



ACTIVITY REPORT 2014



Asia South Pacific Association
for Basic and Adult Education



< www.aspbae.org

ASPBAE AT 50: DARING TO PERSIST
Transforming Lives with Lifelong Learning





THE CONTEXT OF OUR WORK IN ASPBAE'S 50TH YEAR

ASPBAE's 50th year in 2014 was commemorated in the penultimate year to the EFA and MDG 2015 deadline.

A year before the deadline, the Millennium Development Goals (MDG) Report of 2014 heralded the achievements in the battle against extreme poverty – and the international community's success in meeting the anti-poverty target, five (5) years before the deadline. By 2010, the world has reduced extreme poverty by half. In 1990, almost half of the population in developing regions lived on less than \$1.25 a day. This rate dropped to 22% by 2010. This translates to absolute number of people living in extreme poverty falling from 1.9 billion in 1990 to 1.2 billion in 2010. Most of them are largely concentrated in 2 regions: Southern Asia and Sub-Saharan Africa. In 2010, one-third of the world's 1.2 billion extreme poor lived in India alone; and nearly 2/3 of the world's extreme poor were concentrated in 5 countries: China, Nigeria, Bangladesh, and the Democratic Republic of the Congo.¹

The Report also cites that a total of 842 million people, or about one in eight people in the world, were estimated to be suffering from chronic hunger in 2011–2013. The vast majority of those people (827 million) resided in developing regions – again with regional variations. There have been significant reductions in both the estimated prevalence of undernourishment and the number of undernourished in most countries in

South-East Asia, East Asia, and Central Asia in which the target of halving the hunger rate has been reached, or almost reached. South Asia and Oceania, however, showed progress insufficient to meet the MDG hunger target by 2015.²

With the weak and uneven global economic recovery, there has been limited progress in the reduction of low-quality employment. The rate of vulnerable employment³ decreased by only 2.8 percentage points in the period of 2008–2013, compared to a decrease of 4.0 percentage points in the preceding five-year period (2003–2008). A high proportion of workers in vulnerable employment indicates prevalent informal working arrangements. In such situations, workers usually lack adequate social protection and suffer low incomes and poor working conditions with limited or no protection for their fundamental rights. Vulnerable employment rates continued to be higher for women than for men. In developing regions, 60% of women were in vulnerable employment in 2013, compared to 54% of men.

Overall, employment prospects have been bleak. According to ILO, more than 61 million jobs have been lost since the start of the global crisis in 2008 and projections show that unemployment will continue to rise until the end of the decade. ILO's report, 'World Employment and Social Outlook – Trends 2015' highlights that young people, especially young women, continue to be disproportionately affected by

¹ UN, *Millennium Development Report 2014 (MDG Report 2014)*, New York

² *Ibid*

³ *Vulnerable employment rate—defined as the percentage of own-account and unpaid family workers in total employment*



unemployment across all regions of the world. Almost 74 million young people, aged 15-24, were looking for work in 2014 and the youth unemployment rate “is practically three times higher” than for their adult counterparts.⁴ The lack of quality jobs is a central determinant of emigration, pushing many educated youth in developing countries to emigrate. The gap in wages between receiving and sending countries tends to be as high as 10 to 1. In 2013, over 230 million people were living in a country other than the one in which they were born – a rise of some 57 million since 2000 – with South Asia accounting for roughly half of this increase.⁵ South Asia, East Asia, and the Pacific have maintained the lowest rates of youth unemployment, hovering at about 10% for the last 20 years. Meanwhile, the Middle East and North Africa region has had the highest rate of youth unemployment with a figure of about 27% in 2012. The biggest increase in the youth unemployment rate has been in the Europe and Central Asia region, where after years of steady decline, rates have risen to over 20% since the financial crisis in 2008.⁶

Income inequality continued to widen in the period. Oxfam’s recent briefing paper, “Wealth: Having it all and Wanting More”, states that “in 2014, the richest 1% of people in the world owned 48% of global wealth, leaving just 52% to be shared between the other 99% of adults on the planet. The share of the world’s wealth owned by the best-off 1% has increased from 44% in 2009 to 48% in 2014. On current trends, the richest

1% would own more than 50% of the world’s wealth by 2016.”⁷ China and India have, between them, over 1.3 million millionaires alongside more than 300 million people still living in extreme poverty in these two countries.⁸ Rising inequality has alarmed even the IMF – with more people consuming less, and investments subdued, growth rates will suffer. Wealth more evenly spread across the population would give more people more spending power, which in turn would drive growth and drive down inequality. ILO also warns of “rising social unrest as rising inequality undermines trust in government and young people are left frustrated as pay trends fail to match a general improvement in educational attainment.”⁹

The MDG Report 2014 states that the number of newly displaced persons has tripled since 2010. A record high of 51 million people were displaced forcibly worldwide as a result of persecution, conflict, generalised violence, and human rights violations. Poverty-stricken developing countries continue to shoulder the largest burden of displaced populations. They hosted 86% of refugees under the UNHCR mandate, up from 70% a decade ago. Afghanistan hosts the largest at 2.55 million.¹⁰ Conflict in many parts of Asia has displaced thousands in 2014. According to the United Nations Office for the Coordination of Humanitarian Affairs, over 236,000 people were displaced in Myanmar throughout Rakhine and Kachin States following inter-communal violence in the period. In southern

4 <http://www.theguardian.com/business/2015/jan/19/global-unemployment-rising-ilo-social-unrest>

5 <http://www.ilo.org/global/research/global-reports/world-of-work/2014/lang--en/index.htm>

6 <http://blogs.worldbank.org/opendata/where-world-are-young-people-out-work>

7 Oxfam, ‘Wealth Having it All and Wanting More’, Oxfam Policy Paper, January 2015

8 Oxfam, ‘Asia at a Crossroads, Why the Region must Address Inequality Now’, Oxfam Briefing Note, 20 January 2015.

9 <http://www.theguardian.com/business/2015/jan/19/global-unemployment-rising-ilo-social-unrest>

10 MDG Report 2014

Philippines, ongoing clashes continued to displace over 26,000 people in transitory sites, leaving them with little access to basic services, such as healthcare, employment or education.¹¹

Overall, the number of disasters increased from previous years, affecting mostly China (18), Indonesia (9), and the Philippines (5). Tropical Cyclone Ian in Tonga in January 2014, followed by Tropical Cyclone Ita in Solomon Islands in April, had devastating impacts on the economy and livelihoods of local communities. Cyclone Ita affected over 50,000 people, killing 22 and leaving around 9,000 homeless. Further, the storm extensively damaged transport and other public infrastructure, private property, and gold and agricultural production.¹² Small island states are particularly vulnerable to disasters. Tonga and Vanuatu are listed as the world's most "at risk" countries from disasters in the World Risk Index.¹³ Every year Vanuatu is expected to incur, on average, \$48 million (equivalent to 6.6% of GDP) in losses due to earthquakes and tropical cyclones. For Tonga, the annual average loss is 4.4% of the GDP. Climate change is increasing these vulnerabilities. Extreme events, such as floods and droughts, will add pressure to fragile island systems and may threaten the entire existence of low-lying island nations.¹⁴

EFA PERFORMANCE

Turning to education, the MDG Report 2014 cited gender parities in primary school enrolment as one of the MDG successes with targets already met. By 2012, all developing regions have achieved, or were close to achieving, gender parity in primary education. South Asia stands out in terms of overall progress in gender parity in primary education: in 1990, the primary education GPI was the lowest of all regions, at 0.74; by 2012, it had risen to 1.00. However, there are still countries in that region where gender parity is yet to be achieved, namely, Afghanistan and Pakistan - where there are at most nine girls for every ten boys enrolled

- and Bangladesh and Nepal - where the gender disparity favours girls. Oceania still faces continuing disadvantages for girls, although they have made substantial progress over the past two decades.¹⁵

Gender disparities are larger in secondary education than at the primary level. Central Asia, South East Asia, and East Asia have achieved gender parity. Girls' enrolment ratios are still lower than boys' in Oceania¹⁶, West Asia, and South Asia. In tertiary education, enrolment ratios in most regions have improved substantially over the years, but considerable disparities exist in all regions. Enrolment ratios of young women are significantly lower than those of young men in South Asia while, in contrast, young women in Central Asia, Eastern Asia, and South East Asia have higher enrolment ratios than young men.¹⁷

The MDG 2014 Report observes that developing regions made substantial progress towards universal primary education between 2000 and 2012, with the adjusted net enrolment rate in primary education increasing by 7 percentage points, from 83% to 90%. There was a marked decrease globally in the number of children out of school during the early 2000s - from 100 million in 2000 to 60 million in 2007 - after which progress stagnated. There were still 58 million children out of school in 2012.

Of the 58 million out-of-school children in the world in 2012, 17 million were in the Asia Pacific. More than 50% of these (8.7m) were mainly from four E94 countries: Bangladesh, India, Indonesia, and Pakistan. It is noteworthy, however, that over the last decade, India has showed tremendous achievement, reducing the number of out-of-school children by one-eighth from 17 million in 2000 to 1.4 million in 2011.¹⁸

The 'Regional Education For All (EFA) Synthesis Report Asia Pacific 2014', observes that globally, access to lower secondary school has improved significantly during the last decade, especially in the Asia Pacific region. The world average of lower secondary gross

11 Asia Pacific Humanitarian Bulletin, January-June 2014

12 <http://www.adb.org/publications/asian-development-outlook-2014-supplement-stable-growth-outlook-developing-asia>

13 The World Risk Index 2014 determines the risk of becoming a victim of a disaster as a result of a natural hazard (e.g. floods, hurricanes, earthquakes etc.) for 171 countries. The WRI as part of the World Risk Report published by the UN University Institute for Environment and Human Security systematically considers a country's vulnerability, and its exposure to natural hazards to determine a ranking of countries around the world based on their disaster risk

14 <http://blogs.worldbank.org/eastasiapacific/picture-not-perfect-look-behind-scenes-small-island-developing-states>

15 MDG Report 2014

16 In UN classifications, Oceania includes Australia, New Zealand, countries of Melanesia, Micronesia and Polynesia

17 MDG Report 2014

18 UNESCO Bangkok, 'Regional Education For All (EFA) Synthesis Report Asia-Pacific 2014' (Preliminary Draft), Bangkok

ADULT EDUCATION

enrolment ratio increased from 72% to 85% between 2000 and 2012. The fastest growth was in East Asia and the Pacific, where the gross enrolment ratio increased from 75% in 2000 to 97% in 2012. Enrolment in South and West Asia and Central Asia also showed improvements of 21 percentage points and 11 percentage points respectively during the last decade.¹⁹

More children are also joining secondary education after completing primary in the Asia Pacific. Many countries in the region have shown great progress in transition rate from primary level to lower secondary level. However, seven countries, Cambodia, Lao PDR, Myanmar, Nepal, Pakistan, Solomon Islands, and Vanuatu registered low transition rates, albeit with progress over the last decade. For example, in Lao PDR, transition rates increased from 78% in 2000 to 84% in 2011, whereas in Pakistan it increased from 73% in 2005 to 80% in 2011.²⁰

There remain a huge number of adolescents out of school – 63 million in 2012. Although the total number of out-of-school adolescents has fallen since 2000 from 96.9 million, this decline has slowed considerably since 2005, leaving many young people needing access to second-chance programmes if they are to acquire foundation skills. Approximately one in five adolescents is excluded from the classroom globally, compared to one in eleven primary school-aged children. Adolescents are, thus, twice as likely to be out of school as their younger counterparts.²¹

Of the global total, 26.5 million (42% of total) were from South and West Asia, 7.4 million (12% of total) from East Asia and the Pacific, and 0.4 million (0.6% of total) from Central Asia. Moreover in 2012, out of 34.9 million out-of-school adolescents in Asia Pacific countries, 26.9 million were from five countries alone: Bangladesh (2.2 million), India (16.4 million), Indonesia (1.7 million), Pakistan (6.5 million), and Uzbekistan (0.18 million).²² Provisioning for these opportunities

needs to account for the reality that as children get older, the risk that they will never start school or will drop out increases.

The global number of adults without literacy skills remains high despite rising literacy rates, states the MDG Report 2014. The youth literacy rate (age 15-24 years old) increased globally, from 83% in 1990 to 89% in 2012. The adult literacy rate (age 15 years and older), increased from 76% to 84% in the same period. And yet, 781 million adults and 126 million youth worldwide lacked basic reading and writing skills in 2012, with women accounting for more than 60% of both the illiterate adult and youth populations.

The Asia Pacific region has the highest concentration of the world's population of adults denied access to literacy skills at 499 million of the 781 million illiterate adults living in the Asia Pacific by 2012 – or 64% of the total. Within the region, more than 82.2% of illiterate adults are located in South and West Asia, 17.7% are in East Asia and the Pacific, and 0.1% in Central Asia²³. More than 325 million women are considered as lacking basic literacy skills in the region; they represent almost 65% of the region's total adult illiterate population.²⁴

There are major concerns about the quality of education in the region with the region experiencing high dropout rates after primary school or repeat grades, often as a result of poor quality schooling and classroom instruction. According to UN ESCAP, one out of every four children in Asia and the Pacific who started the first grade of primary school in 2011 is unlikely to reach the last grade of primary school. The survival rate to the last grade of primary school was higher in East and North East Asia (97.7%) and in North and Central Asia (97.2%). On the other hand, the rate was 64.7% in South and South-West Asia – only slightly higher than Africa's at 61.9%²⁵.

A variety of factors contribute to achieving education quality – but having a sufficient number of well-trained, professional, and well-motivated teachers and trainers

is a key part of it. According to UNESCO, the teaching gap globally stands at 1.6 million teachers to meet the 2015 UPE target. More recent projections by the UNESCO Institute for Statistics (UIS) put this number at 3.3 million by 2030.

The Asia Pacific EFA Synthesis Report 2014 cites that many countries in East Asia have experienced a dramatic increase in the number of trained primary school teachers since 2000. Cambodia, Cook Islands, Fiji, Hong Kong SAR of China, Lao PDR, Mongolia, Myanmar, Uzbekistan, and Vietnam have succeeded in reaching 95% or more of trained primary school teachers in 2012. However, some countries still have problems with the sizeable proportion of untrained teachers, as only 54%, 58%, 72%, and 77% of teachers are trained in Solomon Islands, Bangladesh, Kyrgyzstan, and Maldives respectively in 2012 for primary level. Generally, many countries in the region have more difficulty gaining qualified secondary school teachers, with only Fiji, Mongolia, Myanmar, Papua New Guinea, and Uzbekistan having 95% or more secondary school teachers trained in 2012.²⁶

The UN ESCAP's Statistical Yearbook 2014 cites that government spending on education, relative to other sectors, is lower in Asian and Pacific countries than in the world's low-income and lower-middle income countries. On the basis of available data, many countries in the region seem to have not yet taken up the recommendation of the Oslo Declaration of 18 December 2008 urging governments to spend the equivalent of 4%-6% of GNP on education. For fewer than 30 countries in the region with available data for the period 2011-2013, only around one third of them made public expenditures on education at or above 4% of their GDP. These countries include Australia (5.1%), Bhutan (4.7%), Fiji (4.2%), Republic of Korea (5.2%), Kyrgyzstan (6.8%), Malaysia (5.9%), Maldives (5.9%), Mongolia (5.5%), New Zealand (7.4%), Tajikistan (4%), Thailand (7.6%), and Timor-Leste (9.4%). Poor provisioning to public education has had adverse

impact on education quality and education attainment levels in the region.²⁷

Further, the poor are doubly disadvantaged in education in many low-income countries with school budgets more likely to be targeted at better-off pupils, according to new research from UNICEF. The research shows that low-income, developing countries disproportionately favour the educational needs of their wealthier families where the wealthiest 20% of pupils can receive 18 times more of public resources than the poorest 20%, says the report, and where almost half of education spending in low-income countries is focused on 10% of the population.²⁸

According to the EFA Global Monitoring Report, while total aid to education increased steadily from 2002 to 2010, it has fallen by 10% since then. Donors are giving education a lower priority within their aid budgets: the share of education in total aid has fallen to 8.7% in 2012 from a high of 10.2% in 2009. By contrast, the share of health increased over the period from 13% to 14%. The basic education sub-sector witnessed a fall of US\$627 million between 2011 and 2012, bringing total levels of aid to basic education back to 2008 levels. The share of basic education in total aid to education fell from 44% to 40% between 2011 and 2012. The largest decline in aid to basic education has affected South and West Asia, which saw disbursements fall by 26% between 2010 and 2012. The two countries with the largest reductions in aid to basic education from 2010 to 2012 were India (a fall of US\$278 million) and Pakistan (US\$60 million). Although both are in the lower middle income bracket, they are among the five countries with most children out of school. In both countries, aid continues to play an important role in helping governments reach out-of-school children.”²⁹

“Current indications for the future of education aid are also worrying. According to OECD preliminary data, total aid increased by 6% between 2012 and 2013

26 *Ibid*

27 UN ESCAP, 'Statistical Yearbook for Asia and the Pacific 2014', 2014.

28 <http://www.bbc.com/news/education-30936108>

29 EFA GMR, 'Aid Reductions Threaten Education Goals', EFA GMR Policy Paper 13, June 2014.

but aid is projected to stagnate from 2014 onwards. The increase in the medium term is expected to be primarily for middle income countries in East, South, and Central Asia (such as China, India, Indonesia, Pakistan, Sri Lanka, Uzbekistan, and Vietnam), largely through concessional loans from multilateral institutions and bilateral donors. Assuming that the share of total aid allocated to education remains similar to the share allocated since 2010, falls in overall aid levels pose a considerable risk to the possibility of reaching current and new global education goals.”³⁰

DEFINING THE POST-2015 EDUCATION AGENDA

With the EFA and MDG deadline in 2015 looming close, the international community scaled up efforts defining the new education and development agenda, post-2015 in this period.

The efforts to shape the new education agenda post-2015 were pursued in two parallel tracks in the period: one within the EFA movement, mobilising the broader global education constituency; and another within the processes defining the new post-2015 development agenda.

The global EFA architecture was the main mechanism and arena for forging the consensus around a post-2015 education agenda by the wider education constituency: The EFA Steering Committee ³¹, a body constituted to provide strategic direction to the EFA partnership, was tasked to lead on the discussions developing the post-2015 education agenda. This formation offered a wide, multi-stakeholder platform to debate and forge consensus on the larger education constituency’s positions on the new education agenda. Starting with UNESCO ‘Concept Note on Education Post-2015’, the EFA Steering Committee developed a proposal, which was then presented to the Global EFA Meeting (GEM)³² convened in Muscat, Oman in from 12-14 May 2014 - to seek an even wider mandate.

The GEM agreed a vision, set of principles, overarching goal, and targets for a post-2015 education agenda as outlined in the document, “Muscat Agreement”.

The Muscat Agreement outlined an overarching Goal: “Ensure equitable, inclusive education and lifelong learning for all by 2030” and seven (7) targets covering the areas of (1) early child care and education (2) primary and secondary education (3) youth and adult literacy, (4) skills for life and decent work, technical vocational education and training, tertiary education (5) education for sustainable development, global citizenship education (6) education quality underlining the essential role of teachers, and (7) education financing. Meanwhile, a Technical Advisory Group of the EFA Steering Committee, led by the UNESCO Institute of Statistics (UIS), was also constituted to assist in the technical work of developing indicators alongside the agreed goal and targets.

The Global EFA Meeting (GEM) also agreed that the Muscat Agreement be used as the reference document for Regional Preparatory Consultations on post-2015 in the run up to the World Education Forum (WEF) in Incheon, Republic of Korea, on 19-22 May 2015. The World Education Forum 2015 will approve the new education agenda which - the expectation is - “will form an integral part of the global development agenda to be adopted at the UN Summit in New York City, September 2015.”³³ This education agenda approved in Korea will be in the language of a ‘Framework of Action’ which will contain the agreed education overall goal, targets, indicators, benchmarking at the national level, implementation strategies to include the global and regional architecture (roles, partnerships - including with civil society), monitoring, and financing.

The Regional Preparatory Consultation for the Asia Pacific, called “Asia Pacific Regional Conference on Education”(APREC) was convened from 6-8 August 2014 in Bangkok. It endorsed the Muscat Agreement and particularised the targets to the specific context

³⁰ Ibid

³¹ The EFA Steering Committee consists of 19 members representing UNESCO Member States, the E-9 Initiative, EFA convening agencies (UNESCO, UNDP, UNFPA, UNICEF and the World Bank), the OECD, the civil society and the private sector.

³² The Global EFA Meeting is an annual forum that brings together representatives of UNESCO Member States, EFA convening agencies, United Nations and regional organizations, civil society organizations, bilateral agencies, the private sector, research institutes and foundations to appraise EFA progress, agree follow up action and prepare the future education agenda.

³³ Muscat Agreement 2014

of the Asia Pacific, The Global EFA Meeting further decided that the Muscat Agreement be the “reference for the negotiations in the global consultations on the post-2015 development agenda, in order to ensure that the latter has a strong education component.”³⁴

The main arena in the year for the debates and discussions on the new development agenda, post-2015, was the Open Working Group on Sustainable Development Goals (OWG).³⁵ The OWG finalised its work and released its report in July 2014. The OWG recommended a stand-alone goal for education, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”; with seven (7) targets and three (3) Means of Implementation. Notwithstanding some of its weak areas, notably in its attention to the importance of teachers and education financing, the proposed education goals and targets were a stark improvement over the earlier proposals on education coming out of the MDG/SDG post-2015 processes – and had come very close to the language and spirit of the Muscat Agreement.

ASPBAE and its partner global civil society networks, notably the Global Campaign for Education (GCE) and the International Council for Adult Education (ICAE), were highly active in these processes, pushing for a post-2015 education agenda that stands on a rights-based, lifelong learning framework. While cognisant of its remaining gaps, ASPBAE believes the Muscat Agreement offers a strong basis for a new agenda for education and is more robust than the OWG proposal in education on the following areas:

- It offers a stronger commitment to lifelong learning in the language of the goal: ‘**ensure** lifelong learning for all’ (Muscat Agreement) vs. ‘**promote** lifelong learning opportunities for all’ (OWG Report).
- It has stronger reference to the role of teachers and educators in education quality – with a target specifically on professionally trained, motivated teachers for **all learners**. The OWG has no goal on teachers and offers a very limited ‘means of

implementation’ offering teachers trainings for LDCs.

- The target on adult literacy in the Muscat Agreement calls for proficiency in literacy and numeracy skills; the adult literacy target of the OWG report is silent on the ‘quality’ of adult literacy envisaged.
- There are numeric targets for basic education and pre-primary education in the Muscat Agreement, offering stronger commitment.
- There is no reference to ‘compulsory education’ in the OWG report. This is essential to equitable access.
- The OWG report’s target on skills refers solely to work-related skills where the Muscat Agreement recognises the importance of life skills.
- The target on early childhood care and education of the OWG report tends to focus more on primary school readiness rather than recognising ECCE as a specific stage of education to be guaranteed as a right.
- The OWG Report offers no financing target for education.

The next step in the process of agreeing the new development agenda are intergovernmental negotiations to be launched by the UN in 2015. The UN General Assembly asked the UN Secretary General to prepare a Synthesis Report of the full range of inputs so far generated towards defining a new development agenda. The Report entitled “*The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet*” was released on 4 December 2014. This Report will serve as a basis for the intergovernmental negotiations in the lead up to the UN Summit in September 2015.

It was in the context of these developments and important policy processes for education globally, that ASPBAE commemorated its 50th anniversary and crafted its life and work in 2014. The following section describes the highlights and main achievements of ASPBAE in this important moment of its history.

³⁴ Ibid

³⁵ A 30 member Group of the UN General Assembly tasked with preparing a proposal on the Sustainable Development Goals (SDGs). It was organised in a constituency-based system of representation among UN member countries.



Main Achievements/ Highlights for 2014

A MEANINGFUL AND MEMORABLE COMMEMORATION OF ASPBAE'S 50TH ANNIVERSARY

ASPBAE and its membership successfully organised its 50th anniversary as the General Assembly envisaged it:

- *“As a moment to showcase and honour the valuable adult education work of civil society in the Asia Pacific region, through the narrative of ASPBAE’s history, engagements, and partnerships through the last 50 years;*
- *As a space for ASPBAE members and civil society in the region to gather and jointly plan the ways to powerfully advocate for the right to education and lifelong learning as core elements in the post-2015 education and development agenda;*
- *As an occasion for ASPBAE and its members to collectively define the vision of ASPBAE’s work ‘beyond 50’; one that persists in advancing adult education and lifelong learning that empowers citizens and communities to transform their lives and conditions.”*

A year-long set of activities were pursued within the overall 50th anniversary theme: ‘ASPBAE at 50, Daring to Persist: Transforming Lives Through Lifelong Learning’:

THE LAUNCH EVENT: The year-long 50th anniversary commemorative activities were launched on ASPBAE’s day of founding, 30 January 2014, through a workshop, “Daring to Persist for a Sustainable World”, in Manila, Philippines. Hosted by the Philippine Educational Theatre Association (PETA), it was attended by approximately 60 educators and education policy advocates from South East Asia, South Asia, Pacific, Europe, Latin America, and many from the ASPBAE membership in the Philippines. There was strong representation from ASPBAE partner organisations, notably, DVV International, the European Association for the Education of Adults (EAEA), the Latin American Adult Education Association (CEAAL), the International Council for Adult Education (ICAE), and the UNESCO Institute for Life Long Learning (UIL). The event was designed to be celebratory and reflective – introspecting on the rich history of ASPBAE, analysing contemporary challenges and opportunities for adult and lifelong learning, and contemplating ASPBAE’s future role in this regard.



ASPBAE kick-started year-long 50th anniversary celebrations in Manila on 30 January 2014.

16 NATIONAL AND SUB-REGIONAL CONSULTATIONS COVERING 20 COUNTRIES:³⁶

The National and sub-regional consultations were spaces to commemorate ASPBAE's 50th anniversary and reflect on ASPBAE's past, its contribution to adult education, and the direction of its future course. These conversations were set in the context of debates and discussions on the emerging post-2015 education agenda from the perspective of CSOs. By and large, ASPBAE members and partners³⁷ hosted and organised these consultations with much generosity and warmth. Some were designed as stand-alone events, while in other instances, the 50th anniversary commemoration was tagged on to a programmatic event or to members' annual meetings or assemblies. ASPBAE prepared a Resource Pack and a set of 50th anniversary communication products to facilitate the organising and running of these events. In almost all cases, ASPBAE staff and/or an Executive Council member represented ASPBAE in the consultation. The outcomes of all these consultations were documented and collated for presentation during the 50th anniversary culminating event, the Festival of Learning (FoL), in November 2014. A slide show, documenting images from these different consultations, was developed and also presented during the FoL.

ASPBAE FESTIVAL OF LEARNING: The Festival of Learning (FoL), convened from 18-21 November 2014 in Yogyakarta, Indonesia, was a fitting culmination of the year-long activities and ASPBAE's 50 year journey. With the theme, 'Asia Pacific Civil Society, Defining Education for the Future', the Festival of Learning was successful in its ambitious attempt to creatively (1) offer a space to strategise Asia Pacific civil society's coordinated action for the World Education Forum 2015 in Korea and, indeed, in ensuring education's worthy space in the new development agenda post 2015; (2) provide a platform to deliberate on the overall context and policy climate that define education and lifelong learning work in the region - especially as they interact and respond to the outstanding challenges of poverty, massive unemployment, inequity, and continuing disparities, conflict, climate change, privatisation of education, to name some; (3) provide an arena to showcase the rich work of ASPBAE and its members



A representative of DEAR Japan displays ASPBAE's paraphernalia for the 50th anniversary. Photo taken during the national consultation in Japan, 2014.

on adult education and learning – reflecting on how the lessons from this deep practice bear on future work and indeed, the emergent development and education agendas; (4) offer an occasion for ASPBAE and its members to honour ASPBAE's 50 years of work and collectively define its vision 'beyond 50' - one that persists in advancing adult education and lifelong learning that empowers citizens and communities to transform their lives and conditions; and finally (5) learn from the highly dynamic and powerful work and practice of civil society in Indonesia.

The FoL saw the mainstay participation of 126 people from 32 countries representing 66 national civil society organisations and networks, partner and donor organisations, and individual ASPBAE members. Hosted by ASPBAE member, PEKKA, the FoL was strongly embedded in the practice and work of NGOs and education stakeholders in Yogyakarta and Indonesia: Ten (10) learning exchange and site visits were hosted by local NGOs and the University of Gadjah Mada (UGM), one of the oldest universities in Indonesia. A Policy Seminar on the Post-2015 Education Agenda was also convened in collaboration with the UGM - offering a wider platform for discussions on the current development and education agenda discourses, especially involving teachers, university students, and local NGOs. A set of sessions devoted to education financing within this seminar focused on Education Privatisation, Official Development Assistance (ODA) in Education, and Domestic Resource Mobilisation in Education, and offered very timely and rare opportunities to collectively review key trends, issues, and challenges in these areas that

³⁶ India, Pakistan, Bangladesh, Nepal, Mongolia, Japan, Vietnam, Philippines, Laos, Cambodia, Australia, New Zealand, Fiji, Samoa, PNG, Vanuatu, Solomon Islands, Uzbekistan, Tajikistan, Kyrgyzstan

³⁷ Laya, PRIA (India), Bunyad, PCE (Pakistan), CAMPE (Bangladesh), NCE Nepal, Didi Bahini (Nepal), AFE (Mongolia), DEAR, JNNE (Japan), VCEFA (Vietnam), ENet Philippines (Philippines), NEP (Cambodia), RMIT, ALA (Australia), ACE (New Zealand), FRIEND (Sub-regional workshop for Fiji, PNG, Solomon Islands, Vanuatu), METI, IMPAECT (Samoa), DVVI Office for South and South East Asia (Laos), DVVI Office for Central Asia (Sub-regional workshop for Uzbekistan, Tajikistan, Kyrgyzstan)

FESTIVAL OF LEARNING

18-21 NOVEMBER 2014
YOGYAKARTA, INDONESIA





ADULT EDUCATION

should inform CSO lobbying on education financing during the World Education Forum 2015 in Korea.

True to form, ASPBAE and PEKKA successfully combined a variety of highly participatory, interactive, multicultural forms of learning and discussing to cover a wide and intensive agenda in an effective and memorable way.

At the end of the FoL, the participants drafted a 'Statement of Commitments' outlining its positions on the post-2015 education agenda debates for lobbying during the WEF 2015. Likewise, the participants proposed a set of indicators for the emerging targets in the new education agenda to inform the current discussions around these.

50TH ANNIVERSARY INFORMATION AND COMMUNICATIONS CAMPAIGN:

ASPBAE produced a total of 19 communication tools and products to commemorate the 50th anniversary. ASPBAE's information and communications work for the 50th anniversary celebrations were oriented towards (1) harnessing broader-based participation of ASPBAE's members and partners in ASPBAE's 50th anniversary - optimising social media and web-based tools; (2) facilitating information exchange within the ASPBAE constituency on the diverse, multi-country sets of initiatives commemorating the 50th anniversary; and (3) collectively celebrating the 50th anniversary, honouring, and profiling ASPBAE's work and history.

The ASPBAE 50th anniversary commemorative products developed in the earlier period – the 50th anniversary brochure, posters, souvenirs (mouse pads) were disseminated throughout the year. Likewise, the anniversary video and various PowerPoint presentations

on ASPBAE's history formed part of the Resource Pack for national and sub-regional consultations and other commemorative events. ASPBAE launched a Facebook page in January 2014 and a YouTube Channel in September 2014. ASPBAE Talks, featuring 9 videos of ASPBAE's past and present leadership, offered insights on ASPBAE's work and contributions through the years, and lessons to guide its future course. These were uploaded on ASPBAE's You Tube channel. Several information and communication products were also developed specifically for the Festival of Learning including a brochure, posters, slide shows, posters, to name some. Blogging formed a strong part of the FoL information and communications work to link the event with the wider ASPBAE membership. The dedicated website on the 50th anniversary was updated and maintained through the year. An E-book on ASPBAE's history was drafted – documenting the 'Conversations on ASPBAE's History' from the 2013 ASPBAE Reflections Seminar (Hong Kong) involving ASPBAE's past and present leadership. Originally targeted for release in the FoL, this will be released in 2015 instead.

All in all, the 50th anniversary celebrations, as planned, offered a much needed platform to widen the debate on the key features of the post-2015 education agenda from the perspective especially of civil society, whilst showcasing ASPBAE's work and contributions to education and lifelong learning for 5 decades. It was a moment for membership consolidation and for strengthening ASPBAE's profile with important stakeholders and players for education and LLL especially in the region.



STRONG POLICY IMPACT AND CONTRIBUTION IN SHAPING THE POST-2015 AGENDA

ASPBAE sustained its advocacy work advancing the right to equitable, quality education and lifelong learning for all, using the platforms defining the new education and development agendas post-2015 as the main arena for advocacy in the period.

ASPBAE scaled up its efforts in influencing the post-2015 education agenda through:

- Intense lobbying, especially at regional and global spaces, notably through ASPBAE's work in the **EFA Steering Committee** as one of the three civil society



Global EFA Meeting (GEM), Muscat, Oman, May 2014.

representatives (6-7 March and 7-8 October, UNESCO Paris), in the **Global EFA Meeting** (12-14 May 2014 in Muscat), in the **36th and 37th UNESCO Thematic Working Group Meetings on EFA** (9 July and 28 November) in Bangkok, and its strong participation in the Asia Pacific Preparatory Meeting for the World Education Forum



Representatives of Asia Pacific civil society organisations gather with the Bangladesh Minister of Education, Nurul Islam Nahid, at the APREC meeting in Bangkok, 2014.

2015 - the **Asia Pacific Regional Education Conference, or APREC**, (6-8 August 2014 in Bangkok) where ASPBAE was part of the Drafting Committee and was represented in several plenary and workshop panels as resource person. ASPBAE also lobbied successfully



ASPBAE Secretary-General, Maria Khan, addresses APREC in Bangkok in August 2014.

OUR EDUCATION

for strong civil society participation in this event which saw the involvement of 22 CSO participants of which 15 were ASPBAE members (3 adult education NGOs and 12 education coalitions).

- Sustained capacity support to ASPBAE members and education campaign coalitions to equip them with the information and analytical tools to run advocacy work around the post-2015 processes, especially at the national level. ASPBAE produced a **Resource Pack on the post-2015 campaign** (also a part of the 50th anniversary consultations of ASPBAE), released a **Toolkit with DVVI and ICAE**, and optimised its monthly bulletin and email updates to share information in as timely and broad-based a manner as possible. It organised three (3) regional CSO strategising and planning events preparatory to the World Education Forum 2015 and to influence the NY-led processes on the new development agenda - two alongside the APREC meeting in August in Bangkok and as an intrinsic part of the Festival of Learning in November in Yogyakarta.
- Policy research through country studies and regional policy scans, especially focused on education financing and education privatisation. Although ASPBAE did not meet the target of drawing up CSO EFA reviews in 10 countries in the region due to various constraints (financial, technical, human) especially of its partner coalitions,



UNESCO Regional EFA Technical Feedback Workshop, Bangkok, April 2014.

it was able to strongly influence the official national EFA reports through work with UNESCO Bangkok in reviewing seven (7) country reports - Cambodia, Myanmar, Indonesia, Nepal, Vietnam, Vanuatu, and Mongolia. ASPBAE participated in the **UNESCO Regional EFA Technical Feedback Workshop**, 29-30 April 2014 in Bangkok – where country EFA reports were analysed and recommendations to improve these were presented. ASPBAE also offered a submission to improve the section on civil society participation in EFA in the draft EFA Synthesis Report for the Asia Pacific. ASPBAE prepared talking points and recommendations on equity indicators for the **UIS-GMR 'Workshop on Framing and measuring inequalities in post-2015 education targets'**, 1-2 December 2014 in Paris, drawn from ASPBAE's earlier research work, the CSO recommendations in APREC and the then-recently concluded FOL related to access, quality, and financing of education. These were presented by the Global Campaign for Education (GCE) Head of Policy in the said meeting.

- Strong partnership and coordination with like-minded global CSO formations to promote ASPBAE's positions and advocacies – informing the analysis and assertions of these formations with the views and perspectives of CSOs from the Asia Pacific; and mobilising national level lobbying support, when needed for global advocacy needs (e.g. national coalitions lobbying with their representatives in the Open Working Group on the education targets). In this regard, ASPBAE worked closely with the UNESCO Collective Consultation of NGOs on EFA (CC NGO/EFA), the Global Campaign for Education, the International Council for Adult Education (which was especially strong in lobbying within the NY-led processes), the Open Society Foundations, DW International, EAEA, and others.
- Facilitating the formation of a Korean civil society

network for education – supporting Korean CSOs to build the level of engagement with their governments in the run up to the World Education Forum which Korea will host in May 2015. Having a vibrant CSO education campaign formation in Korea would assist the broader international CSO network in its preparations to intervene effectively in this event, and offer strategic value in the overall right to education movement, given the high priority education has been accorded in Korean domestic public policy, and the country's emerging role in development cooperation.

- Fostering wider discussion and debate on the emergent education agenda, especially at the country level through the sixteen (16) national and sub-regional consultations it organised as part of ASPBAE's 50th anniversary, themed on updating and discussing the emergent post-2015 education agenda. This served to widen information access to the processes and developments and to broaden the public debate on the emerging agenda, otherwise confined largely to global spaces and arenas.

These efforts have contributed immensely towards shaping a strong post-2015 education agenda forged by the broader education constituency - as codified in the Muscat Agreement. The Muscat Agreement offered a robust commitment to lifelong learning and recognised the value of non-formal adult education that was empowering and of good quality. It represents a revitalised and expanded vision of 'EFA', attendant to the unfinished EFA work and the new challenges faced by both richer and poorer countries in securing the right to quality education for all, within a lifelong learning framework.

This document was the main reference document for lobbying within the New York-based processes defining the post-2015 development agenda, and within this, the education goals and targets - mainly

through the Open Working Group (OWG). The strong influence of the Muscat Agreement in the final report of the Open Working Group was very apparent in that it secured education as a stand-alone goal; with a greater coherence arrived at between both except, in the main, on divergences in the OWG's in-attention to teachers, financing, and a weaker commitment to literacy and lifelong learning – although these remain prominent in the agenda.

Additionally, ASPBAE and partner CSOs, allies in government, and other UN agencies, were able to lobby agreements in the Asia Pacific Regional Education Conference to support the Muscat Agreement but with bolder and more ambitious targets for the Asia Pacific – thus attending to the concerns of ASPBAE and CSOs on the gaps in the Muscat Agreement. The policy gains in APREC identified by the participating CSOs were in:

- Securing a commitment to target universal adult literacy and universal access to quality skills for life and work.
- Commitment to 12 years of free and compulsory basic education (not just 10 years as contained in the Muscat Agreement) by 2030.
- Stronger language on the importance of non-formal education and alternative paths to learning,



ASPBAE lobbied agreements at APREC with more ambitious targets for the Asia Pacific compared to the Muscat Agreement.



ASPBAE, along with partner civil society organisations, was able to lobby agreements in APREC to support the Muscat Agreement, but with bolder and more ambitious targets for the Asia Pacific.

especially attentive to the learning needs and contexts of marginalised groups.

- Stronger language on quality learning environments (similar to the OWG call) while retaining support for the Muscat Agreement teacher target.
- Stronger language on reaching those in conflict and crisis situations and attention to people with disabilities.
- Thwarting a wholesale endorsement of PPP and innovative financing approaches with the condition that these should be directed towards strengthening the public education system.
- Stronger domestic financing targets than the Muscat agreement.
- Explicit reference for the Global Partnership for Education (GPE) to support the implementation of the post-2015 education agenda.

Efforts to push for a financing target for education ODA, however, remained unsuccessful with sustained and strong resistance from donor countries to offer concrete targets and commitments to ODA. The spaces where financing for the post-2015 development agenda are being discussed are highly opaque and centralised with very limited civil society

participation. Donors have been pushing developing country governments to increase domestic resource mobilisation efforts to fund their education, health, and overall development agenda while being slack in committing more through aid. There is also a coordinated global push for privatisation of education led by the World Bank and the Asian Development Bank, trans-national education consulting firms, and some development agencies. These have had adverse impact on equity and education quality, and have served to undermine the right to education in many contexts.

CSOs need to prepare strongly for two major policy events on financing in 2015: (1) the Third International Conference on Financing for Development (FfD) will take place from 13-16 July 2015 in Addis Ababa, Ethiopia. This high level conference is likely to sway strong influence on the final agreements on the new development agenda as it debates the financing requirements of the emergent post-2015 SDGs arising from the inter-governmental negotiations; and (2) a summit on education Financing, also in July 2015, to be hosted by Norway in Oslo.



EXPANDED CAPACITIES AND POLICY WINS IN OTHER ARENAS OF EDUCATION AND LIFELONG LEARNING

While the processes defining the post-2015 agenda offered the main platform for ASPBAE advocacy efforts on the right to education and lifelong learning, its key advocacies were pursued in various other strategic policy spaces regionally and globally.

Efforts to also shore up capacities, deepen work, and strengthen strategic partnerships in these areas were scaled up in the period.

ON ADVOCACY FOR EDUCATION FINANCING

ASPBAE's work on education financing especially focused on education privatisation scaled up in the period. These were pursued especially as part of the programme, **“Building CSO Capacities to Engage Issues of Education Privatisation and Public Private Partnership in Education and their Impact on the Right to Education”** in partnership with the Open Society Foundations (OSF).

The activities in the period were strongly oriented to

(1) supporting 8 national education coalitions in firming up their understanding of and positions on education privatisation, including PPP initiatives that push the privatisation drive in the region; (2) to deepen the debate and analysis on education financing - largely in work analysing the impacts and trend of education privatisation in Asia and the push for public private partnerships in education, the proliferation of low-fee private schools, and the rise of corporate chain schools and; (3) in contributing to the global discourse on education privatisation and its impact on equity and the right to education especially around (but not limited to) the processes defining the post-2015 education agenda.

Seven (7) country studies on education privatisation and Public Private Partnerships in education (ePPP) were pursued in the period with ASPBAE support:

India – focused on the experience of low-fee private schools

Indonesia, Philippines, and Mongolia – on the voucher system in education

Cambodia – reviewing the practice of corporate social responsibility in the country

Pakistan and Nepal – reviewing ePPP experiences and impact on the right to education

Five (5) of these studies, all but the Philippines and Mongolia, were completed in the period.

ASPBAE also led on a **regional mapping of policies on ePPP** in the region as promoted by governments, multilateral development banks, and donors.

These country studies and the regional scan on education privatisation were presented and discussed during the regional workshop organised by ASPBAE from 9-10 August 2014, right after the APREC event in Bangkok, Thailand. These were also shared with a broader public during the Policy seminar with the University of Gadjah Mada during ASPBAE's Festival of Learning on 20 November in Yogyakarta, Indonesia.

Country-level dialogues on education privatisation and ePPP

were organised in the year with the following coalitions: (1) Two with NCE Nepal (Kathmandu, March) on the impact of closing/merging schools and good practices towards quality education in government schools in Nepal; and another one, also in March, for a training on Budget Advocacy and



Workshop focusing on education financing, budget tracking, and public private partnerships, Nepal 2014.

PPPs in education and designing the country case study; (2) AFE Mongolia (Ulaanbaatar, May) for an orientation on Privatisation and PPP in education, and designing the country case study; (3) NEW Indonesia (Jakarta, July) for a training on research design and testing of instruments for study on the voucher system in education; (4) NCE India (New Delhi, July) on low-fee private schools; (5) NEP Cambodia (Phnom Penh, September) during the quarterly membership meeting where ASPBAE presented the highlights of the APREC outcome document, noting specifically the policy gains on education financing and privatisation concerns; (6) PCE Pakistan (Islamabad, October): to present the results of its study on PPP; (7) VCEFA, Vietnam (Hanoi, October) on PPP in education where ASPBAE staff presented an overview of privatisation trends and issues in the region, and particular experiences in the Philippines and other Asian countries; and (8) E-Net Philippines (Manila, November) workshop with teachers unions and on PPPs in education.

ASPBAE also participated in international events where the issues of financing and privatisation were presented and discussed:

ASPBAE participated in a set of events from 12-14 June in Geneva organised by the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR), together with the Privatisation in Education Research Initiative (PERI), focusing on privatisation and the human right to education. The **'Experts Meeting on Privatisation in Education'** that followed explored the trends and dynamics of privatisation and its different forms. The meeting highlighted the obligations of the State in respecting, protecting, and fulfilling the right to education in the context of increasing private education provision. After the two public events, PERI and GI-ESCR facilitated a **Workshop on Advocacy Agenda and Research Framework** that strategised on ways to use the human rights mechanisms for its advocacy.

ASPBAE was a signatory, along with twelve other organisations from around the world, on a written submission presented to the **UN Committee on the Elimination of Discrimination against Women (CEDAW)** during its General Discussion on the Right to Education for Girls and Women on 7 July in Geneva. The statement was on **'Privatisation and its Impact on the Right to Education of Women and Girls,'** which highlighted evidence from a range of countries showing that more boys are enrolled in schools than girls, a problem that is exacerbated by the increasing privatisation of education.

From 10-12 October, a joint delegation from ASPBAE, EAEA, and DVV International attended the **10th Asia-Europe People's Forum (AEPF)** in Milan and organised a workshop on financing youth and adult education in the post-2015 period. ASPBAE presented the financing challenges in the Asian context, focusing on shortfalls in the national budgets and ODA for education, warning on rising trends of privatisation of education.

From 27-30 November, ASPBAE participated in the **2nd World Human Rights Forum**, held in Marrakech, Morocco, which brought together 5000 participants, from 94 countries. The team from GCE, OSF, EI, Action Aid, African education coalitions, and the Moroccan education coalition organised the thematic forum on the Right to Education for All which focused on

privatisation and its impact on economic, social, and cultural rights. ASPBAE presented the Asian context with a brief status report on EFA, the emerging trends in education privatisation, and threats to the Right to Education in the region.

ASPBAE was also represented in the **Outreach Meeting of the Intergovernmental Committee of Experts on Sustainable Development Financing (ICESDF)** for the Asia Pacific region, held in Jakarta, Indonesia, from 8-10 June 2014, organised by the UN Economic and Social Commission for Asia and the Pacific (ESCAP), and the Ministry of Finance, Indonesia. ASPBAE collaborated with other CSOs at this event to submit a collation of CSO interventions to the ICESDF.

ON ADVOCACY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

ASPBAE's advocacy work on education for sustainable development (ESD) in the period was oriented largely around the spaces offered by the **World Conference on Education for Sustainable Development** (10-12 November 2014 in Nagoya) and its preparatory activities, including the **Kominkan-CLC International Conference on ESD** (9-12 October 2014 in Okayama). ASPBAE was also represented in the International



2nd World Human Rights Forum, Marrakech, Morocco, November 2014.



World Conference on Education for Sustainable Development, Nagoya, Japan, November 2014.



ASPBAE President, Robbie Guevara, co-chairing the Drafting Committee at the Kominkan-CLC International on ESD in Okayama, Japan, October 2014.

Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014 on 9 November in Nagoya, one of the preparatory events to the ESD Conference.

Although participation of civil society was severely restricted in the official processes of the UNESCO World Conference on ESD, strong coordination among CSOs within and outside the formal processes, especially through Japanese NGO members of ASPBAE (notably, SVA, JNNE, and DEAR), contributed to significant improvements in the final declaration compared to the zero draft version, mirroring the advocacies of ASPBAE and its partners:

- A very strong improvement in the language related to non-formal education (it was virtually absent in the zero draft). There is even reference to financing non-formal education.
- Stronger language on ‘sustainable development’ that was not in the earlier draft.
- A clearer and stronger assertion that ESD and the results of the Conference should form an integral part of the new education (Incheon) and development (New York) agenda.
- More explicit reference to citizen’s participation in ESD policy formulation.
- Reference, albeit weak, to financing of ESD where there was none earlier.

While the Kominkan CLC International Conference on ESD, 9-12 October in Okayama, Japan, was

not recognised officially as a preparatory meeting to the World Conference on ESD, the rich outcomes document coming out of this event, and the debates herein, informed the discussions during the ESD Conference – ensuring recognition of non-formal and community based education pathways as essential features of education for sustainable development. ASPBAE co-chaired the drafting of the outcomes document of this CLC Conference, the Okayama Commitment 2014 statement. Four (4) ASPBAE members participated in this Conference – Laya (India), PILCD (Philippines), Dhaka Ahsania Mission (Bangladesh), and Bunyad (Pakistan).

From 2-5 September, ASPBAE mobilised a member, Dr. Palla Rao from Laya, India, to participate in the **‘International Seminar on Empowering Community Learning Centres in Enhancing Learning Society’** organised by the Ministry of Education of Indonesia as part of the preparatory work for the World Conference on ESD and the Okayama CLC ESD Conference.

ASPBAE advocacy work in these arenas represented the culmination of its work as a **Centre for Excellence in ESD**. The learning’s, analysis, and partnerships built from its work in this ACCU-supported programme strongly informed its participation in these important policy arenas for ESD.

In its final year of this COE programme, ASPBAE also sustained support for E-Net Philippines and PILCD on their trainings on disaster risk reduction. ASPBAE also co-organised with ASPBAE members, METI and IMPAECT, New Zealand, **a Training on Life Skills for Youth in Samoa** from 23-27 June in Apia. One strong stream of life skills discussed in the training was on ESD. The training was preceded on 22 June by a memorial for the late Mua Vermeulen, former Executive Council Member of ASPBAE who passed away in 2012. ASPBAE organised a **Pacific Sub-Regional CSO Forum on Education Post-2015 including**

ESD was held at the University of the South Pacific (USP) Lautoka Campus in Fiji on 27 August 2014. The event included coalition representatives from PNG, Solomon Islands, and Vanuatu, as well as CSOs, academics, and government officials from Fiji. ASPBAE collaborated with FRIEND Fiji, whose Director is also an ASPBAE EC member. A strong message coming out of the meeting was the need for more energetic and prolonged advocacy from Pacific Island countries on ESD.

While it has made headway in its advocacy work on ESD, ASPBAE and members need to further strengthen



Pacific Sub-Regional CSO Forum on Education Post-2015, Fiji, August 2014.

capacities in advocating for ESD, in concretising how it should be effectively integrated in education systems in ways that truly empower student, learners, people and communities to question and challenge unsustainable, inequitable, and unjust development paths.

ON ADVOCACY FOR LIFELONG LEARNING

While ASPBAE focused most of its energies in influencing these major global education platforms for its advocacy work on the right to education and LLL, it continued to engage other critical sub-regional and/or global policy arenas where it was offered opportunity and space:

- ASPBAE attended the DWV-organised **Laos**



Conference on Quality Education and Lifelong Learning, Vang Vieng, Lao PDR, March 2014.

Conference on Quality Education and Lifelong Learning, 10-11 March, in Vang Vieng, where ASPBAE presented its advocacy on quality education and the overall education post-2015 (equity, expanded access, and financing/governance). This was followed by a meeting from 12-13 March to look into the role of higher education institutions in promoting non-formal education and lifelong learning.

- ASPBAE participated in the **ASEAN Peoples Forum** from 21-23 March 2014 in Yangon, Myanmar. The Forum was organised to prepare civil society positions and recommendations before the Association of South East Asian Nations (ASEAN) Ministers meeting held from 10-11 May in Myanmar. In the forum, ASPBAE argued the need to hold ASEAN accountable in ensuring not only growth, but inclusive growth where people's right to land and resources and decent work are protected.



ASEAN Peoples Forum, Yangon, Myanmar, March 2014.

adult education

Empowering marginalised people in engaging the ASEAN Economic Community 2015 through quality education and lifelong learning was raised. ASPBAE also pointed out the accountability of governments in ensuring human rights, education, and other social services for communities dislocated by big business interests.

- ASPBAE was invited to be part of an **Experts Group for the 'Revision of the 1976 UNESCO Recommendations on the Development of Adult Education'**, convened by UIL from 26-28 May in Hamburg. The 1976 Recommendations on AE represent the only international normative framework that provides guiding principles for adult education policy and practice in UNESCO Member States. The Experts Group was organised to prepare a draft set of Recommendations that update the earlier document in terms of language, and the more current consensus on adult education/adult learning/lifelong learning, as codified in the more recent CONFINTEA frameworks of action, notably Belem and Hamburg.
- Following its participation in the earlier UIL meeting (May 2014) reviewing the **'2011 Revised Recommendations on TVET'**, ASPBAE was accredited as one of the CSO participants in the **Online Consultation** on the draft revisions to the Recommendations. ASPBAE argued for broader youth TVET and life skills for marginalised youth and those in the informal sector as well as the need for multiple pathways to provision of quality TVET and life skills.
- ASPBAE also participated in an ICAE and UIL-organised **Seminar on 'The Post-2015 Agenda: Skills for Life - Skills for Work'** at the UIL headquarters in Hamburg on 25 June to discuss how to advocate for a strong positioning of skills.
- ASPBAE participation in the **UN Girls' Education Initiative Global Advisory Committee (UNGEI**



UN Girls' Education Initiative Global Advisory Committee, Bangkok, August 2014.

GAC) meeting from 26-28 August in Bangkok. It participated in the group discussions on UNGEI's policy advocacy agenda: the first one on *Enhanced Focus on Marginalised and Excluded Groups and the fourth on Increased Number of Girls Transitioning to Secondary Education and Accessing Post-Primary Opportunities*. In the latter, the group acknowledged that the education landscape has changed and that secondary and higher education, as well as lifelong learning, are now in the agenda for the future. It is important, therefore, for UNGEI to advocate for a diversity of learning opportunities for girls and take the discussions a step forward. This expanded agenda also signals the education reform advocacy towards alternative pathways to learning beyond the school.

As part of its efforts to deepen the broader ASPBAE membership's understanding on lifelong learning, ASPBAE undertook the development of a **Lifelong Learning Toolkit** as a summary/compendium of concepts, frameworks, and practices on lifelong learning in the Asia Pacific from the perspective of civil society. A second draft has been completed which includes (1) an annotated list of literature in the Asia Pacific on Lifelong Learning and Adult Education; and (2) a documentation of perspectives, insights, reflection, and experiences of eight ASPBAE members - 2 organisations from each sub-region - implementing adult education programmes.



SCALED-UP WORK ON YOUTH AND SKILLS FOR LIFE AND WORK

Five (5) sets of activities characterised work on youth and skills for the period, as envisaged in ASPBAE's 2014 Plans. These have been especially focused on strengthening a youth constituency within ASPBAE, with young people able to articulate their own agenda for education and skills. Efforts have been especially focused on reaching marginalised youth and offering spaces for their voice to inform the debates on education policies.

PUBLICATION OF YOUTH NARRATIVES: In partnership with UIL, ASPBAE completed the **“Youth driving community education, Testimonies of empowerment from Asia and the Pacific”**, a

compilation of seven (7) stories written by marginalised youth learners narrating their journey towards learning and empowerment with the help of community-based education programmes. The publication was launched during the Regional Workshop on ‘Youth and Inclusive Citizenship’ in September in New Delhi. ASPBAE is in discussion with UIL currently on a follow-up to this initiative.

MEETING OF ASPBAE WORKING GROUP ON YOUTH AND SKILLS: An ASPBAE Working Group Meeting took place on 7 September at the front-end of the ASPBAE-PRIA-DWVI Workshop on Youth Education and Inclusive Citizenship in New Delhi (8-10 September). The youth representatives, along with NGO representatives, updated on their activities since the last meeting, focused especially on their efforts in pursuing youth education and advocacy in their respective organisations and countries. One successful collaboration of the group noted was in jointly documenting stories of the youth by the youth, as contained in the UIL-ASPBAE publication. All agreed to disseminate the publication and encourage other young people to document their stories for greater prominence of marginalised youth



Launching a UIL-ASPBAE publication of youth narratives, New Delhi, India, September 2014.



experiences in policy and programme development.

REGIONAL WORKSHOP ON YOUTH AND SKILLS:

ASPBAE, PRIA, and DWI jointly organised a **Workshop on 'Youth and Inclusive Citizenship'** aimed at understanding opportunities for deepening inclusive citizenship amongst youth in the Asia Pacific; systematise innovative education practices that integrate work, life, and citizenship skills and capacities amongst youth; and prepare inputs to national, regional, and international policy-making processes in this regard. The workshop was able to mobilise a rich presence of ASPBAE members from South and South East Asia with a strong youth focus. Youth from the marginalised sectors voiced their expectations on education provisioning needs based on their experiences through their involvement in the programmes of various NGO members of ASPBAE. Resource persons from government, UN agencies, and the private sector discussed scaling up support, policies, mechanisms, and institutions for youth transition from education to work. Participants shared recommendations for the World Education Forum to be held in Korea in May 2015 and also for ASPBAE's work post 50 years. This workshop was organised as a part of the 50-year commemorative activities of ASPBAE. PRIA hosted a special dinner for all participants and ASPBAE partners based in Delhi who reminisced and reflected on their own personal histories as fellow travelers in ASPBAE's 50-year journey.

COUNTRY-LEVEL YOUTH WORKSHOPS IN COLLABORATION WITH NATIONAL CAMPAIGN COALITIONS:

Four country-level youth-focused events were organised in the year in partnership with ASPBAE member national education campaign coalitions in the Philippines, Indonesia, and Mongolia:

- A Children and Youth Jamboree on Education and Disabilities coinciding with this year's Global Action Week on 10 May, led by 14 member organisations of the coalition, NEW Indonesia, including one

working with out-of-school youth.

- A national consultation of AFE Mongolia on the post-2015 education agenda from the perspective of young people (led by the Teacher's Trade Union Youth Committee) on 21 May in Ulaanbaatar.
- A Youth Empowerment Seminar (YES) organised by the Muslim Youth Religious Organisation, a member of E-Net Philippines from 10-12 October in Sultan Kudarat, Maguindanao, Philippines. YES defined the Muslim youth agenda on different themes in line with the post-2015 education and continuing country advocacy agenda on Muslim education.
- Youth Forum on Climate Change organised with Social Watch Youth – Philippines, 11 November, in Manila. Majority of the participants were from universities (university student council leaders, student organisations) and a few were from the Ayta indigenous communities doing literacy work. The Forum agreed to document stories from the youth as well as put forward the youth's ESD agenda in the post-2015 and national education budget deliberations.

YOUTH PARTICIPATION IN ASPBAE'S FESTIVAL OF LEARNING:

A total of twenty (20) young people were mainstay participants of the Festival of Learning (16% of total mainstay participants); Additionally, student activists played important organising and facilitating roles, particularly in the Seminar on Higher Education (19 November) and the education post-2015 policy seminar in UGM on 20 November. There were twelve (12) students who participated in the higher education seminar and more than forty (40) in the post-2015 policy seminar.

There were also dedicated sessions in the FoL programme steered by young people: Five (5) youth leaders from marginalised communities, belonging to the ASPBAE WG, facilitated the youth agenda building session on Day 1.



SUSTAINED OVERALL CAPACITY BUILDING FOR EDUCATION ADVOCACY THROUGH THE CIVIL SOCIETY EDUCATION FUND (CSEF)

ASPBAE sustained support to thirteen (13) national education campaign coalitions³⁸ with expansion efforts, especially in Myanmar, through the first half of 2014.

Need/demand-based capacity support, especially in campaigns and institutional building, were offered in the period. A total of thirty (30) trips were undertaken by CSEF and other ASPBAE staff in the period for CSEF support work. On the request of the coalitions,

two workshops on Information and Communications work were organised by ASPBAE's Information and Communications Coordinator with NCE Nepal (29-30 March) and with NEW Indonesia (18-19 August).



Information and Communications workshop, Jakarta, Indonesia, August 2014.

³⁸ India, Nepal, Bangladesh, Pakistan, Sri Lanka, Mongolia, East Timor, Vietnam, Cambodia, Indonesia, PNG, Solomon Islands, Vanuatu





Post-APREC strategising meeting, Bangkok, August 2014.

These were aimed at assisting the coalitions in creating effective advocacy messages, developing communications skills and using media, including social media, in disseminating their positions on EFA and lifelong learning for all. A workshop on gender mainstreaming was also run by ASPBAE's Regional Coordinator, Training for Transformation Programme, with NCE-India on 12 March. ASPBAE also supported and facilitated study exchanges of CAMPE Bangladesh and NCE Nepal to the Philippines in November and December, respectively.

ASPBAE continued providing institutional capacity support, through phone, skype, and emails.

A strong feature of CSEF work in the period was in support for coordinated campaign action especially around the post-2015 processes - especially pushing for a wider, lifelong learning agenda for education post-2015; on addressing issues of education financing focused on education privatisation, budget analysis, and expanding the domestic resource base for education; and on the EFA reviews – with substantial policy gains as described in the earlier sections. It was within the CSEF and OSF auspices mainly that ASPBAE was able to organise the two (2) strategising meetings at the front and the back-end of the Asia Pacific Regional Conference on Education (APREC) in August in Bangkok. ASPBAE, through the CSEF programme, also brought together coalition

representatives in November to participate in its Festival of Learning, and added a day for coalitions to gain an update on CSEF developments, the GCE World Assembly, and UNESCO CCNGO plans for the World Education Forum in May 2015.

ASPBAE and its members lent support to a **Replenishment Campaign for Global Partnership for Education (GPE)** in 2014. This was oriented towards securing greater ODA for education – aligned with the broader EFA agenda – and within this, capacity support for civil society as a legitimate stakeholder in EFA policy and practice. ASPBAE was part of the delegation of the Global Campaign for Education (GCE) in the Replenishment Conference from 25-26 June in Brussels. This was preceded by events in Australia, where a Forum was organised by the Australian Coalition for Education Development (ACED), of which ASPBAE Australia is a prominent member. The Forum keynoted Julia Gillard, the former Prime Minister of Australia, and now the Chair of GPE. This was followed up in the reporting period by representations to the Australian government to contribute generously to the GPE fund. ACED also organised a Symposium on Transforming Learning Futures: Leveraging the International Development Agenda to Deliver Quality Education for All with GPE CEO, Alice Albright on 21 May in Melbourne.

GCE, with ASPBAE participation, was successful in securing a coasted extension for CSEF Phase 2 to end-2015, and in **lobbying GPE for a CSEF Phase 3 from 2016-2018**. ASPBAE contributed substantially to the proposal concept note and preceding discussions at a **global CSEF meeting** in London from 8-11 September. The CSEF Phase 3 proposal will be developed the first quarter of 2015.



SUSTAINED LEADERSHIP AND CAPACITY BUILDING FOR ADULT EDUCATION PRACTICE

The ASPBAE 50th anniversary commemorative events, and its work on youth and skills, were the main arenas for ASPBAE's work on training for transformation – enhancing the education practice of ASPBAE's NGO members and partners in the region.

Additionally and as planned, ASPBAE continued to work with DVVI in joint capacity building and training activities in the period. ASPBAE facilitated the **Autumn Academy**, themed on the post-2015 education agenda and advocacy in Central Asia. Partners of DVVI from the 3 countries (Tajikistan, Kyrgyzstan, and Uzbekistan) in Central Asia participated in the Autumn Academy to analyse global, regional, and country opportunities for civil society organisations to influence the education post-2015 agenda and processes; to agree on a Central Asia/country-specific education agenda learning from NGO experiences in education; and translate gender equality frameworks and indicators into their education work.

Training Manuals on the Regional Facilitators' Course and the Regional Training on Adult Education Advocacy were finalised. The first draft of the refined version of the BLDC Manual also nears completion.

Handbooks for internal use were developed on Gender Mainstreaming Tools and Hosting of Study Exchanges. A documentation of the training on Youth Voices in Education, piloted in 2013, was also finalised to be a reference for designing further trainings on this theme before it can be codified as a Manual in the future.

ASPBAE clarified the steps on its **review of the Training for Transformation (TfT) Programme** as outlined in ASPBAE's Management Response and Action Plan on the BLDC Evaluation to DVVI submitted in September 2014. The review will run through 2014-2015 informed by the reflections on ASPBAE's future course as articulated in the 50th anniversary commemorative events and the emergent demands on ASPBAE by the new global education agenda, post-2015. The recommendations on the new directions for the TfT Programme are envisaged to be submitted to ASPBAE's 7th General Assembly in 2016.

At least ten (10) NeXT 1 and NeXT 2 graduates continued to be involved in ASPBAE regional and regionally coordinated events in the year, especially in the Festival of Learning, in the national consultations, the ESD-related events, and youth-oriented activities.



FORGING STRONG STRATEGIC PARTNERSHIPS FOR THE RIGHT TO EDUCATION AND LIFELONG LEARNING

ASPBAE currently works with **16 national education campaign coalitions** in the Asia Pacific in India, Nepal, Pakistan, Sri Lanka, Bangladesh, the Philippines, Cambodia, Vietnam, Indonesia, Timor Leste, Mongolia, Japan, Australia, PNG, Solomon Islands, and Vanuatu. It has strengthened its presence in Myanmar and made significant headway in facilitating the formation of a CSO education coalition in Korea.

ASPBAE continued its strong partnership with **DVVI** in the year, co-organising at least 6 major initiatives in the period: (1) the AED Editorial Board Meeting in Manila, Philippines, 30 January-1 February, which



AED Editorial Board members, Manila, Philippines, January 2014.

ASPBAE hosted; (2) the Laos Conference on Quality Education and Lifelong Learning, 10-11 March in Vang Vieng; (3) the ASPBAE-PRIA-DVVI Workshop on Youth and Inclusive Citizenship, 6-8 September in New Delhi; (4) the Autumn Academy themed on the Post-2015 processes, 9-13 October in Bishkek; (5) the Festival of Learning, 18-21 November in Yogyakarta; and (6) the publication of a Toolkit on Post-2015, with ICAE.

ASPBAE continued to play leadership roles in the **Global Campaign for Education (GCE)** and participated in two of its Board meetings in 2014: 13-15 January in Johannesburg, and 21-23 July in London. ASPBAE has also been actively assisted in the preparations for the GCE World Assembly from 24-27 February 2015 in Johannesburg, South Africa.

ASPBAE also sustained its leadership role in the **International Council for Adult Education (ICAE)**. ASPBAE participated in the ICAE Executive



ICAE Executive Committee meeting, June 2014.

Committee meeting organised from 26-27 June to facilitate the turnover between the former ICAE Secretary General, Celita Eccher, and the new appointee, Katarina Popovic. The meeting focused on the plans of ICAE for the period and its 2015 World Assembly in Canada.

GCE and ICAE had a strong presence in ASPBAE's Festival of Learning with the ICAE President, Alan Tuckett, and newly appointed Secretary General, Katarina Popovic, and GCE Board members, David Archer and Rasheda Choudhury, participating.

As a member of the Coordination Group of the **UNESCO Collective Consultation of NGOs on EFA (CCNGO/EFA)**, ASPBAE helped organise the 7th Meeting of the CCNGO/EFA in Santiago, Chile. The Assembly agreed a CSO Declaration on the Right to Education as a main lobby document for the CCNGO/EFA in the preparatory activities for the WEF 2015. ASPBAE was once again elected a member of the Coordination Group as focal point for the Asia Pacific. CAMPE, Bangladesh, was also selected as one of the CG members, elected at large. ASPBAE participated in two meetings of the Coordination Group in the year, one from 4-5 March in Paris in preparation for the EFA Steering Committee meeting, the 2014 Global EFA Meetings (May, Muscat), and the World Assembly of the CCNGO/EFA in Santiago, Chile; and another from 7-8 October in Paris, where ASPBAE was elected as

one of the CSO representatives in the EFA Steering Committee with ANCEFA as alternate. This meeting also discussed the developments in the post-2015 processes, planning for the World Education Forum 2015 (19-22 May 2015, Incheon), and specifically the NGO Forum (18-19 May) at the front end of the WEF which the CC NGO/EFA will organise with UNESCO.

ASPBAE sustained its collaboration with the **European Association for the Education of Adults (EAEA)** in the year through joint participation in the 10th Asia-Europe People's



10th Asia-Europe People's Forum (AEPF), Milan, Italy, October 2014.

Forum (AEPF) in Milan from 10-11 October. EAEA was also represented by its President in ASPBAE's 50th anniversary launch event on 30 January 2014 in Manila.

ASPBAE's work with the **Open Society Foundations**, especially on education privatisation issues and on post-2015 processes, continued in the period. ASPBAE maintained its strong ties with other regional educational alliances in its post-2015 advocacy work, notably CLADE in Latin America, ANCEFA in Africa, and ACEA in the Arab region.

ASPBAE sustained strong ties with various offices of **UNESCO** – especially in Paris, Bangkok, and Hamburg; and with the **UNGEI** Secretariats housed in UNICEF offices in New York, Bangkok, and Kathmandu.

ASPBAE continued its strong presence in the Global Advisory Committee (GAC) of UNGEI and participated in its meeting from 26-28 August in Bangkok, Thailand, and in the Regional Conference on Gender Equality in Education on 29 August. ASPBAE remains represented in the UNGEI GAC by Nitya Rao.



INSTITUTIONAL STRENGTHENING TO ADVANCE THE RIGHT TO EDUCATION AND LIFELONG LEARNING

The **ASPBAE Executive Council** continued to steer and guide ASPBAE's work in the period. It convened in two (2) face-to-face meetings (26-28 February in Tagaytay, Philippines, and 17 November in Yogyakarta, Indonesia), and in a teleconference in September 2014 focused on the preparations for the FoL.

The ASPBAE Executive Council faced changes in its membership with the resignation of Cesario Amaral as Male Representative for South East Asia in the Executive. Cesario resigned from the Timor Leste

Coalition for Education (TLCE) to join Handicap International and subsequently relinquished his ASPBAE EC post in December 2014. The EC agreed to set in place another nomination process in Sub-region 3 (South East Asia) to fill in the vacancy in early 2015.

ASPBAE membership stood at 147 member organisations and 99 individual and life members at the end of 2014. There were also gains in **membership expansion** efforts in the period.

As described in the earlier section, efforts in Korea towards setting up a national education coalition moved ahead significantly in the period with the facilitation of ASPBAE and support from the Open Society Foundations. Civil society organisations in the Republic of Korea agreed to set up an education advocacy network, initially as an autonomous thematic working group within the Korea Civil Society Forum on International Development Cooperation (KoFID) – the peak body of development NGOs working on Korean



ASPBAE Executive Council members, Tagaytay, Philippines, January 2014.



Meeting of civil society organisations in Korea, July 2014.

development cooperation and aid. The participating NGOs include the Korea NGO Council for Overseas Development Cooperation (KCOC), the Korea Human Rights Foundation, Better World, Hope is Education, the Re-shaping Development Institute (ReDI), the Global Campus Initiative Committee, the Institute for Global Cultural and Citizenship Education, and Save the Children Korea. ASPBAE travelled to Korea twice in the period – 8-11 July and 4-8 November - to facilitate these processes.

ASPBAE also reconnected with members in Samoa and Fiji and networks in the South Pacific, notably with the University of the South Pacific (USP) Fiji and the Pacific Islands Association of NGOs (PIANGO), through an ASPBAE-METI ESD event in June in Samoa and through a South Pacific CSO Policy Forum organised with ASPBAE member, FRIEND, in August in Suva, Fiji.

ASPBAE sustained and consolidated its expansion efforts in Myanmar in the period.

Aside from external factors, staff turnover in South Asia affected expansion efforts in Afghanistan and Tajikistan through the Civil Society Education Fund (CSEF), although several events in the year were optimised to further strengthen linkages with groups in the area in exploring CSEF expansion work in the country, notably in discussions with ANAF AE, Afghanistan, during the FoL, and with Central Asia partners and members during the Autumn Academy

where a session was dedicated to updating on CSEF.

More work and investments in time and energy will need to be devoted, however, to breakthrough expansion work in China and to revitalise membership linkages and breadth in Thailand and Malaysia.

ASPBAE's **resource mobilisation** efforts continued through the period.

ASPBAE has been very privileged to enjoy a long standing partnership with DVVI on development cooperation for adult education. This continued through 2014 and ASPBAE contributed in developing the DVVI proposal to BMZ for the next cycle of support (2015-2017).

ASPBAE also worked closely with the Global Campaign for Education (GCE) in securing continued funding for the Civil Society Education Fund programme through the Global Partnership for Education (GPE). In December 2014, the GPE Board agreed to a coasted extension for the CSEF programme for the last 9 months of 2015 for US \$5 million. In 2014, ASPBAE received a grant from the Swiss Agency for Development Cooperation (SDC) for a one year period (October 2014 - September 2015). It is envisaged that within this period, ASPBAE and SDC negotiate core funding for the next 3-5 years.

The Open Society Foundations offered additional support to ASPBAE for its post-2015 advocacy work, focused on facilitating the formation of a Korean national education coalition.

ASPBAE scaled up work on **Information and Communications** on account of the 50th anniversary celebration in 2014. Alongside these, ASPBAE sustained its regular information and communications work: Ten (10) issues of the Bulletin were released in the period and three (3) issues of Ed-lines produced: the first themed on Gender and Women's Education (June 2014); a second themed on Education on Climate Change and Sustainable Development



(September); and a third issue on the Festival of Learning which was completed in end December but will be released in January 2015. The ASPBAE Activity Report 2013 was also released in June 2014. The ASPBAE website was updated periodically in this period.

Gender Mainstreaming efforts were sustained in the period. Overall, the technical support on gender mainstreaming in 2014 was largely focussed on the planned activities within ASPBAE's Festival of

Learning (FoL). With these, ASPBAE also organised a one-day Gender Mainstreaming training for the member organisations of NCE-India during the workshop on Judicial Activism for Implementation of the Right to Education (RTE) Act in India. ASPBAE offered technical support on gender mainstreaming to partners in Central Asia during a workshop on gender equality in education at the Autumn Academy. A discussion on the education framework that embeds equal rights in education of girls/women and boys/men was followed by the application of the gender



Regional Training on the post-2015 education agenda and advocacy in Kyrgyzstan, October 2014.

scorecard in Central Asia, where participants applied the gender and education framework in their own contexts to measure gender equality in their own work and identified issues for advocacy on gender equality in education in Central Asia.

ASPBAE also participated in the conference on Gender and Education organised by Nirantar as part of the organisation's 20th anniversary celebrations and as part of ASPBAE efforts to remain strongly connected with women's groups in the region.

ASPBAE faced several **staff changes** in the period: Thusitha Siriwardana of Sri Lanka joined ASPBAE in August as CSEF Capacity Support and Advocacy

Adviser (CSA) for South Asia, replacing Hasan Farooque who resigned in March. Hayley McQuire of Australia was selected in November 2014 as CSEF Capacity Support and Advocacy Adviser (CSA) for the South Pacific to replace Philippa Smales who resigned in July. Hayley joined in January 2015. A volunteer in the ASPBAE office in Canberra, Reiko Take (formerly of AusAID) assisted in policy research capacity support in the period to bolster staff capacities in the South Pacific in the interim. Malou Garcia re-joined ASPBAE in February 2014 as Administrative and Finance Officer for the Manila office.

Despite staff turnover in the year, ASPBAE staff competently coordinated ASPBAE activities in the period, enabling the organisation to deliver on the substantial part of its agreed targets and outcomes. Strong coordination through the year, through face-to-face meetings, frequent and regular emails, and skype calls fostered joint planning and the effective running of several activities and programmes. Three (3) all-in ASPBAE face-to-face staff meetings were organised in 2014, all linked to existing regional events (the ASPBAE EC meeting in February, the APREC events in August, and the Festival of Learning in November). Several smaller face-to-face team meetings were organised in the year in Manila, Mumbai, and Canberra. ASPBAE's staff complement stood at nine (9) programme staff and five (5) finance and admin staff at end-2014.



ASPBAE participated in a conference on Gender and Education organised by Nirantar.

Rights
Mongolia
Philippines
Skills
Cook Islands
music education

PROVISIONAL BALANCE SHEET AS AT 31.12.2014

	(Amount in US \$)	
	Provisional ¹ 31.12.2014	Audited ² 31.12.2013
SOURCES OF FUNDS		
Capital Fund	706,601.83	742,156.17
Add: Surplus carried from Income & Expenditure A/c	(80,225.71)	(35,554.34)
Total	626,376.12	706,601.83
APPLICATION OF FUNDS		
Fixed assets	563.05	340.91
CURRENT ASSETS		
Cash & Bank Balances	833,193.59	898,005.84
Loans & Advances	118,510.60	43,361.32
	951,704.19	941,367.16
LESS: CURRENT LIABILITIES		
Sundry Creditors	10,827.69	13,827.11
Expenses Payable	11,559.42	11,871.34
Balance Grants	303,504.01	209,407.79
	325,891.12	235,106.24
Net Current Assets	625,813.07	706,260.92
Total	626,376.12	706,601.83

Notes :

1. Provisional Balance Sheet and Income & Expenditure Statements for 2014 were prepared on the basis of financial statements submitted as on 31st Jan., 2015 by the staff, partners and coalitions pertaining to the year 2014 and advances on the basis of funds transfers to the concerned party and liabilities on the basis of statements provided by the participants of the workshop and/or Individual staff / members to the Secretary General
2. 2013 Accounts were audited by M/s. Mahesh Chandra & Associates, Mumbai, India.
The Audited Report is dated 23rd June, 2014

PROVISIONAL INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.12.2014

(Amount in US \$)

Provisional
31.12.2014

Audited
31.12.2013

INCOME

<u>Grants received</u>			
dvv international Funds	272,027.76		276,150.76
Other Funders	697,050.47	969,078.23	560,039.56
<u>Other Incomes</u>			
Bank Interest	2,681.94		3,204.62
Exchange Rate Gain / (Loss)	(24,617.85)		(7,120.53)
Registration Fees Recd	-		2,000.00
Membership Fees	1,901.03	(20,034.88)	6,100.00
		949,043.35	840,374.41

EXPENDITURE

<u>Education/training, Research & Evaluation</u>			
1) dvv international	200,442.23		208,863.74
2) Others	562,945.50	763,387.73	485,146.22
<u>Partners Infrastructure, admin. & running costs</u>			
1) dvv international	47,170.14		51,536.23
2) Others	40,245.20	87,415.34	47,292.70
<u>Equipment Purchase & Maintenance</u>		-	-
<u>Partners Personnel/Salaries</u>			
1) dvv international		20,246.34	11,320.30
<u>Audit fees & expenses</u>		5,056.20	5,056.20
		876,105.61	809,215.39
Surplus carried forward to			
Balance Sheet		(80,225.71)	(35,554.34)
Surplus/(Deficit) C/F to Balance			
Grants account for 2014		153,163.45	66,713.36

ASPBAE EXECUTIVE COUNCIL MEMBERS 2013-2016

PRESIDENT

Jose Roberto 'Robbie' Guevara

Associate Professor, International Development
School of Global, Urban and Social Studies,
RMIT University, Australia.
Email: robbie.aspbae@gmail.com

SECRETARY-GENERAL

Maria Lourdes Almazan Khan

ASPBAE Secretariat,
C/o. MAAPL, Eucharistic Congress Building No.3, 9th
Floor, 5, Convent Street, Colaba, Mumbai – 400 039, India.
Email: maria.aspbae@gmail.com, aspbae@gmail.com

REPRESENTATIVES FOR SUB REGION 1 SOUTH AND CENTRAL ASIA

Saloni Singh

Executive Chair
Didi Bahini, P.O. Box 13568, Taramarg, Sinamangal,
Kathmandu, Nepal.
Email: salonipsingh09@gmail.com

Dominic M. D'Souza

Associate Director-Laya Resource Centre
Laya, Plot No.110, Yendada, Near Senhora Beach
Resorts, Visakhapatnam-530 045, India.
Email: dominic.laya@gmail.com

REPRESENTATIVES FOR SUB REGION 2 EAST ASIA

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

Batjargal Batkhuyag

Executive Director
Mongolian Education Alliance (MEA)
Sukhbaatar District, 1st khoroo Chinggis Avenue 15/1,
Ulaanbaatar 210 628, Mongolia.
Email: batjargal@mea.org.mn

REPRESENTATIVES FOR SUB REGION 3 SOUTH EAST ASIA

Dina Lumbantobing

Women Crisis Center "Sinceritas", Research & Capacity
Building Division, Sada Ahmo Association/Perkumpulan
Sada Ahmo (PESADA-Medan)
Jln. Jend. Jamin Ginting, KM 8 No. 282, Medan 20154
INDONESIA.
Email: lumban27@yahoo.com

REPRESENTATIVES FOR SUB REGION 4 SOUTH PACIFIC

Sashi Kiran

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

Timote Masima Vaioleti

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

ASPBAE OFFICE OF THE SECRETARY - GENERAL

SECRETARY-GENERAL

Maria Lourdes Almazan Khan

ASPBAE Secretariat,
C/o. MAAPL, Eucharistic Congress Building No.3, 9th
Floor, 5, Convent Street, Colaba, Mumbai – 400 039, India.
Email: maria.aspbae@gmail.com, aspbae@gmail.com

CORPORATE SECRETARY

Atty. Agnes H. Maranan

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

TRAINING FOR TRANSFORMATION PROGRAMME STAFF

Anita Borkar

Regional Coordinator
Email: anita.aspbae@gmail.com

Sumedha Sharma

Programme Coordinator
Email: sumedha.aspbae@gmail.com

INFORMATION AND COMMUNICATIONS STAFF

Medha Soni

Information and Communications Coordinator
Email: medha.aspbae@gmail.com

ASPBAE SECRETARIAT STAFF

Avelina Cabral

Executive Secretary
Email: avelina.aspbae@gmail.com

Santosh Satpute

Administrative Assistant
Email: santosh.aspbae@gmail.com

Santosh K. Dalmia

Accountant
Email: skdalmia@vsnl.net

Sandeep Joshi

Accounts Assistant
Email: sandeep.aspbae@gmail.com

ASPBAE ASIA ADVOCACY AND CAMPAIGNS OFFICE

Cecilia V. Soriano

Programmes and Operations Coordinator
Unit B3 Luisa Building II, 107 Maginhawa Street Teachers
Village, Diliman Quezon City, Philippines.
Email: thea.aspbae@gmail.com

Rene Raya

Lead Policy Analyst
c/o. Action for Economic Reforms, 3rd Floor #40
Matulungin St., Central District, Quezon City, Philippines
1100, Philippines.
Email: rraya@gmail.com

ASPBAE OFFICE OF THE SECRETARY - GENERAL

Ma. Lourdes M. Garcia

Administrative and Finance Officer
Unit B3 Luisa Building II, 107 Maginhawa Street Teachers
Village, Diliman Quezon City, Philippines
Email: malou.aspbae@gmail.com

EFA COALITIONS DEVELOPMENT and ADVOCACY SUPPORT STAFF

(Secretariat for the Civil Society Education Fund)

Bernie Lovegrove

Regional Coordinator-CSEF Programme
ASPBAE Australia Ltd., 114 Maitland Street, Hackett,
ACT 2602, Canberra, Australia.
Email: bernie.aspbae@gmail.com

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

Thusitha Siriwardana

Capacity Support and Advocacy Adviser
No. 94/2, Muthuhenawatta, Meegoda, Colombo,
Sri Lanka.
Email: sira.aspbae@gmail.com

Helen Dabu

Capacity Support and Advocacy Adviser
c/o. ASPBAE Asia Advocacy & Campaigns Office: Unit
B3 Luisa Building II, 107 Maginhawa Street Teachers
Village, Diliman Quezon City.
Email: helen.aspbae@gmail.com

ASPBAE AUSTRALIA LTD.

Bernie Lovegrove

Executive Director
ASPBAE Australia Ltd., 114 Maitland Street, Hackett,
ACT 2602, Canberra, Australia.
Email: bernie.aspbae@gmail.com

Rebecca Spratt

Programme Adviser
ASPBAE Australia Ltd., 114 Maitland St., Hackett 2602,
Canberra, Australia.
Email: rebecca.aspbae@gmail.com

Philippa Smales

Programme Officer
ASPBAE Australia Ltd., 114 Maitland Street, Hackett,
ACT 2602, Canberra, Australia.
Email: philippa.aspbae@gmail.com

Shilpa Kalele

Finance Officer
ASPBAE Australia Ltd., 114 Maitland Street, Hackett,
ACT 2602, Canberra, Australia.
Email: shilpa.aspbae@gmail.com



ASPBAE WISHES TO THANK THE FOLLOWING FOR THEIR CONTINUING SUPPORT

DWV International

Global Campaign for Education (GCE) for the Civil Society
Education Fund (CSEF)

Foundation Open Society Institute (OSI), Switzerland

Swiss Agency for Development and Cooperation (SDC),
Switzerland

Asia Pacific Cultural Centre for UNESCO (ACCU), Japan

British Association for International and Comparative Education
(BAICE), United Kingdom

UNICEF for the UN Girls Education Initiative (UNGEI), New York

UNESCO Institute for Lifelong Learning, Hamburg

ASPBAE'S 50TH PACIFIC HOLD CONSULTATIONS EDUCATION AGENDA





Asia South Pacific Association
for Basic and Adult Education

C/o MAAPL
9th Floor, Eucharistic Congress Building No.3
5 Convent Street, Colaba, Mumbai - 400 039, India
Email: aspbae@gmail.com
Tel: +91 - 22 - 2202 1391, 2281 6853
Fax: +91 - 22 - 2283 2217

www.aspbae.org