

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**PRIA holds 'Youth and Skills' workshop in New Delhi in collaboration with DVV International**

[Full article](#)



**Solomon Islands coalition to hold post-2015 multi-stakeholder education forum and establish youth taskforce**

[Full article](#)



**Korean education civil society network organises forum ahead of WEF 2015 in Incheon**

[Full article](#)



**Azad Foundation holds strategy meet to plan for next 5 years**

[Full article](#)



**PEAN plans civil society consultation on governments' Alternate Basic Education Policy**

[Full article](#)



**Cambodia's National Assembly holds workshop on reform measures for education**

[Full article](#)

## **SPECIAL: Remembering Nepal**

A special piece on the Nepal earthquake, ASPBAE's message of solidarity, and its member's efforts in this tragedy.

[Read more](#)

## **Gearing up for the World Education Forum 2015 in Incheon, Korea**

ASPBAE participated in the CC NGO/EFA meeting and the EFA Steering Committee meeting in preparation for the World Education Forum 2015.

[Read more](#)

## **NCE-India's partnerships and campaigns for the Right to Education**

In preparation for Global Action Week themed on *Vote for Education*, NCE-India organised a meeting where the campaign to be conducted in 20 states was discussed.

[Read more](#)

## **CAMPE Bangladesh gears up for World Education Forum; Celebrates Global Action Week**

CAMPE Bangladesh's lobbying and advocacy campaign around the World Education Forum and Global Action Week 2015 have been in full swing with active participation of the Education Minister.

[Read more](#)

## **Participatory action research defines quality adult literacy provision**

The international workshop on participatory action research reinvigorated discussions on quality adult literacy provision and drew from extensive and rich practices in Asia and Africa.

[Read more](#)

## **Renewing the agenda for lifelong learning**

The Asia-Europe Meeting (ASEM) Forum on Lifelong Learning was an opportunity to engage in discussions about rethinking models of lifelong learning that address the current global contexts of crisis.

[Read more](#)

## **Australian education coalition affirms priority to advocate for a strong post-2015 education agenda**

The Australian Coalition for Education and Development (ACED) met in Melbourne to update members on post-2015 education developments, processes, and civil society positioning.

[Read more](#)

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## Member of the month

### **Te Pua Wānanga ki te Ao - School of Maori and Pacific Development**

Te Pua Wānanga ki te Ao represents innovation and tradition in teaching and research, and provides national and international leadership in Māori, Pacific and indigenous issues, and sustainable development. Te Pua Wānanga ki te Ao instructs students in subjects of strategic importance in the advancement of Māori, Pacific, and other indigenous peoples and their struggles for national liberation, self-governance, and self-determination. Studies also focus on the revitalisation and development of the Māori language and form of life within the context of contemporary New Zealand society and its colonial legacies. To know more, please visit [www.waikato.ac.nz/smpd/](http://www.waikato.ac.nz/smpd/).

## Photo of the month



**ASPBAE's new member, Azad Foundation, based in New Delhi, India, provides livelihoods to women and has enabled hundreds to learn how to drive. Sakha Cabs, an initiative of Azad Foundation, is an all-woman taxi service and has broken stereotypes of men dominating the profession.**

## **SPECIAL: Remembering Nepal**



**Thousands of people lost their lives and many more were made homeless by the earthquake that hit Nepal on 25 April 2015.**

25 April 2015 will be a day no one will forget in Nepal. A 7.8 magnitude earthquake hit Kathmandu and its surrounding areas bringing down homes, buildings, heritage sites, and so many people's lives. An estimated 8600 people lost their lives, including climbers at Mt. Everest. Hundreds of thousands were made homeless with entire villages flattened across many districts of the country. Centuries-old buildings were destroyed at UNESCO World Heritage sites in the Kathmandu Valley. The world watched aghast as television screens beamed images of the destruction and the internet was flooded with news and updates from the rubble. It soon became apparent that Nepal was faced with the most daunting rescue and rehabilitation challenge and that the government was overwhelmed with all that was expected of them in this tragedy. While help poured in from all over the world, it will be long before any semblance of normality is returned to Nepal and its people.

ASPBAE sent a message of solidarity to its members in Nepal. A number of members have been updating ASPBAE on their responses to this disaster.

## ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**NCE-Nepal released an appeal in which they highlighted how the earthquake destroyed schools in over 50 districts directly effecting over 6900 schools.**



**Didibahini reported that their efforts have been devoted to ensuring that the relief and recovery programmes should be gender responsive.**

NCE-Nepal released an appeal in which they highlighted how the earthquake destroyed schools in over 50 districts directly effecting over 6900 schools. NCE-Nepal planned to support civil society organisations, the government, and teachers through building their capacities in dealing with and mitigating the long-term impact of emergencies. They called for short and long term support in sharing advocacy practices in resuming education in emergencies and undertaking a vulnerability assessment of teachers, parents, and children and how the earthquake impacted prioritising education in an emergency.

Didibahini reported that their efforts have been devoted to ensuring that the relief and recovery programmes should be gender responsive so that single parents, lactating and pregnant mothers of school going children, mothers of victims/disabled/injured children, and marginalised communities do not have to suffer more. More specifically, the issue of girls' safety, security, and responding to the practical gender needs of girls and women in temporary schools has been one of the major issues in the education sector and should be especially attended to in an emergency such as this. In this context, an alliance of gender and social equity-focused organisations in Nepal are working very closely to develop guidelines to not only implement them but also to advocate with the government and other actors to follow the guidelines appropriately.

ASPBAE Executive Council member for South Asia, Salon Singh observed that while there are hundreds of short term relief programmes ongoing at different levels from the government of Nepal, to mega-multilateral donors, bilateral missions, international NGOs, religious and philanthropic institutions, and to individuals, any support by ASPBAE and its members in the reconstruction efforts should aim towards complementarity and attention to areas where there is very little or no focus at all. In the education sector, capacity support especially for non-formal educational institutions, facilitators, teachers, Early Childhood Care and Development (ECCD) programmes, and local literacy tutors need attention.

As Nepal recovers from this tragedy, ASPBAE supports its members in the country in their efforts to reach out to those most in need as they rebuild their lives. ASPBAE once again reiterates what it had urged its members in its solidarity message – to not lose hope and to be resilient in the face of this adversity. [[BACK](#)]

*Bulletin continued on next page...*



# ASPBAE THIS MONTH

March-April 2015

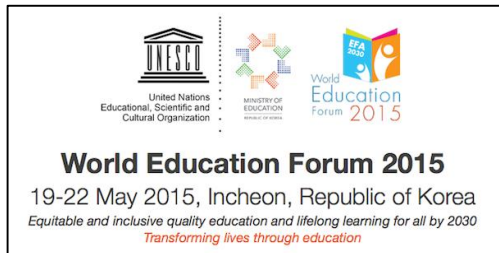
[www.aspbae.org](http://www.aspbae.org)

## Gearing up for the World Education Forum 2015 in Incheon, Korea

Coordination Group Meeting of the CC NGO/EFA, 7-8 April 2015

EFA Steering Committee Meeting, 8-10 April 2015

Paris, France



**ASPBAE participated in 2 meetings in preparation for the World Education Forum 2015 – the CC NGO/EFA Coordination Group Meeting and the EFA Steering Committee Meeting.**

ASPBAE participated in two important meetings preparatory to the World Education Forum (WEF) 2015 to be held on 19-22 May 2015 in Incheon, Republic of Korea: the meeting of the Coordination Group of the Collective Consultation of NGOs on EFA (CC NGO/EFA) and the EFA Steering Committee meeting, both convened in April at the UNESCO headquarters.

The **CC NGO/EFA Coordination Group meeting** was largely devoted to the preparations for the NGO Forum within the World Education Forum 2015 and in discussing how to best secure substantive participation of civil society within the official processes of the World Education Forum itself.

The NGO Forum was to be organised on 18-19 May 2015 in Incheon, Korea, as an integral part of the WEF 2015 and along the following objectives –

1. Agree on a collective vision on the post-2015 education agenda and Framework for Action and strategize on effective engagement in the WEF 2015;
2. Share knowledge and analysis regarding the current proposals on the post-2015 development agenda and agree on how to support the finalisation of the post-2015 sustainable development agenda, in particular the education goal and targets, that is expected to be adopted at the UN Special Summit on Sustainable Development in September 2015, and;
3. Forge commitments and agree on strategies for civil society participation in the implementation and monitoring of the post-2015 education agenda.

Its targeted outcomes were -

1. An **adopted statement** on NGO vision for education post-2015 with recommendations for the successful implementation of the post-2015 education agenda;
2. Agreement **on key messages and an advocacy strategy** for participating the **WEF 2015** and the **UN process to finalise the SDGs**;
3. Agreement on the **distribution of roles** during the **WEF 2015**;
4. Agreement on an effective **communication strategy during the WEF 2015**, both among NGOs participating in the **WEF 2015** as well as with civil society more broadly;
5. **Civil society positions** and expectations for EFA after 2015 **consolidated**;
6. **Improved knowledge base** on EFA and on successful strategies for civil society participation.

---

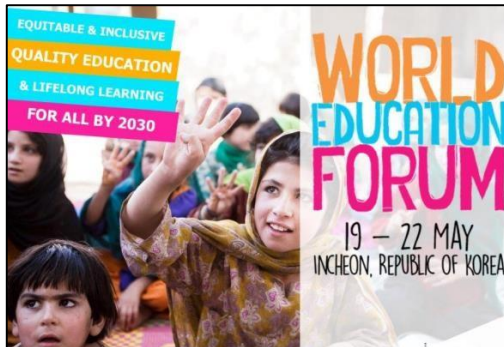
The CC NGO/EFA Coordination Group meeting was largely devoted to preparations for the NGO Forum within the WEF 2015 and in discussing how to best secure substantive participation of civil society in the event.

---

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



Youth leaders, especially from marginalised groups and those representing broad-based youth and student organisations, were especially targeted to attend the NGO Forum.

All NGOs accredited to participate in the World Education Forum 2015 were invited to the NGO Forum. Youth leaders, especially from marginalised groups and those representing broad-based youth and student organisations, were especially targeted to attend the NGO Forum. Additionally, around forty Korean civil society representatives were expected to participate in this important event for civil society. By the time of the Coordination Group meeting, around 150 NGO leaders have already registered to attend the NGO Forum.

The Coordination Group also discussed the spaces for NGO participation in official processes of the WEF 2015 -

- The CC NGO/EFA was asked to lead on the parallel session during the WEF on 'The Role of civil society in education'. This is one of the parallel sessions discussing the modes of coordination and implementation of the new education agenda, and is an important space to profile the role of civil society in education policy and to reinforce the need for institutionalised civil society participation in the new architecture to advance the post 2015 education agenda. A CSO study (click [here](#) for study) commissioned by UNESCO and the CC NGO EFA, analysing the role of CSOs in the EFA movement will be a reference document for this session and indeed the WEF 2015.
- There will be civil society representation in the Drafting Group of the World Education Forum. The current proposal is to have the EFA Steering Committee constitute the core of the WEF 2015 Drafting Group, hence ASPBAE, the Global Campaign for Education (GCE) and Education International (EI) will represent in the Drafting Group.
- The CC NGO/EFA also argued for civil society space in the Opening and Closing Ceremonies of the WEF and representation in the different panels. UNESCO took this on board but advised that there is much pressure for speaking spaces all round given the large numbers of high-level delegates registered to the WEF so far: around 117 Ministers and 4 State Secretaries have already confirmed participation.
- The NGO Forum Declaration will be read in one of the plenary sessions.
- The side event spaces on day 2 (20 May) and 3 (21 May) are open for CSOs and were also opportunities for civil society to highlight their advocacies and key messages for the Forum. GCE had sent in a proposal for a side event on 'Protecting education and the education community from attack', EI on 'education privatisation' and the International Council for Adult Education (EI) and ASPBAE on 'Youth and Adult Education in the post 2015 agenda'.

---

The EFA Steering Committee finalised the main reference documents for the World Education Forum 2015 - the draft Framework for Action (FFA) and the Declaration of the WEF.

---

The **EFA Steering Committee Meeting** was convened from 8-10 April mainly to finalise the main reference documents for the World Education Forum 2015. These are the draft Framework for Action (FFA) and the Declaration of the WEF. The meeting also devoted time to updating on the developments in the UN processes defining the new Sustainable

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**The education constituency was able to successfully influence the Open Working Group and the SDG processes on the education goal and targets which are very close to what the education constituency agreed on and advocated for, as contained in the 'Muscat Agreement'.**

---

The SDGs proposed by the Open Working Group have been the basis for intergovernmental negotiations which have been running from January to July 2015 in New York, and which will be finally adopted during a UN Summit on September 2015 also in New York.

---

Development Goals (SDGs) and how the WEF 2015 processes relate to these. UNESCO also briefed the participants of the meeting on the preparations for the World Education Forum.

It was clarified by UNESCO that the WEF 2015 will *adopt* a Declaration and the draft Framework for Action will be discussed in Incheon for *agreement on principle*. It was noted that the education constituency was able to successfully influence the Open Working Group and the SDG processes on the education goal and targets as codified in Sustainable Development Goal (SDG) 4 of the Open Working Group proposal. The proposed education goal and targets are very close to what the education constituency agreed on and advocated for, as contained in the 'Muscat Agreement.' These SDGs proposed by the Open Working Group have been the basis for intergovernmental negotiations which have been running from January to July 2015 in New York, and which will be finally adopted during a UN Summit on September 2015 also in New York. Since the World Education Forum will commence before the New York summit, in the interest of harmonising the Incheon and New York agreements and processes, the process for adopting the Framework for Action of the post education agenda will be as follows: (1) the World Education Forum 2015 discusses the draft Framework for Action and agrees to it on principle; (2) the EFA Steering Committee will convene in October 2015 to agree the amendments to the draft Framework for Action that may be needed, to harmonise this with the agreements in the UN Summit and in the Third International Conference on Financing for Development (July 2015, Addis Ababa); (3) UNESCO will convene a special high level meeting involving all partners, to be organised alongside the UNESCO 38<sup>th</sup> General Conference in November 2015, to adopt the Framework for Action of the post 2015 education agenda.

It was also noted that most likely, the indicators to track progress on the new development agenda will not be part of the agreements in the UN Summit in New York in September 2015. The UN Statistical Commission (comprised of representatives of the different national statistical commissions/bodies) will be working on the SDG indicators for possible agreement in March 2016.

For education, a document on possible indicators will be available as reference material in Incheon but will not be offered for debate. An updated proposal on indicators will be presented to the EFA Steering Committee in its meeting in October 2015 as it prepares to finalise the Framework for Action to be adopted in the special ministerial meeting in November 2015.

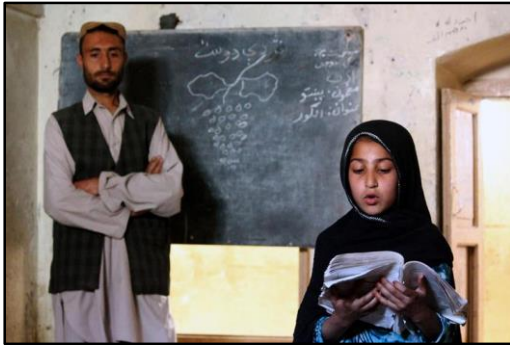
Civil society representatives in the EFA Steering Committee (ASPBAE, GCE and EI) participated actively in the debates finalising the draft Declaration and draft Framework for Action.

In its letter briefing the CSO participants of the World Education Forum 2015, ASPBAE Secretary-General, Maria Khan, offered ASPBAE's assessment of the draft documents: ASPBAE believed they are strong and

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



ASPBAE believes that the draft documents for the WEF 2015 are strong and should be supported, but civil society needs to be vigilant that there are no push backs from the unities forged so far and should aim to improve where the documents remain wanting.

---

Some of the issues raised by ASPBAE on the draft documents focused on education financing, education quality, and the role of governments in ensuring education for all.

---

should be supported but civil society (1) needs to be vigilant that there are no push backs from the unities forged so far and (2) should aim to improve where the documents remain wanting. More specifically –

- (a) **On financing:** ASPAE notes that the language on international cooperation for education remains (consistently) weak through successive drafts of these documents. There is no clear target for education ODA. The target for domestic resource mobilisation in these drafts is weaker than in earlier versions which called for 'at least' 4-6% of GDP and 15-20% of public expenditure to education.
- (b) **On state responsibility for education:** There is strong language on education as a human right and states as duty bearers for the right to education, but CSOs need to be mindful of the rising trend of education privatisation and profit-making in education which can undermine the right to education. This can be more explicit in the documents.
- (c) **On education quality:** These drafts offer a broad conception of education quality – a substantial improvement from earlier articulations. But CSOs must be vigilant against a return to narrow conceptions of 'quality', focused on scoring well in standardized tests. CSOs must also be mindful of conceptions of education quality extending to all stages and levels of education – formal, non-formal, education through the full life cycle; fully attentive to equity, inclusion and non-discrimination on the basis of gender, geographic location, poverty, ethnicity, language, age, disability.
- (d) **On civil society participation in policy making:** CSOs must preserve in the documents, recognition of civil society as full participants in education policy – ensuring institutionalised spaces and processes for CSO participation in policy making. CSOs have to be mindful that the right to organise and to peaceful assembly of students/learners and teachers stand challenged in many parts of the world. Attention to preserving these rights will have to form part of the new education agenda.
- (e) **Education in emergency situations and conflict:** The documents refer prominently to education in emergencies - from natural disasters, epidemics, conflict and instability. They refer to the need to protect schools from attack, to building resilient education systems, in maintaining education provisioning in situations of emergency, conflict, post conflict and disasters, in recognising the role of education in preventing, mitigating conflict, and in increased aid to education in conflict and crises. The discourse still falls short however of highlighting the root causes of conflict, instability and the climate and other crisis. Militarisation is high in many parts of the world - and impact adversely on the right to education. This begs deeper analysis and engagement.
- (f) **Education within the broader sustainable development agenda:** CSOs should preserve the notion of education as central in the promotion of the full SDG agenda and its paramount role in promoting a framework/paradigm of sustainable development that is based on human rights, well-being, dignity and justice.



# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

On education quality, ASPBAE urged that CSOs must be mindful of conceptions of education quality extending to all stages and levels of education – formal, non-formal, education through the full life cycle; fully attentive to equity, inclusion and non-discrimination on the basis of gender, geographic location, poverty, ethnicity, language, age, disability.

- (g) **Indicators:** Civil society must be actively involved in drawing up the indicators and benchmarks that more fully represent the agreed post 2015 education agenda especially in recognizing education as a human right and its attention to **equity, inclusion, broad conceptions of quality within a lifelong learning framework.** The current global and thematic indicators being presented at the WEF 2015 and in NY remain narrowly defined.
- (h) **Means of Implementation:** The sections on governance, coordination, monitoring are much improved from earlier versions. There is implicit recognition of the soundness of building from existing good practice in developing the new coordinating mechanisms and architecture: affirming the leading role of UNESCO as the focal point for education in the overall SDG coordination architecture; in the continuation of an independent Global Education Monitoring Report, housed in and published by UNESCO - as a monitoring and reporting mechanism on SDG 4 and other education references in other SDGs; in sustaining the Collective Consultation of NGOs on EFA as a key mechanism for dialogue, reflection and partnerships with non-governmental organizations and civil society. These should be preserved. Further, the document can be more explicit in calling for reforming the Global Partnership for Education (GPE) as a multi-stakeholder financing platform addressing the **full** post 2015 agenda.

*This write-up is based on a report by ASPBAE Secretary-General, Maria Khan, who participated in the CC NGO/EFA Coordination Group Meeting and the EFA Steering Committee Meeting in Paris. [\[BACK\]](#)*

## NCE-India's partnerships and campaigns for the Right to Education

17-19 April 2015, New Delhi, India



In preparation for Global Action Week, NCE-India organised a meeting hosted by UNESCO-Delhi. The campaign to be conducted in 20 states was discussed as well as the materials to be produced.

The National Coalition for Education-India (NCE-India) has come a long way since its beginnings soon after the World Education Forum in Dakar in 2000. With a strong constituency of teachers' unions, it has broadened its partnerships with other organisations pushing for the implementation of the Right to Education Act in India. Creating connections with networks and organisations as an effective strategy to scale up its advocacy became evident during ASPBAE's meetings with NCE-India in New Delhi.

In preparation for Global Action Week 2015 that is centered on 'Vote for Education', NCE-India organised a meeting hosted by UNESCO-Delhi. Together with the Right to Education Forum, Action Aid, and other organisations, the campaign to be conducted in 20 states was discussed as well as the materials that will be produced.

Another collaboration that works significantly for NCE-India's push for RTE is that with the Human Rights Law Network (HRLN). NCE-India has filed a Public Interest Litigation (PIL) in the Supreme Court of India on the issue of non-implementation of the Right of Children to Free and Compulsory



# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**In collaboration with the the Human Rights Law Network (HRLN), NCE India has filed a Public Interest Litigation in the Supreme Court of India on the issue of non-implementation of the Right of Children to Free and Compulsory Education Act, 2009. A series of public hearings brought out numerous issues of non-adherence of the RTE Act and the cases were used as evidence for filing the PIL.**

Education Act, 2009 (RTE Act, 2009). Several studies conducted by NCE-India, as well as other civil society organisations working on Right to Education, brought out the fact that the state of implementation of RTE Act in India has been abysmal. One of the government data itself reveals that only 8% of the schools are RTE compliant. The non-implementation of the RTE Act, huge gaps in the recruitment of teacher's required, bad state of infrastructure, non-adherence to the provisions of 25% reservation for students coming from poor families, and the lack of proper financial allocation were the issues raised in the PIL filed.

Before filing the PIL, evidences from the field, as well as secondary resources, were collected. A series of public hearings brought out numerous issues of non-adherence of the RTE Act and the cases were used as evidence for filing the PIL. Various studies conducted by NCE were also used as evidence before the Supreme Court of India. On account of these evidences, the Supreme Court admitted the case. The complaint was made for the entire country - 34 states and union territories that India comprises of (except Jammu and Kashmir).

The Human Rights Law Network (HRLN) was a very important partner of NCE-India all throughout the work for PIL. A lot of work remains to be done for the PIL, but the HRLN said that NCE-India has won half of the battle when the Supreme Court admitted the case.

Fifteen years after Dakar EFA, NCE-India is still full steam ahead in its campaigns and advocacy. It is gearing up for more work when global commitments for education post-2015 are agreed by governments in 2015.

*This article was written with notes on PIL from NCE-India. [\[BACK\]](#)*

## **PRIA holds 'Youth and Skills' workshop in collaboration with DVV International**

20-24 April 2015, New Delhi, India



**PRIA, in collaboration with DVV International, held a workshop on Youth and Skills which saw wide participation from 11 countries.**

The Society for Participatory Research in Asia (PRIA), in collaboration with DVV International, organised an international workshop, *Learning-Planning Workshop - Promoting Skills for Youth and Strengthening Partner Organisations*, in New Delhi. The workshop included 28 participants from the Asia and Middle East regions, representing Afghanistan, Germany, India, Jordan, Kyrgyzstan, Laos, Nepal, Philippines, Tajikistan, Uzbekistan, and Vietnam. ASPBAE's Thea Soriano and Sumedha Sharma also participated in the workshop.

The main objectives of the workshop were to (1) develop pathways for strengthening field programmes to enhance 'youth skills for life and work' (2) understand the framework and methodology of Organisational Development as relevant to field-based organisations, and (3) develop a plan for a concrete project as a follow-up to the workshop.

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**Uwe Gartenschlaeger of DVV International speaking during the workshop on Youth and Skills.**

Participants stressed the need to recognise youth not only as future leaders, but also as current leaders. They highlighted that youth are agents of change and should be seen as global citizens. Youth are globally well connected and should be valued for their aspirational choices, for their freedom of expression, and for the new avenues they are opening for themselves, social media being one of them.

While looking at youth, work and skills, the participants recognised that there are various dimensions to skill building for youth. The first dimension is about the skills offered and comprises soft skills, vocational skills, and citizenship building. The second dimension looks at standpoints where it is ensured that both girls and boys, especially youth from marginalised communities and poorer households, are given the required space and attention in youth programmes that should address issues of domestic violence and sexual exploitation with the youth. The third dimension covers learning methodology, including a strong foundation of functional literacy and secondary education, recognition and certification of prior learning, learning by doing, apprenticeship and coaching, peer learning, and social media.

Participants discussed the challenges and aspirations of the youth, the learning needs of the youth, and what is available and what is missing for the youth in different countries and sub-regions. Based on the challenges and aspirations, participants discussed, amongst their own sub-regions, 3 ideas for a programme or a project on youth and skills in their country, drawing lessons from earlier discussions and from the work of PRIA and ASPBAE. Participants shared their ideas and several of them will be carried forward as a follow-up to the workshop.

A visit to PRIA's field area in Sonapat was organised for participants to interact with marginalised youth and also study PRIA's intervention, called the *Kadam Badao Campaign* (Youth led Campaign), and the transformation it has brought to the lives of young girls and boys.



**Participants discussed the challenges and aspirations of the youth, the learning needs of the youth, and what is available and what is missing for the youth in different countries and sub-regions.**

A session on Organisational Development was also organised by PRIA, covering the Learning Process Approach to Organisational Diagnosis and Development, likely impediments to learning in organisations, and the significance, nature, and steps in facilitating learning for Organisational Development. Participants introspected further on their own organisations (legal status, leadership, staff size and composition, structure); the history of their organisations and any major phases of development, and current challenges they face in running the organisation (resource mobilisation, human resource, systems, decision making).

Participants were positive that they would implement their learnings and observations in the work of their organisations. [[BACK](#)]

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## Solomon Islands coalition to hold post-2015 multi-stakeholder education forum and establish youth taskforce

*Honiara, Solomon Islands, 13-17 April 2015*



**COESI plans to incorporate the views of young people more fully into its education advocacy through providing platforms for young people to be more engaged in education issues affecting them.**

The Coalition for Education Solomon Islands (COESI) plans to hold a multi-stakeholder forum in August 2015 to engage civil society, donors, and government on the post-2015 education agenda. COESI Coordinator, Paul Kakai, and ASPBAE's capacity support staff, Hayley McQuire, met with a number of COESI's members and other stakeholders to update on the post-2015 education process and to promote the idea of the forum. This group included separate meetings with Secretary General of the Solomon Islands Teacher Association, Samson Faisi, President of Development Services Exchange, Robert Luti, Secretary of the Permanent Delegation of Solomon Islands to UNESCO, Christina Bakolo, Executive Director of the Solomon Islands Development Trust, Longden Manedika, and representatives from the Solomon Islands National Women's Council, People with Disabilities Solomon Islands, Live and Learn, and Mothers Union. The idea of the forum was well received by the membership and stakeholders. COESI is pursuing to co-host the event with the Solomon Islands Ministry of Education.

COESI also plans to incorporate the views of young people more fully into its education advocacy through providing platforms for young people to be more engaged in education issues affecting them. COESI has started this at its own organisational level by providing job opportunities for two young people. The young workers will spearhead COESI's first youth taskforce which aims to foster authentic youth engagement. The youth taskforce will be comprised of a diverse group of young people, who will take an active role in mobilising young people within COESI advocacy initiatives, as well as provide a youth perspective on national and local education policy and education issues. It is planned that the youth taskforce will also be given a space to present at the Post-2015 Education Forum hosted by COESI.

Additionally, the young workers have developed a template for a monthly e-newsletter that will be distributed to COESI members and key stakeholders, and will include international and national education updates, upcoming events, a special note from the Coordinator, as well as topical articles on education. The e-newsletter will be sent via the online platform, Mail Chimp, and will enable COESI to track how often the newsletter is being read, and keep an up-to-date database of subscribers.

[\[BACK\]](#)

---

The Coalition for Education Solomon Islands (COESI) plans to hold a multi-stakeholder forum in August 2015 to engage civil society, donors, and government on the post-2015 education agenda.

---

*Bulletin continued on next page...*



# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## CAMPE Bangladesh gears up for World Education Forum; Celebrates Global Action Week

*Excerpts from a message by Rasheda Choudhury, Executive Director, CAMPE*



**A delegation from CAMPE met Bangladesh's Education Minister, Nurul Islam Nahid, who will lead the country's Official Delegation to Incheon, Korea, and submitted CAMPE's lobby letter to him.**

CAMPE Bangladesh's lobbying and advocacy campaign around the World Education Forum and Global Action Week 2015 have been in full swing. On 20 April 2015, a delegation from CAMPE met Bangladesh's Education Minister, Nurul Islam Nahid, who will lead the country's Official Delegation to Incheon, Korea, and submitted CAMPE's lobby letter to him. The Education Minister invited other members of the World Education Forum (WEF) Official Delegation from Bangladesh to discuss issues related to government-civil society collaboration before, during, and after the WEF. He sounded positive and showed his interest to join the NGO Forum to be held in Incheon on 19 May 2015.



**The Education Minister committed to looking at alternatives for out-of-school children and other children who are not in school and declared to form an Official Watch Team to investigate the issues raised by the adolescents.**

In commemoration of Global Action Week 2015 (GAW), CAMPE initiated its GAW ACTION with hundreds of adolescent boys and girls, born in April 2000, at a big auditorium in the Metropolitan City of Dhaka. The children came from all over Bangladesh and narrated stories of struggle, challenges, and achievements in the presence of more over 300 government representatives, NGOs, community-based organisations, teachers unions, and celebrities.

The Education Minister, Education Secretary, and Board Members of CAMPE were present on the occasion. While listening to stories of 15 year old children in school, out-of-school, school drop outs, and those never been to school, both the Minister and the Secretary committed to looking at alternatives for the children and declared to form an Official Watch Team to investigate the issues raised by the adolescents. They also said they would take action to bring the children back to school, and provide skills training centres, or 2<sup>nd</sup> chance education programmes (now being carried out by some NGOs with the help of the government). CAMPE committed to follow up on the Minister's promises. [[BACK](#)]

## Korean education civil society network organises forum ahead of WEF in Incheon

13 April 2015, Seoul, Korea



**Over 70 Korean civil society representatives participated in a Forum organised by KoFID.**

The Korean civil society education network, KoFID, organised a forum on the *Right to Education, Quality, Inclusive Education, and Education Financing Post-2015*, attended by over 70 Korean civil society representatives. The Korean network, currently known as the Education Thematic Group of the Korean Forum for International Development (KoFID), comprises over 14 Korean development NGOs, and it has been increasing the awareness of its membership and a broader civil society constituency, and developing its positions on education post-2015 in advance of the World Education Forum (WEF).

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**The Forum on the *Right to Education, Quality, Inclusive Education, and Education Financing Post-2015*, included presentations from ASPBAE's Bernie Lovegrove on 'A Rights-based Approach and Quality Inclusive Education in Policy Development' and a presentation on 'A Focus on Governance and Education Financing' by ASPBAE's Rene Raya.**

The member organisations are: Korea Overseas Council for Development Cooperation (KCOC), Better World, World Vision Korea, Reshaping Development Institute (ReDI), Good Neighbors International, Korean Human Rights Foundation (KHRF), Global Education, HoE (Hope is Education), ODA Watch, Korea Food for the Hungry International, Child Fund Korea, Save the Children Korea, Music for One Foundation, and One Body One Spirit Movement.

Presentations at the forum included 'Connecting the SDGs and post EFA' by Boowon Nam, Vice President, Korean Council for Overseas Development Cooperation (KCOC); 'A Rights-based Approach and Quality Inclusive Education in Policy Development' by ASPBAE's CSEF Regional Coordinator, Bernie Lovegrove; and 'A Focus on Governance and Education Financing' by ASPBAE Lead Policy Analyst, Rene Raya.

A panel discussion ensued on implications for the Framework for Action and future policy development. This was moderated by Moon Suk Hong, Director of Reshaping Development Institute (ReDI). The panel included Sungsang Yoo, Associate Professor, Seoul National University, Sun Kim, Director of the International Development Division, Good Neighbors, Hyun Ju Kim, International Advocacy Team Leader, Save the Children Korea, and Jin Hee Kim, Research Fellow, Office for International Education Development and Cooperation, of the Korean Educational Development Institute (KEDI).

On 15 April 2015, the Education Thematic Group followed up the forum with a Steering Committee meeting, attended by Bernie Lovegrove, to further finalise plans for the NGO Forum and the World Education Forum, including ensuring a strong Korean civil society presence at both events.

[\[BACK\]](#)

## Participatory action research defines quality adult literacy provision

24-26 March 2015, Hamburg, Germany



**The UNESCO Institute of Lifelong Learning organised an international workshop on participatory action research that reinvigorated discussions on quality adult literacy provision.**

The international workshop on participatory action research reinvigorated discussions on quality adult literacy provision. Drawing from the extensive and rich practices in Asia and Africa, the workshop reiterated the view that *"one common feature of high quality adult literacy provision in multilingual contexts is the use of participatory and collaborative research."* The event was organised by the UNESCO Institute of Lifelong Learning and it gathered more than 35 participants from Asia, Africa, and Europe. The exchanges revolved around the theme *"participatory and collaborative action research to empower youth and adult literacy learners in multilingual and multicultural contexts."*

In the 50 years of ASPBAE's existence, learner-centered, participatory, and empowering education defined its members' core principles, frameworks, and approaches in adult education. In the same vein, its policy advocacy on youth and adult education for marginalised

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

communities argued for “quality in education benchmarks” where drivers of quality include, among others, learners’ participation in the programme development, curriculum development, learning assessment, and teaching-learning styles.



**Participants of UIL’s international workshop in Hamburg, Germany.**

More than exchanges, the event was a coming together of kindred spirits who believe that adult literacy provision should be founded on democratic ideals – where the learners acquire new knowledge and at the same time generate their own knowledge to transform the realities in their everyday life in their families and communities. As Hassana Alidou of UNESCO Abuja said, “*the contexts of our work is social justice and how this relates to issues in education.*” Further, Alidou stated that adult literacy and education is a continuing reiterative process from practice to theory, looking at quality from the perspectives of learners who live in multilingual and multicultural settings, and seeking ways of transforming these settings through continuous learning and action.

The workshop was intended to be an ongoing dialogue between participants. It was designed as -

- An international platform for exchanging experiences of integrating participatory and collaborative action research into initial and continuing training of adult educators
- An introduction to the new UNESCO guidebook on this topic by its five authors
- The opportunity to develop jointly a draft policy brief on creating an enabling environment for participatory and collaborative action research
- Support for training institutions that want to integrate participatory and collaborative action research into their training programmes and institutional development
- Follow up plans for implementation and continued support

---

ASPBAE’s Cecilia Soriano, together with DVV International, presented in the session on ‘*Core elements of curricula and enabling environments for training adult education personnel.*’

---

Drawing from the findings of the Lifelong Learning Toolkit produced from the experiences of members, ASPBAE’s Cecilia Soriano, together with DVV International, presented in the session on *Core elements of curricula and enabling environments for training adult education personnel.* Sharing its practice on participatory action research in India, PRIA (The Society for Participatory Research in Asia) presented its work with the youth in India in the session on *How participatory action research (PAR) can be effectively integrated in the training of adult education personnel.*

UIL will continue to work with participants through online dialogue and sharing. It plans to produce a policy brief on enabling environments to implement participatory and collaborative action research for quality youth and adult literacy provision. [\[BACK\]](#)

*Bulletin continued on next page...*



# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## Renewing the agenda for lifelong learning

ASEM Lifelong Learning Hub Forum

*9-12 March 2015, Bali, Indonesia*



The Asia-Europe Meeting (ASEM) Forum on Lifelong Learning was conducted in Bali with the theme - *Renewing the Agenda for Lifelong Learning*. Organised by the ASEM LLL Hub, the Forum was an opportunity for researchers, practitioners, and policy makers to engage in discussions about rethinking models of lifelong learning that address the current global contexts of crisis.

One of the keynote speakers, Professor Lee Wing On from the Open University of Hong Kong, argued that any rethinking will require a significant educational paradigm shift in what we consider as knowledge. He argued that we need to recognise that the sources of scholarship are changing. Scholarship used to be dominated by the process of discovery, whereas we are now in a period where knowledge integration, application, and synthesis are equally, if not more, important processes that should be central to any educational paradigm. Professor Andy Green, from the University of London, argued that while economic and political inequalities are essential to address, as educators we should be alarmed at the growing inequality of skills that impact on all aspects of life. Professor Allie Clemans, from Monash University, Australia, argued that while we need to develop a stronger link between learning and employability, it should not be a narrow and linear relationship, but rather one that acknowledges the changing nature of work and the current crisis of youth unemployment in some countries, even if young people are highly skilled and educated.



**Professor Lee Wing On, from the Open University of Hong Kong, was one of the Keynote Speakers at the ASEM Forum. He stressed that knowledge integration, application, and synthesis are equally, if not more, important processes that should be central to any educational paradigm.**

The Forum concluded with meetings of the five research networks focused on - ICT Skills and E-Learning; Workplace Learning; Professionalisation of Adult Educators; National Strategies for Lifelong Learning; and Core Competences that identified key areas for possible collaborative research around lifelong learning with the aim of providing research-based education policy recommendations to enhance mutual understanding between Asia and Europe. The National Strategies for Lifelong Learning (LLL) Research Network will be conducting a seminar on Youth Engagement and Transitions in Education, co-hosted by RMIT and Monash Universities, in November 2015 in Melbourne, Australia.

The Forum was attended by ASPBAE President J. Roberto Guevara, together with Prof. Bruce Wilson and Prof. Rob Strathdee, colleagues from RMIT University. Long-time ASPBAE member, Prof. Koichi Sasagawa, was also present during the Forum. [\[BACK\]](#)

*Bulletin continued on next page...*

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## New ASPBAE member, Azad Foundation, holds strategy meet to plan for next 5 years

21 March 2015, New Delhi, India



ASPBAE's new member, Azad Foundation, based in New Delhi, India, held a meeting to brainstorm on what Azad Foundation and Sakha Cab's strategy should be for the next five years.

ASPBAE's new member, Azad Foundation, completed six pioneering years empowering resource poor women by providing livelihoods with dignity in early 2015. In the last six years, Azad Foundation has trained and enabled 300 women to learn how to drive. Considered a 'man's profession' in India to be a professional and commercial driver, Azad Foundation has had an interesting and challenging journey till now. Azad Foundation presently works in five cities in India. Sakha Cabs is a sister concern of Azad Foundation that operates a taxi service and chauffeur placement service that gives women drivers employment opportunities.

Azad Foundation invited partners, friends, and clients for a meeting to brainstorm on what Azad Foundation and Sakha Cab's strategy should be for the next five years. Approximately 70 participants attended the meeting with ASPBAE's Anita Borkar and Sumedha Sharma taking part in the deliberations.

The day started with an interesting exercise. Participants were asked to take a ride in a Sakha Cab and interact with the driver and ask the driver what was the most important change she saw in herself after becoming a part of Azad Foundation and what is it that Azad and Sakha needs to do to cater to their needs. The comments from the drivers were compiled and shared later in the plenary.

Azad Foundation made a brief presentation of the journey of Azad and Sakha from 'A non-idea to an IDEA'. The team of Azad and Sakha shared the process they follow in training the women, the main achievements, and the challenges faced by them.

Participants were then divided into five groups. Each group was asked to brainstorm on three common questions and the fourth question was unique to each group. All the questions pertained to Azad and Sakha's strategy for the coming 5 years.

The 3 common questions on which all the groups deliberated were -

1. What should be non-negotiable for us?
2. What could/should be growth possibilities?
3. What needs to be put in place for our vision to become a reality?

The unique questions for each group, in addition to the above, were -

1. What should be the financing options for skilling?
2. How do we upscale while retaining the present recipe (strategy)?
3. How do we become more viable with the government and other stakeholders?



Sakha Cabs is a sister concern of Azad Foundation that operates a taxi service and chauffeur placement service that gives women drivers employment opportunities.

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)



**A common consensus amongst participants of the strategy meeting was that Azad Foundation should retain its approach to capacity building towards empowerment and not merely skill training.**

4. Our experience in private placements is that it requires a nurturing environment initially. How do we upscale this across Delhi and other cities?
5. What should be the capacity building model for non-traditional livelihoods?

A common consensus across all the groups was that Azad Foundation should retain its approach to capacity building towards empowerment and not merely skill training. At present their pedagogy includes 3 main components -

- A. Self-Development – Communication, Work Readiness, Self Defence, Counselling, and Conversational English
- B. Women's Empowerment – Gender and Domestic Violence, Legal Aspects, and Sexual and Reproductive Health
- C. Professional Driving Skills – Learner's Module, Driving Skills, Map Reading, Self-Drive, and First Aid.

Azad Foundation will study the recommendations from the participants and carve out its strategy for the coming years. [\[BACK\]](#)

## **PEAN plans civil society consultation on governments' Alternate Basic Education Policy**

*Port Moresby, Papua New Guinea, 23-27 March 2015*

The national education coalition, Papua New Guinea Education Advocacy Network (PEAN), held its Annual General Meeting (AGM) in Port Moresby. Two new board members were elected - Simon Savaiko, representing faith based organisations providing adult literacy programmes, and Lohia Killian, representing environmental NGOs.



**PEAN Coordinator, Priscilla Kare, at the Annual General Meeting in Port Moresby.**

Discussions at the AGM focused on education post-2015 positioning. ASPBAE's Civil Society Education Fun (CSEF) Capacity Support and Advocacy Advisor, Hayley McQuire, gave a short presentation on the international processes taking place in preparation for the World Education Forum (May 2015) and the United Nations Summit (Sept 2015).

PEAN and its membership plan to engage their national government actively on the post-2015 education agenda. Key activities will include - providing a briefing document on the civil society post-2015 education agenda and processes to Education Minister, Nick Kuman, ahead of the World Education Forum; meeting with the PNG consulate in New York ahead of the World Education Forum and UN Summit; holding a multi-stakeholder forum on the post-2015 education agenda and engaging PEAN members, donors, government officials, and other key education stakeholders, currently scheduled for June 2015.

The PNG Alternate Basic Education Policy was also discussed. While its aims are admirable (provide alternative learning pathways for out-of-school youth and adult learners), PEAN has concerns regarding the



# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

---

ASPBAE's Hayley McQuire gave a presentation at the AGM on the international processes taking place in preparation for the World Education Forum (May 2015) and the UN Summit (Sept 2015).

---

overall quality of the policy, partly due to the lack of civil society engagement in the drafting process and whether it reflected the reality of out-of-school youth and adult learners.

In order to address these concerns and facilitate greater civil society input, PEAN is planning a civil society consultation to engage its members, as well as other key education and civil society stakeholders, in reviewing the draft Alternate Basic Education Policy. PEAN will then present the review of the policy to the Ministry of Education. [\[BACK\]](#)

## Australian education coalition affirms priority to advocate for a strong post-2015 education agenda

*6 March 2015, Melbourne, Australia*



**ACED update members on the changing context for education, both within Australia and internationally.**

The Australian Coalition for Education and Development (ACED) met in Melbourne to update members on post-2015 education developments, processes, and civil society positioning. Representatives from Women in Adult and Vocational Education (WAVE), Adult Learning Australia (ALA), RMIT University, Results Australia, Save the Children (Australia), and ASPBAE (Australia) participated.

After a brief background review of ACED's objectives and work, members updated on the changing context for education, both within Australia and internationally. In relation to Australia, concern was expressed regarding the current Australian government's refusal to take sustainable development seriously. Additionally, the substantial decline of Australian aid is alarming and the combined effect projects an image internationally of an Australian government that is pro-fossil fuel industries and unwilling to meet its international obligations. The aid cuts have also resulted in staff retrenchments for Australian development NGOs and have severely constrained their work with the world's poorest.

---

Participants of the meeting expressed concern regarding the Australian government's refusal to take sustainable development seriously. The substantial decline of Australian aid is alarming and projects an image internationally of a government that is pro-fossil fuel industries and unwilling to meet its international obligations.

---

Participants agreed that ACED should broaden its focus to include domestic issues, in line with the international shift and desire for education goals that are relevant to all countries, and that all countries need to deal with poverty, inequality, and disadvantage.

Despite the contrary national political environment, plans were developed to lobby the Australian Government on education Official Development Assistance (ODA), including its contribution to the Global Partnership for Education (GPE), and its positioning on education post-2015 at the World Education Forum. Subsequently, Results Australia organised meetings with politicians and RMIT University organised a Forum with an exchange between the President of the International Council of Adult Education (ICAE), Alan Tuckett, and a representative from the Australian Department of Foreign Affairs and Trade (DFAT). ACED is planning to develop a report on Australia's approach to international education goals and its contribution to their achievement, especially through education ODA. [\[BACK\]](#)

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

## Cambodia's National Assembly holds first workshop on reform measures for education

31 March 2015, Phnom Penh, Cambodia



**Chin Chanveasna, NEP Executive Director (L), and His Excellency Hang Chuon Naron, Minister of Education (R), address the workshop on reform measures for education held in Phnom Penh.**

Aiming to promote a participatory process in education reforms, the National Assembly of Cambodia, together with the NGO Education Partnership (NEP) and the Ministry of Education, Youth and Sports (MoEYS), held a consultative workshop entitled *Reform Measures for Cambodia's Educational System* at the National Assembly Palace in Phnom Penh. This initiative of the National Assembly is the first of its kind, that is, opening up the process and bringing in the wider education stakeholders, such as the civil society organisations and development partners, to oversee the current reform measures being implemented by MoEYS, and to identify gaps that can be addressed at the legislative level to ensure achievement of good quality education in Cambodia.

Welcome remarks were delivered by the Secretary General of the National Assembly, His Excellency Mr. Leng Peng Long, while the First Vice-President of the National Assembly, His Excellency Mr. Kem Sokha, gave the opening remarks. The opening remarks highlighted the need to do more in improving quality despite the country's efforts and achievements in education. There was a recognition that the education budget has not been adequate and its distribution has not been equitable, especially in rural areas and indigenous communities.



**A participant of the workshop on *Reform Measures for Cambodia's Educational System* organised by the National Assembly of Cambodia.**

The Minister of Education, His Excellency Dr. Hang Chuon Naron, concluded in his presentation that Cambodia needs a strong education system, and to achieve this, there is a need to have both development and investment in the education system. The Executive Director of NEP, Mr. Chin Chanveasna, presented the challenges in education reform in Cambodia, highlighting the areas of financing, improving teaching quality, partnerships, and the need for addressing the gaps in education.



**ASPBAE's Helen Dabu participated in the workshop and highlighted the importance of increasing the education budget.**

ASPBAE's Helen Dabu participated in the workshop and propounded questions on the priority legislative reform measures that MoEYS would like to propose to the Assembly, highlighting the importance of increasing the education budget, and what the National Assembly can pass in the next three to five years. The Minister of Education and the Chairman of the Committee on Education (C7) of the National Assembly acknowledged ASPBAE's intervention, and expressed that increasing the budget for education will be crucial in driving the reform measures.

MoEYS' priority for the year will be on policy implementation and an assessment will be done on the policy gaps that need to be addressed. The National Assembly committed to pursue increasing the budget from the current 2% of the GDP to the international benchmark of 6%, and also to look at policies in the areas of curriculum, quality of teachers, learning approaches, quality, and research. [\[BACK\]](#)



Asia South Pacific Association  
for Basic and Adult Education  
Learning Beyond Boundaries

# ASPBAE THIS MONTH

March-April 2015

[www.aspbae.org](http://www.aspbae.org)

---

**Photo credits:** Some photos used in this Bulletin have been sourced from the internet and belong to international NGOs, networks, and individual photographers.

*For more information on the ASPBAE Bulletin, please write to Medha Soni, ASPBAE's Information and Communications Coordinator, at [medha.aspbae@gmail.com](mailto:medha.aspbae@gmail.com)*