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7th General Assembly News: National Consultations for 7th GA wrap up; ASPBAE members select Country Voting Representatives. - [Read more](#)



Building skills in investigative journalism and reporting in Sri Lanka

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Calling for increased capacities in advocacy & lobbying

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Ensuring that no one is left behind

[2016 High-Level Political Forum on Sustainable Development](#)

The 2016 meeting of the High-Level Political Forum on Sustainable Development (HLPF 2016) focused on the theme of 'Ensuring that no one is left behind.'

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Working for inclusive, just, and equal alternatives in Asia and Europe

[11th Asia Europe People's Forum \(AEPF11\)](#)

500 participants took part in the 11th biennial Asia-Europe People's Forum held under the theme 'Building New Solidarities: Working for Inclusive, Just, and Equal Alternatives in Asia and Europe'.

[Read more](#)

Youth leaders come together to build capacities on leadership, campaigning, and gender equality in education

The National Campaign for Education Nepal (NCE Nepal) and ASPBAE conducted a workshop in Kathmandu on 'Basic Leadership Development and Gender Mainstreaming'.

[Read more](#)

Community-based programmes on literacy, education, and learning essential to achieving education goals

[Cambodia National consultation](#)

NGO Education Partnership (NEP) Cambodia hosted a National Consultation on ASPBAE's 7th General Assembly and Strategic Planning for the Future.

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Ensuring a clear process of SDG 4 implementation in Vietnam

[Vietnam National Consultation](#)

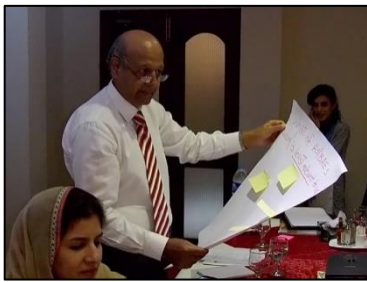
The Vietnam Association for Education for All (VAEFA) organised the first consultation on SDG 4 in the country aimed at raising awareness among local civil society organisations and sustaining engagements with governments and partners.

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Pakistan members elect Country Voting Representatives and build capacities in communications

Pakistan National Consultation

[Full article](#)



Creating synergy for education advocacy in Indonesia

Indonesia National Consultation

[Full article](#)



Linking SDG 4 and Education 2030 targets with local priorities

[Full article](#)



Supporting coalitions in Vanuatu and Solomon Islands with 2016 plans

[Full article](#)

Achieving holistic community wellbeing through adult and community education

New Zealand National Consultation

At ASPBAE's New Zealand National Consultation for members, SDG 4 discussions focused on the significant contribution that education plays in community wellbeing and cohesiveness.

[Read more](#)

Community education a key in ensuring lifelong learning opportunities for all

Japan National Consultation

Shanti Volunteer Association (SVA) hosted a National Consultation on ASPBAE's 7th General Assembly where participants highlighted the need for more civil society participation in decision making processes in education policy in Japan.

[Read more](#)

A ray of hope for a bright future

ASPBAE's Medha Soni visited the Bunyad-e-Fatima School in Mandiawala, Lahore, which was formally a non-formal education centre under the 'Banking for a Brighter Future' project.

[Read more](#)

Sub-Regional News and Views

Reflecting, re-imagining, and re-affirming commitments to education in the South Pacific.

Vaka Pasifiki Education Conference 2016

[Read more](#)

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Member of the Month

National Centre Against Violence, Mongolia

The National Centre against Violence (NCAV), Mongolia, was established in 1995 with the goal of combating domestic and sexual violence against women and children in Mongolia. NCAV is one of the first independent citizens' organisations established after the transition of Mongolia to a democratic market-based political system. NCAV works to, amongst other things, develop a system of comprehensive services for victims of domestic and sexual violence; promote the development of a favourable and effective policy framework for preventing and combating gender-based violence and protecting victims; and raise public awareness on gender equality and human rights. Visit the NCAV [website](#) to know more.

Photo of the Month



Young students of the *Bunyad-e-Fatima School* in Mandiawala, Lahore, Pakistan. The school was started with the aim to increase the economic potential of vulnerable families involved in bonded or exploitative forms of labour.

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. In this edition of the Bulletin, we feature a photo taken by Sandeep Joshi, ASPBAE Accountant.

Sandeep Joshi

ASPBAE Accountant



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SUB-REGIONAL NEWS AND VIEWS

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 the Vaka Pasifiki Education Conference 2016 held in the Solomon Islands.

Reflecting, re-imagining, and re-affirming commitments to education in the South Pacific

Vaka Pasifiki Education Conference 2016

5-6 July 2016, Honiara, Solomon Islands



The third Vaka Pasifiki Education Conference was held with the theme 'Education, For What?: Revisited'. Over 500 participants took part in the conference that was co-hosted by the Ministry of Education and Human Development, Solomon Islands National University (SINU), Victoria University of Wellington (VUW), and the Institute of Education at the University of the South Pacific. ASPBAE member, the Coalition of Education Solomon Islands (COESI), took part in the conference.

The conference was a gathering to share stories of success and shortfalls, to seek reassurance, and to refresh the mind and spirit. It was an opportunity for the people of the Pacific to collectively reflect, re-imagine, and re-affirm their dedication to education that

serves communities in the Pacific region. The opening session on 'Reflections and Lessons from the Solomon Islands village', highlighted that schools, as centres of formal learning, are important in modern Solomon Islands and that an increasing number of people are seeking opportunities to gain knowledge and skills through the formal education system. At the same time, because Solomon Islands is a country of rural villages and where nearly 85% of the population live, village learning continues to play an important role today as they did many years ago. Thus, any revisit of 'Education [schooling] for what' must extend its deliberations beyond the school and consider the lessons of village learning and its potential to complement learning in schools.

The Wantok-centric citizenship education Trinity model for Solomon Islands was also presented. Education, which was postulated to help people to furnish more just, peaceful, respectful, caring, and inclusive societies and give people the values they need to resolve the challenges in their own communities, has not done so in the Solomon Islands. A mixed method triangulated research project carried out with selected schools, government ministries, and a local community have found that the education curriculum currently adopted in the Solomon Islands is still irrelevant and does not address the needs of society. Consequently, the study recommended for an integrative approach to citizenship education for Solomon Islands and had contextually named it the 'Wantok-centric Citizenship education Trinity model'. The model is an alternative to the Euro-centric and Anglo-centric citizenship education models used globally. This Trinity model integrates culture, Christianity, and democratic values with more recognition of the



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teaching that targets values from the three characterized domains and values emerging from the core overlapping spaces of the domains. The values, although perceived to be important for indigenous people of the Solomon Islands, are missing from the current formal education and curriculum systems.

The conference also addressed the need to provide extra academic support to enhance student learning in Papua New Guinea universities. Academic support comprises strategic interventions used apart from normal lectures or tutorials in colleges or universities to enhance the learning abilities of those students who are at the risk of diminished academic achievement. Other studies have shown that providing sufficient academic support in colleges or universities has the potential to both assist struggling students as well as prevent academic problems from developing. Students

are unable to learn everything during scheduled teaching hours, thus, organised special academic support programmes such as math tutoring, academic writing skills, academic mentoring, public speaking skills, bridging English programmes, career development, and motivational counselling can have positive impacts on improving the academic skills of weaker or struggling students. Experience and observation shows that many tertiary institutions and universities in Papua New Guinea (PNG) are yet to rise to the challenge of providing sufficient extra academic support because they are focussed on delivering programmes within their specific strands or faculties. Discussions on this focussed on the importance of establishing extra academic support centres in PNG universities or tertiary institutions. It was proposed that such support, based on practical experience, observation, and analytical critiques of student assessments, would do much to enhance student learning, and to have an impact on their behavioural approach towards shaping their future through a balanced tertiary education.



An interesting session in the conference was on Cuba's adult literacy campaign model in Timor Leste and Aboriginal Australia. Low levels of adult literacy in a nation's official language(s) have long been recognised as a major barrier to the achievement of local and national development goals, and mass adult literacy campaigns have proven an effective way to overcome this



problem. Following their own successful mass campaign in 1961, Cuba began helping many other countries run similar campaigns. Over time, Cuban adult educators developed an innovative campaign model which could be adapted to specific country contexts, and which has now been deployed in 29 countries around the world, reaching over 8 million people. In the last decade, the Cuban model, now called *Yes I Can* (*Yo, Si Puedo* in Spanish) has been used successfully in Timor Leste where over 20,000 adults participated. It is now running in 4 remote Aboriginal communities in Australia. Participants agreed that Cuba's unique model of South-South education cooperation would be of interest to Pacific Island educators and policy makers who may also be struggling with the challenges of low levels of literacy among some sectors of their adult populations.

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In a session on facilitating Pasifika bi/multilingualism and bi/multiculturalism, participants recognised that while Samoan, Tongan, and Cook Island Māori are recognised through the National Certificate of Educational Achievement (NCEA), languages such as I-Kiribati and Fijian are not. Many Pasifika students experience subtractive bilingualism in the New Zealand secondary education system and the devaluing of their cultural capital by the students' Pasifika language and culture being placed outside a secondary school's curriculum. A paper was presented that outlined the implementation and effects of a multilingual languages programme which supports I-Kiribati, Samoan, Tongan, and Fijian at a senior level. It explained the effects of the building and integrating of cultural knowledge and

capital as part of a recognised course. It also challenged current language and education policies about the provision of Pasifika languages and cultures (and other community languages) in secondary education as opposed to traditional foreign languages and cultures.

Addressing the issue of gender and education, participants stressed that often, the discourse on women in the Pacific paints a one dimensional portrait of victims who are subservient and marginalised. Yet, there is a growing resistance to this view and Pacific women who are taking leadership in the educational context are providing an alternative to the generalised view of Pacific women. A panel of women speakers were invited to share their experiences in serving and learning in the region; reflect on the challenges and positives of leading educational organisations within their particular social-cultural context; share their aspirations for growing a new generation of women educational leaders; and comment on the contribution that women educational leaders were making to progressing education in the region.



Another session in the conference was dedicated to discussing and brainstorming on disability inclusive education. The policy to include disabled children within regular schools is new in the Solomon Islands. Little is known about the implementation of this policy and by and large the policy and its implementation are yet to be broadly

debated, especially by teachers and other policy implementers. In particular, the views of non-specialist teachers who are required to teach in the all-inclusive classrooms are yet unheard. The participants debated on 3 questions: What knowledge do teachers already have in order to provide a disability-inclusive education for Solomon Islands children? What values do teachers possess to enable them to offer disability-inclusive education? What skills do teachers have to assist them in their provision of disability-inclusive education? These questions assume that as educators, teachers will already have some head knowledge and hand skills to start with in their support for inclusive learning environments.



In a session on '*Breathing new life into youth work in the Pacific*', presenters in the session stressed that education in the Pacific has often been shaped by the adoption of pedagogy, models of practice, training, and educational programmes developed and delivered by others. RPEI (Rethinking Pacific Education Initiative) recognises the expertise of Pacific educators, researchers, and scholars in its support for locally sourced and developed knowledge bases, research, and high quality education programmes. Ola Fou is a youth work training programme

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delivered in the regional Pacific through a partnership with Praxis, a private training establishment in New Zealand. It aims to empower young Pacific leaders to work for positive change in their communities. Youth workers from Fiji, Papua New Guinea, Solomon Islands, Tonga, and Vanuatu are supported to develop their leadership skills and, in doing so, to gain a New Zealand youth work qualification. Ola Fou balances the teaching and assessing of curriculum and competencies specified in this qualification with the roles, responsibilities, and relationships that a youth worker has within their own community.



Participants of the Vaka Pasifiki Education Conference reported that it was an energising and inspiring opportunity for information sharing and strengthening networks. Attendees included dignitaries, established academics, experienced researchers, education officials, students, researchers, village teachers, and community members.

This write-up is based on a report of the VAKA Pasifiki Education Conference available on The University of the South Pacific (USP) [website](#). [\[BACK\]](#)

Ensuring that no one is left behind

2016 High-Level Political Forum on Sustainable Development (HLPF 2016)
11-20 July 2016, New York



The 2016 meeting of the High-Level Political Forum on Sustainable Development (HLPF 2016), under the auspices of the UN Economic and Social Council (ECOSOC), focused on the theme of 'Ensuring that no one is left behind.' The HLPF is the central platform for the follow-up and review of the 2030 Agenda for Sustainable Development (2030 Agenda) and the Sustainable Development Goals (SDGs). The HLPF 2016 was attended by nearly 1500 Member States, Major Groups and other stakeholders (MGoS), and intergovernmental and UN organisations. In addition to the official programme, 37 side events were organised.

The first week of the meeting provided a space for Member States, UN agencies, Major Groups and other stakeholders to exchange experiences and lessons learnt and hold interactive discussions leading to political guidance and recommendations. Moderated dialogues were held on topics such as - Where do we stand at year one; Envisioning an inclusive world in 2030; Lifting people out of poverty and addressing basic needs; Fostering economic growth, prosperity, and sustainability; Food security and sustainable agriculture, climate action, sustainable oceans and terrestrial ecosystems; and Creating peaceful and more inclusive societies and empowering women and girls.

The HLPF Ministerial Segment, which convened from 18-20 July, was addressed by heads of government and by UN Secretary-General Ban Ki-moon. Sessions took place on main messages from the first HLPF week: our starting point, and on topics related to the meeting's theme of "ensuring that no one is left behind," including: Reaching the most vulnerable; Challenges of countries in special situations; Unlocking Means of Implementation (MOI) for SDGs and creating an enabling environment; and Prospects for the future (Projections, scenarios and

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Civil society was well represented in the HLPF activities and side events. The Asia Pacific Regional CSO Engagement Mechanism (APRCM) was also actively involved in the HLPF activities, with several APRCEM members participating as CSO speakers in the different events.

Civil society representatives in the HLPF were disappointed by the modalities for negotiation and civil society participation in the official processes of the HLPF, notably in the Ministerial segment and the presentations of National Voluntary Reviews.



Civil society organisations offered recommendations on how to better enhance the conduct of succeeding HLPFs in the coming years in a letter addressed to the President of the UN Economic and Social Council (ECOSOC).

new and emerging issues). In addition, five sessions focused on the first round of Voluntary National Reviews (VNRs) on implementation of the 2030 Agenda and the SDGs, and a general debate took place every afternoon during the Ministerial Segment.

A [Ministerial Declaration](#), focusing on the meeting's theme, was adopted during the closing session.

In the main, civil society was well represented in the High level Political Forum activities and side events. The newly formed Education and Academia Stakeholder Group jointly convened by the Global Campaign for Education (GCE), the International Council for Adult Education (ICAE), Education International (EI) and the European Students Union organised a side event on Inclusive and Equitable Education on 11 July, in cooperation with the Stakeholder Group on People with Disabilities and with the Global Education Monitoring Report (a detailed report on this event is featured in ICAE's [Voice Rising Issue 495](#)).

The Asia Pacific Regional CSO Engagement Mechanism (APRCM) was also actively involved in the HLPF activities, with several APRCEM members participating as CSO speakers in the different events.

Civil society representatives in the HLPF however were disappointed by the modalities for negotiation and civil society participation in the official processes of the HLPF, notably in the Ministerial segment of the HLPF and the presentations of National Voluntary Reviews. Civil society organisations participating in the HLPF mainly through the Major Groups and Stakeholders mechanism offered recommendations on how to better enhance the conduct of succeeding HLPFs in the coming years in a letter addressed to the President of the UN Economic and Social Council (ECOSOC). In the main, they recommended:

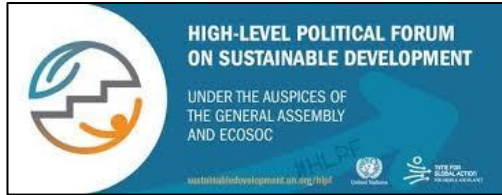
- “..that the HLPF programme in 2017 and in forthcoming years should begin with the Ministerial Segment where member states conduct their reviews and adopt the ministerial declaration, followed by the expert level thematic roundtables and dialogues. This would allow the discussions taking place at the expert level to be informed by inputs from the national reviews.”
- “The modalities for the HLPF in general - and especially the reviews of national voluntary reports at the global level - should encourage interactive dialogue and debate. More time should be given for member states to engage with each country report, with inputs from major groups and other stakeholders.”
- “The HLPF rests upon - and should aim to reinforce - national democratic ownership of the reporting frameworks by all stakeholders. National review processes need to be strengthened to be more inclusive, transparent, effective, and participatory, as well as better able to capture successes and learnings, and to make corrective adjustments, when necessary.”
- “National reviews should make the best use of already available information, including data from other UN reporting mechanisms as well as inputs from thematic experts. Additional sources of information like parallel reports should also be considered as inputs and made available on the HLPF website as part of review materials for the respective country. “

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- “Moreover, the UN secretariat could request member states to volunteer to conduct national voluntary reviews over the next 4-year cycle, creating a schedule that facilitates better preparation.”



The full text of the Letter to the President of the UN ECOSOC can be accessed [here](#).

Anjela Taneja, GCE’s Head of Policy, prepared an [assessment](#) of the National Voluntary reviews from an education lens as part of the preparations for the HLPF and to assist in the lobbying effort. It offers a useful reference document and aid for campaigning in future SDG follow up processes. [\[BACK\]](#)

Working for inclusive, just, and equal alternatives in Asia and Europe

11th Asia Europe People’s Forum (AEPF11)

4-6 July 2016, Ulaanbaatar, Mongolia

More than 300 participants from Mongolia, and approximately 180 participants from other parts of Asia and Europe, took part in the 11th biennial Asia-Europe People’s Forum ([AEPF11](#)) in Ulaanbaatar organised under the theme ‘*Building New Solidarities: Working for Inclusive, Just, and Equal Alternatives in Asia and Europe*’. AEPF11 tackled strategies on major themes or *People’s Visions*, representing the hopes of citizens of the two regions. These were - Resource Justice, Land Rights, Equal Access to Water, and Participation - Going Beyond Extractivism; Food Sovereignty/Food Security – Beyond zero hunger; Climate Justice - Towards Sustainable Energy Production and Use, and Zero Waste; Socially Just Trade, Production and Investment; Social Justice – Social Protection for All, Decent Work and Sustainable Livelihoods, Tax Justice and other egalitarian Alternatives to Debt and Austerity; Peace Building and Human Security - Responses to Migration, and Fundamentalism and Terrorism; and Participatory Democracy, Gender Equality and Minority Rights.



The theme of the AEPF11, held in Mongolia, was ‘*Building New Solidarities: Working for Inclusive, Just, and Equal Alternatives in Asia and Europe*’.

The meeting had several aims – (1) To bring together and review ideas on inclusive, just and equal alternatives, because policies that exclude lead to alienation, dissatisfaction and unrest. Policies and systems that fail to deliver justice or are perceived as unjust, lead to all kinds of oppressions and people taking law into their own hands. Economic and social policies that lead to inequality, result in the breakdown in social cohesion and unrest. The AEPF wanted to further the dialogue and bring out ideas and practices of civil society on these themes. (2) To review the work, ideas and practices of the past AEPFs to assess if AEPF had fulfilled the mandate it was set up for. (3) To continue the conversation of CSOs, social movements and activists from Asia and Europe on alternative and new ideas and policies, in the only forum of this nature. This dialogue allows for comparative assessment of key issues between the two continents and within these countries as well.

The program was structured around three goals - (1) To set the context and analyses and introduce the seven themes for discussions for the duration of the meeting. (2) The workshops were organised to deepen and broaden the themes,

AEPF11 aimed to bring together and review ideas on inclusive, just and equal alternatives; review the work, ideas and practices of past AEPFs; and continue the conversation of civil society organisations, social movements, and activists from Asia and Europe on alternative and new ideas and policies.

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The 'Open Space' session, organised by several civil society organisations, highlighted that democratic and inclusive methods and open discussions was very important in building long term institutions, whether for governance or peace building.

Representatives of AFE Mongolia, an ASPBAE member, participated in the Forum. They pressed for the government to ensure the right to education for all, transparency, accountability, and meaningful participation, They also called for action against privatisation of public services, including education.



Discussions at the Forum workshops showed how Mongolia's socio-economic and political governance issues related to major concerns in both Asian and European countries.

where problems, contexts, sub-texts and challenges towards creating an alternative vision would be discussed. (3) Working out strategies for people's vision and future perspectives and how these can be taken forward. There were also 'open spaces' where many CSOs had organised workshops on topics they worked on and which were related to the AEPF.

In the introduction and welcome session, the President of Mongolia, Tsakhiagiin Elbegdorj, underscored the importance of civil society in democratic transformations. He stressed that Mongolia believed in its CSOs and NGOs and that their ideas and work were inputs into the development of Mongolia both for both its domestic and international vision. AEPF also released a

A session was dedicated to AEPF at 20 - Reflections and Moving Forward. Anuradha Chenoy, Professor at Jawaharlal Nehru University in New Delhi, India, showed how the AEPF meetings over the last two decades had provided an alternate voice to that of the states of Asia and Europe - in ASEM.

The 'Open Space' session, organised by several civil society organisations, encouraged participation from young activists and were on a wide number of themes ranging from participatory democracy to peace building in Korea. The underlying appeal was that the democratic and inclusive methods and open discussions was very important in building long term institutions, whether for governance or peace building.

Bolorsaikhan Badamsambuu, Vice Coordinator, 'All for Education!' National Civil Society Coalition of Mongolia (AFE Mongolia), an ASPBAE member, participated in the AEPF11 and spoke in the thematic cluster titled '*Socially Just Trade, Production and Investment*'. In his address, '*Trade and Investment Agreements: Fundamentals of the Framework*', Bolorsaikhan raise issues related to tax justice, resource nationalism, right to development, and the challenges faced by the government of Mongolia in adhering to international treaties, including international human rights instruments and bilateral investment treaties. Tungalag Dondogdulam, AFE Mongolia General Coordinator, and other representations from the coalition pressed for the government to ensure human rights, especially the right to education for all, transparency, accountability, and meaningful participation. They called for action against privatisation of public services, including education. Tungalag and other AFE Mongolia members also participated in discussions in several thematic clusters, including '*Participatory Democracy, Gender Equality and Minority Rights*', and '*Social Justice - Alternatives to Debt and Austerity, Social protection, Decent Work, and Sustainable Livelihoods*'.

The active participation by Mongolian civil society members and academics, whose engagement and critical approach to national and international policies was inspiring, made for lively debates and interesting exchanges of experiences and further proposals. Many of the discussions during the workshops also showed how Mongolia's socio-economic and political governance issues related to major concerns in both Asian and European countries.

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Mongolia's struggles share a familiar pattern in both Asian and European countries, where the increasing neoliberalisation of policies and society has marked a preference of the market over the interests of people and the environment. In this context, the contributions by Mongolian participants gave rise to interesting discussions on how to work together to counteract these developments in both regions and support affected people at local level.

AFE Mongolia contributed to developing and drafting recommendations for the [AEPF11 Ulaanbaatar Final Declaration](#).

This write-up is drawn from the final AEPF 11 report and from inputs provided by AFE Mongolia. [\[BACK\]](#)

Youth leaders come together to build capacities on leadership, campaigning, and gender equality in education

5-9 July 2016, Kathmandu, Nepal



The National Campaign for Education Nepal (NCE Nepal), along with ASPBAE, conducted a workshop on 'Basic Leadership Development and Gender Mainstreaming'. The workshop offered a global perspective to youth and leadership and brought attention to gender equity in education. The workshop also encouraged a pool of enthusiastic, optimistic, and confident youth leaders from different coalitions and NCE Nepal member organisations to hone their leadership skills. It further explored how to develop participatory leadership capacities required to undertake education campaigns from the local to the national level and it helped inspire youth leaders to be drivers of change and voice the aspirations of marginalised communities related to education and development.

The NCE-Nepal/ASPBAE workshop on leadership and gender mainstreaming offered a global perspective to youth and leadership and brought attention to gender equity in education.

The workshop highlighted the Sustainable Development Goals and Education 2030 and role of adults and youth in meeting these new global commitments. It motivated youth representatives at the workshop to advocate both at the national and international levels to push for the right to education in Nepal, especially of marginalised communities.



The workshop saw the participation of youth from diverse ethnic and geographic regions of Nepal. These included youth activists from the non-governmental organisations, federations, education media organisations, teachers, and educationists working with different indigenous groups. The workshop was based on a participative method where participants debated the concepts and challenges of good leadership based on their own strengths and weaknesses.

The workshop highlighted the role of adults and youth in meeting the new global commitments. It motivated youth representatives at the workshop to push for the right to education in Nepal, especially of marginalised communities.

The workshop was facilitated by ASPBAE staff, Anita Borkar and Cecilia (Thea) Soriano. Participants agreed that achieving gender equality in education requires a focus not only on the right to education but on 'rights within education' and 'rights through education'. [\[BACK\]](#)

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Building skills in investigative journalism and reporting in Sri Lanka

30-31 May 2016, Colombo, Sri Lanka

By Chinthaka Pathirana, provincial journalist and undergraduate student of the Open University of Sri Lanka

When compared to other countries in the region, Sri Lanka is a good performer in education. It registers higher literacy rates, high participation rates in primary education, and gender parities in enrollments even in higher education. However, these are national averages – which mask serious provincial disparities in the education system. Although mainstream media pays attention to national issues related to education, provincial issues and the situation especially pertaining to marginalised communities do not get adequately reported. Further, opportunities for training in journalism and reporting are limited in Sri Lanka. These all impact on the discussions on education in the media, the level of debate and the quality of reportage.

In order to address this issue, the Coalition of Education Development, Sri Lanka (CED Sri Lanka) conducted a media training workshop for youth and women from 20 remote districts in the island. The main objectives of the training were to -

- Train a group of select youth and women to identify issues related to education in the districts
- Involve them in exploring education issues and analyzing reporting in mass and social media
- Utilise skills gained in the training to contribute to CED's newsletter, VOICE
- Link with professional journalists and garner their support for advocacy and lobbying to achieve the SDG 4 targets

The training workshop was facilitated by eminent journalists and trainers – Dilrukshi Handunethi and Ananda Jayasekara. ASPBAE's Cecilia Soriano also presented at the workshop and emphasized the role of the media in education advocacy. The participants took part in an exercise to analyze the news and feature stories in the print and electronic media and identify issues that that media does not focus on adequately. Furthermore, the participants were trained on investigative journalism, interviewing, information gathering, validation, and effective reporting skills.

Participants included provincial journalists and reporters, women community leaders, teachers, representatives of community-based organisations, and students from various socio-ethnic groups in Sri Lanka. [\[BACK\]](#)

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The media training aimed to, amongst other things, train select youth and women to identify issues related to education in the districts and link with professional journalists and garner their support for advocacy and lobbying to achieve the SDG 4 targets.

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Rethinking modern communication through innovative tools and techniques

Information and Communications workshop

18 July 2016, Islamabad, Pakistan



One of the aims of the communications workshop in Islamabad was to build support amongst PCE, its members, and partners for a strategic communications plan and activities.

ASPBAE's Information and Communications Coordinator, Medha Soni, along with the Pakistan Coalition for Education (PCE), conducted a communications workshop in Islamabad on 'Rethinking modern communication through innovative tools and techniques'. The objectives of the workshop were to - establish a framework for developing a communication strategy, identify target audiences, develop main messages using appropriate communication tools, and identify strategies for implementation. The workshop also focused on building support amongst PCE, its members, and partners for a strategic communications plan and activities. It further encouraged creative inputs and ideas for an effective communications plan.



Some of the challenges expressed by participants, many of them communications focal persons in their organisations, were gathering information for dissemination, and pushing for communications to be prioritised in organisational set-ups.

PCE's Nashwa Shakeel welcomed participants to the workshop and set the context by providing an overall scenario of PCE and the need for an advocacy and communications strategy. Participants then shared their experiences in communications work, the challenges they face, the successes as a result of implementing a good communications plan, and learnings from past initiatives.

The discussion was a good platform for participants, many of them who were responsible for rolling out their organisation's communications programme, to talk about and give specific examples of their communication work, activities, and tools. Some of the main points arising from the discussion were around challenges faced by communications focal persons in gathering information for dissemination, and in pushing for communications to be prioritised in organisational set-ups. In smaller organisations in particular, the work of the programme team and communications personnel are linked and there are no clear lines of roles and responsibilities. This often leads to misunderstandings and to a delay in disseminating information. Participants also expressed that in most organisations, there is no separate communications department or team which further lends to weak and vulnerable communication systems and outputs. Participants felt that another challenge of not having dedicated communications personnel is that other members of the organisation, more often than not, do not prioritise communications and the importance of using correct messaging and tools in a timely manner.



The workshop encouraged participants to identify key issues in Pakistan related to education and lifelong learning, leading to the identification of target audiences and main communication messages.

There was a popular consensus in recognising the power of social media and how, if used effectively, it can greatly contribute to the successful implementation of a communications strategy by instantly reaching out to a wide and varied audience.

The workshop module then encouraged participants to work together in groups to identify key issues in Pakistan related to education and lifelong learning. This led to another exercise where participants identified key issues for stakeholders to be aware of. The groups identified target audiences, main messages for the target audiences, and the communication tools to reach the different audiences.

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The workshop ended with a commitment from participants to remain connected through social media to continue sharing experiences, challenges, and learnings.

The interactive workshop enable participants to work together to brainstorm on issues relevant to education in the country and to prioritise main messages for education advocacy, all essential elements of a communications strategy.

The workshop ended with a commitment from the participants to remain connected through social media to continue sharing experiences. The on-line platform would also provide a space for participants to share their challenges and learnings and to act as a support group for communications-related issues.

The workshop saw the active participation of representatives of various civils society organisations based in Islamabad.

This write-up includes excerpts from the workshop report prepared by PCE.
[\[BACK\]](#)

Zeroing in on priorities for a national coalition and a regional platform

Bangladesh National Consultation
20 June 2016, Dhaka, Bangladesh

By K.M. Enamul Hoque, Deputy Director, Campaign for Popular Education (CAMPE), Bangladesh



The National Consultation in Bangladesh, hosted by CAMPE, urged for a stronger civil society role in achieving the Sustainable Development Goals (SDGs) by ensuring 'No One is Left Behind'.

A national consultation on Education 2030, held in Dhaka, urged for a stronger civil society role in achieving the Sustainable Development Goals (SDGs) by ensuring 'No One is Left Behind'. The consultation was hosted by Campaign for Popular Education (CAMPE), the national coalition for education in Bangladesh, in cooperation with the Civil Society Education Fund (CSEF). The national consultation focused on the strategic priorities for CAMPE as a national coalition, and ASPBAE, as a regional platform. It emphasised better understanding of stakeholders on renewed global commitments for education, the role of civil society organisations and their participation in education sector policy and practice, strengthened national and regional collaboration among civil society actors, and responsible government functionaries for ensuring the right to education.

The national consultation was part of a series of consultations on Education 2030 organised by CAMPE under the CSEF project. This consultation had significant importance as it was organised prior to the validation workshop of the Strategic Plan of CAMPE and the 7th General Assembly of ASPBAE. Most of the accredited members of ASPBAE were present on the occasion and analyzed the national took note of those issues such as linking with NIDI (Networking, Informing, Developing and Influencing) as a key strategy.

Rasheda K. Choudhury, CAMPE Executive Director and Vice President of the Global Campaign for Education (GCE), presided over the national consultation. Ehsanur Rahman, Executive Director of the Dhaka Ahsania Mission (DAM), and Quazi Faruque Ahmed, Chairman of the Initiative for Human Development (IHD)

The Bangladesh National Consultation focused on the strategic priorities for CAMPE as a national coalition, and ASPBAE, as a regional platform. It also emphasised the role of civil society organisations and their participation in education sector policy and practice.

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and Member of the National Education Policy Formulation Committee, participated in the event, amongst others.

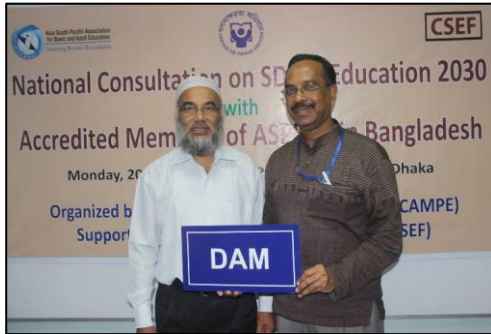
Some of the issues discussed at the national consultation were (1) SDG4 in the Bangladesh perspective (2) contemporary issues in Bangladesh linking to education as the 'main driver of development' (3) members' perspectives on contribution to ASPBAE's efforts (4) diversity among members and level of engagement (5) expectations of members, and (6) electing Voting Representatives for ASPBAE's 7th General Assembly.

Rasheda Choudhury, in her introductory remarks on the distinction between the Millennium Development Goals (MDGs) and the SDGs, reflected that the MDGs were oriented around average numbers. However, she mentioned, the SDGs are universal, integrated, inclusive, and transformative, so that 'no one is left behind'. The process of formulating the SDGs was also very participatory. Civil society organisations (CSOs) across the globe were very much part of the agenda setting process.

K.M. Enamul Hoque, Deputy Director of CAMPE, elaborated on SDG4 (the education goal within the SDGs) and its Means of Implementation. Following this, 3 issues were priorities for country level planning, including (1) enhanced understanding of stakeholders (2) CSOs role in influencing country-level education plans, and (3) engaging in sector planning. As part of the enhanced understanding of stakeholders, including SDG 4 messaging, it was recommended to translate the Education 2030 Framework of Action in Bangla for better understanding and to better facilitate an informed decision-making process. For influencing country-level plans, participants suggested that - research be conducted to generate evidence on policy and practice change; CSOs capture field-level realities on the right to education, quality, and equity in education, and education financing; influence country-level plans and indicator setting processes - capture the full spirit of the agreed SDG4 targets, attuned to individual country realities and starting points. Furthermore, participants highlighted the need to engage, track, and analyse national education sector plans (equity, inclusion, gender equality, quality, education for sustainable development, global citizenship education, and non-formal youth and adult education).

Civil society representatives at the national consultation identified the followings issues, amongst others, as most significant in the context of Bangladesh and recommended ASPBAE to incorporate them in its future work –

- Contribute to enacting a legal framework, an Act, essential for protecting the 'Right to Education'. Engage with legislators, government functionaries, and the judiciary for ensuring the right to education in terms of access to free public basic education as a vehicle for prosperity and poverty reduction. Strengthening formal engagements in education sector planning is crucial for civil society to play a role in education agenda-setting processes.
- The global community has recognised 12 years of publicly funded basic education. However, in Bangladesh, primary education, up to grade 5, is publicly funded, free of cost. In line with the National Education Policy 2010, expansion of primary education up to grade 8 is crucial. CAMPE, as national



Some of the issues discussed at the National Consultation were SDG 4 in the Bangladesh perspective, contemporary issues in Bangladesh linking to education as the 'main driver of development', and members' perspectives on contribution to ASPBAE's efforts.

Participants of the National Consultation identified 3 issues important for country-level planning - enhanced understanding of stakeholders, CSOs role in influencing country-level education plans, and engaging in sector planning.



For influencing country-level plans, participants suggested that research be conducted to generate evidence on policy and practice change and that CSOs capture field-level realities on the right to education, quality and equity in education, and education financing.

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Addressing issues related to disparity, expanding the scope of work to align with SDG 4 targets, and increasing the emphasis on skill development were some of the issues identified as most significant in the Bangladesh context.

In relation to the work of members, participants identified civil society representation and engagement in education-related policy and practice, working as a hub for knowledge sharing, and capacity building of members as some of the most relevant areas of work by ASPBAE.



Ehsanur Rahman of DAM stressed that advocacy is the core of ASPBAE's work and that it is very vocal in regional and global forums. He suggested that country-level coordination be strengthened for more visibility of ASPBAE and that the ASPBAE membership be expanded in Bangladesh.

coalition, needs to engage effectively in this reform process including institutional support, school mapping and physical infrastructure reform, curriculum reform, teacher's preparedness and education, academic and administrative supervision, decentralisation and management, citizens engagement, and performing a watchdog role, among others.

- Address disparity issues in terms of access, quality with equity, recruit qualified teachers and ensure continuous professional development, enable congenial teaching-learning environments, including adequate teaching aids, an inclusive and child friendly leaning environment, and quality learning outcomes, within a lifelong learning approach.
- Expand the scope of work to align with the SDG 4 targets. Increased attention is needed to youth development, life-skills, technical and vocational education and training, and working with higher education institutions in the framework of global citizenship education.
- Increase emphasis on skills development, strengthening schools to work transition, both through self-employment and access to job market and decent employment. Engagement with employers for lobbying with diverse option for private-sector led job creation, linking skills graduates and reduces hidden unemployment.
- Understand issues related to social justice, inclusion, protection, and cultural, ethnic and linguistic minorities and diversity within the country. Increased attention is required on peace, tolerance, and social harmony for human fulfilment and sustainable development.

It emerged during discussions that members have different levels of understanding about ASPBAE's visibility, participation, collective action, and relevance. Relevant issues included - civil society representation and engagement in education-related policy and practice, nationally and globally; promoting citizens engagement in evidence-based advocacy to address issues of marginalisation, including quality with equity; working as a hub for knowledge sharing, ranging from the grassroots to the global level; and capability enhancement of constituency members for effective and formal engagement in policy forums. ASPBAE's works on contemporary issues, such as the right to education, equity in education, inclusive education, quality education, and lifelong learning had broad-based ownership amongst the members.

Ehsanur Rahman reflected that the Dhaka Ahsania Mission (DAM) has participated in several ASPBAE events. He stressed that advocacy is the core of ASPBAE's work and that it is very vocal in regional and global forums. However, he mentioned that as a regional network it has limited scope to work directly at the country level. He suggested that country-level coordination be strengthened for more visibility of ASPBAE and that the ASPBAE membership be expanded in Bangladesh.

Participants of the national consultation appreciated APSBAE's position and course of action related to the obligation of the State to finance basic education and its position against education privatisation. They also reflected that although ASPBAE was established as a regional organisation for adult literacy, over the years it has expanded its horizons to cover all-encompassing issues related to

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Participants reflected that ASPBAE has, over the years, expanded its horizons to cover all-encompassing issues related to Education for All (EFA) and Sustainable Development Goal 4.

Some recommendations to ASPBAE were to prioritise skill development; promote education as a key to achieving other development goals; and give more emphasis to research, documentation, and dissemination of research findings for advocacy.



The national consultation contributed to strengthening interactions among ASPBAE's accredited members in Bangladesh and opened a window for increased collaboration.

Education for All (EFA) and Sustainable Development Goal 4 as adopted in UN General Assembly and the World Education Forum in Incheon, Korea. Specific issues related to the relevance of ASPBAE in the Bangladesh context were -

- Engagement in international policy forums was the most important role played during the last phase
- ASPBAE shared a lot of documents on a regular basis that helped in understanding changes at the national, regional, and global levels
- World Teachers Day (WTD) and the Global Action Week for Education (GAWE) are two important events where most of the members of ASPBAE and the national coalition participate and raise their voices to address thematic issues
- Capacity building around education financing helped member organisations have a better understanding of rights-based perspectives in education, the importance of state financing, adverse effects of commercialisation/privatisation of education, and explore issues around public private partnership in education
- The Basic Leadership Development Course has contributed in enhance capabilities of young professionals as future leader and engage in advocacy more effectively and efficiently
- Contributed to knowledge sharing and created opportunities for learning from member organisations across the region through the ASPBAE Bulletin and Ed-lines, or during different conference, workshops and public events
- ASPBAE provided a platform for shared learning and collective action and respect for diversity amongst education coalitions in the region

Some recommendations for ASPBAE to consider for the future were – prioritise skill development, including Technical and Vocational Education and Training (TVET); promote the spirit and concept of education as a key to achieving other development goals; strengthen efforts in capacity building, promoting formal engagement in policy and practice change, evidence based advocacy, and generate more evidence form from the grassroots level; emphasize more on research, documentation and dissemination of research findings for advocacy; and increase communication with members and strengthen the role of the national coalition.

Participants of the national consultation elected 2 Voting Representatives from Bangladesh for ASPBAE's 7th General Assembly. They were Rasheda Choudhury, CAMPE Executive Director and Quazi Faruque Ahmed, Chairman and Executive Director of the Initiative for Human Development (IHD).

The national consultation contributed to strengthening interactions among ASPBAE's accredited members in Bangladesh and opened a window for increased collaboration. The consultation brought forward several issues for collective action by CAMPE as the national coalition and ASPBAE as the regional platform to ensure the right to education and to create opportunities for lifelong learning towards achieving sustainable development. [[BACK](#)]

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Community-based programmes on literacy, education, and learning essential to achieving education goals

Cambodia National Consultation

5 July 2016, Phnom Penh, Cambodia



Participants of the National Consultation in Cambodia highlighted lifelong learning, active citizenship education, global citizenship, women's literacy, information and communication materials, and capacity development initiatives as ASPBAE's work most relevant to them.

NGO Education Partnership (NEP) Cambodia hosted a National Consultation on ASPBAE's 7th General Assembly and Strategic Planning for the Future. NEP Executive Director, Chin Chanveasna, welcomed the participants to the National Consultation and shared brief information about NEP's work on teacher's training.

Participants then identified ASPBAE's work that is most relevant to their organisations. Some of the areas of work were – lifelong learning, focus on active citizenship education, global citizenship, women's literacy, ASPBAE's information and communication materials, capacity development initiatives of NEP staff led by the Civil Society Education Fund (CSEF), post-2015 engagements on the education agenda, and capacity building efforts in campaigns and advocacy.

While sharing their expectations of a regional network, the participants expressed that ASPBAE should be able continue to provide platforms where young people can engage actively and develop critical thinking skills; it should provide more opportunities for face-to-face interactions amongst members; ASPBAE should facilitate exchange and share relevant information from the global and regional organisations it is a member of or has links with; and that it should render advocacy support related to the education Framework for Action 2030 at the national level and provide opportunities to engage at regional and global levels.

To be able to contribute to these expectations, participants shared their thoughts on how they can be more involved in ASPBAE's work. They expressed that as members in Cambodia, they should find a link to their respective work with education and lifelong learning, notably on women's livelihood programmes in communities and on engagement on campaigns and advocacy on civil and political rights of young people. They also saw that need to contribute to finding opportunities for stronger collaboration of ASPBAE's members in Cambodia. Translating into Khmer language the information and communication materials regularly shared by ASPBAE to members was also considered an important aspect of members work so that the information can reach to local communities as well.

Reflecting on the question of how to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in Cambodia', participants stressed that there is a need to reach out to marginalised and vulnerable communities. They also highlighted that there should be free public education for all, no informal fees in schools, increased awareness in communities on the value of education, more women's literacy programmes in communities, sustainable livelihood opportunities for communities, especially for women, and that there should be quality public education.

Participants also shared their recommendations for ASPBAE. Some of the points raised included optimising the participation of NEP members in capacity

While sharing some of their expectations of a regional network, participants expressed that ASPBAE should continue to provide platforms where young people can engage actively and develop critical thinking skills, and that it should provide more opportunities for face-to-face interactions amongst members

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In their recommendations for ASPBAE, some of the points raised included optimising the participation of NEP members in capacity development activities; bringing like-minded organisations together for dialogue and interactions; and capacity building for SDG 4 advocacies.

development activities; bringing like-minded organisations together for dialogue and interactions; capacity building for SDG 4 advocacies, especially on the localisation and contextualisation of indicators and means of implementation from the communities to the national level; and increased programmes involving direct engagement with communities.

At the end of the consultation, the participants nominated a set of Voting Representatives for Cambodia which was later on elected and validated by the members through electronic means. They were - Hun Phanna (female representative), Cambodia Women's Development Agency (CWDA), and Chin Chanveasna (male representative), NGO Education Partnership (NEP) Cambodia.

Other member organisations in Cambodia which are able to participate in the consultation are Youth Resource Development Program and This Life Cambodia. NEP's Chin Chanveasna and ASPBAE's Claudine Claridad Tanvir were the main facilitators for the event. [\[BACK\]](#)

Ensuring a clear process of SDG 4 implementation in Vietnam

Vietnam National Consultation

12 July 2016, Hanoi, Vietnam



The Vietnam Association for Education for All (VAEFA) organised the first consultation on SDG 4 in the country aimed at raising awareness among local CSOs and sustaining engagements with the government and partners.

The Vietnam Association for Education for All (VAEFA) organised the first consultation on SDG 4 in the country aimed at raising awareness among local civil society organisations and sustaining engagements with the Ministry of Education and Training (MOET) and UNESCO-Vietnam to ensure that a clear process of SDG4 implementation is materialised in the country.

Toshi Yuki Matsumoto, Education Programme Coordinator, UNESCO-Vietnam, emphasised during the open forum the importance of active engagement by education stakeholders, such as civil society organisations, in monitoring the indicators set in SDG 4. He also shared that the grant provided by the Global Partnership for Education (GPE) in Vietnam supported the education sector analysis process which will feed into the mid-term review of Vietnam's education sector plan for 2011-2020. An Education Forum will soon be organised by MOET to present the Vietnam Education Sector Analysis Report and discuss possible adjustments to the education sector plan in relation to SDG 4.

Nguyen Hong Son, Deputy Head, National EFA Steering Committee, Ministry of Education and Training, shared that while significant achievements have been made in basic education in Vietnam, government efforts need to be sustained, especially since SDG 4 enjoins governments to deliver at least 12 years of basic education. He emphasised that literacy targets go beyond basic reading and writing skills. He also acknowledged that there have not been significant efforts towards education for people with disabilities. Lastly, the MOET representative shared that the government is in the process of discussing the implementation mechanisms for SDG 4 in Vietnam.

Representatives from UNESCO-Vietnam and the Ministry of Education and Training participated in the National Consultation. They mentioned that an Education Forum will be organised to present the Vietnam Education Sector Analysis Report and the education sector plan in relation to SDG 4.

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ASPBAE's Helen Dabu attended the consultation and provided inputs on SDG 4 as the main driver in achieving the other SDGs.



Outcomes of the discussions and the recommendations made at the event will feed into the national consultation on SDG 4 to be organised by the Ministry of Education and Training to be held soon.

The outcomes of the discussions and the recommendations made in this gathering will feed into the national consultation on SDG 4 to be organised by MOET in the coming period. Representatives from MOET and UNESCO-Vietnam expressed appreciation on this initiative by VAEFA Vietnam and committed to including the coalition in future discussions on SDG 4 and would welcome inputs from the coalition and its members.

Prior to holding this consultation, VAEFA also translated the Education 2030 Framework for Action (FFA) as the coalition's key contribution in promoting the implementation and full adoption of SDG4/Education 2030 in Vietnam. This will especially help civil society organisations and other development partners navigate the substantial points of the new education agenda and actively engage in the implementation process in Vietnam.

Following the SDG Consultation, ASPBAE members in Vietnam, including VAEFA, organised a meeting to discuss members' views and inputs to the ASPBAE strategic review and planning processes underway as part of ASPBAE's 7th General Assembly. They also elected the Country Voting Representatives for Vietnam, Nguyen Thi Van (female representative) of the Centre for Non formal Education and Community development (CENEV) and Le The Nhan (male representative) of the Center for Community Development and Social Work (CODES). [\[BACK\]](#)

ASPBAE's Helen Dabu attended the consultation and provided inputs on SDG 4 as the main driver in achieving the other SDGs.

Contextualising SDG 4 and Education 2030 to the Nepalese context

Nepal National Consultation

5 July 2016, Kathmandu, Nepal

By Ram Gaire, Programme Manager, National Campaign for Education, Nepal (NCE Nepal)



The objective of the National Consultation in Nepal was to have a dialogue with education stakeholders on the SDG 4 targets and indicators and how to lobby the government to contextualise the SDGs to the national context.

The National Campaign for Education, Nepal (NCE Nepal), organised a national consultation on Sustainable Development Goal 4 (SDG4) and Education 2030. The objective of the consultation was to have a dialogue with education stakeholders on the SDG 4 targets and indicators and how to lobby the government to contextualise the SDGs to the national context. Participants of the consultation agreed that there was a need to enhance capacities of education stakeholders to increase a sense of ownership of the SDGs and to make the SDGs a "people's document". Civil society organisations at the national consultation agreed on the need to collaborate together for joint advocacy to push for the implementation of SDG4 in the country.

Balaram Timalisina, Secretary, Nepal National Commission for UNESCO (NNCU), provided an update of the major education programmes initiated so far in Nepal. He highlighted the role of the facilitation team formed by the Ministry of Education that has been tasked with working on a 'National Framework of Action'.

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Participants agreed that there was a need to enhance capacities of education stakeholders to increase a sense of ownership of the SDGs and to make the SDGs a “people’s document”.

He appealed to the education stakeholders to take the lead in education advocacy in the country. Mukundamani Khanal, Under-Secretary, Ministry of Education and lead of the School Sector Development Plan (SSDP) Secretariat, introduced the SSDP and highlighted that the Ministry of Education has been closely looking at education sector planning drawing from lessons from Education for All (EFA) and the vision of the newly formed SDGs. He stressed the need for all education stakeholders to work closely with NCE Nepal to form a joint monitoring mechanism to implement the SDGs in the country.

Speaking about the role of civil society organisations, Raj Kumar Gandharba, President, NCE Nepal, highlighted the important role played by the NCE Nepal in formulating the SDG goals and Education 2030. He also elaborated on future actions plans to contextualize the SDGS to the Nepal context and sensitize key players to SDG4 and the framework for action.

ASPBAE’s Cecilia (Thea) Soriano participated in the national consultation and elaborated on the SDG 4 targets and indicators and the processes adopted to formulate the goals.

Participants of the national consultation included representatives of various groups, including those with disabilities, dalits (backward caste), marginalised and indigenous groups, and women. They all expressed a strong view that education programmes and policies made not be limited only to documents and papers but should translate in to real, concrete action plans formed in collaboration with a wide range of sectors and communities. The participants also suggested that the SDG language be localized in order to give communities a sense of ownership of the SDG processes. They encouraged more such dialogue and consultations with local communities so that their voices can be heard and reflected in the National Framework for Action to be developed by the Ministry of Education. [\[BACK\]](#)

ASPBAE’s Cecilia (Thea) Soriano participated in the national consultation and elaborated on the SDG 4 targets and indicators and the processes adopted to formulate the goals.

Community education a key in ensuring lifelong learning opportunities for all

Japan National Consultation

9 July 2016, Tokyo, Japan



Participants of the Japan national consultation identified ESD, sharing experiences of Community Learning Centres, and research on privatisation of education as some of ASPBAE’s work that is most relevant to their organisations.

Shanti Volunteer Association (SVA) hosted a National Consultation on ASPBAE’s 7th General Assembly and Strategic Planning for the Future. Participating in the consultation were Yoko Arai, Japan Association for Promotion of Social Education (JAPSE); Hiroyuki Nomoto, The Japan Society for the Study of Adult and Community Education (JSSACE); Naomi Kamijo, Development Education Association and Resource Centre (DEAR); Eri Yamamoto, SVA; and Takafumi Miyake, Japan NGO Network for Education (JNNE).

At the consultation, participants identified ASPBAE’s work that is most relevant to their organisations. Some of the areas of work were disaster education and Education for Sustainable Development (ESD), sharing experiences of Community Learning Centres (CLCs), research on privatisation of education, mainstreaming Sustainable Development Goal 4 (SDG 4) and Global Citizenship

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Education (GCED), SDG 4 advocacy, and training opportunities such as the Basic Leadership Development Course (BLDC). In terms of the education agenda and ASPBAE's future work and directions, participants of the Japan National Consultation recommended that - ASPBAE's work incorporate more issues related to youth education, stronger linkages with social movements, more links with ESD work and policy advocacy, more focus on education issues in developed countries like Japan, and more sub-regional events be organised in East Asia.

Reflecting on the question of how to '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in Japan*', participants stressed that the SDG education targets have been neglected by the Japanese government and that there needs to be more awareness of the goals and targets amongst people. They further highlighted that there needs to be more civil society participation in decision making processes in education policy at the local level, and that community education should play a critical role in meeting the education targets and in providing lifelong learning opportunities for all.

At the end of the consultation, participants elected 2 Voting Representatives for Japan. They were Yoko Arai (female representative), Japan Association for Promotion of Social Education (JAPSE), and Hiroyuki Nomoto (male representative), The Japan Society for the Study of Adult and Community Education (JSSACE).

Naomi Kamijo (ASPBAE Executive Council member) and Takafumi Miyake (former ASPBAE Executive Council member) were the main facilitators at the event. [\[BACK\]](#)

Calling for increased capacities in advocacy and lobbying work

Sri Lanka National Consultation

12 July 2016, Colombo, Sri Lanka

The Coalition for Educational Development (CED), Sri Lanka, and ASPBAE organised a national consultation in Colombo. All five accredited ASPBAE member organisations participated. Dominic D'Souza, ASPBAE Executive Council Member, also took part in the consultation.

This meeting was organised to update on the outcomes of the post-2015 processes, notably the Sustainable Development Goals (SDGs) and SDG4 and the Education 2030 Framework for Action, among ASPBAE's members in the country. It involved discussions on the follow-up processes for the SDGs and SDG4 and on ways by which civil society organisations in Sri Lanka may be involved to actively concretise and contextualise the global agreements in the specific realities of Sri Lanka.

The national consultation began with welcome remarks by D.M. Dissanayake, CED National Coordinator. The participants then introduced themselves and the activities carried out by their organisations related to education in Sri Lanka. This

Participants identified ASPBAE's work that is most relevant to their organisations. Some of the areas of work were disaster education and Education for Sustainable Development (ESD), sharing experiences of Community Learning Centres (CLCs), and research on privatisation of education goals.



The National Consultation in Colombo, organised by CED Sri Lanka, was organised to update on the outcomes of the post-2015 processes, notably the Sustainable Development Goals (SDGs) and SDG4 and the Education 2030 Framework for Action, among ASPBAE's members in the country.

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ASPBAE Executive Council Member, Dominic D'Souza, gave a presentation on ASPBAE activities and initiatives at the regional and international levels. He also briefed participants on ASPBAE's governance processes and procedures related to its General Assembly.

gave the participants the opportunity to share experiences of the various projects implemented throughout the island. The participants expressed the need for more such meetings for ASPBAE members to come together, share, and learn from one another's experiences, best practices, and challenges.

Dominic gave a presentation on ASPBAE activities and initiatives at the regional and international levels. He also briefed participants on ASPBAE's governance processes and procedures related to its General Assembly. In a session reflecting on their recommendations to ASPBAE for its future work, the participants suggested that -

- There be more opportunities to link community based organisations and NGOs to regional and international initiatives.
- There be increased awareness of funding opportunities and capacities to represent civil society organisations at international conferences and meetings.
- There be enhanced support for local community based organisations and NGOs to build capacities in advocacy and lobbying.

Participants of the National Consultation then elected two country Voting Representatives from Sri Lanka - G.A.D.W Ranatunga (female representative), Sarvodaya Women's Movement, and L.W.R. Wickramasinghe (male representative), Organization of Environment and Children Rights Preservation (OECRP). [\[BACK\]](#)

Achieving holistic community wellbeing through adult and community education

New Zealand National Consultation

12 July 2016, New Zealand



Participants of the on-line national consultation in New Zealand stressed that the SDGs need to acknowledge holistic wellbeing that can result when education and learning occurs formally as well as informally, and that civil society must aim for this holistic community wellbeing through adult and community education.

ASPBAE's New Zealand members participated in an on-line national consultation on ASPBAE's work and future directions. The meeting started with a welcome by Sandra Morrison (Waikato University and former ASPBAE President) and introductions among the participants. Sandy then presented the main features of the consultation discussion paper, *'Highlights of ASPBAE's Work 2013-2016'*. Members were familiar with many dimensions of ASPBAE's work and the attention given to the SDG's and the Education 2030 Agenda.

In the discussion of *"what of ASPBAE's work is most relevant to us?"* the focus was on the leadership development workshops where members had benefitted immensely from their exposure as well as from skills training and capacity building initiatives on education advocacy. Participants agreed that ASPBAE needed the interaction of its members to inform and guide its work, especially on advocacy, and the reciprocal relationship was an important part of ensuring that ASPBAE showed good representation of 'on the ground' issues. There was discussion of the SDG's and target 4 and ASPBAE as well as other civil society's organisations gains in this process. The members expressed confidence that ASPBAE would keep all members abreast of the issues, noting the excellent communications material that are frequently circulated and the ASPBAE website as a means to keep all members updated. This was appreciated.

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Sandra Morrison (Waikato University and former ASPBAE President) presented the main features of the consultation discussion paper, *'Highlights of ASPBAE's Work 2013-2016'*.

Members were familiar with many dimensions of ASPBAE's work and the attention given to the SDG's and the Education 2030 Agenda.

To further the questions on the SDGs, the discussions focused on the significant contribution that education plays in community wellbeing and cohesiveness. Participants recognised that education starting from the early years forward and community learning are essential to keep individuals and communities safe and free from harm. They also stressed that the SDGs need to acknowledge holistic wellbeing that can result when education and learning occurs formally as well as informally, and that civil society must aim for this holistic community wellbeing through adult and community education.

Participants elected Sandra Morrison (female representative) as the Country Voting Representative. No male representative was elected.

Those who took part in the on-line consultation were Sandra Morrison, Faculty of Māori and Pacific Development, University of Waikato; Analiese Robertson, Adult and Community Education (ACE) Aotearoa; Ashiana Shah, Rape Prevention Education (RPE); Thea King, Indigenous Maori & Pacific Adult Education Charitable Trust (IMPAECT). [[BACK](#)]

Pakistan members elect Country Voting Representatives and build capacities in communications

Pakistan National Consultation and Information and Communications workshop
14 July 2016, Lahore, Pakistan

The Bunyad Literacy Community Council and ASPBAE organised a National Consultation in Lahore as part of ASPBAE's 7th General Assembly. The main objective of the consultation was to elect Country Voting Representatives to participate in ASPBAE's governance processes leading to the formation of a new ASPBAE Executive Council. Shaheen Attiq-Ur-Rahman (Country Coordinator for Pakistan) welcomed the participants after which they shared their reflections of their association with ASPBAE over the years. ASPBAE's Medha Soni shared a presentation on the organisation's milestones for the last 4 years. Shaheen then led a session where participants brainstormed on their vision and recommendations for ASPBAE in the future. Some of the recommendations included –

- Increased member involvement in Training of Trainer workshops on adult education and lifelong learning.
- More leadership responsibility for ASPBAE in advocating for funding of non-formal education in Pakistan.
- Strengthen sharing of good practices and case studies.
- Explore organising ASPBAE-led sessions on SDG4 and the importance of Information Communication Technology (ICT) in education and literacy initiatives in Pakistan.

Medha went on to brief the participants on ASPBAE 7th General Assembly Governance Processes. The participants then elected and two country Voting Representatives from Pakistan - Samia Imran (female representative), Institute of Rural Management (IRM), and Qamar Bashir (male representative), Gender and Community Development Foundation (GCDF).



The main objective of the National Consultation in Pakistan was to elect Country Voting Representatives to participate in ASPBAE's governance processes leading to the formation of a new ASPBAE Executive Council.



ASPBAE's members at the National Consultation in Lahore.

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Members who participated in face-to-face meeting at the National Consultation were - Bunyad Foundation, Pakistan Coalition for Education (PCE), Society for the Protection of Rights of the Child (SPARC), and Gender and Community Development Foundation (GCDF).



Participants at the workshop on making effective PowerPoint presentations.

At the conclusion of the half-day National Consultation, ASPBAE's Medha Soni conducted a workshop for Bunyad staff on making effective PowerPoint presentations. The workshop offered participants tips and tricks for making presentations that are engaging, informative, interesting, and creative. The participants engaged in a fun and lively session where they created their own PowerPoint presentations in groups. The workshop encouraged the participants to think out of the box and challenged them to make effective presentations where they had to prioritise information and present it in an attractive and easy-to-understand manner. At the end of the workshop, many participants expressed that they were better equipped to make good presentations and several of them commented that they will apply the methods they were introduced to in the workshop for the next presentation they will prepare.

This write-up includes information provided by Bunyad Foundation, Pakistan.
[\[BACK\]](#)

A ray of hope for a bright future

15 July 2016, Mandiawala, Lahore, Pakistan



ASPBAE's Medha Soni visited the Bunyad-e-Fatima School in the outskirts of Lahore. The school offers a ray of hope for labourers in the locality wanting to educate their children with the limited means available to them.

Bunyad Foundation (Pakistan), in partnership with UNICEF, implemented a 3-year project called, 'Banking for a Brighter Future', aimed at increasing the economic potential of vulnerable families involved in bonded or exploitative forms of labour. Twelve non-formal education centres for children of brick kiln workers were established, out of which 10 were sustained by the communities themselves. More than 2000 children were provided non-formal education of different primary grades. Computerised National Identity Cards (CNCs) were made for over 4000 brick labourers and birth registration certificates of almost 2000 children were issued. Furthermore, over 200 adult women and 300 adolescents were given demand driven skills.

ASPBAE's Medha Soni visited the Bunyad-e-Fatima School in Mandiawala, Lahore, which was formally a non-formal education centre under the 'Banking for a Brighter Future' project. Once the project was complete, the community realised the importance of education for their children and sustained activities at the centre. They converted it into a formal school by using their own resources. 110 children are benefiting a formal education there. The staff at the school spoke enthusiastically about the children, the education offered, and the quality assurance they work hard to achieve with the students and their families. Along with academics, the young boys and girls also participate in sports activities at the school and enjoy an education that encourages an all-rounded development. The Bunyad-e-Fatima School offers a ray of hope for labourers in the locality wanting to educate their children with the limited means available to them.

This write-up is based on information provided by Bunyad Foundation. [\[BACK\]](#)

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Creating synergy for education advocacy in Indonesia

Indonesia National Consultation

18 July 2016, Jakarta, Indonesia



ASPBAE member, NEW Indonesia, organised the Indonesia national consultation in Jakarta.

ASPBAE members in Indonesia came together for a national consultation related to the SDG 4 follow up work in the country and to ASPBAE's 7th General Assembly. The consultation was hosted by NEW Indonesia. Members involved in adult education and education advocacy argued the need to broaden the advocacy on education during roll out of SDG 4 in the country. A key recommendation was to have a stronger campaign for the government to address the huge gap between formal and non-formal education. Participants of the national consultation in Indonesia noted that support for non-formal education is very low in terms of data collection and monitoring, accessibility of programmes, education structures like community learning centres and most importantly, budgets. There is a huge population of vulnerable and marginalised learners who will benefit much when non-formal education is given more attention. Strategically, the consultation agreed that inclusive education, both in formal and non-formal education settings, should be on top of the education reform agenda of civil society.

A key recommendation of the Indonesia national consultation was to have a stronger campaign for the government to address the huge gap between formal and non-formal education.

Participants noted that support for non-formal education is very low in terms of data collection and monitoring, accessibility of programmes, education structures, and budgets.

The right to education of all Indonesians can be guaranteed if the government invested in lifelong learning. With the many challenges and emerging issues confronting the country, all children, youth and adults - including the elderly - should have access to quality education. Importantly, teachers and community educators/facilitators should be able to continue learning so they can grow professionally and more importantly, effectively serve their learners.

The national consultation also noted pertinent questions around religious education and the controversy on sex education. How can the country proceed with constructive dialogues on these two education issues?

The national consultation sees the SDG/SDG 4 consultations with government as a key juncture where these issues can be taken up. Participants noted the need to proactively work with the government in the development of the SDGs/SDG 4 indicators. They called on ASPBAE to support the members in capacity building to monitor the progress of the implementation of the SDGs in the country and give updates from the Asia Pacific level on the status of the SDGs.



From the grassroots to the country to the regional (Asia Pacific) level, how can ASPBAE link these levels of work? It is important for members to continue influencing the agenda at the regional level while members are kept abreast of the education issues and platforms at the ASEAN and Asia Pacific level. Together, how can members strengthen the regional movement for education? What should be the "brand" or key messages that we carry together from now until 2030?

To strengthen the advocacy around SDGs amongst members of ASPBAE, the participants suggested that materials disseminated by ASPBAE should be

Participants of the national consultation stressed that the right to education of all Indonesians can be guaranteed if the government invested in lifelong learning.

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translated into Bahasa Indonesia. They realised that members in Indonesia need to strengthen their collaboration to connect their work on adult education to advocacy for quality provision of non-formal education.

Another realisation was the need for the ASPBAE Secretariat to work closely with all members in Indonesia. The three-year strategic education plan should be disseminated across members and updates should be given regularly. A good way of creating more synergy among members is to have regular consultations with ASPBAE on education and collaboration. Many members reiterated the need to continue the leadership trainings on education, study exchanges, Bulletins, and regional workshops.

At the end of the workshop, participants selected Country Voting Representatives for Indonesia. They were Mia Ariyana of ASPPUK (female representative), and Abdul Waidl of NEW Indonesia (male representative).

Dina Lumbantobing, ASPBAE Executive Council Member, and ASPBAE's Cecilia Soriano participated in the consultation. Other members present were NEW Indonesia, PESADA, ASPPUK, PEKKA, RUMPUN, Pesada, and FBCB. [[BACK](#)]

Linking SDG 4 and Education 2030 targets with local priorities

26-27 July 2016, Guwahati, Assam, India

The National Coalition of Education, India (NCE India), organised a consultation on Education 2030 and Sustainable Development Goal 4 (SDG 4) for the eastern and north eastern states of India. The aim of the consultation was to familiarise the participants on the Education 2030 and SDG 4 targets and link them to local priorities. Participants represented 3 prominent teachers unions in India, the Peoples Campaign for Common School System, and NGOs (World Vision, Aide et Action, Pratham).

While presenting a background of Education 2030 and the Sustainable Development Goals (SDGs), Ramakant Rai, Convenor, NCE India, elaborated on various international declarations, including the Dakar Framework of Action, and the Jomtien and Inchon Declarations. He stressed that even after the enactment of the Right to Education Act (RTE Act) 2009 in India, the country still has the highest number of out-of-school children. Ramakant Rai mentioned that surprisingly, many government schools are being closed or are being merged due to low enrolment rates. He explained the RTE indicators and the current scenario in India. He shared his concerns about the unfinished education goals and threats to the right to education as the government has decreased spending on education and the worrying trend towards education privatization and commercialisation.

ASPBAE's Susmita Choudhury presented the Education 2030 and SDG 4 goals where she explained the targets, challenges, and the importance of civil society engagement in achieving the goals. She mentioned that even though the SDGs are not perfect, they carry with them a strong agenda. Susmita also highlighted the three main uncertainties for the success of the SDGs - (1) targets not matched

Participants highlighted the need for the ASPBAE Secretariat to work closely with all members in Indonesia. They also reiterated the need to continue the leadership trainings on education, study exchanges, Bulletins, and regional workshops.



The aim of the consultation on Education 2030 and SDG 4, held for north eastern states of India and organised by NCE India, was to familiarise participants on the Education 2030 and SDG 4 targets and link them to local priorities.

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A plan of action, developed by the participants, included generating awareness amongst teachers on Education 2030 and SDG 4, and formulating a monitoring committee.

with financing commitments, (2) indicators may get diluted which will reduce the targets, and (3) reduced space for civil society engagement.

Dipjyoti Sundaray, from Aide et Action, presented her study on 'Quality Education Among Ethnic Children'. She emphasised the importance of the medium of instruction in schools and the transition of the mother tongue language as the medium of instruction. She also spoke about building capacities of teachers to reduce dropout rates.

In order to understand local priorities, the participants worked together in six groups. The themes for the groups were - quality in education, issues related to teachers, issues related to marginalised communities, community participation, role of parents in school performance, spending on education, and privatisation and commercialisation of education.



ASPBAE's Susmita Choudhury presented the Education 2030 and SDG 4 goals where she explained the targets, challenges, and importance of CSOs in achieving the goals.

The processes in developing India's new national education policy (NEP) featured strongly in the discussions on the 2nd day of the workshop. NCE India's Ramakant Rai explained the salient features of the upcoming policy process emphasising that the draft document for comment does not adequately offer a clear analysis of the shortcomings of the present system and the adverse impacts to the right to education of growing education privatisation. Priya Bhakat, also of NCE India, presented a study conducted by the coalition, called '[Status of DIETs in India](#)', to find out the status of District Institutes of Teacher Education (DIET) in three states of India - Maharashtra, Bihar, and Delhi. She explained the implications of the RTE Act 2009 on teacher's education and the role of DIETs in India. In the discussions, the participants spoke about the challenges faced by North Eastern states in properly implementing the RTE Act.

As part of advocacy efforts, the participants came up with a state-wise plan of action at the end of the workshop. The plan included, amongst other things, generating awareness amongst teachers on Education 2030 and SDG 4 and how it relates to their everyday job, creating a demand for the school curriculum to be based on the cultural sensitivities of the state, and working towards the formation of a monitoring committee. [\[BACK\]](#)

Supporting coalitions in Vanuatu and Solomon Islands with 2016 plans

13-21 July 2016, Port Vila, Vanuatu; Honiara, Solomon Islands

ASPBAE's Bernie Lovegrove and Naomi Oxenham visited the Vanuatu Education Policy Advocacy Coalition (VEPAC) in Vanuatu, and the Coalition for Education Solomon Islands (COESI) in Honiara. The visits were a good opportunity for ASPBAE to support both coalitions as they prepare to implement their 2016 programmes under Phase III of the Civil Society Education Fund (CSEF).

During the visit to Vanuatu, ASPBAE attended a planning morning with VEPAC's staff and Board to develop their activity timeline for the rest of 2016. A strong focus of VEPAC's activities will be on engaging with members and stakeholders

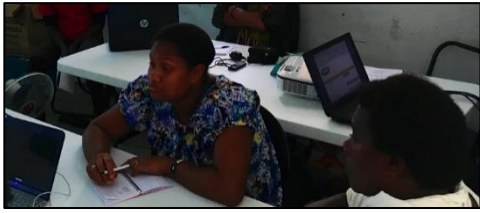


ASPBAE attended a planning morning with VEPAC to develop their activity timeline for the rest of 2016.

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A civil society consultation, hosted by the United Nations Development Programme (UNDP), on the Vanuatu National Sustainable Development Plan and how they are working to ensure the Plan is aligned with SDG priorities.

on SDG4 and ensuring valuable civil society input into the development of Vanuatu's SDG4 indicators. Other focus areas include research into school funding and analysis of funding for adult literacy programmes, as well as World Teachers Day and International Literacy Day events.

ASPBAE and VEPAC met with representatives from the Vanuatu Teachers Union and Vanuatu Teachers Association to discuss priority areas for Vanuatu's teachers and potential collaboration for World Teachers Day.

Naomi Oxenham and VEPAC Coordinator, Anne Pakoa, also attended a civil society consultation, hosted by the United Nations Development Programme (UNDP), on the Vanuatu National Sustainable Development Plan and how they are working to ensure the Plan is aligned with SDG priorities. This initial consultation will be followed up with further consultations with civil society organisations throughout 2016.

After Vanuatu, Naomi spent time in Honiara with COESI. During the visit, the COESI team worked with Naomi to develop their 2016 activity plan. As part of this activity plan, ASPBAE will be supporting COESI as they undertake a key piece of research on the Solomon Islands Fee Free Basic Education Policy (FFEBP) aimed at gaining a better understanding of how it is applied by schools and how it is perceived by parents and the broader community. It will be an important piece of research that will be used to support COESI's advocacy work under the CSEF programme.

Naomi also met with the President of the Solomon Islands National Teachers Association to discuss World Teachers Day in October and with representatives from the Ministry of Planning, Development and Aid Cooperation to discuss the Solomon Island Government's progress in implementing SDG4 and how civil society can engage in this process.

Follow up visits with VEPAC and COESI will be conducted by ASPBAE in September. [\[BACK\]](#)

ASPBAE will be supporting COESI as they undertake key research on the Solomon Islands Fee Free Basic Education Policy (FFEBP) aimed at gaining a better understanding of how it is applied by schools and how it is perceived by parents and the broader community.

7th General Assembly News

National Consultations for 7th GA wrap up; ASPBAE members select Country Voting Representatives

July was a very busy month for ASPBAE General Assembly processes. Nine national consultations were convened where members reflected on ASPBAE's current work, deliberated on its future directions, and selected Country Voting Representatives. The reflections and recommendations arising from these consultations of members will inform the discussions of the Regional Strategic Workshop to be held from 20-21 November in Bangkok, Thailand, this year.

In all, a total of 13 in-country members' consultations were organised within June and July 2016 for the 7th GA. In several cases, these were organised alongside country-level civil society consultations to update on SDG 4 and to strategise civil society participation in the national level processes to concretise the new global education agenda. These discussions richly informed the members' deliberations on ASPBAE's future strategies and directions.

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National Consultations were held in the following countries in July –

- Nepal** 5 July, Kathmandu, hosted by DidiBahini: Facilitated by its Country Coordinator, Saloni Singh, Executive Chair, DidiBahini, ASPBAE's Cecilia 'Thea' Soriano, Regional Programmes and Operations Coordinator, and Anita Borkar, ASPBAE's Training for Transformation Programme Regional Coordinator
- Cambodia** 5 July, Phnom Penh, hosted by NGO Education Partnership (NEP): Facilitated by its Country Coordinator, Chin Chanveasna, Executive Director, NEP, and ASPBAE's Claudine Claridad Tanvir, 7th GA Coordinator
- Japan** 9 July, Tokyo, hosted by Shanti Volunteer Association (SVA): Facilitated by its Country Coordinator, Takafumi Miyake, SVA Deputy Secretary General, and ASPBAE Executive Council Member (SR-2, East Asia) Naomi Kamijo, Vice Chair, Development Education Association and Resource Center
- Vietnam** 12 July, Hanoi, hosted by Vietnam Association for Education for All (VAEFA): Facilitated by its Country Coordinator, Nguyen Thi Thanh Hang, VAEFA Programme and Finance Officer, and ASPBAE's Helen Dabu, Deputy Regional Coordinator, Civil Society Education Fund
- Sri Lanka** 12 July, Colombo, hosted by Coalition for Educational Development (CED): Facilitated by its Country Coordinator, Dharmawansa Pieris, CED Board Chairperson, Shantha Kulathunge, CED National Coordinator, and ASPBAE Executive Council Member (SR-1, South and Central Asia) Dominic D'Souza, Director, Laya Resource Centre
- Australia** 12 July, Melbourne, hosted by RMIT University-Melbourne: Facilitated by its Country Coordinator, Elaine Butler, Ambassador, Women in Adult and Vocational Education, and ASPBAE President Robbie Guevara, Associate Professor, School of Global, Urban and Social Studies, RMIT University
- New Zealand** 12 July, online consultation, hosted by The University of Waikato: Facilitated by its Country Coordinator, Sandra Lee Morrison, Associate Professor, Faculty of Maori and Pacific Development, The University of Waikato
- Pakistan** 14 July, Lahore, hosted by Bunyad Literacy Community Council (BLCC): Facilitated by its Country Coordinator, Shaheen Attiq-Ur-Rahman, BLCC Vice Chairperson, and ASPBAE's Medha Soni, Information and Communications Coordinator
- Indonesia** 18 July, Jakarta, hosted by Network for Education Watch (NEW Indonesia): Facilitated by its Country Coordinator, Abdul Waidl, NEW Indonesia National Coordinator, ASPBAE Executive Council Member (Sr-3, South East Asia), Dina Lumbantobing, Women Crisis Center "Sinceritas", Research & Capacity Building Division, Perkumpulan Sada Ahmo (PESADA), former ASPBAE EC Member (SR-3) Nani Zulminarni, Director, Peremuan Kepala Keluarga (PEKKA), and ASPBAE's Thea Soriano.

In countries where there were either only one or two accredited member organisations, the concerned members facilitated their own processes to select their respective Country Voting Representatives.

The names of all the Country Voting representatives and details on the selection processes undertaken were submitted to the ASPBAE Secretary General's office by the deadline of 18 July 2016. [\[BACK\]](#)

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

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