



ASPBAE THIS MONTH

October 2020

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Beyond Disruption: Technology Enabled Learning Futures

UNESCO Mobile Learning
Week

[Full article](#)



NCE Nepal in Continuous Learning Facilitation and Public Education Strengthening

[Full article](#)



Adult learning and education from a global perspective: Towards CONFINTAE VII

By Werner Mauch,
UNESCO Institute for
Lifelong Learning (UIL)

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The new dynamics of adult learning and education in the corona pandemic

By Uwe Gartenschlaeger,
DVV International

[Full article](#)



ANNOUNCEMENT

On-line launch of the SDC
Education Network -
Scoping Study Private
Sector Engagement in
Basic Education

[Full article](#)

Education post-COVID-19: Extraordinary session of the Global Education Meeting (2020 GEM)

The 2020 GEM provided a strategic opportunity for UNESCO Member States and the international community to maintain and scale up their commitment to education as the most critical investment for a sustainable recovery and future. - [Read more](#)

Education for humanity's sake

NGO consultations in the lead up to the 2020 Global Education Meeting

Members highlighted the need for education's public expenditure share to be ensured, and for national recovery stimulus packages to include allocations for remediation classes to recover all disadvantaged students' learning loss. - [Read more](#)

International Day of the Girl 2020: Global Campaign for Education facilitates youth panel with ASPBAE participation

In support of the International Day of the Girl Child 2020, the Global Campaign for Education (GCE) convened an online youth panel. ASPBAE's Sunil Gangavane and Kajal Boraste of Abhivyakti Media for Development (AMD) were the panelists from Asia. - [Read more](#)

"Adult Learning and Education (ALE) - Because the future cannot wait" - a contribution from the International Council for Adult Education (ICAE)

The [International Council for Adult Education](#) (ICAE) took part in the global discussion on the futures of education by publishing a report entitled '[Adult Learning and Education \(ALE\) - Because the future cannot wait](#)'. - [Read more](#)

World Teachers' Day 2020: Global mobilisation and solidarity in unprecedented numbers

World Teachers' Day 2020 was a landmark for the teaching profession, with over 500,000 educators coming together for Education International's (EI) 24-hour webcast spanning the globe. - [Read more](#)

Education News and Views

Teachers: Leading in crisis, reimagining the future – World Teachers' Day 2020 – [Read more](#)



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Member of the Month

Youth for Human Rights Pakistan

Youth for Human Rights Pakistan is a group of young human rights defenders who believe in social transformation through human rights and peace education.

It supports human rights learning through training of human rights defenders, civil society groups, and development of research and advocacy initiatives for advancing human rights.

Its primary work areas focus on girls, youth, and issues related to sexual violence.

Click [here](#) to know more.

Photo of the Month



The theme of World Teachers' Day this year (5 Oct.) was -
'Teachers: Leading in crisis, reimagining the future'.

ASPBAE Lens

ASPBAE dedicates this space in the Bulletin to showcase photos its staff have taken to feature their perception of life around them, the interesting and inspiring moments they observe, and imagery they capture that reflect education and lifelong learning in different ways. In this edition, we feature a photo taken by Rene Raya, ASPBAE's Lead Policy Analyst.

Rene Raya

ASPBAE's Lead Policy Analyst



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EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight an Asia Pacific regional seminar co-organised by the UNESCO Asia and Pacific Regional Bureau for Education and the International Task Force on Teachers for Education 2030 (TTF) on the occasion of World Teachers' Day 2020.

Teachers: Leading in crisis, reimagining the future – World Teachers' Day 2020



Teacher leadership is crucial for the future of the profession and for inclusive and quality education. The importance of teacher leadership is further highlighted by the COVID-19 pandemic, which has directly affected 1.6 billion students at all levels of education and 63 million primary and secondary school teachers. Within a very short time, teachers across the world have had to adapt curricula, lesson plans, and teaching and assessment methods to ensure continuation and quality of learning for their students. Many teachers, especially those in lower-income countries, had to tackle such unprecedented challenges with limited or no digital infrastructure. Teachers also play a crucial role in ensuring safe and smooth school reopening, and designing innovative educational responses to “new normal”. At the same time, teachers need to continue adapting themselves to the rapid transformation of the education sector, which is accelerated by the pandemic and the advancement of artificial intelligence. All of these call for strengthening of the leadership of teachers, who play an important role in shaping the future of education.

Against this background, the World Teachers' Day 2020 has been celebrated with the theme of *‘Teachers: Leading in crisis, reimagining the future’*. On this occasion, the UNESCO Asia and Pacific Regional Bureau for Education and the International Task Force on Teachers for Education 2030 (TTF) co-organized an Asia-Pacific regional virtual meeting on 7 October 2020, to explore different types of teacher leadership in diverse national contexts and their roles in tackling the challenges posed by the COVID-19 crisis.

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The meeting brought together online nearly 200 participants from across the region. Teachers, school leaders, teacher educators and policy-makers from nine Asia-Pacific countries, as well as senior representatives from five international organizations and non-governmental organizations presented good practices of teachers playing a leading role at classroom, school and community levels, and shared their perspectives on the enabling factors, impediments and recommendations for empowering teachers.

This meeting was part of [UNESCO's week-long celebration of this year's World Teachers' Day](#), which comprised various global, regional and national events. It was also the second regional dialogue and experience sharing session jointly held by the UNESCO Asia and Pacific Regional Bureau for Education and the International Teacher Task Force.

The World Teachers' Day commemorates the signing of the [1966 ILO/UNESCO Recommendation concerning the Status of Teachers](#) and the adoption in 1997 of the [UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel](#). It provides an annual occasion for the international community to take stock of the key issues concerning teachers and share good practices and recommendations for achieving Target 4.c of the [Sustainable Development Goal 4](#) – substantially increasing the supply of qualified teachers by 2030.

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

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Education post-COVID-19: Extraordinary session of the Global Education Meeting (2020 GEM)

20-22 October 2020, Virtual



The 2020 GEM was a platform for exchange among high-level political leaders, policy makers and global education actors to protect and rethink education in the current and post COVID-19 world.

UNESCO convened an extraordinary session of the Global Education Meeting (2020 GEM) online which was co-hosted by the Governments of Ghana, Norway and the United Kingdom.

The 2020 GEM provided a unique platform for exchange among high-level political leaders, policy makers and global education actors to protect and rethink education in the current and post-COVID-19 world and agree on global priority actions for educational recovery and progress in the Decade of Action for Sustainable Development.

The event provided a strategic opportunity for Member States and the international community to maintain and scale up their commitment to education as the most critical investment for a sustainable recovery and future, highlighted during the Leaders' Dialogue of the high-level segment on 22 October.

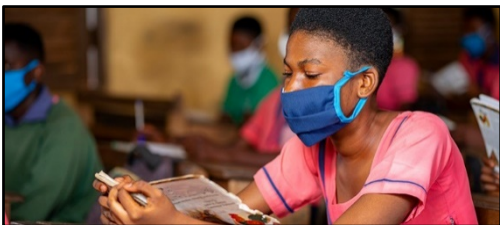
The high-level segment adopted the [2020 GEM Declaration](#), during the meeting representatives of Member States and eminent personalities made commitments for the fulfilment of the global action points.

The global level GEM 2020 was preceded by regional level consultations. The Asia Pacific consultation was held on 23 September 2020. ASPBAE and 16 of its members participated in the regional consultation. They were - CED Sri Lanka, NCE India, NCE Nepal, Nirantar in India, CAMPE Bangladesh, PCE Pakistan, ANEC Afghanistan, COESI Solomon Islands, KOBLE Vanuatu, VAEFA Vietnam, NEP Cambodia, E-Net Philippines, EDUCO in the Phil., ACT Tajikistan, SVA and JNNE Japan.

In the global meeting, ASPBAE participated through the Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO Ed2030). ASPBAE Secretary-General, Maria Khan, and ASPBAE Cecilia (Thea) Soriano participated. ASPBAE also represented the CC NGO as the (only) civil society organisation (CSO) speaker in the plenary session during the technical segment of the GEM on 20 October 2020.

ASPBAE was actively engaged in the processes influencing the [Outcomes Document](#) at both the regional and global levels.

ASPBAE members in the regional consultations and members of the Coordination Group of the CC NGO Education 2030 advanced the following main points in the Outcomes Document: They lobbied for more explicit reference to SDG4 and its underpinning principles, notably recognition of education as a human right and a lifelong learning perspective. They asserted fidelity to agreements in the Education 2030 Framework for Action in commitments and re-affirmations to strategies responding to the COVID 19 crisis, drawing greater attention to the learning needs of children, youth and adults; safe re-opening of



ASPBAE members in the regional consultations and members of the CC NGO Ed2020 lobbied for more explicit reference to SDG4 and its underpinning principles.

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ASPBAE represented the CC NGO as the only civil society organisation speaker in the plenary session during the technical segment of the GEM.

ASPBAE and its members called for fidelity to the agreed financing education benchmarks in domestic resource mobilisation and in education ODA and called for the protection of education budgets and the inclusion of education allocations in stimulus packages of governments.



The GEM 2020 was a strategic opportunity for Member States and the international community to maintain and scale up their commitment to education as the most critical investment for a sustainable recovery and future.

schools mindful of the health and welfare of students, teachers and education personnel; attention to equity and quality in continuing learning plans of governments, bridging the digital divides with attention to vulnerable groups especially women and girls, and guarding against the corporate capture of online education platforms. They asserted fidelity to the agreed financing education benchmarks in domestic resource mobilisation and in education ODA and called for the protection of education budgets and the inclusion of education allocations in stimulus packages of governments. They strongly asserted reference to the leadership role of UNESCO in global education architecture coordinating SDG4 and the education community's responses to the COVID 19 crisis.

It was agreed during the GEM 2020 that a wide consultative process led by UNESCO be undertaken "to develop a proposal to strengthen the SDG-Education 2030 Steering Committee to be able to effectively steer and coordinate the global education cooperation mechanism in line with the Education 2030 Framework for Action and in the post-COVID-19 context". In this regard, ASPBAE Secretary General, Maria Khan, in her comments in the GEM 2020, recalled the premises that informed shaping the Education 2030 follow up mechanisms as outlined in the Education 2030 Framework for Action which bear retaining in any future reconfiguration of the architecture -

- "- We affirm the leadership role of UNESCO as the specialized UN agency for education, in coordinating this mechanism and the Education 2030 agenda;
- The multilateral character of the mechanism should be preserved; where Member States – as duty bearers on the right to education – remaining in the driving seat;
- The architecture and processes with expressions at global, regional even country levels should be inclusive, broad-based, multi-stakeholder in composition, including ensuring institutionalized representation of civil society, the teaching profession, and youth through accountable and representative formations;
- SDG4 is premised unequivocally on education being a human right and a public good, committed to advancing lifelong learning opportunities for all. The mechanism to steer this agenda should in no way undermine or compromise this and the efforts to strengthen public education systems to deliver best on the SDG4 agenda."

Maria also emphasised the commitment of the CC NGO to facilitate a broad-based consultation on this important matter with CSOs in the coming period.

Related documents, including the video recording of the GEM 2020, can be found by clicking [here](#). [\[BACK\]](#)

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Education for humanity's sake

NGO consultations in the lead up to the 2020 Global Education Meeting

17 September & 1 October 2020



The Coordination Group of the CCNGO Ed2020 met to provide a civil society lens to the draft 2020 GEM Declaration.

UNESCO's Collective Consultation of NGOs on Education 2030's (CCNGO-Education 2030) Coordination Group (CG) met in the lead up to the 2020 Global Education Meeting (2020 GEM).

The coordination group, having collected the voice of their respective constituencies at national, regional and international level, met to provide a civil society lens to the draft 2020 GEM declaration. The Declaration, an agreement on global priority actions to be delivered in the next 12 months to ensure an adequate education response to COVID-19, will be endorsed on 22 October 2020 at the high-level segment of the 2020 GEM.

At the meetings, members expressed the necessity for free, quality education for pre-school, school, youth and adults learning in both formal and non-formal settings, especially for the most marginalized throughout and beyond the crisis.

Financing education

Research by the Global Education Monitoring Report has shown that if the international community acts now and invests in remedial and re-enrolment programmes, this could reduce the additional cost of COVID-19 on SDG 4 by 75%.



Members expressed the necessity for free, quality education for pre-school, school, youth and adults learning in both formal and non-formal settings, especially for the most marginalized.

At the meeting, members highlighted the need for education's public expenditure share to be ensured, for national recovery stimulus packages to include allocations for remediation classes to recover all disadvantaged students' learning loss and re-enrolment campaigns for learners at risk of not returning to learning.

President of the Global Campaign for Education (GCE), Refat Sabbah, called on domestic financing solutions and international financing of education to target countries most in need, *"these countries should be supported through grants and debt cancellations,"* he said.

Internet connectivity and digital commons

Through the work of the Global Education Coalition, UNESCO has worked relentlessly on connectivity to internet for learning institutions and on building digital commons, with a view to enabling equitable and inclusive technology-based learning.



The meeting explored the current connectivity gap and members expressed the need for free, equitable and inclusive technology-based learning resources.

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"Internet connectivity should be seen as a public good and a 21st century right," said the CCNGO CG Latin America and Caribbean representative, the General

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ASPBAE Secretary-General, Maria Khan, stressed that governments must ensure guidelines for private providers of online education and build capacities of schools to provide quality education through blended approaches.

Coordinator of the Campaña Latinoamericana por el Derecho a la Educación (CLADE), Nelsy Lizarazo.

To this, the CCNGO CG Asia and Pacific representative, ASPBAE Secretary-General, Maria Lourdes Almazan Khan added, *"Governments must ensure regulatory frameworks and guidelines for private providers of online education. At the same time, building the capacities of public/government schools to provide quality education through blended approaches - online and offline."*

However, added the Chair of the Africa Network Campaign on Education for All (ANCEFA) Samuel Dembele, *"in the meantime since ICTs are not developed at the same level in all regions, it is fair to take into account all levels of technological evolution to meet educational needs: providing online education through the media, radios, televisions, data sites, to make up for the lack of ICTs."*

Reopening learning institutions

Reopening schools, learning institutions safely, and establishing closer collaboration between the education, health and social protection sectors with plans that are equity-focused, gender-responsive and inclusive and adequately funded is a major part of the COVID-19 Response toolkit currently being developed by UNESCO. This toolkit provides principles to guide governments and communities in taking decisions for learning during and post pandemic.

"There is a need for Adult Learning and Education, ALE, that is not just work-related. Community-based education and inter-generational learning are critical in the response of communities in the pandemic. Support for these should be explicit in the coming period," said Maria Khan of ASPBAE, expressing the need for stronger support of, *"Community Learning Centres for information dissemination and awareness raising on how to prevent COVID-19 transmission as well as to support education programmes such as learning opportunities, re-skilling to enable youth and adults to gain employment and income. Community Learning Centres can also support feeding for early childhood children as well as provide psycho-social support and capacity building for young people and adults."*



Christoph Jost, CCNGO CG European representative and Director of DVV International, spoke of the importance of governments providing non-formal learning opportunities for youth and adults to allow for more inclusive digital and media literacy and health-related education for learners at all ages.



Investing in skills development for inclusive recovery, decent work and sustainable development through reskilling and upskilling opportunities for all youth and adults who lost or are at risk of losing their jobs was the focus of discussions.

World Organisation for Early Childhood Education and Care, Organisation Mondiale pour l'Education Préscolaire (OMEP) represented by its President Mercedes Mayol Lassalle warned, *"the COVID-19 education response has not taken into consideration early years development, early years is not a time for distance learning,"* to which the President of the UNESCO NGO liaison Committee, Marie-Claude Machon-Honoré added, *"for humanity's sake, human contact is needed at all levels, especially early childhood but not only, face-to-face learning where possible must be prioritized."*

Investing in skills development for inclusive recovery, decent work and sustainable development through reskilling and upskilling opportunities for all youth and adults who lost or are at risk of losing their jobs was also focus of discussions, including digital literacy and literacy. The CCNGO CG European representative, Director of the European Association for the Education of Adults (DVV International), Christoph Jost said, *"Governments must provide non-formal*

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learning opportunities for youth and adults to allow for more inclusive digital and media literacy and health-related education for learners at all ages.”



National NGO representative on the CCNGO Coordination Group, Rasheda Choudhury of CAMPBE Bangladesh, urged that teachers need to be a part of planning and implementation of COVID responses and recovery plans.

Teachers

Support all teachers as frontline workers, involving their representative in decision making and ensuring their personal and professional well-being and professional development needs, including digital and pedagogical skills for differentiated instruction, was also a focus of NGO discussions on 1 October.

National NGO representative on the CCNGO Coordination Group, Executive Director of the Campaign for Popular Education (CAMPE), Rasheda K. Choudhury, spoke out for teachers, saying, *“Support the teachers as frontline actors promoting health and hygiene etiquettes inside education institutions and in communities, and support their representatives so that they are included in national and local level planning and implementation of COVID responses and recovery plans.”*

“Teachers, parents, families, community and governments. This pandemic has shown us that it is together that we must work, build bridges between education, academia, research and health sectors. And that both teachers and parents must be supported to face the challenges of future pandemics and lockdowns closing down our learning institutions,” said Marie-Claude Machon-Honoré, UNESCO NGO liaison Committee.

Leading Education 2030 agenda

In conclusion, members of the Coordination Group underscored the importance of the 2020 GEM, strongly affirming the leadership role of UNESCO in coordinating the SDG4-Education 2030 agenda as codified in paragraph 92 of the Framework for Action; and that measures to enhance global coordination on education in this difficult period of the pandemic should be aligned with the agreed architecture on the SDG4 follow-up which ensures strong leadership of member states, broad multi-stakeholder representation and the institutionalized participation of civil society.

This article is based on a write-up on the [UNESCO website](https://www.unesco.org/en/education/2020-gem). [BACK]



Mercedes Mayol Lassalle of World Organisation for Early Childhood Education and Care, Organisation Mondiale pour l'Éducation Préscolaire (OMEP) asserted that the COVID-19 education response has not taken into consideration early years development, “early years is not a time for distance learning”.

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International Day of the Girl 2020: Global Campaign for Education facilitates youth panel with ASPBAE participation

12 October 2020, Virtual



The Global Campaign for Education held an online youth panel in support of the International Day of the Girl Child 2020.

The International Day of the Girl Child takes place annually on 11 October. The official theme of 2020, as determined by UNICEF, was, 'My voice, our equal future'. The day brought together campaigners and youth to discuss how we can reimagine a better world, inspired by adolescent girls. Under the theme, girls around the world were called to assert their power as change-makers and demand -

- Learn new skills towards the futures they choose
- Live free from gender-based violence, harmful practices, and HIV and AIDS
- Lead as a generation of activists accelerating social change

In support of the International Day of the Girl Child 2020, the Global Campaign for Education (GCE) convened an online youth panel. The discussion saw a collection of leading youth education advocates discussing the impact of COVID-19 on the rights of girls in their community, country and region. The panel examined issues of school access, violence in and around school, along with ways young people themselves are taking action to ensure all girls, and boys, can receive a safe education during the COVID-19 response and beyond.

ASPBAE's Sunil Gangavane and Kajal Boraste of Abhivyakti Media for Development (AMD) were the panellists from Asia and shared lessons coming out of ASPBAE's Youth-led Action Research (YAR) initiative on the COVID-19 response.

ASPBAE's Sunil Gangavane and Kajal Boraste of Abhivyakti Media for Development (AMD) were the panellists from Asia. They shared the lessons coming out of ASPBAE's Youth-led Action Research (YAR) initiative on the COVID-19 response. Sunil spoke about existing gender-based discrimination and violence against women and girls in India and how it has been aggravated during the pandemic. He said, *"Even before pandemic, many women experienced discrimination and violence in their everyday lives, both in public and private places. The cases are often under-reported because of systemic and social barriers, and thus formal mechanisms to address it remain ineffective. Women from Dalit, Adivasi (tribal) and other marginalised communities are largely affected by this gender-based violence and their multi-layered marginalisation also narrows their access justice"*. He further highlighted the need for awareness amongst educators about gender-based discrimination and demands of girls for safe education, safe toilets, safe travels, and accessible and dignified school support system where girls feel comfortable and trusted to report cases.



Referring to youth action, ASPBAE's Sunil Gangavane stressed that through student-led protests, rallies, and social media campaigns, youth are demanding free, quality and safe education for all.

Referring to youth action, Sunil added that many youths, through volunteerisms and movements, have been raising these concerns from time to time. Through student-led protests, rallies, and social media campaigns, youth are demanding free, quality and safe education for all. They are also creating learning spaces that allow young girls and boys to understand systemic structures of gender-based discrimination and builds their confidence to ask for their rights to education and right to an equal and dignified life. Sunil spoke about the YAR initiative through which young girls and boys from communities came forward to conduct participatory research to identify gaps in education and shape their education agenda by using gathered evidences for actions and advocacy.

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Kajal Boraste of Abhivyakti described the research and action work done by rural girls in Nasik, India, including ensuring access and retention in schools of girls and gender sensitization training for teachers.

ASPBAE's Sunil Gangavane highlighted the need for awareness amongst educators about gender-based discrimination and demands of girls for a safe education.

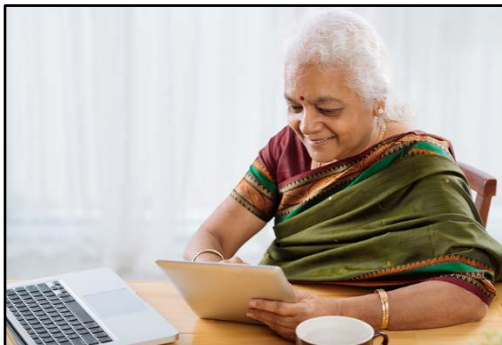
Kajal described the research and action work done by rural girls in Nasik, India. She highlighted the girls' charter of demands as follows -

1. Ensure access and retention in schools through support (free/subsidised transportation, learning material, mid-day meals, uniforms and footwear and most important functional toilets for girls in schools etc) and scholarships for girls.
2. Enforce strict measures for zero tolerance for gender-based violence within and around school premises.
3. Gender sensitization training for teachers
4. Reaching out to parents and community to build awareness on girls' education
5. Ensuring policies that cater to equal opportunities in livelihood options for girls after completing their higher education – several programs like skills building, internship programs, higher education support like hostels etc.
6. Innovative approaches where youth-led and community-based evidence-based knowledge agenda can be developed needs to be supported at different level.

While echoing the girls demands, Sunil emphasized supporting marginalised youth and sustaining programmes to build their agency for ensuring quality education for all. [\[BACK\]](#)

"Adult Learning and Education (ALE) – Because the future cannot wait" - a contribution from the International Council for Adult Education

28 October 2020



(ICAE) took part in the global discussion on the futures of education by publishing a report entitled 'Adult Learning and Education (ALE) - Because the future cannot wait'.

The Futures of Education initiative is catalysing a global debate on how knowledge and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity. Inputs from individuals, networks, and organizations will inform the work of the International Commission.

The [International Council for Adult Education](#) (ICAE) took part in the global discussion on the futures of education by publishing a report entitled '[Adult Learning and Education \(ALE\) - Because the future cannot wait](#)'. This global network has the specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right. It was created in 1973 and has 7 regional bodies (Africa, Arab Region, Asia, Caribbean, Europe, Latin America and North America) representing more than 800 NGOs – regional, national and sectoral networks – in more than 75 countries.

In its introduction, ICAE declares: *"We strongly argue for a future of education built upon inclusive and equitable quality learning opportunities and outcomes, across the lifespan. The lifespan includes adult learning in all its many and creative manifestations, in work and life, formal, non-formal and informal. This paper therefore examines how ALE is essential if our world is to be a better place."*

You are invited to learn more about ICAE's work on their [website](#). [\[BACK\]](#)

Futures of Education has the specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right.

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The pandemic showcased the leadership and commitment of educators to continue supporting their students and communities through these difficult times.



The 24-hour online event hosted by Education International provided a space for the teaching profession to come together across borders, celebrate their achievements, mobilise and take the lead to effect change in their classrooms and communities.



The webcast featured the stories of teachers from a variety of countries and contexts and their experience teaching and supporting their students through a global pandemic.

World Teachers' Day 2020: Global mobilisation and solidarity in unprecedented numbers

5 October 2020

World Teachers' Day 2020 was a landmark for the teaching profession, with over 500,000 educators coming together for Education International's (EI) 24-hour webcast spanning the globe.

More than a celebration, a day of global mobilisation

2020 has been a difficult year, with unprecedented challenges for teachers and education everywhere. While the pandemic exposed the fundamental issues and inequalities in our societies, it also showcased the leadership and commitment of educators to continue supporting their students and communities through these difficult times. In this exceptional context, World Teachers' Day 2020 went beyond celebrating teachers and became a day of global mobilisation and solidarity across the education community.

500,000 attend Education International online event

The 24-hour online event hosted by Education International provided a space for the teaching profession to come together across borders, celebrate their achievements, mobilise and take the lead to effect change in their classrooms, communities and around the world. Over 500,000 educators responded to the call and tuned in for the online event.

The webcast featured the stories of teachers from a variety of countries and contexts and their experience teaching and supporting their students through a global pandemic. [An international cast of speakers](#)— presidents, prime ministers, education leaders, scientists and artists - joined teachers to discuss the key learnings from COVID-19 and how to address the fundamental issues the pandemic made painfully clear.

[The full 24-hour event is available online.](#)

Educators rising to the challenge

David Edwards, Education International's General Secretary, stated: *"The world needs the leadership of educators. The pandemic has highlighted critical issues in our education systems and in our societies that must be addressed without delay. Going back to how things were before is not an option, we need to do better. Leadership and solidarity are the only way to overcome these challenges. The Education International World Teachers' Day event showed that teachers everywhere are ready to stand together as a profession and take the lead to effect real change."*

This article draws from a write-up on the [Education International \(EI\) website](#).
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The 2020 online edition of Mobile Learning Week examined the medium and long-term implications of the global educational disruption caused by the COVID-19 pandemic.

Beyond Disruption: Technology Enabled Learning

UNESCO Mobile Learning Week

12-14 October 2020, Virtual

Mobile Learning Week (MLW) is the United Nations' flagship event on digital technologies in education and has been organized by UNESCO and its partners for eight consecutive years. Devoted to the theme of *Beyond Disruption: Technology Enabled Learning Futures*, the 2020 online edition of Mobile Learning Week examined the medium and long-term implications of the unprecedented global educational disruption caused by the global COVID-19 pandemic. It aimed to draw lessons from the range of education responses deployed to inform the planning of technology-enabled inclusive and resilient learning systems for the future. It also aimed to explore emerging issues to set out an agenda for further research, policy and practice.

In this emergency context, MLW 2020 was guided by a singular objective: surfacing ideas, practices, policies and strategies to improve the provision of distance education in line with the central policy focus of SDG4: inclusion, equity, quality and "for all".

UNESCO invited participants from around the world to reflect on lessons learned in responding to the disruption of educational processes and the quality of learning with a view to facilitating evidence-informed policy deliberation and action planning among ministers, policy makers, private partners, civil society organizations, researchers, and practitioners.

Drawing on its eight-year history of knowledge exchange on how best to leverage technology for learning, MLW 2020 helped illuminate how the education community can rise to meet the challenge of our moment and make what has become, in many contexts, the only portal to education - a computer, a mobile phone, a TV - a lifeline for learners and an ally to teachers and schools around the world.

Beyond coverage, it was also imperative to examine the effectiveness of the large-scale distance learning programmes in ensuring continuity and quality of learning, and the implications for leveraging technology as an enabler for the building of more resilient, inclusive, equitable and effective learning systems for the future.

The online edition of Mobile Learning Week 2020 was structured under the following themes –

Effective Policies – Sharing policies and evaluating effectiveness: The focus was on sharing knowledge about 'What worked?' in the framework of distance learning policies. After months of large-scale experimentation with distance learning, panel discussions with high-level representatives of UN agencies, ministers, and experts drew specific policy advice on the way ahead.



Mobile Learning Week aimed to draw lessons from a range of education responses deployed to inform the planning of technology-enabled inclusive and resilient learning systems for the future.



Mobile Learning Week aimed to explore emerging issues to set out an agenda for further research, policy and practice.

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Mobile Learning Week 2020 helped illuminate how the education community can rise to meet the challenge of the moment and make technology a lifeline for learners and an ally to teachers and schools around the world.

Innovative Solutions – Showcasing innovative distance learning solutions: The focus shifted to innovative technology solutions where solutions from MLW sponsors and members of the Global Education Coalition were featured, and exhibitions were displayed from technology providers.

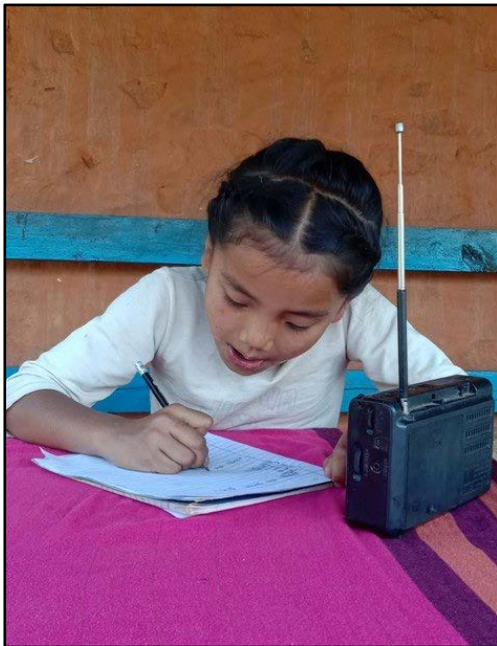
The Future – Setting out policy and research agendas to build back better: This was an opportunity to take stock of what still needs to be learned, and explore how education systems can emerge from the crisis stronger and more resilient to future disruptions.

Participants of the online event included Ministers of Education and ICT, policy-makers, international organisations, private sector partners, civil society organisations, researchers, teachers, education leaders and practitioners.

This article draws from a UNESCO report on Mobile Learning Week 2020.
[\[BACK\]](#)

NCE Nepal in continuous learning facilitation and public education strengthening

14 October, 2020, Virtual



NCE Nepal organised its annual General Assembly to discuss the impact of COVID-19 on education and learning, identify existing gaps in education, address the important role of civil society organisations, and agree the way forward for addressing challenges in education.

The National Campaign for Education Nepal (NCE Nepal), on the occasion of its Annual General Assembly, held a virtual conference to discuss the impact of COVID-19 on education and learning, identify existing gaps in education, address the important role of civil society organisations (CSOs), and agree on the way forward for addressing the challenges in education. NCE Nepal's member organisations, community organisations, journalists, academicians, CSO activists, teachers and students took part in the conference.

Gopi Nath Maninali, Secretary, Ministry of Education, Science and Technology; Refaat Sabbah, President of Global Campaign for Education (GCE); Nani Zulminarni, ASPBAE President; representatives of the National Association of Rural Municipality Nepal; NCE Nepal's advisors; and education experts addressed the conference.

With the participation of over 120 people from different national, regional and international organisations, the socio-economic impact of COVID-19 to the education sector was discussed and the need for effective initiatives and programmes from all levels of government to ensure continuous learning was highlighted. As education plays a very significant role in breaking social barriers in society and creating equal opportunities for lifelong learning, it is crucial to ensure the right to education and learning, especially during these challenging times.

Participants recognised that the current challenges brought by COVID-19 in education have increased abuse and violence against girls and that there is a lack of educational resources, which has resulted in depriving children belonging to poor and marginalized communities of learning opportunities. It has also

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ASPBAE President, Nani Zulminarni, emphasised the importance of continued education and learning, especially for youth and adults from marginalised communities.

increased gender inequality, and incidences of children dropping out of schools, especially female students.

Nani Zulminarni, ASPBAE President, emphasised the importance of continued education and learning, especially for youth and adults from marginalised communities. She further highlighted that the participation of women in education and learning opportunities and maintaining gender equality in education is important to ensure that no one is left behind and denied their fundamental right to education. Nani appreciated NCE Nepal for its proactive role in national and regional advocacy initiatives and for being able to represent civil society voices in planning and contributing to the national education policy and decision making processes in Nepal. She urged NCE Nepal to continue its work towards ensuring gender equality in education, participation of women leaders, and engagement with district and grassroots action as well as with youth and marginalized communities during the pandemic and beyond.

The conference was a forum for exchange of ideas from national, regional and international contexts in the education sector that has been hit hard by the pandemic.

Refaat Sabah, GCE President, highlighted the risks and challenges faced by the education sector globally. He stressed on the challenges to provide the right to free and compulsory education worldwide and that the crisis has exposed flaws in our policies and strategies. Therefore, it is very important for civil society organisations to work in partnership and solidarity and revise their strategies accordingly. Refat also emphasized on the importance of digital advocacy to reach out to a larger number of people for influencing governments and decision makers.



Refaat Sabah, GCE President, stressed on the challenges to provide the right to free and compulsory education worldwide and that the crisis has exposed flaws in our policies and strategies.

The conference was a forum for exchange of ideas from national, regional and international contexts in the education sector that has been hit hard by the pandemic. It reiterated the urgent need for ensuring the learning of all children, mobilising resources towards addressing the challenges brought on by COVID-19 in education, and continuous collaboration of government and civil society organisations in addressing the current challenges in education.

Participants appreciated the role that NCE Nepal has been playing in strengthening public education systems in Nepal, its strong collaboration with various national and international organisations, and advocacy initiatives to address the impact of COVID-19 on education through coordination with local, provincial and federal governments. [\[BACK\]](#)



CONFITEA is an important platform for policy dialogue advocacy in youth and adult learning and education

Adult learning and education from a global perspective: Towards CONFITEA VII

By Werner Mauch, Monitoring and Assessment of Lifelong Learning, UNESCO Institute for Lifelong Learning (UIL)

The International Conference on Adult Education, a UNESCO-led intergovernmental conference, is an important platform for policy dialogue, as well as for related research and advocacy in the development of youth and adult learning and education (ALE). The first International Conference on Adult Learning and Education took place in Helsingør (Denmark) in 1949, followed by

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CONFINTEA VI led in 2009 to the adoption of the Belém Framework for Action (BFA), which recognises the critical role played by lifelong learning in addressing global educational issues and challenges.

The Belem Framework for Action (BFA) recommended the regular publication of the Global Report on Adult Learning and Education (GRALE), with the aim in mind of establishing a basis for future CONFINTEA debates and monitoring countries' progress in implementing the BFA.



A common thread running through the entire history of CONFINTEA is to help policy-makers understand ALE as part of Member States' education provision, and to make it accessible to all potential learners as far as possible.

Montreal in 1960, Tokyo in 1972, Paris in 1985, Hamburg in 1997, and most recently Belém (Brazil) in 2009. The next Conference is scheduled for 2022 in Morocco. Since 1997, the abbreviation "CONFINTEA" has been widely used for this Conference, derived from the French expression "CONFérence INTernationale sur l'Education des Adultes".

Promoting ALE through policy recommendations at global level

Experts on adult learning and education (ALE) from UNESCO Member States meet at CONFINTEA to discuss the further development of ALE, and to decide on the steps to appropriately promote ALE. Finally, they adopt a series of recommendations that Member States should implement in the years to come in order to achieve that goal. As a rule, these recommendations are then also adopted by the next UNESCO General Conference (held every two years), so that they become valid for all Member States.

CONFINTEA VI led in 2009 to the adoption of the Belém Framework for Action (BFA), which recognises the critical role played by lifelong learning in addressing global educational issues and challenges. The BFA recommended the regular publication of the Global Report on Adult Learning and Education (GRALE), with the aim in mind of establishing a basis for future CONFINTEA debates and monitoring countries' progress in implementing the BFA. Four issues of GRALE have been published in the period up to 2020. GRALE 5 is expected to be launched in CONFINTEA VII in June 2022. Furthermore, a CONFINTEA mid-term review conference has been organised since CONFINTEA V.

Working towards the Agenda 2030

One of the fundamental conditions for UNESCO's work is that it is to form an integral part of the work of the United Nations as a whole. In this respect, UNESCO supports its Member States in implementing the 17 Sustainable Development Goals set by the UN in 2015 to overcome poverty worldwide by 2030. It specifically helps to implement the fourth Sustainable Development Goal (SDG 4) on education through the Member States' education systems. SDG 4 aims to provide all people with high-quality, inclusive and equitable education, and to provide opportunities for lifelong learning.

Some general trends are currently characteristic of adult education from an international perspective, or will come to characterise it in the near future, in particular in view of the next International Conference on Adult Education, to be held in 2022.

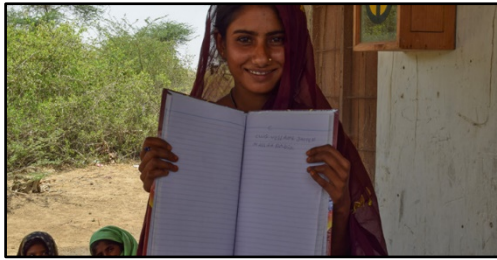
1. ALE to be recognised as an integral part of national education provision

A common thread running through the entire history of CONFINTEA is to help policy-makers understand ALE as part of Member States' education provision, and to make it accessible to all potential learners as far as possible. Member States are intended to take measures to ensure such broad recognition of ALE, with regard to both its past and future achievements!

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With over 750 million adults worldwide who do not have sufficient reading, writing and numeracy skills, the promotion of appropriate educational work will remain a central point of ALE development in all the Member States.

2. Adult literacy and basic education remain a key priority

With over 750 million adults worldwide who do not have sufficient reading, writing and numeracy skills, the promotion of appropriate educational work will remain a central point of ALE development in all the Member States. The States have made corresponding demands since the first International Conference, and there will undoubtedly be a need to continue these efforts.

3. The role and contribution of ALE in dealing with COVID-19

Since the 1980s, ALE has proven to be an indispensable instrument in addressing HIV/AIDS, with its devastating effects in industrialised and specifically in developing countries. The COVID 19 pandemic represents another challenge with unprecedented implications on local, national, regional and global levels. While we cannot possibly foresee even a fraction of its consequences at present, COVID 19 will certainly play a substantial role in the conference debates, as well as during the preparatory process.

4. Using the potential of information and communication technologies (ICTs)

Adult education work materialises in programmes, courses, seminars, events and workshops by using means and materials that are suited to controlling and supporting organised learning processes in a targeted and participatory approach. The Internet and the digital world facilitate access to knowledge and information, and can therefore be regarded as a well-known resource in the interest of improving educational equity, also and particularly in support of traditionally disadvantaged groups, offering many advantages over traditional programmes, e.g. the possibility of more flexible time management. Great hopes attach to the use of ICTs for educational work, especially in developing countries. The challenge is however to reduce the digital divide by widening access and improving the quality of digital media for everyone.

5. Citizenship education in the context of globalisation

ALE uses citizenship education to strengthen learners' engagement in society, both local and global, thus enabling them to address fundamental threats such as inequality, poverty, climate change, cybercrime and the rise of populist politics. Global citizenship education (GCED) sees itself as "political education on a global scale", and its approach often relates closely to the concept of sustainability to which it is committed. From the perspective of UNESCO, GCED should certainly form a central component of formal and non-formal educational work, especially in order to enhance the community as a social concern, and to counteract opposing tendencies such as nationalism, but also xenophobia, homophobia or the tendency to search for overly simplistic solutions to complex problems.



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6. ALE as a driver of sustainable development

Overall, ALE will ultimately face the challenge of keeping a promise that was made some time ago, and which can be summed up as the ability to genuinely promote sustainable development. This approach forms part of the basic toolkit

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Sustainable development is only possible if citizens have the appropriate abilities, skills and competencies, in other words are able to implement the relevant concepts in practice.

of adult education from an international perspective, and represents a conviction that has been cultivated for many years. According to this conviction, sustainable development is only possible if citizens have the appropriate abilities, skills and competencies, in other words are able to implement the relevant concepts in practice. Thus, if they become real players in sustainable development, ALE will be the driving force for sustainability.

The next International Conference on Adult Education (CONFINTEA VII, Morocco, 2022) will deal extensively with this demand, and will attempt to provide appropriate evidence. "Adult education in the service of the global community" will most probably be the key message.

This article originally appeared on the DVV International website. [\[BACK\]](#)

The new dynamics of adult learning and education in the corona pandemic

By Uwe Gartenschlaeger, Deputy Director, DVV International



Support for struggling adult learning institutions is unfortunately very low on the agenda of many governments and development partners.

The pandemic has created new realities all around the globe. Many people are struggling to secure their livelihoods, pre-existing divides within society are widening, and the feeling of insecurity is growing. While more wealthy countries and regions are equipped with resources enabling them to offer support to their populations and economies, many countries in Africa, Latin America and parts of Europe and Asia are being forced to balance their measures between the need to fight the spread of the virus, and the demands of the poorer parts of their population to earn a living in order to avoid hunger, unrest and confrontation.

The impact of the crisis on Adult Learning and Education (ALE) is somehow at odds with itself: On the one hand, the pandemic has created an existential crisis for many providers of ALE. They were forced to close their doors, traditional ways of teaching and learning became impossible, and opportunities to generate income were reduced to a minimum. Support for struggling adult learning institutions is unfortunately very low on the agenda of many governments and development partners. Once more, the pandemic shows that the understanding of education using the lifelong learning concept is far from being established, with the majority of actors continuing to focus on the front-loaded formal education system.

The other side of the coin in this situation is the huge potential that ALE can offer to deal with the crisis in terms of outreach, mitigation of the impact of the crisis, and delivering desperately needed information.

The potential of ALE – some good practices

Experience during the initial months of the crisis proved that ALE offers a unique combination of measures and services which are of particular value in the current situation. This is based on the extraordinary flexibility of the sector, which is strictly demand driven, mostly non-formal, and action-orientated. ALE providers and projects have the potential to support people in many ways. Several

In this pandemic situation, there is the huge potential that ALE can offer to deal with the crisis in terms of outreach, mitigation of the impact of the crisis, and delivering desperately needed information.

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ALE providers offer reliable information to all segments of the population to combat fake news on the nature of the virus.

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ALE providers have started to offer online training resources that are tailor-made for diverse target groups among the population.

experiences from DVV International's projects and networks demonstrate this specific value:

- ALE providers offer support to parents in arranging home-schooling, or consultation on how to deal with the extraordinary situation when many family members are locked within their small apartments or shelters: [PRIA in India trained volunteers](#) to visit these target groups, while [AONTAS in Ireland additionally established a hotline for consultation](#).
- ALE providers offer reliable information to all segments of the population to combat fake news on the nature of the virus: Community Learning Centres in Ethiopia supported government partners to conduct trainings in order to provide information about the virus and familiarise the population with simple protective measures.
- ALE has established cooperation with radio networks in order to deliver learning opportunities: Several of our partners in Latin America have started to [broadcast regular training activities](#) on various topics. Additionally, they use these channels to provide information about the importance of ALE and the latest developments in our sector.
- ALE providers are encouraging marginalised groups to reflect on their situation and articulate their needs: The Asian Association ASPBAE encouraged young marginalised people from seven countries to [initiate action research on the impact of the crisis on young people from disadvantaged backgrounds](#) (PDF). The results were presented to local and national decision-makers.
- ALE providers have started to offer online training resources that are tailor-made for diverse target groups among the population: Our partner [ANAFAE in Afghanistan](#) produced more than 100 videos with learning materials. As Internet traffic is too expensive for many participants, our colleagues decided to offer these resources not only online, but to also deliver them to the homes of their participants on USB sticks. Additionally, learning services on Moodle platforms were developed.
- DVV in Germany expanded its support to member Adult Education Centres (VHS - Volkshochschulen) through a [virtual platform for exchange, teaching and learning known as "vhs cloud"](#). More than 800 Adult Education Centres are currently using the tool, for instance to move their services into the digital domain. The number of users has increased tenfold since the beginning of the pandemic.

Further examples on how DVV International and its network reacted to the corona pandemic will be presented in this newsletter, and can furthermore be [found on our website](#).

The need for support

ALE providers have been forced to adapt the activities that they offer to the new reality at short notice. The rapid development of virtual learning opportunities plays a key role nearly everywhere. This requires investment in digital access, capacity building, especially for teachers, and the development of new ALE

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Governments, development partners and international agencies are called on to support ALE providers in their efforts to develop new, demand-orientated digital learning opportunities, and to ensure that all learners will have the opportunity to use them.

programmes and approaches. These investments have to be made in order to ensure that no one is left behind. Access to the Internet should be regarded as a public good, funded by the State and the community.

Governments, development partners and international agencies are called on to support ALE providers in their efforts to develop new, demand-orientated digital learning opportunities, and to ensure that all learners will have the opportunity to use them.

DVV International and other international or regional organisations have formulated statements addressing the need for support -

[Statement of DVV International](#)

[Statement of International Council for Adult Education \(ICAE\)](#)

[Statement of Asia South Pacific Association for Basic and Adult education \(ASPBAE\)](#)

[Statement of European Association for the Education of Adults \(EAEA\)](#) [\[BACK\]](#)

ANNOUNCEMENT

On-line launch of the SDC Education Network - Scoping Study Private Sector Engagement in Basic Education



This scoping study will serve as a basis for policy dialogue, strategic and operational decision-making, and as operational guidance for SDC education programmes to significantly increase private sector engagement projects in basic education and lifelong learning.

The Swiss Agency for Development and Cooperation (SDC) Education Network, in collaboration with the Competence Centre for Engagement with the Private Sector, launched the scoping study on '[Private Sector Engagement in Basic Education and Lifelong Learning](#)'.

The SDC Education Focal Point, a thematic division within SDC, is interested in exploring the opportunities, benefits, as well as risks involved in engaging with the private sector in education. To do so, the SDC Education Focal Point has commissioned [iGravity](#), an advisory firm specialized in impact investment and innovative finance solutions, to conduct a scoping study on private sector engagement (PSE) in Basic Education and Lifelong Learning (BELL).

This scoping study will serve the SDC Education Focal Point and SDC field operations as a basis for policy dialogue, strategic and operational decision-making, and as operational guidance for SDC education programmes to significantly increase PSE projects in BELL. To do so, this study introduces relevant frameworks and definitions to identify private sector actors and their contributions to BELL. Furthermore, it is accompanied by an extensive list of actors potentially interested in engaging with SDC in PSE projects. Last but not least, three detailed case studies for selected SDC focus countries sketch possible implementation approaches.

This write-up draws from parts of the Executive Summary of the Scoping Study. [\[BACK\]](#)



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