The MDG Report 2011 offered a slightly optimistic outlook on the outcomes of the global effort to beat poverty. It reported that despite the declines in growth globally on account of the economic and financial crisis that began in North America and Europe in 2008-2009, current trends suggest that the momentum of growth in the developing world remains strong enough to sustain the progress needed to reach the global poverty reduction target. Recent statistics of the World Bank indicate that extreme poverty worldwide is projected to drop to 883 million (14.4%) by 2015 hence, at this rate, the developing world remains on track to achieve the Millennium Development Goal (MDG) target to reduce the 1990 extreme poverty rate by half (42% of the global population) by 2015.

The UN Department for Economic and Social Affairs (DESA) report, *World Economic Situation and Prospects 2012*, however cautions that the world economy is on the brink of another major downturn. The sovereign debt crises in a number of European countries worsened further in 2011. The United States economy is also facing persistent high unemployment, shaken consumer and business confidence, and financial sector fragility. While many developing countries rebounded strongly from the global recession of 2009, they would be hit through trade and financial channels by the turbulence in the developed world – affecting efforts to eliminate poverty, secure basic services, and mitigate the impacts of climate change.

According to the International Labour Organisation, ILO, (Global Employment Trends 2012), after three years of continuous crisis conditions in global labour markets and against the prospect of a further deterioration of economic activity, to generate sustainable growth while maintaining social cohesion, the world must rise to the urgent challenge of creating 600 million productive jobs over the next decade. Even this would still leave 900 million workers living with their families below the US$2 a-day poverty line, largely in developing countries. Among the 900 million working poor, there were an estimated 456 million workers around the world living in extreme poverty below the US$1.25 a-day poverty line in 2011. While this represents a reduction of 233 million since 2000, this global aggregate is heavily influenced by the dramatic decline in extreme working poverty in China. Moreover, there has been a marked slowdown in the rate of progress in reducing working poverty since 2008. A projection of pre-crisis (2002 to 2007) trends shows 50 million more working poor in 2011 than expected on the basis of pre-crisis trends (MDG Report 2012).

In 2011, 74.8 million youth aged 15–24 were unemployed, an increase of more than 4 million since 2007. The global youth unemployment rate, at 12.7%, remains a full percentage point higher than the pre-crisis level. Even in East Asia, where economic activity in 2011 remained strong and labour market performance was also notable, youth unemployment is expected to remain high, reaching 8.9% in 2012 (10.5% for young men and 7.1% for young women).

Vulnerable employment has increased by 23 million since 2009. The East Asia region has seen a reduction in vulnerable employment of 40 million since 2007, versus increases of 12 million in South Asia and nearly 6 million in Southeast Asia and the Pacific. The share of women in vulnerable employment (50.5%) exceeds the corresponding share for men – 48.2% (MDG Report 2012).

Reflecting the economic turmoil and widespread deficits in decent work, economic growth in Southeast Asia and the Pacific decelerated in 2011. GDP growth slowed considerably in most countries in the region in the second and third quarters of 2011 compared with the same period a year earlier. The slowdown was particularly noteworthy in Thailand, as the country suffered not only from the above factors but also from disruptions in supply chain production activities following the Tohoku earthquake and tsunami in

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1 ILO: the sum of own-account workers and contributing family workers. They are less likely to have formal work arrangements, and are therefore more likely to lack decent working conditions, adequate social security and ‘voice’ through effective representation by trade unions and similar organisations. Vulnerable employment is often characterised by inadequate earnings, low productivity and difficult conditions of work that undermine workers’ fundamental rights.
Japan and flooding in large parts of the country. (UN/DESA World Economic Situation and Prospects 2012).

Unemployment rates for women in the region continued to remain higher than for men, estimated at 5.1% for women in 2011 compared with 4.4% for men, except for Thailand and the Philippines where men were likely to be more unemployed than women. Youth unemployment at 13.4% in 2011 is five times higher than that for adults (world average is 3 times higher than for adults). In Indonesia, for instance, youth unemployment increased in recent years against an overall downward trending unemployment rate. The ILO ascribes the youth employment challenge in part to the inability of education and training systems in the region to keep pace with the rapid structural transformation taking place and hence the changing skills requirements. Some 181 million people, or 62.3% of the region’s workers, were in vulnerable employment in 2010. This represents a 0.8% point increase in the share of vulnerable workers between 2009 and 2010 (ILO Global Employment Trends 2012).

South Asia experienced strong economic growth led by India, but with considerable divergence within the region. Growth has been most robust in India, Sri Lanka, and Bangladesh which are estimated to have expanded by 7.8, 7.0 and 6.1% in 2011, respectively. In contrast, Pakistan is estimated to have grown by only 2.6% in 2011, which was due to the impact of the floods (both in 2010 and 2011), political instability, growing security concerns, and other challenges. Political factors have also hampered recovery in Nepal, which was hit relatively hard during the global financial crisis as a result of weakening trade and remittances; consequently, the Nepalese economy grew by just 3.5% in 2011 (UN/DESA World Economic Situation and Prospects 2012).

Similar to other regions, the unemployment rate is higher for youth (9.9% in 2011) and women (4.8%). Far more critical in the South Asian context is the persistence of low productivity, low-pay jobs, which are mostly located in the agricultural and urban informal sectors. South Asia has globally the highest proportion of working poor at 67.3% (estimate for 2011), down from 86% in 1991 (in absolute terms, the number of working poor according to the US$2 a-day definition has gone up from 361 million in 1991 to 422 million in 2011. South Asia now accounts for almost half of the world’s working poor – estimated to be 46.2% in 2011 – (ILO Global Employment Trends 2012).

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The proportion of people in the developing world who went hungry in 2005-2007 remained unchanged at 16%, despite significant reductions in extreme poverty (MDG 2012). According to a study of Action Aid International (In the Brink, 2011), a predicted 30% increase in the world population by 2050, together with the severe impact of significant climate change on harvests, is widely forecast to set the scene for food scarcity in decades to come – and increased hunger. Rising food prices, as a result of rapid population growth, stagnating yields, and the conversion of cropland into biofuels production, compounds this further. High and volatile prices are already causing misery (with the real price of a typical food basket up nearly 50% over last year), with no let up. The increase in food prices impacts more dramatically on the poor with poor households in developing countries spending between 50 to 80% of their weekly household income on food. The World Bank estimates that 44 million people fell into extreme poverty from June 2010-February 2011 because of high food prices. Countries already contending with growing food insecurity could have to deal with deepening hunger scenarios if they do not dramatically reverse their current policies. In
Pakistan, conflict, natural disasters, and rising global food prices have pushed 83 million people – almost half its population – into hunger. Vietnam, which has been highly successful in reducing hunger and poverty in recent years, is in serious danger of being derailed by climate change. It is predicted that rising sea levels could affect 5% of Vietnam’s land area, 11% of its population, and 78% of its agriculture. The Mekong Delta region is likely to suffer the most from climate change. When the sea level rises, one-third of the region’s agricultural land will vanish, seriously affecting production. At present, Vietnam’s adaptation plans do not sufficiently reflect the urgency of the need to adapt its farming systems to a changing climate.

COP 17 in Durban offered little hope for a decisive international response to deal with the climate crisis. While Durban did save the Kyoto Protocol from complete demise, the current pledges by the rich countries, both within and outside the Protocol on emission reductions, were way below what was required. Rich countries did not make any concrete progress on finding money to fulfill their promise of providing $100 billion by 2020 and filling the funding gap from 2013 to 2019. The proposals on raising public finance through taxes on shipping, aviation, and financial transactions did not see the light of the day (Singh, Harjeet, Action Aid International, December 2011).

In the developing world as a whole, enrolment in primary education has increased slowly, dimming prospects for reaching the target of universal primary education by 2015. With an 18% point gain between 1999 and 2009, Sub-Saharan Africa has the best record for improvement, followed by Southern Asia with a 12% point gain. By contrast, the net enrolment ratio fell from 94% to 93% in the Caucasus and Central Asia. Some of the poorest countries, mostly in Sub-Saharan Africa, have made significant strides in improvements in primary school enrolment. The abolition of school fees is considered an important driver of rapid progress in many of these countries. The total number of children out of school fell from 106 million to 67 million between 1999 and 2009. Almost half of these children – 32 million – live in Sub-Saharan Africa. A quarter of the children out of school, or 16 million, are in Southern Asia (MDG Report 2011).

In the Asia Pacific region, there are still millions of children whose families cannot afford to bear the direct and indirect school fees. In some countries, social and cultural barriers excluding children, girls in particular, from education and traditional practices, either directly or indirectly, adds to the disadvantage. Sometimes, ethnic and linguistic minorities are unable to access education, and sometimes children with disabilities and/or specific learning difficulties are not given the support they need to learn at school. Other barriers people in the region face include - endemic health conditions, gender bias and discrimination, remoteness (geographical or social), and nomadism (UNESCO Bangkok 2011).

With two-thirds of Asia and the Pacific countries having achieved net enrolment rates in primary education of 90% or over, the focus is shifting to expanding access to secondary education. The majority of countries in Asia and the Pacific are now expanding the coverage of compulsory education to include lower secondary education. Transition rates vary among countries regardless of whether lower secondary education is part of compulsory education. Even though lower secondary is not compulsory in Bangladesh, more than 90% of students in the last grade of primary education move on to the first grade of lower secondary. In Tonga and Vanuatu, the rate is lower than 80% inspite of the fact that lower secondary is compulsory (UNESCO Bangkok 2011).

Although pre-primary access is increasing, there are still many children aged 3-5 in the Asia Pacific without educational opportunities. Overall participation in pre-primary education for children over 3 remains low particularly in Central Asia (29%) and South and West Asia (42%). Among countries, participation ranges from less than 10% (e.g. Bhutan, Myanmar, and Tajikistan) to above 90% (e.g. Republic of Korea, Tuvalu, Maldives, and New Zealand). The range of disparity within a country is equally large. Early Childhood Care and Education, or ECCE, is not considered a basic right by governments. There is negligible public spending on pre-primary education in most countries of the region with the exception of Mongolia, Maldives, and Vietnam (UNESCO Bangkok 2011).

In 2009, 793 million adults – 64% of whom are women – still lack basic reading and writing skills. Worldwide, the literacy rate of youth (aged 15 to 24) increased from 83% to 89% between 1990 and 2009. Southern Asia and Northern Africa made the most progress, with increases of 20% points and 19% points, respectively. Nearly
90% of all illiterate youth live in just two regions – Southern Asia (65 million) and Sub-Saharan Africa (47 million).

In the Asia and the Pacific, lifelong learning is enshrined in the constitution of many countries. Countries like Vietnam, Indonesia, Malaysia, Thailand, and China are shifting from literacy and post-literacy to the broader aspects of lifelong learning. Many countries face challenges in governance structures, policy framework, quality assurance, decentralisation, finance, and coordination of multi-sectors in formulating these policies. Skills development is now considered a key component of the economic reconstruction policy in post-conflict countries like Afghanistan, Cambodia, and Timor Leste. Among the rapidly growing economies in the region, China and Vietnam have increased technical and vocational education and training (TVET) enrolments at the secondary level to meet rising demands for industrial jobs. Low TVET participation rates and a high incidence of drop-outs are very problematic in countries such as Lao PDR, Cambodia, and Myanmar. A considerable number of youth are thus leaving schools without acquiring the basic skills necessary for work and life. Many countries lack the resources to build more TVET schools and upgrade TVET infrastructure, so their governments elect to implement the more cost-effective solution of introducing basic vocational elements into general or non-formal education programmes. The limited opportunities for those living in remote areas to gain access to skills-development education and the poor quality of many programs pose more constraints to governments (UNESCO Bangkok 2011).

In developing regions, 96 girls were enrolled in primary and in secondary school for every 100 boys in 2009. This is a significant improvement since 1999, when the ratios were 91 and 88, respectively. However, only three regions – the Caucasus and Central Asia, Latin America and the Caribbean, and Southeastern Asia – have achieved gender parity in primary education. Exceptionally, in Eastern Asia, girls slightly outnumber boys in primary school. Equal access to education in the early years remains a distant target in Oceania and South Asia. At the level of secondary education, Southeast Asia has achieved gender parity. However, girls remain at a distinct disadvantage in Oceania and Southern Asia. Girls have surpassed boys in Eastern and Central Asia when it comes to participation in secondary school.

The teacher shortage remains a significant challenge in meeting the Education for All (EFA) targets by 2015. According to the latest UIS projections, 2 million new teaching positions will need to be created in order to meet the goal of Universal Primary Education by 2015. An additional 6.2 million teachers will need to be recruited to maintain current workforces and replace those expected to retire or leave classrooms due to career changes, illnesses, or death. The Asia performance in terms of recruiting female teachers has been relatively better than in Africa, proportions of female teachers rose from 32% to 45% in South and West Asia, and from 48% to 61% in East Asia and the Pacific. In contrast, in Sub-Saharan Africa, which already had the lowest proportion of female teachers, growth was minimal – from 40% to 42%. In East Asia and the Pacific, an estimated 2.1 million teachers need to be recruited from 2007 to 2015 to meet EFA goal 2 of universal primary education. South and West Asia, meanwhile, need to recruit 1.9 million teachers. The number for East Asia and the Pacific appears to be huge but is relatively small in proportion to the size of the population. Moreover, many education systems across the region are actually going to decline in size due to reduced childbirth (UNESCO Bangkok 2011).

Ten years after Dakar, finance still remains a major barrier to EFA. In the Asia Pacific, as a result of the financial crisis, cuts or zero growth budgets have been set in many countries resulting in declining budgets in real terms and postponement of activities. Globally, disbursements of aid to basic education increased by around one-fifth from 2008 to 2009 (by $1 billion), reaching US$5.6 billion. This is vastly insufficient to fill the US$16 billion financing gap. More than half of the increases came from loans, one-off increases in IMF lending, and the front-loading of the World Bank International Development Association (IDA) support in response to the financial crisis. Most of the additional aid went to a small group of countries, with India, Pakistan, Vietnam, and Ethiopia accounting for 80% of the increment. Important donors are at risk of drastically reducing their funding to education. Spain continues to face significant domestic pressure to reduce its aid budget. With its new aid policy, the expectation is that most Dutch aid
will gradually be withdrawn from the education sector. While the United States increased its aid to basic education in 2009, current plans to cut the federal budget are expected to put foreign aid under severe pressure. If Dutch and US funding is cut as feared, the poorest countries, which have been beneficiaries of their aid, are likely to suffer the most. This is particularly serious, as funding from these two donors has comprised around one-fifth of aid to basic education since 2002. The withdrawal of US membership fees to UNESCO, representing 20% of its budget, has had serious repercussions to date on the ability of this agency to steer the global architecture for EFA.

While there were laudable pledges for basic education during the Replenishment Conference of the Global Partnership for Education (GPE), particularly from Australia and the UK, the total pledges fell short of the targeted $2.5 billion, with $1.5 billion pledged by donor countries. The strong presence of the private sector in the GPE Replenishment Conference is only one of the many indicators of the drive to attract higher private sector participation in basic education through public private partnerships (PPP). Public private partnerships in education are being promoted aggressively by governments and donors as innovative ways of generating much-needed resources for education. However, there is very little public debate on the effectiveness of these approaches, their impact on equity, and in guaranteeing universal access to quality public basic education.

It has been in the context of these worrying trends that ASPBAE embarked on its planned activities for 2011.

Overall, the year 2011 was another full and productive period for ASPBAE as it sustained work on major programmes for education advocacy and capacity building work. It expanded work to build a corps of regional facilitators steeped in the practice and understanding of participatory and empowering training methodologies and approaches. It made efforts to build a core of adult education advocates in some 10 countries in the region to sustain adult education advocacy work, and it aimed to strengthen its capacities in the new areas of TVET and Life Skills, education in a climate changed world, and on issues of education privatisation.
1. Consolidating capacity building work for adult educators and the launch of NeXT 2 - integrating ASPBAE’s key competencies in training and advocacy in a capacity building programme on adult education advocacy

ASPBAE sustained its annual Basic Leadership Development Course and successfully completed the pilot of the intermediate course on regional training and facilitation called NeXT 1.

ASPBAE’s annual Basic Leadership Development Course (BLDC) was organised from 12-17 September 2011 in Medan, Indonesia, and hosted by ASPBAE member, PESADA. 28 participants from 18 countries participated in the BLDC. ASPBAE President, Robbie Guevara, and Dina Lumbantobing, Executive Council member from Southeast Asia, were this year’s Course Directors. A distinct feature of the BLDC 2011 was the involvement of two NeXT 1 trainees as members of the BLDC faculty, assisting in the sessions on education as a human right and adult learning frameworks and concepts. The choice of the faculty and Course Directors for the year indicates a deliberate strategy of ASPBAE to develop a new generation and expanded corps of leader/facilitators to steer ASPBAE’s regional capacity building and training initiatives.

The NeXT 1 pilot program was concluded with 16 emerging trainer-facilitators (9 women and 7 men) from 14 countries having completed the 18-month long learning process. All participants were provided mentoring support in various regional, sub-regional, and national programs and events organised by ASPBAE (BLDC, Benchmarking QAE, etc.) and their respective organisations. There were delays however in completion of the mentoring process in 3 countries, thus causing delays in completing the documentation of the learning paths of the participants in 2011. This is in process and will be completed in 2012.
The Regional Training on Adult Education Advocacy, to launch the NeXT 2 process, was organised from 21-28 November 2011 in Manila, Philippines. There were 23 policy advocates (17 women and 6 men) from 12 countries representing 20 member organisations and national education coalition partners who participated in the training – from the targeted 20-30 trainees in 10 countries. This training program was built on ASPBAE’s experiences in adult education policy advocacy and leadership development to build and strengthen a core of activists and campaigners to reinforce the movement advancing adult education as a right. The regional training was an interplay of knowledge sharing, perspective building, skills enhancement, and attitude strengthening on the 5 thematic areas of ASPBAE’s adult education policy advocacy work. The 5 thematic areas were Adult Literacy, Gender Equality in Education, TVET and Life Skills, Education for Sustainable Development in a Climate Changing World, and Education Financing.

Following this training, it is envisaged that the trainees will be supported and mentored by a team of experienced policy advocates, campaigners, and policy analysts drawn from the Executive Council, staff, and membership. The terrains of ‘real world’ mentoring/support will be the campaigns of their respective organisations and ASPBAE’s advocacy efforts. It is hoped that this will help build a more solid base at the country level of civil society efforts campaigning for more robust policies and well-resourced programmes for adult education, especially reaching the most marginalised groups.

2. Broadening ownership and understanding of Benchmarks in the Quality Adult Education initiative

Work on developing benchmarks for Quality Adult Education (QAE) continued in the period. The paper on ‘Benchmarks for Quality Indigenous Peoples Education’, written by Sandy Morrison and Timote Vaioleti, was circulated in the period for validation through consultations with practitioners and advocates of quality adult education. Questionnaires were developed to guide the validation process. 50% of the core group members involved in developing these benchmarks organised consultations within their own organisations and networks in 5 countries. The most extensive validation exercise was led by Tony Dreise from ALA, Australia. Inspired by the process, his organisation raised funds to enable a more extensive consultation with aboriginal groups in the country to inform the benchmarking process. Four locations within Australia were chosen for the consultation process – Brisbane, Tamworth, Melbourne, and Alice Springs – and involved interviews and focus group discussions. Their report, the QAE Benchmarks for Indigenous Education, and consultation reports in Australia, have been received and is informing the refinement of the paper on Quality Adult Education for Indigenous Peoples, along with other feedback.

The paper on Benchmarks for Quality Adult Education for Women’s Leadership and Political Participation went through several revisions to lend itself to the planned validation exercise. It was only completed in late 2011, hence the validation process for this thematic area has been shifted to 2012.
3. Deepened work in TVET and Life Skills, and in education in a climate changed world and Education for Sustainable Development (ESD)

ASPBAE deepened its involvement in the new areas of TVET and Life Skills, especially for young people, and in education in a climate changed world and Education for Sustainable Development (ESD). It focused efforts in building a stronger analytical capacity on the policy issues involved in these areas of work; in understanding the policy arenas and spaces; in establishing links with the networks and players; and in forming its own advocacy positions and policy asks. With issues of work, employment, and climate change beginning to dominate the development and policy discourse, as well as discussions on the post-2015 agenda, ASPBAE’s decision to accord priority to these areas of work is sound.

Melbourne, Australia, with the theme, Re-thinking VET and Life Skills for Global Citizenship. The Forum was organised jointly by ASPBAE, Adult Learning Australia (ALA), Live and Learn, and RMIT University. Coinciding with its participation in the EFA Thematic Working Group meeting in UNESCO Bangkok on 16 December 2011, ASPBAE convened a ‘Focused Inter-Organisational Exchange on TVET and Life Skills’ on 14 December 2011 with the objective of linking up various initiatives in the region to explore collaboration and networking on TVET and Life Skills. The meeting brought together representatives of relevant UNESCO units at the Regional Office for Asia and Pacific, the UNICEF East Asia and Pacific Office, the Southeast Asian Ministers of Education Organisation (SEAMEO) Secretariat, and the ILO Regional Office. ASPBAE shared its work and plans on TVET, Life Skills, and on Quality Adult Education. The main advocacies

ASPBAE expanded its work in the area of TVET and Life Skills for adults and youth, beginning with the development of scoping country studies in Australia, Nepal, and the Philippines. These were presented in an Asia South Pacific Forum on Vocational and Educational Training (VET) and Life Skills from 28-29 April 2011 in Melbourne, Australia, with the theme, Re-thinking VET and Life Skills for Global Citizenship. The Forum was organised jointly by ASPBAE, Adult Learning Australia (ALA), Live and Learn, and RMIT University. Coinciding with its participation in the EFA Thematic Working Group meeting in UNESCO Bangkok on 16 December 2011, ASPBAE convened a ‘Focused Inter-Organisational Exchange on TVET and Life Skills’ on 14 December 2011 with the objective of linking up various initiatives in the region to explore collaboration and networking on TVET and Life Skills. The meeting brought together representatives of relevant UNESCO units at the Regional Office for Asia and Pacific, the UNICEF East Asia and Pacific Office, the Southeast Asian Ministers of Education Organisation (SEAMEO) Secretariat, and the ILO Regional Office. ASPBAE shared its work and plans on TVET, Life Skills, and on Quality Adult Education. The main advocacies
outlined in the policy brief on TVET and Life Skills ASPBAE is developing were also shared to solicit feedback and comments. SEAMEO, the United Nations Girls’ Education Initiative (UNGEI), and UNESCO indicated keen interest to work with ASPBAE on the area of TVET and Life Skills. UNESCO is inviting ASPBAE to participate in the 3rd TVET World Congress in May 2012 in Shanghai, China. Aside from its inputs to the Global Monitoring Report (GMR) 2012 issue on Youth Skills and Work through the GMR Advisory Board processes, ASPBAE also offered comments and suggestions to improve UNGEI’s paper on Skills which it is submitting for the GMR 2012 issue.

ASPBAE continued engaging with the UNESCO Bangkok End of Decade Notes (EDN) process, especially in relation to Goals 3 and 4, where it served as co-lead in the working group putting together the report on EDN 3 on Life Skills for Youth (EDN-3) and as a partner in the Working Group on EDN-4 on Adult Literacy. ASPBAE mobilised comments and inputs from its members and partners to various drafts of the EDN papers focused on Goals 3 and 4. Position papers were prepared commenting on these drafts and submitted to UNESCO.

ASPBAE’s work on ESD and education in a climate changed world sought to ensure that education enjoys greater attention and is embedded in the climate change policy processes. It also sought to ensure that education policy makers seriously account for the climate crisis in education sector plans and budgets.

In the year, ASPBAE continued its support to and active participation in CLIMATE Asia Pacific. ASPBAE participated in the CLIMATE Asia Pacific Strategic Planning Meeting from 2-4 July 2011 in Manila, Philippines. Case studies for the research study on “Scoping of state of multi-sectoral education on the environment, climate change, and sustainable development” were presented during this meeting. The case studies are being compiled and will be ready in the form of an e-book to be launched on Earth Day on 22 April 2012. Drawing from this and ASPBAE’s own internal research and literature review, ASPBAE commissioned the drafting of the framework paper on “Education in a Climate Changed World”. The first draft of the paper has been completed and will be finalised by end-January after ASPBAE’s ESD working group reviews it. The framework paper will be further developed into a policy paper by ASPBAE staff to define its policy positions and advocacy approach.

ASPBAE, especially through its President and Executive Council members in the ESD working group, continued to participate in ACCU-organised activities promoting ESD in the region with education practitioners, teachers, local government officials, and other policy makers in the government.

With the election of the ASPBAE President in the Executive Committee, ASPBAE began to play a more active role in the work of the Council, especially in the Rio +20 processes. From 11-13 August 2011, ASPBAE’s Executive Council member, Dominic D’Souza, attended the 2nd International Journey in Environmental Education Rio +20 in Brazil. This meet aimed at drawing up a plan of action for the 2nd International Journey of Environmental Education based on the values and principles of the Treaty on Environmental Education for Sustainable Societies and Global Responsibility 1992.

ASPBAE mobilised Asia Pacific contributors to the ICAE Virtual Seminar linked to the World Social Forum, Rio +20, and the COP 17 processes in Durban. As part of the NeXT 2 follow up processes, ASPBAE organised a blog on the COP 17 processes in Durban to offer inputs to education campaigners in Durban in their lobbying work and to disseminate updates on this process to ASPBAE members and other education advocates. The blogs, posted on the ASPBAE website, were organised with NeXT 2 participants and in coordination with CLIMATE AP and ICAE.
4. Strengthened advocacy on gender equality and women’s empowerment through work with UNGEI, and through the EU project on women’s literacy

The first year activities of the EU-funded, Innovating Advocacy Approaches in Promoting Adult Female Literacy, were completed in February 2011. In its end-of-year report, ASPBAE underscored that the research, training, policy work, and advocacy initiatives at the country and regional levels were substantially fulfilled in accordance with the project design and that the results were very positive in terms of networking with women learners, community groups, women’s organisations, and education-focused associations. The engagements with the national and local governments, with UN agencies, and with international organisations have also been fruitful, with some concrete results in terms of promoting women literacy concerns. For example, women’s literacy was emphasised in the five-year strategic plan and the 2011 annual work plan of the Literacy Coordinating Council (LCC) and the National Education for All Committee (NEC) through the lobbying work of E-Net Philippines using the results of the study undertaken as part of this programme. ASPBAE was also able to convince UNESCO to agree to include women’s literacy in the priority agenda item in the EFA Coordinators’ Meeting in South Korea in July 2011. ASPBAE and E-Net Philippines were also approached by UNESCO Bangkok to develop a policy brief on Gender and Women’s Literacy to inform UNESCO’s advocacy work on the subject. This paper draws from the outcomes of the country studies on women’s literacy under the EU-funded project.

As part of the EU-funded program, a Regional Training on Advocacy for Women’s Literacy was organised from 16-19 October 2011 in Chiangmai, Thailand. 44 participants from 13 countries took part in the workshop. Preliminary findings of four country studies on women’s literacy (India, Philippines, Indonesia, and Papua New Guinea) were presented at the event. Participants took part in ‘skills sharing’ sessions that focused on feminist research methods, literacy assessments, developing a gender database, developing evaluation tools for women’s literacy programs, and gender-responsive budgeting. Other issues discussed were the EFA progress on Goal 4 (Youth and Adult literacy) and strategies to meet the EFA goals by 2015. The UN Girls’ Education Initiative (UNGEI) East Asia and Pacific Regional Office was a partner in this conference co-organised by ASPBAE, dvvi, and the AIDS Education Program, Chiangmai University.

Publication of the integrated research and data processing tools is delayed and will be completed in 2012 instead. The delays have been on account of late receipt of the country studies from the partners who had to deal with difficulties in programme implementation on account of a 2-month lag in the release of Year 2 funds from the EU due to a turn-over in the EU project staff assigned to this project. ASPBAE is negotiating for the no-cost extension of 2 months. The initial response has been positive though the formalities are still being finalised.

As part of its efforts to strengthen capacities on gendered analysis of its policy work, ASPBAE organised a Women Leaders and Experts Working Group meeting from 9-11 June 2011 in Manila, Philippines. Built around the ASPBAE-UNGEI publication, Gender, Equality and Education: A Report Card on South Asia, the meeting was organised to: 1) Analyse the framework of the South Asia Gender Report Card and adapt it to the Southeast Asian context 2) Share data on the state of girls’ and women’s education in the region and refine indicators to be used for a Southeast Asia Gender Report Card and 3) Discuss how to generate data so that adequate attention is paid to governments’ performances in providing quality education to adolescent girls and women.

ASPBAE continued its strong engagement with UNGEI, especially as Co-Chair of the UNGEI
Global Advisory Committee (GAC). Nitya Rao, ASPBAE representative in the GAC, contributed to the UNGEI review of the Global Partnership for Education’s (GPE) gender strategy and in the UNGEI paper for the Global Monitoring Report 2012 on Skills. She also consistently lobbied for civil society participation in national and regional UNGEI processes. As a member of the Advocacy Working Group of UNGEI, ASPBAE pressed for a more strategic vs. event-driven approach on UNGEI’s advocacy efforts promoting gender equality; a greater advocacy presence of UNGEI at regional/national levels with civil society participation; capacity building activities, especially on gender budget analysis and gender audits, to prepare the critical mass at the country level to intervene and contribute to the GPE national-level processes where it seeks to involve UNGEI as a focal point for reviewing Education for All plans and budgets from a gendered perspective. Raquel Castillo represents ASPBAE in the UNGEI Advocacy Working Group.

A short video on the Gender Equality Report launches were circulated to members and partner coalitions in South Asia to popularise and disseminate the outcomes of the Gender Equality report recommendations during Global Action Week from 2-8 May 2011 that focused on education for women and girls with the theme, It is a Right, Make it Right! Education for Girls and Women NOW! ASPBAE, for its part, organised a Public Forum on Women’s Stories of VET and Life Skills on the first day of the ASPBAE-ALA VET Forum in Melbourne. Rowena Allan, Chairperson, Adult, Community and Further Education Board, Elaine Butler from WAVE (Australia), Saloni Singh from Didibahini (Nepal), and Dina Lumbantobing from PESADA (Indonesia) shared their stories of how education has empowered them and how other women have benefited from VET and life skills.

ASPBAE has also started working closely with coalition partners to urge them to address gender equality concerns in their respective organisations and to set up or strengthen Gender Equality in Education Working Groups, as well as mainstreaming gender-responsive organisational policies and programs.

5. Furthered work on education financing especially on SWAPs, ODA, and education privatisation

In the final months of the Real World Strategies (RWS) programme, ASPBAE organised two regional conferences on Official Development Assistance (ODA) SWAPs and Innovative Financing for Education (5-6 April 2011) and on Public-Private Partnerships (PPPs) and Privatisation Issues in Education (7-8 April 2011) in Manila, Philippines, hosted by E-Net Philippines. Representatives from 15 education campaign coalitions, the Global Campaign for Education (GCE), Education International, the Open Society Foundations, and GCAP attended. Officials from the World Bank, the Asian Development Bank, and the government of the Philippines also attended as resource persons and panellists in the event. The highlights of these discussions are featured in the July issue of ASPBAE’s quarterly newsletter, Ed-lines, with the theme based on education ODA. They also feature in the ASPBAE publication, ODA for Education in Asia and the South Pacific, released in end-July 2011.
ASPBAE worked with education campaign coalition partners in Sri Lanka, Pakistan, and Nepal in organising Citizens Reviews of the Experience in the Sector Wide Approach (SWAP) in Education. Donor dialogues were organised to share the outcomes and suggest reforms in the SWAP processes. The Donor Dialogues were organised on 11 November 2011 in Kathmandu, Nepal, on 21 November 2011 in Pakistan, and on 29 November 2011 in Sri Lanka. The Open Society Foundation supported ASPBAE in these initiatives.

As a partner of the Education Support Program of the Open Society Foundations (OSF), ASPBAE participated in the Privatisation in Education Research Initiative (PERI) Researchers Meeting organised from 18-20 August 2011 in Kathmandu, Nepal. PERI’s primary aim is to animate an informed public debate on privatisation and reveal the controversy surrounding its practice. ASPBAE shared the outcomes of the ASPBAE-GCE Regional Conference on Public Private Partnerships (PPPs) in Education that was held in the Philippines in April 2011. This event also provided an opportunity for ASPBAE and OSF to discuss the possible shape of its new partnership aimed at building competencies of education campaigners on issues related to PPPs in education and on education privatisation.

ASPBAE participated in the GCE-led Fund the Future Campaign organised to coincide with the Global Partnership for Education’s (GPE) Replenishment Conference in Copenhagen from 7-8 November 2011. As part of this campaign, civil society organisations wrote to World Bank representatives in their countries to put pressure on the Bank to honour its promise to increase funding to basic education, especially supporting countries that are not on track to reach the education MDGs by 2015, particularly Sub-Saharan Africa and South Asia. Many ASPBAE members and partners participated in the letter-writing campaign – some, such as NRC-NFE Nepal, chose to especially highlight the need to prioritise adult literacy in additional funding. The Replenishment Conference raised $1.5 billion in commitments to basic education over the next 3 years, short of the $2.5 billion target. Australia committed to one of the biggest pledges, announcing a pledge of $278 million over 4 years. ACED, the Australian national coalition, lobbied hard to secure this commitment. ASPBAE Australia is a founding member of the coalition and represented ACED in the Global Partnership for Education’s Replenishment Conference through Bernie Lovegrove, Swati Narayan, ASPBAE, and civil society representative in the GPE Finance Advisory Committee (FAC). Swati worked closely with coalitions in the region whose countries had their applications for GPE funding on the agenda of this FAC meeting, specifically Mongolia, Afghanistan, and Timor Leste to ensure their...
comments on the Education for All plans of their governments.

6. Sustained support to education campaign coalitions on EFA advocacy

Through the Civil Society Education Fund (CSEF) and the Real World Strategies (RWS) programme, ASPBAE sustained work in building institutional and greater advocacy competencies of education campaign coalitions and other education networks to advance education for all. ASPBAE continued to assist coalitions to be broad-based, democratically functioning organisations, effectively able to pursue their vision, mission, and strategies through highly engaged membership and Boards, and professionally competent and committed staff. The credibility these coalitions have gained with their governments, donors, other civil society organisations, and UN agencies evidence how these coalitions have developed.

A South Asia Coalition Advocacy Planning meeting was organised from 3-4 April 2011 and a Southeast Asia Coalition Advocacy Planning meeting on 9 April 2011, both in the Philippines. The meetings were organised to coordinate civil society participation and input into the UNESCO-led EFA End of Decade Notes (EDN) process. Additionally, for South Asia, the meeting was organised to plan the follow up work to the commitments made in the 2009 SAARC Education Ministers’ Forum (December, Dhaka, Bangladesh) and on the modalities for organising the forthcoming country-level capacity building on education financing and SWAPs (supported by OSI). All 5 ASPBAE partner coalitions from South Asia attended the workshop. The Southeast Asia Planning meeting additionally focused in planning for the campaign to influence the ASEAN processes with the ASEAN Summit in May 2011 (Jakarta, Indonesia).
In the South Pacific, the outcomes of the PNG and Vanuatu Education Experience Survey and Literacy Assessments (EESLA) were launched in September 2011 as part of UN Literacy day activities. The launch events were covered extensively by the media and attracted high level participation from the government and donors. In Vanuatu, ASPBAE’s EESLA work in collaboration with the national education coalition, VEPAC, has been lauded as a valuable addition to national primary data on key education quality indicators and seen as contributing a credible evidence base to education policy formulation in the country. ASPBAE is in discussion with AusAID in expanding the coverage of the surveys in other parts of Papua New Guinea, Solomon Islands, Vanuatu, and East Timor.

7. Sustained lobbying and advocacy in regional and global platforms, especially on the neglected EFA goals

ASPBAE sustained its efforts in advocating for better quality and financing for the neglected EFA goals and the CONF/INTEA 6 commitments in the various policy platforms it participated in during the period, notably:

- Monitoring the Belem FoA Experts’ Meeting-UIL Hamburg, from 25-27 January 2011 in Hamburg; Tanvir Muntasim represented ASPBAE.
- EFA Working Group Meeting from 2-3 February 2011, Paris; Maria Khan represented ASPBAE.
- EFA High-Level Group meeting in Jomtien from 22-24 March 2011 and the High-Level Asian and Pacific Regional Meeting on ‘Education and the Millennium Development Goals’ on 24 March 2011; ASPBAE was represented by J. Roberto Guevara and Tanvir Muntasim.
- ASEAN Youth Camp, Jakarta, Indonesia, 1-2 May 2011 and the ASEAN Peoples’ Forum VII Jakarta, Indonesia, 3-5 May 2011; ASPBAE was represented by Maya Bans and Marcy Ballesteros.
- 12th meeting of EFA Coordinators, 26-28 July 2011 in Seoul, Korea; ASPBAE was represented by Raquel Castillo, with partners in the EU project on Women’s Literacy, Cecilia Soriano from E-Net Philippines, and Ulfa Hidayati from Kapal Perempuan, Indonesia.
- UNESCO Experts Group meeting for a Research Project on Lifelong Learning and Employability, Bangkok, 10-11 August 2011; ASPBAE was represented by its President.
- EFA GMR Advisory Board Meeting, UNESCO Paris, 12-13 October 2011; ASPBAE was represented by the ASPBAE Secretary-General.
- UNGEI East Asia and Pacific Regional office Working Group Meeting, Bangkok, 15 December 2011, and the EFA Thematic Working group Meeting, Bangkok, 16 December 2011; Raquel Castillo and Tanvir Muntasim represented ASPBAE in these meetings.

ASPBAE continued engaging with the UNESCO Bangkok End of Decade Notes (EDN) process, especially in relation to Goals 3 and 4, where it served as co-lead in the Working Group putting together the report on EDN 3 on Life Skills for Youth (EDN-3) and as a partner in the Working Group on EDN-4 on Adult Literacy. ASPBAE mobilised comments and inputs from its members and partners to various drafts of the EDN papers focused on Goals 3 and 4. Position papers were prepared commenting on these drafts and submitted to UNESCO.
8. ASPBAE as a leading civil society voice from the Asia Pacific region and sustained partnerships in international cooperation for adult education

ASPBAE Secretary-General, Maria Khan, was re-elected Vice Chair of the Global Campaign for Education (GCE) and one of the Asia Pacific representatives in the GCE Board, along with Rasheda Choudhury of CAMPE, an ASPBAE member, during the last GCE General Assembly, 22-25 February 2011 in Paris. ASPBAE President, J. Roberto Guevara, was elected Vice President for the Asia Pacific of the International Council for Adult Education (ICAE) in its World Assembly from 15-17 June 2011 in Malmo, Sweden.

ASPBAE is one of the 3 regional organisations represented in UNESCO’s Collective Consultation of NGO on Education for All (CC NGO/EFA) Ad-hoc Group, charged with transitioning this civil society mechanism into its place within the new global Education for All architecture defined by UNESCO in 2011, and in planning the next Assembly of the CC NGO/EFA, possibly in May 2012 in Paris. Maria Khan represented ASPBAE in the group’s first meeting from 10-11 October 2011 in UNESCO Paris.

ASPBAE continued to work closely with other regional education and adult education networks and alliances, notably the Africa Network Campaign on Education for All (ANCEFA), the Latin American Campaign for the Right to Education (CLADE), the Arab Campaign for Education for All (ACEA), the Latin American Association for Adult Education (CEAAL), and the European Association for the Education for Adults (EAEA).

ASPBAE sustained its international cooperation with dvvi through consultations, joint planning and action, especially through the dvvi Southeast Asia office, and with colleagues from dvvi offices in Bonn (Germany) and Tashkent (Uzbekistan), on such areas as TVET and Life skills, leadership building through BLDC and NeXT, and contributions to the dvvi Journal. ASPBAE, represented by Executive Council member, Saloni Singh, participated in the German Public Day of Folk High Schools from 12-13 May 2011 in Berlin (Germany) and in the dvvi-organised Forum with BMZ on 11 May 2011. Uwe Gartenschlaeger, Deputy Director of dvvi, was a resource person in the NeXT Regional Training on Adult Education Advocacy during his
9. **ASPBAE is an institutionally strong, democratically functioning, membership-based organisation**

Through the year, ASPBAE’s Executive Council, remained involved in the organisation’s activities – providing leadership, lending guidance, offering specialist input, and volunteering incalculable professional time to ASPBAE’s programmes and activities. The **ASPBAE Executive Council (EC)** successfully organised its annual planning meeting from 30 April to 3 May 2011 in Ballarat, Australia. The Executive approved plans and budgets for the year and agreed the timelines for the 6th General Assembly of ASPBAE in 2012.

The formal notice of the **ASPBAE 6th General Assembly** was released in November 2011, signaling the start of the organisation’s most important governance process, culminating in the election of the new Executive Council (2013-2016) in 2012. This General Assembly is particularly important as it is envisaged to set the stage for discussions culminating in the 50th Anniversary of ASPBAE in 2014 – the eve of the EFA 2015 deadline and the CONFITEA 6 mid-term review.

**Membership consolidation efforts** were enhanced by ASPBAE’s expanded information and communications work, by the deliberate practice of organising meetings with members in countries where ASPBAE events were being organised for information sharing, updating and consulting, with the ongoing efforts to update the membership data-base, especially with members’ contact details and in tracking the events that members have participated in. ASPBAE continued efforts
to solidify links with civil society organisations in Central Asia. ASPBAE coordinated with the dvvi regional office in Tashkent to secure the participation of ASPBAE EC member, Aug Myo Min, and ASPBAE staff, Helen Dabu, in the Central Asia Summer Academy from 25 July to 1 August 2011. A series of consultations with the dvvi regional office in Tashkent (Uzbekistan), alongside the Summer Academy, began the process of defining more concrete joint training activities in Central Asia for 2012. A representative from ASTI, Tajikistan, and the Director of the dvvi office for Central Asia, participated in the NeXT 2 training in Manila, Philippines. Two Central Asian participants attended the 2011 BLDC. The ASPBAE Executive also approved, in its last meeting, acceptance of Central Asian civil society organisations as full members of ASPBAE; they will be part of Sub-region 1 of ASPBAE, South and Central Asia.

Interaction with East Asian members, however, remained limited although there have been more engagements with NILE, Korea, in 2011. ASPBAE’s engagement with members in Australia and New Zealand was expanded through the efforts of ASPAE Executive Council members from the sub-region and the ASPBAE President.

The ASPBAE membership stood at 135 member organisations and 105 individual and life members by beginning of 2012.

ASPBAE completed its end-of-project reports for the Real World Strategies (RWS) program and disseminated the material it developed highlighting lessons learnt and the program’s achievements and impacts. ‘Adventures in Advocacy: Real World Strategies for Education in Asia’, an ASPBAE publication, and a set of short films, ‘Adventures of Real World Advocates’, sharing the outcomes of the RWS Evaluation conducted in 2010, were released in July 2011. Planning for the end-of-project external evaluation and lessons learnt documentation of the CSEF experience started in late 2011 within the region through the CSEF Coordination Group, which discussed this matter in its meeting from 11-12 August 2011 in Manila, Philippines, and with the GCE Global Coordinator. These are expected to be completed within the first half of 2012.
The ASPBAE Ed-lines addressed critical issues such as education aid and TVET and Life Skills. The ASPBAE Community section on the ASPBAE website was launched in June as a space for ASPBAE members to have exclusive access to information, updates, blogs, and resources that are meant only for its members. ASPBAE also started blogs as a means to mobilise feedback/suggestions and to involve members in key events for ASPBAE and adult educators, for example, the 10th EFA High-Level Group meeting, April 2011, the GPE Replenishment Conference in November 2011, the COP 17 in Durban in December 2011, and the ICAE World Assembly in Malmo, Sweden.

Resource mobilisation activities continued through the period with important gains, especially considering the current financial climate. AusAID approved a new 2-year proposal (April 2011-March 2013) from ASPBAE on Civil Society Engagement in Education, ensuring continued capacity building support for education advocacy in Papua New Guinea, Solomon Islands, and Vanuatu. At the end of 2011, two-year funding support (2011-2012, renewed annually) was negotiated with the Open Society Foundations (OSF) on Building CSO Education Advocacy Capacities on Education Privatisation. ASPBAE assisted the Global Campaign for Education in negotiating bridge funding for CSEF from AusAID for 2012: The negotiations are at the final stages. ASPBAE has been in preliminary discussions with the Swiss Agency for Development Cooperation (SDC) for a possible partnership with ASPBAE on EFA and CONFINTAE 6 follow-up activities. ASPBAE Australia continues to explore resource mobilisation opportunities with AusAID and foundations in Australia, also around efforts to expand the literacy surveys which have attracted support and interest from government officials, donors, and other education stakeholder groups in the South Pacific and other parts of the region. ASPBAE has been working closely with dvvi in finding joint resource mobilisation opportunities, such as with the European Union.

ASPBAE’s administrative work sought to cope with new protocols and procedures introduced by its partners, and to deal with the pressures on ASPBAE systems of the current financial uncertainties. Gender Monitoring Forms were further enhanced with the inputs of ASPBAE’s Gender Mainstreaming Committee. The forms were piloted with participants of BLDC and NeXT 2. The course facilitators for BLDC and NeXT 2 shared ASPBAE’s gender mainstreaming work with all participants and the relevance of filling the feedback form. The feedback would be collated and shared with ASPBAE’s Gender Mainstreaming Committee for its review and to further strengthen ASPBAE’s work on gender analysis.

ASPBAE work continued to benefit from the competencies of a highly committed, experienced professional staff. In 2011, ASPBAE retained 12 programme and 4 administrative staff. ASPBAE Australia retained 6 programme staff and a Finance Officer.

ASPBAE is working hard to ensure its ability to sustain its work and the roles it currently plays in the coming period.
CHALLENGES FOR 2012 AND THE FUTURE

1 Approaching the EFA and the MDG deadline in 2015, discussions are beginning to shift towards defining the post-2015 agenda. This is prompted as well by the recognition that the MDG goals and targets were defined at a different time and set of circumstances – quite different from the world’s current realities. As the background note of ODI on the post-2015 scenario describes, “the current goals and targets that make up the MDGs were debated and agreed in the late 1990s, when the world looked quite different. Most people lived in rural areas. Most poor people lived in poor countries. Climate change was a far-off concern, and far from the mainstream political issue that it is today. There was more optimism about what economic growth could deliver in terms of new jobs and improved living standards for all”, (Claire Melamed and Lucy Scott, ODI Background Note March 2011).

2 Most of the world’s populations now live in urban areas. While the majority of the poor are still in rural areas, wide-scale migration is likely to alter this in the near future. Economic growth and recovery has not translated to decent work and job opportunities. Unemployment remains high and widespread deficits in decent work persist in even the fastest-growing developing countries (MDG 2011 Report). The MDGs were defined at a period of relative stability while the post-2015 agenda will be defined while the world responds to multiple crises – of climate, finances and political instability, and conflict. The MDGs are also based on a donor-recipient model of aid, where developing countries have domestic financing needs, for example to provide health or education services, which rich countries can help them meet through aid. For the poorest countries, this will continue to be true. However, with the majority of poor people now in middle-income countries, the donor/recipient model may no longer be a sufficient framework for the global actions required to end poverty. New global arrangements need to be defined. A post-2015 agenda may impose stronger demands on richer countries, to improve trade rules, tackle carbon emissions or even reduce consumption. (Melamed & Scott 2011). The Busan Declaration of the 4th High-Level Forum on Aid Effectiveness already talked about the ‘inclusion of new actors’ in development cooperation – recognising how countries traditionally of the ‘South’ are now aid givers, redefining the context of and relationships in development aid. While recognising the role of civil society in development cooperation, it also underscored the “central role of the private sector in advancing innovation, creating wealth, income and jobs, mobilising domestic resources and in turn contributing to poverty reduction”.

3 ASPBAE’s decision to build competencies in TVET and Life Skills, in education in a climate changed world, and in education ODA and privatisation strengthens its ability to participate in shaping the post-2015 agenda – locating the continuing importance and role of education as a right of all citizens and as an important weapon in ending poverty, building alternative sustainable livelihood systems, equipping people to cope with natural disasters and the impacts of climate change, battling inequity and discrimination, dealing with conflict, and in fighting for and securing decent work. This is especially important as education, increasingly perceived as one of the MDG success stories, is slowly losing its ground in the emerging development agenda. There is no dearth of warm words that recognise the importance of education in dealing with the climate crisis, but very little is done in defining and resourcing education strategies to help people, especially poor communities, adapt and mitigate the impact of the crisis. Education sector plans are still far from taking into account the impact of the climate crisis in ensuring universal basic education. Education remains one of the least prioritised areas in emergency aid. While TVET is beginning to attract more interest and support, its orientation is largely towards the needs of the market, the formal systems of work – while the majority of the poor are in vulnerable employment in the informal sector. It is still characterised by low participation of women, doing little to diminish the wide gender divide in work and employment. Public private partnerships in education are being promoted aggressively by governments and donors as innovative ways of generating much-needed resources for education with very little public debate on its effectiveness and impacts on equity.

4 ASPBAE and education advocates need to be better equipped to engage on these issues, with a wider set of policy makers and players in these expanded terrains of work, and build a stronger presence in the arenas where the post-2015 agendas are being shaped. ASPBAE should also reflect on the impact these developments would have as it crafts its new plans and directions in its 6th General Assembly.
# Provisional Balance Sheet As at 31.12 2011

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<tr>
<th>Provisional(^1)</th>
<th>Audited (^2)</th>
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</table>

## Sources of Funds
- Capital Fund: 780,139.06
- Add: Surplus carried from Income & Expenditure A/c: 79,480.57

**Total**: 859,619.63

## Application of Funds
- Fixed assets: 513.67

## Current Assets
- Cash & Bank Balances: 1,479,995.64
- Loans & Advances: 205,875.01

**Total**: 1,685,870.65

## Less: Current Liabilities
- Sundry Creditors: 77,785.12
- Expenses Payable: 33,863.05
- Balance Grants: 715,116.52

**Total**: 826,764.69

## Net Current Assets
- 859,105.96

**Total**: 859,619.63

1. Provisional Balance Sheet and Income & Expenditure Statements for 2011 were prepared on the basis of financial statements submitted as on 31st Jan., 2012 by the staff, partners and coalitions pertaining to the year 2011 and advances on the basis of funds transfers to the concern 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. Audited 2011 report will be circulated in the subsequent Activity Report of ASPBAE.

**Notes**
- Expenses related to EU Project accounted on basis of available information as on 31st Jan., 2012. Majority of funds are reflected as an advance with partners, as expenditure reports for the year 2011 have yet been received at the Secretariat when this report was prepared.
## PROVISIONAL INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.12.2011

(Amount in US $)

<table>
<thead>
<tr>
<th>Provisional</th>
<th>Audited</th>
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### INCOME

**Grants received**
- *dvv international Funds*: 351,466.62
- *Other Funders*: 847,515.06

**Other Incomes**
- *Bank Interest*: 3,460.13
- *Exchange Rate Gain / (Loss)*: 5,021.97
- *Sundry Balance W/Off*: 727.41
- *Registration Fees Recd*: 1,000.00
- *ASPBAE Coordination*: 135,296.21
- *Miscellaneous Income*: 87.59

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<thead>
<tr>
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<tbody>
<tr>
<td>Grants received</td>
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<tr>
<td><em>dvv international Funds</em></td>
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</tr>
<tr>
<td><em>Other Funders</em></td>
<td>847,515.06</td>
</tr>
</tbody>
</table>

### EXPENDITURE

**Education/training, Research & Evaluation**
- *dvv international*: 248,234.99
- *Others*: 1,100,190.93

**Teaching, Learning, Materials & Media**
- *dvv international*: –
- *Others*: –

**Partners Infrastructure, admin. & running costs**
- *dvv international*: 51,112.92
- *Others*: 73,768.65

**Equipment Purchase & Maintenance**
- *dvv international*: 49,984.27
- *Audit fees & expenses*: 4,412.00

<table>
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<tr>
<th>Provisional</th>
<th>Audited</th>
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</thead>
<tbody>
<tr>
<td>Surplus carried forward to Balance Sheet</td>
<td>79,480.57</td>
</tr>
<tr>
<td>Surplus/(Deficit) C/F to Balance Grants account for 2011</td>
<td>254,953.43</td>
</tr>
</tbody>
</table>

**Surplus carried forward to Balance Sheet**: 79,480.57

**Surplus/(Deficit) C/F to Balance Grants account for 2011**: 254,953.43
A SNAPSHOT OF ASPBAE IN 2011
ASPBAE Wishes to Thank
The Following for Their Continuing Support

- dvv international
- Global Campaign for Education RWS (GCE RWS), South Africa
- European Commission
- Foundation Open Society Institute (OSI), Switzerland
- ACCU, Japan
- UNICEF/UNGEI
- ICAE
- Myer Foundation
- AusAID
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</tr>
</tbody>
</table>

## ASPBAE POLICY ADVOCACY AND CAMPAIGNS

<table>
<thead>
<tr>
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<th>Position</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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