

# ASPBAE THIS MONTH

January 2016

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## Developing research writing in the South: Compare writers' workshops held in the Philippines

[Full article](#)

## ASPBAE's 7<sup>th</sup> General Assembly to be held this year

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[Read more](#)



## ASPBAE's Maria Khan and PRIA's Rajesh Tandon winners of IAEA Nehru and Tagore Literacy award

[Full article](#)

## Developing action plans in the Asia Pacific on the 2030 agenda for sustainable development

ASPBAE was invited to participate in the 4<sup>th</sup> annual meeting of the Asia Development Alliance (ADA) to develop action plans for 2016 based on an assessment of 'CSO engagement in the 2030 agenda for sustainable development in Asia'.

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## Member of the Month

### Yayasan Insan Sembada (YIS)

Yayasan Insan Sembada (YIS), in a non-governmental organisation working towards community development. YIS implements programmes for under-developed groups in many part of Indonesia to improve quality of life and prosperity of communities.

YIS interventions include community-based health programmes, economic empowerment, trainings, institutional strengthening, environmentally-sound agricultural practices, and peace building. YIS also undertakes consultancies on management of community development programmes, including programme needs assessment, design, development, evaluation, and trainings.

Visit the YIS [website](#) to know more.

## We need to talk about competencies

The AED (Adult Education and Development) Editorial Board met in Morocco to plan the next issue of the journal to be themed on *Skills and Competencies for Life and Work*.

[Read more](#)

## Outstanding educators, including from India and Macau, inducted into 2015 International Adult and Continuing Education Hall of Fame

26 educators were inducted into the International Adult and Continuing Education Hall of Fame. From the Asia Pacific region, S. Y. Shah of India and Lawrence Tsui of Macau were honoured.

[Read more](#)

## Photo of the month



Samoa College celebrates the 50<sup>th</sup> anniversary of the United Nations Development Programme (UNDP) and presents their take on SDG4. "The 2030 Agenda calls for calls for a willingness to share ideas, experiences, and knowledge", - Samoan Prime Minister, T.S. Malielegaoi.

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## ASPBAE's 7<sup>th</sup> General Assembly to be held this year

ASPBAE will hold its 7<sup>th</sup> General Assembly this year. The General Assembly will be organised just after the international community agreed the new development and education agenda. It is envisaged that the ASPBAE Assembly offer a platform to deliberate on the outcomes of the post-2015 processes, and chart out appropriate civil society strategies and responses especially at country and regional levels. It is also envisaged that the Assembly offer space for ASPBAE members to jointly chart out ASPBAE's new directions in recognition of the new development and education agendas, the recommendations arising from its broad-based members' consultations on the occasion of its 50<sup>th</sup> anniversary (in 2014), and the overall development and education context.

We will dedicate a special General Assembly section in our Bulletins this year to keep you informed and updated about important information and processes related to the event. Watch this space for more. [\[BACK\]](#)

## Developing action plans in the Asia Pacific on the 2030 agenda for sustainable development

Asia Development Alliance (ADA) Consultation

9-10 January 2016, Bangkok, Thailand

ASPBAE was invited to participate in the 4<sup>th</sup> annual meeting of the Asia Development Alliance (ADA) to develop action plans for 2016 based on an assessment of '*CSO engagement in the 2030 agenda for sustainable development in Asia*'. The sessions were comprised of updates and analyses of global processes, sharing of national processes and policy dialogues with UN agencies and the Asian Development Bank, and thematic discussions on the Sustainable Development Goals (SDGs).



ASPBAE's Susmita Choudhury (extreme left) with representatives from China, Taiwan, India, Pakistan, and Taiwan at the Asia Development Alliance (ADA) Consultation.

A separate session at the UN Conference Centre was dedicated to policy dialogue examining the organisational assessment of the 2030 agenda, priorities, and action plans. ASPBAE was invited to present on the education goal (SDG 4) in the working group on Gender, Migration and Education. ASPBAE's Lead Policy Analyst, Rene Raya, presented an analysis of SDG4, mentioning the gains and areas to advocate at the regional level, especially on education financing and the shrinking role of civil society in the development process. As rapporteur of the working group, ASPBAE's Susmita Choudhury emphasised concerns related to issues such as education, gender, and migration in light of the 2030 development agenda. She highlighting key points on the need for affirmative policies ensuring equity in education, quality improvement in terms of teachers and infrastructure, regulatory frameworks for the private sector, and facilitating safe, responsible migration and mobility of people.

The consultation also shared information on other networks, such as the Affinity Group of National Association (AGNA), International Forum of National NGO platforms (IFP), Together 2030, and So What Now (SNW). A panel discussion by civil society on future engagement strategies explained regional and sub-regional platforms, including the Asia Pacific CSO Engagement Mechanism (APRCM), SAARC, and ASEAN. Representatives of 3 regions - South Asia, South East Asia, and North East Asia - discussed and planned strategies to create synergies for

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Civil society representatives from India, Pakistan, and Bangladesh sharing country updates at the ADA Consultation in Bangkok.

regional engagement and coalition building for the successful implementation of the 2030 development agenda in the Asia Pacific.

*The Asia Development Alliance (ADA) is a network of national and sub-national platforms. It was established in 2013 to enhance synergetic efforts and cost effective communication, coordination, and cooperation, in partnership with international civil societies, in the context of the post-2015 development agenda and the global campaign for the World We Want.* [\[BACK\]](#)

## Developing research writing in the South: Compare Writers' Workshops held in the Philippines

26-27 & 30 January 2016, Manila, Philippines

*By Claudine Claridad Tanvir, Chairperson, Kabataan Kontra Kahirapan (Youth Against Poverty - Philippines)*



Nitya Rao (seen in photo) and Anna Magyar, both of the University of East Anglia, U.K, were the facilitators for the Compare Writers' Workshops held in Manila.

Two capacity building workshops for researchers, sponsored by Compare (the official journal of the British Association for International and Comparative Education, BAICE), were held at the University of the Philippines. The workshops were held to build the skills and competencies of writers from civil society and research institutions in the Asia Pacific. The focus was to enable writers to submit and eventually publishing articles in academic journals.

### Writing for publication

The first workshop, themed on 'Writing for Publication', aimed to support new writers submit a research paper to Compare through engaging participants during the workshop itself and in a writing mentoring programme. Based on the previous workshop held in Mumbai, India, last year, the mentoring programme was deemed 'extremely useful' especially to 'non-English native' researchers seeking support to get into the writing procedures for English journals. In the Philippines workshop, participants took part in group activities and received personalised feedback from the facilitators in the following areas – (a) characteristics of a research article, (b) comparative dimension of an article, (c) creating a research space, (d) abstract writing, (e) positioning the research, and (f) research writing.

While most of the sessions of the workshop involved technical aspects of developing and writing a quality research article, there was also a dedicated space where critical issues on publication procedures and peer reviewing processes were discussed with the participants. Compare submission and review processes were explained as well.

To be able to further guide participants into this process even after the workshop, a mentoring programme was set up for six months. The participants will be working with a writing mentor to make sure that the article is of good quality and will pass the Compare criteria. Afterwards, an academic mentor will be assigned to each participant to give feedback on

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the draft article until it is ready for submission to Compare's formal reviewing process.

## Building support for research writing

A 'Symposium on building support for research writing' was organised to address the capacity building needs of institutions in the South. While the first workshop was more focused on individual writers, the symposium aimed to develop 'writing champions' tasked to support their own organisations in developing spaces and opportunities for research writing and publishing in their respective fields of practice and research. This kind of a workshop, the first to be organised by Compare/BAICE, was built on the interests created by previous writing workshops in Addis Ababa and India (ASPBAE was a partner for the India workshop). The objectives of the symposium were -



A 'Symposium on building support for research writing' aimed to develop 'writing champions' tasked to support their own organisations in developing spaces and opportunities for research writing and publishing in their fields of practice and research.

- Sharing good practice in - research writing, academic publishing, peer mentoring
- Creating a community of practice to support research writing and publication
- Introducing specific approaches and resources for supporting research writing development

To prepare participants in taking on the tasks, individual and group exercises were organised to reflect on their own strengths and weaknesses as trainers as well as the opportunities and barriers that will affect the implementation of the initiative in their own organisations. Individual and organisational capacities and strategies, related to organising and sustaining writing groups, were shared to help Compare map out where institutional support is most needed.

The goal of this initiative is to address inequalities in academic publishing and participation by increasing individual participation and contribution of writers from under-represented countries in the South. This will be done through establishing writing groups to foster the culture of writing within organisations in which peer feedback and mentoring are key elements.

Countries represented in the two workshops were India, Nepal, Bangladesh, Cambodia, Philippines, Malaysia, Vietnam, Thailand, South Korea, Japan, and Hong Kong.

The workshops were supported by the UN Girls' Education Initiative (UNGEI), the University of the Philippines College of Education, and the Comparative Education Society of Asia (CESA) and were facilitated by Anna Magyar and Nitya Rao, both of the University of East Anglia, U.K.

*The Compare journal promotes teaching, research, policy and development in various themes such as adult education and lifelong learning, education, higher education, international and comparative education, and post-compulsory education. [\[BACK\]](#)*

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## We need to talk about competencies

AED Editorial Board meeting

25-28 January 2016, Rabat, Morocco

By *Johanni Larjanko, Editor-in-Chief, Adult Education and Development (AED)*



AED Editorial Board members in Morocco.

The AED (Adult Education and Development) Editorial Board met in Morocco to plan the next issue of the journal to be themed on *Skills and Competencies for Life and Work*.

In earlier issues, the DVV International journal has looked at global citizenship education, adult learning communities, and the policy debate following up the Millennium Development Goals (the so called post-2015 process). Now it is time to become more personal. What will the world look like in, let's say in 20 years? What skills will you need as an individual to manage? As the world we live in changes, so should we. But to what? And how?

This is clearly speculation, as we cannot know the future. But perhaps we can influence it. The focus selected in educational policy is always based on political decisions. Currently, we hear of many education initiatives launched by governments to boost employability. Often, these come as reactions to globalised markets and changing needs of industry. Improved skill sets are indeed necessary in many aspects. In addition, many new skills are needed to navigate an increasingly global world, to take active part in it, to influence it. Here, education can play a crucial role. It is not limited to be a tool in a government tool box. Yes, education can help upskilling. It can also have quite a transformative effect. The ambitious goal for issue number 83 of the AED Journal is to tackle the complex issue of skills and competencies.

The Editorial Board spent a good deal of time discussing the definitions of 'competency' as compared to 'skills'. It became clear that even on this level it is impossible to produce a generally agreed description, so we agreed to disagree. The journal will have to include at least one article on this, as terminology confusion is very common when discussing competencies. It is a confusion that can lead us astray, and make us lose focus on what really matters. This can happen all too easily when we use the same term but mean something completely different.

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*AED Editorial Board met in Morocco to plan the next issue of the journal to be themed on 'Skills and Competencies for Life and Work'.*

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AED prides itself with allowing and encouraging a wide and multi-layered understanding of concepts and development. The aim is not to limit global discussion to one set of truths only. Rather the aim is to showcase the many ways in which a development issue can be seen and understood. The strength of AED lies in its ability to present many views and experiences from all over the world, allowing for internal discrepancies. The journal wishes to encourage dialogue and learning from the experiences of others. A lot of article submissions are now coming in

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as a result of our open call - this is a sign of the importance and the success of the journal. AED is, and should be, a forum open to your ideas. This is an approach shared by all members of the Editorial Board, as well as DVV International, the publisher.

Pushing out new ideas is another ambitious undertaking of AED. Wherever you look, there seems to be a crisis brewing, or a host of problems arising. Sometimes it seems we are stuck in a spiral of political, economic, and environmental tornadoes.

While the problems are real and must be dealt with, it seems equally important to look ahead. There is a popular saying that goes, "*Another world is possible*". Well, how does that world look? What kind of skills and competencies do we need to make it? How can education contribute?

As you can see, we are really ambitious this time. Will we manage? You will have to wait till November, when the new issue will be out, to see for yourself. [\[BACK\]](#)

## Outstanding educators, including from India and Macau, inducted into 2015 International Adult and Continuing Education Hall of Fame

18 November 2015, Oklahoma City, U.S.A

Twenty six educators were inducted into the International Adult and Continuing Education (IACE) Hall of Fame. From the Asia Pacific region, S.Y. Shah of India and Lawrence Tsui of Macau were honoured.

S.Y. Shah, the founding director of the International Institute of Adult and Lifelong Education, New Delhi, India, has worked on behalf of adult education within India and internationally for decades. His advocacy for literacy programmes in India, mentoring graduate students, creating innovative programmes, policy making, and serving as keynote speaker and conference presenter all speak about his many contributions to the field. Further, his research and publications, along with his international service activities, have raised the profile of adult education in India far beyond its borders.

Lawrence Tsui has played a pioneering role in the promotion of adult continuing education in East Asia. He has been instrumental in fighting for legislation for adult continuing, community, and recurrent education and establishing a learning society in Macau. He was founding director of continuing education at the University of Macau, founder of the Macau Association for Continuing Education, standing committee member of the Macau Education Council, and chair of the Committee for Adult, Special, and Arts Education. Lawrence was also a former member of the ASPBAE Executive Council representing East Asia (1997-2000) and a member of ASPBAE staff before that.



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From the Asia South Pacific, S.Y. Shah of India and Lawrence Tsui of Macau were honoured at the International Adult and Continuing Education Hall of Fame, held to honour leaders in continuing education and adult learning and to serve as an inspiration for the next generation of leaders.

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The induction for the class of 2015 was held at the American Association for Adult and Continuing Education in Oklahoma City. U.S.A.

The International Adult and Continuing Education (IACE) Hall of Fame was founded in 1996 to “honour leaders in the fields of continuing education and adult learning and to serve as a record and inspiration for the next generation of continuing education leaders”. Annually, adult and continuing education leaders from around the world are selected for induction into the IACE Hall of Fame.

*This write-up is an excerpt from an article on the Hall of Fame. Click [here](#) to read the full article. [BACK]*

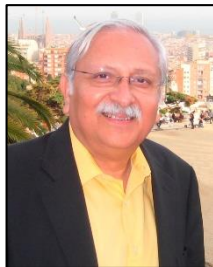
## ASPBAE’s Maria Khan and PRIA’s Rajesh Tandon winners of IAEA Nehru and Tagore Literacy award

6 November 2015, New Delhi, India

ASPBAE Secretary-General, Maria Khan, and Founder President of PRIA (Participatory Research in Asia), Rajesh Tandon, were winners of the Indian Adult Education Association’s (IAEA) Nehru and Tagore Literacy Awards respectively. The awards are given to individuals and institutions in recognition of their outstanding work in the field of adult and women’s education.



Maria Khan, ASPBAE



Rajesh Tandon,  
PRIA

The Indian Adult Education Association instituted two literacy awards, one in the name of Jawaharlal Nehru started in the year 1968 to commemorate his distinguished services to the cause of reason of enlightenment and the other in the name of Rabindranath Tagore started in the year 1987 to commemorate the 125th Birth anniversary of the great poet. The awards are given to individuals and institutions in recognition of their outstanding work in the field of adult education/women’s education. So far 43 have been given Nehru Literacy Award and 24 have got Tagore Literacy Award.

*This article is based on a write-up that appeared in the IAEA newsletter published on 26 December 2015. [BACK]*

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

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