

ASPBAE THIS MONTH

June 2017

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Members of Afghan national education coalition participate in study exchange to India

[Full article](#)



Mongolia education coalition organises youth-led action research training

[Full article](#)



Linking development of indigenous communities to the SDGs

[Full article](#)



Samoa Education Network up and running!

[Full article](#)



Deliberating on good governance and alliance building to achieve education goals

[Full article](#)



Arne Carlsen leaves UNESCO Institute for Lifelong Learning (UIL)

[Full article](#)



Connect with nature, connect with marginalised communities

World Environment Day 2017

[Full article](#)

Reviewing implementation of SDG 4; actions to further push for inclusive and equitable quality education and lifelong opportunities for all

The High level SDG Action Event on Education was convened to drive a new push for inclusive and equitable quality education and lifelong learning opportunities for all.

[Read more](#)

ECOSOC adopts SDG indicator framework

The UN Economic and Social Council (ECOSOC) adopted the indicator framework developed by the Inter-Agency and Expert Group on SDGs indicators (IAEG-SDGs).

[Read more](#)

Civil society plans its participation in GPE Board

The Global Campaign for Education Secretariat met to discuss the Global Partnership for Education (GPE) board documents and draft decisions in the lead up to the GPE Board meeting on Ottawa.

[Read more](#)

Civil society engages in the Global Partnership for Education Board of Directors meeting

Progress was made at the GPE Board meeting in operationalising the Financing and Funding Framework, and concerns were raised about the International Finance Facility for Education (IFFEd).

[Read more](#)

UNESCO Institute for Lifelong Learning (UIL) confers Honorary Fellowship to adult educators

Seven personalities were conferred Honorary Fellowships by the UNESCO Institute for Lifelong Learning (UIL) in recognition of their extraordinary contribution to international lifelong learning.

[Read more](#)

Sub-Regional News and Views

Determining a path forward for sustainable development in the Pacific

[Read more](#)

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Member of the Month

Women in Adult and Vocational Education (WAVE), Australia

WAVE is a national network of women involved in vocational education and training, adult education, and work related to education and training. WAVE provides seminars and workshops, research, policy advocacy and advice, as well as networking opportunities. WAVE is supported within each state by local representation that in turn contributes collaboratively to national events and governance. WAVE was formed in 1987, the first and only national and autonomous non-government organisation for Australian women in the adult, community, and vocational education and training sector. Visit [WAVE's website](#) to know more.

Photo of the Month



A mascot for environment interacts with visitors in China to mark World Environment Day 2017.

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. In this edition of the Bulletin, we feature a photo taken by Medha, ASPBAE's Information and Communications Coordinator.

Medha Soni

Information and Communications Coordinator



ASPBAE THIS MONTH

June 2017

www.aspbae.org

SUB-REGIONAL NEWS AND VIEWS

This section of the Bulletin 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. A different sub-region will be featured in each issue. For this edition, we highlight the Pacific Multi-Stakeholder Dialogue on the 2030 Agenda/SAMOA Pathway/Framework for Pacific Regionalism.

Determining a path forward for sustainable development in the Pacific

14-16 June 2017, Suva, Fiji



Representatives of Pacific governments, civil society, the private sector, and development agencies met at the Pacific Islands Forum Secretariat in Suva to discuss the path forward for sustainable development in the Pacific region.

The Multi-Stakeholder Dialogue brought together representatives of governments, civil society, private sector, development partners, and regional agency stakeholders to:

- Consider the Pacific Leaders decisions on Sustainable Development and assist the Pacific SDG Task Force to finalise, for Pacific Leaders consideration in September 2017, the Draft Pacific SDGs Roadmap. The Roadmap is intended to guide regional responses to achieving the SDGs within the context of national plans, the SAMOA Pathway, and the Framework for Pacific Regionalism.
- Increase awareness and ownership of the sustainable development agenda and the Pacific SDG Roadmap to enable implementation.

Approximately 150 people were reminded of the need to put Pacific people and their environment at the heart of future development at the dialogue, co-convened by the Council of Regional Organisations of the Pacific (CROP) and the UN Economic and Social Commission for Asia and the Pacific (ESCAP).

ASPBAE THIS MONTH

June 2017

www.aspbae.org

The keynote address was delivered by the Acting Prime Minister of Fiji, Aiyaz Sayed-Khaiyum, who advocated for a “workable and realistic regional game-plan”, referring to the three key development frameworks that guided the discussions – the 2030 Agenda/Sustainable Development Goals (SDGs), the SAMOA Pathway, and the Framework for Pacific Regionalism.

In her opening remarks, Forum Secretariat Acting Secretary-General, Cristelle Pratt, said the three development frameworks “*speak the same language about our development aspirations as Pacific people which involves improving the quality of our lives, while ensuring we sustain our land and ocean heritage for our future generations ... Our leaders have asked that we in the Pacific ensure that these global and regional commitments deliver for us where it matters the most – at the country level. Most importantly, our leaders instructed us to make sure that in responding to the three policy frameworks and their directives that we ensure we are inclusive and consultative and engage all key national and regional Pacific stakeholders.*”



Acting Prime Minister of Fiji, Aiyaz Sayed-Khaiyum, delivering the Keynote Address at the Pacific Islands Forum.

Civil society was invited to participate in the Forum and speak on - (1) contextualising the global, regional, and national frameworks for sustainable development; (2) Means of Implementation - policy coherence, financing, capacity building, multi-stakeholder partnerships, technology, trade; (3) leadership, coordination, advocacy and communications for the effective implementation of the SDGs, SAMOA Pathway, and Framework for Pacific Regionalism - national experience with leadership, coordination and advocacy; (4) measures to support Means of Implementation; and (5) next steps to finalising the regional SDG roadmap.



Civil society was invited to speak in the Forum on issues such as national frameworks for sustainable development and Means of Implementation.

Highlighting the essential role of civil society in creating spaces and opportunities for multi-stakeholder engagement in the SDG agenda, Neil Maharaj, of the Fiji Council of Social Services (FCOSS), suggested building a national model, extending to the community level, supporting marginalised groups and community-based organisations to engage directly with district/divisional mechanisms. He also spoke of the importance of government and civil society partnerships at the national level and the importance of creating an enabling environment for civil society to be independent development actors. Neil Maharaj highlighted the key asks of civil society with regard to SDG partnerships at the national level. They were – protection of civil society spaces, civil society coordination, monitoring and review by civil society, timely and meaningful consultation processes, a dedicated government focal point or coordinating agency, and co-design of SDG country level implementation.

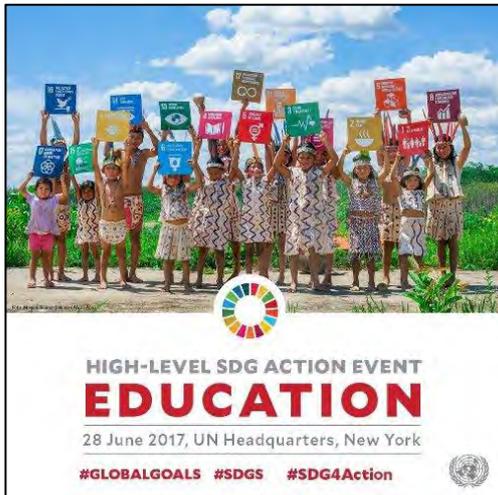
Preparations by an inclusive Pacific SDG Task Force for a roadmap to guide the Pacific’s response to the three policy agendas began in 2016. The Roadmap sets out how the Forum members will be supported as they seek individually and regionally to implement the 2030 Agenda for Sustainable Development. It will also focus attention on the links between the 2030 Agenda and the role played by the SDG indicators, tailored to accommodate Pacific priorities, in monitoring the performance of the region against other regional and global commitments. A specific focus will be on how the SDGs can measure the contribution of broad-based and inclusive partnerships - a priority outlined in the SAMOA Pathway and on how progress can be made through fostering regional cooperation, coordination, and integration as promoted through Framework for Pacific Regionalism.

This article contains information appearing in the [samoobserver website](http://samoobserver.com) and draws from a report by Neil Maharaj of the Fiji Council of Social Services (FCOSS), an ASPBAE member. [\[BACK\]](#)

ASPBAE THIS MONTH

June 2017

www.aspbae.org



Reviewing implementation of SDG 4; actions to further push for inclusive and equitable quality education and lifelong opportunities for all

High-Level SDG Action Event on Education and SDG-Education 2030 Steering Committee meeting

28-30 June 2017, New York, U.S.A

An inclusive high-level stakeholder partnership, the SDG-Education 2030 Steering Committee (SC) provides a forum for discussion and a structure to coordinate global education efforts. It is mandated to provide strategic guidance to Member States and the education community, make recommendations for catalytic action, advocate for adequate financing, and monitor progress toward [SDG 4 targets](#) through [UNESCO's Institute for Statistics](#) and the [Global Educational Monitoring \(GEM\) Report](#).

While ordinarily convened at the UNESCO headquarters in Paris, the SC meeting was organised this time at the UN headquarters in New York as part of the Education 2030 SC's attempt to strengthen its profile and visibility within the wider SDG architecture. In dialogue with the office of the President of the UN General Assembly, a High level event on Education was organised coinciding with the Steering Committee meeting.

The High-Level SDG Action Event on Education (28 June 2017) was thus convened with the participation of the SDG-Education 2030 Steering Committee. The [High level SDG Action Event on Education](#) was convened by the President of the UN General Assembly, Peter Thompson, in partnership with key SDG 4 stakeholders to drive a new push for inclusive and equitable quality education and lifelong learning opportunities for all. This event was the last in the series of action events on the SDGs, the others being on 'Financing', on 'Science, Technology & Innovation', and on 'Climate Change and Sustainable Development'.

The objectives of the High-Level Action Event on Education were:

- To outline the case for more and better financing to achieve SDG 4, through domestic resource mobilization, bilateral aid and multilateral efforts as well as strong political will and good policies.
- To encourage integration of innovative technologies in teaching and learning so as to scale up filling the global gap in access and quality education.
- To further highlight the importance of addressing the challenges which young people are facing in accessing and completing basic and higher education, in conditions of social and geographic fragmentation, and in post-conflict and post-disaster regions.
- To emphasize the importance of raising awareness and teaching about the SDGs including for the 126 million children who will be eighteen years old in 2030.

UN general Assembly President Peter Thompson inaugurated the event with the Director-General of UNESCO, Irina Bokova, Deputy UN Secretary-General, Amina J. Mohammed, and several Ministers of Education from Bolivia, the

The Steering Committee meeting was held in New York as part of the Education 2030 Steering Committee's attempt to strengthen its profile and visibility within the wider SDG architecture.



Some of the objectives of the High-Level Action Event on Education were to outline the case for more and better financing to achieve SDG 4 and encourage integration of innovative technologies in teaching and learning.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



ASPBAE Secretary-General, Maria Khan, and President of the Global Campaign for Education (GCE), Camilla Croso, were some of the civil society representatives in the Education 2030 SC meeting.

Philippines, Thailand, Sri Lanka, Norway, and Maldives, to name some, in attendance. Civil society representatives in the Education 2030 SC attended the high level event - ASPBAE Secretary-General, Maria Khan, President of the Global Campaign for Education (GCE), Camilla Croso, and Deputy Secretary General of Education International (EI), David Edwards. President of EI, Susan Hopgood, was also a panellist in the High-Level Event.

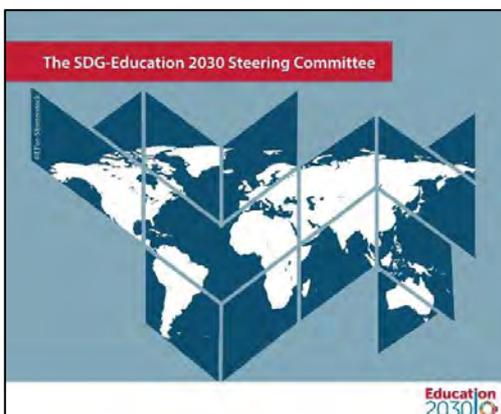
Reflecting on participation in the High-Level Event, civil society representatives agreed that it was useful and strategic to have located the SDG-Education 2030 Steering Committee meeting in New York and to participate in important event on education. However, more needs to be done to secure the profile and recognition deserved by the SDG-Education 2030 Steering Committee and its broad-based processes, within the wider SDG architecture in New York. The weak reference to education in the 2017 HLPF Ministerial Meeting outcomes document is also indicative of the greater effort required to further advance SDG4 and education as a core part of the overall SDGs. CSOs need to work harder towards lobbying in New York for a comprehensive approach to SDG 4 and for recognition of the education constituency's architecture and follow-up processes. The strengthening of the Education and Academia Stakeholder Group - steered by the International Council for Adult Education (ICAE) and the Global Campaign for Education (GCE) - is critical in boosting the education voice within the CSO community lobbying at the UN in New York as well.

The [3rd meeting of the SDG-Education 2030 Steering Committee](#) was convened following the High level Action event (29-30 June 2017) and examined successes and challenges in the implementation of SDG 4 since the adoption of the 2030 Agenda. Deliberating on the analysis and proposals of its 4 working groups – on (1) Policy and Strategies; (2) Financing; (3) Monitoring; and (4) Advocacy and Communications – the Steering Committee agreed a set of recommendations for improved implementation in 2018 and 2019.

The SC agreed 6 key messages on policies and strategies to enhance the implementation of SDG4:

- 1. Strengthen national ownership of the SDG 4 targets and commitments and the Education 2030 Framework for Action (FFA) through regional and national consultations through the leadership of UNESCO.** These consultations should advance the indicative strategies in the FFA and enhance ownership of the 2030 FFA and SDG 4 by Ministries of Education. They should enable strengthened political leadership and coordinating functions (within the sector and inter-sectorally) and promote broad participation of all stakeholders.
- 2. Strengthen education sector-wide coordination:** to ensure truly sector-wide coordination of national/local education development as required for the broad SDG4-Education 2030 Agenda. It also noted that Member States should also institutionalise civil society participation, defined broadly, in the national SDG 4 architecture and within broader education policy making.

Civil society representatives agreed that CSOs need to work harder towards lobbying in New York for a comprehensive approach to SDG 4 and for recognition of the education constituency's architecture and follow-up processes.



ASPBAE THIS MONTH

June 2017

www.aspbae.org



The 3rd meeting of the SDG-Education 2030 Steering Committee was convened following the High Level Action Event and examined successes and challenges in the implementation of SDG 4 since the adoption of the 2030 Agenda.

Participants of the SDG-Education 2030 Steering Committee meeting agreed a set of recommendations for improved implementation in 2018 and 2019 and on 6 key messages on policies and strategies to enhance the implementation of SDG 4.



The Steering Committee agreed the key messages on financing, emphasising the imperative to generate more resources to meet the SDG 4 targets through domestic resource mobilisation and tax justice.

3. **National approach to intensify implementation:** Member States should address the SDG4 targets according to their national policy context and needs. It is essential that they are committed to universal quality education and lifelong learning, equal educational opportunities at all levels and relevant education and training as key principles of the SDG4-Education 2030. Member States should also ensure that their approach to the SDG4 targets takes account of gaps that may exist in certain areas and the harder to achieve targets, including those who still lack access at any level.
4. **Partners to develop technical guidance materials to support implementation:** UNESCO's International Institute for Educational planning (IIEP), Development Agencies and other relevant partners, including civil society and the teaching profession, should provide tangible/practical materials including hands-on guidelines to support Member States and other stakeholders in technical dialogue and for integrating or mainstreaming SDG4 targets into education policy and plans taking account of national priorities and contexts. As feasible, the SC should review materials and recommend their use by countries. The SC may call on partners to conduct such reviews.
5. **Strengthen national and sub-national capacities:** to strengthen SDG4 implementation, monitoring and evaluation, and the use of data to inform policies and strategies. It was also underscored that the SC working with UNESCO and its partners will promote coordinated support for capacity building for SDG 4 implementation by governments, the education community (education and training institutions, teachers, students, parents) and civil society, as well as other key actors at country level, and advocate for establishing effective mechanisms for planning, implementation, monitoring and evaluation.
6. **Special attention for countries affected by conflict and crises:** Recognising the particularly difficult circumstances of countries affected by conflict, the SC as a whole and as individual members will promote and advocate for supporting and paying special attention to countries affected by conflict and crises.

The Steering Committee agreed the key messages on financing as well emphasising the imperative to generate more resources to meet the SDG 4 targets through domestic resource mobilisation attentive to equity, tax justice, increased ODA for education targeting countries most in need, support for the GPE Replenishment and Education Can't Wait, and increased support for education in human assistance. It was underscored that to enable 2 years of publicly funded pre-primary education and universal access to primary and secondary education alone, education spending will need to increase from \$1.2 trillion per year today to \$3 trillion by 2030 across all low- and middle-income countries. Members of the SC also reiterated the observation that the decline of external financing for education is reaching alarming levels and while acknowledging the commitment of developing countries in financing education, the responsibility of developed countries in this effort should also be met through

ASPBAE THIS MONTH

June 2017

www.aspbae.org



The Steering Committee adopted a cautious approach to the Financing Commission's proposed International Financing Facility for Education (IFFED), calling on donors to closely examine its structure and impact on financing for the sector.

both an increase in the level of finances and better coordination and harmonisation of donor funding.

The Steering Committee as a whole adopted a more cautious approach to the Financing Commission's proposed International Financing Facility for Education (IFFED) which promotes the expansion of loans to countries for education. In particular, the SC agreed to call on donors to, "... *closely examine the opportunity to establish a new financing facility for education once further details are available about its operational structure and potential impact on financing for the sector.*" This prudence also characterised the G20's attitude to IFFED, as codified in its recent Hamburg G20 Statement.

The Working Group on the Review, Monitoring and Report on SDG 4 (RMR) offered recommendations on the - (1) Production of global data to monitor SDG 4 (2) SC inputs to the HLPF (3) Follow-up to GEM Report recommendations (4) Perspectives on regional monitoring mechanisms (5) Prioritisation of indicators and the development of a Global Lead Indicator, and (6) Benchmarking and thresholds. The members of the Steering Committee called for priority actions in capacity building for RMR.

The recommendation on a Global Lead Indicator - a composite of 'participation, equity and quality' - is what attracted most debate in the meeting with civil society expressing serious concerns about its promotion. Civil society organisations (CSOs) argued that the task at the moment is to assist national governments in contextualising the 29 global and thematic indicators agreed for reporting, so far - not add yet another layer of global indicators. They also cautioned that a focus on 'lead' and therefore 'priority' indicators could result in the narrowing of the SDG 4 agenda. Already, there is inattention to the targets related to youth and adult non-formal education: a global lead indicator could further reinforce this. Finally, a global lead indicator strongly risks the development of a parallel narrative to SDG 4 – breaching the consensus achieved in the SDG and Education 2030 FFA processes to uphold a universal, single global agenda for education.

In the end the SC agreed to: 1) Invite the RMR WG to produce guidelines and criteria for countries to sequence the implementation of the SDG 4 indicators at the national level; and 2) Request the RMR WG to keep abreast of developments regarding the Global Lead Indicator and to inform as needed the SC of such developments both from a technical and political perspective."

Arising from the recommendations of the Advocacy and Communications Working Group, the Steering Committee also asked the WG to: 1) Establish a plan for enhancing the visibility and heightening the profile of SDG 4-Education 2030 and the SC itself at the UN level, during key moments such as the HLPF and the UN General Assembly and other key global opportunities; 2) Design a plan for disseminating the key messages produced by the other Working Groups and take it forward; and 3) Develop a proposal for a website which would be an effective tool for sharing existing and future communication and advocacy resources.

The recommendation on a Global Lead Indicator generated most debate at the SC meeting. Civil society cautioned that a focus on 'lead' and, therefore, 'priority' indicators, could result in the narrowing of the SDG 4 agenda.



The SC agreed to invite the Working Group on the Review, Monitoring and Report on SDG 4 (RMR) to produce guidelines and criteria for countries to sequence the implementation of the SDG 4 indicators at the national level.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Forthcoming events following the action points agreed in the Education 2030 Framework for Action are a High Level Event on SDG 4 on the side of the upcoming UNESCO General Conference (1 Nov 2017 in UNESCO, Paris); and the Global Education Meeting (GEM) to be convened in late 2018.

In terms of forthcoming events following the action points agreed in the Education 2030 Framework for Action:

- A High Level Event on SDG 4 will be organised on the side of the upcoming UNESCO General Conference (1 Nov 2017 in UNESCO, Paris). It will be organised as a half day Ministerial Round Table on "SDG-Education 2030, two years on", focusing on Accountability
- The Global Education Meeting (GEM) will be convened in late 2018 - as the preparatory meeting for the HLPF in 2019 (July) which will review SDG4. The shape of the 2018 GEM will be discussed in the next SC meeting

The next Education 2030 Steering Committee meeting will be in February 2018 in UNESCO, Paris. [\[BACK\]](#)

ECOSOC adopts SDG indicator framework

International Congress on Education for the 21st Century (ICE2017)

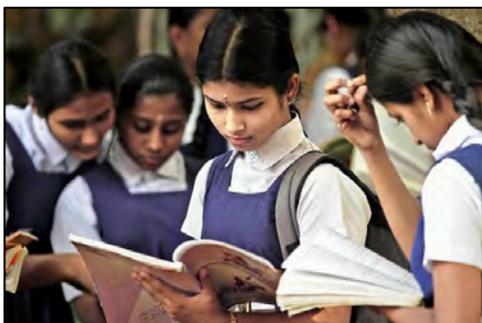
7 June 2017

The UN Economic and Social Council (ECOSOC) adopted the indicator framework developed by the Inter-Agency and Expert Group on SDGs indicators (IAEG-SDGs), as contained in the draft resolution on the [‘Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development’](#).

The adoption of the indicator framework took place during the [Coordination and Management Meeting](#) (CMM) of ECOSOC. During the meeting, delegates considered the [report](#) of the 48th session of the UN Statistical Commission which contains the draft resolution. The UN Statistical Commission (UNSC) agreed on the draft resolution at the end of its 48th session in March 2017, recommending that ECOSOC adopt the global indicator framework for the SDGs and targets of the 2030 Agenda developed by the IAEG-SDGs.

The key features of the resolution on the Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development’ to highlight are as follows: The resolution “*adopts the global indicator framework ... as a voluntary and country-led instrument*”. It also underscores that, “*official statistics constitute the basis ... for the global indicator framework, while recommending that national statistical systems explore ways to integrate new data sources ...*” It also mentions that “*international organizations shall consult ...countries to produce and validate ... estimates before publication ...*”

Presenting the report of UNSC 48, Wasmália Socorro Barata Bivar, UN Security Council Chair (Brazil), noted that the broad scope of the 2030 Agenda calls for an unprecedented amount of data and statistics to fully measure progress on the SDGs and their targets. In this context, she said, the UNSC was given its biggest challenge when the UN General Assembly tasked it with developing the global indicator framework to measure progress on the SDGs. She remarked that the indicator framework seeks to provide a structure to address all aspects of the SDGs and their targets in the SDG progress report.



The UN Economic and Social Council (ECOSOC) adopted the indicator framework developed by the Inter-Agency and Expert Group on SDGs (IAEG-SDGs) indicators.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



Wasmália Socorro Barata Bivar, UN Security Council Chair (Brazil), referred to the UN Statistical Commission being tasked to develop the global indicator framework. She added that countries are to produce the necessary data and that the Cape Town Global Action Plan for Sustainable Development Data is an important reference in this regard.

Wasmália Bivar said the resolution that contains the indicators also outlines areas of work of the IAEG-SDGs, including on further refining and improving the indicator framework. Per the draft resolution, the indicator framework will be refined annually, and reviewed comprehensively by the UN Statistical Commission at its 51st session in 2020 and at its 56th session in 2025. No additional proposals on indicators will thus be entertained before the first major review. She added that the resolution also calls for strengthening countries' capacity to produce the necessary data, and that the [Cape Town Global Action Plan for Sustainable Development Data](#), launched at the first UN World Data Forum in January 2017, is important in this regard.

On related developments specific to the thematic indicator development processes related to SDG 4: Following the adoption by the SDG-Education 2030 Steering Committee (SC) of 43 thematic indicators (inclusive of the 11 global SDG 4 indicators), the SC also agreed on 29 thematic indicators among these for reporting in 2017. These are currently being produced and published at the UNESCO Institute of Statistics (UIS) website (E-Atlas, SDG 4 specific indicator microsite). Twenty-two thematic indicators are still being developed further mainly through the Technical Cooperation Group on SDG 4 Indicators (TCG) and the UIS's Global Alliance to Monitor Learning (GAML).

After the adoption of the resolution by ECOSOC in June 2017 that contains the global indicator framework, the pressure has been on the TCG, GAML, UIS and its partners to move work forward to develop new indicator methodologies and capacity-building tools and guidelines for countries. There is also an urgent need to fill data gaps and increase country coverage for many of the indicators.

The TCG has since established a work plan for the development of 15 of the 22 indicators identified by the TCG as requiring further development, overseeing the creation of a framework for capacity-building for countries and developing a set of tools to contribute to the design of an efficient, transparent and quality process on data reporting, validation and dissemination. The remaining 7 indicators all concern learning outcomes and will be developed further by Task Forces of the UIS's Global Alliance to Monitor Learning (GAML).

In the light of these developments, the Technical Cooperation Group in its meeting from 1-2 June in Montreal, Canada, focused on developing its work plans for 2017-2018 which prioritised: 1) Indicator Development; 2) Capacity building; 3) Data reporting, validation and dissemination; 4) Consolidating, accelerating, and developing the work on implementing global and thematic indicators; 5) Preparation for the revision of indicators to be carried out by IAEG in 2019 (2020 major review); 6) Define and consult on the challenges of benchmarks, thresholds, proficiency levels; and 7) Preparation for robust data analysis for the 2019 report to the HLPF.

This write-up drew heavily from an article appearing on the [SDG Knowledge Hub website](#) and on the update on global indicator frameworks for SDGs and SDG 4 of the UNESCO Institute of Statistics to the SDG-Education 2030 Steering Committee in its June 2017 meeting in New York. [\[BACK\]](#)

The Technical Cooperation Group on SDG 4 Indicators has established a work plan for the development of 15 of the 22 indicators identified by the TCG as requiring further development, overseeing the creation of a framework for capacity-building for countries and developing a set of tools to contribute to the design of an efficient, transparent and quality process on data reporting, validation and dissemination.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Civil society plans its participation in GPE Board

4 June 2017, Ottawa, Canada

By Laura Giannecchini, Global Campaign for Education (GCE), with inputs from Zehra Arshad, Pakistan Coalition for Education (PCE) and CSO2 Board member

In March 2017, when the new representatives of CSO1 (International/Northern Civil Society), CSO2 (Developing Country Civil Society), and CSO3 (Teaching Profession) took their seats in the Board of the Global Partnership for Education (GPE), they committed to, besides dialoguing with their own constituencies to represent their voices in this space, work closely with each other to articulate and strengthen their positions during the Board meetings.

Hence, one day before the commencement of the GPE Board Meeting, which took place from 5-7 June 2017, in Ottawa, Canada, the Global Campaign for Education Secretariat, represented by Jo Walker and Natalie Akstein, CSO2 Board members (Laura Giannecchini, Latin American Campaign for the Right to Education, and Zehra Arshad, Pakistan Coalition for Education) and the CSO2 representative in the GPE Governance and Ethics Committee (Cheikh Mbow, Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique) met to discuss the GPE board documents and draft decision by sharing inputs received from different regions and preparing joint statements of CSO2. Representatives from CSO2 constituency participated in Developing Country Partner (DCP) meeting held in Accra to discuss how DCP and CSO2 can collaborate to promote dialogue and strengthen engagement. It was decided to develop a framework document that guide the future collaboration and ways of working between DCPs and CSO2 for continuous dialogues of DCP-CSO2.

In later sessions, CSO1 Board representatives Tony Baker (RESULTS) and Kira Boe (Oxfam IBIS) joined to discuss and develop CSO1 and CSO2 common statements around board papers. The discussion focused on various issues, notably - (a) interactions between GPE, Education Cannot Wait, and the new loan mechanism fostered by The Education Commission, called International Financing Facility for Education ([IFFEd](#)), as well as its impact on GPE's replenishment and aid harmonisation model; (b) [GPE Results Report](#); (c) the new GPE Leverage Fund and its eligibility criteria; (d) the new GPE operational risk framework; and (e) possible new institutional arrangements for GPE.

This preparatory meeting was crucial to reflect deeper on different GPE topics and issues, understand other points of view, and articulate the participation of civil society in the GPE Board; elaborating a common civil society position and reinforcing the inputs from CSO1, CSO2, and CSO3 in this space. The group intends to keep and deepen this important collaboration.

If you want to engage with the CSO2 representatives or make any suggestion to work closer, don't hesitate! Write to Laura (laura@campanaderechoeducacion.org) and Zehra (zehra@pcepak.org). [\[BACK\]](#)



Civil society representatives met prior to the GPE Board meeting to discuss draft decisions and to work together to articulate and strengthen their positions during the Board meetings.

CSO2 (Developing Country Civil Society), represented by Laura Giannecchini of the Latin American Campaign for the Right to Education, and Zehra Arshad of the Pakistan Coalition for Education (an ASPBAE member), met with the Global Campaign for Education Secretariat to share inputs from different regions and prepare joint CSO2 statements.



The civil society preparatory meeting was crucial to articulate the participation of civil society in the GPE Board; elaborating a common civil society position.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Civil society engages in the Global Partnership for Education Board of Directors meeting

5-7 June, Ottawa, Canada

Natalie Akstein, GCE Networks and Engagement Coordinator, explains the efforts made to support deeper and more coordinated civil society engagement in the Global Partnership for Education (GPE) global processes during the GPE Board Meeting

CSO2 constituency pre-Board meeting held before GPE Board meeting

A pre-Board meeting for the southern civil society constituency (CSO2) was organised one day in advance of the GPE Board meeting, which brought together CSO1 (international and Northern civil society constituency) Board representatives, the national coordinator of the Senegal coalition COSYDEP, and staff from the Global Campaign for Education (GCE) and Global Partnerships for Education (GPE) Secretariats.

At the meeting we:

- Discussed key Board agenda papers, reviewed the GCE summary on the Board agenda papers and shared initial thoughts on CSO2 positions to be taken on certain issues.
- Developed, together with CSO1 Board representatives, coordinated cross-constituency inputs/ advocacy messaging for the CSO2 Board to take to the Board meeting.
- Discussed a way forward for strengthened and continued CSO2-Developing Country Partner (DCP) relations.

Discussions encompassed the way forward to strengthen future engagement and dialogue between Developing Country Partner (DCP) representatives and CSO2. We discussed the outcome of the March GPE Board meeting, where an important meeting was held between a number of DCP representatives and CSO2 and 1 Board members, which recognised the value of inviting CSO2 to future DCP meetings, and deemed it necessary for strengthening the links between the two.

The national coordinator of *Coalition des organisations en synergie pour la défense de l'éducation publique* (COSYDEP) gave a detailed debrief on his participation at the last DCP constituency meeting, where he and a CSO2 delegation attended as observers, and where it was agreed with DCP representatives that a framework document should be developed to guide the future collaboration and ways of working between DCP's and CSO2.

In this same meeting, there was also an agreement to establish a regular space for DCP-CSO2 discussion in future pre-GPE board meetings. An evaluation and taking stock of previous CSO2 engagements with DCP was made and next steps agreed for CSO2 to take the lead in the development of the collaborative framework document and inviting DCP delegates to future CSO2 pre-board meetings.



Discussions at the CSO2 (Developing Country Civil Society) pre-Board meeting focused as well on the ways forward to strengthen future engagement and dialogue between Developing Country Partner (DCP) representatives and CSO2.

There was an agreement to establish a regular space for Developing Country Partner (DCP)-CSO2 discussion in future GPE board meetings.



During the GPE Board meeting, important progress was made in operationalising the Financing and Funding Framework (FFF) which was created to leverage additional educational financing from a wider range of sources and better target those resources to address countries' needs.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



The most contentious topic at the GPE Board meeting was linked to concerns about the Education Commission's proposed International Finance Facility for Education (IFFEd) and its impact on GPE's replenishment.

CSO2 Board representatives expressed great concern that the IFFEd, as it is framed, represents a critical risk to the fragmentation of international financing for education.



GPE Board members raised that the Education Commission's lobbying for IFFEd risks undermining GPE's Replenishment, and that it sends mixed messages to donors, national governments, and other stakeholders about education financing priorities.

Reflecting back on the GPE Board meeting in Ottawa and CSO2 issues raised

During the Board meeting, important progress was made in operationalising the [Financing and Funding Framework](#) (FFF), which was approved previously at GPE's March Board meeting. The FFF was created with the aim to leverage additional educational financing from a wider range of sources and better target those resources to address countries' needs. Specifically related to this, the eligibility criteria for the [Leverage Fund](#) and its relationship with the FFF was discussed. The main objective of the Leverage Fund is to crowd in additional sources of funding that countries may not have had access to before, such as from multilateral development banks, other development partner organisations, and the private sector.

However, by far the most contentious topic was linked to concerns about the Education Commission's proposed International Finance Facility for Education (IFFEd) - a new loan-making mechanism currently being lobbied for by the Commission - and its impact on GPE's replenishment/aid harmonisation. The Facility would bring together public and private donors, alongside international financial institutions such as the World Bank and regional development banks, to raise additional financing for education by providing loans to lower-middle income countries at low interest. GCE has already expressed concern regarding the IFFEd, as the financing focus should be firmly on increasing domestic resources and Official Development Assistance (ODA) rather than on increasing debt.

CSO2 Board representatives expressed great concern that the IFFEd, as it is framed, represents a critical risk to the fragmentation of international financing for education. Various Board members, including from CSO2, raised that the Education Commission's lobbying for IFFEd risks undermining GPE's Replenishment. Specifically, it was raised that IFFEd is sending mixed messages to donors, national governments, and other stakeholders about education financing priorities during this critical replenishment period, and competing with GPE for donor funding.

Other points were made on the issue of fragmentation at country level, with CSO2 Board members mentioning that setting a parallel financing and funding structure through IFFEd might undermine country ownership and national systems, in case the new funds are not aligned to existing national education sector plans. Also, civil society organisations raised that providing loans for education in lower-middle income countries may lead them into debt stress, transferring money that should be allocated to education into debt-servicing.

Due to the great number of unresolved questions, concerns and gaps related to IFFEd's design and implementation, it was agreed at the GPE Board meeting that GPE would not be able to publicly support IFFEd until all issues are addressed, although noting that dialogue will continue with the Education Commission to improve the new mechanism in order to put more money for education in different country contexts.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

CSO Board members mentioned that setting a parallel financing and funding structure through IFFEd might undermine country ownership and national systems, in case the new funds are not aligned to existing national education sector plans.

Advocacy moving forward

At the end of an intense and very productive three-day meeting, CSO2 Board members had delivered key messages from across the constituency during the Board meeting, successfully advocating the civil society position on certain Board agenda items – and particularly on IFFEd, where representatives assertively stood their ground and managed to push back on the Education Commission's plans to quickly move forward with this at Board level.

However, we will need to keep a close eye on IFFEd as it takes shape, and ensure that the Education Commission includes civil society as a key stakeholder within its future consultations. Also, CSO2 will continue to urge for a successful replenishment, in support of GPE's goal of reaching US\$2billion a year by 2020.

GCE recently launched and is coordinating an education financing campaign meant to advocate for a significant shift in education financing to achieve SDG 4/ Education 2030 goals by 2030. The campaign is currently building on the momentum from this period of GPE replenishment to present civil society with major global and regional opportunities to secure financial commitments from governments and international bodies.

The next GPE Board meeting will take place in Paris from 5-7 December 2017, where CSO2 Board representatives will reconvene before the Board meeting and make sure to raise the most salient concerns of its constituency. [[BACK](#)]



GCE is coordinating an education financing campaign meant to advocate for a significant shift in education financing to achieve SDG 4 goals by 2030.

Members of Afghan national education coalition participate in study exchange to India

11-16 June 2017, New Delhi, India

ASPBAE organised a 6-day study exchange programme for the Afghanistan National Coalition for Education (ANEC), in collaboration with NCE India, as part of capacity support efforts offered by ASPBAE in strengthening the emergent national education campaign coalition in Afghanistan. ANEC is a newly-formed national coalition with a membership of over 30 organisations working towards advocating with the government on education policies. Twelve participants from 8 different organisations of the coalition participated in the study exchange.

The programme was designed around the following main content areas as agreed with ANEC following an interactive training needs assessment (TNA):

- Knowledge and understanding on the implementation of the Sustainable Development Goals (SDGs), SDG 4 in particular and the overall indicator development processes, focusing on work at the national level
- Education financing focusing on budget analysis and aid effectiveness
- Gender and education
- Policy engagement on adult education and lifelong learning within the SDG 4 framework
- Coalition building and strengthening focused of institutional building, information and communications and policy research



ASPBAE organised a study exchange programme for the Afghanistan National Coalition for Education (ANEC), in collaboration with NCE India, to strengthen the emergent coalition in Afghanistan.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



The study exchange was designed to draw from the rich experience of both ANEC and national education coalition members of ASPBAE in Nepal and India; and from the work of ASPBAE members involved in policy work on education and gender, women's economic empowerment, and adult education.

Participants of the study exchange visited ASPBAE's members in Delhi - Azad Foundation, Indian Adult Education Association (IAEA), and the National Coalition for Education, India (NCE India).



Archana Dwivedi of Nirantar, an ASPBAE member, explained the importance of reviewing the education curriculum from a gender perspective.

As a 'study exchange', the capacity-building event was designed to draw from the rich experience of both ANEC and the more long-standing national education coalition members of ASPBAE in Nepal and India; and from the work of ASPBAE members involved in policy engagements on education and gender, women's economic empowerment and on adult education more broadly.

The event began with ASPBAE's Anita Borkar giving a presentation on ASPBAE, its history, goals, objectives, and strategies. This was followed by sharing of the context of education in India and Nepal by Ramakant Rai, National Convener of the National Coalition for Education (NCE), India, and Ram Gaire, National Coordinator of the National Coalition for Education, Nepal (NCE Nepal). ASPBAE's Susmita Choudhury spoke about the Sustainable Development Goals (SDGs) and targets, emphasising SDG 4 and its implementation. The role of civil society in developing national indicators, with examples from India and Nepal, was also discussed.

The session on Gender and Education focused on the impact of gender discrimination on education. Archana Dwivedi from Nirantar (an ASPBAE member) explained the difference between sex and gender and how it categorizes human beings from a social political and economic perspective. She explained that education is a medium to break this discrimination and provide a neo vision of society. She also explained Nirantar's work on reviewing the education curriculum from a gender lens and reiterated the importance of a gender sensitive curriculum.

A session on education financing and budget analysis highlighted the state and national budgets of primary and secondary education. Explaining the budget cycle processes, Protiva Kundu from the Centre for Budget and Governance Accountability (CBGA), spoke about the challenges facing civil society organisations working on budget analysis due to limited access to information and unreceptive government officials towards recommendations. Analysing the budget process of Afghanistan, Protiva stressed the importance of evidence-based policy advocacy in mobilising public opinion and engaging the media in popularising the findings.

Addressing the principle of aid effectiveness, Anjela Taneja, independent consultant, highlighted the role of civil society in ensuring transparency of fund allocations. Anjela provided a comprehensive description of the Global Partnership of Education (GPE) and the ways of working and composition of Local Education Groups (LEG). Describing the GPE as a partnership of donor governments to fund education in countries, Anjela elaborated on the functions of GPE and the role of LEGs in the process. Local Education Groups in recipient countries are a platform for development partners, including civil society, which ensures education sector coordination and dialogue.

ASPBAE's Medha Soni facilitated a session on Communications for Education Advocacy where she highlighted the methods and tools to communicate with partners, donors, and communities. Participants prepared a communications plan for their organisations focusing on identifying target audiences and strategising

ASPBAE THIS MONTH

June 2017

www.aspbae.org



ASPBAE's Medha Soni facilitated a session on Communications for Education Advocacy where she highlighted methods to communicate with partners, donors, and communities.

how best to share information and communicate with the coalition's members, partners, and donors using various communication methods and tools.

Ram Gaire led a session on coalition governance and management drawing from the experience of NCE Nepal. After a brief description of the structure and work of NCE-Nepal, Ram highlighted the various strategies in advancing education policies in the country. He emphasized the inclusion of community voices to be reflected in overall national policy making processes. He shared the working modalities of NCE-Nepal including district level education advocacy strengthening plans and strengthening of public education.

Participants of the study exchange had the opportunity to visit several ASPBAE members in New Delhi. They were -

- **Azad Foundation** - To understand the importance of education to earn a livelihood with dignity. Participants learnt about Azad's Women on Wheels programme where Azad has helped women from resource poor backgrounds to enter the transport sector, creating a pool of women drivers.
- **Indian Adult Education Association (IAEA)** - To understand the establishment, roles, and responsibilities of IAEA and its adult education programme in India.
- **National Coalition for Education, India (NCE India)** - As host of the study exchange, NCE India also shared the history of the coalition's formation, its advocacy efforts, and research work to inform the thinking and planning of the participants in their coalition-building efforts in Afghanistan.



Meenu Vadera of Azad Foundation, and ASPBAE Executive Council Member for South and Central Asia, hosted the participants of the study exchange and shared Azad's work on women's economic empowerment.

The study exchange concluded with ASPBAE's Anita Borkar and Susmita Choudhury synthesizing the learnings of the event and working with the participants to develop a plan of action for the Afghan coalition. [\[BACK\]](#)

Mongolian coalition organises youth-led action oriented research training

27-30 June 2017, Ulaanbaatar, Mongolia

By *Bolorsaikhan Badamsambuu, Vice-Coordinator, 'All for Education!' National civil society coalition of Mongolia*

The national education coalition of Mongolia, 'All for Education' (AFE), conducted a training on youth-led action oriented research for youth empowerment for young representatives from its member and partner organisations, including Wind of Change NGO and Good Neighbors Mongolia. ASPBAE's Anita Borkar and Cecilia "Thea" Soriano collaborated with AFE to plan and facilitate the workshop.

The workshop began with an introduction to ASPBAE and its programmes. Participants then mapped out, through illustrations, issues related to youth education and skills for work in the Asia Pacific. During the mapping exercise, they also did an exercise to link issues at the community level to youth issues at the national in Mongolia. The framework and characteristics of horizontal



AFE Mongolia organised a training on youth-led action oriented research for youth empowerment for its member and partner organisations.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

ASPBAE's Anita Borkar and Cecilia Soriano collaborated with AFE Mongolia to plan and facilitate the youth-led action research workshop in Ulaanbaatar.

leadership concepts shared with the young participants deepened their knowledge on leadership and social engagement.

Facilitators from ASPBAE shared experiences and practices of youth action research in India and the Philippines, and presented an overview of action research and a listing of tools for data generation, data collection, and creative thinking. Through group work, participants identified youth issues and research questions for action research. Facilitators provided an input on research methods in detail with examples, research ethics, tools of action research, guiding principles for action research, tools for data generation, data collection, and data analysis. Based on their learning process, participants developed their research questions, a draft action plan taking in to account their expertise, constituency, and needs, and made recommendations to each other.

Participants expressed that the approach towards marginalised groups as constituencies of community researchers and advocacy activities while conducting action research was new. A highlight for them was the empowering process of constituencies when they are engaged in action research and the change it brings to their lives and communities.

Participants formulated their draft action research plans and shared opportunities at the organisational level. Several organisations committed to promoting action research within their constituencies - 'Child Participation in Education Settings and other Civil Society Space' by AFE coalition, 'Health Rights Issues Among LGBTI Communities' by LGBT Centre, 'Citizen Participation Promotion through Empowerment' by Good Neighbors Mongolia all agreed to begin their initiatives in 2017.

Tungalag Dondogdulam, national coordinator of AFE Mongolia, inaugurated the training. Board members of AFE, including Batjargal Batkhuyag, ASPBAE Executive Council Member (East Asia), met and interacted with the participants at a dinner organised during the 3-day event. [\[BACK\]](#)



Participants formed draft action research plans with some committing to promote research within their constituencies.

Linking the development of indigenous communities and their rights to the SDGs

13-15 June 2017, Manila, Philippines

The Communities of Practice (COP) conducted a workshop in Manila at the Lyceum of the Philippines University with the theme - *Indigenous Peoples Communities and the Sustainable Development Goals (SDGs)*. The aim of the event was to introduce participants to the SDGs, explore how the SDGs fit with an identity-based approach to community development, and highlight key ways that minority languages and cultures can help support progress towards the SDGs. The participants represented indigenous communities, academe working with indigenous peoples, particularly on implementing multilingual education (MLE), NGOs doing education advocacy and community education, teachers and principals, SIL and a few government institutes.



In a workshop by the Communities of Practice, participants were introduced to the SDGs & to ways that minority culture can support progress towards them.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

ASPBAE's Cecilia Soriano facilitated sessions focusing on the road from the MDGs to the SDGs, and SDG financing.

The participants emphasised that indigenous communities have their own vision for the future. However, it is important to link their development work to the SDGs and use this agenda as a leverage in advocating for their rights and to enrich their programs in the community. Some of the issues covered in the workshop focussed the SDGs in practice, what they mean in reality, and how they affect people's daily lives; the existing activities of the participants' organisations that already contribute towards the realisation of the SDGs; how the SDGs impact, inform, and support each other and the possible synergies between them, a deeper understanding of SDG 4 and its links to Education for All (EFA) and Education 2030; and the financing of the SDGs.

ASPBAE's Cecilia "Thea" Soriano facilitated sessions focusing on the road from the MDGs to the SDGs, and the SDGs and funding. In her presentation on financing the SDGs, Thea addressed the strong push towards privatisation of education in the Asia Pacific and the different government policies in relation education privatisation (Education Service Contracting and the voucher programme for Senior High School, both in the Philippines). She also explored the potential domestic sources for financing education in the Philippines (social protection, and the People's Survival Fund, amongst others). Addie Unsi, National Coordinator of E-Net Philippines reiterated the role of CSOs in ensuring that marginalised communities are not left behind in the SDGs implementation and in holding the government to account, most specially in financing the SDG4.



Addie Unsi, National Coordinator of E-Net Philippines, reiterated the role of civil society in ensuring that marginalised communities are not left behind in SDG implementation.

The main organisers of the event were the Summer Institute of Linguistics-Philippines (SIL-Philippines), Lyceum of the Philippines University, and the Language Education and Development (LEAD-Asia) that works with communities of practice grappling with issues around language, education, and development. [\[BACK\]](#)

Samoa Education Network up and running!

12-16 June 2017, Apia, Samoa

Five key organisations in the small Pacific Island country of Samoa have formally agreed to establish the Samoa Education Network (SEN) during a visit by ASPBAE's Bernie Lovegrove to Samoa. ASPBAE has been supporting this effort since 2016.



Several civil society organisations in Samoa have agreed to establish the Samoa Education Network (SEN), the first of its kind in the country.

The five organisations are – (1) Matuaileuu Environment Trust, METI; (2) Samoa Umbrella of NGOs, SUNGO; (3) Samoa National Youth Council, SNYC; (4) Society of Faioga, Samoa Teachers Association; and (5) SENESE - which focuses on education for children and youth with disabilities.

METI was appointed as SEN's Lead Agency to manage the network's finances and provide office space for the SEN Coordinator. The meeting also agreed on the organisation's name and its Constitution. SEN is now in the process of advertising for its Coordinator.

SEN has already undertaken some important liaison and advocacy work. METI's CEO, Walter Vermuelen, was selected to participate in the 3rd Asia-Pacific Meeting on Education 2030 (APMED III) in Bangkok on behalf of SEN, and in

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Matuaileuu Environment Trust, METI, has been appointed as SEN's Lead Agency to manage the networks finances. Furthermore, METI's CEO, Walter Vermuelen, was selected to participate in the 3rd Asia-Pacific Meeting on Education 2030 (APMED III) in Bangkok on behalf of SEN.

preparation for the event, was able to meet with Afamasaga Karoline Fuatai, the CEO of Samoa's Ministry of Education, Sport and Culture (MESCC), who agreed for SEN to participate in the Education Sector Advisory Committee. The Ministry CEO also encouraged SEN to work closely with the Samoa Qualifications Authority as they are specifically involved with SDG 4.7 matters (skills).

Additionally, SEN was able to send a letter to the Samoan Ambassador to the UN urging him to support the strengthening of the High Level Political Forum (HLPF) document in relation to SDG 4 on education.

All in all, an excellent beginning for the Asia Pacific region's newest national education network! [\[BACK\]](#)

Deliberating on good governance and alliance building to achieve education goals

17-18 June 2017, New Delhi, India

The Institute of Social Sciences (ISS) organised an 'International Conference on Inclusive Quality Education: Towards Sustainable Development Goal 4' in New Delhi. The conference aimed to deliberate on some of the underlying strategic areas of the 2030 Education Agenda - good governance, cross-sectoral coordination, and partnerships and alliance building. It brought together scholars and practitioners, policy and decision makers to deliberate on education strategies and their significance in working towards the transformative agenda of SDG 4. It also provided an opportunity for sharing of best practices, lessons learnt, challenges faced, and to propose the way forward. The Conference addressed the impact of education in the development of human and social capital for sustainable development. It is in this context that it brought together best practices in skills development and deliberated on how schools can play a role in laying the foundations for skills development early in the lives of children.

More specifically, the conference aimed to –

- 1) Deliberate on the significance of strategic drivers of change and best practices in the achievement of the SDG 4 targets with reference to:
 - a) Governance of public policies and programmes for equity and inclusiveness in educational development
 - b) Cross-sectoral coordination for equity and quality in education and learning
 - c) Multi-stakeholder partnerships and alliance building in the achievement of SDG 4 targets
- 2) Discuss and present best practices in bridging the divide/gap in skills development towards inclusive development of both human and social capital
- 3) Commemorate the bicentenary of the Kerala Re-script
- 4) Develop a consensus on the Agenda for Action
- 5) Identify a base for knowledge sourcing and networking on SDG4 in the region



Vice President of India, Dr. M. Hamid Ansari, inaugurated the International Conference in New Delhi.

The 'International Conference on Inclusive Quality Education: Towards Sustainable Development Goal 4' aimed to deliberate on some of the underlying strategic areas of the 2030 Education Agenda - good governance, cross-sectoral coordination, and partnerships and alliance building.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



ASPBAE's Susmita Choudhury spoke about ASPBAE's engagement in the SDG 4 architecture and processes in the Asia Pacific.

ASPBAE was invited to present a case on the multi sectoral partnership approach in achieving SDG 4 from a regional perspective. ASPBAE's Susmita Choudhury spoke about ASPBAE's engagement in the SDG 4 architecture and processes in the Asia Pacific. She also highlighted the importance of civil society in participating in different processes for concretising the agreed agenda of 2030, building capacities to advance the agenda, and strengthen linkages with other sectors and movements.

Explaining the existing platforms at the regional level and in Bangladesh for engaging in the SDG 4 implementation, Rasheda Choudhury of CAMPE Bangladesh (an ASPBAE member), highlighted different ways of engaging in those forums and advocating for the agenda.

Other plenary sessions included discussions on cross sectoral alliance and cooperation in delivering quality education for marginalised children and youth, the Kerala model of education development, and sharing of best practices on issues such as governance of public policy, school completion, governance of teacher quality, cross sectoral linkages for equity, and school as a foundation for inclusive skills development and social change.

The conference was inaugurated by Vice President of India, Dr. M. Hamid Ansari. It concluded with the adoption of a Delhi Declaration emphasizing multi stakeholder linkages in achieving SDG 4. [[BACK](#)]

UNESCO Institute for Lifelong Learning (UIL) confers Honorary Fellowship to adult educators

16 May 2017, Hamburg, Germany



UIL Honorary Fellow for 2017

Seven distinguished personalities were conferred Honorary Fellowships by the [UNESCO Institute for Lifelong Learning](#) (UIL) in recognition of their extraordinary contribution to international lifelong learning. All seven have, over long careers, made a substantial impact in relation to [UIL's mandate](#) in research, capacity building, networking, and publication in [lifelong learning](#), with a focus on [adult and continuing education](#), and [literacy and non-formal basic education](#).

The Honorary Fellows for 2017 are Veronica Mckay (Executive Dean, University of South Africa), Katarina Popovic (Secretary General, International Council for Adult Education, ICAE), Catherine Odora Hoppers (Chair, Department of Development Education, University of South Africa), Ekkehard Nuisl (Kaiserslautern University of Technology, Germany), S.Y. Shah (Director, International Institute of Adult and Lifelong Education, India), Le Huy Lam (Director, SAMEO Regional Centre for Lifelong Learning, Vietnam), and Sylvia Schmelkes (Director, National Institute for Educational Evaluation, Mexico)

The award ceremony took place during a two-day consultative meeting at the UIL in Hamburg to guide preparations for the [Mid-Term Review \(MTR\) of the 6th International Conference on Adult Education \(CONFINTEA VI\)](#). [[BACK](#)]

S.Y. Shah, Director, International Institute of Adult and Lifelong Education, India, an ASPBAE member, was one of the recipients of UIL's Honorary Fellowship.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Arne Carlsen leaves UNESCO Institute for Lifelong Learning (UIL)

Dr. Arne Carlsen, Director, UNESCO Institute for Lifelong Learning (UIL), has moved on from his role at UIL effective 1 June 2017.

Arne Carlsen joined UIL in June 2011 and achieved a number of milestones during his career at the organisation. The most important achievement was the inclusion of lifelong learning in Sustainable Development Goal 4 (SDG 4), thereby making it integral to future educational development around the world. Furthermore, Adult Learning and Education (ALE) become an important area in the Education 2030 Framework for Action.

Another milestone was the work that went in to creating the Recommendation on Adult Learning and Education (2015), which placed adult education at the centre of lifelong learning. Together with the Global Report on Adult Learning and Education (GRALE), the Recommendation is central to promoting and monitoring Adult Learning and Education in UNESCO Member States.

Under the leadership of Arne Carlsen, UIL established the UNESCO Global Network of Learning Cities, and the UNESCO Learning City Awards. Today, more than 200 cities from all UNESCO regions are engaged in establishing local multi-stakeholder partnerships to promote learning city development. Another significant milestone was the development of the Global Alliance for Literacy within the framework of lifelong learning, and its endorsement by the UN General Assembly. In Dr. Carlsen's own words, "I hope that, in the future, this multi-stakeholder partnership will be successful to catalyse and coordinate efforts to achieve the target in 2030 to have universal literacy among young people and a substantial proportion of adults."

Arne Carlsen will now take on responsibilities as Chair Professor of Lifelong Learning at a number of universities to share his knowledge and experiences with new generations.

This write-up contains excerpts from Arne Carlsen's farewell message as UIL Director. [\[BACK\]](#)

Bulletin continued on next page...



Arne Carlsen has moved on from his role as UIL Director and will be taking on responsibilities as Chair Professor of Lifelong Learning at a number of universities.

ASPBAE THIS MONTH

June 2017

www.aspbae.org

Connect with nature, connect with marginalised communities

World Environment Day

5 June 2017



The theme of World Environment Day 2017 was 'Connecting People to Nature'.

"Without a healthy environment we cannot end poverty or build prosperity. We all have a role to play in protecting our only home: we can use less plastics, drive less, waste less food, and teach each other to care."

— UN Secretary-General, António Guterres

[World Environment Day](#) is celebrated every year on 5 June. The celebration of this day provides an opportunity to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises, and communities in preserving and enhancing the environment. Since it began in 1974, World Environment Day has grown to become a global platform for public outreach that is widely celebrated all over the world. Canada was the host country this year where official celebrations took place.

The theme for 2017, '*Connecting People to Nature*', urged people to get outdoors and into nature, to appreciate its beauty, and to think about how we are part of nature and how intimately we depend on it. It challenges us to find fun and exciting ways to experience and cherish this vital relationship.

The 2030 Agenda for Sustainable Development states the resolve "*to ensure the lasting protection of the planet and its natural resources*". In particular, Goals 14 and 15 focus on protecting under water and on-land ecosystems, as well as on sustainably using marine and terrestrial resources.

The [Centre for Environmental Concerns](#), Philippines (CEC), an ASPBAE member, released a [statement](#) on the occasion of World Environment Day 2017:

The Centre for Environmental Concerns-Philippines (CEC) sends its solidarity with communities at the forefront of struggles for the environment in time for this year's World Environment Day.

The World Environment Day declaration was among the results of the 1972 Conference on Human Environment, or otherwise known as the Stockholm Conference. The UN General Assembly declared that same year, the 5th of June, as World Environment Day, with a message "*Governments and the organisations in the United Nations system to undertake on that day every year world-wide activities reaffirming their concern for the preservation and enhancement of the environment, with a view to deepening environmental awareness and to pursuing the determination expressed at the conference.*"

This year, the UN announced the theme "Connecting People to Nature," which sends message of appreciation of beauty and importance of nature and to invite people to protect and value it. There is a need to protect and value our environment as it continues to experience challenges over the years.

Goals 14 and 15 of the 2030 Agenda for Sustainable Development focus on protecting under water and on-land ecosystems, as well as on sustainably using marine and terrestrial resources.



Since it began in 1974, World Environment Day has grown to become a global platform for public outreach that is widely celebrated all over the world.

ASPBAE THIS MONTH

June 2017

www.aspbae.org



The Centre for Environmental Concerns-Philippines (CEC) offers a message of solidarity for communities at the forefront of struggles for the environment.

Environmental degradation has been worsening with impacts of large-scale extractive industries being felt in local communities of indigenous peoples, farmers, and fisher folks across the globe. Destructive mining has been affecting and disrupting lives of people as well as exploit resources for profit. This was seen with the historic decision of the Philippines' Department of Environment and Natural Resources (DENR) closure order to 23 mines operating all over the country, with violations on compliance and environmental protection, as well as standards with regards to communities' welfare.

The conflict of interest in the management of natural resources and the lack of access of the people to their natural wealth has also led to the absence of genuine peace in today's societies. This has impacted the communities and the environment as seen in the heavy militarisation of resource-rich areas in the Philippine countryside. Aside from displacements and harassments, military activities in the countryside, such as aerial bombings and ammunition testing, are also contributing to changes in the environment.

Another challenge that the people and the environment face is the worsening climate crisis. Biodiversity loss, shifts in climatic conditions, and migration patterns of species are observed in the past years that threaten both the environment and the human population. The overexploitation of the world's natural resources and the accumulated greenhouse gas emissions from big industrialised countries have greatly contributed to the crisis.

Just recently, the U.S. pulled out of the Paris Agreement, as pronounced during the campaign of now President Donald Trump, to protect the American economy and refrain from international agreements that deem "unfair" to the US. This is definitely not a good thing as the US remains to be second in the world in terms of carbon emissions and may continue to be as it leaves its commitments to reducing emissions and contributing to climate financing.

The environment faces many challenges and mostly impacted are the marginalised communities experiencing the brunt of these changes. To us and the communities we serve, World Environment Day should not just be about connecting people with nature, but it should recognise the connection of people and nature as seen in the strong links of communities to their environment as their source of livelihood, culture, and wellbeing. Such disruptions in the environment, as caused by exploitative interventions, could really impact hard the relationship of humans to their local ecosystems.

This year, we call on fellow environmental advocates, the government, and other stakeholders to connect with marginalised communities and be at the forefront of their struggles for a healthy and peaceful environment.

No to militarisation of communities! Defend people's rights to their natural resources! Climate and environmental justice now!

This article contains excerpts from the [UN website](#). [\[BACK\]](#)



"World Environment Day should not just be about connecting people with nature, but it should recognise the connection of people and nature as seen in the strong links of communities to their environment as their source of livelihood, culture, and wellbeing." – CEC Philippines

ASPBAE THIS MONTH

June 2017

www.aspbae.org

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