

ASPBAE THIS MONTH

October 2018

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World Development Report 2019: The Changing Nature of Work

[Full article](#)



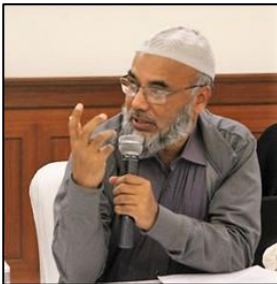
School ship bringing conservation education to Indonesia wins UNESCO prize

[Full article](#)



UNESCO report calls on governments to step up efforts to make literacy a priority

[Full article](#)



Ehsanur Rahman, ASPBAE Executive Council member, nominated to IACE Hall of Fame

[Full article](#)



Generating a shared understanding of adult education to develop a relevant branding

[Full article](#)



Write-shop builds South Pacific coalition capacity - [Full article](#)



Civil society quick guide to engaging in Voluntary National Reviews - [Full article](#)

Keeping the challenge of education privatisation and public private partnerships in the World Bank agenda

ASPBAE participated in the Civil Society Policy Forum (CSPF) held to dialogue and exchange views with the WBG and IMF officials, government delegations, and other stakeholders on a wide range of development and economic issues. [Read more](#)

Civil society organisations meet at forum in lead-up to UNESCAP South Asia meeting preparing for HLPF 2019

The aim of the forum was to strategise the participation of civil society organisations at the UNESCAP South Asia sub-regional meeting and build consensus on the statements and messages on the Sustainable Development Goals (SDGs). [Read more](#)

UNESCO holds international consultative meeting to look at lifelong learning governance

The meeting in Shanghai, with the theme, '*Lifelong learning as a fundamental approach to sustainable development: Concepts, policies and strategies*', was held to discuss approaches and new forms of effective governance of lifelong learning. [Read more](#)

ASPBAE-UIL project wins Education for International Understanding/Global Citizenship Education Best Practices 2018 award

Abhivyakti Media for Development, an ASPBAE member in India, received the Education for International Understanding/Global Citizenship Education Best Practices 2018 Award for a project that encourages young rural women to contribute to education transformation in Maharashtra, India. [Read more](#)

Vietnam coalition advocates for system changes in education, attentive to equity and inclusion, within a lifelong learning framework

The Vietnam Association for Education for All (VAEFA) held advocacy events covering their core education advocacy agenda and engaged various education stakeholders in Vietnam, both from the government and civil society organisations. [Read more](#)

ILO and UNICEF release publication, 'GirlForce: Skills, Education and Training for Girls Now'

'A skilled GirlForce' is a global effort to attract attention and investment to equipping girls and young women with knowledge and skills needed for work, so they can successfully transition into employment. [Read more](#)



ASPBAE THIS MONTH

October 2018

www.aspbae.org

Member of the Month

Civil Alliance for Social Transformation through Education (CIATE), Korea

CIATE Korea was established in 2017. It promotes transformative learning and quality education for all and believes in the potential for meaningful learning throughout life and the transformative function of education to promote an equitable and just society. CIAT Korea aims to support and link movements of Korean civil society towards transformative learning in both formal and non-formal education, promote democratic dialogue on education between the international community and Korean civil society, and enable an environment for substantial and meaningful participation in education governance.

Photo of the Month



World Teachers Day was celebrated on 5 October 2018 with the theme, 'The right to education means the right to a qualified teacher. This theme was chosen to mark the 70th anniversary of the Universal Declaration of Human Rights, where education is recognized as a key fundamental right.

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 Nashwa Shakeel, ASPBAE's Programme Monitoring and Learning Officer.

Nashwa Shakeel

Programme Monitoring and Learning Officer



ASPBAE THIS MONTH

October 2018

www.aspbae.org

EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight the launch of UNESCO's #RightToEducation campaign which aims to bring the right to education at the forefront of global attention and empower young people and adults to bring about change in their communities.

UNESCO launches #RightToEducation campaign

12 October 2018



As the Universal Declaration of Human Rights marks its 70th year, UNESCO is launching a digital campaign on the [#RightToEducation](https://www.unesco.org/en/campaign/right-to-education), a right that is at the core of its global mission to ensure equal access to quality education.

Through a series of videos, animations, visuals, interviews and stories, the UNESCO campaign - running from 15 October to 18 December 2018 - will unpack the legal significance of the [right to education](https://www.unesco.org/en/campaign/right-to-education) and the major challenges that are blocking its path.

The #RightToEducation campaign aims to bring this crucial human right at the forefront of global attention and empower young people and adults to bring about change in their communities.

"Everyone has the right to education – children, youth and adults," says UNESCO Assistant Director-General for Education, Stefania Giannini. "Countries must fulfil their legal obligations to provide quality education to all their citizens."

An estimated 262 million children and youth are currently out of school globally, and some 750 million youth and adults still cannot read and write. Less than 1 in 5 countries legally guarantee 12 years of free and compulsory education.

UNESCO develops, monitors and promotes education norms and standards in order to foster the implementation of the right to education in different countries. The Organization maintains a global [Observatory](https://www.unesco.org/en/observatory) on the right to education.

Join the #RightToEducation campaign by sharing UNESCO's messages on social media and through other networks to help bring awareness to this crucial human right with the power to transform lives around the world!

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

ASPBAE THIS MONTH

October 2018

www.aspbae.org

Keeping the challenge of education privatisation and public private partnerships in the World Bank agenda

18-14 October 2018, Bali, Indonesia



ASPBAE took part in a Civil Society Policy Forum held as a part of the Annual Meetings of the International Monetary Fund (IMF) and the World Bank Group (WBG).

ASPBAE participated in the Civil Society Policy Forum (CSPF) held as an integral part of the Annual Meetings of the International Monetary Fund (IMF) and the World Bank Group (WBG). More than 600 civil society participants from 69 countries participated in the Forum to dialogue and exchange views with the WBG and IMF officials, government delegations, and other stakeholders on a wide range of development and economic issues.

This year's CSPF was highlighted by the Roundtable Discussions with the WBG Executive Directors on 9 October 2018; the [Civil Society Townhall](#) convened and joined by the heads of IMF and WBG, Christine Lagarde and Jim Yong Kim, along with civil society representatives from across the world on 10 October 2018; and the launching of the WB's [World Development Report 2018](#) on 'Learning to Realize Education's Promise' and the [Human Capital Index](#) on 11 October 2018.

Among the civil society sponsored events during the CSPF was the panel session on 'Education Equity, Financing and Privatisation' organised jointly by ASPBAE and Oxfam International, along with E-Net Philippines, the Network for Education Watch Indonesia (NEW Indonesia), Oxfam Pakistan, and ActionAid International. Among the panellists was Luis Benveniste, Education Practice Director of the World Bank. ASPBAE President, Nani Zulminarni, participated in the panel session and most of the other high-level events in the CSPF. She accompanied and guided the team in its lobby engagements with the WB Executive Directors.

Katie Malouf Bous, Oxfam's Senior Policy Advisor, introduced the session and the panel speakers, and explained the critical importance of analysing the impact of privatisation, particularly Public-Private Partnership (PPP) in education, on equity and the right to education.

ASPBAE's Rene Raya started the panel discussion by noting that the Asia Pacific is one of the most challenged regions in education, hosting the largest number of youth and adult illiterates, and accounting for nearly a third of out-of-school children globally. It is also the least spender on education compared to other global regions, with countries such as Pakistan, Sri Lanka, Bangladesh, Cambodia, Philippines, and Indonesia spending less the 3% of their Gross Domestic Product (GDP). This level of expenditure is way below the UNESCO recommended benchmark of 6% of the GDP. Meanwhile, Official Development Assistance (ODA) to education has gone down in recent years, and much of it has remained tied, unpredictable, and misdirected.



ASPBAE's Rene Raya participated in the Civil Society Policy Forum. He highlighted that Official Development Assistance (ODA) to education has gone down in recent years, with much of it remaining tied, unpredictable, and misdirected.

The combination of chronic underfunding in education and the aggressive push coming from global financial institutions, primarily the World Bank and the Asian Development Bank (ADB), have encouraged the aggressive entry of private, for-profit, and corporate investment in education. Countries throughout the region have increasingly allowed the private sector to play a greater role in policymaking, school management, financing, and the provision of education at all levels.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Zeeshan Siddique, Oxfam Pakistan, stated that while the World Bank has been supporting education foundations that provide subsidies to private schools to reach out to poor and disadvantaged children, there has been no observed improvement in enrolments, access, and gender equity.

In Pakistan, which is home to over 22 million out-of-school children, Zeeshan Siddique, Project Coordinator of Oxfam Pakistan, confirmed that the World Bank has been supporting education foundations that provide subsidies to private schools to reach out to poor and disadvantaged children. However, after investing billions of dollars over several decades, there has been no observed improvement in enrolments, in access, and in gender equity as the programme failed to reach the rural poor, particularly girls. Moreover, school quality had been compromised given the poor infrastructure, substandard facilities, and unqualified teachers in low-fee private schools.

Similar experiences have been noted in Indonesia. Abdullah Ubaid Matraji, National Coordinator of NEW Indonesia, presented the BOS programme (School Operational Assistance), which is the main assistance programme of the government that caters to both private and public schools. The programme, which started in July 2005 through a US\$ 600 million loan from the World Bank, had experienced serious implementation problems. The allocation of BOS fund had not been equitable and its disbursement not transparent. There is also weak control of the funds by the school committees which makes it easily susceptible to misuse and corruption.

Abdullah Ubaid Matraji of NEW Indonesia (an ASPBAE member), presented the BOS programme (School Operational Assistance). The programme, which started through a US\$ 600 million loan from the World Bank, faced problems related to disbursement of funds and weak control of the funds by school committees.

In the Philippines, the Education Service Contracting, that was started in 1988, is regarded as one of the longest running and largest education PPPs in the Asia Pacific. ASPBAE's Cecilia (Thea) Soriano explained that under this scheme, the government contracts private schools to deliver secondary education using public funds. She noted that the programme, conceptualised and supported by the World Bank, is not equitable as it discriminates against the poor who cannot afford the top-up fee charged by most of the contracted private schools.

On the part of the World Bank, Luis Benveniste highlighted the Bank's consistent and long-standing support to education, and pointed out that 99% of bank education resources goes to the public education system. He also raised the point that parents, even the poor, prefer to send their children to private schools.



ASPBAE's Rene Raya pointed out that the World Bank has been the most active promoter of education PPPs and that it should account for such a role instead of presenting itself as the champion of the public education system.

Rene Raya, however, argued that the Bank has been the most active promoter of education PPPs and has actually conceptualised, endorsed, and supported some of the largest PPP projects in the region. The Bank, therefore, should account for such a role instead of presenting itself as the champion of the public education system for which it is clearly not. Cecilia Soriano also asserted that most parents actually prefer to send their children to public schools. Citing the experience of Nepal, she mentioned the case of children migrating back to government schools after improving infrastructure, keeping premises secure, and completing the training of teachers. In Nepal, privatisation has further widened inequity in education and caused segregation based on socio-economic status, gender, ethnicity, and disability.

After moderating the open forum that followed the panel presentations, Katie Malouf Bous concluded the session by summarizing the main points raised and urging the Bank to review its education policies, particularly the WB-supported PPP projects in the education sector.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



ASPBAE called attention to and argued against the World Bank's policies promoting privatisation of education that impact negatively on the right to education.

ASPBAE's Cecilia Soriano appealed to the World Bank to rethink its policy framework of PPPs in education, citing the Asian experience which only exacerbated inequity and discrimination, and resulted to further segregation in education.

ASPBAE raises education privatisation issues in World Bank-sponsored events

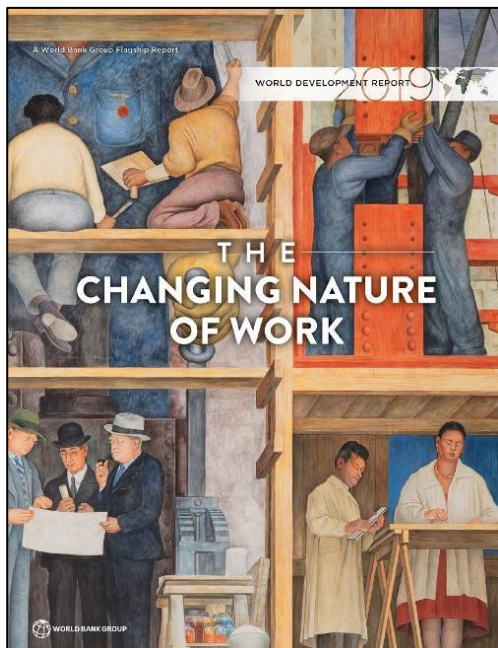
ASPBAE maximized different opportunities during the Civil Society Policy Forum to call attention to the World Bank's policies promoting privatisation of education that impact negatively on the right to education. ASPBAE strongly argued against such policies during the Civil Society Roundtable with the WB Executive Directors, the European CSO (civil society) Dialogue with WB Executive Directors, and the Forum of the International Development Association (IDA) which were attended by top officials of the WB, donor states recipient countries, and by CSO representatives.

ASPBAE's Cecilia Soriano appealed to the European Directors of the World Bank to rethink its policy framework of PPPs in education, citing the Asian experience with PPPs which only exacerbated inequity and discrimination, and resulted to further segregation in education. ASPBAE's Rene Raya raised the same issues during meeting with WB Directors and the IDA Forum, and called for a review of the Bank's policies and investment programme which provide funding to private education providers.

While most of the WB Directors defended and justified the Bank's education policies, several WB officials and representatives of donor countries acknowledged that there are bad PPPs, and promised that they will review such cases. This may not be the best response that ASPBAE would have wanted, but it kept education privatisation and PPP issues in the agenda of the World Bank.

[\[BACK\]](#)

World Development Report 2019: The Changing Nature of Work



The [World Development Report \(WDR\) 2019: The Changing Nature of Work](#) studies how the nature of work is changing as a result of advances in technology today. Fears that robots will take away jobs from people have dominated the discussion over the future of work, but the World Development Report 2019 finds that on balance this appears to be unfounded. Work is constantly reshaped by technological progress.

Firms adopt new ways of production, markets expand, and societies evolve. Overall, technology brings opportunity, paving the way to create new jobs, increase productivity, and deliver effective public services. Firms can grow rapidly thanks to digital transformation, expanding their boundaries and reshaping traditional production patterns.

The rise of the digital platform firm means that technological effects reach more people faster than ever before. Technology is changing the skills that employers seek. Workers need to be better at complex problem-solving, teamwork and adaptability. Digital technology is also changing how people work and the terms on which they work. Even in advanced economies, short-term work, often found through online platforms, is posing similar challenges to those faced by the world's informal workers.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



In its review of the WDR 2019, Education International criticised the Report's narrow understanding of the role of education in society, related almost exclusively to the needs of the economy and one that can be reduced to limited learning outcomes.



The ILO highlighted the lack of a substantive discussion of the concept of lifelong learning and recommended the need to adapt and strengthen lifelong learning policies.



The ILO further recommended the need to adopt a rights-based approach to lifelong learning that gives everyone the possibility of training at any point of their working life and the need to rethink lifelong learning as part of a government approach to coordinate policy actions.

The Report analyses these changes and considers how governments can best respond. Investing in human capital must be a priority for governments in order for workers to build the skills in demand in the labour market. In addition, governments need to enhance social protection and extend it to all people in society, irrespective of the terms on which they work. To fund these investments in human capital and social protection, the Report offers some suggestions as to how governments can mobilise additional revenues by increasing the tax base.

Education International offered a critique of the inherent assumptions in the WDR 2019. In an [open letter](#) to Jim Yong Kim, Director of the World Bank, General Secretary of Education International (EI), David Edwards, raised concerns about the policy views and values contained in this report. Edwards criticised the “narrow understanding of the role of education in society” and the Bank’s “one-dimensional view related almost exclusively to the needs of the economy – one that can be reduced to limited learning outcomes and misguided measurement and assessment schemes”. Further, the Bank also seems to continue to underestimate the importance of teaching as a profession, ignoring the voice of educators as expressed through their organisations. This stands in the way of the achievement of the Sustainable Development Goals (SDGs).

The International Labour Organisation (ILO), while welcoming the WDR 2019 and its recognition of the value of early childhood education, noted the WDR “lacks a substantive discussion of the concept of lifelong learning and does not sufficiently address its importance and the urgency to change the current model. The report is also silent on the financing of lifelong learning and on the use of financial incentives to encourage the participation of individuals and employers in post-compulsory education and training.”

The ILO offered powerful recommendations on lifelong learning and work - “We therefore need to adapt and strengthen our lifelong learning policies. First of all, we urgently need to expand public funding to cover continuing training of the adult workforce. But government can’t do this alone. We also need incentives for employers to co-fund training. Second, we need to adopt a rights-based approach to lifelong learning that gives everyone the possibility of training at any point of their working life. Third, rethinking lifelong learning requires a whole-of-government approach to coordinate a number of policy actions: the implementation of labour market measures to support workers during their job transitions; strengthening relevant support systems (e.g. career guidance and childcare during training to enable parents to invest in their skills); targeting workers in SMEs and low skilled workers who are traditionally under-represented in training; and ensuring tripartite social dialogue and involvement of social partners in national, sectoral and local governance arrangements to make sure that policies are fair and are implemented. Unless we take these steps, rapid technological change stands to exacerbate inequality.”

This write-up draws from information available on the [World Bank website](#) and the website of [Education International](#) and the [International Labour Organisation](#).
[BACK]

ASPBAE THIS MONTH

October 2018

www.aspbae.org

UNESCO holds international consultative meeting to look at lifelong learning governance

18-19 October 2018, Shanghai, China



The UNESCO meeting in Shanghai discussed new forms of governance to promote lifelong learning and reviewed a handbook on lifelong learning developed by UIL to be published in 2019.

High-level officials from universities and research institutes, national and local governments from 20 countries, as well as representatives of international agencies came together to discuss approaches to effective governance of lifelong learning in an international consultative meeting on 'Lifelong learning as a fundamental approach to sustainable development: Concepts, policies and strategies' in Shanghai.

The meeting discussed new forms of governance to promote lifelong learning. In addition, it reviewed a *Handbook for Lifelong Learning: Policy and Practice*, developed by the UNESCO Institute for Lifelong Learning (UIL) and scheduled for publication in 2019.

A lifelong learning approach goes far beyond the formal education sector; it also comprises non-formal and informal learning environments and extends into other policy fields such as the labour market and social affairs. The conditions of traditional education governance do not suffice to meet the complexity of lifelong learning, which calls for an integrated governance approach: sector-wide, cross-sectoral and multi-level.

David Atchoarena, Director of UIL, highlighted the importance of UNESCO's human rights-based understanding, and made a case for participatory, collaborative forms of governance involving all levels of government and taking lifelong learning 'beyond the public sector, beyond schools, beyond education' when opening the event.

The international consultative meeting addressed strategic issues to guide UNESCO Member States in integrating lifelong learning into their education and national development policies. Country representatives provided insights into emerging issues related to lifelong learning and the implications for governance. The discussions addressed how lifelong learning can enhance gender equality and how it can support an inclusive digital transformation as well as elaborating on the importance of establishing flexible learning pathways. The results will be consolidated in a policy brief addressing the purposes, functions, and effectiveness of integrated governance in the field of lifelong learning.

Participants discussed the [*Handbook for Lifelong Learning: Policy and Practice*](#), which has been developed to guide professionals in ministries of education and other ministries, national agencies, and stakeholders from different sectors to integrate lifelong learning into their national policies and to translate them into workable strategies and plans.

The handbook provides important insights into key concepts of lifelong learning, practical approaches for mainstreaming lifelong learning into education and development policies, implications for governance as well as implementation strategies. The handbook will be piloted in a two-week training workshop

The international consultative meeting addressed strategic issues to guide UNESCO Member States in integrating lifelong learning into their education and national development policies.



Discussions at the meeting addressed how lifelong learning can enhance gender equality and how it can support an inclusive digital transformation as well as elaborating on the importance of establishing flexible learning pathways.

ASPBAE THIS MONTH

October 2018

www.aspbae.org

The handbook on lifelong learning provides insights into key concepts of lifelong learning, practical approaches for mainstreaming it into education and development policies, implications for governance, and implementation strategies.

on [Developing lifelong learning-oriented education systems in UNESCO Member States](#), also to be held in Shanghai.

This important initiative to advance the integration of lifelong learning into national policies is a joint effort by the UNESCO Institute for Lifelong Learning, East China Normal University, and Shanghai Open University, with the strong support of the National Commission of the People's Republic of China for UNESCO.

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

Civil society organisations meet at forum in lead up to UNESCAP South Asia meeting preparing for HLPF 2019

3 October 2018, New Delhi, India



The aim of the civil society forum was to strategise the participation of civil society organisations and build consensus on the statements and messages on the Sustainable Development Goals (SDGs).

The Asia Pacific CSO Engagement Mechanism (APRCM) South Asia sub-region, along with the Asia Development Network, Women 2030, CEOCDECON, Pairvi, Third World Network, and Wada Na Todo Network organised a civil society forum prior to the UNESCAP South and South West Asia sub-regional meeting in preparation for the 6th Asia Pacific Forum on Sustainable Development (APFSD) and the High-level Political Forum (HLPF) 2019.

ESCAP's sub-regional offices organised similar meetings in other sub-regions to facilitate dialogue between government officials, civil society, and other stakeholders on the theme of the HLPF 2019 – '*Empowering people and ensuring inclusiveness and equality*'. The meetings provided a platform to link regional and global discussions and agreements with sub-regional actions and follow-up, promote dialogue on the theme among various stakeholders, share information on the sub-regional implementation efforts of the SDGs, and define perspectives on the global theme for the 2019 HLPF.

The civil society forum prior to the sub-regional meeting was a concerted effort to strategize the participation of civil society organisations (CSOs) at the sub-regional meeting and build consensus on the statements and messages on the Sustainable Development Goals (SDGs). ASPBAE's Susmita Choudhury, along with representatives from NCE India, Azad Foundation, Nirantar, Afghan National Education Coalition (ANEC), and CED Sri Lanka participated in the forum.

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Each of the SDGs to be reviewed in the 6th APFSD and HLPF 2019 were critically reviewed in relation to the sub-regional situation. Jawid Omari from ANEC shared the socio-political challenges in implementing SDG 4. Chitrakshi from Nirantar highlighted the systemic exclusion of ethnic minorities, *dalits*, migrated children, single-parent families, transgender people, and riot victims from education and learning opportunities.

Underscoring the increase of privatisation, Ramakant Rai of NCE India highlighted that commercialisation of education is a threat to the right to education, especially for girls and marginalised children. Underlining the decline in women's participation in the labour force across South Asia, Meenu Vadera of Azad Foundation pointed out the gender disparity of wages and denial in access to

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Participants discussed a just and gender responsive climate framework that respects and promote human rights and gender equality, ensuring sustainable development and environmental integrity.

social protection. She emphasised life with dignity as the central pillar of the 2030 Agenda.

There was a specific discussion on SDG 13 where participants discussed a just and gender-responsive climate framework, eco-system-based approach that respects and promotes human rights and gender equality, ensuring sustainable development and environmental integrity. Participants developed statements on specific goals to be read out at the official sub-regional meeting. NCE India, ANEC, CED Sri Lanka, and ASPBAE jointly prepared the statement on SDG 4.

The UNESCAP South and South West Asia sub-regional meeting was organised by UNESCAP, NITI Aayog, and Research and Information System for Developing Countries (RIS) from 4-5 October 2018 in New Delhi. Government representatives from Nepal, Pakistan, Afghanistan, Maldives, Bangladesh, and India were part of the panel.

To plan for CSO engagement at the official event, CSOs grouped themselves along the Goals under review for HLPF 2019. It was clear that agreed collectively advocacies were to inform CSO interventions in the official processes where several CSO representatives were invited as discussants, panelists, and speakers.

To maximise CSO participation in a meaningful manner at the official event, it was agreed that Jawid Omari from ANEC would read the CSO statement on SDG 4 and Meenu Vadera, Azad Foundation and ASPBAE Executive Council member representing South and Central Asia, would read the CSO statement on SDG 8. Sheila Rashid (Bangladesh) was identified to read the overall CSO statement. Ramakant Rai was selected by UNESCAP as a panellist in the SDG 4 working group.

The statement on SDG 8 highlighted that progressive public policies and government employment programmes can play a significant role in addressing the decline of women's participation in the labour force and in reducing wage disparities.

Ramakant Rai, National Coalition on Education (NCE), India, speaking as a panellist on behalf of the group on SDG 4 emphasised the efforts by national governments to strengthen public education systems and develop a strong regulatory mechanism for private sector participation in education to ensure that education is a public and common good.

Day two of the official meeting was dedicated to discussions on the SDG Means of Implementation in South Asia - identifying key gaps in finance, technology, and capacity building. The meeting concluded with an agreement on the ways forward including processes leading up to the APFSD and HLPF, and consolidating sub-regional inputs for the APFSD 2019. [\[BACK\]](#)



Discussions at the sub-regional meeting focused on, amongst other things, the SDG Means of Implementation in South Asia – identifying gaps in finance, technology, and capacity building.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Abhivyakti Media for Development, an ASPBAE member, received a UNESCO award for a project that encourages young rural women to contribute to education transformation in Northern Maharashtra, India.

ASPBAE-UIL project wins Education for International Understanding/Global Citizenship Education Best Practices 2018 award

17 October 2018

Abhivyakti Media for Development, a civil society organisation that champions plural media environment and promotes active citizenship and democracy, and an ASPBAE member in India, received an [Education for International Understanding/Global Citizenship Education Best Practices 2018](#) award by the Centre of Education for International Understanding under the auspices of UNESCO for a [project](#) that encourages young rural women to contribute to education transformation in Northern Maharashtra, India.

The Youth-led Action Research for Transformation project is part of a two-year initiative by ASPBAE and the UNESCO Institute for Lifelong Learning (UIL), which is designed to provide young rural women in India, Indonesia, and the Philippines with the skills and competencies they need in their communities. To date, the initiative has enabled women in the participating communities to continue learning and raise voice for other marginalized young women in the area.

The Youth-led Action Research for Transformation project has enabled women in India, Indonesia, and the Philippines to continue learning and raise voice for other marginalized young women in the area.

[Abhivyakti Media for Development's prize-winning project](#) reached over 100 young women in 10 rural communities. Villagers call them fondly as the *Shodhinis* (women knowledge seekers in Sanskrit). These rural young women are becoming agents of change in their communities, representing the voices of marginalised young women. Among the highlights of the project is a community library for women, and educational [campaigns](#) to prevent forced and early marriages so that girls can continue their education.

This information appeared on the [UNESCO website](#). [\[BACK\]](#)

A school ship bringing conservation education to Indonesian islanders wins UNESCO sustainability education prize

9 October 2018



The Kalabia Environmental Education programme (Indonesia) is a winner of the 2018 UNESCO-Japan Prize on Education for Sustainable Development.

The Kalabia Environmental Education programme is one of the three winners of the 2018 edition of the UNESCO-Japan Prize on Education for Sustainable Development. Programme Founder and Advisor Angela Beer spoke to UNESCO about the win.

The [Prize](#), which rewards the [three winners](#) with US\$ 50,000 each, will be presented at a ceremony at UNESCO Headquarters, Paris, on 9 October 2018.

The Kalabia is a lesson in the transformational power of sustainable development education. The 34-metre-long ship, an innovative floating platform educating young people about conservation of the environment as it moves between Indonesian islands, used to be a destructive tuna trawler.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



The Kalabia ship, a marine conservation programme, is delivered to more than 100 remote coastal villages spread across the five million hectares that make up Raja Ampat in West Papua, a region of spectacular biodiversity.

Refitted as an education station, it is now the keystone of a marine conservation programme delivered by a dedicated team of local educators to the more than 100 remote coastal villages spread across the five million hectares that make up Raja Ampat in West Papua, a region of spectacular biodiversity.

Education Adviser, Angela Beer, who has seen the programme evolve from its first days, said, “We are honoured and very proud that the Kalabia programme is receiving this much-deserved recognition for this invaluable programme in a globally unique, special, and important place.”

Conserving precious natural resources

The programme, initially developed by Conservation International and now part of the [Kalabia Foundation](http://www.kalabiafoundation.org) (Kalabia is the local name for a ‘walking’ shark unique to the islands), began in 2008 with a mission to improve the long-term well-being of the Papuan people by giving them the knowledge to ensure the conservation of their marine and coastal resources for a sustainable future.

“Fifteen years ago, nobody had heard of Raja Ampat,” said Angela. “Then its blow-your-mind reef and coastal biodiversity was recognized and everything changed. When it was first ‘discovered’ the challenges in conservation were to do with destructive practices such as bomb fishing, shark finning and general over-fishing.

“In addition, on the many low-lying islands the local people would actually dig up the reef to use as foundations for housing construction. There was coral mining and poaching of endangered species of sea turtles. People didn’t realise how special, nor how vulnerable, the area was and it was an interesting challenge to formulate a programme to raise awareness.”

In one decade, however, there has been a huge shift in the main threat to the area and ironically, the interest in its incredible diversity began to attract tourism.

“The threat now is not so much to do with bad use and extraction of natural resources by locals, but to do with tourism and development pressures: the exploitation of the islands is happening too rapidly and not in a context of responsible tourism nor sustainable coastal development,” she said.

Youth and clan leaders empowered

Enter the Kalabia with a mission and strategy to engage communities, and most of all youth, in their islands’ future and precious resources. This has involved working with tribal councils and clans who have ownership claims extending from land to reefs and also backing up the educational work with traditional and governmental legislation. A network of six large marine protected areas (MPAs) have been developed in Raja Ampat to help manage and protect the rich local oceans.

The Kalabia tours the islands offering 4-day intensive education programmes to children, which are designed to involve whole communities.



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ASPBAE THIS MONTH

October 2018

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During the interactive courses, the children participate in a mixture of small-group lessons, field trips and interactive games, some of which take place onboard the Kalabia.

"We work with children in grade 4 to 6 at an age where they are super keen to learn and soak up information like sponges. We also teach whole communities that by using unsustainable practices they are undermining their own future" said Angela.

During the interactive courses, which offer 5 to 6 educators per 30 students, the children participate in a mixture of small-group lessons, field trips and interactive games some of which take place onboard the Kalabia.

"In relation to one of the most fragile elements of this environment, the coral reef, the children and their elders often think coral is a rock or a plant, rather than a living animal. Gaining understanding like this is key to change.

"Even in these remote regions marine debris has become an issue. We teach about the impact of plastics on the environment and health and that it cannot be discarded like a biodegradable leaf," she said.



The programme includes a monitoring and evaluation element to record evidence of change in knowledge, skills and attitudes.

The programme includes a monitoring and evaluation element to record evidence of change in knowledge, skills and attitudes, but anecdotal evidence is the most powerful indicator of the transformational power of what the children learn.

"We start the lesson by asking them 'where does your garbage go when you throw it in the sea?' They usually reply simply, 'away'. So, after doing a beach clean-up together and snorkelling on the reef, we tell them that their island is another island's 'away'.

When it comes to indigenous clan leaders, they have been able to exercise their ownership rights to block and shut down outsiders from overfishing while themselves fishing only for subsistence and allowing local fish stocks to regenerate.

Since its inception, the Kalabia has taught more than 10,000 students in its core programme, visited all Raja Ampat villages over three times and touched the lives of well over 100,000 people through extended programmes.



Since its inception, the Kalabia has taught more than 10,000 students in its core programme, visited all Raja Ampat villages over three times and touched the lives of well over 100,000 people through extended programmes.

For the future the team hopes to use the prize money to provide capacity-building to the Papuan Educator team and to develop and publish a new story-book series for distribution in constituent communities.

"Most significantly, we hope the funds can be used to leverage additional funding for program expansion," said Angela. "The West Papua government has declared itself Indonesia's first 'Conservation Province' and we hope all Papuan communities will have access to a tailored Kalabia Environmental Education programme within the next few years."

This write-up is a reproduction of an article appearing on the [UNESCO website](http://www.unesco.org).

[\[BACK\]](#)

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Margarete Sachs-Israel, Chief Programme Coordinator of the UNESCO Institute for Lifelong Learning (UIL), presents the United Nations Secretary-General's report on 'Literacy for life: shaping future agendas and Education for Democracy'.

UNESCO report calls on governments to step up efforts to make literacy a policy priority

5 October 2018

Margarete Sachs-Israel, Chief Programme Coordinator of the UNESCO Institute for Lifelong Learning (UIL), presented the United Nations Secretary-General's report on [Literacy for life: shaping future agendas and Education for Democracy](#) at the Third Committee of United Nations General Assembly.

The report provides information on UNESCO's work undertaken in supporting Member States in advancing literacy along six strategic areas – (1) policy and planning for youth and adult literacy; (2) scaling up literacy for women and girls; (3) improving quality of programmes and innovations; (4) enhancing literacy assessment and monitoring; (5) furthering research, knowledge creation and advocacy; and (6) building learning cities to promote inclusive and equitable societies.

The report calls upon governments and the international community to step up efforts to make literacy a policy priority and to scale up actions, with particular attention to vulnerable and marginalised groups and to mobilise sufficient, effective, and sustainable funding to achieve this goal. The report also invites governments to formulate legal frameworks and policies aimed at building flexible learning pathways and offering learning opportunities for people of all ages throughout life.

Regarding [Education for Democracy](#), the report demands to bolster, through education, the connection between democratic governance, peace, sustainable development, and the promotion of human rights and fundamental freedoms.

The report calls upon UNESCO to continue to play a coordinating and catalysing role, supporting Member States in achieving the education-related SDGs.

Click [here](#) to read the full report. Click [here](#) for the recording of the committee session (time - 1:46:30). [\[BACK\]](#)



The report calls on governments and the international community to step up efforts to make literacy a policy priority and scale up actions, with particular attention to vulnerable and marginalised groups, and mobilise sufficient, effective, and sustainable funding to achieve this goal.

Ehsanur Rahman, ASPBAE EC member, nominated to IACE Hall of Fame

The International Adult and Continuing Education Hall of Fame's (IACEHOF) Board of Directors has nominated Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission and ASPBAE Executive Council Member representing South Asia, to the IACE HOF's Class of 2018 to commemorate his efforts in the field of continuing education.

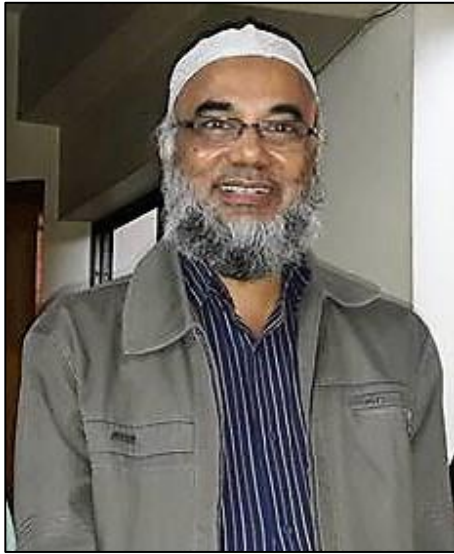
Ehsan was honoured for his work in Dhaka Ahsania Mission (DAM), which “*has succeeded in ensuring adult and continuing education for more than six million disadvantaged youths and adults through a creative community-based network of learning centres.*” As the citation during his nomination outlines, “*Rahman has worked to integrate skills development training in adult and continuing education*



ASPBAE THIS MONTH

October 2018

www.aspbae.org



Ehsanur Rahman, Dhaka Ahsania Mission and ASPBAE Executive Council Member, has been nominated to the IACE Hall of Fame for his efforts in the field of continuing education.

to create lifelong learning opportunities for youths and adults in Bangladesh. He has actively worked to provide adult and continuing education integrated with entrepreneurship training, technical and vocational education and training through community-based, workplace-based and institutions-based courses complemented by job placement services. This packaging of education with Technical and Vocational Education and Training (TVET) is considered a major contributor of social change."

The induction ceremony will be held on 10 November 2018 in New Orleans, U.S.A. A big congratulations to Ehsanur Rahman for this achievement!

The Hall of Fame honours leaders in the fields of continuing education and adult learning, and serves as a record of inspiration for the next generation of continuing education leaders. Annually, adult and continuing education leaders from around the world are selected for induction into the International Adult and Continuing Education Hall of Fame (IACE Hall of Fame). These individuals reflect the great diversity of adult and continuing education practice and scholarship and the increasingly global leadership community that constitutes the IACE Hall of Fame.

This write-up draws on information appearing on the IACEHOF website. [\[BACK\]](#)

Generating a shared understanding of adult education to develop a relevant brand

1-2 October 2018, Hamburg, Germany



The branding workshop was an opportunity for participants to craft a common understanding of adult learning and education that can then be communicated better to those outside the sector.

A workshop on Branding Adult Education (AE) was organised by DVV International (DVVI) and the UNESCO Institute for Lifelong Learning (UIL) in Hamburg as a continuation of the first workshop held in Suwon, Korea, in October 2017. This Hamburg workshop was conceived as the next significant step in generating a shared understanding of a clearly defined concept of adult education as a pre-requisite towards developing an AE brand.

David Atchorena, Director of UIL, welcomed the participants to the workshop. In his opening address, he stated that 'branding' is associated more with marketing, but in the current context where AE has been neglected in the Sustainable Development Goals (SDGs) and where financing for AE is depleting, it is timely to have this discussion. He further stated that adult literacy is an issue of concern and focus on AE is much desired beyond vocational and technical training.

Christoph Jost, DVVI Director, underscored the need to strengthen lobbying and advocacy efforts in AE within the education sector as well as outside the sector. He stated that AE is diverse, multi-dimensional, and multi-functional. If visibility has to be given to AE, we need to bring it outside of its silos and emphasize on the budget and space for AE, both at the local and international levels.

Anja Theone, Head of the Project Branding AE and the facilitator of the workshop, shared that AE provokes a negative connotation in many instances, hence the need to give it a positive meaning. She stated that different aspects of AE have

Christoph Jost, DVVI Director, highlighted the need to strengthen lobbying and advocacy efforts in adult education within and outside the education sector. David Atchorena, UIL Director, stressed that the focus of adult education needs to go beyond vocational and technical training

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Participants of the branding workshop agreed the key aspects of adult education – justice, well-being, and change – as being urgent, serving the majority of the people for the longest period of their lives.

different meanings in different regions of the world and that the workshop participants are best equipped to craft a common understanding of adult learning and education that can then be communicated better to those outside this sector. Anja recollected the outcomes and agreements from the first AE Branding workshop and proposed that the varied regional meanings/connotations of AE need to be located under a universal brand umbrella of AE, with 'Adult Learning and Education' (ALE) as the central anchor point.

The workshop opened with participants synthesizing ALE's contribution to the three core characteristics of AE, which were commonly agreed in the first workshop - justice, well-being, and change. Through joint reflection and discussion, consensus was built on key aspects of AE as being urgent, serving the majority of the people for the longest period of their lives. ALE equips adults – the decision makers of today – with the necessary tools to take urgent action *now* to address the developmental challenges of poverty, conflict, sustainability, inequity. Participants also shared the aspects of AE from their regional experience – Asia Pacific, Africa, Latin America, and Europe - and from these sharing, derived the main fields of action of AE as being information and communication technologies (ICT), work skills, youth, strengthening democracy, and second chance learning.

The workshop concluded with participants deliberating to unite on the aspects of the vision of AE, which was articulated as follows –

- ALE is an integral part of lifelong learning in the Right to Education.
- ALE is critical in achieving all the SDGs and human rights.
- ALE offers literacy to those who could not access it earlier, a second chance to acquire foundational skills

The participant group consisted of Carmen Campero (Latin American Campaign on the Right to Education, CLADE), Nelida Cespedes (Latin American and Caribbean Council for Popular Education or CEAAL), Giovanna Mode (CLADE), Maria Khan (ASPBAE), Katarina Popovich (ICAE), Uwe Gartenschlaeger (DVVI), Christoph Jost (DVI), Werner Mauch (UIL), Shirley Walters (University of Western Cape, South Africa), and Anita Borkar (ASPBAE). [\[BACK\]](#)

Vietnam education coalition advocates for system changes in education, attentive to equity and inclusion, within a lifelong learning framework

3-12 October 2018, Hanoi, Vietnam

The Vietnam Association for Education for All (VAEFA) held advocacy events covering their core education advocacy agenda and engaged various education stakeholders in Vietnam, both from the government and civil society organisations.

Revision of Vietnam's education law

VAEFA held a consultation with civil society organisations (CSOs) and education experts on 3 October 2018 to feed into the ongoing revision of the country's education law.



VAEFA held advocacy events addressing their core education advocacy agenda.

ASPBAE THIS MONTH

October 2018

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Key education issues were highlighted during the discussions, including the need to integrate multiple pathways to learning after lower secondary education.

Key education issues were highlighted during the discussions, including the need to integrate multiple pathways to learning after lower secondary education, addressing the negative practices in high school examinations, and ensuring that education in the country is truly inclusive for all.

Vice Chair of the VAEFA Board, Nguyen Xuan Phuong, explained the ongoing revision process of the education law in the National Assembly (National Parliament in Vietnam) and summarized the key recommendations by VAEFA on the revised law derived from the advocacy experiences of the coalition and its members.

Based on plenary discussions and presentations, key recommendations will be submitted to the National Assembly for consideration in the process of revising the education law which include the following -

- Strong framing of inclusive education with greater attention to access and learning needs of marginalised groups.
- Fully realising the education for all and SDG 4 agenda of the government, ensuring that no one is left behind.
- Monitoring and addressing the practice of using the contribution of parent to mobilise additional resources for education and ensuring that poor families are not discriminated against in education.
- Ensuring that the education system is complying with international standards and practices.
- Ensuring strong relationships and linkages between schools and society.
- Strong monitoring systems imbedded in the law.
- Increasing the education budget and improving its management and strengthening the role of the Ministry of Education and Training (MOET) in preparing, implementing, and monitoring the education budget.



Some key recommendations emerging from the workshop to be submitted in revising the education law included a strong framing of inclusive education, with greater attention to access and learning needs of marginalised groups; and increasing the education budget and improving its management.

Specific recommendations were also made with regard to the following -

- Developing an Early Childhood Care and Education (ECCE) System, ensuring that children under 6-years are provided with relevant care and education, and strengthening the role of teachers, parents, and the community in supporting children.
- Strengthening the section of the law around technical/vocational education.
- Specifying certain provisions related to the education of the deaf such as ensuring sign language as a formal teaching technique, to be guaranteed by law. Related to this, ensuring hiring of deaf teachers and opportunities for deaf students in universities, enabling them to earn degrees in their chosen profession.
- Investing more in supporting teachers, infrastructure, and the curriculum to support people with disabilities; ensuring that teaching methodologies are compatible with different characteristics and needs of learners.
- Ensuring specific attention is given to the rights of the LGBT community, preventing any form of discrimination against them in education.
- Integrating Sexual and Reproductive Health and Rights (SRHR) in the school curriculum.
- Ensuring youth voices and perspectives are heard in consultative mechanisms when improving education laws and policies.



Recommendations were also made regarding developing an Early Childhood Care and Education (ECCE) System and investing more in supporting teachers, infrastructure, and the curriculum

ASPBAE THIS MONTH

October 2018

www.aspbae.org



Participating in the consultation, ASPBAE's Helen Dabu's recommendations to the revised education law included ensuring financing of education with a protective framework guaranteeing sustained state financing of public education and ensuring Vietnam's consistent allocation of at least 20% of the national budget to education.

- Giving attention to adult education and the needs of adult learners under the continuing education section of the law as it is an important part of societal development; improving some terminologies in the law to include adult learners.
- Strengthening life skills education.
- Ensuring increased and sufficient budgets for Early Childhood Care and Education (ECCE) and Technical Vocational Education and Training (TVET).

ASPBAE's Helen Dabu participated in the consultation and added recommendations to the revised law. Her suggestions included ensuring financing of education where the law should have a protective framework guaranteeing sustained state financing of public education and ensuring Vietnam's consistent allocation of at least 20% of the national budget to education will not diminish and will serve as a minimum benchmark. Related to this, Helen further suggested that the financing framework in the law should ensure sustained attention to size, share, sensitivity, and scrutiny of the education budget. She also added that lifelong learning should be an overarching framework in the law, as provided for in SDG4, and that there must be a mechanism in the law for a multi-stakeholder consultative and monitoring system to ensure that the law will be fully implemented.

VAEFA will be consolidating the recommendations and incorporating them in the relevant sections of the law. It aims to submit this to the National Assembly in time for the targeted completion of the final revised law by January 2019 and approval by May 2019.

Improving support for and education of children with autism

Sustaining the coalition's advocacy for inclusive and equitable education for all, an advocacy workshop was organised on 5 October 2018 by VAEFA and its member, Center for Inclusive Education for Children, to explore appropriate models for education support and policy recommendations for the education of children with autism.

The workshop tackled the multiple challenges faced by children with autism and their parents in getting quality education appropriate for specific learning needs.

The highlight of the discussion revolved around various recommendations that were collected throughout the implementation of the advocacy initiative for inclusive and equitable education for all, including -

- The need for a multi-disciplinary support mechanism to ensure quality education for children with autism, such as providing a caring, safe, and non-discriminatory environment for learning.
- An education model combining special education and mainstream schooling for greater inclusion, i.e. providing systematic mechanisms where children can transition to mainstream schools.
- The need for an appropriate curriculum, and relevant assessment tools and methodologies to gauge the learning needs, capacities, and development of children with autism to support their education.



An advocacy workshop highlighted the multiple challenges faced by children with autism and their parents in getting quality education appropriate for specific learning needs.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



The workshop was the final stage of a series of consultations held to learn from existing practices to support the education of children with autism and formulate policy recommendations to be submitted to the government of Vietnam.

- Supporting teachers to build their capacities to provide education to children with various disabilities, such as those with autism.
- Greater public awareness and the need to tap media support to communicate the issues of children with autism and their families and feature good examples of how communities and society can provide supportive environments.
- Full state financing of education and development needs of children with autism to realise their potential.

The workshop was the final stage of a series of consultations held this year to learn from existing practices to support the education of children with autism and formulate policy recommendations to be submitted to the Ministry of Education and Training (MOET), the National Assembly, and other relevant government agencies.

Engaging Vietnam's National College of Education (NCE) to continue supporting education for the deaf

On 8 October 2018, VAEFA representatives and ASPBAE's Helen Dabu held a meeting with teachers and officials of the National College of Education (NCE) to discuss progress of their partnership in advocating for education rights of the deaf and how they can continue this work in the coming period.

The coalition and NCE have been working closely since July 2017 in piloting programmes for education for the deaf which includes supporting deaf teachers to work with and support speaking teachers in teaching deaf students on key academic subjects, developing appropriate curriculum and teaching methodologies for deaf students, and putting together policy recommendations that will be submitted to the Ministry of Education and Training (MOET) and other relevant government agencies to ensure the education rights of deaf people in Vietnam.



VAEFA and the National College of Education (NCE) have been working closely to pilot programmes for education for the deaf which includes supporting deaf teachers to work with and support speaking teachers in teaching deaf students.

While NCE officials and teachers have encountered challenges in the course of pursuing this initiative, including limited financial support, difficulty delivering sign language in some academic subjects, limited teaching methodologies, lack of unified sign language for specialised subjects, and lack of policy support to develop and fund this kind of teaching programme for deaf students, they have expressed great enthusiasm in taking this initiative on. They are hoping that MOET will fund and sustain this in the future to make it a permanent programme of NCE and, hopefully, by other teaching institutions in Vietnam.

NCE has already submitted a proposal to the MOET to sustain this initiative and VAEFA offered to co-sign and endorse this as part of its advocacy for inclusive, equitable, and relevant education, especially for deaf people in Vietnam.

A final consultation will be organised by VAEFA and NCE by the end of 2018 to document lessons learnt and come up with a list of financing, policy, and programmatic recommendations that will guarantee the education rights of the deaf and will be submitted to MOET and other relevant government agencies.

ASPBAE THIS MONTH

October 2018

www.aspbae.org



VAEFA and its member, the Centre for Education and Development (CED), organised a consultation workshop on 12 October 2018 to discuss recommendations on improving the operation of community learning centres (CLCs) in Vietnam.



VAEFA's member, CED, conducted interviews in 19 CLCs and worked with CLC leaders in various communities to provide coaching support in setting goals and action plans to improve their centres.



Participants affirmed the importance of the role of civil society organisations in engaging the government to ensure that education commitments are delivered for the benefit of the people.

Improving effectiveness of and mobilising resources for community learning centres

VAEFA and its member, the Centre for Education and Development (CED), organised a consultation workshop on 12 October 2018 to discuss recommendations on improving the operation of community learning centres (CLCs) in Vietnam based on the work and lessons learnt by VAEFA members, such as CED, and partners at local levels.

There are currently approximately 11,000 CLCs in Vietnam but many of these centers do not functioning properly due to key challenges such as lack of resources, lack of inter-agency connection or linkages, limited capacity, especially human resources, and lack of clear guidance on how to improve the functioning of the CLCs.

Participants of the workshop, consisting of local CSOs, especially those working in communities, and MOET representatives recognised that CLCs play an important role in society and it is crucial that resources must be mobilised to improve their operation and make them more relevant and responsive to societal and developmental demands.

In this initiative, VAEFA's member, CED, conducted interviews in 19 CLCs and worked with CLC leaders in various communities to provide coaching support in setting goals and action plans to improve their centres. In this process, VAEFA and CED were able to document the ground realities of CLC operations and facilitate an open dialogue with local CLC officials on how to address operational issues and improve management. As a result of this initiative, five CLCs have come up with comprehensive plans to improve their operations. CED plans to assist them in mobilising resources to ensure implementation of these plans.

Various recommendations were generated which will be submitted to MOET, local education officials, and other relevant government agencies to support CLCs which include increasing the budget and human resources for CLCs, improving the information and technological capabilities of CLCs, updating courses offered to make CLCS more responsive to the needs of learners (children, youth, and adults), and strengthening the role of CLCs as a platform for the realisation of every citizen's right to continuing education.

Participants also affirmed the importance of the role of CSOs in engaging the government (local and national), to ensure that education commitments are delivered for the benefit of the people. They also learnt from their experience that when local CSOs actively engage with CLCs at the community level, they operate much better than in areas where there are no local CSOs present.

ASPBAE's Helen Dabu shared the commitments of governments, including Vietnam, made in CONFINTEA VI which emphasised the areas that need to be addressed to ensure adult education at the country level by looking at policy and legal frameworks, governance, financing, participation, inclusion and equity, quality and relevance, and monitoring frameworks. [\[BACK\]](#)

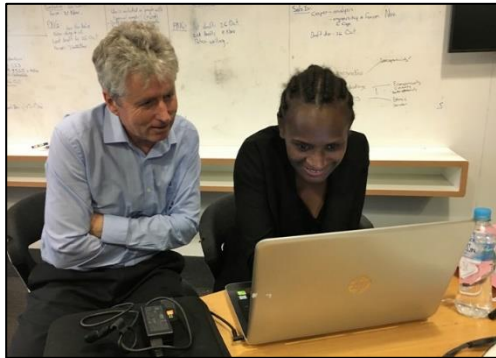
ASPBAE THIS MONTH

October 2018

www.aspbae.org

Write-shop builds South Pacific coalition capacity

15-19 October 2018, Melbourne, Australia



The aim of the write-shop held for South Pacific coalitions was to enable them to share their findings from their research on alignment of country education policies with SDG4, policies and practice on inclusion and disability, and analyses on their national education budgets.

Coordinators from South Pacific coalitions and writers from their respective countries participated in a 'Write-shop' organised by ASPBAE in Melbourne.

The participating coalitions were the Coalition for Education, Solomon Islands (COESI), Kolisen for Leftemep Edukesen Vanuatu (KoBLE), and Papua New Guinea Education Network (PEAN).

The first objective was to enable participants to share their findings from their research on three common areas of focus, namely – (1) the alignment of country education policies with SDG4, (2) policies and practice on inclusion and disability, and (3) analyses on their national education budgets. Secondly, the Write-shop was an opportunity for the participants to build capacities on how to undertake education research and analysis, and how to write reports and make submissions for lobbying. ASPBAE's Bernie Lovegrove and Peter King provided training and support. Participants also shared tips for report writing.



The Write-shop was an opportunity for participants to build capacities on education research and analysis, and writing reports and making submissions for lobbying. ASPBAE's Bernie Lovegrove (centre) and Peter King provided training and support for the Write-shop.

During the week, the participants also took the opportunity to meet with colleagues from the Australian Coalition for Education (ACED). ACED representatives at the meeting included Bruce Wilson, Director of the European Union Centre, and Associate Professor in International Development, Roberto Guevara, School of Global, Urban and Social Studies, both from RMIT University; Jenny Macaffer, CEO, Adult Learning Australia (ALA), and Carolyn Johnstone, Senior Lecturer, Associate Dean Teaching Quality, School of Arts, Federation University, Ballarat.

Each of the coalitions presented on their work and shared documents and data, and discussed lessons learnt in researching in their context. ACED representatives in turn shared perspectives on the Australian education and education aid, and the intention of developing a Spotlight Report on this topic in the coming months.

Coalitions also discussed the focal areas for advocacy coming from their research. In countries in the South Pacific, adult education and literacy and skills for sustainable living are always high on the agenda. Of increasing interest is the growing number of private schools and the lack of clear and specific policy towards them. For disability inclusion in education, participants intend to focus on teacher training and resources to support classroom assistants or special needs assistants. They also agreed that since some South Pacific donors have a particular focus on inclusivity at the moment, they should be a target for coalition advocacy.



Coalitions presented their work and discussed lessons learnt in research. ACED representatives shared perspectives on the Australian education and education aid and developing a Spotlight Report.

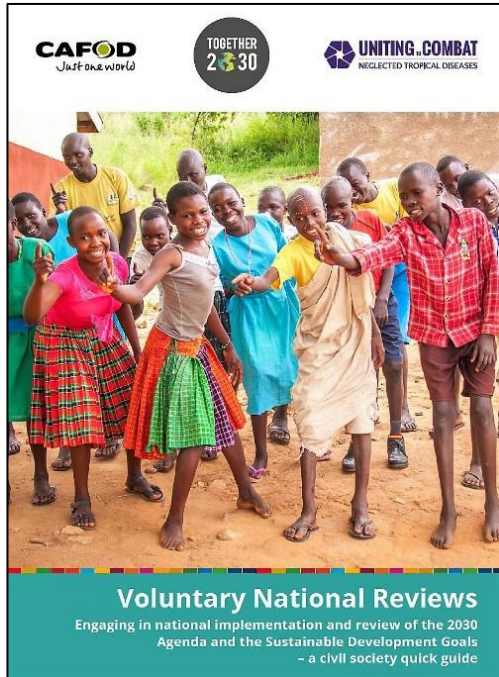
Advocacy building in the national education budget analysis will emphasize real spending per student in fee-free education and school grants; the miniscule budget allocated for adult education, literacy, and grossly insufficient funding for Technical Vocational Education and Training (TVET) or sustainable living skills. [\[BACK\]](#)

ASPBAE THIS MONTH

October 2018

www.aspbae.org

Civil society quick guide to engaging in Voluntary National Reviews



With voluntary national review season underway, Together 2030, Cafod and Uniting to Combat NTDs are launching a quick guide to support civil society in navigating this key process for the follow up and review of the 2030 Agenda.

Underpinned by principles of inclusion, participation and transparency, voluntary national reviews (VNRs) can help civil society to shape and influence decisions that will affect the realisation of their goals and concerns.

From calling on governments to undertake a VNR, to planning engagement, participating in consultations and ensuring follow up, there is a key role for civil society to play at every step of the way. The quick guide lays out why and how to engage and includes tips and tools to guide partners throughout the process.

A key benefit to participating in VNRs is that they can open new channels for engagement with governments and build a platform for regular exchange around the implementation of the sustainable development goals. Diego Martinez-Schutt, Policy Analyst, Cafod: *"In many countries, we're seeing good examples of new platforms for dialogue between civil society and governments. It is encouraging that governments are actually listening but we're still far from seeing comprehensive civil society engagement in all countries. For civil society partners trying to influence the 2030 Agenda, VNRs are an excellent place to start."*

VNRs should be inclusive of all stakeholders, ensuring the voices of the poorest and most vulnerable are heard. Marc Wormald, Policy Advisor, Uniting to Combat NTDs: *"People living with neglected tropical diseases are some of the most marginalised people in the world. With the SDGs, in particular 3.3, countries around the world have shown their determination to fight and eliminate these diseases. And yet significant achievements in this fight often go unreported. For those of you working to ensure the most marginalised are not left behind, engaging in a VNR is an opportunity to report achievements – and challenges – and to encourage further investment in approaches that evidently work."*

VNRs can also facilitate stronger civil society coordination thanks to the need for discussion, joint planning and aligned messaging. Andrew Griffiths, Head of Advocacy, Sightsavers, and Together 2030 Co-Chair: *"Our new quick guide lays out the key steps and strategies for successfully engaging in VNRs. Working with civil society partners is essential. Not only will this increase your chances of successfully influencing the VNR process, it will enhance and reinforce relationships with your colleagues and peers. As ever, collaboration is key!"*

Click to download [Voluntary National Reviews – a quick guide for civil society](#).

This write-up is based on information provided by Together2030. [\[BACK\]](#)

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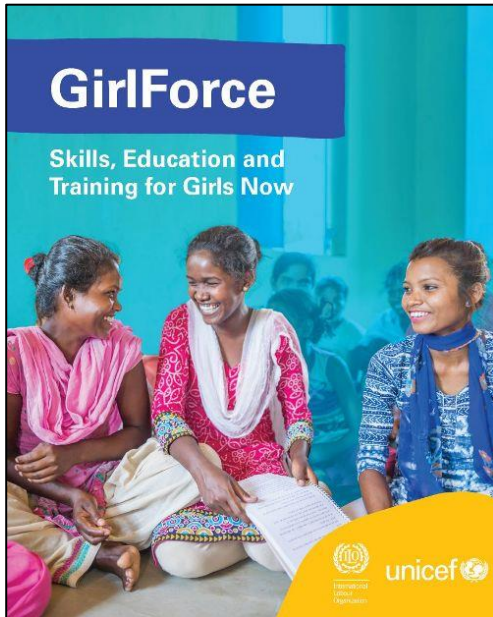
Voluntary National Reviews (VNRs) can help civil society to shape and influence decisions that will affect the realisation of their goals and concerns.

ASPBAE THIS MONTH

October 2018

www.aspbae.org

ILO and UNICEF release publication on ‘GirlForce: Skills, Education and Training for Girls Now’



ILO and UNICEF have jointly released a publication called ‘[GirlForce: Skills, Education and Training for Girls Now](#)’. A generation of girls risk being left outside the labour force or trapped in vulnerable or low-quality employment, due to a lack of skills, absence of quality jobs, and gendered expectations of their roles as caregivers.

On International Day of the Girl, the global community should rethink how we prepare girls for a successful transition into the world of work. The world’s 600 million adolescent girls each have the potential, strength, creativity and energy to meet global industry demands.

‘A skilled GirlForce’ is a global effort to attract attention and investment to equipping girls and young women with knowledge and skills needed for work, so they can successfully transition into employment. It is a movement to enable young women and girls to gain confidence and overcome the barriers that prevent them from fully participating in the workforce – to find employment, build careers, start businesses and become economically empowered individuals. [\[BACK\]](#)

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