated as a panellist in two sessions at the event. In the plenary session on '*SDG 4-Education 2030: Meeting our Commitments*', Rene spoke about the Spotlight Reports prepared by national education coalitions in 16 countries across the Asia Pacific. He emphasised financing and equity as the critical gaps in the rollout of SDG 4 in the region.

ASPBAE's Rene Raya participated as a panellist in a session on '*SDG 4-Education 2030: Meeting our Commitments*' and '*Inclusion, make it known – Data collection, research, review, monitoring*', highlighting that many countries in the region do not have a culture for data, and that education plans are not based on robust studies.

Rasheda Choudhury of CAMPE Bangladesh participated in the CCNGO meeting. Other ASPBAE members who participated were NCE Nepal, AFE Mongolia, and NRCE-NFE Nepal.

Wolfgang Leumer of the Global Campaign for Education (GCE) speaking at the CCNGO meeting where participants called for strengthening the critical role of civil society in ensuring the right to education for all.

In the parallel session on '*Inclusion, make it known – Data collection, research, review, monitoring*', organised by the Campaign for Popular Education (CAMPE), Bangladesh, and moderated by its Executive Director, Rasheda Choudhury, Rene noted that in many countries in the region, there is hardly any culture for data, and that education plans are not based on robust studies which present clear evidence for decision-making. He also shared that ASPBAE and its members have been doing studies which provide valuable insights, particularly on the marginalised sectors, including youth and adults who have very limited access to literacy and other adult learning programmes.

Bernie Lovegrove was also part of the final plenary session which appraised the different CSO approaches at national, regional and global levels to advance inclusion in education through political mobilization, linkages between social sectors, advocacy and peer learning, drawing from the outcomes of the 8 parallel sessions of the assembly.

A number of ASPBAE members attended the Meeting: Campaign for Popular Education (CAMPE), Bangladesh, National Campaign for Education for All (NCE) Nepal, All for Education (AFE) Mongolia, and the National Resource Centre for Non-Formal Education (NRCE-NFE), Nepal.

Noting the education crisis, participants called for strengthening the critical role of civil society in ensuring the right to education for all. They affirmed that this requires the setting up of institutionalised mechanisms for meaningful civil society participation at national, regional, and international levels, including in the global education architecture, leveraging collective dialogue and action.

Participants further called for protecting and advancing the right to full participation of students, youth, teachers and parents associations, communities, and civil society organisations in education policy making and monitoring, with particular attention to involving marginalised groups.

CCNGO members committed to building the capacity of civil society organisations to engage with different stakeholders and lead collective action to defend the right to education as a human right, public good, and State responsibility. They expressed deep concern about the growth in education privatisation and commercialisation and affirmed that all private provision must be well regulated and aligned with human rights principles. They stressed the need to strengthen partnerships with other social sectors, parliamentarians, and the media to promote inclusion and equity. They also highlighted the importance of building the capacity of civil society actors to collect and analyse evidence-based data on the most marginalised groups.

The Outcome Statement of the 9th CCNGO was adopted on 4 December 2019. ASPBAE was represented in the Drafting Committee by Bernie Lovegrove.

Over the next biennium, the CCNGO, supported by its Coordination Group and UNESCO, will draw up a road map which will involve consultations and submissions, advocacy efforts (campaigns and events), and community building through an online space.

CCNGO members committed to building the capacity of civil society organisations to engage with different stakeholders and lead collective action to defend the right to education as a human right, public good, and State responsibility.

The CCNGO will call for social and political action for education through the 7 priority areas agreed upon at the Global CCNGO meeting – (1) Strengthen evidence-based policy dialogue to raise awareness and influence government policy through dedicated mechanisms; (2) Ensure that legal, policy and planning frameworks adopt an inclusive rights-based approach; (3) Guarantee education and psycho-social support for refugee, displaced and migrant children, and ensure that teachers are trained to be sensitive to their cultural identities; (4) Support teachers with training to promote a culture of inclusion and to help students open their minds through critical pedagogies. Adequate salaries, decent working conditions and more autonomy are essential to support and value the profession; (5) Allocate dedicated budgets to adult learning, the least supported part of the lifelong learning; (6) Invest in disaggregated data to capture the full reality of exclusion and to hold governments accountable; and (7) Encourage citizen monitoring of public budgets on education to ensure resources are directed to support equity and inclusion.

This write-up draws from a report of the meeting compiled by UNESCO and GCE. [BACK]

Identifying challenges in Arab education systems

Arab Campaign for Education for all (ACEA) Regional Symposium and General Assembly

29 November – 1 December 2019, Hammamet, Tunisia

By Abeer Takrori Tamimi, Arab Campaign for Education for all (ACEA)

The Arab Campaign for Education for All (ACEA) conducted a Regional Symposium on '*The Social Outcomes of the Educational System*' in Tunisia. The Symposium brought together national and regional civil society coalitions, and main stakeholders and key players of the education sector in the Middle East and East Europe. Participants from different regions, such as Latin America, Africa, and the Asia South Pacific, also participated.

The Arab Campaign for Education for All (ACEA) conducted a Regional Symposium in Tunisia that identified the challenges in the Arab education system and enabled a dialogue on the framework for an education movement in the region.

The Symposium provided an opportunity to identify the challenges in the Arab education system and to have a discourse on the framework for an education movement in the region.

Oxfam Ibis, the Arab Network for literacy and Adult Education (ANLAE), the Global Partnership for Education (GPE), Global Campaign for Education (GCE) and its regional members including the Asia South Pacific Association for Basic and Adult Education (ASPBAE), Open Society Foundations (OSF), Save the Children, the Right to Education Initiative, and national education coalitions, especially those working on conflict and emergencies, actively participated and contributed to the Regional Symposium. ASPBAE President, Nani Zulminarni spoke during the symposium on Gender and education within the SDGs.

ACEA also organised its General Assembly that aimed to consolidate the efforts of ACEA members and networks in the region towards a regional strategy for achieving SDG 4

In addition to the Regional Symposium, ACEA organised its General Assembly meeting of coalition members on 1 December 2019. The General Assembly aimed to consolidate the efforts of ACEA members and networks in the region

ACEA's General Assembly included a review of ACEA's major activities and accomplishments, strategising for its plan for 2020-2022., and Board elections.

towards a regional strategy for achieving SDG 4. The meeting included a review of the current role of the member coalitions – their experiences, success stories, and challenges they face - and the main focus areas of their future plans in 2020.

A review was also held of ACEA's major activities and accomplishments for 2017-2019. This was presented alongside ACEA's future strategic plan for 2020-2022. The meeting was followed by ACEA Board elections. Zahi Azar of the Lebanese Coalition for Education was elected ACEA President. The announcement of procedures and directions of the elections was headed by a regional monitoring committee which included ASPBAE President, Nani Zulminarni.

The meeting aimed to identify the focus areas which this online learning content would cover and discuss essential knowledge and best practices that should be included in each area, as well as effective methodologies and approaches for disseminating this content to target populations (which may include governments, non-governmental organisations (NGOs), UN agencies, academics, and CLC directors, managers and facilitators. [BACK] *Photo credits: ACEA*

GCE Board identifies challenges, opportunities, engagement, and actions for 2020
6-8 December 2019, Hammamet, Tunisia

By Jose Roberto (Robbie) Guevara, GCE Board Member representing the Asia Pacific, and former ASPBAE President

The Global Campaign for Education (GCE) held its Board meeting in Hammamet following the 9th Global Meeting of the Collective Consultative of NGOs (CCNGO) Education 2030.

A key decision that would be of interest to ASPBAE members is how the Board decided that the 2020 Global Action Week for Education (GAWE) will be celebrated from 26 April-2 May with the theme, '*10 Years Left To 2030: Civil Society's Solutions, Recommendations, and Plans of Action to Reach SDG 4*'.

The Global Campaign for Education held its Board meeting in Tunisia following the 9th Global CCNGO meeting.

In addition, the Board discussed the challenges faced by the GCE in the light of major changes from previously being the fund manager of the Civil Society Education Fund (CSEF), which formally concludes in early 2020, and will transition into a new programme funded by the Global Partnership for Education called Education Out Loud (EOL).

Another key agenda item was a discussion about the development of a GCE youth strategy and youth engagement, which aims to enhance the representation and visibility of young people within the movement.

Engagement and positions with a number of global campaign platforms was also debated, this included the GPE Private Sector Strategy, the Abidjan Principles, the International Finance Facility for Education (IFFEd), Education Outcome Fund (EOF), and the Privatisation and Education Financing campaign. Furthermore, the Board also reviewed GCE's engagement in the UN High-level Political Forum (HLPF), identifying lessons learned to guide future participation.

The Board meeting took place within the background of GCE's 20th Anniversary that was celebrated during the CCNGO meeting preceding the Board Meeting. [BACK]

> One of the key discussion points was the development of a GCE youth strategy and youth engagement, which aims to enhance the representation and visibility of young people within the movement.

Steering the development of the 2020 strategic plan of the Global Partnership for Education (GPE)

8-12 December 2019, Nairobi, Kenya

The Global Partnership for Education (GPE) Board of Directors met in Nairobi as the Partnership enters the final year of its 2020 strategic plan. As such, a substantial part of the meeting was devoted to agreeing the steer to start developing the next strategy for the succeeding five years.

The civil society constituencies in GPE have been actively engaged in informing the steer of the strategic planning process and in participating in the consultative processes facilitated by the GPE Secretariat to inform the Board deliberations.

A substantial part of the GPE Board of Directors meeting was devoted to agreeing the steer to start developing the next strategy for the succeeding five years.

> Southern CSO Constituency (CSO2) representatives to the GPE Board - Camilla Croso (main CSO2 representative) and Maria Khan (alternate CSO2 representative) - conducted online consultations within the constituency to shape the CSO2 positions and interventions during the Board meeting.

Southern CSO Constituency (CSO2) representatives to the GPE Board - Camilla Croso (main CSO2 representative) and Maria Khan (alternate CSO2 representative) - conducted online consultations within the constituency to shape the CSO2 positions and interventions during the Board meeting. They have also pro-actively engaged with the other constituencies within GPE, such as the Developing Country Partners (DCP), Donors, Foundations, and other CSOs, to try to steer the Board into a strategic plan that is fully aligned with the SDG 4 both in vision and in financing.

But despite these spirited efforts, the Board decision language only moved a little bit in terms of how the financing framework can go beyond schooling but clearly nowhere near full alignment with SDG 4.

The following were the key points on the Board decision steer on strategic plan -

- Re-affirms GPE's commitment to SDG 4.
- Re-affirms our commitment to equity, inclusion, and learning, including the central role of quality teachers and teaching, and the importance of gender equality;
- Recognising the majority of education financing comes from domestic resources, GPE will support national governments in the planning, sustainable financing, monitoring and reviewing of holistic education systems for system-wide impact based on the principle of leave no one behind.
- Recognising that the detailed use of GPE resources will be determined by country level data, evidence, inclusive dialogue, and country context, noting the importance of building strong foundations from the early years, GPE

The Global Partnership for Education (GPE) Board of Directors met in Nairobi as the Partnership enters the final year of its 2020 strategic plan.

ASPBAE Secretary-General, Maria Khan (L), and Camilla Croso (R) of the Latin America education network (CLADE), with Alice Albright (centre), CEO of the Global Partnership for Education, at the GPE Board of Directors meeting in Kenya.

The CSO2 constituency expressed concern that SDG 4 adult education and adult literacy targets are being left out of funding in all global financing mechanisms to date.

CSO2, UNESCO, Developing Country Partners (DCPs), and some donors argued for the financing to be aligned to the full SDG 4 agenda, prioritising the poor and marginalised, and based on country needs and contexts.

implementation financing focuses on the poor and the most marginalised, and prioritises at least one year of pre-primary education and 12 years of education and training.

CSO2, UNESCO, Developing Country Partners (DCPs), and some donors argued for the financing to be aligned to the full SDG 4 agenda, prioritising the poor and marginalised, and based on the country context and needs as defined at the country level. The DCPs were particularly keen on skills and technical and vocational education and training (TVET) as priority for GPE funding - given unemployment of youth, technological development, and the impact of the climate crisis. Many argued for life skills or 21st century skills, including critical thinking, communication, problem solving, ability to work in groups, etc. They were also keen that GPE funding priorities be defined at the country level, not ordained globally.

Despite the narrow financing focus in the final GPE decision language, the CSO2 constituency made a clear statement at the end of the Board discussions, registering a CSO2 concern that adult education and adult literacy targets of SDG 4 are being left out of funding in all global financing mechanisms to date. The CSO2 Board representatives requested that GPE consider in its strategic planning moving forward how to leverage its strength to address this huge gap.

The Board approved a strong set of Guidelines setting out the conditions and processes under which exemptions for exceptional circumstances of the Private Sector Engagement Strategy (PSES) may be considered. Many mentioned they hoped the exemptions would not have to be resorted to, and the guidelines strong enough to prevent any slide away from the strengthening of public education systems. CSO2 read out a statement sharing submissions from CSO coalitions in Haiti and Somaliland expressing concerns about the exemptions document. Both, especially Haiti, were set out as examples of countries where the public education is so weak that non-state actors dominate education provisioning. What Haiti CSOs have however noted is that by law, the non-state providers are not for profit so there was no reason to have an exemption allowing for-profit providers of education services in their country.

Another key Board decision relates to the operationalisation of an earlier Board decision to fund Syria. A means of funding Syria through the UN mechanisms in the country was finally agreed, following a strong push from CSOs.
Under the agenda item '*Increasing Efficiency Through Delegation*,' the CEO of GPE has been given a delegated authority to approve ESPIG/Multiplier grants (including accelerated financing and additional financing) up to US$10 million. Further the GPE Grants and Performance Committee (GPC) can now approve ESPIG/Multiplier grants (including accelerated financing and additional financing) up to US$25 million.

The CSO constituencies have expressed concerns particularly on the delegated authority to the GPE Secretariat through the CEO as it may alter the dynamic of 'partnership' but the majority of GPE constituencies supported the delegation under the rationale of reducing transactions and increasing efficiencies. Nevertheless, there are mechanisms by which CSOs can still offer their

The Board approved a strong set of Guidelines setting out conditions and processes under which exemptions for exceptional circumstances of the Private Sector Engagement Strategy (PSES) may be considered.

CSO2 representatives and delegates attended a meeting of Kenyan CSOs. It offered an important exposure to the issues of the education sector in Kenya.

comments on the proposals falling within the Secretariat's remit as stated in the Board decision under this –

"Requests the Secretariat to notify the GPC regularly of upcoming ESPIG/Multiplier applications not exceeding US$10 million or its equivalent in Euros, to inform the GPC and Board of any such grant approvals it has made, and to make available the documentation of its assessment and decision meeting minutes of each application to facilitate oversight."

Lastly, the Board approved additional funding for the Knowledge and Innovation Exchange (KIX), allowing twice the number of proposals to be supported. Also, the Board approved making the existing accelerated funding mechanism that gives countries swift access to additional funds in an emergency additional to a country's maximum country allocation.

Not directly related to the GPE meeting but in preparation for it, CSO2 representatives and delegates attended a meeting on December 8 (morning) of Kenyan CSOs hosted by the Kenyan Human Rights Commission. It offered a very important exposure to the issues of the education sector in Kenya.

A CSO2 pre-GPE Board Meeting was also held on 8-9 December to gather the CSO2 delegation, finalise positions and analysis on various Board agenda and agree on strategic engagements during the main Board meeting.

Apart from the CSO2 Board representatives, delegates to the Board meeting include Helen Dabu (ASPBAE) and Natalie Akstein (GCE) who served as CSO2 Board Technical Advisers, and four (4) Observers - Boaz Waruku (ANCEFA), William Thelusmond (Haiti coalition), Teresa Oteino (FAWE) and Linda Oduor Noah of the East African Centre for Human Right. [BACK]

Strengthening engagement on education priorities and planning for education advocacy in 2020
7th Meeting of the SDG-Education 2030 Steering Committee
11-12 November 2019, Paris, France

The 7th meeting of the SDG-Education 2030 Steering Committee took place on the eve of the last SDG decade and followed an in-depth review of SDG 4 at the High-level Political Forum (HLPF) in July 2019. To maintain the momentum, the Steering Committee met at the UNESCO Headquarters in Paris, coinciding with the opening of the 40th Session of the UNESCO General Conference. The meeting notably included two special sessions - a Ministerial Panel, in which 16 Ministers and Vice Ministers of Education participated, and an address by the President of the UN General Assembly.

Over the past months, while the Steering Committee has made concerted efforts to raise its visibility and influence through a joint contribution to the 2019 HLPF and the co-chairs' prominent speaking roles at various HLPF events, several new global education initiatives have come into being and greater prominence, including the Global Education Forum, initiated by the UN Special Envoy for Global Education, the Global Partnership for Education's (GPE) launch of the

Knowledge and Innovation Exchange and Education Out Loud, UNICEF's Generation Unlimited partnership on education and skills, and increased support for Education Cannot Wait. Therefore, in the view of civil society participants, the Steering Committee needed to discuss in greater detail how best to exercise its mandate in this light, and how best to provide strategic guidance in the coordinated implementation of SDG 4.

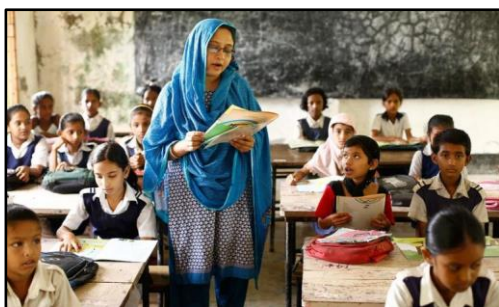The key objectives of the 7th Steering Committee meeting were to -

- Take stock of recent key UN events and gain a shared understanding of new initiatives with a view to ensuring articulation with the Steering Committee and strengthening political engagement around key priorities.
- Share regional coordination developments with a view to improving linkages and communication between national, regional, and global dimensions of SDG 4 coordination.
- Acquire a shared vision of opportunities for engagement and advocacy in 2020.
- Review and guide the directions proposed by the four working groups.
- Agree on the Terms of Reference for affiliate members and a renewal process for constituencies (youth, private sector, foundations).
- Strategy to engage with the 'Futures of Education' initiative.

The Steering Committee meeting aimed to, amongst other things, take stock of recent key UN events and gain a shared understanding of new initiatives; and share regional coordination developments.

There was clear consensus during the meeting that "we are not on track to achieving the SDGs" and that inclusion was a great challenge and therefore should be an imperative in all efforts not to leave anyone behind.

> There was a clear consensus during the Steering Committee meeting that "we are not on track to achieving the SDGs" and that inclusion was a great challenge.

The awareness of this reality calls for accelerated, innovative, and collaborative action at different levels in the next decade. As UNESCO Assistant Director-General for Education Stefania Giannini said in her opening statement, *"We need education goals to not only be aspirational, but possible as well, for which there is a need for political will at all government levels, better data to support and improve equity and inclusive policies, and increased funding and broader engagement."*

The first panel of this 7th Meeting, '*Acting on key events and strengthening connections with new initiatives*', provided the opportunity to highlight major concerns from civil society´s standpoint as well as the importance of Spotlight Reports (ASPBAE presented 16 Spotlight Reports) that complement the official Voluntary National Reports (VNRs) presented by governments even as they are not sufficiently recognised in the official processes including the HLPF.

One of the major concerns noted was the trend of reducing education budgets in favour of increased military spending to address "security" concerns in many countries around the world.

Among the major concerns noted were the trend of reducing education budgets in favour of increased military spending to address "security" concerns in many countries around the world; the push for public debt to meet the countries' funding needs for education; a greater role and participation of the private sector in education, undermining the right to education and the responsibility of governments to fulfil their commitments to SDG 4; the weak understanding of the multidimensional nature of diversity that must be addressed to achieve inclusion. This extends to the need to build greater appreciation and understanding as well of lifelong learning and the imperative of multi-sector responses to achieve the SDG 4 targets. This necessitates drawing strong linkages between SDG 4 and

other SDGs such as 8 (decent work), 10 (inequalities), 13 (climate change), and 16 (social justice and peace), as underscored at the last HLPF. Significant improvement of teacher training approaches, as well as other gender-based barriers to education access including early pregnancy, and child marriage were also highlighted.

There is a need to build greater appreciation and understanding of lifelong learning and the imperative of multi-sector responses to achieve the SDG 4 targets.

During the discussions around the CSO Spotlight Reports, the CSO representatives emphasised the efforts of many Global Campaign for Education (GCE) members to keep the perspective of education as a human right as a framework for the reports. These initiatives were deemed strategic and valuable since they reflected information and data generated from CSO work with grassroots communities, frequently unreached by official monitoring and data-collecting institutions. 'Exclusion' and 'inequity' derive from real stories and human experiences in these reports. Part of the intent of the Spotlight Reports was to give more visibility to people behind the statistics – those who must be primarily considered when designing policies and plans to achieve inclusion. It is the hope of CSOs that these Spotlight Reports have the financial support to be sustained as they offer rich insights on the complex and challenging realities that need to be transformed within the framework of the 2030 Sustainable Development Agenda.

CSOs pressed for the joint statement of the Steering Committee to have more explicit reference to fill the financing gaps to meet the promise of free public education.

A joint statement of the Steering Committee to the Ministerial Meeting on Higher Education, which was to be held during the 40th session of the UNESCO General Conference, was discussed and approved. CSOs pressed for the statement to have more explicit reference to fill the financing gaps to meet the promise of free public education.

CSO representatives emphasised efforts of many Global Campaign for Education (GCE) members to keep the perspective of education as a human right as a framework for the Spotlight Reports.

The following is a paragraph of the joint statement that is particularly relevant for achieving all SDG 4 targets and that attends to the concern of the CSOs - *"…the SDG-Education 2030 Steering Committee calls for a bolder policy focus and interventions to address inclusion not least for refugees and displaced people, greater attention to teacher recruitment and training, improving the relevance and quality of learning and accelerating gender equality at all levels of education. This requires stronger capacity to implement reforms, investment in data to inform action, increased mobilisation of domestic financing and coordinated international cooperation to fill the financing gap and assurance of commitments to free public education".*

With inputs by Madelaine Zuniga, Vice President (Latin America and Caribbean), Global Campaign for Education (GCE). [BACK]

Identifying methodologies and scope of 5-year progress review of education in the Asia Pacific

14-15 November 2019, Bangkok, Thailand

After almost 5 years since the adoption of the Education 2030 agenda, the Regional Thematic Working Group on Education 2030+, led by UNESCO Bangkok and UNICEF, will embark on its first regional progress review of SDG 4.

Education is at the forefront of global discussions this year, being one of the goals reviewed at the High-Level Political Forum (HLPF) in New York last July 2019, along with other SDGs (8, 10, 13, 16, and 17). Under the theme empowering people and ensuring inclusiveness and equality, education (or SDG 4) was a major contributor to the HLPF discussions. A total of 47 countries conducted their Voluntary National Reviews (VNRs) at the HLPF, of which almost 1/3 or 13 countries are from the Asia Pacific region.

At the regional level, the Asia-Pacific Regional Thematic Working Group on Education 2030+, which is co-chaired by UNESCO and UNICEF, is actively leading SDG 4 efforts and initiatives in the region and regularly contributes to global discussions both at the High-Level Political Forum and Global Steering Committee meetings.

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After almost 5 years since the adoption of the Education 2030 agenda, the Regional Thematic Working Group on Education 2030+, led by UNESCO Bangkok and UNICEF, will embark on its first regional progress review of SDG 4 to contribute in shaping the agenda and discussions of the Asia-Pacific ministerial meeting on education in 2020; fast-track SDG 4 implementation at the national level; contribute to the global discussions on SDG 4; and prepare countries for the mid-term review in 2023.

Taking into consideration the inputs gathered during the 5th Asia Pacific Meeting on Education 2030 (APMED 5), an experts' meeting was held in Bangkok to further discuss the methodologies and scope of the 5-year progress review. The aim of the experts' meeting was to –

1. Discuss the scope, methodology, and relevant tools and instruments in systematically conducting the progress review
2. Identify and agree on relevant institutional partners and experts who can contribute in the preparation of the 5-year Progress Review (5PR) Report; and
3. Collaboratively prepare a doable workplan in conducting the progress review and agree on key tasks and responsibilities, to ensure that 5PR Report is ready ahead of the second ministerial meeting on education 2030 (Asia Pacific Regional Education Ministers Conference, APREMC II) in 2020.

The review will focus on key thematic areas in equity and inclusion such as education for people with disabilities, ethnic/linguistic minorities, poorest communities, and migrant, refugees, undocumented and stateless people.

In the meeting, it was agreed that the approach to the review will analyse both the quantitative progress and qualitative aspects of the implementation of SDG 4. The review will focus on key thematic areas in equity and inclusion such as education for - (1) people with disabilities, (2) ethnic/linguistic minorities, (3) poorest communities, and (4) migrant, refugees, undocumented and stateless people. The review will also look at good practices in equity and inclusion. It will look at how governments are delivering on their commitment by looking at governance and financing of SDG 4.

ASPBAE will be the one of the focal organisations to work on the review of SDG 4.4 and 4.6. It will help oversee the review on education for the poorest and people with disabilities, and monitoring of education financing.

ASPBAE's Cecilia (Thea) Soriano participated in the meeting. She shared ASPBAE's experience in producing the 16 country spotlight reports and regional spotlight report in time for HLPF 2019. She shared the framework and approached in analysing the progress of SDG 4 implementation in countries across Asia Pacific.

For the forthcoming regional progress review, ASPBAE will be the one of the focal organisations to work on the review of SDG 4.4 and 4.6. It will also help oversee the review on education for the poorest and people with disabilities.

Given ASPBAE's rich experiences in monitoring financing of education, ASPBAE will also take charge of the review of financing of education in Asia Pacific.

This article draw from information appearing on the UNESCO website. [BACK]

ASPBAE participates in 2nd UNESCO Community-based ESD Project Meeting

18-20 November 2019, Bangkok, Thailand

By Jose Roberto Guevara, RMIT University, Australia; former ASPBAE President

The UNESCO Bangkok '*Promoting Community-based Education for Sustainable Development (ESD)*' project aims to develop teaching and learning modules to enable community-based educators to effectively support communities in embedding learning in their sustainable development practice.

ASPBAE contributed to the 2nd project meeting of the '*Promoting Community-based Education for Sustainable Development (ESD)*' project. Organised by UNESCO Bangkok and funded by Japan Funds-In-Trust (J-FIT), the project aims to develop teaching and learning modules to enable community-based educators to effectively support communities they work with in embedding learning in their sustainable development practice. ASPBAE's Cecilia (Thea) Soriano and Jose Roberto (Robbie) Guevara, former ASPBAE President, participated in the meeting.

The 2nd meeting gathered the different implementors of the pilot training programmes that have been designed based on the preliminary "Reflect", "Share" and "Act" modules. The pilot programs were conducted in India, led by the Centre for Environment Education (CEE) South Regional Office; Japan, led by the Asia-Pacific Cultural Centre for UNESCO (ACCU); Lao PDR, led by the Non-formal Education Development Centre (NFEDC); Mongolia, led by the National Centre for Lifelong Education (NCLE); and the Philippines, led by the University of San Jose Recoletos (USJ-R) and other universities in Cebu and Negros.

ASPBAE's Cecilia (Thea) Soriano and Jose Roberto (Robbie) Guevara, former ASPBAE President, participated in the meeting.

ASPBAE continues to advance its commitment and understanding of ESD within the fields of adult and community education since it was appointed to be an ESD Centre of Excellence, as part of the ACCU-UNESCO Asia-Pacific COE Programme for ESD, in 2006 -2010. Furthermore, ASPBAE has committed to continue to advance its work on ESD, together with Global Citizenship Education (GCEd), as both have been identified as key education pillars of SDG 4.7 *(see related story on Colombo SDG 4.7 workshop).* [BACK]

UNESCO's General Conference: A global laboratory of ideas

12-27 November 2019, Paris, France

UNESCO's General Conference focused on a gamut of pressing issues ranging from higher education to artificial intelligence.

UNESCO's 193 Member States and ten Associate Members gathered in Paris for UNESCO's General Conference, which this year become the world's laboratory of ideas for new multilateral approaches to the gamut of pressing issues ranging from higher education to artificial intelligence. The General Conference, UNESCO's governing body, meets every two years to establish the organisation's programme and budget.

Antonio Guterres, Secretary-General of the United Nations, addressed the 40th General Conference. In his opening speech, Mr. Guterres stressed that UNESCO's work is central to bringing the world together and highlighted its role in the field of education, ethical issues in science, and safety of journalists. He welcomed the General Conference in being close to launch a process towards a global normative instrument about the ethics of artificial intelligence.

UNESCO's General conference also hosted the 11th UNESCO Youth Forum – '*Youth Spaces in Action!*' The Youth Forum focussed on good practices to engage young in UNESCO's work.

With a special focus on Youth involvement, UNESCO's General conference also hosted the 11th UNESCO Youth Forum – '*Youth Spaces in Action!*' The forthcoming edition of the Youth Forum focussed on good practices to engage the young in UNESCO's work. It served as a platform of dialogue, knowledge and experience sharing, peer learning and cooperation between young change makers, UNESCO, and its Member States.

UNESCO presented a new publication on 22 November, '*Reporting on Violence against Women and Girls: A Handbook for Journalists'* (ahead of International Day for the Elimination of Violence against Women, celebrated annually on 25 November). The handbook is designed to raise the media's awareness of this global challenge to human rights and sustainable development and to promote gender sensitive approaches to reporting on it, amidst growing awareness of the prevalence of violence against women and girls in virtually all societies. The event was sponsored by the National Commission of Canada to UNESCO, the Delegation of Canada to UNESCO, and France Médias Monde.

Human rights was the focus of UNESCO's celebration of the 30th anniversary of the adoption of the Convention on the Rights of the Child.

As technological developments raise questions on the role and impact of artificial intelligence for our societies, UNESCO is pursuing reflection on ethical standards to guide the development of AI. Reflecting this concern, UNESCO hosted '*Youth Voices and the Future of Artificial Intelligence: Towards a Human-Centred Approach*' on 18 November. The panel discussion contributed to the organisation's ongoing reflection on ways to ensure that progress in AI does not impinge on the rights enshrined in the Universal Declaration of Human Rights.

Human rights was the focus of UNESCO's celebration on 20 November of the 30th anniversary of the adoption of the Convention on the Rights of the Child. It featured an international conversation between children and political leaders, NGOs, and other stakeholders at which all parties presented proposals concerning the rights of children for coming years.

UNESCO concluded its General Conference after adopting a draft Convention to facilitate student mobility between universities on five continents, and having

Among the decisions taken by UNESCO's Member States was the adoption of a Convention on Inter-University Mobility. The Convention will foster academic mobility between regions and the establishment of universal principles to improve the recognition of diplomas.

The other major decision of the General Conference concerned the elaboration of an international standard-setting instrument on the ethics of artificial intelligence.

The General Conference hosted a meeting of 116 ministers and deputy ministers of culture to emphasise the essential role of culture in the development of more cohesive, resilient, and inclusive societies.

been entrusted with the task of elaborating ethical rules in the development of artificial intelligence.

"*We are entering a new era, one of new breath*," said UNESCO Director-General, Audrey Azoulay, as she took stock of the fortieth session. Pointing out that after more than twenty years of setbacks and restrictions, the budgetary situation was normalising, she stressed that by "*accepting an increase in their contributions, which is extremely rare in the UN system today, Member States had expressed their confidence and support for the direction given to UNESCO over the past two years and especially for the progress of its strategic transformation.* "

Member States agreed on a budget for 2020-2022 of $534 million (+3%). Among the decisions taken by UNESCO's 193 Member States was the adoption of a Convention on Inter-University Mobility, which will enter into force after being ratified by twenty countries. The Convention will foster academic mobility between regions and the establishment of universal principles to improve the recognition of diplomas. It will complement UNESCO's five regional conventions on the recognition of higher education qualifications.

At the same time, some 100 ministers of education, and as many university representatives participating in the UNESCO Chairs Programme, met to promote the emergence of a more inclusive "global campus", allowing for better student mobility and responding to the rapid increase in the number of students enrolled in higher education.

The other major decision of the General Conference concerned the elaboration of an international standard-setting instrument on the ethics of artificial intelligence. Experts selected by UNESCO will be responsible for preparing a project after extensive consultation. Two intergovernmental meetings are expected to be held in 2021 to finalize ethical standards based on fundamental human rights.

In addition, the General Conference also hosted an exceptional meeting of 116 ministers and deputy ministers of culture. They emphasised the essential role of culture in the development of more cohesive, resilient, and inclusive societies.

The General Conference also chose to celebrate eight new International Days - Art (15 April), Islamic Art (18 November), African and Afro-Descendant Culture (24 January), Engineering for Sustainable Development (4 March), Logic (14 January), Mathematics (14 March), Olive Tree (26 November) and Portuguese Language (5 May). It has also decided that every first Thursday in November there will be an International Day against Violence and Harassment in Schools, including cyber-bullying. In a further development, 2022 will be proclaimed the International Year of the Basic Sciences for Sustainable Development.

The General Conference was an opportunity for an exchange between young people and some ten government leaders on the theme: *'(Re-)Generation - Rethinking multilateralism with young actors for change*'. Participants urged governments to intensify their efforts to combat climate change, invest more in

Youth participants urged governments to intensify efforts to combat climate change, invest more in education, and join efforts to ensure that technology is used to serve people and their rights.

education, and join concerted efforts to ensure that technology is used to serve people and their rights.

At the opening of the General Conference, United Nations Secretary-General, António Guterres, warned against the breakup of the international community, claiming that, "*UNESCO's action was essential to rally the world*". In Audrey Azoulay's view, "*Contemporary challenges cannot be circumscribed to territorial boundaries. They cannot find any other sustainable solution than a collaborative, supportive, and multilateral one.*"

This article draws from information appearing on UNESCO's General Conference website. [BACK]

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