7th General Assembly News: National Consultations of ASPBAE members and the selection process of Voting Representatives kick off in June - Read more

The Global Partnership for Education (GPE) Board meets in Oslo
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ASPBÆE India members come together for SDG 4 consultation and plan for ASPBAE’s future direction
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Promoting education for the hearing impaired
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Celebrating lifelong learning
ACE Aotearoa Annual Conference
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SDG 4 takes centre stage at 66th UNDPI/NGO Conference
The Republic of Korea hosted the 66th United Nations Department of Public Information (DPI)/Non-Governmental Organisation (NGO) Conference in Korea. The event included workshops, exhibitions, and youth-related events.
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Addressing challenges in achieving gender equality in education
International Seminar on Girls’ and Women’s Education
The International Seminar on Girls’ and Women’s Education, organised by UNESCO Paris, was held in Beijing, bringing together international delegates, representatives of the Chinese government, and teacher training institutions in China.
Read more

ASPBÆE participates in DVV’s 14th German Adult Education Conference 2016 and related events
ASPBÆE actively participated in several DVV International (DVVI) events held in Berlin, Germany. This write-up is a summary of those events.
Read more

ASPBÆE engages Korean CSOs in discussions on SDG 4, global citizenship education, and adult education research
ASPBÆE President, Jose Roberto Guevara, and ASPBAE’s CSEF Regional Coordinator, Bernie Lovegrove, met with a number of organisations while in the Republic of Korea.
Read more

UN CRC says UK development aid to commercial private schools could violate children’s rights
In an unprecedented statement made public on 9 June 2016, the United Nations Committee on the Rights of the Child (CRC) expressed concerns about the UK “funding of low-fee, private and informal schools run by for-profit business enterprises” through its development aid.
Read more
National Consultations of ASPBAE members & selection process of Voting Representatives kick off in June

In the run up to ASPBAE’s 7th General Assembly, 4 out of 13 countries held their national consultation of ASPBAE members to reflect on ASPBAE’s work and deliberate on its future directions. Members discussed developments related to the new Education 2030 agenda and the SDGs, and deliberated on ways to ensure a strong civil society input and involvement in the processes that concretise and contextualise these, especially at the country level. These national consultations offered a platform to discuss governance processes related to ASPBAE’s 7th General Assembly where members selected their Country Voting Representatives.

In the month of June, these consultations were organised as follows -

- **Bangladesh**, 5 and 20 June, Dhaka, hosted by Campaign For Popular Education (CAMPE): Facilitated by its Country Coordinator, Rasheda Choudhury, CEO, CAMPE;
- **Mongolia**, 14 June, Ulaanbaatar, hosted by Mongolian Education Alliance (MEA): Facilitated by its Country Coordinator, Tungalag Dondogdulam, Coordinator of ‘All for Education’ National Civil Society Coalition of Mongolia, and ASPBAE Executive Council (EC) Member for East Asia, Batjargal Batkhuyag, Executive Director, MEA;
- **Philippines**, 22 June, Quezon City, hosted by E-Net Philippines: Facilitated by its Country Coordinator, Addie Unsi, E-Net Philippines National Coordinator and ASPBAE Staff Cecilia (Thea) Soriano, Regional Programmes and Operations Coordinator, and Rene Raya, Lead Policy Analyst;
- **India**, 27-28 June, Mumbai, hosted by Tata Institute of Social Sciences (TISS): Facilitated by its Country Coordinator and ASPBAE Executive Council Member for South and Central Asia, Dominic D’Souza, ASPBAE Secretary-General, Maria Khan, and ASPBAE staff - Anita Borkar, Susmita Choudhury, Avelina Cabral, Sandeep Joshi, and Santosh Satpute.

The national consultations, led by Country Coordinators, supported by the EC and ASPBAE staff, were organised in countries where there were more than 2 accredited members. ASPBAE members shared their recommendations on ‘ASPBAE’s Milestones and Programmes (2013-2016)’ and its future directions, and on the ‘Vision for Education in the Asia Pacific’ region, taking cognizance of the in-country SDG 4 planning, implementation, and monitoring processes. These discussions will inform the Regional Strategic Planning Workshop to be organised by ASPBAE from 20-21 November 2016 in Bangkok, Thailand, on the occasion of ASPBAE’s 7th GA. Country Voting Representatives are expected to participate in this workshop to represent the views of ASPBAE’s members from their countries. [BACK]
Member of the Month

**Innovative Forum for Community Development (IFCD), Nepal**

Established in 1984, Innovative Forum for Community Development (IFCD) supports other organisations that work towards the promotion of non-formal education in Nepal, especially amongst the most disadvantaged communities. IFCD aims to, amongst other things, launch innovative and action research projects in community development, provide services in non-formal education (training, material development, evaluation), network with government and nongovernmental agencies involved in non-formal education, advocate to influence policies, and build capacities among NGOs for practicing participatory development. Click [here](#) to visit the IFCD website.

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. This is why the photos taken by staff appearing in this section will not be captioned. We feature a photo taken by Bernie Lovegrove, ASPBAE’s CSEF Programme Regional Coordinator.

Photo of the Month

ICAIE President, Sandy Morrison (centre), and ACE Aotearoa’s Peter Clinton Foaese (2nd from left) received the ACE Aotearoa member of the year ‘Tangata Whenua’ award in Wellington, New Zealand.

Bernie Lovegrove

*CSEF Programme Regional Coordinator*
This section of the Bulletin, ‘Sub-Regional News and Views’, is 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 a workshop organised by the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Centre for Lifelong Learning (CELLL), drawn from SEAMEO CELLL Newsletter Vol 02 2016 received by ASPBAE.

**SEAMEO CELLL organises workshop on ‘ICT for the Effective Lesson’**

23 June 2016, Ho Chi Minh City, Vietnam

On November 2014, the SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL) held the first international workshop on “KOMINKAN - the Successful Model of CLCs and Lessons to be Learned” with the express purpose of introducing effective models of community learning centres (CLCs) in Japan.

On November 2015, the Centre proceeded with the workshop on ‘Curriculum Development for CLCs’ for managers of CLCs from 8 southern provinces as a follow-up to the KOMINKAN workshop.

To continue the chain of events on enhancing CLC operational capacity in Vietnam the SEAMEO CELLL hosted a training workshop on ‘ICT for the Effective Lesson’ to assist teachers of CLCs in designing more effective and engaging lessons with the aid of technology.

Khau Huu Phuoc, Workshop Facilitator and Manager of Research and Training Department of SEAMEO CELLL, provided participants with relevant technological skills in using PowerPoint Presentations and Adobe Photoshop, which could be widely applied for educational purposes.

25 teachers/facilitators of CLCs from Ho Chi Minh City and neighbouring provinces attended the workshop. SEAMEO CELLL also invited Pham Minh Duc, Head of Continuing Division, Department of Education and Training, Dong Nai, and Le Trong Nghia, Former Vice-President of the Association of Learning Promotion, Binh Tan District, as visiting guests to share their experiences in adopting technology in adult education.

The SEAMEO Regional Centre for Lifelong Learning (SEAMEO CELLL) was established in 2012. The Centre aims to cater for the regional needs in promoting lifelong learning and providing opportunities for cooperation in the field of lifelong learning among Member Countries and Associate Member Countries of the Southeast Asia Ministers of Education Organization (SEAMEO). The SEAMEO CELL conducts research on lifelong learning, acts as an information centre and consultation/service provider on lifelong learning, and conducts training for lifelong learning managers, researchers, and adult education managers.

This write-up is a reproduction of an article that appeared in the SEAMEO CELLL Newsletter Vol 02 2016. You can also visit their website for other news. [BACK]
The UN DPI/NGO conference put SDG 4 at the heart of its discussions. It provided face-to-face opportunities for tackling a range of issues, including the gaps in education.
significant barrier, a narrow education agenda promoted by many governments – often owing to pressure from donors, testing companies and agencies. Teopista raised concerns that “promoting competition, testing, and the publication of league tables quite often forces teachers to ‘teach to the test’ and exclude crucial non-examinable areas, such as physical education, music, and art. The narrowness of some of the global indicators that have been proposed to monitor and review SDG 4 implementation is likely to lead to more narrowing of the curriculum.” She concluded by stressing that, “Civil society organizations should unite to challenge international assessments and the narrowing of national curricula promoted by some donors, testing companies and similar private providers.”

ASPBAE President, Jose Roberto Guevara, spoke as a panellist on ‘Making the SDG 4.7 Target Happen Globally’ along with other civil society representatives from Nepal, Korea, Finland, Thailand, and the USA. ASPBAE’s Bernie Lovegrove co-chaired a workshop with Anselmo Lee of the Korea NGO Council for Overseas Development Cooperation (KCOC) and the Korea Human Rights Foundation. A key focus of the workshop was the challenge of promoting education for global citizenship, taking into account the multi-faceted yet intertwined components of SDG 4.7 such as education for sustainable development, sustainable lifestyles, human rights, gender equality, and peace and non-violence.

This write-up includes information provided by CAMPE, Bangladesh.

### Addressing challenges in achieving gender equality in education

**International Seminar on Girls’ and Women’s Education**

4-7 June 2016, Beijing, China

The International Seminar on Girls’ and Women’s Education, organised by UNESCO Paris, was held in Beijing, bringing together international delegates, representatives of the Chinese government, and teacher training institutions in China. Also present at the seminar were awardees of the UNESCO Prize for Girls and Women’s Education and the UNESCO Confucius Prize who shared inspiring experiences in promoting gender equity in education.

The seminar explored the “potential opportunities to address existing challenges to achieve gender equality in education and provide a platform for dialogue on girls’ and women’s education in the 2030 Agenda for Sustainable Development, and specifically on SDG4.”

The objectives of the seminar were to:

- highlight the role of girls’ and women’s education in reducing poverty and inequalities, improving health, and accelerate economic growth and development
- present good practices on the themes through regional and national perspectives
The UNESCO awards ceremony was the culmination of the seminar. The winners of the UNESCO Prize for Girls and Women’s Education were awarded by the Chinese First Lady, Peng Liyuan, and UNESCO Director General, Irina Bokova.

As a member of the UN Girls Education Initiative (UNGEI) – East Pacific Regional Office, ASPBAE presented the partnerships undertaken by UNGEI to promote gender inclusive policies and programme implementation in education. It focused on UNGEI’s work in (1) knowledge-sharing (2) capacity building, and (3) supporting governments in integrating the gender dimensions in their education sector planning. A key contribution of UNGEI is the development of the Connect and Respect Toolkit which provided a much-needed guide for teachers and non-formal educators in ensuring an inclusive, non-discriminatory, and empowering learning environment for all, whether in school or non-formal settings.

The delegates shared experiences in promoting girls and women’s education from the community, national and regional arenas which provided a diversity of inspiring and doable good practices. From Indonesia, Dr. Ella Yulaelawati, one of the winners of the UNESCO Prize, presented her work on gender mainstreaming in Early Childhood Care and Development (ECCD) in both the curriculum for children and in raising awareness of parents. From Zimbabwe, another awardee, Evernice Munando, Director of Female Students Network Trust, showed how students in the university and community have been mobilised and their leadership harnessed to collectively work against gender violence.

The session on ‘promoting lifelong learning for girls and women through literacy, formal and non-formal education’ challenged the delegates to ensure that adult literacy and learning, especially for women, is not neglected as we rally governments on rolling out the SDGs. Ulrike Hanemann, of the UNESCO Institute for Lifelong Learning, making a case for education outside of the schools said, “we should remember that SDG4 is working towards lifelong and life-wide learning, where education is provided through different means, including non-formal and informal education”.

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ASPBAE was represented in the conference by Cecilia Soriano, ASPBAE Regional Programmes and Operations Manager.
ASPBAE Secretary-General, Maria Khan, President of the Global Campaign for Education (GCE), Camilla Croso, and President of the International Council of Adult Education (ICAE), Sandy Morrison, participated in the conference.

The conference included an Education Fair, an Advanced Learning Environments Lounge where information and projects were informally presented and discussed, and an Adult Education Festival of music and dance.

The German Adult Education Association convened their 14th German Adult Education conference at the Berlin Congress Centre from 9-10 June. Under the motto ‘Digital participation for all’, the conference included discussions on the impact of digitalisation on the education process and the risk of a digital divide. Opening remarks at the conference were given by the President of Germany, Joachim Gauck (who also inaugurated the event); Senator for Education, Youth and Science for the State of Berlin, Sandra Scheeres; President of the Association of German Cities, Dr. Eva Lohse; and President of DVV, Annegret Kramp-Karrenbauer.

Sessions included parallel panels on topics such as how expanded learning environments change learning and identity and communication on the internet. Other issues discussed were education campaign for refugees, continuing education campaign for the digital society, and challenges for continuing education. The conference also included an Education Fair, an Advanced Learning Environments Lounge where information and projects were informally presented and discussed, and an Adult Education Festival of music and dance.

DVVI organised a Forum during the Conference on ‘Digital –global – inclusive: More equitability through digitisation?’ where Camilla Croso, Sandy Morrison, and Le Huy Lam, Director of the SEAMEO Centre for Lifelong Learning, were among the panellists.

Speaking on whether digitisation provides an opportunity for educational justice or whether it strengthens the unequal access to education even more, ICAE President, Sandy Morrison, mentioned that there has been a spread in the sharing of indigenous knowledge and that it has opened up participation for societies that have historically been marginalised and where access has been difficult. She also said that, “With a mobile society, the internet has been especially useful in establishing and maintaining connections and relationships wherever group members may be. Indigenous societies are no different and have like other societies maximised its use to create a presence and to tell their own stories in their own way; to teach their own knowledges; to create their own online communities, some of which have connections back to their ancestral lands; and to build linkages and opportunities including employment and economic development. This development has been positive, has enhanced identity, and has been a tool for the perpetuation of language and cultures”.

GCE President, Camilla Croso, further highlighted that, “The intention must be to address concrete educational issues – such as the democratisation of knowledge, improved learning, promotion of critical thinking, and of solidarity".
The theme of the Round Table at the German Parliament was ‘Tackling the Refugee Crisis – in Germany and Worldwide: The Role of Adult Education and Agenda 2030’. The debate covered the role of education and development cooperation to prevent flight and migration.

Approximately 1500 participants from adult education institutions, research institutes, government, and the private sector participated in the conference. DVVI International was represented in the Conference through DVVI staff in Bonn in their various regional and country offices, and their international partners.

At the front end of the Adult Education Conference, DVVI organised several events, optimising the rare occasion it is able to bring its various partners and international staff together in Germany.

On 8 June, DVVI organised a Round Table at the German Parliament on the theme ‘Tackling the Refugee Crisis – in Germany and Worldwide: The Role of Adult Education and Agenda 2030’. The aim of the discussion was to, firstly, inform and exchange on how Germany deals with the refugee crisis and the role adult education plays in this regard. The debate also covered the role of education and development cooperation to prevent flight and migration in the future – from a German and international perspective. The discussion also focused on the relationship between the refugee crisis and the sustainable development goals. The panelists for the discussion, facilitated by Christoph Jost, Director of DVV International, were - Dr. Ernst Dieter Rossmann, Chairman of DVVI, Member of Parliament and Spokesperson of the Committee on Education, Research and Technology Assessment; Dr. Bärbel Kofler, Member of Parliament and Official Representative of the German Government for Human Rights and Humanitarian Aid; and Maria Khan, ASPBAE Secretary-General.

The refugee crisis is on top of the agenda in Germany now - it is foremost in the public debate and consciousness. More than 1 million asylum seekers have registered in Germany in 2015 alone.

The German folk high schools (German adult education centres) have been at the fulcrum of the refugee integration efforts, with (German) language classes one of the most immediate and highly in-demand tools for refugee integration. The German adult education centres have been important institutions for building a sense of German citizenship and national identity. They have offered spaces for mutual learning where citizens converge and discuss community matters that affect their lives. They play an active role in integrating a record number of refugees in the country and enjoy much prominence and are valued highly.

As the German Parliament considered the issue of integration, the role of adult education was discussed and the German adult education centres were highlighted as vital for creating a sense of belonging among refugees. Maria Khan, ASPBAE Secretary-General, participated in a Round Table at the German Parliament, organised by DVVI.

She further stated that, “Inequalities and gaps are caused not only by asymmetric access to technologies, but also to asymmetric capacities to use different technologies... For educational justice to be promoted, it is paramount that the State ensure free connectivity access and consumption, as well as public debates on the technological instruments themselves, their packaging, and their content - all of which must not have a profit making motif, which will pose a risk of broadening divides...”

Asked for her views on whether the achievement of the Sustainable Development Goals were at risk due to the strong focus on supporting refugees and host communities and whether there was a need to rethink the SDGs, Maria Khan commented that, “The SDGs were defined and agreed as the world confronted the unprecedented rise in the number of refugees and displaced people so
addressing issues of forced displacement and the refugee crisis formed a strong part of the new development and education agenda. It is clear in the analysis and narrative of the SDGs that sustainable development cannot be realised without peace and security; in as much as peace and security stands at risk without sustainable development. The imperative to build peaceful, just and inclusive societies that provide equal access to justice and that are based on respect for human rights (including the right to development) are at the core of the new SDG agenda. Humanitarian assistance is essential – and is a befitting, moral response to the sheer reality and scale of human suffering and desperation. But without an investment in long term development, building lives of prosperity and dignity with justice – peace will continue to remain elusive.”

On the topic of investments in development cooperation and education to prevent migration and provide better living conditions, Maria Khan mentioned that education receives only around 2% of humanitarian aid. She mentioned a new financing initiative called ‘Education Can’t Wait’ that attempts to change this. This new fund aims to mobilise $3.5 billion over a five-year period to offer quality education to 13.6 million children in emergency situations over the next 5 years, and 75 million children by 2030. The fund target for the 1st year is $150M. Maria stated that while welcome and certainly a good start, the initiative can and should go further. It focuses only on 3-18 year old children, fully ignoring the education needed by adults and other young people in emergencies. She also said that while education as a whole is underfunded, adult education is under-funded far more. She urged the adult education community to do much more to change this.

Maria Khan also participated in the DVVI Directors Meeting on 7 June where she offered an update on the follow-up processes and mechanisms related to the Sustainable Development Goals (SDG), and the SDG 4 in particular, related to education and lifelong learning. Following the update, the participants in the meeting deliberated on how DVVI, as a German organisation working in development cooperation for adult education at various levels - global, regional, and country level, including in Germany - can best contribute to and intervene effectively in the SDG/SDG4 processes in favour of youth and adult education.

ASPBAE also participated in a meeting of networks, hosted by DVVI and convened by the International Council for Adult Education (ICAE), to offer a space for ASPBAE, the European Association for the Education of Adults (EAEA), ICAE, and the Global Campaign for Education (GCE) to share their plans and updates on their campaigns and advocacy efforts, especially with respect to the SDG and SDG4 processes globally and in the different regions of the world. The participants of the meeting underscored the need for stronger, coordinated efforts to challenge the emerging trend to remove attention to adult literacy and adult education in the current efforts to concretise and roll out the new development and education agenda. While these form part of the new education agenda, the discourse on financing priorities within the existing financing frameworks for education – the Global Partnership for Education (GPE), Education Can’t Wait and the new Education Financing Commission – ignore adult literacy and adult education. ICAE was asked to steer in the efforts to organise a space where the different networks can deepen discussions on this and plan ways to address this worrying development. [BACK]
The Global Partnership for Education (GPE) Board meets in Oslo
14-15 June 2016, Oslo, Norway

By Zehra Arshad and Cheikh Mbow, GPE Board Members representing civil society from the global South

The Global Partnership for Education held its Board meeting in Oslo. The following is a summary of some of the important discussions and decisions taken:

Efforts were made by the board to improve the standard of LEGs, including representation of local civil society organisations, formulation of Terms of References/MoU’s, and dissemination of sector reviews.

A replenishment campaign will be undertaken in late 2017/early 2018 which will raise funds for 2018-2020.

Local Education Groups (LEG) - minimum standards: Efforts were made by the board to improve the standard of LEGs, including representation of local civil society organisations, formulation of Terms of References/MoU’s, and dissemination of sector reviews. The Board expressed concerns around accountability and enforceability, especially in cases where standards were not met. They deliberated on how to ensure inclusiveness and openness in LEG processes.

Replenishment and Strategic Finance Working Group: The Board agreed to continue grants for the implementation of the 2017 replenishment plan, covering the period from 2018–2020 to align with GPE 2020. A replenishment campaign will be undertaken in late 2017/early 2018 which will raise funds for 2018-2020. Grants were approved for the Democratic Republic of Congo ($100m), Malawi ($44.9m), and Caribbean states ($2m).

Knowledge and Good Practice Exchange: The Board approved the overall direction of GPE. Two initiatives on a pilot basis will start in coming months and results will be shared in the next Board meeting. The 2 initiatives are – (1) Early Learning for Development and (2) Assessment for Learning. Both were approved in principle, subject to earmarked funding from interested donors being allocated.

Gender Equality Policy, Strategy and Action Plan: The Board approved the highest resourced allocation, US$372,000, with a dedicated full time post in the secretariat and consultancy support.

Education Cannot Wait: The importance of ‘Education Cannot Wait’ was expressed by all constituencies at the GPE Board meeting. The CSO2 constituency suggested adding ‘school under attack’ as one of the focus areas within ‘Education Cannot Wait’.

Results Framework and Monitoring and Evaluation Plan: 12 core indicators out of 37 baselines/targets have been developed and were presented at the meeting. The rest of the indicators, baselines, and target will be presented in the November 2016 Board meeting. There was a strong push for demonstrating real ambition with the targets. There was discussion on how to link indicators with the SDGs.
once they are finalised. Credibly of data, who it was for, and how to disseminate it was also a significant discussion point at the meeting.

Zehra Arshad and Cheik Mbow may be reached through the following email addresses: Zehra Arshad - zehra@pcepak.org; Cheik Mbow cheikhmbow@gmail.com. [BACK]

ASPBAE India members come together for SDG 4 consultation and plan for ASPBAE’s future direction

India National Consultation
27-28 June 2016, Mumbai, India

As part of ASPBAE’s 7th General Assembly (GA) activities, national consultations have been planned in countries where ASPBAE has more than two accredited member organisations. The national consultation in India, as in other countries, was organised to provide a forum for ASPBAE members in the country to:

1. Reflect on ASPBAE’s work and offer suggestions on its future directions for the strategic review and planning process at the 7th GA
2. Be updated on the work of ASPBAE and its members in the country
3. Be oriented on the 7th GA processes
4. Select the country’s Voting Representatives

The national consultation in India was hosted by ASPBAE member, Centre for Lifelong Learning, at the Tata Institute of Social Sciences (TISS), Mumbai. India has the largest number of ASPBAE members amongst all countries in the region. Twenty two participants, representing 16 member organisations of ASPBAE, participated in the two-day national consultation.

Dr. Nasreen Rustomfram, chairperson of CLL-TISS, welcomed ASPBAE members and staff. She shared that in India, adult education and lifelong learning were accorded low priority as compared to formal schooling and urged ASPBAE members to work collectively to bring non-formal learning at par with formal education.

Dominic D’Souza, in his role as the Country Coordinator for the 7th GA and ASPBAE Executive Council representative for South and Central Asia, welcomed the participants, stating that this consultation would be a platform to share what ASPBAE members are doing across India and the region, and that their contribution and inputs were valuable for ASPBAE to strategise for the future. He also made a presentation on ASPBAE, highlighting the organisation’s work and milestones over the last 4 years.

Dominic further stated that it was a triumph for ASPBAE that civil society had been recognised as a full partner for determining the architecture and support in guiding SDG 4. The wide consultations with members, partners, and constituents held by ASPBAE in these four years ensured a broad-based, transparent education framework. ASPBAE is now deliberating for effective implementation and contextualisation of the planned strategies and increased mobilisation of
ASPBAE Secretary-General, Maria Khan, gave an overview of SDG 4 emphasising that education was seen as a core strategy for wider achievement of other SDGs.

Ramakant Rai of the National Coalition for Education (NCE), India, highlighted that ASPBAE was currently the biggest regional organisation dedicated to education and had acted as an information clearing-house for civil society organisations who did not have much access to information. He expressed that there was a need to strengthen this sharing by ASPBAE to its members through discussion and deliberation processes. Dr. Lata Narayan of TISS stressed that member organisations needed to lead the work on education and adult education in the country. She further illustrated CLL-TISS’s focus on capacity building and collaborations with organisations for certification of trainings as well as documentation of narratives and research to help build a coherent agenda for adult and non-formal education. Nitin Paranjape of Abhivyakti noted that in India, because of digitalisation, there was an evident increase in access to information and knowledge by all and expressed the need to optimise this opportunity for marginalised groups.

ASPBAE Secretary-General, Maria Khan, gave an overview of SDG 4 emphasising that education was seen as a core strategy for wider achievement of other SDGs. This indicated that the SDGs considered education as a human right and public good which civil society organisations have fought hard for. The lifelong learning framework, including non-formal and youth and adult education, has been included in the new framework with a strong focus on inclusion, gender equality, and quality. She highlighted that the Framework for Action Education 2030 document is a triumph of good process and provides for broad-based, multi-stakeholder engagement and a strong window for CSO participation.

Maria Khan explained the global, regional, and national structures, mechanisms, and processes instituted for monitoring the achievements of SDG 4. She emphasised that attention to adult education, especially non-formal adult education, required wider buy-in and realisation. She observed that ‘lifelong learning’ remains a misunderstood concept, interpreted to refer only to different stages of formal education: pre-primary to tertiary education, ignoring adult literacy, non-formal youth and adult education provisioning. This is especially manifested in the priorities within the financing frameworks for education and SDG 4, which ignore and side step reference to youth and adult literacy, and adult education.

The ASPBAE Secretary-General stressed that the tasks for civil society include participating in the different processes in contextualising and concretising the agenda at the country level. She suggested that members should lobby for institutionalised civil society participation in these processes and play an active role in the indicator setting processes and in generating alternative, robust data. It would be vital to press for mobilising resources for the full education agenda of spreading education. Maria Khan said that there should be capacity building on concepts, policy, and understanding of lifelong learning. She concluded that ASPBAE members would have to work cross country, regionally, and globally in intergovernmental and inter-organisational frameworks.
The participants identified several issues that need to be included in the educational framework of the country. These included:

- Balancing SDG goals in the formal and non-formal/lifelong education sector.
- The government and civil society organisations need to come together to ensure a holistic set of indicators for monitoring, implementing, and ensuring completion of all goals and indicators.
- Lifelong learning is not limited to tertiary education and supplementary education for adults. It should have a wider focus to include multiple methods and means of learning.
- The need now is for civil society to strategise and work with the government and ensure that the education-related goals are not co-opted by administrative agendas or priorities.

Ramakant Rai, Convener of NCE India, presented the ground realities of SDG 4 in India. He stated that the Indian government was working through a complex set of inter-ministerial cooperation mechanisms to plan, implement, monitor, and evaluate initiatives to ensure completion of SDG 4. He mentioned that many indicators, mechanisms, and several programmes have been launched for widening access to education and State governments have been assigned to collect and send data to the central government. However, there was no detailed roadmap for monitoring quality assurance at specific intervals as most targets were directly set for 2030. He stressed that civil society participation was still weak, and there was little room for programmes related to non-formal and adult education. He said that there are critical gaps in data received from states at the grassroots level, pointing to an urgent need to address the issue. Funding was another weak area, with very little funding being given to education, with a deficit of INR 735.77 billion for FY 2015-16. Ramkant Rai informed that some schemes, such as the Sanskriti Vidyalayas, would focus on education for elites, while others, such as the Vidyanjali scheme, would allow anyone to teach in schools without prior qualification.

Given the very rich exchange and wide range of recommendations discussed on possible joint action of ASPBAE members in the country, the participants agreed to set up a voluntary core group to organise the different suggestions and recommendations into a more cogent set of possible action points that ASPBAE members in India can further discuss and build consensus around. ASPBAE will facilitate and support the process and will assist in convening the group.

A session was devoted for participants to share their organisations’ work through a Gallery Walk. They displayed communication and educational materials developed by their organisations. This exchange facilitated understanding and appreciation of the members’ work and also opened opportunities for learning and collaboration between them.

The final session of the consultation was devoted to discussions on the governance processes of ASPBAE’s 7th General Assembly. ASPBAE members in India selected Kalpana Kaushik, Indian Adult Education Association (IAEA), and Satyendra Kumar, Centre for Social Equity and Inclusion, as India Country Voting Representatives.
Prioritising education for sustainable development

Philippines National Consultation
22 June 2016, Manila, Philippines

ASPBAE’s accredited member organisations met in Manila to update on the work of ASPBAE in the region and its member in the country, reflect on ASPBAE’s work for the past two years and offer suggestions on its future directions, get to know the process of the forthcoming 7th general assembly in November, and most importantly, to select Country Voting Representatives from the Philippines.

The gathering was spearheaded by the Civil Society Network for Education Reforms, or E-Net Philippines. Participants included representatives from the Philippine Rural Reconstruction Movement (PRRM), People’s Initiative for Learning and Community Development (PILCD), and Center for Environment Concerns (CEC) Philippines. The gathering was also attended by ASPBAE’s Cecilia (Thea) Soriano and Rene Raya.

All members present at the National Consultation reaffirmed ASPBAE’s future role to work towards ensuring access to quality education for all. It is in this light that members also committed to work together to contribute to attaining the new education goal (SDG 4) – “equitable and inclusive quality education and promote lifelong learning for all”.

Members expressed a common vision of ensuring education for sustainable development. Executive Director of PILCD, Ramon Mapa, stressed that this can only be achieved through revolutionary approaches to education. President of PRRM, Gani Serrano supported Ramon’s inputs and added that to make this reform happen, civil society organisations need to address the problem by addressing the core questions on “what is the problem in our education system” and “what are the problems of education?”

Members agreed that these questions represented the common interest and strategies of ASPBAE’s members in the Philippines. They pledged to work closely together in available platforms such as the education policy advocacy work under the Civil Society Education Fund (CSEF), youth-led action research and advocacy, and Using Human Rights Instruments for Advocacy and Localisation of Education for Sustainable Development (ESD).

For ESD Localisation, members in the Philippines require support from the region through ASPBAE for developing benchmarks and norms, such as in developing ESD frameworks (study of New Zealand, Denmark, Bhutan as a model); developing modules for ESD capacity building; developing ESD indicators and frameworks; undertaking ESD capacity building for civil society organisation and government representatives; and expanding ESD community of practices and advocacies.

At the end of the consultation, members unanimously voted for April Porteria, of the Centre for Environmental Concerns, and Ramon Mapa, of PILCD, as Voting Representatives for the Philippines. [BACK]
Promoting education for the hearing impaired
8 June 2016, Hanoi, Vietnam

By Kim Anh Nguyen and Hang Nguyen, Vietnam Association for Education for All (VAEFA)

The Vietnam Association for Education for All (VAEFA), in collaboration with its member, the Hanoi Association of the Deaf (HAD), organised a consultation on promoting education for the hearing impaired.

The consultation aimed to raise awareness amongst teachers and policy makers on the importance of sign language in education for those with hearing disabilities. It also aimed to initiate a working group of policy makers, organisations, and representatives of different hearing impaired communities in Vietnam. VAEFA envisions the working group to be a space for education policy makers to hear directly from those with hearing disabilities to influence decisions on education policies.

During the workshop, participants shared information, experiences, and good practices on education for the hearing impaired, one of the most disadvantage groups amongst people with disabilities. Phan Ngoc Viet, of the Hanoi Association of the Deaf, highlighted the right to equal access to social services, including education in sign language and through sign language interpretation in the Vietnamese Law on People with disabilities 2011 and the International Convention on the Rights of Persons with Disabilities (CRPD) which ratified by Vietnam in 2014. CRPD also recognises equality between sign language and other languages.

Nguyen Tuan Linh, President of the Hanoi Association of the Deaf, shared good practices from projects implemented in Vietnam and experiences from other countries such as Japan, Thailand, and Mongolia in education for the hearing impaired. He emphasised that those with hearing disabilities are fully capable of benefiting from an education, starting from preschool to post-university, if they are taught in sign language by qualified teachers.

According to official statistics, there are approximately 7 million people with disabilities in Vietnam (7.8% of the population). Amongst these, approximately 1 million are hearing impaired. There are many barriers and challenges for people with disabilities in Vietnam, especially for the hearing impaired, to access education and other social services, as they are unable to communicate in spoken language and sign language interpretation is scarcely available. Most schools for the hearing impaired adopt the oral or lip reading approach which is assumed to be effective for learning and for integrating in society. According to studies by Professor Doctor James Woodward of George Town University and of the experiences of teachers, children with hearing disabilities who are taught in sign language are able to fully develop their potential as much as any other children. According to the hearing impaired participants at the consultation, a bilingual method - teaching and learning in sign language and learning to write in Vietnamese - is the best method to adopt.
Representatives from Ministry of Education and special education departments of teacher training institutions referred to difficulties in developing text books and teacher training modules when there are multiple local languages. According to them, social integration is the final aim for people with disabilities, including those with hearing ailments, and therefore the oral method (lip reading) or the mixed method (lip reading, hearing aids, and other aids) should be adopted.

Though holding different perceptions, all participants supported VAEFA’s idea on forming a working group on education for the hearing impaired and expressed their enthusiasm and willingness to work together as a group.

Over 40 representatives from the Parliamentary Committee of Culture, Education, Youth and Children participated in the workshop. Other participants were representatives from the Education Steering Committee for People with Disabilities; the Vietnam National Science Educational Institute (VNIES) - Ministry of Education and Training; Faculty of Special Education - National Teaching University; NGOs working for the deaf (Central Deaf Services-CDS, ACDC, World Concern); Deaf Clubs from northern, central, and southern Vietnam; Association of Parents of the Deaf; Association of Sign Language Interpreters, Teachers, and Deaf Students; sign language international experts; several VAEFA members; and ASPBAE’s Bernie Lovegrove and Helen Dabu.

Celebrating lifelong learning
ACE Aotearoa Annual Conference
14-16 June 2016, Wellington, New Zealand

Adult and Community Education (ACE) Aotearoa held its annual conference in Wellington with the theme ‘Celebrate Lifelong Learning - Whāia Te Iti Kahurangi’. Over 120 participants took part in the conference that explored the learning journey and its many transitions. It also considered the ways we acquire the knowledge, skills, and wisdom we need to participate fully and live sustainably.

Keynote speakers included Indonesian gender and development specialist, popular educator, and activist, Nani Zulminarni of PEKKA Indonesia; founder of The Hip Op-eration Crew, a 22 member hip-hop dance group for over 65s based on Waiheke Island, Billie Jordan; and literacy researcher, evaluator, and project developer, Alison Sutton.

Nani shared her passion for community organising and spoke about the economic and political empowerment of grassroots women. Nani was also interviewed by Radio New Zealand, ‘Nine to Noon’ programme (click here to read the transcript and listen to the interview). ASPBAE President, Jose Roberto Guevara, contributed to the conference with a session on ‘Rethinking our assumptions about the transitions between school and work, youth and adulthood, and local and global dimensions’.

The workshop also offered presentations from practitioners who explored topics such as evidence-based decision making, an introduction to the ACE place
Several awards were given to those with significant contributions in the field of adult education and lifelong learning. The recipients of the ACE Aotearoa member of the year ‘Tangata Whenua’ award were Sandy Morrison, President of the International Council for Adult Education (ICAE) and Associate Professor and Associate Dean, Waikato University, New Zealand; and Peter Clinton Foaese of ACE Aotearoa. The award recognises an ACE Aotearoa member for outstanding service in, and contribution to, the development of the ACE Sector. It is intended to be a tribute for outstanding work in governance, policy development, training, and administration.

ASPBAE congratulates Sandy Morrison and Peter Clinton Foaese for receiving the ACE Aotearoa member of the year award!

This write-up is based on contributions by Analiese Robertson of ACE Aotearoa.

ASPBAE engages Korean civil society organisations in discussions on SDG 4, global citizenship education, and adult education research

31 May – 3 June, Seoul, Korea

ASPBAE President, Jose Roberto Guevara, and ASPBAE’s CSEF Regional Coordinator, Bernie Lovegrove, met with a number of organisations while in the Republic of Korea during the time of the UN DPI Conference. This included meetings with the National Institute for Lifelong Learning (NILE), the Reshaping Development Institute (ReDI), and the Asia Pacific Centre of Education for International Understanding (APCEIU).

Robbie and Bernie met with Min-Seon Park, Programme Specialist in the Division of Planning and Management, on 1 June 2016. The National Institute for Lifelong Learning (NILE) is undertaking a study in 7 countries on the ‘Benefits of Adult Education in Asia’ which will be a valuable resource when it is released. There is interest in both organisations to ensure capacity support to national governments in the Asia Pacific to draft good quality indicators for SDG 4, especially in relation to lifelong learning and adult and community education. This includes research that reveals national data and data collection capacity gaps that limit the ability to monitor and respond to the SDG 4 indicators.

Both organisations are interested to support the development and monitoring of lifelong learning (LLL) frameworks with particular countries in the Asia Pacific, as well as working with governments to develop plans for adult and community education.

Robbie and Bernie also met with Director of Reshaping Development Institute (ReDI), Moon Suk Hong, and Researcher, Hyo Jung Ko, on 31 May 2016. ReDI
has been undertaking research on a Technical and Vocational Education and Training (TVET) programme with a special case study on Vietnam. This was a programme undertaken by the Korea International Cooperation Agency (KOICA). The research highlights the importance of results-based management to ensure that training is best geared towards employment and sustainable livelihood. Discussion focused on possibilities for research collaboration in the promotion of SDG 4 targets in the Asia Pacific.

Lastly, a meeting was held on 31 May 2016 with the Director of the Asia Pacific Centre of Education for International Understanding (APCEIU), Chung Utak, and on 3 June 2016 Bernie met staff at the APCEIU Centre in Seoul, including Kim Hyo-Jeong (Anna), Assistant Programme Specialist, Office of Research and Development. APCEIU has a strong focus on global citizenship education and provides capacity support programmes for teacher educators, including teacher exchanges. Discussions included potential points of collaboration, especially in relation to SDG 4 target 4.7, which refers to global citizenship education.

APCEIU is organising a multi-stakeholder conference on ‘Global Citizenship Education - From Commitment to Action’ in Seoul, 23-25 October 2016, in conjunction with UNESCO. The event will include 300 participants and aims to share global citizenship education ideas and practices and advance the importance of global citizenship education in education policy. APCEIU will also organise a Central Asia Sub-Regional Workshop on Education for International Understanding, in Kazakhstan in September 2016.

UN CRC says UK development aid to commercial private schools could violate children’s rights

In an unprecedented statement made public on 9 June 2016, the United Nations Committee on the Rights of the Child (CRC) expressed concerns about the UK “funding of low-fee, private and informal schools run by for-profit business enterprises” through its development aid as it could have been contributing to violating children’s rights in recipient countries.

The CRC recommended that the UK “refrain from funding for-profit private schools” and “prioritise free and quality primary education in public schools.”

The UK has been spending millions of pounds in the last years to fund commercial private schools in developing countries. Public funding has particularly been channelled through the UK Department for International Development (DFID) to the highly contested and controversial chain of for-profit standardised schools Bridge International Academies, which operates in Kenya, Uganda, Nigeria, and India.

Delphine Dorsi of the Right to Education Project reacted: “The CRC confirms the suspicion we had raised in our report that UK funding to Bridge International Academies and similar commercial chains could be violating international law. Development aid should prioritize the realization of free quality education for all, particularly marginalized groups and this is not what the UK does when funding
David Archer, a Civil Society Board Member of the Global Partnership for Education emphasised: “I hope these important CRC observations lead DFID to re-think their support to for-profit low quality private schools that clearly contradicts their otherwise good work to support education, especially for girls.”

Kevin Courtney, Acting General Secretary of the National Union of Teachers (NUT), the largest teachers’ union, said: “The NUT welcomes the recommendations of the CRC which endorse our concerns about substandard education being provided to the poorest in the recipient countries as the result of the growth of so called “low fee” private schools. The British Government, which claims in the UK that it is against profits being made from state education, should respond to this damning criticism and immediately launch a review of DFID’s financial support for and promotion of these privatised schools in the Global South.”

Sylvain Aubry of the Global Initiative for Economic, Social and Cultural Rights said: “Research we conducted with partners in Kenya, Uganda, and Ghana has clearly shown that commercial for-profit schools operating there were undermining children’s rights. DFID funding to these schools is thus illegal, and the UK should now take steps to stop this funding and fulfil its obligations under international law.”

David Archer, Board Member of the Global Partnership for Education, stressed that DFID “re-think their support to for-profit low quality private schools that clearly contradicts their otherwise good work to support education, especially for girls.”

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ASPBAE stands in solidarity with CLADE against proposal to slash public resources for health and education in Brazil

ASPBAE stands in solidarity with the Latin American Campaign for the Right to Education (CLADE) and the Brazilian Campaign on the Right to Education in their efforts to challenge the current efforts of the interim Brazilian government to suspend the Constitutional provisions on resource allocation to education and health. This move will be very damaging for students, learners, parents and teachers in the country and will prevent Brazil from meeting their targets within their National Plan for Education - attendant to the SDG 4 global agenda. This sets a very dangerous precedent which is worrying as it is from a country which wields enormous influence in Latin America and is very prominent in the world. It will deal a huge blow to the education rights movement all over the world.

ASPBAE offered support to the following statement of CLADE -

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Manifesto against the proposals of the interim government of Brazil that cut public resources for health and education

On June 16, 2016, the interim president of Brazil, Michel Temer, presented to the National Congress a Proposed Amendment to the Federal Constitution (PEC, by its Portuguese acronym) that determines a ceiling on public spending at different administration levels, arguing that it is necessary to create a new tax regime to deal with the current financial crisis.

At present, Article 212 of the Constitution states that the federal government should allocate to education, annually, at least eighteen percent of tax revenues, and the states, the federal district and the municipalities should allocate twenty-five percent. This mechanism of binding resources to tax revenues has been a key achievement in the Constitution of the country since 1934, and has been only discontinued during periods of dictatorship in the country.

If the proposed amendment called PEC 241/2016 that wants to impose a new tax regime, also known as "roof PEC", is approved, the resources currently invested in health and education will sharply reduce, because it lays down that the maximum amount of public expenditure at different government levels shall be subject to the value assigned in the previous year, adjusted only according to inflation levels, using the year 2016 as a baseline. This rule would be applied in the country at least in the next 20 years, suspending, in practice, the binding of resources guaranteed by the Constitution.

The PEC also provides that, if the public authority exceeds the ceiling of maximum public expenditure stipulated, it shall be prohibited to grant salary increases or any other benefit to civil servants. This prohibition extends to the creation of new jobs, opening public tenders and even designing careers involving an increase in expenses.

These measures advocated by the current interim government would seriously affect the improvement and expansion of access required by the national education system, and compliance with the National Education Plan (PNE, by its Portuguese acronym). For example, it will be impossible to create 3.4 million new enrolments in early childhood education, 700,000 places in pre-school, 500,000 enrolments in basic education and 1.6 million places in secondary schools, as well as 14 million places needed for youth and adult literacy, 4 million for technical and vocational education and 2 million public enrolments at higher level. Besides, it will not be possible to guarantee the payment of the wage floor for teachers and to promote the recognition of this professional career, as well as the implementation of the Initial Quality Education per Student Cost (CAQi, by its Portuguese acronym), that was supposed to start on June 24, 2016.

According to calculations made by the professor at the Institute of Economics of the Federal University of Rio de Janeiro (UFRJ) João Sicsú, the education budget for 2015 was R$ 103.8 billion (30.62 billion dollars). According to public spending limits established by the PEC 241/2016, the same budget would have been only R$ 31.5 billion (9.29 billion dollars), a figure that is 70% lower. In particular, the regulation, if approved, will interrupt the growth in education spending. Since
2008 the resources invested in education have increased 117% above the inflation level, and last year they exceeded, in 28%, the minimum required by the Constitution. It would be necessary to keep the pace of the sustained growth that we have been observing, in order to meet the goal of the National Plan of Education that determines the allocation of 10% of the GDP to education until 2024.

In addition, the resources withdrawn from health and education, through this PEC, would be used to pay interests and other obligations deriving from the public debt of the Brazilian government, to the benefit of banks and creditors.

For all these reasons, we reject the current proposal of the interim government. These are measures that weaken democracy, violating the non-regression principle of human rights, and that will deepen the current economic and social inequalities, affecting the quality of life and dignity of the majority of the Brazilian population.

The Latin American Campaign for the Right to Education (CLADE) and other organizations and individuals who sign this manifesto support the recent positions already expressed by the National Campaign for the Right to Education of Brazil against the PEC 241 and demand Congress not to approve this proposal. In addition, they summon the whole educational community and activists for the right to education to vehemently oppose the PEC 241, in order to ensure the maintenance of social achievements.

Jerald Joseph, former ASPBAE Executive Council Member, appointed as Commissioner, Human Rights Commission of Malaysia

Press release by Pusat KOMAS, ASPBAE member
27 June 2016

Pusat KOMAS management and staff congratulate Jerald Joseph, Board member of Pusat KOMAS on his appointment as a Commissioner of the Human Rights Commission of Malaysia (SUHAKAM) for the term 2016-2019.

The appointment of members of independent civil society organisations to the country’s human rights commission is definitely a step in the right direction towards achieving genuine human rights for all in Malaysia.

Jerald serves as Pusat KOMAS Board of Director. He has been involved in human rights work for 20 years since 1995 and has in-depth knowledge and experiences on human rights issues in Malaysia as well as other countries especially in Asia and Africa.

Jerald holds a Master’s degree in human rights from the Mahidol University of Thailand and has also served as the International Director (2010-2013) of Dignity International, an international human rights organisation advocating and supporting the empowerment of communities living in poverty and exclusion to claim their human rights and have access to social justice.*
In 2015, Jerald was awarded the SUHAKAM National Human Rights Award.

It is without a doubt that his appointment as a SUHAKAM Commissioner would greatly contribute to the enhancement of human rights in Malaysia.

We also take this opportunity to congratulate all the other newly appointed commissioners as well led by Tan Sri Razali bin Ismail. We truly hope the newly appointed SUHAKAM Commissioners for the term 2016-19 will genuinely uphold and protect the rights enshrined in the Universal Declaration of Human Rights (UDHR) and the Malaysian Federal Constitution.

Pusat KOMAS continues to strongly express our opposition to anti human right laws such as the Sedition Act, Peaceful Assembly Act and other laws which are especially used to suppress the work of civil society organisations and opposition politicians in the country.

We also hope the Government of the day will respect and ensure the independence of SUHAKAM Commissioners to speak and act without fear or favour for human rights.

We look forward to SUHAKAM as the country’s human right commission to be more independent and continue to intensely engage stakeholders such as civil society organisations, opposition politicians and others in addressing urgent issues in the country.

It is only through open discourses and proactive efforts in addressing human rights issues in the country that Malaysia can proudly stand with others in the universal community of human rights.

Prepared by - Tan Jo Hann and Anna Har, Board of Directors of Pusat KOMAS

* Jerald Joseph served in the ASPBAE Executive Council as representative for South East Asia from 2001-2008. [BACK]

UNESCO Institute for Statistics (UIS) launches eAtlas for Education 2030

The High-Level Political Forum on Sustainable Development in New York, the UNESCO Institute for Statistics (UIS), launched the very first eAtlas for Education 2030, as part of its mandate to produce the data to monitor SDG 4 by working with a range of partners.

With this ground-breaking initiative, UIS has pooled everything that is currently known about access to education, the quality of education on offer, and the results for children and young people. This tool offers a continuously-updated series of interactive maps that present the official global and thematic indicators by target, as well as ‘placeholders’ for indicators not yet available.

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The eAtlas includes new UIS data on out-of-school children. For the first time, UIS has estimates on children and youth from primary to upper secondary school age. In total, 263 million children and youth are out of school. This is equivalent to about a quarter of the population of Europe. The total includes 61 million children of primary school age (6-11 years), 60 million of lower secondary school age (12-14 years), and the first ever estimate of those of upper secondary school age (15-17 years) at 142 million. These findings are presented in a new paper released jointly by the UIS and the Global Education Monitoring Report during the High-Level Political Forum.

This new paper further reveals that in every region, older youth face greater barriers to education. According to the global average, 15 to 17-year-olds are four times more likely to not be in school than children between the ages of 6-11. This is partly because primary and lower secondary education are compulsory in nearly every country, while upper secondary school is not. At the same time, these youth are often of legal working age. Many have no choice but to work while others try to combine going to school with employment. Girls still more likely than boys to never go to school despite all the efforts and progress made over the past two decades. Armed conflict poses another major barrier to education. Globally, 35% of all out-of-school children of primary age (22 million), 25% of all out-of-school adolescents of lower secondary age (15 million), and 18% of all out-of-school youth of upper secondary age live in conflict-affected areas (26 million).

While presenting a tremendous amount of data, the eAtlas is simple to use. With just a couple of clicks, anyone – an expert statistician or an ordinary member of the public – can explore, for example, data on digital literacy in Turkey or the school bullying situation in Namibia. Each map view can be customised, shared via social media, downloaded and embedded in websites, blogs, presentations, and reports. The eAtlas is currently available in English and Spanish with a French version underway.

The eAtlas is designed to be the go-to source for education data, where anyone can get the data they need quickly, with the confidence that they are getting the best and latest available statistics because the maps are updated automatically.

There are, inevitably, some gaps. For example, five of the SDG 4 targets involve the measurement of learning, for which there is, as yet, no agreed framework for the production of internationally-comparable indicators. Some of the maps show vast swathes of the world that remain blank, awaiting good data on a particular issue. But the eAtlas is a ‘work in progress’, with new data being added as they become available.

This write-up is based on information provided by Silvia Montoya of the UNESCO Institute for Statistics (UIS). [BACK]

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Documentary video series tells learner and educator stories

A series of short documentary videos, called ‘Live&Learn - Stories of adult learning’, focusing on adult learning stories has been published online. The eight videos, from Finland, Denmark, UK, and Portugal, feature both adult learners and educators and are meant to increase understanding of learning benefits and good pedagogic practice.

Each country features two videos - one of a learner and one of an educator. This reflects the two main target groups for the videos: The learner stories are intended to be testimonies of the power and benefits of both vocational and non-formal learning aimed at the general public and education advocates. The educator stories are more geared towards sharing good practices among adult educators.

The documentaries were funded by the EU, produced within the Erasmus + framework and coordinated by the Finnish Lifelong Learning Foundation. They are a free resource for journalists, learning advocates, and educators and are free for anyone to use, screen or disseminate. The videos are available on the video sharing site Vimeo and on the European Lifelong Learning Magazine Elm.

This write-up is based on information provided by Markus Palmen of Elm Magazine, Helsinki. [BACK]