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7th General Assembly News: Important dates to remember! – [Read more](#)



New education and academia stakeholder group for Agenda 2030 formed

[Full article](#)



DVV and ASPBAE conduct first module of training on adult learning and adult teaching

[Full article](#)



Developing a common understanding of education financing

NCE Nepal workshop

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UNESCO launches 'Road to Inclusion', an on-line campaign for sexual and gender diversity in schools

[Full article](#)



Sub-Regional News and Views

Global Action Week 2016 in South Asia

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Asia Pacific Forum on Sustainable Development and Civil Society Forum sets regional priorities and builds capacities to engage in development processes

The Asia Pacific Forum on Sustainable Development 2016 was themed on 'Regional priorities for the implementation of the 2030 Agenda for Sustainable Development in Asia and the Pacific'. The Asia Pacific Civil Society Forum on Sustainable Development 2016 aimed to build civil society capacities to engage in sustainable development processes at global and regional levels.

[Read more](#)

Revisions on UNESCO Recommendations on Adult Education and on TVET approved

A signing ceremony was held of two key international Recommendations on education that reflect new global trends and support the Education 2030 Framework for Action.

[Read more](#)

PCE Pakistan's report to the Committee on the Rights of the Child highlights negative impact of privatisation of education

PCE has submitted a shadow research report, in collaboration with the Global Initiative for Economic Social and Cultural Rights (GI-ESCR), on the issue of rapid privatisation of education and its negative impact on human rights.

[Read more](#)

DVV and PRIA develop new manual on soft skills in non-formal education

PRIA India and the DVV International Regional Office in Lao PDR developed a training manual for using the concept of soft skills in non-formal education.

[Read more](#)

UNESCO marks Global Action Week with panel on financing for education

UNESCO marked Global Action Week for Education with a special panel event exploring opportunities and challenges in financing the new Education 2030 Agenda.

[Read more](#)

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Member of the Month

Centre for Development and Integration (CDI), Vietnam

The Centre for Development and Integration (CDI) is a Vietnamese non-government, non-profit organisation working for the rights of disadvantaged groups to build a society of where there is equity, solidarity, and sustainable development. CDI works towards socio-economic development and good governance to build a society in which the poor - women, men, and children - are respected and treated fairly in the context of rapid economic integration in Vietnam and Asia.

CDI works on issues such as capacity building, policy advocacy, research, knowledge management, and networking. You can visit CDI's [website](#) to know more.

Photo of the Month



This year's Global Action Week (GAW) was themed on 'Financing for Education', under the slogan 'Fund the Future: Education Rights Now'. GAW provides education campaigners an opportunity to achieve change on the ground, with the added support of millions of members of the public worldwide joining together for the same cause.

ASPBAE Lens

ASPBAE would like to dedicate a space in the Bulletin to showcase photos its staff have taken. We want to feature their perception of life around them, the interesting things they see, inspiring moments they observe, and beautiful imagery they capture that reflect education and lifelong learning in a myriad different ways and forms, all left to be interpreted in our own unique ways, which is why the photos taken by staff appearing in this section will not be captioned. This month, we feature a photo taken by Rene Raya, ASPBAE's Lead Policy Analyst.

Rene Raya

Lead Policy Analyst, ASPBAE



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SUB-REGIONAL NEWS AND VIEWS

This section of the Bulletin, 'Sub-Regional News and Views', will be dedicated to highlighting news and events from each of ASPBAE's sub-regions – South and Central Asia, East Asia, Southeast Asia, and the South Pacific. We will feature a different sub-region for each issue. For this edition, we highlight the celebration of Global Action Week 2016 in South Asia.

Global Action Week in South Asia - Fund the Future: Education Rights Now! (24-30 April 2016)



This year, organisations and coalitions affiliated with the Global Campaign for Education (GCE) focused on the international theme of education financing to advocate for robust funding to support the new global education agenda.

In 2015, world leaders committed to the most ambitious global development agenda in history. For education, this includes the pledge to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030' - regardless of personal, social, or political context. Such ambitious

goals need to be paid for. Since education is central to the achievement of all the development goals, failing to make adequate investments in education puts the success of the entire new agenda at risk.

This first year of implementation is critical, and provides citizens the world over with an unmissable opportunity to ensure the issue of financing is firmly centre stage. Investment in education now will help to fund a better future tomorrow.

During Global Action Week for Education and the whole of 2016, the Global Campaign for Education (GCE) campaigned to put the issue of financing for education at centre stage. Following are some of the activities held to celebrate GAW 2016 in South Asia -

National Coalition for Education, India (NCE India)

The National Coalition for Education, India (NCE India), celebrated Global Action Week in 22 states in India and held a culmination event on 30 April 2016 at the Indian Social Institute, New Delhi. The topic for discussion was "Education Financing – Fund the future: Education Rights Now". It was a special occasion as teacher unions from different parts of the country came together and shared aspirations and experiences on education policy changes and their impact.

Guest Speaker at the event, Jagadambika Pal, Member of Parliament (MP) from Domariaganj, Uttar Pradesh, and President of NCE India, shared his views on skills education and education needs in India. He reiterated his commitment to Education and asked teachers to share their concerns, especially around funding. The MP suggested that a forum be held for teachers unions to voice their concerns to policy makers and to implement the government's 'Skill India' campaign.

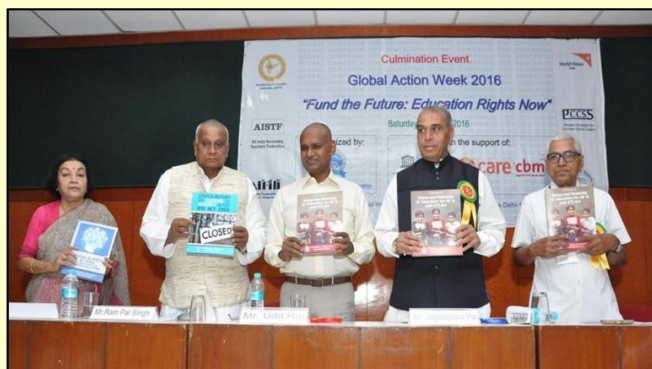


Participants at a Global Action Week event organised by NCE India in New Delhi.

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NCE India launched 3 publications at the Global Action Week celebrations in India.

NCE India launched three publications at the GAW event – (1) 'Status of Diets in India', a study of diets from the state of Maharashtra, Bihar, and Delhi. (2) 'Status and Financing of Education for All in the post-RTE Era', and (3) 'Status Report on the Closure of Schools after the RTE Act 2009'.

Other speakers at the event included Rama Kant Rai, Convener, NCE India; Protiva Kundu, Centre for Budget and Governance Accountability (CBGA); Udit Raj, Member of Parliament, North-West Delhi; and Amod Kanth, Former Director General of Police and Chairperson, Delhi Commission for Protection of Child Rights (DCPCR).

Campaign for Popular Education (CAMPE), Bangladesh

Global Action Week on Education 2016 was observed in Bangladesh with different programmes at the national and local levels. All these events were designed around the issue of financing for education with the slogan: Fund the Future: Education Rights Now!

GAW 2016 was kicked off at national level with a Policy Dialogue on Budget for Education in Bangladesh, held on 25 April 2016 in cooperation with Centre for Policy Dialogue (CPD). More than 150 guests including policy makers, researchers, development practitioners, education experts from government/non-government organisations, teacher associations, and the media attended the event. Discussion were focussed on the issue of education financing, including findings of the study 'Budget for Education in Bangladesh: An Analysis of Trends jointly conducted by CAMPE and CPD'. Participants agreed on the need for prioritising education in the national budget and emphasised that proper planning and distribution of resources was also needed.



A Policy Dialogue on Budget for Education in Bangladesh on 25 April 2016.



Education campaigners at GAW in Bangladesh.

A youth conference was held on 30 April 2016 at the Bangabandhu International Conference Centre (BICC). Discussions at the conference provided an insight into the concerns of young students around the education budget, quality of education, girls' rights, access to education, and employment opportunities. An Education and Development Fair was also organised at BICC. Thirty one national and international NGOs, including government organisations and CAMPE, showcased education related materials.

A number of events were organised in 28 districts throughout GAW week in Bangladesh. Events included round table discussions, press briefings, and allies. Over 3500 people, including public representatives, government officials, academics, NGO representatives, teachers, and civil society groups attended the events. All events were organized in

cooperation with national and local partner organisations and teacher associations.

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National Coalition for Education, Nepal (NCE Nepal)

NCE Nepal organised a workshop on education financing to develop common understanding of the issue amongst civil society organisations. The workshop was facilitated by ASPBAE's Thea Soriano and Rene Raya, Tanvir Muntasim from Action Aid International, and NCE Nepal representatives.

NCE Nepal produced posters on various topics to sensitise people on the theme of GAW 'Education Financing in Education Sector'. The posters were widely disseminated at the national and grassroots level. It organised a demonstration programme on 24 April to mark the first day of GAW 2016 that brought together 300 representatives from civil society organisations, political parties, the media, education activists, students, teachers, and parents in Kathmandu. Participant of the demonstration programme demanded an increase in the education budget, they demanded assurances for making education a fundamental right guaranteed by the constitution, progressive taxes for education in the national budget, and bringing an



Students signing a GAW signature campaign in Nepal.

end to tax evasion by corporate houses. In addition to this, a signature campaign was held reflecting the solidarity of the participants in demanding adequate education financing and urging the government to ensure appropriate investment in public education.

A public dialogue on education financing was held on 28 April 2016 highlighted the gaps in the provision of quality education and the need to increase financing in public education. Government representatives, CSOs, and education experts participated in the programme.

A memorandum was submitted to 601 legislative parliamentary members, the minister of education, and to the Ministry of Finance

to lobby for prioritising the education sector in the upcoming budget.



A GAW demonstration in Nepal brought together 300 CSO representatives and education activists.

Pakistan Coalition for Education (PCE)

As part of Global Action Week 2016, coalition members of PCE conducted a budget consultation on education financing in various districts, including Hyderabad, Jamshoro, Sukkar, Jacobabad, Karachi, Qila Saifullah, Noshki, Quetta, Jacobabad, Ghotki, Mianwali, Dera Ghazi Khan, Bahawalpur, Khanewal, Muzaffargarh, Peshawar, Swabi, Lahore, Muzaffarabad.

The consultation brought together scholars, government representatives, including the District Education Officer, civil society representatives, media personnel, School Management Committees, and other decision makers. The consultation featured a discussion on the district education budget. PCE's member organisation devised a list of recommendations for education financing based on discussions of the consultative meeting and shared it with the district government. [\[BACK\]](#)



Participants of a budget consultation on education financing in Pakistan.

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UNESCO marks Global Action week with panel on financing for education

25 April 2016, Paris, France



UNESCO marked Global Action Week for Education (GAWE) with a special panel event exploring opportunities and challenges in financing the new Education 2030 Agenda. The panel, titled 'Financing for SDG4-Education 2030: Leaving no one behind – what will it take to narrow inequity gaps?' was organised with the GCE at UNESCO Headquarters, Paris, and explored opportunities and challenges in financing the new agenda with a focus on marginalised populations.

In a video message marking the launch of GAWE, UNESCO Director-General, Irina Bokova, said, "*Failing to make adequate investments in education puts the fulfilment of the entire global agenda at risk.*"

Considering the very high levels of additional investment required to reach the targets of the broadened new agenda, the insufficient domestic expenditure on education in a number of countries and a decrease of almost 10% in international assistance since 2010, the Panel engaged representatives from Member States, international organisations, academia, and civil society to address such questions as - Who will be financing equitable education and learning opportunities and how? What types of new sources and resources could be mobilised? Which groups should be regarded as the most marginalised? How to guarantee that the most disadvantaged benefit from the resources? With half of the current out-of-school children living in fragile and conflict-affected countries, how to ensure a more equitable distribution of resources by country, sector, and level of education?



The UNESCO Panel addressed questions such as who will be financing equitable education and learning opportunities and how, and what types of new sources and resources could be mobilised?

One of the key speakers at the event, David Archer, Global Campaign for Education (GCE) Board Member and Head of Programme Development with ActionAid, agreed that education needs long-term financing and pointed to the need for expanding the tax base in countries, through measures that thwart the erosion of much needed resources through tax avoidance and tax evasion especially of big corporate entities..

The event brought together major actors in education financing (Global Partnership for Education, OECD, members of the Commission on Financing Global Education Opportunity), academia (Overseas Development Institute) civil society (EI and GCE) and Member States.

This write-up is based on information appearing on the UNESCO website. [\[BACK\]](#)

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Asia Pacific Forum on Sustainable Development and Civil Society Forum sets regional priorities and builds capacities to engage in development processes

3-5 April 2016, Bangkok, Thailand

The Economic and Social Commission for Asia and the Pacific (ESCAP) convened the third session of the Asia Pacific Forum on Sustainable Development (APFSD 2016) at the UN Conference Centre in Bangkok. APFSD 2016 met on the theme '*Regional priorities for the implementation of the 2030 Agenda for Sustainable Development in Asia and the Pacific*'. The first regional forum on sustainable development to take place following the adoption of the 2030 Agenda in September 2015, it shaped the regional response to the 2030 Agenda. The Forum engaged member States, United Nations institutions and other institutions, major groups, and other stakeholders on regional priorities for the implementation of the 2030 Agenda in Asia and the Pacific, reflecting ESCAP's mandate for follow-up and review. It also made recommendations on scientific and technological innovation for sustainable development and on making cities inclusive, safe, resilient, and sustainable.

APFSD 2016 was themed on '*Regional priorities for the implementation of the 2030 Agenda for Sustainable Development in Asia and the Pacific*'. The Forum shaped regional responses to the 2030 education agenda.

As requested by the second session of the Forum, the third session discussed a regional road map for implementing the 2030 Agenda in Asia and the Pacific. The Forum also agreed on its form, function, and modalities after 2016. The conclusions and recommendations of the Forum helped to strengthen national governments implementation efforts and will also inform the global debate at the [High-level Political Forum on Sustainable Development](#), which will be convened in New York during July 2016.

APFSD 2016 was preceded by two preparatory events -

- A meeting of Senior Officials that considered the draft of the regional road map for implementing the 2030 Agenda for Sustainable Development on 2 April 2016, and proposals for the form, function and modalities of the Asia-Pacific Forum on Sustainable Development
- The [Asia-Pacific Civil Society Forum on Sustainable Development](#) (APCSF) was held from 31 March to 2 April 2015 in Bangkok as a preparatory event for the APFSD.



Conclusions and recommendations of the Forum helped to strengthen national governments implementation efforts of Education 2030 and will also inform the global debate at the High-level Political Forum on Sustainable Development.

The Asia Pacific Civil Society Forum on Sustainable Development 2016 was convened by the Economic and Social Commission for Asia and the Pacific (ESCAP) as a preparatory event for the Asia Pacific Forum on Sustainable Development (APFSD 2016). It aimed to -

- Inform and build the capacity of civil society participants to engage in sustainable development processes at the global and regional levels.
- Agree on joint actions and follow up to civil society positions adopted.

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The Asia Pacific Civil Society Forum on Sustainable Development 2016 aimed to build the capacity of civil society participants to engage in sustainable development processes at the global and regional levels and agree on follow up to civil society positions adopted.

ASPBAE participated in the drafting committee which crafted the CSO statements that were read and presented during the APFSD 2016.



The civil society forum expressed concern about shrinking civil society space that limits peoples' participation in socio-economic and environmental policy-making.

- Provide a space for civil society to dialogue on, and prepare strategies for engaging in the APFSD and upcoming regional events and influence decision-making process
- Strengthen the outreach and effectiveness of the Asia Pacific Regional CSO Engagement Mechanisms (APRCM)

The APRCEM is "...a civil society platform aimed to enable stronger cross constituency coordination and ensure that voices of all sub-regions of Asia Pacific are heard in intergovernmental processes in regional and global level. The platform is initiated, owned and driven by the CSOs, and has been set up under the auspices of UN-ESCAP and seeks to engage with UN agencies and Member States on the Post-2015 as well as other development related issues/processes. As an open, inclusive, and flexible mechanism, RCEM is designed to reach the broadest number of CSOs in the region, harness the voice of grassroots and peoples' movements to advance development justice that address the inequalities of wealth, power, resources between countries, between rich and poor and between men and women."

The APRCEM, constructed along the formats of the 'Major Groups and Stakeholders', is the formal regional Asia Pacific mechanism for civil society participation in the official SDG follow up processes. It is organised in [17 constituency groups](#) and 5 sub-regions: South Asia, South East Asia, North East Asia, Central Asia and the Pacific. ASPBAE became a member of the APRCEM in March 2016.

The civil society forum expressed concern about the dominant macroeconomic policy regime in the region that has resulted in increased privatisation, liberalisation, and deregulation of economic activities and essential services. It also noted the shrinking civil society space that limits peoples' participation in socio-economic and environmental policy-making which remains largely under the control of a few rich countries and the powerful elite within the developing countries.

ASPBAE participated in the drafting committee which crafted the CSO statements that were read and presented during the APFSD 2016. ASPBAE contributed in particular to the sections on economic policies and employment, civil society role, and healthcare and education.

The CSO statement underscored the point that "health and education are the foundation upon which the three pillars of sustainable development goals are unified and must be grounded in the principles of social inclusion and equality." The CSO Forum also agreed that, "continued efforts are required for lifelong learning in both formal and non-formal setting with an emphasis on human rights, comprehensive sexuality education, gender equality, peace and security, and cultural diversity while addressing the needs of people with disability and special needs, and those who are socially excluded on the basis of age, race, caste or class, ethnicity, health status (including HIV and mental health

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Several CSO advocacies were included in the final Outcomes Document of the Forum. The Forum also highlighted support for developing multi-stakeholder platforms to enhance participation and accountability in the monitoring and review of progress on achieving the SDGs.

ASPBAE Executive Council member, Batjargal Batkhuyag, and Lead Policy Analyst, Rene Raya, participated in the two events in Bangkok.

status), ability, sexual orientation, gender identity, gender expression, marital status, migrant status, social, economic or other status."

Civil society presence and participation in the Asia Pacific Forum on Sustainable Development was significant. Several of the CSO advocacies found their way in the final Outcomes Document of the forum, "[Report of the Asia Pacific Forum on Sustainable Development on its third session](#)".

The institutionalised participation of civil society in the regional SDG follow up mechanisms was reiterated in the report. Civil society assertions that the implementation of the SDGs and the 2030 Agenda should adhere to human rights and include universal access to health and education, ending all forms of marginalisation and discrimination found strong reference in the final outcomes document. The Forum also underscored support for developing multi-stakeholder platforms to enhance participation and accountability in the monitoring and review of progress on achieving the SDGs.

ASPBAE was represented in the Asia Pacific Civil Society Forum on Sustainable Development 2016 and the Asia Pacific Forum on Sustainable Development 2016 by Executive Council member from East Asia, Batjargal Batkhuyag. ASPBAE Lead Policy Analyst, Rene Raya also attended the civil society forum.

Parts of this write-up have been drawn from the [UNESCAP](#) and [APRCM](#) websites. [\[BACK\]](#)

New education and academia stakeholder group for Agenda 2030 formed

New York

The Global Campaign for Education has sustained its engagement with the SDG processes in New York for which a new architecture is developing that will follow up and review progress made.

In 2013, the UN General Assembly agreed a Resolution on the 'Format and organizational aspects of the high-level political forum on sustainable development' which agreed that a "*high-level political forum, consistent with its universal intergovernmental character, shall provide political leadership, guidance and recommendations for sustainable development, follow up and review progress in the implementation of sustainable development commitments..*" The High level Political Forum is thus the main UN formation that steers on the follow up work of Agenda 2030 and the Sustainable Development Goals (SDGs). Further, the same resolution outlined, "*the need for the forum to promote transparency and implementation by further enhancing the consultative role and participation of the major groups and other relevant stakeholders at the international level in order to make better use of their*



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GCE was asked to facilitate the coming together of the Education and Academia stakeholder group. The structure involves bringing together 'Organising Partners' (OPs) for the education constituency.

The 'Organising Partners' of the Education and Academia Stakeholder Group are the Global Campaign for Education (GCE), which has been acting as the Convenor, the International Council for Adult Education (ICAE), Education International (EI), and the European Students Union (ESU).



The 'Organising Partners' are expected to coordinate work of the education constituency group with respect to facilitating CSO substantive input and involvement in the global SDG follow up processes.

expertise, while retaining the intergovernmental nature of discussions..." The 'Major groups and other Relevant Stakeholders' represent the institutionalised mechanism by which broad participation of all sectors of society and of civil society is facilitated in UN activities related to sustainable development.

Traditionally, the Major groups and other relevant stakeholders' have been organised around – (1) 6 major groups - Women, Children and Youth, Indigenous Peoples, Non-Governmental Organizations, Local Authorities, Workers and Trade Unions, Business and Industry, Scientific and Technological Community, and Farmers; and (2) Other stakeholder groups - local communities, volunteer groups and foundations, migrants and families as well as older persons and persons with disabilities. The 2013 UN resolution however, made specific reference additionally to 'educational and academic entities' and 'private philanthropic organizations' as stakeholder groups active in areas related to sustainable development, "...to autonomously establish and maintain effective coordination mechanisms for participation in the high-level political forum.."

With GCE's active engagement in the processes defining the new development agenda and SDGs in 2014-2015, it was asked to facilitate the coming together of the Education and Academia stakeholder group. The structure involves bringing together 'Organising Partners' (OPs) for this constituency. The OPs are expected to coordinate work of this constituency group with respect to facilitating CSO substantive input and involvement in the global SDG follow up processes and will also work towards broadening the constituency base of the Education and Academia stakeholder group. The OPs of the Education and Academia Stakeholder Group are the Global Campaign for Education (GCE) which has been acting as the Convenor, the International Council for Adult Education (ICAE), Education International (EI) and the European Students Union (ESU). Existing stakeholders such as the Major Groups, as well as new constituencies, are coming together to form a HLPF coordination mechanism, the 'Steering Group of the Major Groups and Other Stakeholders HLPF Coordination Mechanism' around the follow-up and review mechanisms of the SDG Agenda. In early May, the Education and Academia Stakeholder Group was accepted for representation within the Steering Group of the Major Groups (MOGs) HLPF Coordination Mechanism. GCE represents the Education stakeholder group in this body. With this development, GCE members now have a clear route to engage the UN processes on the SDGs.

One of the first joint initiatives of the Education and Academia Stakeholder group was a consultation process to craft a submission of the education CSO constituency to the High level Political Forum 2016 process.

Click [here](#) to read the results of the consultation led by the Education and Academia Stakeholder groups and GCE. [\[BACK\]](#)

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The recommendations on adult learning and education and technical and vocational education and training will be used around the world to guide the transformation and expansion of equitable learning opportunities for youth and adults.

The simultaneous adoption of the two key international recommendations is a reflection of the high priority placed by the international community on the development of lifelong learning. The recommendations stress the importance of opportunities for lifelong learning, adult learning and education, and skills development.



The TVET Recommendation reflect new trends in TVET as they provide an integrated and holistic approach to education and training that ensures the promotion of a broad spectrum of knowledge, skills, and competencies for work and life.

Revisions on UNESCO Recommendations on Adult Education and on TVET approved

4 April 2016, Paris, France

By Anjela Taneja, Global Campaign for Education (GCE)

A signing ceremony was held of two key international recommendations on education that reflect new global trends and support the Education 2030 Framework for Action.

The President of UNESCO's General Conference, Stanley Mutumba Simataa, and UNESCO's Director-General, Irina Bokova, signed the Recommendation on Adult Learning and Education and the Recommendation concerning Technical and Vocational Education and Training at UNESCO Headquarters in Paris.

The revision of these key international instruments responds to the request of Member States to adapt them to reflect new educational, social, economic, cultural, and political trends. The Recommendations were enthusiastically adopted by Member States at the 38th session of the General Conference held in Paris in November 2015. They are the most up-to-date and comprehensive tools for decision-makers, practitioners, social partners, civil society, and other stakeholders in these two complementary areas. They will be used around the world to guide the transformation and expansion of equitable learning opportunities for youth and adults.

In particular, the adoption of the Recommendation on Adult Learning and Education (ALE) gives momentum to strengthening ALE as it lays out guiding principles and a comprehensive, inter-sectoral approach to its promotion and development worldwide. The Recommendation concerning Technical and Vocational Education and Training (TVET) reflects new trends in TVET as it provides an integrated and holistic approach to education and training that ensures the promotion of a broad spectrum of knowledge, skills, and competencies for work and life.

The simultaneous adoption of both instruments is a reflection of the high priority placed by the international community on the development of lifelong learning. The instruments stress the importance of opportunities for lifelong learning, adult learning and education, and skills development for inclusive economic growth, employment and decent work, alleviation of poverty, social well-being, gender equality, and sustainable learning societies.

The adoption of the instruments is timely as they are valuable resources to support Member States' policy reforms as implementation of the Education 2030 Framework for Action and the wider 2030 Agenda for Sustainable Development get underway.

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ASPBAE adds...

Maria Khan, ASPBAE Secretary General and Monique Fouilhoux, Chair of the Global Campaign for Education, were CSO representatives in the Experts Groups convened to work on the revisions of the UN recommendations. The adoption of the instruments is timely as they are valuable resources to support Member States' policy reforms as implementation of the Education 2030 Framework for Action gets underway.

These UNESCO Recommendations are normative instruments. As UNESCO describes it, "one of UNESCO's roles in the field of education is to make known to its Member States the internationally accepted standards in selected disciplines. The Organization transmits this information through normative or standard-setting instruments which help the Member States to aspire to and maintain those standards in their national systems. The normative instruments are usually documents developed following extensive technical consultation at the international level."

Maria Khan, ASPBAE Secretary General and Monique Fouilhoux, Chair of the Global Campaign for Education were CSO representatives in the Experts Groups convened to work on these revisions. Maria Khan was part of the Experts Group on the Recommendation on Adult Education and Monique Fouilhoux was with the Experts Group on the Recommendation on TVET. [\[BACK\]](#)

DVV and ASPBAE conduct first module of training on adult learning and adult teaching

4-7 April 2016, Vientiane, Lao PDR



The first module of the training on adult learning & teaching was organised by the DVV Regional Office and the Department of Non-Formal Education in Lao PDR, in collaboration with RMIT University (Australia), ASPBAE, & UNESCO Bangkok.

After the successful launch of the Training of Master Trainers Programme in Lao PDR in December 2015, the first module of the training on adult learning and adult teaching was organised by the DVV Regional Office and the Department of Non-Formal Education (DNFE) in Lao PDR, in collaboration with RMIT University (Australia), ASPBAE, and UNESCO Bangkok.

Ounpheng Khammong, Deputy Director, DNFE, inaugurated the module on Adult Learning and Adult Teaching and Somsy Southivong, Director, Non-formal Education Development Center (NFEDC), welcomed participants to the training which was based on Curriculum globALE, the competency-based curriculum framework for adult educators worldwide.

The training on the first module was designed as a comprehensive learning process on adult education theories. Content areas covered adult learning theories, adult learning as compared to conventional learning in schools, motivation for learning, and barriers to learning. Various experiential learning methods were used to further the understanding on these concepts for enhanced and effective learning.

A significant aspect of the training was that key points from the discussions and questions raised by the participants during sessions were employed as 'live' examples to contextualise various aspects of adult learning, e.g. barriers to learning, enhancing motivation, priority of topics for adult education by donor organisations, discrimination towards women and ethnic minority groups in accessing learning opportunities,

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A conceptual framework for the innovative training of master trainers & the evaluation & monitoring framework were developed during this module.

amongst others. A conceptual framework for the innovative training of master trainers and the evaluation and monitoring framework were also developed during this module.

The role of the collaborating organisations was to provide technical and mentoring support to the local trainer-facilitators as well as provide inputs on certain concepts during the training.

The participants and the training team were invited to join the Lao New Year celebrations at the NFEDC and DVV Regional office in Vientiane. The traditional rituals and festivities gave a glimpse of the culture and hospitality of Lao people.

The next training module on adult education methods is scheduled for the last week of May 2016. [\[BACK\]](#)

PCE Pakistan's report to the Committee on the Rights of the Child highlights negative impact of privatisation of education

25-26 May 2016, Geneva, Switzerland

By Nida Mushtaq, PCE

PCE's report, "*Privatised Education in Pakistan and the Right to Education: A Right out of reach?*" focuses on the negative impacts of unfettered state-sponsored privatisation of public schools.

PCE has submitted a [shadow research report](#) in collaboration with the Global Initiative for Economic Social and Cultural Rights (GI-ESCR), along with its regional partners such as ASPBAE and national partners, on the issue of rapid privatisation of education and its negative impact on human rights. The shadow report is to be presented in the 72nd session of the Committee on the Rights of the Child (UNCRC) in which Pakistan is being reviewed in Geneva.



Nida Mushtaq, of PCE Pakistan, in Geneva where the shadow report was reviewed at the 72nd session of the Committee on the Rights of the Child (UNCRC).

The Committee on the Rights of the Child (CRC) is a body of 18 independent experts that monitors implementation of the [Convention on the Rights of the Child](#) by its State parties. The government of Pakistan submitted its 5th report on 16th October 2015. The committee also accepts reports on the status of human rights from independent sources, including NGOs and coalitions.

PCE's report, "*Privatised Education in Pakistan and the Right to Education: A Right out of reach?*" focuses on the negative impacts of unfettered state-sponsored privatisation of public schools. Some privatisation schemes are part of massive donor-funded (UK DFID, USAID, World Bank) PPP schemes and low fee private schools, which takes away a necessity, as basic as education, out of reach of the common man. Rapid privatisation has led to segregation in society among different socio economic groups, as well as gendered discrimination regarding access to education. The negative impacts are largely due to weak governance mechanisms to regulate the growth of low fee private schools as well as donor backing of PPP schemes, which

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Pakistan receives around £700 million for education from the U.K. each year, out of which a sizeable portion is spent to promote PPP schemes in Sindh and Punjab and Low Fee Private Schools.

hands public schools over to private education entrepreneurs for management in an attempt to uplift the flailing condition of the schools.

For the 72nd session of the Committee on the Rights of the Child, countries such as the United Kingdom, Bulgaria, Gabon, Nepal, Pakistan, Slovakia, and Samoa were under review. It is to be noted that Pakistan receives around [£700 million](#) for education from the UK each year, out of which a sizeable portion is spent to promote PPP schemes in Sindh and Punjab and Low Fee Private Schools (LFPS). Representatives from GI-ESCR and PCE briefly apprised the committee members about the role of UK aid in furthering disparities in education in developing countries, including Pakistan.

This was a good start to the week-long lobbying efforts to highlight the issue to the committee about the human rights implications of this policy in various countries. [\[BACK\]](#)

Developing a common understanding of education financing

NCE Nepal Capacity Building Workshop on Education Financing

5-7 April, Kathmandu, Nepal



The capacity building workshop by the National Campaign for Education, Nepal (NCE Nepal) on 'Education Financing' aimed to develop common understanding on the concept of education financing among CSOs and strengthen their capacity around building national evidence based on education financing.

The workshop was facilitated by ASPBAE's Thea Soriano and Rene Raya, Tanvir Muntasim from Action Aid, and NCE Nepal representatives.

The National Campaign for Education Nepal (NCE Nepal), in support of ActionAid Nepal and VSO Nepal, conducted a capacity building workshop on 'Education Financing' in Kathmandu. The workshop included NCE Nepal's member organisations, coalition members, and other NGOs working towards the strengthening of public education. 50 district coalition coordinators participated, as well as NGO activists and campaigners representing different coalitions and organisations from 21 districts of Nepal.

The workshop aimed to develop common understanding on the concept of education financing among CSOs and strengthen their capacity around building national evidence based on education financing. The workshop focused on -

- Building knowledge and skills in understanding the scrutiny and sensitivity of the budget
- Ideas on how to engage in education financing work or to build a national campaign
- How to collect key data/statistics at local and national levels as a basis for campaign on education financing linked with tax
- Key points on education financing - way of popularising ideas and facts

The workshop was facilitated by ASPBAE's Thea Soriano and Rene Raya, Tanvir Muntasim from Action Aid International, and NCE Nepal's Raj Kumar Gandharba, Lal Bahadur Oli, Shubhendra Man Shrestha, and Ram Gaire. The sessions were moderated by Prakash Silwal and Dilli Ram Subedi, also from NCE Nepal.

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A session on privatisation of education in the Asia Pacific, and specifically Nepal, provided an overview of the inclination of developing countries towards privatisation of education in the name of resource gaps and quality education.

Participants shared experiences on budget advocacy and tracking, giving an insight on how CSOs have been influencing policy makers to fulfil commitments through education funding.



At the end of the workshop, participants developed key messages and slogans to celebrate Global Action Week 2016 in Nepal.

The workshop was inaugurated by NCE Nepal President, Raj Kumar Gandharba, and followed by the keynote address from Bimal Phunyal, Country Director, ActionAid.

Discussions around issues such as the constitution of Nepal, School Sector Development Plan (SSDP) and the proposed Education Act, Sustainable Development Goals (SDGs), and the SDG Framework of Action provided an overview of policies and programmes upholding the right to education in the local, national, and global contexts. A session on privatisation of education in the Asia Pacific, and specifically Nepal, provided an overview of the inclination of developing countries towards privatisation of education in the name of resource gaps and quality education. The workshop reiterated that at least 20% of the total national budget should be allocated for education and that 6% of the GDP should be dedicated to strengthening public education in Nepal.

Participants shared experiences from various countries on budget advocacy and tracking. This helped provide an insight into the ways CSOs have been influencing policy makers to fulfil commitments through robust funding in education. Preparing alternative budget proposals by CSOs and lobbying with concerned stakeholders, campaigning, school level assessments, participatory budget analysis, and budget tracking were some of the examples shared by countries such as the Philippines, Mongolia, Pakistan, and Bangladesh. The sessions were designed to support participants contextualise campaigns and initiatives according to local circumstances. A look into Nepal's budget allocation, budget formulation process, fund flow practice, and budget allocation trends over the last 10 years helped the participants understand the complexities around education budgets in the Nepalese context.

A session on domestic resource mobilisation highlighted the synergy between tax collection (or evasion or avoidance) with education rights and that extensive tax collection ensures more investment in social sectors such as education, which in turn leads the provision of quality free public education.

At the end of the workshop, participants developed key messages and slogans to celebrate Global Action Week 2016 (GAW) in Nepal and plan out activities with district and central level campaign initiatives. [\[BACK\]](#)

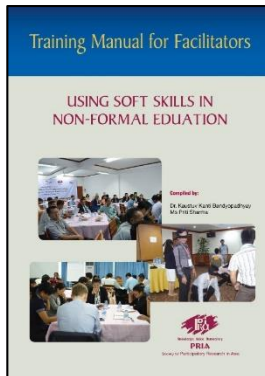
DVV and PRIA develop new manual on soft skills in non-formal education

Besides literacy, numeracy and vocational skills, soft skills are gain more and more prominence for youth and adults worldwide. Competencies in decision making, leadership, or teamwork are essential, not only to be or stay competitive in the world of work, but for active participation in society as well.

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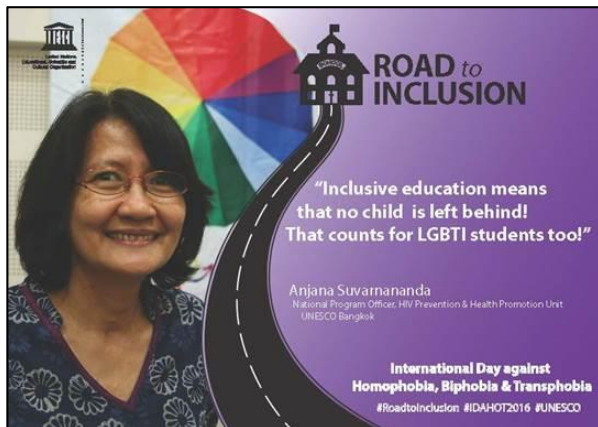


In the framework of a regional training programme on soft skills in Southeast Asia, PRIA India and the DVV International Regional Office in Lao PDR developed a training manual for using the concept of soft skills in non-formal education. Click [here](#) to download the manual in English. Translations into Khmer, Lao, and Vietnamese are planned for the near future

For more information, please contact Dalouny Sisoulath of the DVV International Regional Office in Lao PDR at sisoulath@dvv-international.la or the PRIA office in New Delhi, India, at info@pria.org. [\[BACK\]](#)

UNESCO launches 'Road to Inclusion', an on-line campaign for sexual and gender diversity in schools

17 May 2016, Bangkok, Thailand



UNESCO's 'Road to Inclusion' campaign featured messages from young people, educators, policy makers, and activists from the Asia Pacific about what inclusion and inclusive school means for them, and their ideas on how to make schools more inclusive spaces for lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) learners.

Bullying on the basis of one's sexual orientation and gender identity/expression (SOGIE) is a critical barrier to the right to education, not only because of serious physical and psychological health implications, but also because it may lead to the deterioration of the learning environment as a whole. The experience or even threat of SOGIE-based bullying often results in irregular attendance, dropout, truancy, poor school performance, and low self-esteem.

Each year on 17th May, the International Day against Homophobia and Transphobia (IDAHOT), the world makes a stand against SOGIE-based discrimination, embracing sexual and gender diversity. In the past UNESCO Bangkok has partnered with civil society organisations, government and development partners in the Asia Pacific region to use the International Day against Homophobia and Transphobia as an occasion for advocacy on issues facing LGBTI communities.

In commemoration of IDAHOT 2016, UNESCO Bangkok launched an online campaign entitled 'The Road to Inclusion.' The campaign featured messages from young people, educators, policy makers, and activists from around the Asia Pacific region about what inclusion and inclusive school means for them, and their ideas on how to make schools more inclusive spaces for LGBTIQ (lesbian, gay, bisexual, transgender, intersex, and questioning) learners. UNESCO Bangkok showcased the messages and photos on its social media channels and displayed them during UNESCO HQ's [Ministerial Meeting on Education Sector Responses to Violence based on Sexual Orientation and Gender Identity/Expression](#) (SOGIE) that was held from 17-18 May 2016. [\[BACK\]](#)

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7th General Assembly News

Important dates to remember!

The ASPBAE Secretariat has been in touch with members on the 7th General Assembly processes. Please take note of important dates:

- ASPBAE's Communique No. 3 will be released on 23 May 2016.
- This Communique will contain nominees for ASPBAE's Executive Council and will detail out the process for selecting Country Voting Representatives.
- The timeframe for holding National Consultations is 23 May-18 July 2016.
- The deadline for submitting the names for the Voting Representatives is 18 July 2016.

Watch this space for more! [\[BACK\]](#)

Publishing ASPBAE's write-ups: Please contact ASPBAE's Information and Communications Coordinator, Medha Soni, at medha.aspbae@gmail.com if you wish you re-produce any material published in this Bulletin.

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