

ASPBAE THIS MONTH

July 2015

www.aspbae.org



Oslo Summit on Education for Development pushes for partnerships to fund and deliver education

[Full article](#)



Transforming our world - the 2030 agenda for sustainable development

[Full article](#)



Public Forum in Ulaanbaatar warns against privatisation of education

[Full article](#)

Civil society leaders express deep concerns over Addis Ababa Action Agenda on Financing for Development

Over 600 civil society organisations and networks from around the world convened a Civil Society Forum in Addis Ababa ahead of the 3rd International Conference on Financing for Development (FfD3).

[Read more](#)

Building capacities of adult education practitioners and policy advocates

[Study exchange to the Philippines](#)

ASPBAE's study exchange brought together participants from its member organisations to jointly strategise on how their experiences on issues related to equity, gender equality, human rights, and education for sustainable development can strengthen lifelong learning policy and provisioning.

[Read more](#)

Photo of the Month



Participants of the ASPBAE Study Exchange to the Philippines visited LAKAS, a learning centre of the aeta indigenous community in Botolan, Zamboanga. Participants interacted with officials and community leaders and shared their country contexts on adult education and lifelong learning.

Member of the Month

Live & Learn Environmental Education, Australia

Live & Learn educates, mobilises communities, and facilitates supportive partnerships to foster a greater understanding of sustainability, and to help move towards a sustainable future. It works with communities throughout the Asia Pacific to design, implement, and learn from community-based development projects. The projects are specific to each community and cover a number of thematic programme areas including - Water, Sanitation and Hygiene (WASH), sustainable use of biodiversity, environmental governance, natural resource-based conflict management and peace building, and understanding climate change. To know more, you can visit the Life & Learn website at www.livelearn.org.

ASPBAE THIS MONTH

July 2015

www.aspbae.org

Civil society leaders express deep concerns over Addis Ababa Action Agenda on Financing for Development

11-12 July & 13-16 July 2015, Addis Ababa, Ethiopia



Civil society representatives at the Third International Conference on Financing for Development (FfD3) in Addis Ababa, Ethiopia.

Over 600 civil society organisations and networks from around the world convened a [Civil Society \(CSO\) Forum](#) in Addis Ababa from 11-12 July 2015 ahead of the [Third International Conference on Financing for Development](#) (FfD3) that took place from 13-16 July 2015. A series of workshops were organised during the two-day event to consolidate civil society positions on key thematic issues - on domestic resource mobilisation, on gender, on private sector financing, on trade, debt and systemic financing issues, and on financing indicators.

From among the CSO participants, apart from ASPBAE, were education advocates from the Global Campaign for Education (GCE), the International Council for Adult Education (ICAE), ActionAid International, Education International (EI), the Africa Network Campaign on Education For All (ANCEFA), Save the Children, IBIS (Danish non-governmental organisation), Plan International, Open Society Foundations, Oxfam International, and Results, U.K. Noting that the draft outcome document was very weak on education, GCE, represented by Tanvir Muntasim of Action Aid International, convened a meeting of this group to consolidate its input on education and to coordinate lobby initiatives to press for the inclusion of key messages into the final FfD3 outcome document. Rene Raya, ASPBAE Lead Policy Analyst, represented the organisation in both the CSO Forum and FfD3 conference.



A CSO Declaration was adopted at the civil society forum. It called on world leaders to address the structural injustices in the current global economic system and ensure that development finance is people-centred and protects the environment.

The CSO Forum was highlighted by the adoption of the [CSO Declaration](#) which proposed clearer and stronger statements on important financing issues. It called on world leaders to address the structural injustices in the current global economic system and ensure that development finance is people-centred and protects the environment.

At the opening plenary of the FfD3 on 13 July 2015, CSO representatives Rama Salla Dieng, Women's Working Group on Financing for Development, and Stefano Prato, Addis CSO Coordination Group, presented the CSO Declaration, expressing concern that the final draft of the outcome document fell short of expectations in several critical areas of development financing. Much of the plenary sessions during the four-day conference were devoted to speeches delivered by official delegates, most of which were pretty standard rhetorical statements. Running in parallel to the plenaries were roundtable meetings where a few CSO representatives were able to speak and observe.

Apart from the official meetings, hundreds of side events took place during the CSO Forum and FfD3 organised by governments, UN agencies, financial institutions, the private sector, and civil society organisations. One side event on the *Investment Case for Education* featured a high-level panel of speakers that included UNESCO Director General Irina Bokova,

ASPBAE THIS MONTH

July 2015

www.aspbae.org



L-R – Tanvir Muntasim, ActionAid, Katarina Popovic, ICAE, Rene Raya, ASPBAE, Limbani Nsapato, ANCEFA, at the FfD3 conference.

GPE Board Chair Julia Gillard, and the foreign ministers of Norway, Korea, and host Ethiopia. The panel discussed at length the [Incheon Declaration](#), SDG 4, the Oslo conference on financing education, and the commitments from donors to raise financing for education. What was disappointing was that the panel practically made no reference to the deliberations on the FfD3 outcome document that spoke very weakly on education.

Another side event on resource mobilisation featured Joseph Stiglitz, a Nobel laureate in economics and a Columbia University Professor. He criticized the current global tax architecture that benefits big multinational corporations, many of whom pay very little taxes in countries where they operate, thus, depriving developing countries of the much needed resources for essential services and sustainable development.

The four-day FfD conference concluded with the official adoption of the [Addis Ababa Action Agenda](#) on Financing for Development, the final version of which did not change substantially from the draft document. Civil society representatives, who earlier met in the CSO Forum, expressed immediate disappointment and reservations on the final outcome document for failing to substantially address international systemic issues in macroeconomic, financial, trade, tax, and monetary policies, while also failing to scale up existing resources and commit new financial ones. It criticized the Action Agenda for its lack of leadership, ambition, and practical actions. It is almost entirely devoid of actionable deliverables and undermines earlier agreements as contained in the Monterrey Consensus and the Doha Declaration.



One of the most glaring omissions of the Addis Action Agenda was on adult education: it left out reference to financial commitments to adult literacy and adult education.

The Action Agenda fails to address gender equality and women's empowerment, and simply equated gender equality to smart economics rather than to women and girls' entitlement to human rights. It also fails to establish a global tax body that is transparent, accountable, and democratic with universal membership which can effectively combat tax dodging by multinational enterprises, stop illicit financial flows, and eliminate tax havens which deprive developing countries of the much needed resources for sustainable development. Civil society also expressed deep reservation on the optimism articulated in the Action Agenda towards private finance to deliver on a broad sustainable development agenda.

For advocates of lifelong learning, the Addis outcome's most glaring omission was on adult education and learning. The paragraphs on education in the Addis Ababa Action Agenda i.e. paras 78 and 119 leave out reference to financial commitments for adult literacy, adult education and lifelong learning. But all was not lost in Addis Ababa. The strong solidarity forged and the shared experience of the weeklong events bolstered the commitment of civil society organisations to carry on the fight for the democratisation of economic governance and the upliftment of the people's economic aspirations that respond to the imperatives of human rights and the values of humanity and solidarity. [BACK]

ASPBAE THIS MONTH

July 2015

www.aspbae.org

Oslo Summit on Education for Development pushes for partnerships to fund and deliver education

6-7 July 2015, Oslo, Norway



At the Oslo Summit, the Norwegian Prime Minister, Erna Sohlberg, stated, *“For the first time in history, we are in the unique position to provide education opportunities for all, if only we pull together.”* Her main message at the Summit was: **No education, no development.**



An explicit objective of the summit was to *“reverse the negative trend in international support for education and to contribute to enhanced domestic resource mobilisation”*.

The Norwegian government convened the [Oslo Summit on Education for Development](#) that was held between the World Education Forum in Incheon and the Third International Conference on Financing for Development in Addis Ababa, Ethiopia. The Summit aimed at mobilising strong and renewed political commitment to reach the 58 million children who are still being denied their right to education, and to improve learning outcomes for those who attend school. The Summit was initiated to help reverse the negative trend in international support for education and to contribute to enhanced domestic resource mobilisation.

Norwegian Prime Minister, Erna Sohlberg, urged the international education community to adopt new and smarter ways to reach the 2030 Sustainable Development Goals. Norway’s support for global education has been expanding, including a new partnership with the World Bank Group on results-based financing.

Speaking of a lack of political support to invest in quality education for all children, Sohlberg said, “For the first time in history, we are in the unique position to provide education opportunities for all, if only we pull together.” Her main message at the Summit was simple: No education, no development. She also announced the formation of a Global Commission on Education Financing to be set up by UN Special Envoy for Education, Gordon Brown. Newly committed as part of the [Oslo Declaration](#), the commission will focus on how to finance girls’ education, education quality, and education in emergencies. It will submit its report to UN Secretary General Ban Ki-moon in September 2016. A financing background paper [Financing education: Opportunities for global action](#) produced for the Oslo Summit by Liesbet Steer and Kathryn Smith of Brookings, suggested the formation of the commission.

The over-riding message of the summit was *“we need to do better together.”* Partnering for increased financing for education was discussed extensively. An explicit objective of the summit was to *“reverse the negative trend in international support for education and to contribute to enhanced domestic resource mobilisation.”* The summit discussions highlighted the global annual funding gap of \$39 billion, a gap between what is available in domestic budgets and what is needed from external sources to support early childhood through lower secondary education for all young people, especially those in low-income and fragile states. More funding and better use of existing funding, including transparently tracking resources and addressing inequality within countries, was featured.

Forming mechanisms for partnering to deliver education to children living in contexts of emergencies and protracted crises was another important theme of the summit. Discussions focused on improving how humanitarian

ASPBAE THIS MONTH

July 2015

www.aspbae.org



The importance of quality teaching and learning and reaching marginalised girls to achieving the goals articulated in Incheon were also emphasised at the Oslo Summit.

David Archer of ActionAid stressed that one of the challenges is to link the urgent need for more financing to the major challenges of equity.

Rasheda Choudhury, GCE Vice President and Executive Director of CAMPE, Bangladesh, cautioned about the rising trend of private sector engagement in education, stating that *“education is a public good and not a commodity to be sold”*.

and development aid architecture and funding mechanisms work together to help some of the world's most unfortunate children get an education. Those at the summit committed to *“creating a dedicated fund or a new modality for education in emergencies by the World Humanitarian Summit in 2016”*.

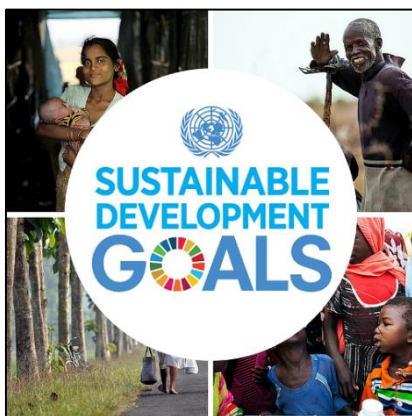
The importance of quality teaching and learning and reaching marginalised girls to achieving the goals articulated in Incheon were also emphasised. Less concrete announcements on partnerships to do so came out of the summit, but some things to look out for in the future include - a renewed focus on networking quality teachers; addressing private sector barriers to getting quality reading material in the hands of poor children; and a renewed focus on girls' and women's empowerment and leadership.

David Archer of ActionAid was at the Oslo Summit and observed, *“The biggest challenge going forward is to link these different threads together: to link the urgent need for more financing to the major challenges of equity. Equitable financing does not mean spending the same amount per child – because it costs more per capita to guarantee education in very remote areas or to ensure quality inclusive education for children with disabilities. Equitable financing means making extra efforts, it means active redistribution and positive discrimination to reach out to those who face multiple disadvantages. It makes good financial sense to focus on equity – because if the children who face the biggest challenges succeed, everyone does. It is now well established that education systems that focus on equity ratchet up quality for everyone.”*

In her own reflections from participation in the summit, Rasheda Choudhury, GCE Vice President and Executive Director of CAMPE, Bangladesh, urged vigilance in successive post-2015 processes to avoid possible regressions from the Incheon commitments. She cautioned about the rising trend of private sector engagement in education and mentioned that, *“education is a public good and not a commodity to be sold in the market”*. She emphasised the need for civil society to be clearer and bolder in its positioning with respect to this. [\[BACK\]](#)

Transforming our world - the 2030 agenda for sustainable development

By Anjela Taneja, Head of Policy, Global Campaign for Education (GCE). Views expressed in this article are personal.



The intergovernmental negotiations for the Sustainable Development Goals (SDGs) have come to an end. July saw over two weeks of intensive negotiations. The final agenda will be officially ratified in September during the UN Summit in New York. In contrast to the Millennium Development Goals (MDGs), which were created by a small group of UN experts, this process has shown the broad participation of Member States and stakeholders.

ASPBAE THIS MONTH

July 2015

www.aspbae.org

What the Declaration has to say for education and what it means for us -



Several education targets - skills for employment, literacy and numeracy, scholarships, and qualified teachers - changed from earlier drafts as some countries felt that they were unrealistic and the word “all” was replaced by “substantially increase”.



The Declaration commits that all people, irrespective of sex, age, race, ethnicity, and persons with disabilities, migrants, indigenous peoples, children, and youth, especially those in vulnerable situations, should have access to lifelong learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society.

- a. **The education targets have changed** - 4.4 (skills for employment), 4.6 (literacy and numeracy). 4b (scholarships), and 4c (qualified teachers) changed from the 30th July version onwards. While the co-facilitators' earlier drafts in June and July proposed these to be zero target, some countries felt that they were unrealistic and the word “all” was replaced by “substantially increase.” The revision of the teacher and scholarship targets was opposed by least developed countries (LDCs), the Caribbean Community and Common Market (CARICOM), and Turkey, but was eventually supported by the G77.

Across the document, similar language was used for other targets where the exact value for the x% was disputed. The co-facilitator justified this by saying that doing so ensured global aspiration while leaving countries the flexibility to set their own numbers. This is extremely disappointing since this is a step back from the commitment to universal adult literacy and ensuring that all learners are taught by qualified teachers. The term “substantially” is also extremely subjective, making the task of holding states to account for its fulfillment difficult.

Apart from the education goal, there is also mention of inclusion of sexual and reproductive health education (3.7), reducing the proportion of youth not in employment, education or training (8.6), education about climate change (13.3), and a commitment to taking immediate and effective measures to eliminate the “worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms” (8.7).

- b. **Other explicit mentions of education across the document** - The section, “Our vision,” includes a statement of intent to ensure universal literacy and equitable access to quality education at all levels. Persons with disabilities, migrants, indigenous peoples, children, and youth are mentioned with regard to access to lifelong learning opportunities. The declaration, furthermore, commits that all people, irrespective of sex, age, race, ethnicity, and persons with disabilities, migrants, indigenous peoples, children, and youth, especially those in vulnerable situations, should have access to lifelong learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. There is also a commitment to strive to provide children and youth with a nurturing environment for the full realisation of their rights and capabilities, helping countries reap the demographic dividend, including through safe schools and cohesive communities and families.

ASPBAE THIS MONTH

July 2015

www.aspbae.org



The new post-2015 SDG agenda, or 2030 Agenda, as it is called, mentions the need for focus on the thematic Means of Implementation, the Addis Ababa Action Agenda as complementing and contextualising the wider agenda, domestic resources for the finalisation of the agenda, and the continued need for Official Development Assistance (ODA).



Follow-up and review processes are to be voluntary and country-led, tracking progress in implementing all goals and targets, including the Means of Implementation, in all countries.

- c. **The agenda as a whole** - The document itself has been renamed and the new post-2015 SDG agenda is now officially renamed as the 2030 Agenda. The revised preamble recognises 5 major components (5Ps) of the new agenda - people, planet, prosperity, peace, and partnerships. Other critical aspects are the new agenda's universality and its commitment to not leaving anyone behind. Education fits under the "people" strand.
- d. **Means of Implementation (MOI)** - A lot of controversy around the negotiations was about the relationship of this document and the [Addis Ababa Action Agenda](#) (AAAA). This was a key difference of opinion underlying the debates over whether the AAAA would be described as "integral" to the agenda, considered the entire MOI pillar of the agenda, or as "supporting and complementing" the agenda. During the negotiations, many developing countries asserted the AAAA's inadequacy and called for greater attention on trade, debt, and technology in order to implement the SDGs. In the end, the final document mentions the need for focus on the thematic Means of Implementation, the AAAA as complementing and contextualising the wider agenda, domestic resources for the finalisation of the agenda, and the continued need for Official Development Assistance (ODA). This section of the document has been criticised as lacking ambition and not going far enough in terms of challenging the unequal financial system.
- e. **Follow-up, review, and accountability** - Follow-up and review processes are to be voluntary and country-led, tracking progress in implementing all goals and targets, including the Means of Implementation, in all countries. This will be based on a set of global indicators to be developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) by March 2016, agreed by the UN Security Council, and adopted thereafter by ECOSOC and the UN General Assembly, and complemented by indicators at regional and national levels developed by Member States.

At the global level, the UN High-level Political Forum on Sustainable Development (HLPF) will oversee a network of follow-up and review processes, including a process of thematic reviews. Progress will be monitored by the world's Heads of States every four years and there will be an annual Sustainable Development Progress Report. National and regional reviews will also take place. It will be interesting to see how the global thematic reviews will connect to the processes for review and accountability being proposed by UNESCO in the draft Framework for Action. While it appears that the accountability mechanisms could have been stronger, the exact mechanisms of the follow-up and review mechanisms are being developed.

ASPBAE THIS MONTH

July 2015

www.aspbae.org



There is concern about the increased role given to the private sector in the 2030 Agenda, especially the absence of clear accountability measures. This is especially problematic for the education sector given the known dangers of privatisation of education.

- a. **Human rights** - The final document strongly commits itself to respect, protect, and fulfil human rights and ensure non-discrimination in all forms. This is important given objections to human rights language raised by certain negotiation blocks during the UN Summit.
- b. **Role of the private sector** - There is concern about the increased role given to the private sector in the agenda, especially the absence of clear accountability measures. This is especially problematic for the education sector given the known dangers of privatisation of education.

Where do we go from now?

The coming months will see a shift towards implementation of the 2030 Agenda. The next step will be the ratification of the declaration during the SDG summit from 25-27 September 2015 followed by mopping up of the remaining processes, including finalisation of the indicators (through the UN Statistical Council and IAEG-SDG) and follow-up and review mechanisms (the HLPF globally and the regional mechanisms). The real litmus test will be implementation. This will in turn be based on the effectiveness of the global reforms to bring about stronger accountability and commitment of financing to ensure implementation. The co-facilitators suggested that US\$3.5-5 trillion will be needed annually, providing an inkling of the scale of the challenge to mobilise the resources needed for the fulfilment of the education 2030 agenda. [\[BACK\]](#)

Building capacities of adult education practitioners and policy advocates

Study Exchange on Adult Education and Lifelong Learning

6-11 July 2015, Philippines



ASPBAE's study exchange to the Philippines brought together 17 participants from ASPBAE's member organisations to reflect and strategise on how their experiences and perspectives on equity, gender equality, human rights, education for sustainable development, and other themes can be channeled to strengthen lifelong learning public policy and provisioning.

ASPBAE's endeavour to innovate leadership capacity building approaches in adult education led to piloting of a regional Study Exchange in the Philippines. Building on its own experiences of participating in a study tour of the adult education centers in Germany, and organising an India study tour of the Central Asian partners of DVV International, ASPBAE organised a study exchange on adult education and lifelong learning in the Philippines. The Philippines, with its highly evolved system of lifelong learning approaches, offered an opportunity for an intensive exposure to adult education provisioning by NGOs and local government units.

The study exchange brought together 17 participants from ASPBAE's member organisations in the region to jointly reflect and strategise on how their rich experience and perspectives on equity, gender equality, human rights, education for sustainable development, and other themes can be harnessed to inform the strengthening of lifelong learning public policy and provisioning – in curriculum development, training of trainers, learning

ASPBAE THIS MONTH

July 2015

www.aspbae.org

methodologies and materials, and in the processes of developing assessment systems.

The study exchange was hosted by the national education coalition, E-Net Philippines, with visits and interactions organised to the Philippine House of Representatives, Philippine Government's Department of Education (DepED) Planning Office and Bureau of Alternative Learning System, Local Government Units (LGUs) of Balanga City and Marikina City, as well as NGOs working with urban poor youth (Zone One Tondo Organisation, or ZOTO) in Manila and indigenous communities (LAKAS) in Botolan, Zamboanga. Participants interacted with officials and community leaders of these institutions, as well as shared their country contexts on adult education and lifelong learning.



ASPABE Executive Council member, Batjargal Batkhuyag, congratulated the participants, being the first to participate in an ASPBAE-organised regional study exchange.

At the opening of the study exchange, ASPABE Executive Council member, Batjargal Batkhuyag, congratulated the participants, being the first to experience a regionally organised study exchange. Apart from learning from the experiences, he encouraged participants to help ASPBAE learn from this pilot by giving comments and recommendations on the content and processes.

The principle of learning from life and work was recurrent all throughout the study exchange. Edicio dela Torre, a stalwart of the democratic movement in the Philippines, provided a vivid contextualisation of his own journey as an education activist in relation to the changing socio-political landscape in the Philippines. Addie Unsi, National Coordinator of E-Net Philippines, presented the work of the coalition, including advocacy on youth and adult education, and its initiative on budget advocacy. Their presentations were well complemented by the presentations and discussions of government officials in the DepED Planning office headed by Assistant Secretary, Jesus Mateo, and in the Bureau of Alternative Learning System led by its Director, Sevilla Panaligan.



The visit to Marikina City's Disaster Risk Reduction and Management Office was an example of the local government unit's initiative and commitment to effectively reduce the risk of the recurring threat of floods.

Participants engaged in dynamic exchanges with representatives of parliament, including with Rodel Batocabe of the House Special Committee on Climate Change, together with Committee Secretary, Josefina Ricafort, of the Committee on Basic Education and Culture, which continued until late afternoon amidst the brewing storm and suspension of government offices.

The visit and interactions at Marikina City's Disaster Risk Reduction and Management Office was an example of the local government unit's initiative and commitment to effectively reduce the risk of the recurring threat of floods. The monitoring systems, using latest technology complemented with provisions for community education using various media, has reduced casualties, both human and property, to almost none in the past three years.

The highlight of the study exchange was the day-long visit and interactions with the Mayor, officials, community leaders, and community groups of

ASPBAE THIS MONTH

July 2015

www.aspbae.org



The highlight of the study exchange was the visit and interactions with the Mayor, officials, community leaders, and community groups of Balanga City.

Balanga City. The sustained multi-pronged efforts by the Mayor have transformed Balanga into a learning city. Various creative programmes are executed by the municipality for the city's population groups, including students, out-of-school youth, teachers, parents, senior citizens, and community leaders, with an approach to lifelong learning that fosters personal and community well-being for all. The 'University Town' vision of the Mayor, who is a member of the UNESCO Global Learning Cities Network, has been translated into reality through public provisioning and community engagement. It was inspirational for the participants to understand and draw lessons from the various activities in Balanga City through close interaction with the community groups and the Mayor himself.

Visits to the two NGOs – ZOTO and LAKAS - were equally inspiring. The sharing among the ASPBAE participants and the local community groups and their leaders, along with NGO colleagues, helped build a mutual learning space where exchanges on experiences, perspectives, and culture were expressed through videos, music, storytelling, and dancing. The dedication of ZOTO in helping urban poor communities rebuild their lives after demolition of their houses in Metro Manila extends more than four decades and continues to flourish with volunteer initiatives of parents and the youth who work as community organisers, and with the support of the whole community.



Visits to the two NGOs – ZOTO and LAKAS - helped build a mutual learning space where exchanges on experiences, perspectives, and culture were expressed through videos, music, storytelling, and dancing.

This first regional study exchange in the Philippines, though hectic with travel and overnight stays in different places, was an enriching learning experience for all concerned. Exposure to adult education programme in action and live interactions with the people involved proved to be an effective learning process. The close collaboration between civil society organisations and government agencies in the Philippines gained through advocacy efforts to upscale the programmes or secure public provisioning, afforded much encouragement to the participants from to boost their advocacy work in their own countries. Preparatory efforts taken by all - host organisations, government agencies, NGOs, and community groups - to receive and share information and experiences with the ASPBAE group was highly appreciated by all the participants and was a major learning in itself.

The challenge for the study exchange as a capacity building approach, however, lies in building an environment that fosters self-directed learning, which is a change to the conventional lecture-discussion method that we all have become accustomed to in our adult education practice. [\[BACK\]](#)

Bulletin continued on next page...

ASPBAE THIS MONTH

July 2015

www.aspbae.org

Public Forum in Ulaanbaatar warns against privatisation of education

21-28 July, Ulaanbaatar, Mongolia



The Mongolian education coalition, All for Education (AFE), organised a public forum to discuss education financing issues, particularly the increasing trend of privatisation observed in the last few years.

The Mongolian education coalition, All for Education (AFE), organised a public forum to discuss education financing issues, particularly the increasing trend of privatisation observed in the last few years. The forum was timely, coming after the World Education Forum held in Incheon, Korea, from 19-22 May and the Third Financing for Development held in Addis Ababa, Ethiopia, from 13-16 July. The forum noted year 2015 as a landmark year as the global community work together to craft a new development agenda that will guide the development course through 2030.

Four global conferences are to be held during the year, two of which have already been concluded. In September in New York, the United Nations Summit will adopt the Sustainable Development Goals (SDG) with 17 Goals and 169 targets. Goal number 4 of the proposed SDGs focuses on education and lifelong learning. In Paris in December, the 21st session of the Conference of Parties to the UN Framework Convention on Climate Change is poised to adopt a universal climate agreement. In all these conferences, financing has been identified as a key concern that must be addressed if governments are indeed serious in achieving the ambitious goals that have been agreed upon.



ASPBAE's Helen Dabu presented highlights of the World Education Forum held in Incheon, Korea, in May 2015. She cited the successful efforts of civil society organisations in influencing the process and in contributing to the positive outcome of the Incheon Declaration.

Dondogdulam Tungalag, AFE Coordinator, formally opened the public forum and welcomed participants coming from various civil society organisations, teachers' unions, people with disabilities, the youth sector, and women's organisations. She mentioned that the forum was a good opportunity to discuss the issue of private sector engagement in education within the context of the huge challenges in education financing.

Helen Dabu, ASPBAE's Capacity Support and Advocacy Adviser for the Civil Society Education Fund (CSEF), presented highlights of the World Education Forum that was attended by close to 1500 delegates with approximately 250 participants from civil society organisations. The Forum adopted the Incheon Declaration which asserts education as a fundamental human right and a main driver of development. The declaration presented the new vision for education 2030 that aims to achieve "inclusive and equitable quality education and lifelong learning for all." Helen cited the successful efforts of civil society organisations in influencing the process and in contributing to the positive outcome of the Incheon Declaration.

Rene Raya, ASPBAE's Lead Policy Analyst, discussed the immense challenges in financing education to 2030. He stressed the need to dramatically increase public spending to realise the vision of the new education agenda, ensuring better quality and equitable education for all. Developing countries face a huge financing gap, estimated at \$39 billion

ASPBAE THIS MONTH

July 2015

www.aspbae.org

annually. He, however, cautioned against taking the privatisation track, arguing that experiences in the voucher system and education contracting involving private schools have resulted to segregation and, thus, exacerbating inequities in education even further.



ASPBAE's Rene Raya discussed the immense challenges in financing education to 2030. He stressed the need to dramatically increase public spending to realise the vision of the new education agenda, ensuring better quality and equitable education for all.

The findings of the research on the impact of government financing of private schools in Mongolia was presented by Bolorsaikhan Badamsambuu, AFE Mongolia Board Chair from the youth sector. He noted the lack of transparency in financial information of private schools and cited situations in which the right to education has been compromised as a result of the unregulated operation of private secondary schools. Mr. Badamsambuu pointed out that there is hardly any evidence that private school learners perform better than their counterparts in the public sector. He cited the need for more stringent state monitoring of private schools to ensure accountability in the use of public resources and to safeguard against any infringement on the right to education.

During the open forum that followed the presentations, participants expressed the need to adopt a clear regulatory framework for the operation of private schools, citing that there are currently no laws or comprehensive regulations on private sector engagement in education provisioning and financing. They also highlighted the need to increase the capacity of civil society organisations and other stakeholders in the education sector in research and monitoring so that the vision of education 2030 will not be undermined by the unrestricted privatisation of education. [\[BACK\]](#)

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