

ASPBAE

Activity Report 2013





The context of our work



The discussions around the post-2015 development and education agendas dominated the policy discourses in the year 2013.

The development agenda of the future was being constructed realising that many of the targets set within the Millennium Development Goals (MDGs) or Education for All (EFA) will not be reached by 2015. Despite the legacy of failed targets, there has been little doubt over the value of international policy frameworks such as those represented by the MDGs and indeed EFA, in signaling intent, incentivising action, providing a focal point for political mobilisation globally to end extreme poverty, and in offering a tangible benchmark from which to track progress and hold governments to account. It has also been recognised that the world is a far different place from when the MDGs and the EFA goals and targets were set out in 2000. The new agendas will have to account for and build on the more current realities and challenges facing humanity as a new agenda is defined.

ESCAP's MDG Report for 2013 outlined the main development trends in the region that should inform any future development agenda beyond 2015:

- *“There have undoubtedly been gains in overall reductions in poverty. In the Asia Pacific region, between 1990 and 2011, the incidence of extreme poverty (below \$1.25/day) dropped from 52% to 18%. However, this means that 743 million people still live in abject poverty in the Asia Pacific – representing 2/3 of the world’s poor. With strong economic growth in the region, several countries have moved from low to middle income countries over the last decade. But growth did not eliminate poverty; it enhanced disparity. The largest numbers of people in abject poverty are currently located in middle income (large population) countries of the region.*
- *Rising inequality remains an outstanding challenge. While indeed, economic growth in Asia and the Pacific has helped increase the incomes of the poor, it has boosted those of the rich even more. From the early 1990s to the mid- to late 2000s, income gaps widened in 14 of the 30 economies with comparable data: the Gini coefficient worsened in China, for example, from 32.4 to 42.5; in India, from 30.8 to 33.4; and in Indonesia, from 29.2 to 34.0. The rates of reduction in poverty in these countries have therefore not been commensurate with their fast growth rates.*
- *The region is experiencing rapid demographic changes. In many parts of the region, people are living longer and fertility rates are falling. While these are positive developments they also present new issues with some countries having to deal with higher dependency ratios of the elderly. Moreover, with ageing populations, there are now more elderly people whose lifetime savings are no longer adequate to cope with the rising costs of living and health care.*

Other countries face the challenge of a large youth bulge – with the oft-cited advantage an increased proportion of working-age population yields in high demographic dividends, along with the worry over the pressure for economies to create enough decent and productive jobs.

Unfortunately, the region's economic growth has not generated sufficient decent and productive employment. Youth unemployment is thus emerging as a key concern, not just in least developed countries but in middle- and high-income economies as well. In Hong Kong, China; the Philippines; New Zealand; and Taiwan Province of China, one in around six young people is unemployed. In Indonesia, the ratio is one in five. Youths make up nearly 60 per cent of the unemployed population in Samoa and 50 per cent in Vanuatu. In the Marshall Islands, economically active youths are nearly three times more likely to be unemployed than their adult counterparts.

- *Jobless growth has also resulted in increased vulnerable employment in the region. With limited job opportunities available and without adequate systems of social protection to fall back on, people have to take whatever work they can find or generate, no matter how unproductive or poorly compensated. These people can be considered to be in vulnerable employment. Globally, on average around two-thirds of the workforce is considered vulnerable. But the proportion is significantly higher, close to 80 per cent, in South Asia where 486 million workers are in vulnerable employment. Even in East Asia, which has had rapid economic growth, the proportion is around 50 per cent.*

Those in vulnerable employment make up most of what are considered as the 'working poor', and their numbers are increasing. About 1.1 billion workers, or 60 per cent of the Asia-Pacific region's workers, are in vulnerable employment. The region accounts for almost 73 per cent of the world's working poor – 422 million workers living with their families on less than \$1.25 per day.

Vulnerable employment is more likely to affect women. In Asia and the Pacific as a whole a high proportion of women in agriculture are unpaid family workers, and women are more likely than men to be employed at a low productivity, subsistence level. Even outside agriculture, women face vulnerable employment: for example, in Bangladesh, India and Nepal, around 90 per cent of female workers in non-agricultural employment are in informal work.

- *The report also underscores the trend towards unplanned urbanization. Since 1990, the region's urban population has increased by more than 754 million – and the proportion of people living in urban areas is likely to grow – from 42 per cent in 2010, to 53 per cent by 2030, and to 63 per cent by 2050 when the urban population could be 3.3 billion. The number of mega-cities, with more than 10 million people is expected to increase from 12 to 16 within the period 1990-2015. Seven of the world's most populous cities are in Asia: Tokyo, Delhi, Mumbai, Shanghai, Kolkata, Dhaka and Karachi. The unplanned and rapid urbanization is mostly due to urban-biased development driven by globalization, which is linking cities, in particular those in coastal areas, to the metropolitan centres. Urban bias is also manifested in the decline in investment in agriculture and rural activities and the consequent lack of opportunities in rural areas, exacerbating the rural-urban divide.*
- *The Asian 'miracle' of economic growth has been achieved at great cost to the region's natural resources. Economic growth, driven by industry and manufacturing, has largely relied on the extraction of natural resources, particularly for energy. Compared with other global regions, growth in the Asia Pacific is becoming more resource intensive. In 2008, the region used almost three times as much in terms of resources to produce one unit of GDP as compared to other*

global regions. As many as 1.7 billion people in Asia and the Pacific rely on solid fuels. While global demand is projected to increase by 1.5 per cent annually, between 2005 and 2030, growth rates in Asia and the Pacific are likely to be much higher, at 2.4 per cent per year. Between 1990 and 2008, total CO₂ emissions from fossil fuel combustion in transportation rose by 161 per cent in Asia, compared with the world average of 44 per cent.”

- *The Asia Pacific is the world’s most disaster prone area. Within 1970 and 2010, 75% of deaths from natural disasters were from the region. 2013 witnessed several natural disasters with Typhoon Haiyan, one of the strongest typhoons in history, leaving thousands dead and millions homeless in the Philippines. Disasters are bound to cause development reversals with impacts transmitted across national borders as Asia Pacific countries have become more and more interlinked economically.*

The Asia-Pacific region will be hard hit by a changing climate. This is likely to undermine both food security and livelihoods, and bring huge economic and social costs. The Asian Development Bank estimates that in South-East Asia, the economic cost of climate change could be equivalent to a loss of 6.7 per cent of GDP per year by 2100 – more than twice the world average. Small island developing states in particular will be confronted with rising sea levels. While much of the accumulation of CO₂ has come from historic emissions by developed countries, an increasing contribution is coming from Asia and the Pacific.”

Conflict and political instability persisted through 2013. Tensions escalated over territorial disputes in the South China Sea during the year. The political situation remained volatile in many parts of the region with election-related turmoil in Bangladesh and Nepal, sustained anti-government protests in Thailand, and ethnic, religious and gender-based violence continuing to kill and maim thousands in many parts of the region.

On education



UNESCO has described the current Education for All (EFA) agenda as one which has helped drive remarkable progress, although some critical areas remain unaddressed. With progress slowed in recent years, however, EFA will remain an unfinished agenda.¹

The first EFA goal, early childhood care and education (ECCE), has seen great progress in some areas: the proportion of children enrolled in pre-primary education programmes increased from 33% in 1999 to 50% in 2011 with wide regional variations, for example, with only 18% of children in sub-Saharan Africa enrolled in ECCE programmes in 2011.

New UNESCO Institute for Statistics (UIS) data show that the world is still unlikely to fulfill one of the most modest commitments: to get every child in school by 2015. More than 57 million children in the world continue to be denied the right to primary education, and many of them will probably never enter a classroom. In the Asia Pacific, as many as 18 million children of primary school age are still out of school. The region has three of the world's top five largest out-of-school populations. These are Pakistan (5.4 million in 2011), India (1.7 million in 2010) and the Philippines (1.5 million in 2009). The children with less access to education often live in war-torn zones or remote communities, belong to ethnic minorities, or have disabilities.²

There has also been little progress in reducing the rate at which children leave school before reaching the last grade of primary education. Sub-Saharan Africa and South and West Asia have the highest rates of early school leaving. Across these regions, more than one in every three students who started primary school in 2011 will not make it to the last grade. Of the 57 million out-of-school children of primary age, almost one-half (49%) will probably never enter school. A further 23% have attended school but dropped out, and the remaining 28% are expected to enter school in the future. Data shows large variations in regional patterns. Within the Asia Pacific, trends indicate that in Central Asia, South and West Asia, and Sub-Saharan Africa, about one-half of all out-of-school children will probably never enter school. East Asia and the Pacific and South and West Asia have large shares of early school leavers.³

The third goal, associated with non-formal adult education and skills, has proven difficult to monitor given ambiguity of its meaning. Given large numbers of out-of-school children in the region who are expected never to enter schools, non-formal learning opportunities offer the only chance for millions of these children, most likely from the most vulnerable communities,

¹ UNESCO Concept Note on Education Post-2015 submitted to the 37th Session of the General Conference

² UNESCO Institute of Statistics (UIS) Fact Sheet No. 25, 'Schooling For Millions of Children Jeopardised By Reductions In Aid' June 2013

³ *Ibid*

to acquire a basic education foundation from which further learning can be built. Inadequate education and skills development not only reduces human potential, it also hampers the region's efforts to achieve a more inclusive form of growth. ESCAP argues for the need to place greater focus on vocational education. Currently, vocational education accounts for only about 5% of total secondary education.⁴

Globally, the illiterate population fell from 881 million in 1990 to 774 million in 2011. 743 million adults are still expected to lack basic literacy skills in 2015, mainly in South and West Asia and Sub-Saharan Africa. In terms of relative performance of regions, between 1990 and 2011, the adult illiterate population fell in all regions except in South and West Asia and Sub-Saharan Africa. In these two regions, improvements in the adult literacy rate were not sufficient to keep pace with population growth. The biggest decrease in the illiterate population was observed in East Asia and the Pacific, where the number of illiterate adults fell from 232 million in 1990 to 142 million in 2011. By contrast, Sub-Saharan Africa saw an increase in the number of illiterate adults from 133 million in 1990 to 182 million in 2011. An examination of gender-disaggregated data reveals that in all regions with data, except Central Asia, female literacy rates were lower than male literacy rates. The gap was especially large in the Arab States (male rate of 85% vs. female rate of 68%), South and West Asia (male rate of 74% vs. female rate of 52%), and Sub-Saharan Africa (male rate of 68% vs. female rate of 51%).⁵

In terms of gender parity in primary and secondary education, only 60% of countries had achieved gender parity at the primary level and 38% at the secondary level by 2011. In low and lower-middle income countries, disparities are largely at the expense of girls, while upper-middle and high-income countries more often show disparities at the expense of boys. Gender equality in education by 2015 has also been fraught with issues of measurement and therefore, tracking of progress.⁶

Poor learning outcomes have plagued the public education system in huge parts of the Asia Pacific region, with increasing evidence of poor outcomes also obtaining in low fee private schools that have begun to proliferate in many parts of the region. The 2012 Global Monitoring Report (GMR) has been oft-quoted in revealing that globally, at least 250 million children are not able to read, write, or count well even after having spent at least four years in school. Poor quality education is caused by several factors, and a significant one is the insufficient numbers of teachers. Around 1.6 million additional teachers are needed by 2015 to achieve universal primary education. Considering the need for appropriately trained teachers, this number would increase substantially. The gaps in maintaining relevant and meaningful curriculum and the absence of safe and conducive learning environments in schools, homes, and communities also impact greatly on poor education quality.⁷

Low educational attainment is also partly a consequence of low public expenditure: government spending on education, relative to other sectors, is lower in Asia and the Pacific countries than in the world's low-income and lower-middle income countries. The world average for public expenditure on education as a proportion of GDP is 4.8%. But the proportion is significantly lower in parts of the Asia-Pacific region: 3.5% in Central Asia, 3.3% in East Asia, and 4.4% in

⁴ ESCAP MDG Report 013

⁵ UNESCO Institute of Statistics (UIS) Fact Sheet No. 26

⁶ UNESCO Concept Note on Education Post-2015 submitted to the 37th Session of the General Conference

⁷ *Ibid*

South and West Asia. Government spending on education, relative to other sectors, was also somewhat lower in Asia and the Pacific countries than in the world's low-income and lower-middle income countries.⁸

Donors have not kept their promise that no country should be left behind due to lack of resources. An estimated amount of US \$29 billion is needed annually to reach basic education for all in some of the world's poorest countries. Donors are, however, only allocating \$3 billion to these countries, leaving a financing gap of \$26 billion. The problem is not only the need for additional financing, but also to ensure that available resources reach populations that are most in need. This does not take into account spending needed for out-of-school youth and adult literacy, which would make the gap in spending significantly higher.⁹

Given the current financial and economic crises in some donor countries, overall aid is likely to fall. World Bank research on the impact of previous banking crises suggests that aid rises for a couple of years soon after the crisis, and then falls steeply, not returning to its former levels for at least 15 years. The latest global aid figures suggest that a repeat of this pattern could be underway.

Moreover, the international aid architecture continues to change; emerging economies like China, India, Mexico, Brazil, South Africa, and others are becoming 'the new North', and are involved in the international cooperation arena according to their own rules. At the same time, there is an increasing presence of private sector investments and philanthropy in development finance. The new landscape became clearer at the High Level Forum on Aid Effectiveness, held in Busan, Republic of Korea, at the end of 2011. In Busan, donors who had endorsed the Paris and Accra agreements renewed their pledges to implement their commitments in full, while the emerging donors agreed to adhere to new commitments only on a voluntary basis. Busan thus created a two-tier approach to development cooperation: one for traditional donors with their 'unfinished aid agenda', and another for emerging donors to be implemented on a discretionary basis.¹⁰

⁸ ESCAP MDG Report 013

⁹ GMR Policy Paper 6, 'Education for All is affordable –by 2015 and beyond', February 2013

¹⁰ ESCAP MDG report 2013 and <http://www.dochas.ie/Shared/Files/2/bn-busan-nutshell-global-partnership-021012-en.pdf>

The post 2015 processes, so far



For ASPBAE, the post-2015 agenda setting processes in 2013 took place within two general streams: one – the more active and dominant – focused on shaping the overall development agenda of which education is part. The focus of this were the processes related to the MDG and Sustainable Development Goals (SDG - Rio+20 follow up) policy frameworks; and the second stream focused specifically on education, along the Education for All dynamic.

MDG-led

There were various and elaborate sets of consultations around shaping the post-2015 MDG/SDG agenda through the year – at multiple levels, some national, regional, but strongly steered globally. The most prominent was the High-level Panel of Eminent Persons to steer a set of consultations and advise on the post-2015 development framework. Indonesian President Susilo Bambang Yudhoyono was one of the Panel co-chairs, along with Liberian President Ellen Johnson-Sirleaf, and UK Prime Minister David Cameron. The UN Secretary General's Office also appointed Amina Mohammed, a prominent education activist, as the UN Special Adviser on post-2015 Development Planning. Alongside these, there were UN system-wide processes reviewing the MDG performance and consulting on the post-2015 agenda. This involved thematic consultations – of which education was one theme – national level consultations in selected countries (some 100) and several on-line consultations (worldwewant.org).

UNESCO and UNICEF steered the thematic consultation on education which largely involved on-line consultations, but also drew on UNICEF and UNESCO's own set of post-2015 agenda-setting consultative processes including regional Experts Meetings and consultations such as those organised by UNESCO Bangkok in May 2012 and February 2013. These processes culminated in the Global Meeting of the Thematic Consultation on Education in the post-2015 Development Agenda from 18-19 March 2013 in Dakar, Senegal. The report of this consultation, titled, 'Making Education a Priority in the post-2015 Development Agenda'¹¹ informed the High-level Panel Report and its recommendations on education. The High-level Panel released its report¹² in May 2013 – and a set of online consultations and discussions were organised to generate feedback on this.

The current consensus on the post-2015 MDG agenda is codified in the UN Secretary General's Report on the MDGs and the post-2015 development agenda.¹³ This was presented in the 68th session of the UN General Assembly in New York (September 2013). Its recommendations

¹¹ <http://unesdoc.unesco.org/images/0022/002230/223024E.pdf>

¹² A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development

¹³ Report of the Secretary General: A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015

drew from 4 reports: the High Level Panel report, the report from the Sustainable Development Solutions Network (SDSN)¹⁴ headed by Jeffrey Sachs, a report from the UN Global Compact¹⁵ – a consultation with the private sector; and the report arising from the UN-led national consultations on the post-2015 agenda, ‘The Global Conversation Begins’. All the reports identify education as a priority and for the three reports which elaborated recommendations on goals and targets, education was proposed as a stand-alone goal in a post-2015 development framework.

This UN Secretary General’s Report (July 2013) refers to ‘*quality of education and lifelong learning opportunities*’ as one of the ‘key transformative and mutually reinforcing actions to meet the post-2015 vision’. Elaborating on what this action entails, the Report explains that ‘*young people should be able to receive high quality education and learning from early childhood development to post primary schooling including not only formal schooling but also life skills and vocational education and training*’.

While the explicit reference to ‘lifelong-learning’ (LLL) is welcome, the proposed education goal reveals a rather limited scope and a narrow interpretation of ‘lifelong learning’. It proposes in the main, attention to early childhood, primary and secondary education, and additionally, life skills and vocational training for young people. It is silent on non-formal education for children and adults, adult and women’s literacy, and all other education and learning opportunities needed, especially by marginalised and vulnerable communities to meet their basic learning needs as guaranteed by the International Covenant on Economic, Social and Cultural Rights – and to address the 21st century challenges to development, poverty, inclusion, sustainability, and peace.

The dominant discourses on education quality privileges ‘learning outcomes’ – a cause for concern as it lends to a narrow conception of quality focused on measurements and testing. While learning is inarguably one of the most important outputs in all education systems, it cannot be understood and tracked in a vacuum. Education quality should be understood in a more holistic way – appreciating that education quality should also be attentive to the learning ‘inputs’ and ‘processes’ – involving relevant curricula; well-trained, justly-compensated teachers and trainers, safe and conducive learning environments in schools, learning centers and communities; and recognises the strong interconnection between equity and quality.

The UN General Assembly (UN GA) in New York accepted the report as an input to ongoing deliberations and asked the UN Secretary General to present a synthesis of all further inputs during the 2014 UN General Assembly in September to start off inter-governmental negotiations on the proposed post-2015 agenda, culminating in its adoption in a UN Summit in September 2015.

Meanwhile, the Open Working Group¹⁶ processes defining Sustainable Development Goals (SDG) are underway. The UN Open Working Group is a panel of 30 countries tasked to develop a set of Sustainable Development Goals from the mandate of the United Nations Conference on Sustainable Development (Rio+20), held in Rio de Janeiro in June 2012. The consensus in this Conference was that the Sustainable Development Goals should be aligned with the MDGs in keeping with a strong global push towards arriving at a single and coherent development agenda centred on sustainable development, applicable to all countries while taking into account regional, national, and local circumstances and priorities.

¹⁴ An Action Agenda for Sustainable Development

¹⁵ Corporate Sustainability and the United Nations Post-2015 Development Agenda

¹⁶ The countries in the Asia Pacific region who are part of the OWG are Papua New Guinea (with Nauru and Palau), Viet Nam (with Bhutan and Thailand) India, Pakistan, Sri Lanka, Indonesia (with China and Kazakhstan), Bangladesh and Republic of Korea (with Saudi Arabia), Japan and Nepal (with Iran)

The Open Working Group is expected to release their report by mid-2014, to inform the UN Secretary General's Report for the UN General Assembly in September 2014.

EFA-led

The processes related to the post-2015 'Education for All' agenda were off to a rather late start – amidst strong fears that it would not take off at all given an announcement by UNESCO in September 2013 that it will not be pursuing the continuation of 'EFA' in keeping with the global push for a 'single development agenda' of which education will be part. This was a reaction, in some respects, to the overall observation that a disharmony between the EFA and MDG goals and targets in the earlier period, resulted in a watering down of the EFA agenda. UNESCO argued, a strong education goal will have to be enshrined in the new development agenda so the full agenda for education gets the attention it deserves. It was also in reaction to a realisation that the way the current 'EFA' agenda was constructed limited the frame of reference to education issues only of developing countries with the participation of the richer countries related solely to development cooperation for education. There has been a growing consensus on the need for a 'universal' education agenda that attends to issues of both richer and poorer countries, while leaving room for regional-national level particularisation given widely diverse contexts.

Up till this point however, there have been limited discussion among UNESCO member states on the post-2015 EFA and education agenda, nor any processes to define the future of EFA – with its well-developed architecture at global, regional and national levels.

The UNESCO Executive Board, in its meeting in September-October 2013, therefore pressed for a discussion on the post-2015 EFA agenda to form part of the 37th UNESCO General Conference (November, Paris). UNESCO was asked to present a plan for post-2015 EFA agenda to Assembly and on the recommendations of the UNESCO Education Commission, the General Conference mandated UNESCO to:

- “facilitate the debate and continue to consult Member States and stakeholders in the **development of the global objectives and targets** as well as the development of a **“framework for action” for education post-2015**, including through the existing global and regional EFA and MDG Coordination mechanisms, and regional consultations;”
- “carry out efforts to ensure that the **global education conference**, which will be hosted by the Republic of Korea in spring 2015, **will result in concrete recommendations and an approved framework of action on the post-2015 education agenda;**”
- “Further invites the Director-General to lead the resulting actions in close collaboration with Member States and to promote the **outcomes of this global education conference as an agreed position on education and as part of the global development agenda post-2015** to be adopted in the United Nations Summit meeting in September 2015.”

The main consultations on the post-2015 education agenda around the existing dynamic of EFA started in the second half of 2013 through national EFA reviews, which are expected to be completed in June 2014. Regional Consultations around the outcomes of the national reviews will commence in the second half of 2014. The regional reports will inform a global synthesis which is targeted to be released in March 2015 as the main input to the World Education Conference in May 2015 in Korea. The outcomes of the Korea World Conference will be the agreed position on education to be presented as part of the new development agenda to be adopted in the UN Summit in September 2015.

UNESCO also advanced so far, the most progressive articulation of a possible post-2015 education goal and agenda, to date, proposing: **“Ensure equitable quality education and lifelong learning for all by 2030”** and five (5) ‘Objectives:

- Basic Education,¹⁷ including early childhood care and education (ECCE) and lower secondary education
- Post-basic education, including tertiary education
- Quality and relevant teaching and learning
- Youth and adult literacy
- Skills for life and work

While reaffirming education as a human right and a foundation for sustainable development, it outlines the imperatives for the post-2015 agenda to include:

- Increased equitable access to quality education for children, youth, and adults should be provided for all from early childhood to higher education.
- Quality education and learning at all levels should be at the core of the post-2015 education agenda.
- A focus on equity is paramount and particular attention should be given to marginalised groups.
- Gender equality requires continued attention.
- Lifelong learning is a central principle for the post-2015 education agenda, providing flexible life-long and life-wide learning opportunities through formal, non-formal, and informal pathways, including through harnessing the potential of Information and Communication Technologies of creating a new culture of learning.

ASPBAE’s work in 2013 strove to respond to and proactively shape the context of its work in 2013 – as it advanced its mission to promote quality education and lifelong learning for all.

¹⁷ Basic education is understood in this context as one year pre-primary education, primary education and lower secondary education covering 10 years of formal education or the equivalent acquired through non-formal pathways.

Main outcomes/highlights for the year



1 | Shaping the post-2015 agenda for education

The ASPBAE Executive Council in its first meeting in early 2013 agreed that the post-2015 agenda setting processes in the year should be a priority arena for ASPBAE recognising that agreements forged in these processes will have a profound impact on the education priorities governments, donors, and all other EFA stakeholders will pursue.

ASPBAE employed its key strategies of policy advocacy, capacity-development, and building strategic partnerships to effectively influence the post-2015 agenda setting processes. ASPBAE's

main assertions in these processes drew from the ASPBAE 6th General Assembly recommendations, subsequent discussions of the Executive and staff and in negotiations with its main international partners, GCE, ICAE, the members of the Coordination Group of the UNESCO CC NGO/EFA and DVV International. The main points are appended as an annexure in this report.



The ASPBAE Executive Council agreed that the post-2015 agenda setting processes in the year should be a priority for ASPBAE.



ASPBAE was represented in the Global Civil Society Forum in March in Bali, Indonesia.

ASPBAE was represented in the Global Meeting of the Thematic Consultation on Education in the post-2015 Development Agenda, March 2013 in Dakar, Senegal (ASPBAE Secretary-General); and in the Global Civil Society Forum that preceded the High level Panel Meeting of the post-2015 Development Agenda also in March in Bali, Indonesia (Executive Council Member, Dina Lumbantobing). It also participated in the global online consultations focused particularly on education.

At the regional level, ASPBAE participated in the following UNESCO-organised regional and sub-regional meetings:

- 13th EFA Coordinators Meeting and Regional Consultation on Education in the post-2015 Development Agenda, 28 February - 1 March 2013 in Bangkok
- UNESCO Bangkok Experts Meeting on Post-2015, On Teaching and Learning, 16-18 October 2013 in Bangkok
- UNESCO Bangkok **Technical Workshop** on National EFA 2015 Reviews in Asia Pacific, 20-22 November 2013 in Bangkok
- UNESCO South Asia EFA Review Workshop, 19-20 December 2013 in New Delhi



ASPBAE participated in the UNESCO Bangkok Experts Meeting on Post-2015 on 'Teaching and Learning';

ASPBAE participated in the UNESCO Bangkok Technical Workshop on National EFA 2015 Reviews in Asia Pacific.



ASPBAE, along with the International Council for Adult Education (ICAE) and the UNESCO Institute for Lifelong Learning (UIL), led discussions on the post-2015 processes during the Swiss Development Cooperation (SDC) first Face-to-Face Meeting of its education network (September in Morges, Switzerland). SDC is one of the few donors supportive of priority to adult and non-formal education in development cooperation. The meeting agreed on a statement, 'Quality Learning and Education at the Core of Sustainable Development', for circulation during the UN General Assembly events related to the post-2015 processes. The statement argued for a more holistic vision of education, encompassing all forms of education and training, formal and non-formal. ASPBAE was part of the drafting group of this statement.

ASPBAE worked closely with the Global Campaign for Education, Education International, ICAE, EAEA, DVV International, and the members of the Coordination Group of the UNESCO Collective Consultation of NGOs in EFA in the global post-2015 processes. ASPBAE was a co-organiser of a CSO High-Level Forum on the Right to Education on the side of the UN General Assembly (September 2013 in New York) – organised to assert a more rights-based discourse on the education debates which tended to be focused on an instrumentalist and narrow vision of education and as a result, the post-2015 ambition. ASPBAE, working closely with the national coalition, Timor Leste Coalition for Education (TLCE), in mobilising the participation of the Education Minister from Timor Leste to speak in this forum. In his subsequent speeches, notably in the Learning for All meeting of the World Bank, the Minister opened his remarks with a strong reference to education rights and twice in his introduction explicitly named TLCE and talked about the value and importance of working with civil society.

ASPBAE used the occasion of the Post CONFINTEA VI Asia Pacific Regional Meeting, October 2013 in Korea where it offered the keynote address, to urge national governments to make the case for positioning lifelong learning in the post-2015 education and development agenda (ASPBAE Secretary-General, Maria Khan, Executive Council Member, Timote Vaioleti, and ASPBAE Australia Director, Bernie Lovegrove, represented ASPBAE in the meeting). As a follow-up to this, ASPBAE also participated in the UIL Think Tank meeting on Positioning Lifelong Learning in the Post-2015 Education Agenda, 11-13 December 2013 in Hamburg, Germany. The meeting called on UIL to facilitate processes to better influence the shape of the post-2015 agenda with a lifelong learning framework, especially in drawing up concrete targets and sub-goals. UIL also sought advice on the technical paper on lifelong learning it was tasked to prepare as an internal reference document of UNESCO for broader uses and also for the post-2015 debates.



ASPBAE was co-organiser of a CSO High-Level Forum on the Right to Education on the side of the UN General Assembly held in September 2013 in New York, USA.



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Within the framework of the UNESCO Collective Consultation of NGOs in EFA, ASPBAE joined a vigorous effort to push UNESCO to take on a stronger leadership role in setting out a bold ambition for education to shape the post-2015 education discourse – drawing from the rich lessons and experience of EFA and catalysing broad-based participation of the EFA stakeholders, especially at the national level and through the existing EFA mechanisms and architecture. Civil society organisations such as the Global Campaign for Education, Education International, ASPBAE, and various governments mounted a strong lobby on this culminating in the positive decisions of the UNESCO General Conference.

Through the year, ASPBAE sustained an information campaign with its members and with national education coalitions on the post-2015 education agenda setting processes – largely through the

ASPBAE Bulletin and the ASPBAE website. ASPBAE continued to urge its members to press their governments to take on more proactive roles in steering broad public debate on the future agenda of education.

2 | Deepening work on Youth, Life Skills and TVET

ASPBAE's work in this area during the year was motivated by a desire and mandates to:

- Build a youth constituency – to offer spaces where passionate, committed, involved, and socially-conscious young people can be exposed to, participate in, and inform the debates shaping the post-2015 agenda on education i.e. crafting the “education they want for the world they want”.
- Engage in the policy spaces that shape life skills and technical vocational education and training (TVET) programmes for marginalised young people, identifying gaps in provisioning, especially by the public education system in reaching marginalised young people, addressing their livelihood, employment concerns and their broader ambitions to actively participate in shaping decisions that define their choices on polity, the quality of their life, their health, the world they live in. It has been ASPBAE's belief that the active participation of vulnerable young people themselves in shaping the policies and programmes that are intended to address their learning needs would make for more effective policy and programme approaches. Likewise, CSO providers of education support for vulnerable young people could also make important contributions, drawing on the wealth of their experience and practice.

A core effort towards meeting these objectives rested on (1) the convening of an ASPBAE Working Group Meeting on Youth and Life Skills (18-19 August, Jakarta, Indonesia) and (2) the ASPBAE Basic Leadership Development Course in 2013 oriented specifically to youth leadership building (2-7 September 2013, Yangon, Myanmar).

The Working Group Meeting brought together select youth representatives and leaders, member organisations, Community Learning Centres (CLCs), and other NGOs pursuing education

and capacity building programmes among vulnerable and marginalised youth and education campaign coalitions with a clear policy agenda on youth and life skills. It enabled a more in-depth mapping of the issues on youth, life skills, and TVET in the region; a better internal appreciation within ASPBAE of effective approaches in involving young people from vulnerable communities in cross-country policy spaces; it expanded the corps of individuals and organisations that ASPBAE can rely on to advance work on youth and life skills at regional and global levels. Carol Doyanan, a youth educator in the indigenous Ayta organisation LAKAS- E-Net Philippines was since mobilised by ASPBAE to speak in an ASPBAE-UNGEI-Plan International Interactive Panel Discussion on Education, Language and Gender Equality in Asia-Pacific in the 4th International



The ASPBAE Working Group Meeting on Youth and Life Skills brought together youth representatives, Community Learning Centres (CLCs), and other NGOs pursuing education and capacity building programmes among vulnerable and marginalised youth.

Conference on Language and Education for All in Asia-Pacific held in Bangkok, Thailand, 6-8 November 2013. Lata Narayan, head of the Centre for Lifelong Learning in the Tata Institute of Social Sciences (TISS) in Mumbai, represented ASPBAE in the DVV International Bonn Conference on Adult Education and Development (BoCAED) on technical and Vocational Skills Development in the Urban Informal Sector, 16-18 October 2013 in Germany.



L-R - Heribert Hinzen of DVV International, Lata Narayan of the Centre for Lifelong Learning, Tata Institute of Social Sciences, India, and ASPBAE President, Robbie Guevara, at an exhibition at the Bonn Conference on Adult Education and Development held in October 2013 in Germany.

Youth leaders from vulnerable communities, mobilised by ASPBAE, shared their stories of empowerment and the education approaches that made a difference to their lives at the UIL International Policy Forum in Germany.



By organising the Working Group meeting to coincide with the UIL International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through CLCs which ASPBAE co-organised (20-22 August 2013, Jakarta, Indonesia), ASPBAE offered a space for joint strategising of youth leaders and civil society organisations to inform the policy discussions in the Forum. Youth leaders from vulnerable communities mobilised by ASPBAE spoke powerfully of their stories of empowerment and the education approaches that made a difference to their lives. The Working Group members had the opportunity to highlight the agreed advocacy and policy concerns discussed earlier in the Policy Forum. ASPBAE President, J. Roberto Guevara, led the ASPBAE team in this Forum which included the ASPBAE Secretary-General, and ASPBAE staff, Cecilia Soriano and Anita Borkar.

The 2013 Basic Leadership Development Course (BLDC), entitled Youth Voices in Education, was planned as a space to bring together passionate young leaders to engage in transformative learning processes and to contribute to defining the education agenda in the world that they want to co-create. Twenty six participants (14 women and 12 men) from 14 countries participated in the BLDC 2013 with Dina Lumbantobing and Dominic D'Souza, both ASPBAE EC members, as the Course Directors.



The 2013 Basic Leadership Development Course (BLDC), entitled 'Youth Voices in Education', was held in Yangon, Myanmar, in September 2013.

EC member, Naomi Kamijo, attended as a participant observer. At the end of the BLDC, participants agreed to launch a Facebook page – Asia Pacific Youth Voices in Education – to facilitate their ongoing engagement. They also drew up a ‘Declaration on Education for Young People in the Asia Pacific region’. As a continued support for participants’ learning, DVV International committed to sponsor one course from PRIA’s Distance Learning Programme for all participants of the BLDC 2013.

ASPBAE, through the ASPBAE President, along with DVV International and PRIA, jointly organised a workshop on “Education through Global Citizenship: Youth-led Learning and Engagement in Participatory Democracy”, within the UNESCO Forum on Global Citizenship Education: Preparing learners for the challenge of the 21st Century, 2-4 December 2013 in Bangkok. The workshop discussed experiences and perspectives of youth-led approaches to global citizenship education through learning partnerships – in the experience of



Participants of the UNESCO Forum on Global Citizenship Education included Martha Farrell (L), Director of PRIA, Robbie Guevara (C), ASPBAE President, and Heribert Hinzen (R), DVV International Regional Director for South and Southeast Asia.

PRIA, Plan International-Australia, the Youth Research Centre from the University of Melbourne, and the Global Studies Area, RMIT University. This Forum was part of the ongoing effort of UNESCO to concretise priority of the UN Secretary General’s Global Education First Initiative on ‘global citizenship education’.

ASPBAE’s participation in the national launches of the Education for All Global Monitoring Report (EFA GMR) 2012 in Laos and Cambodia, through its partnership with DVV International, also helped deepen ASPBAE’s understanding of life skills and TVET policies for young people, especially as they are applied in different national contexts.

ASPBAE also started discussions with corporate foundations in the Philippines and Indonesia to raise resources to expand ASPBAE’s work on life skills for vulnerable youth. Negotiations are underway focused on possible partnerships around the mapping of Non-Formal Education programmes for marginalised youth and the documentation of experiences of marginalised young people in accessing education opportunities for work and life.

3 | Expanded capacity building on lifelong learning policies

It is one thing to strongly advocate for strong lifelong learning policies – but an altogether different matter to proactively advance ways of best concretising these in the varied and very specific realities of the different countries in the Asia Pacific region – and within rights-based, social justice, empowering frameworks. A key effort of ASPBAE in the period was therefore to shore up its own and its members’ capacities in better understanding lifelong learning policies and how they can best be translated into effective public systems, strategies, and approaches in different countries of the region.

ASPBAE took advantage of the different opportunities for capacity building of Member States, organised by UNESCO and UIL in the region during the year, to deepen its own analytical and practical understandings of lifelong learning policies and systems:

- *UIL Seminar on National Policy Frameworks for Lifelong Learning in the ASEAN Countries, 10-11 January 2013, Hanoi, Vietnam*
- *UIL-DVV International capacity building workshop on UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA) of the Outcomes on Non-formal and Informal Learning, 7-8 January 2013, Vientiane, Lao PDR*
- *UNESCO Bangkok Regional Conference on CLCs, Lifelong Learning and National Qualifications Frameworks, 19-21 June 2013, Bangkok, Thailand*
- *CONFINTEA VI Asia Pacific Regional Follow up Meeting, 18-19 October 2013, Jecheon, Korea*
- *UNESCO First Global Learning Cities Conference, 21-23 October 2013, Beijing, China*



The CONFINTEA VI Asia Pacific Regional Follow up Meeting was held in October 2013 in Jecheon, Korea.

ASPBAE organised two regional capacity building workshops, one in Manila and one in Jakarta, for national education campaign coalitions in 2013.



Learnings from these events were shared in training sessions on lifelong learning policies and learning societies/cities within two Regional Capacity Building Workshops organised for national education campaign coalition partners of ASPBAE organised in 2013: one in Manila, Philippines, on 31 July 2013 and another in Jakarta, Indonesia, from 2-5 December 2013.

ASPBAE co-organised, with the International Council for Adult Education (ICAE) and UIL, the Asia Pacific launch of the Second Global Report on Adult Learning and Education (GRALE) during the inaugural session of the UIL International Policy Forum on Literacy and Life Skills Education for Vulnerable Youth through CLCs (August 2013, Jakarta, Indonesia). ASPBAE used the occasion of being in the panel to comment on the GRALE findings to make the case for adult literacy and lifelong learning as key components of the post-2015 education agenda.

ASPBAE also started to prepare an *annotated bibliography of LLL literature* as part of a resource kit on lifelong learning. This is a compilation of literature on lifelong learning (e.g. last 2 CONFINTEA Frameworks of Action, materials from UNESCO-Bangkok, GRALE, RVA of Non-Formal Education) organised as a resource pack for LLL advocacy. It also began to develop a *Glossary of Civil Society LLL programmes*. This is similar to the Adult Education Glossary produced in Europe but focusing on the concepts, frameworks, history and experiences of civil society organisations in the Asia Pacific, mainly drawing from twenty (20) ASPBAE members and/or other excellent programmes of non-members. ASPBAE hopes to be able to disseminate these in mid-2014.

ASPBAE was a co-organiser of the PASCAL Conference on ‘Cities Learning Together’ – Local Communities in the Sustainable and Healthy Learning City’, 18-20 November 2013 in Hong Kong. (ASPBAE President Robbie Guevara, EC Member Timote Vaioleti, and ASPBAE staff, Helen Dabu, represented ASPBAE). This was intended in part, as a follow up forum to the recently concluded UNESCO Learning Cities Conference in Beijing (Executive Council member, Batjargal Batkhuyag represented ASPBAE along with ASPBAE staff, Helen Dabu). Apart from overall involvement in the designing of the conference, ASPBAE anchored the ‘Environment’ strand and organised the local interactions with migrant workers as part of the ‘Social Issues’ strand of the conference. ASPBAE’s involvement in this event – and indeed, the UNESCO Learning Cities Conference, opened avenues for new engagements with local governments, migrant workers, and universities on lifelong learning and the notion of learning cities/regions/communities as ways of effectively organising holistic education and learning systems in a given area.



ASPBAE was co-organiser of the PASCAL Conference on ‘Cities Learning Together’ - Local Communities in the Sustainable and Healthy Learning City - held in November 2013 in Hong Kong. This photo was taken during interactions with migrant workers as part of the ‘Social Issues’ strand of the conference.

4 | New avenues for joint learning and capacity building for AE practitioners



ASPBAE and DVV International held two workshops - Gender Mainstreaming and Information and Communications approaches - in October 2013 in Lao PDR in support of partners and staff from South and South East Asia and Central Asia.

ASPBAE and DVV International mounted a set of joint capacity building events for the period. ASPBAE steered a Workshop on Gender Mainstreaming (25-27 September 2014 in Vientiane, Lao PDR, led by ASPBAE staff, Anita Borkar) and another on Information and Communications approaches (30 September–2 October 2013 also in Vientiane, led by ASPBAE staff, Medha Soni), in support of partners and staff of the DVV International regional offices for South and South East Asia and for Central Asia. The participants of the workshops came from Cambodia, Lao PDR, Vietnam, Myanmar, Nepal, India, Kyrgyzstan, and Uzbekistan.

ASPBAE also organised and hosted with PRIA, a study tour in India for partners and staff of the DVV International Regional Offices of Central and South East Asia. Similar to participants of the BLDC 2013, DVV International also committed to sponsor one course from PRIA's Distance Learning Programme for all participants of the study tour. Several members of ASPBAE in India were mobilised to support the study tour, notably Laya, IAEA and Nirantar.

In turn, ASPBAE participated in a DVV International Folk High School Study Exchange in Germany on 26 April–4 May 2013. The exchange offered a wide exposure to adult learning systems in Germany.

These experiences open exploration of new avenues for joint capacity building between ASPBAE and DVV International in the future that complement existing and long standing programmes such as ASPBAE's Basic Leadership Development Course. This is useful to explore especially as ASPBAE reviews its Training for Transformation (TfT) programme, building on the recommendations of the 2012 BLDC evaluation. A planning meeting on the review of the TfT programme on 1 September 2013 in Yangon, Myanmar, identified ongoing processes for this reflection and review in 2014.

5 | Sustained capacity support to national education coalitions through the Civil Society Education Fund (CSEF) and the partnership with the Open Society Foundations (OSF), focused on capacity building for advocacy on education privatisation

The second phase of the Civil Society Education Fund (CSEF) began on 17 April 2013. CSEF was approved for funding by the Global Partnership for Education (GPE) to the Global Campaign for Education (GCE) till end 2014 (with possible extension to March 2015). UNESCO, a member of GPE partnership, serves as Supervising Entity for the CSEF in this phase. ASPBAE continued to be the Regional Secretariat of CSEF for the Asia Pacific.

The release of funds to GCE was, however, massively delayed given administrative and bureaucratic tangles within UNESCO. It was thus only in August-September 2013 that ASPBAE and the coalitions received the first installment of the grants.

This resulted in delayed implementation of coalition plans and targeted capacity building activities. ASPBAE staff were restricted in traveling to offer face-to-face coalition support through the second and third quarters of the year due to the delayed funds, although they were able to strongly assist in the preparation of the coalition plans/proposals and budgets.

As part of the agreed new architecture of the CSEF, an International Advisory Group (IAG) was set up to strengthen the involvement of international civil society organisations, and the linkages between national coalitions and international civil society organisations involved in education policy. The IAG held its first meeting in London on 8 July 2013. The group included representatives from ActionAid, Plan International, Open Society Foundations (OSF), Education International, Oxfam, Voluntary Service Overseas (VSO), and Results International. The IAG met with CSEF staff representatives from the GCE Global Secretariat and from regional organisations, including ASPBAE and EIAP (Education International - Asia Pacific). The group discussed the main capacity building requirements of coalitions and concrete steps for collaboration between coalitions and IAG members.

The Asia Pacific Regional Funding Committee (RFC) was also re-constituted consisting of voting members: Mr. Edicio de la Torre (E-Net Philippines), Ms. Farah Kabir (ActionAid Bangladesh), Ms. Nargis Sultana (Open Society Foundations, Pakistan), Ms. Nichola Krey (Save the Children, Vanuatu), and Ms. Diyva Lata (Plan International Regional Office, Bangkok). The ASPBAE Secretary-General, Regional CSEF Coordinator, CSEF Global Coordinator, and Financial Management Agency (Education International Asia Pacific Office) are ex officio, non-voting members of the Funding Committee, along with a teachers union representative, Jerome Fernandez. The RFC was convened by ASPBAE from 25-27 July 2013 in Manila, Philippines, and reviewed and approved proposals from 13 coalitions. The snapshots from the approved proposals are provided below:

	Country	Coalition	Snapshot from CSEF 2013 – 2014 proposal plans
1	Bangladesh	Campaign for Popular Education (CAMPE)	<ul style="list-style-type: none"> • Develop civil society position paper on the Right to Education and lobby political parties, parliament, and other policy actors • Development and dissemination of popular/user friendly version of Education Watch (on TVET and Pre Primary Education)
2	Cambodia	NGO Education Partnership (NEP)	<ul style="list-style-type: none"> • Using research to influence policy on teacher's recruitment, welfare, development, and mobilise more resources from community councils to improve quality of primary education
3	India	National Coalition for Education (NCE), India	<ul style="list-style-type: none"> • Target electoral constituencies in upcoming general election to increase financing for education • File a Public Interest Litigation to bring the issue of non-compliance of the Right to Education Act to the court through presentation of evidence-based research
4	Indonesia	Network Education Watch Indonesia (NEW Indonesia)	<ul style="list-style-type: none"> • Carry out review of National Education Law • Through coalition thematic expert group, develop position paper on quality 12 year basic education for the government's annual sector review, and advocate for basic education principles to be included in the National Education Sector Plan
5	Mongolia	All for Education (AFE) Mongolia	<ul style="list-style-type: none"> • Conduct participatory assessment of school governance and environment through a 'Good School' tool • Assessing EFA achievement in Mongolia with a particular focus on marginalised and vulnerable groups
6	Nepal	National Campaign for Education (NCE Nepal)	<ul style="list-style-type: none"> • Disseminate 'Watch Book' based on budget analysis and lobby the Ministry of Education, Ministry of Finance, and Law makers to increase education budget

Contd...

Country	Coalition	Snapshot from CSEF 2013 – 2014 proposal plans
		<ul style="list-style-type: none"> • Hold thematic consultations of the status of EFA in Nepal and share recommendations on the post-2015 framework with policy makers
7	Pakistan Pakistan Coalition of Education (PCE)	<ul style="list-style-type: none"> • Conduct social audit survey for monitoring and tracking of education budget and share analysis of findings in district level round tables with policy makers
8	PNG PNG Education Advocacy Network (PEAN)	<ul style="list-style-type: none"> • Lobby for inclusion of adult literacy in the provincial level budget allocation as core priority for poverty alleviation
9	Solomon Islands Coalition for Education Solomon Islands (COESI)	<ul style="list-style-type: none"> • Engage and lobby policy makers for the Inclusive Education Policy, National Literacy Policy, and Gender Equity Policy to be fast-tracked for endorsement and implementation
10	Sri Lanka Coalition for Education Development (CED)	<ul style="list-style-type: none"> • Organisational restructuring process, strategic planning • Carry out situation analysis on the recurrent closing down of small schools and initiate dialogue with policy makers to prevent further closures
11	Timor Leste Timor Leste Coalition for Education (TLCE)	<ul style="list-style-type: none"> • Work with disability groups to lobby the national parliament and other government agencies to increase access to education for people with disability to 25% by 2015 • Advocate for the expansion of literacy programmes (for youth and adults) in Timor Leste to reach all sub-districts of by 2015
12	Vanuatu Vanuatu Education Policy Advocacy Coalition (VEPAC)	<ul style="list-style-type: none"> • Carry out a baseline report on out-of-school children aged 6-20 and use findings to lobby with the government, donors, and stakeholders to improve access to quality education • Carry out assessment on the pilot project on local school board management to determine its effectiveness, and disseminate results
13	Vietnam Vietnam Coalition for Education for All (VCEFA)	<ul style="list-style-type: none"> • Based on research study, present policy recommendations for the improvement of education quality in kindergartens and community learning centres (CLCs) • Influence the ongoing education reforms in Vietnam

The RFC again convened on 1 December 2013 in Jakarta in a meeting organised to coincide with the CSEF Regional Consultation of Coalitions. Further consideration was given to funding for CED Sri Lanka, and the RFC approved the exploratory work in Myanmar, Afghanistan,

and Tajikistan. It is hoped that national education coalitions will emerge in these countries enabling their inclusion in CSEF work for this or the next grant period.

Two regional CSEF events were organised in the year. The first was a one-day Coalition Consultation on 31 July 2013 and the second was the Regional Conference of National Education Coalitions with the theme, 'Strengthening Civil Society Education Advocacy: Engaging In Post-2015 Education Processes and Analysing Public Private Partnerships in Education', 2-6 December 2013 in Jakarta, hosted by NEW Indonesia. These events offered opportunities to discuss the main debates and



A coalition consultation and a Regional Conference of National Education Coalitions in Jakarta in July 2013 offered opportunities to discuss main debates and discourses on education within the post-2015 processes.

discourses on education within the post-2015 processes, notably on education quality, lifelong learning, education for work and life especially for young people, education for sustainable development, education financing, and education equity with a focus specifically on disabilities (the theme of Global Action Week 2014). Coalitions from Japan, Philippines, and Australia were also represented, along with participants from Myanmar and Afghanistan, who are interested in forming coalitions in those countries.

The regional conference was also specifically organised around ASPBAE's ongoing capacity support and campaign work on education financing, specifically on education privatisation and public private partnerships in education, in partnership with the Open Society Foundation (OSF).

ASPBAE is working with 8 coalitions in developing country studies analysing specific expressions of education privatisation (eP) or public private partnerships in education (ePPP). The outcome of the studies will be valuable as coalitions and ASPBAE engage in the post-2015 education agenda setting where financing concerns, including education privatisation/PPP, are expected to be contentious issues to be debated. The participating coalitions currently are: NCE India, GCE Nepal, SAQE Pakistan, NEW Indonesia, NEP Cambodia, VCEFA Vietnam, E-Net Philippines, and AFE Mongolia. ASPBAE has also started on a regional scan of education privatisation trends, push factors, and adverse impact on access and equity.

After nearly two years of work, the *Primer on PPP in Education (Gain or Drain)* was finalised, printed, and launched during the same regional conference in Jakarta.

ASPBAE and E-Net Philippines organised a forum on 'PPPs in Education and the Impact on Teachers' Rights and Welfare' from 29-30 April 2013 as part of the Global Action Week (GAW) activities themed on 'Every Child, A Teacher'. Attended by national coalition representatives from Pakistan, Nepal, Cambodia, Vietnam, and Indonesia, the event offered a space to discuss experiences and lessons on education PPPs from these countries and how these impact specifically on the teachers' sector. The event also served as an opportunity for the coalitions to reflect on the new phase of work on education privatisation.

ASPBAE hosted a GCE International Workshop on *Privatisation and public-private partnerships and the right to education: building critical research skills* in Manila, Philippines, from 1-3 August 2013. The workshop was organised by GCE, in partnership with the GEPS (Autonomous University of Barcelona), E-NET Philippines, and ASPBAE, with support from the Open Society Foundation. The activity aimed to build the research capacities of national education coalitions to respond more effectively to urgent issues related



Toni Verger of the University of Barcelona (L), and Camilla Croso, President of GCE (R), participated in a GCE-ASPBAE international workshop on privatisation and public private partnerships held in the Philippines in August 2013.

to education financing and privatisation. The workshop brought together education advocates, campaigners, and practitioners within the GCE network. A total of 51 participants and resource persons from Latin America, Europe, Africa, the Arab region, and the Asia Pacific attended the 3-day learning event. ASPBAE facilitated the participation of 10 national coalitions as well as ASPBAE staff involved in policy research, training, and capacity development. Education International and the Right to Education Project also participated in the workshop.

As part of its effort to engage a wider set of players and decision makers on issues related to education privatisation and public private partnerships in education, ASPBAE participated in two conferences in 2013 (Rene Raya, ASPBAE staff participated). The first was the 15th Congress of the World Council of Comparative Education Societies (WCCES) held in Buenos Aires, Argentina, from 24-28 June 2013, attended by over a thousand delegates from 80 countries, where OSF had organised a panel on the societal implications of privatised education services, with ASPBAE as one of the panelists. The second event was the UNESCO-KEDI Regional Policy Seminar on *'Education Development and Cooperation in the Asia Pacific Region: Shifting Dynamics, Increasing Collaboration'* from 6-8 August 2013 where ODA and PPP issues were discussed by a wide range of stakeholders from Ministries of Education, academia, international and regional organisations, NGOs, and the private sector from 14 countries across the region. ASPBAE's representative presented the organisation's core programmes



ODA and PPP issues were discussed by a wide range of stakeholders at the UNESCO-KEDI Regional Policy Seminar held in Bangkok in August 2013.

and framework for cooperation and partnership, emphasising that financing remains a persisting concern that impacts most especially on the marginalised groups. Concerns were raised related to PPP in education based on actual experiences in Asian countries, but it was also noted that ASPBAE was open to cooperation with the private sector based on a shared commitment to address inequity in education and a resolve to reach out to the poorest and most excluded.

Links with GPE and Local Education Groups

ASPBAE Australia organised a meeting in Canberra on 17 June 2013 between Ms. Alice Albright, new CEO of GPE, and the Australian Coalition for Education and Development (ACED). This meeting enabled us to represent our advocacy positions directly to the head of GPE, who indicated her support for civil society participation in education policy processes. ASPBAE participated in a further meeting on 16 October 2013 with Ms. April Golden, Donor Specialist with GPE, in relation to GPE's replenishment drive for 2014 and also civil society participation in Local Education Groups.

Two ASPBAE CSEF Staff and representatives of our coalition member, AFE Mongolia, participated in the GPE Asia Pacific regional workshop on education sector monitoring, including the functioning of Local Education Groups (LEGs), held in Bangkok, Thailand, from 15-18 August 2013. ASPBAE's Regional CSEF Coordinator presented on civil society participation in LEGs in the Asia Pacific. The workshop was an important opportunity to discuss improving the functioning of Local Education Groups, including encouraging the participation of civil society organisations – something the GPE Board has committed to fostering. This message was further reinforced with the participation of Ms. Sally-Ann Henfry from GPE in the Jakarta Regional Conference of Coalitions, December 2013.

6 Deepened work on ESD in a Climate Changing World (ESD-CCW)

As part of its commitment to raising awareness and action on this issue, ASPBAE has ensured the inclusion of sessions on ESD-CCW in various events throughout 2013, such as the Regional Consultation of national coalitions in Manila, July 2013, and the Regional Conference of Coalitions in Jakarta in December. Also, at the BLDC held in Myanmar in September 2013, ASPBAE EC member Dominic D'Souza led a session on Climate Change and ESD.

With the devastating aftermath of Typhoon Haiyan ever-present in the minds of participants, ASPBAE's ESD-CCW Working Group met from 23-24 November 2013 in Manila. This was the first activity under the Year 5 ACCU Centre of Excellence (COE) project which unfortunately was delayed until October 2013 due to UNESCO contractual delays with ACCU. ASPBAE's revised Year 5 COE proposal was accepted by ACCU and will continue till October 2014.

The Working Group meeting consisted of ASPBAE President Robbie Guevara, Executive Council Members Dominic D'Souza and Timote Violeti, along with former ASPBAE President Sandra Morrison, representatives of ASPBAE members E-Net Philippines and the Peoples Initiative for Livelihood and Community Development (PILCD), and ASPBAE staff. The meeting updated on international developments regarding advocacy and platforms for ESD-CCW, and stressed the growing urgency of the need to more substantially address ESD. The group highlighted the mismatch between the escalating environmental challenges being posed and the slow and minimal current global, national, and local responses to address them. The group strategised about next steps for ASPBAE in 2014, which have been outlined in ASPBAE's Plans for 2014.

Back-to-back with this meeting, ASPBAE also hosted the ACCU Regional Centers of Excellence (COE) Experts Meeting on ESD from 25-28 November 2013, Manila, in collaboration with the South East Asian Ministers of Education Organisation (SEAMEO) Regional Centre for Educational Innovation and Technology (Innotech). The Meeting reviewed the COE programme, year 5 plans



Participants volunteering at a food distribution centre in Pasig City, Manila, Philippines, sending rice to go to Typhoon Haiyan-affected areas. This site visit was part of an Experts Meeting on Education for Sustainable Development held in Manila in November 2013.

ASPBAE President Robbie Guevara (L) participated in the International Conference on Education and Development (UKFEIT) in Oxford, U.K. in September 2013, where he chaired a symposium on EFA/ESD Post-2015.



of respective members, and discussed how each of the COEs and other organisations such as SEAMEO Innotech, can continue to collaborate and scale up their work in relation to ESD.

In addition, ASPBAE's President Robbie Guevara participated in the International Conference on Education and Development (UKFEIT) in Oxford, U.K. from 10-12 September 2013, where he chaired a symposium on EFA/ESD Post-2015. He utilised his invitation to this event and a personal invitation in the ACCU Okayama Learning Partners Workshop, 1-5 October 2013, to profile ASPBAE and its positions on ESD.

7 | Preparing for ASPBAE's 50th anniversary

The ASPBAE Executive Council approved the theme of the 50th anniversary celebrations in early 2013: **ASPBAE at 50: Daring to Persist, Transforming Lives Through Lifelong Learning**. This defined the content and form of the 50th anniversary communication tools and products developed in 2013. The development and release of these products served to set the tone for the anniversary celebrations in 2014:

- A new logo for ASPBAE's 50th Anniversary was designed and launched during the ASPBAE BLDC held in Myanmar in September 2013. This logo replaced the old logo in all publications, letterheads, and communication products of ASPBAE through the anniversary year.



The ASPBAE Executive Council approved the theme for the 50th anniversary celebrations – 'ASPBAE at 50: Daring to Persist, Transforming Lives Through Lifelong Learning'. A logo, poster, and brochure were some of the tools produced for the anniversary commemorations.

- A 50th anniversary poster was also designed around one of the main symbols of ASPBAE's 50 year celebrations which is a 'wordle'. The wordle depicts the countries where ASPBAE members are present and key themes on which ASPBAE works.
- A special page of ASPBAE's website was also set up as the space for news of events taking place to commemorate the 50th anniversary; all 50th anniversary communication tools are regularly uploaded on this section for viewers to download.
- A new brochure on ASPBAE's 50th was printed and released during ASPBAE's 50th Anniversary Reflection Seminar in Hong Kong on 21 November 2013.
- A 50th anniversary souvenir and a mousepad in the design of the 50th anniversary poster were also launched in the Reflection Seminar. It was posted to all members and friends along with the 50th anniversary brochure as part of ASPBAE's New Year greetings in December-January 2014.
- A slide show, '50 Years in 50 Slides' featuring images of ASPBAE through its 50 year history. This was launched during ASPBAE's Executive Council Meeting in January 2014 and is envisaged to be used during the planned national consultations and other ASPBAE events throughout the anniversary year.

The main face-to-face preparatory event commemorating ASPBAE's 50th was a one day Reflection Seminar organised jointly by ASPBAE and DVV International on 21 November 2013 in Hong Kong. The seminar brought together stalwarts in ASPBAE's history whose philosophies on adult learning helped shape the thinking, vision, and work of the organisation as it developed from its modest beginnings to a significant regional civil society network. Four (4) ASPBAE Presidents (past and present) were at the seminar along with 3 Secretary-Generals (past and present). Executive Council members and ASPBAE staff from across the years also participated in this historical meeting.



A Reflection Seminar, organised by ASPBAE and DVV International in Hong Kong, brought together stalwarts in ASPBAE's history whose philosophies on adult learning helped shape the thinking, vision, and work of the organisation.

As envisaged, members will be coming together in national consultations in 2014. These will be the sites to celebrate the 50th anniversary and to discuss directions for ASPBAE 'beyond 50', in the context as well of the ongoing discussions on the post-2015 education agenda. ASPBAE consultations and planning with members on mounting these events were organised in 2013. Also during the year, ASPBAE developed the Resource Pack for the national consultations, beginning with the proposed programme, and the ASPBAE Timeline: a large tarpaulin which depicts important milestones in ASPBAE's history. This is a visual tool to be used for sharing ASPBAE's history during the consultations and for participants to map their own involvement with ASPBAE.

ASPBAE has also entered the world of social media in 2013 by setting up a Facebook page. A page called, 'Asia South Pacific Association for Basic and Adult Education' was created to focus on the 50th anniversary celebrations.

ASPBAE members and coalitions were regularly informed through the period about the 50 years plans and new products through emails, monthly bulletins, the ASPBAE website, and via presentations made during events. Special sessions on the 50th anniversary were organised during ASPBAE main events in the year notably the BLDC, and the 2 regional coalition consultations.

8 | Reconnecting, consolidating links and expanding to new areas

Membership expansion and consolidation:

The Executive Council mandated expansion efforts in Myanmar, Afghanistan, Central Asia, and East Asia (focusing on Korea and China), as priority.

Linkages with Central Asian members were strengthened in the year through the highly successful India Study Tour, hosted by ASPBAE in New Delhi. The event brought home in the most powerful way so far, the value-addition of Central Asian NGO involvement in ASPBAE. The exposure of Central Asian NGOs to the work of the ASPBAE membership in India and ASPBAE's own work and its linkages with highly dynamic groups made a powerful impression on the delegation. An extensive set of follow-up events have already been proposed for 2014, including a sub-regional event commemorating ASPBAE's 50th. The members are keen to expand ASPBAE's presence in Central Asia and efforts to expand CSEF work in Tajikistan is envisaged to contribute to this. The members look forward to a full seat in the Executive Council of ASPBAE in the near future.



Linkages with Central Asian members were strengthened in the year through the India Study Tour, hosted by ASPBAE in New Delhi. The event highlighted the value addition of Central Asian NGO involvement in ASPBAE.

Expansion efforts accelerated in Myanmar in the year with a visit by ASPBAE CSEF staff in August to meet with education CSOs, followed by ASPBAE organising the 2013 BLDC in Yangon, Myanmar, in September. Further, new member organisations from Myanmar participated in several regional capacity building activities, notably the workshops on gender mainstreaming and information and communications in Vientiane (September-October 2013) and the Regional Coalition's Conference in Jakarta (December 2013). Follow-up work is being jointly developed, mainly through the CSEF programme.

ASPBAE reconnected with ANAF AE from Afghanistan through the participation of their National Project Manager in the Regional Coalition's Conference in Jakarta, Indonesia. ASPBAE is in discussion with ANAF AE, ActionAid Afghanistan, the Afghanistan SDC, and UNESCO offices for support and advice regarding meeting with education CSOs as part of CSEF expansion work in the country. A trip to Kabul originally planned for 2013 needed to be postponed to 2014.

A set of meetings were organised by ASPBAE with significant Korean NGOs working on education and development cooperation from 21-23 October 2013. The meetings served to strengthen ASPBAE's knowledge of key education and development CSOs and government institutes in

Korea and to discuss with CSOs the possibility of the formation of a Korean civil society advocacy network in time to act as a focal point for local CSO action in preparation for the World Education Conference in Korea in 2015. The current picture of Korean CSOs in the field of development cooperation and advocacy for international development goals and frameworks is however quite complex and dynamic. Many of the peak CSO development organisations are only a few years old. While there is considerable energy in relation to Korean



Meetings with Korean NGOs served to strengthen ASPBAE's knowledge of the development and education scenario in Korea and to discuss the possibility of the formation of a Korean civil society advocacy network.

CSO participation in post-2015 MDG platforms, other international development platforms, and even in relation to Official Development Assistance (ODA), there is still relatively minimal focus on education development policy and advocacy, education ODA, and international education policy frameworks. One of the organisations most interested in setting up a national coalition in Korea, the Better World Foundation, participated in the Regional Coalition's Conference in Jakarta in December as a means of gaining wider exposure to coalition work in the region and the policy issues especially related to the post-2015 processes. Linkages were facilitated by ASPBAE between the Korean groups and with the Japan coalition, JNNE, to foster experience sharing and capacity support.

The participation of key members of the East Asia Forum for Adult Education (EAFAE) in the 50th Anniversary Reflection Seminar and in the PASCAL Conference in Hong Kong bode well for ASPBAE renewing ties with former East Asia members. ASPBAE likewise reconnected with the China Adult Education Association (CAEA) during the UNESCO Learning Cities Conference in Beijing.

ASPBAE continued efforts in the year to consolidate ties with members in other richer countries of the region: the ASPBAE President, Robbie Guevara, was the Keynote Speaker for International Forum of the Japan Society for the Study of Adult and Community Education (JSSACE) on the



ASPBAE President, Robbie Guevara, was the Keynote Speaker for the International Forum of the Japan Society for the Study of Adult and Community Education (JSSACE) on the occasion of its 60th anniversary celebrations in Tokyo in September 2013.

ASPBAE President, Robbie Guevara, and Executive Council Member, Timote Vaoleti, represented ASPBAE in the Adult and Continuing Education Conference held in June 2013 in Wellington, New Zealand.



occasion of its 60th anniversary celebrations on 29 September 2013 in Tokyo, Japan. He and Executive Council Member, Timote Vaoleti, also represented ASPBAE in the Adult and Continuing Education Conference jointly convened by Adult Learners Australia (ALA) and ACE Aotearoa from 18-20 June 2013 in Wellington, New Zealand.

Global and inter-regional partnerships

GCE: ASPBAE maintained its strong ties with GCE and its member networks. ASPBAE continued to play leadership roles in the Campaign as Vice Chair of the Board. ASPBAE, along with E-Net Philippines, hosted the GCE Board meeting from 29-31 July 2013 in Manila, Philippines. As a member of the Board, ASPBAE was also closely involved in supporting GCE through a difficult staff transition phase and in its staff recruitment. ASPBAE participated in the CLADE Latin American education campaign coalitions' Workshop: South-South dialogue from 4-8 March 2013 in Sao Paulo, Brazil.

ICAE: ASPBAE worked closely with ICAE in the post-2015 advocacy campaigns in the period – especially as ICAE took a highly active leadership role in advocacy efforts within the global MDG-related processes. ASPBAE also continued to play an active role in the leadership of ICAE as Vice President for the Asia Pacific, and participated in the ICAE Board Meeting from 18-19 October 2013 in Bonn, Germany. ICAE President, Alan Tuckett, participated in the ASPBAE Working Group Meeting on Youth and Life Skills and the Asia Pacific GRALE launch in August (Jakarta). ICAE successfully passed amendments to its Constitution through an electronic voting process in late 2013.

CC NGO EFA: ASPBAE worked closely with members of the Coordination Group of the UNESCO Collective Consultation of NGOs on EFA (CC NGO/EFA) in lobbying for the continuation of a revitalised and expanded EFA, post-2015. ASPBAE replaces ANCEFA as the lead regional CSO representative in the EFA Steering Committee in 2014.

EAEA: Several occasions to work together in the year facilitated closer ties between ASPBAE and the European Association for the Education of Adults (EAEA). The ASPBAE President and Secretary-General participated in the EAEA General Assembly and EAEA Grundtvig Award Ceremony from 6-7 June 2013 in Leicester. ASPBAE, ICAE, and EAEA also organised a meeting on the side of this event to update on post-2015 policy processes and how to strengthen the advocacy for adult learning within this. ASPBAE also participated in the workshop organised by EAEA during EU Development Days, 26-27 November 2013 in Brussels, Belgium.



ASPBAE participated in a workshop organised by the European Association for the Education of Adults (EAEA) during EU Development Days in Brussels in November 2013.

UNGEI: ASPBAE's term as Co-Chair of the Global Advisory Committee (GAC) of the UN Girls Education Initiative (UNGEI) ended in October 2013. A re-organised Steering Committee has since been constituted with ANCEFA and Plan International as CSO representatives. Nitya Rao remains a member of the broader GAC as ASPBAE's representative. ASPBAE retained close ties with the UNGEI office in South East Asia in the period. ASPBAE also had direct discussions with the head of the UNGEI Secretariat on a possible partnership in an envisaged UNGEI Collaboration Fund that UNGEI wants to set up to strengthen the capacity of country level partnerships, alliances, and networks for effective collaborative advocacy and action on girls' education.

DVV International: ASPBAE's strong relationship with DVV International continued through the period – with greater programmatic engagement and joint action on policy work and capacity building in several fronts. ASPBAE also hosted a visit of DVV International accountants from the head office in Bonn and the regional office in Laos, from 5-6 August 2013 in Mumbai, India.

9 | Institutional development

The first **meeting** of the newly elected **Executive Council** was convened from 19-22 February 2013 in Nashik, Maharashtra, India. The Executive deliberated on and approved ASPBAE's Strategic Plan 2013-2016 and the 2013 Plans and Budgets. It also agreed its modes of working and organisational arrangements, including the setting up of Committees and Task Forces.

The ASPBAE **membership** at the end of 2013 stood at 139 member organisations and 101 individual members by end 2013.

ASPBAE's regular Information and Communications work proceeded as planned, alongside the increased load of work related to the 50th anniversary. The ASPBAE bulletin was revamped with a new layout, a new name ("**ASPBAE This Month**"), new items, and photographs. Three issues of **Ed-lines** were developed in the year themed on (1) Training for Transformation (2) Third Age Learning and (3) CSO Networks on the occasion of ASPBAE's 50th anniversary. ASPBAE's Information and Communications Coordinator served on



ASPBAE continued its representation on the Editorial Board of the DVV International Journal, Adult Education and Development, and took part in its first Editorial Board meeting in Berlin in March 2013.

the **Editorial Board** of the revamped **Adult Education and Development** (AED) journal of DVV International and attended its first meeting from 21-22 March 2013 in Berlin, Germany.

ASPBAE's sustained its **resource mobilisation** efforts through to 2013.

ASPBAE's **gender mainstreaming** efforts scaled up in 2013 with a dedicated set of capacity building efforts on gender mainstreaming through the ASPBAE-DVV International Gender Mainstreaming Workshop in Vientiane (September), the gender sessions during the India Study Tour of DVV International Central and South East Asia partners (December), and a dedicated session in the Regional Coalitions Conference in Jakarta (December). ASPBAE strengthened

links with women's groups in the region, especially through participation in the JASS-SEA Strategic Conversations from 19-22 June 2013 in Bangkok, Thailand. The forum offered a platform for conversation among a broad range of women involved in women's rights, women's organizing, and feminist movement-building in Southeast Asia. This strategic conversation was organised to create an opportunity for them to continue analysing the changing context and exploring how to adjust strategies to respond to the shifting terrain. Participation for ASPBAE was useful in linking ASPBAE with a diverse group of feminist organisations in the region, in acquiring analytical tools on gender and power, and in offering an exposure to the feminist discourses especially with respect to the post-2015 development processes.

ASPBAE managed to maintain its core **professional staff** team for the period, albeit with staff changes: Raquel Castillo, ASPBAE's Advocacy and Campaigns Coordinator, shifted to consultancy arrangements with ASPBAE in the second quarter and until the end of 2013. Claude Claridad Tanvir, Advocacy and Campaigns Support Officer, resigned to pursue higher studies in early 2013. Sumedha Sharma, Programme Coordinator for TtT, shifted to part time arrangements from the second quarter of 2013 to focus solely on ASPBAE's 50th anniversary preparations, Louise Ellerton, ASPBAE Australia Programme Manager, resigned in mid-2013 to join AusAID, and there was a turnover of Finance Officer, with Shilpa Kalele coming on board. Rebecca Spratt, formerly of Plan International in Australia, joined ASPBAE Australia in the second half of 2013 as Programme Adviser on part time arrangements.

The ASPBAE office in Manila shifted premises in 2013; as did ASPBAE Australia.

To cope with the many staff changes and to roll out ASPBAE's new programmes, several all-in staff meetings were organised in the year as stand-alone meetings and coinciding with planned events: 14-16 January 2013 in Manila, Philippines, 15-17 February in Nashik, India, 3-8 April in Manila, Philippines, and 6-7 December in Jakarta, Indonesia. Smaller team meetings and consultations were organised at different points in the year in Mumbai, Manila, and Canberra.

Provisional Balance Sheet as at 31.12.2013

(Amount in US \$)

	Provisional ¹ 31.12.2013	Audited ² 31.12.2012
Sources of Funds		
Capital Fund	742,156.17	798,351.06
Add: Surplus carried from Income & Expenditure A/c	(35,554.34)	(56,194.89)
Total	706,601.83	742,156.17
Application of Funds		
Fixed assets	340.91	407.86
Current Assets		
Cash & Bank Balances	898,005.84	988,915.32
Loans & Advances	43,361.32	57,511.63
	941,367.16	1,046,426.95
Less: Current Liabilities		
Sundry Creditors	13,827.11	24,045.74
Expenses Payable	11,871.34	93,650.21
Balance Grants	209,407.79	186,982.69
	235,106.24	304,678.64
Net Current Assets	706,260.92	741,748.31
Total	706,601.83	742,156.17

Notes:

1. Provisional Balance Sheet and Income & Expenditure Statements for 2013 were prepared on the basis of financial statements submitted as on 15th Jan., 2014 by the staff, partners and coalitions pertaining to the year 2013. Advances have been booked on the basis of fund transfers to the concerned parties and liabilities on the basis of statements provided by participants of given workshops and/or Individual staff/members to the Secretary General
2. 2012 Accounts were audited by M/s. Mahesh Chandra & Associates, Mumbai, India. The Audited Report is dated 18th Oct., 2013

Provisional Income & Expenditure Account for the year ended 31.12.2013

(Amount in US \$)

		Provisional 31.12.2013	Provisional 31.12.2012
INCOME			
Grants received			
dvv international Funds	276,159.89		274,566.21
Other Funders	<u>554,366.13</u>	830,526.02	407,689.22
Other Incomes			
Bank Interest	3,204.62		4,584.39
Exchange Rate Gain / (Loss)	(7,120.53)		(932.26)
Registration Fees Recd	2,000.00		–
Membership Fees	<u>6,100.00</u>	<u>4,184.09</u>	<u>8,340.00</u>
		<u>834,710.11</u>	<u>694,247.56</u>
EXPENDITURE			
Education/training, Research & Evaluation			
1) dvv international	208,863.74		175,032.31
2) Others	<u>473,497.73</u>	682,361.47	846,324.93
Partners Infrastructure, admin. & running costs			
1) dvv international	51,545.36		43,693.52
2) Others	<u>46,169.10</u>	97,714.46	39,083.17
Equipment Purchase & Maintenance			
		–	–
Partners Personnel/Salaries			
1) dvv international		11,320.30	51,534.06
Audit fees & expenses			
		5,056.20	5,056.20
		<u>796,452.43</u>	<u>1,160,724.19</u>
Surplus carried forward to			
Balance Sheet		(35,554.34)	(56,194.89)
Surplus/(Deficit) C/F to Balance			
Grants account for 2013		<u>73,812.02</u>	<u>(410,281.74)</u>

ASPBAE Executive Council Members 2013-2016

PRESIDENT

Mr. Jose Roberto Guevara
Senior Lecturer
International Development School of Global
Studies Social Science and Planning
RMIT University, GPO Box 2476V,
Melbourne 3001, Victoria, Australia
Email: robbie.guevara@gmail.com

SECRETARY-GENERAL

Ms. Maria Lourdes Almazan Khan
ASPBAE Secretariat c/o MAAPL
9th Floor, Eucharistic Congress
Building No. 3, 5 Convent Street,
Colaba, Mumbai 400039, India
Email: aspbae@gmail.com
maria.aspbae@gmail.com

SUB REGION 1: SOUTH AND CENTRAL ASIA

Ms. Saloni Singh
Executive Chair, DidiBahini
P.O. Box 13568, Taramarg Sinamangal
Kathmandu, Nepal
Email: salonisingh09@gmail.com

Mr. Dominic M. D'Souza
Associate Director, Laya
501-Kurupam Castle, East Point Colony
Visakhapatnam 530017, India
Email: dominic.laya@gmail.com

SUB REGION 2: EAST ASIA

Ms. Naomi Kamijo
Vice Chair, Development Education
Association and Resource Center (DEAR)
2-17-41-3F, Koishikawa Bunkyo-ku
Tokyo 112-0002, Japan
Email: kamijo56@nifty.com

Mr. Batjargal Batkhuyag
Executive Director
Mongolian Education Alliance (MEA)
Sukhbaatar District
1st khoroo Chinggis Avenue 15/1
Ulaanbaatar, Mongolia 210 628
Email: bbatcha@yahoo.com

SUB REGION 3: SOUTH EAST ASIA

Ms. Dina Lumbantobing
Head, Research and Capacity Building Division
Sada Ahmo Association/Perkumpulan Sada
Ahmo (PESADA)
Jln Jamin Ginting km 8 No. 282
Medan 20141, Indonesia
Email: lumban27@yahoo.com

Vacant

SUB REGION 4: SOUTH PACIFIC

Ms. Sashi Kiran Charan
Director
Foundation for Rural Integrated Enterprises &
Development (FRIEND)
Tuvu, Kings Road
Lautoka, Fiji
Email: director@friendfiji.com

Mr. Timote Masima Vaoleti
Chairperson
Indigenous Maori and Pacific Adult Education
Charitable Trust (IMPAECT)
50 Edinburgh Rd, Hillcrest
Hamilton, New Zealand
Email: vaoleti@waikato.ac.nz

ASPBAE Office of the Secretary-General

ASPBAE SECRETARY-GENERAL

Ms. Maria Lourdes Almazan Khan

ASPBAE Secretariat
c/o MAAPL, 9th floor, Eucharistic Congress Building No. 3
5 Convent Street; Colaba, Mumbai 400039, India
E-mail: maria.aspbae@gmail.com, aspbae@gmail.com

CORPORATE SECRETARY

Ms. Agnes H. Maranan

Rivera Santos & Maranan Law Offices
2902 - D West Tower, Philippine Stock Exchange Centre
Exchange Road, Ortigas Center
Pasig City, Philippines 1605
Email: attyahm@gmail.com

ASPBAE SECRETARIAT

*ASPBAE Secretariat; c/o MAAPL; 9th floor, Eucharistic Congress Building No. 3;
5 Convent Street, Colaba, Mumbai 400039, India*

Ms. Anita Borkar

Regional Coordinator
Training for Transformation Programme
1, Surabhi Apartments, Old Gangapur Naka
Gangapur Road
Nashik – 422005, India
Email: anita.aspbae@gmail.com

Ms. Sumedha Sharma

Programme Coordinator
Special Projects – ASPBAE 50th Anniversary
1004, Tower F, Maple Heights
Sushant Lok 1, Block C
Gurgaon 122002, Haryana, India
Email: sumedha.aspbae@gmail.com

Ms. Medha Soni

Information and Communications
Coordinator
B-20 Pamposh Enclave, 2nd Floor, G.K.1
New Delhi - 110048, India
Email: medha.aspbae@gmail.com

Ms. Avelina Cabral

Executive Secretary
ASPBAE Secretariat
Email: avelina.aspbae@gmail.com

Mr. Santosh Satpute

Administrative Assistant, ASPBAE Secretariat
Email: santosh.aspbae@gmail.com

Mr. Santosh K. Dalmia

Accountant
Email: skdalmia@vsnl.net

Mr. Sandeep Joshi

Accounts Assistant, ASPBAE Secretariat
Email: sandeep.aspbae@gmail.com

Contd...

PROGRAMMES AND OPERATIONS COORDINATOR

Ms. Cecilia V. Soriano

ASPBAE Asia Advocacy and Campaigns Office
Unit B3 Luisa 2 Building, 107 Maginhawa St., Teachers Village
Quezon City, Philippines
Email: thea.aspbae@gmail.com

ASPBAE POLICY ADVOCACY AND CAMPAIGNS

ASPBAE Asia Advocacy and Campaigns Office
Unit B3 Luisa 2 Building, 107 Maginhawa St., Teachers Village
Quezon City, Philippines

Mr. Rene Raya

Lead Policy Analyst
ASPBAE Asia Advocacy and Campaigns Office
Email: rrraya@gmail.com

EFA COALITIONS DEVELOPMENT AND ADVOCACY SUPPORT (SECRETARIAT FOR THE CIVIL SOCIETY EDUCATION FUND)

Mr. Bernie Lovegrove

Regional Coordinator - CSEF Program
114 Maitland St.
Hackett 2602
Canberra, Australia
Email: bernie.aspbae@gmail.com

Mr. S.A. Hasan Al Farooque

Sub-Regional Capacity Development and
Advocacy Support Officer
House #16 (2nd floor), Road # 9
Sector #13, Uttara, Dhaka 1230
Bangladesh
Email: farooque.aspbae@gmail.com

Ms. Maria Helen T. Dabu

Sub-Regional Capacity Development and
Advocacy Support Officer
ASPBAE Asia Advocacy and Campaigns
Office
Email: helen.aspbae@gmail.com

Ms. Malou Garcia

Administrative and Finance Officer
(Advocacy and Campaigns; CSEF
Secretariat)
ASPBAE Asia Advocacy and Campaigns
Office
Email: malou.aspbae@gmail.com

ASPBAE AUSTRALIA LTD.

ASPBAE Australia Ltd., 114 Maitland St., Hackett 2602,
Canberra, Australia

Mr. Bernie Lovegrove

Executive Director
ASPBAE Australia Office
Email: bernie.aspbae@gmail.com

Ms. Philippa Smales

Programme Officer
ASPBAE Australia Office
Email: philippa.aspbae@gmail.com

Ms. Rebecca Sprat

Programme Adviser
ASPBAE Australia Office
Email: rebecca.aspbae@gmail.com

Ms. Shilpa Kalele

Finance Officer
ASPBAE Australia Office
Email: shilpa.aspbae@gmail.com

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UNESCO Institute for Lifelong Learning, Hamburg

