

The ASPBAE Bulletin

Learning Beyond Boundaries

Nov-Dec 2012

Inside this issue:

Election Results for ASPBAE's Sixth General Assembly	1
GPE Board approves CSEF proposal	2
EFA Steering Committee meeting prepares for global meet	3
Reviewing progress and identifying bottlenecks in reaching EFA goals	4
Looking for alternatives	5
A market place of education ideas	6
CLIMATE Asia-Pacific meeting	7
Developing an ASEAN vision for ESD	
E-Net Mindanao and PS Link Localize Policy Forums on PPP in Education	8
3 rd National Education Forum, Mongolia	9
Curriculum globALE	10
Tales of Hope 3	11

Election Results for ASPBAE's Sixth General Assembly

ASPBAE is pleased to announce that the election process for its Executive Council is complete! It would like to welcome aboard its new board members and welcome once again re-elected members of the Executive Council.

Ms. Sandra Morrison, Election Officer for this General Assembly, submitted her report to ASPBAE's Secretary-General and the election results were shared with all ASPBAE members. Of the 40 registered voters, 36 election ballots were received, of which 35 were valid votes.

Members of the ASPBAE Executive Council 2013-2016 are -

ASPBAE President:	Dr. Jose Roberto Guevara (Australia)
Member from South Asia (female):	Ms. Saloni Singh (Nepal)
Member from South Asia (male):	Mr. Dominic Marian D'Souza (India)
Member from East Asia (female):	Ms. Naomi Kamijo (Japan)
Member from East Asia (male):	Mr. Batjargal Batkhuyag (Mongolia)
Member from Southeast Asia (female):	Ms Dina Lumbantobing (Indonesia)
Member from Southeast Asia (male):	Mr. In Samrithy (Cambodia)
Member from South Pacific (female):	Ms. Sashi Kiran Charan (Fiji)
Member from South Pacific (male):	Dr. Timote Vaioleti (Aotearoa/New Zealand)

The ASPBAE Executive Council 2013-2016 will convene in its first meeting in February 2013.

ASPBAE team acknowledges the excellent work done by its Election Officer, Sandra Morrison, and her staff at the School of Maori and Pacific Development, University of Waikato, Aotearoa/New Zealand, in conducting the Virtual Election process in an efficient and transparent manner.



GPE Board approves Civil Society Education Fund proposal

19-20 November 2012, Paris, France

The Board of Directors of the Global Partnership for Education (GPE) meets face-to-face twice a year to review progress and make strategic decisions regarding the GPE.

In its meeting in November 2012, The GPE Board of Directors approved grants totaling over USD 200 million to several of its developing country partners. It also discussed the implementation of GPE's strategic plan for 2012-2015; fundraising efforts; the level of funding for GPE developing country partner nations expected to seek assistance over the next two years; standards for agencies that will supervise and manage grants; a proposal for assisting civil society education groups; potential changes to representation on the Board of Directors; and a proposal to accelerate education support for nations in conflict or other emergency situations.

Significantly, the GPE Board agreed that there should be continuity of the Civil Society Education Fund (CSEF) with no break in the funding. The Civil Society Education Fund is a global initiative that assists national civil society organisations to actively participate in achieving quality education for all by becoming more knowledgeable, skilled, and influential. Since 2009, CSEF had supported groups of civil society organisations who have formed national education coalitions in 45 low-income countries across Asia and the South Pacific, Africa, and Latin America. .

Continuing CSEF initiatives was a priority decision of importance to civil society organisations as it will provide USD 14.5 million for national education coalitions in 50 countries over the next 2 years. Furthermore, the Board requested a quality review of the CSEF funding proposal and requested the Global Campaign for Education to present a revised proposal taking into account the results of the quality review.

Following these decisions, the GPE Board, in a teleconference in December 2012, approved the Civil Society Education Fund proposal for 2013-14. The GPE Board approved an allocation of up to USD \$14.5 million from its fund for the CSEF proposal, with UNESCO serving as Managing Entity.

In the teleconference, the GPE also confirmed its commitment to strategic civil society engagement being a core element of the Global Partnership for Education, and requested the Secretariat to work with partners to develop a plan for such engagement, for consideration by the Board of Directors at its second face-to face meeting in 2013.

The November meeting also addressed issues such as the GPE Board representation. As the term for the current civil society representatives in the Board ends in 2012, in a side meeting, civil society representatives discussed the process for Board elections for the civil society north and south seats. The Global Campaign for Education Secretariat is leading a process to consult over regulations for the election. Elections will be held in January 2013.

With regard to the GPE Strategic Plan, the strategic plan working group shared a consultation document to help them develop an implementation plan. This included consultations on issues such as –

- Does the GPE support education sector plans of a country based on country priorities or does it require countries to include GPE priorities?
- Are Local Education Groups fit for purpose and should civil society participation be a requirement or just a loose guideline?
- Should increasing domestic financing be a requirement for receiving GPE support?
- What is the status of the indicative indicators in the plan?
- What is the preferred aid modality?

The GPE Board agreed to continue with the CSEF with no break in funding. This will provide USD 14.5 million to national education coalitions in 50 countries over the next 2 years.

The GPE confirmed its commitment to strategic civil society engagement being a core element of the Global Partnership for Education.

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'GPE Board approves Civil Society Education Fund proposal' contd...

The GPE Board received an update on the Global and Regional Activities Fund (GRA). A first batch of proposals was submitted and will be discussed in a Board teleconference at the end of January 2013. There were some continuing concerns about the level of transparency and timing of the GRA process.

The Board discussed ways to strengthen engagement in fragile and conflict affected contexts and new guidelines for transitional education plans were outlined. Whilst there was some disagreement on the full guidelines, there was unanimous support for a decision on a new-accelerated funding mechanism in emergency and early recovery situations.

Parts of this write-up are based on summary notes by David Archer, Head of Education, Action Aid, and one of the incumbent civil society representatives in the GPE Board.

The Board discussed ways to strengthen engagement in fragile & conflict affected contexts. There was unanimous support for a new accelerated funding mechanism in emergency & early recovery situations.

EFA Steering Committee meeting prepares for global meet

20 November 2012, Paris, France

The Sixth Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA) elected a new CCNGO/EFA Coordination Group on 24 October 2012. In line with the CCNGO/EFA Working Procedures, the group had to "select two members among the Coordination Group to represent civil society organisations in the EFA Steering Committee". In its first meeting, the Coordination Group filled the two seats by appointing one regional organisation and one international organisation. Ms. Camilla Croso, President of the Global Campaign for Education, was appointed to take the 'international seat', while the 'regional seat' would be taken on a rotational basis by Mr. Limbani Nsapato, Policy and Advocacy Manager, African Network Campaign for EFA (ANCEFA) and Ms. Maria Lourdes Almazan Khan, Secretary General, ASPBAE. The teaching profession is represented by Education International (EI) in the Committee. David Edwards, EI Deputy Secretary General represents in the EFA Steering Committee and serves as the Vice Chair of the Committee. The civil society representatives attended the EFA Steering Committee meetings through November 20-23, 2012 in UNESCO, Paris.

Participants of the EFA Steering Committee meeting discussed preparations for the Global EFA meeting (GEM). The Steering Committee decided to act as the Drafting Group throughout the GEM. They presented the draft GEM Statement which was finalised and approved by the High-Level Ministerial meeting on November 22. The statement focused on the "last big push" for 2015 and underscored the measures that all EFA stakeholders should set in place to accelerate efforts to meet the 2015 goals and targets. The full statement is available at –

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/GEM_statement_final_EN_01.pdf

At the conclusion of the Global EFA Meeting (GEM), the Education for All (EFA) Steering Committee met to discuss how it could follow on the GEM Statement and the National EFA 2015 review process. Some needs and opportunities identified were –

1. Countries need to prioritise for the Big Push and UNESCO regional and country offices, in partnership with UNICEF and the World Bank in particular, should support countries in making targeted plans, based on GMR analysis and other data.

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The EFA Steering Committee recommended priority support to the 38-40 countries identified by the Global Monitoring Report as furthest from achieving the EFA goals by 2015.



'EFA Steering Committee meeting prepares for global meet' contd...

2. The international community could focus its support on the 38-40 countries identified by the Global Monitoring Report as furthest from achieving the EFA goals by 2015. UNESCO should highlight to donors that they are currently not prioritising these countries.
3. Mapping of different education initiatives (such as EFA, Education First, Global Partnership for Education) is needed to see which issues are missing, who is doing what, where a Big Push is needed, and what needs to be continued past 2015.
4. The EFA partnership should build momentum and induce a sense of urgency to motivate, inspire, and accelerate action at the national level.
5. The global EFA coordination mechanism can galvanise the support needed at the national level and tap the intellectual resources that are already available at the country level.

The EFA Steering Committee provides strategic guidance on all aspects of EFA, i.e. monitoring, research, global advocacy, knowledge-sharing, and partnerships for specific issues such as financing. Composed of representatives from the UNESCO Member States, the EFA convening agencies and the Global Partnership for Education, (formerly EFA Fast Track Initiative), civil society, and the private sector, the Steering Committee is a driving force for the global EFA movement. It also advises on issues such as recommending the themes of the future editions of the GMR as well as preparing and following up the EFA High-Level Forum and the Global EFA Meeting.

The Global EFA Meeting statement, which the EFA Steering committee drafted, focused on the 'last big push' for achieving the 2015 EFA goals.

Reviewing progress and identifying bottlenecks in reaching EFA goals

Global EFA Meeting

Paris, France, 21-23 November 2012

The annual Global Education for All (EFA) Meeting (GEM) brought together representatives of UNESCO Member States, EFA convening agencies, bilateral agencies, United Nations and regional organisations, civil society organisations, the private sector, research institutes, and foundations. All members of the Coordination Group of the UNESCO Collective Consultation of NGOs on EFA (UNESCO CC NGO EFA) attended along with Education International.

The main purpose of the Global EFA Meeting was to critically assess progress towards EFA based on the EFA Global Monitoring Report and regional reports, and to agree on tangible actions for follow-up. The outcomes of the meeting guided the agenda of the High-Level Forum.

The three-day GEM consisted of: (1) a High-Level Ministerial Meeting for Heads of State, Ministers, Vice Ministers and heads of other EFA constituencies and (2) a Senior Officials' Meeting.

The purpose of the first Global EFA Meeting was to -

- Critically review progress towards the six EFA goals based on the EFA Global Monitoring Report 2012, titled *Youth and skills: Putting education to work*, based on information and reports from national and regional levels and from international organisations, as well as reports from other key EFA meetings such as recent regional EFA meetings, the 6th Meeting of the Collective Consultation of NGOs on EFA (CCNGO/EFA) and the Ninth E9 Ministerial Review Meeting.

One of the objectives of the GEM was to assess progress on EFA based on findings of the GMR 2012 and agree on actions for follow up.

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'Reviewing progress and identifying bottlenecks in reaching EFA goals' contd...

The GEM aimed to identify bottlenecks holding back progress in meeting the EFA 2015 goals and discuss key steps in the EFA process up to 2015.

- Identify bottlenecks holding back progress as well as strategic and pragmatic initiatives, best practices, and successful policies that can be replicated to address remaining challenges collectively and accelerate efforts towards achieving EFA by 2015.
- Agree on concrete actions in a last big push to reach the EFA goals by 2015.
- Discuss key steps in the EFA process up to 2015, in particular with regard to how to support countries in preparing robust EFA Reviews and agree on a plan of action up to 2015.

A draft Outcome Statement was prepared by the UNESCO Secretariat in advance of the GEM to allow sufficient time for consultations with EFA partners and invited participants. The Statement was informed by the findings of the GMR and the regional reports and by the recommendations of the EFA Steering Committee. The Draft Statement was discussed and finalised by the Senior Officials' Meeting and adopted during the High-Level Ministerial Meeting.

The full statement of the GEM Meeting can be found at - <http://www.unesco.org/new/index.php?id=63844>

A participatory process for selecting Member States' representatives was introduced to increase countries' ownership and accountability. Specifically, each UNESCO regional electoral group selected eight countries to represent their region at the GEM in 2012 and 2013. The regional groups were encouraged to select representatives that include countries progressing fast, those lagging behind, as well as donor countries and fragile states.

The High-Level Ministerial Meeting brought together approximately 80 global leaders (Heads of State/Ministers of Government and Heads or high officials of multilateral, regional and bilateral agencies, NGOs and the private sector).

Looking for alternatives

5th World Social Forum on Migration

26-30 November 2012, Manila, Philippines

The World Social Forum on Migration was held for the first time in Asia. Debates were based on the theme 'Mobility, Rights and Global Models: Looking for Alternatives'.

"Another world is possible," goes the slogan of the World Social Forum (WSF). But as Philippine House of Representative member, academic and activist Walden Bello, argued, "A key part of the solution is to restructure our economies so that we can create the decent jobs at home that would make it unnecessary for great numbers of our people to go abroad in search of work... But even as we reform our domestic economy, we must protect our migrant workers and advance their rights and interests as they labor abroad to sustain their families at home and, in the process, keep the domestic economy above water with their billions of dollars worth of remittances."

With these arguments, Bello challenged the participants during the opening plenary of the 5th World Social Forum on Migration (WSFM), held for the first time in Asia. Attended by more than 1800 delegates from 50 countries, the participants' debates were based on the theme 'Mobility, Rights and Global Models: Looking for Alternatives'. The WSFM is one of the thematic processes of the World Social Forum, a global process of, and by, social movements that seeks to advance global solidarity, collective analysis, discourse, and people's action.

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'Looking for alternatives' contd...

The World Social Forum on Migration is one of the thematic processes of the World Social Forum, a global process that seeks to advance global solidarity, collective analysis, discourse, and people's action.

The week featured workshops on the following sub-themes: (a) Crisis, Critique and Consequences of Global Migration, (b) Migrants Rights are Human Rights, (c) Re-imagining migration proposing alternatives, exploring models, and (d) Resistance, Organization, Action; community visits; cultural events, and public marches, the largest of which coincided with the celebration in the Philippines of National Hero's Day on the 30th November.

The final Manila declaration strongly criticised the current attempt by “national governments and international organisations such as the World Bank, the International Organisation for Migration, and the Global Forum on Migration and Development (GFMD) to promote the idea that maximising remittances and managing migration will lead to development.” The declaration strongly argued that “the GFMD is not acceptable because it is not rights-based and has no accountability. In limiting the space for civil society and migrant communities to voice their critique, it marginalises the voices of migrants. The GFMD serves as a “free market” forum for governments and corporates to further exploit migrants in the context of the neo-liberal model”.

The full text of the Manila Declaration and some of the keynote presentations can be accessed through the following website: <http://www.wsfm2012.org/>

A market place of education ideas

24-26 November 2013, Doha, Qatar

It was a market place of ideas for education and coming together of people from different disciplines connected by an enthusiasm for innovation. At the World Innovation Summit for Education (WISE), the message was clear --- there are myriad solutions to making quality education for all a reality.

As an example of one such solution, the World Summit highlighted a 'boat school' In Bangladesh, where children study and read books. The boat has a solar panel on its roof that provides power and electricity to the children.

There were also exchanges on global initiatives for education. Gordon Brown, former UK Prime Minister, spoke about Education First launched by the United Nations. Carol Bellamy, Chair of the Board of Directors for the Global Partnership for Education, discussed the Global Partnership for Education that supports fast track plans for Education for All.

Discussions also focused on learning ecosystems in a globalising world. Presenters argued that in the age of information and fast-changing technologies, schools have ceased to be the only center of knowledge. The learning ecosystem is comprised of a community of learners, a community of innovators, and a community of learning providers.

True to its mission for education innovation, the World Summit awarded education programmes that made a difference to the lives of learners. Sadly, innovations on adult education were sorely missed in the rigorous and enthusiastic discussions. Needless to say, when the World Summit is held in October 2013 WISE 2013, it needs to incorporate adult education in its agenda.

The World Innovation Summit for Education highlighted global initiatives for education. Gordon Brown & Carol Bellamy addressed the summit.



CLIMATE Asia-Pacific zeros in on regional perspective of climate change education

4-12 June 2012

CLIMATE Asia-Pacific, a network of organisations from the Asia Pacific, carried out nine country scoping studies on the State of Climate Change Education in the region. ASPBAE (Robbie Guevara), the Center for Environment Concerns (CEC), Philippines (Frances Quimpo), and the India-based organization Laya (Dominic D'Souza, ASPBAE Executive Council member), met to synthesise the studies to present a regional picture of the state of Climate Change Education in Asia Pacific, as well as strengthen CLIMATE Asia-Pacific's efforts to develop climate resiliency of Asia-Pacific peoples while campaigning for climate justice.

Also in the meeting, S. Jahangir Hasan Masum, Coastal Development Partnership (CDP), Bangladesh, shared his experiences of the United Nations Climate Change Conference in Doha, and presented the Doha Work Programme on the UN Framework Convention on Climate Change and the Kyoto Protocol, focusing on climate change education, training, and skills development.

Dominic D'Souza briefed members of CLIMATE Asia-Pacific on ASPBAE and the European Association for the Education of Adult's (EAEA) plans on climate change education. ASPBAE President, Robbie Guevara, gave an update on the Decade of Education for Sustainable Development and on the plans of the International Council of Adult Education (ICAE) related to climate change education.

Dominic D'Souza, Associate Director, Laya, and ASPBAE EC member, contributed to this write-up.

CLIMATE Asia Pacific met to synthesise 9 country scoping studies to present a regional picture of the state of Climate Change Education in Asia Pacific.

Developing an ASEAN vision for Education for Sustainable Development

SEAMEO INNOTECH Conference on Education for Sustainable Development

11-13 December 2012, Manila, Philippines

The Southeast Asia Ministers of Education Organisation - Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) hosted the 13th International Conference on the theme 'Educating for the Future We Want: A Green Southeast Asia'.

In the eve of the unified Southeast Asian community, the conference sought to develop an ASEAN vision and strategy for Education for Sustainable Development, informed by the outcomes of the UN Conference on Sustainable Development (Rio+20) and the on-going United Nation's Decade of Education for Sustainable Development (2005-2014).

In his keynote speech, Philippine President Benigno S. Aquino III emphasised that the government is "aware that learning is a lifelong process that does not take place only inside classrooms: Education also takes place in our everyday experiences. In some ways, it may be that this practical, experience-based form of learning makes a greater impression on all of us. We can teach students all we want about the importance of preserving the environment, but if they do not see these practices lived out in the wider community, how will these lessons ever take root? We can speak of the consequences of climate change, but it is the difficult lessons of the everyday life - the storms and devastation wrought in the Philippines, amongst others - that make these consequences a reality."

The SEAMEO Conference sought to develop an ASEAN vision and strategy for Education for Sustainable Development.

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'Developing an ASEAN vision for Education for Sustainable Development' contd...

ASPBAE President, J. Roberto Guevara made a presentation on 'Learning through and about partnerships for sustainability' based on research work conducted in Australia, the Philippines, and Thailand. He also co-presented a plenary session with Ms. Shibao Tomoko, Deputy Director of the Asia-Pacific Cultural Centre for UNESCO (ACCU), on 'Tales of Hope – an EFA-ESD Synergy' based on the recently published book 'Tales of HOPE 3'. ASPBAE is one of the ACCU Centers of Excellence in Education for Sustainable Development as part of the Decade of ESD.

Copies of the SEAMEO INNOTECH conference presentations can be downloaded from the following website: <http://www.greeningsea.com/>

E-Net Mindanao and PS Link localise policy forums on PPP in education

29 November 2013, Mindanao, Philippines

The Civil Society Network for Education Reforms (E-Net Philippines) has been making the rounds of policy forums on public-private partnership (PPP) in education. Since PPP has been announced by the current Aquino administration as a key governance strategy for the country's development goals, the coalition has done consultations and researches on the implications of PPP in Education for All (EFA).

E-Net Philippines organised a policy forum in partnership with the Provincial Government of Cotabato and its Board members in Mindanao to flesh out issues on PPP in education and its implications for education access, quality, and relevance in Mindanao. The research on Education Service Contracting (ESC) done by E-Net in partnership with the Privatization in Education Research Initiative (PERI) was presented as one modality of public-private partnership. Similarly, Pusaka (an organisation with formal and non-formal education, and livelihoods programmes in Mindanao) shared other modalities of PPP that are more community-based education programmes catering to Muslim learners. This initiated discussions on engaging PPP in education policy and programme at the local level.

The issues in the Mindanao forum were raised from a tri-people perspective --- from the indigenous, Muslim, and Christian contexts. Some of the fears expressed were that PPP may benefit only the business sector that has the resources and will not benefit the marginalised sector such as indigenous communities. Another issue raised was that when a partnership has been forged with government, a major obstacle is in the delay of release of funds, sometimes up to a year. To make PPP in education work for the marginalised, participants of the forum noted that not only should guidelines for partnership be inclusive, but the management of partnerships should also consider the contexts of organisations working with marginalised communities. Importantly, it was raised that continuity of programmes between government administrations as well as transparency and accountability measures should be in place in any public-private partnership.

E-Net Philippines organised a policy forum to flesh out issues on PPP in education and its implications for education access, quality, and relevance in Mindanao.



Evaluating the impact of PPP on quality education

18-19 December 2012, Manila, Philippines

Concerned about the impact of PPP on quality education and teachers' rights and welfare, the Public Services Labor Independent Confederation (PS Link) conducted a National Education Policy Workshop on the Kto12 programme, School Based Management, and PPPs in education. PS Link is a national confederation of government employees and their unions and associations from different government agencies, state universities and colleges, local government units, and government financial institutions. Representing over 82,000 members all over the Philippines, PS Link believes in the promotion and development of strong, accountable, comprehensive, responsive, effective, and democratic public services. It is a member of E-Net Philippines as well as Education International (EI).

Cecilia "Thea" Soriano presented the results of the Department of Education's Education Contracting Scheme (ESC) study in the forum while Education International's Jillian Roque shared highlights of the EI global research on PPP in education. The presentations kick started teachers' workshop to strategise on policy advocacy on PPPs in education within the framework of reforms for quality education.

The Public Services Labor Independent Confederation (PS Link) conducted a National Education Policy Workshop on the Kto12 programme, School Based Management, and PPPs in education.

3rd National Education Forum on Money, Quality and Accountability held in Mongolia

3-4 December 2012, Ulaanbaatar, Mongolia

A national education forum in Mongolia called for a more transparent, inclusive, and participatory approach in education policy development. The 3rd National Education Forum on Money, Quality and Accountability was organised by the 'All for Education!' national civil society coalition in Mongolia (AFE Mongolia).

Several sessions at the forum focused on education in the national and international context, the development of education in the country and national ownership, the Cambridge System being introduced in the education system in Mongolia, and reforms needed to democratise education.

ASPBAE's Maria Helen Dabu presented an ASPBAE paper on the post-2015 education agenda and the need for civil society organisations, such as AFE Mongolia, and its members to start engaging different stakeholders in shaping the post-2015 education and development agenda.

A representative from the Strategic Planning and Policy Development Department of the Ministry of Education of Mongolia updated the participants on the current education reforms being implemented by the government. Participants raised questions on transparency, the need for a more inclusive process, and the need to increase resources in education. The government representative invited AFE Mongolia for more thorough and specific discussions on how civil society organisations can influence the current reforms and pave the way forward.

A call for action paper will be released by AFE Mongolia and will be circulated to different education stakeholders.

The 3rd National Education Forum on Money, Quality and Accountability held in Mongolia called for a more transparent, inclusive, and participatory approach in education policy development.

Curriculum globALE: Towards professionalising adult education

3-4 December 2012, Bonn, Germany

The professionalisation of adult education is perceived as a key challenge around the world, both at the individual country level and in the international context. The Belém Framework for Action identifies the professionalisation of adult education as one of the key challenges and states that, “The lack of professionalisation and training opportunities for educators has had a detrimental impact on the quality of adult learning and education provision”. At the EU level too, criticism has been raised regarding the overall inadequate level of attention dedicated to this task in Europe as well as the lack of uniform qualification standards or benchmarks which makes it difficult to assess in terms of quality.

Addressing the issue of professionalisation of adult education, the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the Institute for the International Cooperation of the Association of German Adult Education Centres (*dvv international*) initiated a cooperation project to jointly develop, test, and disseminate a core curriculum for training adult educators outside of the university sector which satisfies international scientific standards and is suitable for use on a trans-national scale. The project is divided into two phases - the development phase (from mid-2011 to the end of 2012), which includes creating and finalising a curriculum, and the test and dissemination phase (2013), which includes piloting the curriculum in various country projects of *dvv international*.

dvv international and DIE organised a workshop inviting international experts to review the Curriculum globALE, as it is termed. Representatives from *dvv international* offices, government departments, civil society organisations, and academics from German Universities participated in the workshop. ASPBAE also participated in the workshop along with the Indian Adult Education Association one of its member organisations, who is keen to pilot Curriculum globALE in India.

Curriculum globALE sets out basic qualifications for adult educators worldwide. A fundamental element of Curriculum globALE is to provide a description of both the curriculum as a whole and as individual modules in the form of learning outcomes and competencies. The qualification level on which the curriculum is based corresponds with the European Qualification Framework, Level 5. Curriculum globALE is initially aimed at institutions and organisations in the area of adult education that wish to ensure that the qualification level of their educators satisfies professional standards.

Curriculum globALE encompasses the following five core modules: Basics and Principles of Adult Education; Adult Teaching and Adult Learning; Methods of Adult Education; Communication and Group Dynamics in Adult Education; Planning, Organisation and Evaluation of Adult Education Programmes.

Discussions were facilitated by the Curriculum globALE team. ASPBAE is part of the editing group of the curriculum. The final draft is expected to be completed by February 2013.

The German organisations of DIE and *dvv international* initiated a cooperation project to jointly develop, test, and disseminate a core curriculum for training adult educators.



Tales of HOPE 3

EFA-ESD Publication

Committed to advancing the efforts for greater synergies between Education for All (EFA) and Education for Sustainable Development (ESD) to contribute to achieving quality education and a sustainable future for all, the Asia-Pacific Cultural Centre for UNESCO (ACCU) has recently published 'Tales of HOPE 3'. It is a timely publication as we approach the end of the United Nations Decade for Education for Sustainable Development in 2014, and both the Education for All Dakar Goals and the Millennium Development Goal target year of 2015,

ASPBAE President, J. Roberto Guevara, and Executive Council members Timote Vaiolenti and Dominic D'Souza contributed chapters to the publication which also features a story from the work of the *People's Initiative for Learning and Community Development (PILCD)*, in the Philippines, a long-standing ASPBAE member.

Tales of HOPE 3 can be accessed from the following website:

http://www.accu.or.jp/esd/hope/pdf/tales_of_Hope3.pdf

*'Tales of HOPE 3'
addresses synergies
between EFA and
ESD in achieving
quality education
and a sustainable
future for all.*

*For further information on The ASPBAE Bulletin, please contact Medha Soni, ASPBAE
Information and Communications Coordinator, at -
medha.aspbae@gmail.com*