

Appendices

List of Appendices

Appendix n. 1. List of Interviews

Appendix n. 2. Questionnaire for organisations

Appendix n. 3. Picture documentation

Appendix n. 4. Bologna declaration

Appendix n. 5. Education for All goals

Appendix n. 1. List of Interviews

Interviews taken in the Philippines

Maria Lourdes Garcia

- Administrative and Finance Officer, ASPBAE
- Date of the interview: 25. 8. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: *email communication*
- Principles of the work of ASPBAE in general and ASPBAE in the Philippines
- Financing of ASPBAE
- Cooperation with other education actors and support of civil societies
- Strategic partnerships

René Raya

- Lead Policy Analyst, ASPBAE
- Date of the interview: 4. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 45 minutes
- Historic development of education in the Philippines during the last century and special focus on the era of dictatorship of former president Marcos
- Problems of education financing in the Philippines
- Complication with international funding
- Cooperation with UNESCO in the field of sharing and learning, following the international frameworks

Addie Unsi

- National coordinator of E-Net (Education Network), Philippines

- Date of the interview: 7. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 60 minutes
- Description of E-Net structures, priorities, working groups and projects
- Goals are coming from official EFA goals, their fulfilment in the Philippines
- Finding compromises between international goals and national conditions
- Technical capacities and financial resources for local programmes
- Financing from bilateral aid
- Education in emergency in Filipino context

Insagani Serrano

- President of Philippine Rural Reconstruction Movement (PRRM)
- Date of the interview: 7. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 45 minutes
- Organisation for special education and trainings for peasants
- Trainings for PRRM members
- Interconnection with international rural movements

Bonna Duron

- Basic Education Advisor, Save the Children, Philippines
- Date of the interview: 9. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 42 minutes
- Main priorities of Save the Children's work in the Philippines
- Early Childhood Development

- Advisory partnership with the government
- Supporting Kto12 implementations, especially in languages areas
- Network with different education actors
- Fulfilling the gap in education
- Cooperation with the centre of Save the Children in the areas of mobilizing funding and technical support
- Motivation of the participants

Christalina R. Piers

- Alliance of Teachers, Polytechnic University of the Philippines
- Date of the interview: 9. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 50 minutes
- Teachers associations and unions, involvement of other education employees
- Advocating issues
- Planning the strategies for reaching EFA goals
- International networking (OSF, OXFAM, Save the Children, ASPBAE, WB....)
- Kto12 – training teachers, idea of producing manpower to contribute world community
- Lack of transparency in international funding for education
- Bologna and Washing Accords

Helen Dabu

- Capacity Support and Advocacy Adviser, ASPBAE
- Date of the interview: 10. 9. 2015
- Place of the interview: Manila, the Philippines
- Duration of the interview: 28 minutes
- Capacity building and advocacy in Myanmar
- Searching the local need of each country and community

- Spreading the idea of alternative education reforms
- Capacity building workshops and sharing good practices
- Policy advocacy through local actors
- Exchange of information between different countries
- Myanmar representation in Asian education forum in Incheon, 2015

Interviews taken in Myanmar

Dr. Thein Lwin

- Executive member of the board for South East Asia, ASPBAE
- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 46 minutes
- Description of education conditions in Myanmar and their development during the last twenty years
- Teachers trainings for monastic schools, decentralisation of Myanmar education
- Advocacy at national level, working committees
- Proposal of law for new education reform
- Networking thanks to ASPBAE
- Technical support for Global Campaign for Education
- 11/2015 election results and their impact on education reforms

Alte Bester

- Myanmar Education Consortium
- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 26 minutes
- Operation within cooperation with Save the Children, Myanmar

- Technical support and sharing learned lessons from surrounding countries
- Support of capacity in advocacy
- Education Thematic Working Group and draft of new education law
- Facilitating the dialogue between government and civil society
- Focus on inclusion and equity, especially in the questions of minorities

Sam Lu

- Save the Children, Myanmar
- Date of the interview: 17. 12. 2015
- Place of the interview: Yangon, Myanmar
- Duration of the interview: 49 minutes
- Early Childhood Development, focus on kindergartens
- Working especially in rural areas
- Support of teachers associations, teachers trainings
- Help with preparing reform KG to K12
- Working groups on new curriculums
- Township committees for early childhood development, facilitating role
- Advocacy at regional level in the case of implementing reforms
- Participating in Asian Save the Children meetings

Appendix n. 2. Questionnaire for organisations

Questions used during the interviews with the representatives of INGOs.

- Is there any direct connection between the system of the programs (background of the organisation) and its resources? Especially in the area of
 - Human resources (Teachers' training, Knowledge sharing)
 - Financial (Stability of programs, Increasing number of participants)
 - Material (Providing school tools, Building new schools)
- How does your organisation approach the fact of interconnection with other organisation/within international system?
 - Is this a beneficial system?
 - Would it be possible for this education program to exist without the interconnected system and its support?
 - How does the interconnection influence the form of the programs/the whole organisation?
- Where do you see the main benefits and advantages of the interconnected system and further international presence?
 - With the comparison to the simple local initiatives?
 - Are there any disadvantages as well?
- How are the structures of your programs set up?
 - Who contributes to their structures?
 - Is there any international framework followed?
- Are there any international requirements or standards to be met?
 - Are those international standards beneficial or required for the system as well?
- Can international standards and practices lead to higher competitiveness of the whole state economy?

Appendix n. 3. Picture documentation



Phaung Daw Oo, classic classroom, usually for 120 – 150 students, Mandalay, Myanmar.



Phaung Daw Oo, modern classroom of Bridging project funded by a Dutch NGO, learning in English, Mandalay, Myanmar.



Phaung Daw Oo, Class of New teachers' training centre funded by a German NGO, maximum of 30 kids in one class, learning in English, Mandalay, Myanmar.



Phaung Daw Oo, lesson of Buddhism in newly built library funded by a British NGO, Mandalay, Myanmar.



Lakas community, English class in newly built school, partner project of ASPBAE, Botolan, the Philippines.



Lakas community, strong emphasis on community and national feelings, partner project of ASPBAE, Botolan, the Philippines.



Community elementary school in poor neighbourhood of Pasig, partner project of ASBPABE, Manila, the Philippines.



Community volunteer teachers from Christian school in poor neighbourhood of Pasig, partner project of ASBPABE, Manila, the Philippines.

Resources: personal pictures of the author

Appendix n. 4. Bologna declaration

The Bologna Declaration of 19 June 1999

Joint declaration of the European Ministers of Education

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality. Meanwhile, we are witnessing a growing awareness in large parts of the political and academic world and in public opinion of the need to establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions. A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.

The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South East Europe.

The Sorbonne declaration of 25th of May 1998, which was underpinned by these considerations, stressed the Universities' central role in developing European cultural dimensions. It emphasised the creation of the European area of higher education as a key way to promote citizens' mobility and employability and the continent's overall development.

Several European countries have accepted the invitation to commit themselves to achieving the objectives set out in the declaration, by signing it or expressing their agreement in principle. The direction taken by several higher education reforms launched in the meantime in Europe has proved many Governments' determination to act.

European higher education institutions, for their part, have accepted the challenge and taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

The course has been set in the right direction and with meaningful purpose. The achievement of greater compatibility and comparability of the systems of higher education nevertheless requires continual momentum in order to be fully accomplished. We need to support it through promoting concrete measures to achieve tangible forward steps. The 18th June meeting saw

participation by authoritative experts and scholars from all our countries and provides us with very useful suggestions on the initiatives to be taken.

We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.

While affirming our support to the general principles laid down in the Sorbonne declaration, we engage in co-ordinating our policies to reach in the short term, and in any case within the first decade of the third millennium, the following objectives, which we consider to be of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide:

Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens' employability and the international competitiveness of the European higher education system

Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

Establishment of a system of credits - such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.

Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:

- for students, access to study and training opportunities and to related services
- for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.

Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.

Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research.

We hereby undertake to attain these objectives - within the framework of our institutional competences and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy – to consolidate the European area of higher education. To that end, we will pursue the ways of intergovernmental co-operation, together with those of non-governmental European organisations with competence on higher education. We expect

Universities again to respond promptly and positively and to contribute actively to the success of our endeavour.

Convinced that the establishment of the European area of higher education requires constant support, supervision and adaptation to the continuously evolving needs, we decide to meet again within two years in order to assess the progress achieved and the new steps to be taken.

Resources: Bologna declaration [online]. [cit. 2016-05-10]. Available at <<http://www.magna-charta.org/resources/files/text-of-the-bologna-declaration>>.

Appendix n. 5. Education for All goals

Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Resources: Education for All Goals [online]. [cit. 2016-05-10]. Available at <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>>.