Despite gains in the fight against poverty, by 2008 (the latest year with full global data available), the World Bank estimates that about 1.29 billion people still live on less than $1.25 a day – around 22% of the world’s total population lives in extreme poverty. Around 2.5 billion live under $2 a day – 1.7 billion of these in the Asia Pacific (ADB). The dominant economic paradigm that is premised on the unbridled quest for economic growth has concentrated wealth and power to a few while the vast majority have been consigned to a life of hunger and want. The richest 20% of the world, after all, account for 75% of the world’s income.

The fiscal crisis in Europe and in North America has adversely affected the economies of the Asia Pacific – reducing growth even in the economic giants, China and India. With slackened growth in the region, ESCAP estimates that fewer people will be able to pull themselves out of poverty. Those people most affected are the ones that would be lifted out of poverty if it were not for the slowdown. Thus, the countries where most people would be prevented from stepping out of poverty would be India (5.5 million), China (2.7 million), Pakistan (2.5 million), Indonesia (330,000), Bangladesh (320,000) and Vietnam (120,000), based on the $1.25-a-day poverty line. The highest proportion of people affected would be in India where 35.5% of people who were expected to step out of poverty under the baseline scenario would no longer be able to do so.

Slower growth has also put pressure on the labour market – stifling growth in employment and the creation of new, quality jobs. In a sample of 10 economies with mid-year 2012 employment data, seven economies witnessed a year-on-year decrease in employment growth compared to 2011. Globally, there are 500 million more working poor in 2011, following the financial crisis. Vulnerable employment—defined as the sum of the percentages of unpaid family workers and own-account workers in total employment—accounted for an estimated 58% of all employment in the developing regions in 2011. A high share of workers in vulnerable employment indicates the widespread prevalence of informal work arrangements. Under these conditions, workers typically lack adequate social protection and suffer from low pay and from difficult working conditions in which their fundamental rights may be violated or undermined. Women are far more likely than men to be engaged in vulnerable employment. Youth also tend to find themselves in low opportunity family based work situations. (MDG 2012)

While some may still argue the link between climate change and natural disasters, it is clear that weather-related disasters are increasing in both frequency and intensity. Volatile weather extremes are hitting Asia and the Pacific more often.
than any other region of the world. This gives the region a huge stake in mitigating
global temperature rise while adapting to the impact of climate change. 60% of
the region’s people rely on highly climate-sensitive farms, forests, and fisheries for
their livelihoods. Seven out of the 10 countries most vulnerable to climate change
and naturally caused disasters are in this region. A decrease in fresh water
availability could affect more than one billion people by 2050. The region has
borne the brunt of the physical and economic damage of increased disasters. It
accounted for 38% of global disaster-related economic losses between 1980 and
2009. Its people are four times more likely to be affected by disasters than those in
Africa, and 25 times more likely than in Europe or North America 6.

Conflict and political instability remained an ongoing challenge in the Asia
Pacific region in 2012. The welcome news of the democratisation processes in
Myanmar with Aung San Suu Kyi’s release from decades of detention and
her participation in an electoral process in Burma was marred by news of
the communal bloodshed in Myanmar’s Rakhine State between the Rohingya
Muslims and local Buddhist Rakhine population and the imposition of
martial law in the area. China’s maritime standoffs with the Philippines and Japan
and its assertion over gas and oil resource off Vietnam’s coast over the last year
have been a cause of concern in the region and globally – considering China’s
economic pre-eminence in the world. In Central Asia, obtaining an equitable
division of the region’s major rivers, the Amu Darya and the Syr Darya,
is a disputed issue that many fear may lead to armed conflict. Tajikistan and
Kyrgyzstan, the countries that control the rivers, both have plans to build
hydroelectric dams, which will give them substantial influence over water
resources in the region, to the potential detriment of Uzbekistan and Kazakhstan6.
Conflict and political upheavals continued in Afghanistan, Pakistan, Nepal, India,
southern Philippines, Thailand, and in many other parts of the region.

ASPBAE members in the last General Assembly discussions decried the lack of
real participatory democracy in Asia for a long time. The proliferation of repressive
laws that impede freedom of expression and freedom of assembly, the lack of an
independent judiciary and centralised power in the government and police, are still
prevalent in many South East Asian countries, denying citizens their fundamental
rights. Corruption has been rife and has sucked away precious money meant for
development. Globally, informal international government institutions with limited
accountability such as the G8, G20, and BRICS have become more influential
than the more formal intergovernmental formations such as the United Nations.
Business has invaded large spheres of polity and decision making.7

It is within the context of these developments that countries all over the world
sought to meet their Education for All (EFA) goals and targets – three years before
the deadline. Without a doubt, the different crises and challenges the world

7 ASPBAE post 2015 statement
confronts impact on the ability of governments to meet their education obligations and commitments.

The EFA Global Monitoring Report 2012 reported a slowdown in progress in meeting all of the goals – indicating that it is likely that most of the goals will not be met by 2015:

**Goal 1:** Since 1999 the number of children enrolled in pre-schools has gone up by almost half. However, this still leaves more than 1 in 2 children out of Early Childhood Care and Education (ECCE) provisioning. In the poorest countries, the number is 5 out of 6. Underinvestment is a key reason for low coverage of pre-schooling.

**Goal 2:** On current trends, the goal of Universal Primary Education (UPE) will be missed by a large margin. The major push in getting more children into schools that gained momentum in 2000 is grinding to a halt. The number of primary school age children out of school has fallen from 108 million in 1999 to 61 million in 2010 – with ¾ of this reduction within 1999-2004. Between 2008 and 2010, progress has altogether stalled. In this period, the number of out-of-school children decreased in South and West Asia by 0.6 million but increased in sub-Saharan Africa by 1.6 million. Half of the world’s out-of-school children are now in sub-Saharan Africa. In developing countries, 57% of those out of school are expected never to enroll – girls are more likely to be in this situation over boys.8

Globally, there has been progress in reducing girls’ exclusion from primary education, with the female share of out-of-school children in developing countries dropping from 58 to 53% between 1999 and 2010. But regional gender disparities continue to detract from efforts to achieve universal primary education. In South Asia, West Asia, and Northern Africa, girls accounted for 55%, 65%, and 79%, respectively, of the total share of out-of-school children.

**Goal 3:** Definitional problems have made it difficult to track progress on EFA Goal 3. The Global Monitoring Report (GMR) 2012 refers to data on secondary education to track EFA Goal 3, arguing that access to formal secondary education is the most effective way to develop skills needed for work and life. With more children completing primary education, the demand for secondary education is growing. This increased demand poses a serious challenge for countries with limited resources. Young people who do not pursue their education join the group of adolescents of lower-secondary age who are not enrolled in either primary or secondary school. In 2010, there were 71 million young adolescents (typically aged 12-15 years) out of school around the world. Of these, around 48 million lived in countries where lower secondary schooling is officially recognised as part of the compulsory education system.9

Out-of-school youth tend to have limited opportunities to develop or maintain
literacy skills, restricting their options in life and compounding the disadvantages they face later on. In 2010, there were still 122 million people between 15 and 24 years of age - 74 million women and 48 million men - who were unable to read and write a short, simple statement about their everyday life. The great majority of these young adults live in Southern Asia (62 million) and sub-Saharan Africa (45 million). In relative terms, literacy rates among the youth population are lowest in sub-Saharan Africa (72%) and Oceania (76%).

Goal 4: By 2010, there were 775 million adults who could not read or write. Half were in South and West Asia and a fifth in sub-Saharan Africa. Almost three-fourths of adults who are illiterate live in just 10 countries; 37% are in India alone. Completing primary schooling does not guarantee acquisition of literacy skills - poor quality education has churned out a worrying number of students who are unable to read or write even after several years of schooling.

Goal 5: Girls face greater barriers at the secondary level of education than at the primary level. The gender parity index in secondary education in the developing world as a whole was 96 in 2010, compared with 97 for primary education. Western and Southern Asia have emerged as the regions with the largest gains in moving from a GPI of only 74 and 75, respectively, to 91 for both in 2010. Gender disparities in secondary education emerge from gender-based discrimination in the family and in the society in general. Secondary schooling is more costly than primary education, and households are often forced to ration resources among children. Where girls’ education is less valued, or is perceived as generating lower returns, parents may favour sons over daughters. Parents may also worry more about the security of adolescent girls because secondary schools are often farther from home than primary schools. Gender-based discrimination persists in education even with increased participation rates of girls. There is still gender-based violence in education environments (including eve-teasing and harassment), lack of water and sanitation facilities which impact differentially on girls, especially adolescent girls, teen pregnancies and early marriage, and imbalance in the male and female teaching force as well as in the education management hierarchy.

Goal 6: According to the GMR 2012, millions of children who go to school do not learn the basics. Out of 650 million children of primary school age, as many as 250 million either do not reach Grade 4 or if they do, fail to attain minimum learning standards. While pupil/teacher ratios improved in Latin America and East Asia, they worsened in South and West Asia and sub-Saharan Africa. The GMR 2012 estimates the global teaching gap for primary schools to be 5.4 million. Data on the number of trained teachers at all levels is poor. The GMR 2012 estimates however that of the 100 countries with data at the primary level, in 33 of these, less than 75% were trained to the national standard. Even those trained are ill prepared to teach in the early grades.

The EFA Global Monitoring Report 2012 reported that with these worrying
trends and just when a big push is needed to reach Education for All by 2015, there are alarming signs that donor commitment to education is stagnating. The economic downturn had after all tightened government budgets. It observed that faster economic growth, better revenue generation, stronger commitment to education, and increased aid levels have helped increase real spending on education in low income countries by 7.2% a year, on average, since 1999. However, despite increased financial commitments of national governments towards education, many of the poorest countries face major shortfalls in resources needed to achieve Education for All. Total aid decreased in real terms in 2011 for the first time since 1997 and aid to the education sector is likely to stagnate until 2015. Many have trumpeted the participation of the private sector in education as an important means to address the financing gaps. At an estimated US $683 million per year however, the contributions of private foundations and corporations to education in developing countries are equivalent to just 5% of Official Development Assistance (ODA). Further, their engagement needs to be better coordinated and aligned to EFA objectives.

It was in the context of these many challenges that ASPBAE persevered in its efforts to advance the right to quality education of all citizens and to press for the broader vision of EFA and lifelong learning to acquire the priority it deserves in the emerging post-2015 consensus.

Highlights of 2012

1. Greater membership consolidation, leadership regeneration in the successful conduct of ASPBAE’s 6th General Assembly

The 6th General Assembly (GA) of ASPBAE was organised in 2012 as a broad-based, decentralised process involving three components: 1) country level consultations of members in 16 countries; 2) a Regional Strategic Assessment and Planning Workshop in Phnom Penh, Cambodia, from 21 to 24 September 2012 involving 85 participants from 27 countries; and 3) an electronic-based (virtual) elections of the next Executive Council (2013-2016).

These processes served to strengthen the governance and accountability structures of the organisation; fostered a strong sense of ownership among the members of ASPBAE and its work; built wider understanding and consensus on ASPBAE’s strategic directions, and offered rich insight to the ongoing discourse defining the post-2015 agenda on poverty eradication, equity, and sustainable development – locating adult education’s role and contribution within this. The event also served as the initiating activity for ASPBAE’s 50th anniversary celebrations.

The General Assembly was organised amidst the stepped up efforts in 2012 to consult on, discuss and debate the shape of the post-2015 agenda for
development and education. ASPBAE optimised the General Assembly and its preparatory processes to inform ASPBAE members on these processes, to foster debate and discussion on the features of an education agenda post-2015 that civil society organisations from the Asia Pacific region should advance - and to build consensus on the future directions and priorities of ASPBAE in this context. The Executive Council’s dialogue with members in Indonesia on from 6-10 February 2012 in Jakarta, Indonesia, was the first of these discussions. The India National Consultation from 2-3 August 2012 in New Delhi also offered an arena to debate post-2015 education agenda and education responses to the challenges of a climate changing world. At the conclusion of the 6th General Assembly processes, ASPBAE released ‘Defining an ASPBAE Post-2015 EFA Agenda, A slowdown in progress: missing the Education for All targets by 2015’, a statement codifying its analysis of the post-2015 education agenda. This informed ASPBAE’s inputs to the various global consultations on this subject including the Asia Pacific synthesis of the UNESCO Collective Consultation of NGOs on EFA consultation on the post-2015 EFA agenda, which ASPBAE drafted. It also informed ASPBAE’s participation in the Global EFA Meeting from 21-23 November 2012 and the electronic Education Thematic Consultations on Post-2015 by UNICEF and UNESCO which are ongoing.

The Regional Strategic Assessment and Planning Workshop in Phnom Penh was also organised as an arena for advocacy, especially on adult education and lifelong learning. It offered a useful platform to bring together civil society organisations

Participants of the India National Consultation in New Delhi engage in a debate about the post-2015 agenda and the challenges of a climate changing world
to appraise progress on the CONFINTEA 6 commitments of UNESCO member countries in the Asia Pacific region. In early 2012, ASPBAE enjoined members to contribute to their respective country's progress reports on CONFINTEA 6 following a call from UIL to UNESCO member states on this. Ten member organisations liaised with ASPBAE in their efforts to track their country processes and attempts to participate in the drafting of the report. Four civil society country assessments of the their national reports and/or the state of the CONFINTEA 6 follow-up in their countries were shared during the Education Advocacy Forum organised on the occasion of ASPBAE’s Regional Strategic Assessment and Planning Workshop in Cambodia in September 2012. These were from the Philippines, Indonesia, Tajikistan, and New Zealand. All pointed to the low attention and priority offered by governments to the CONFINTEA 6 follow up. By September 2012 (way post the deadline), only 24 of 46 Asia Pacific countries submitted a progress report. In many cases, consultants were mobilised to write the reports and a few governments involved civil society organisations in developing the progress reports i.e. Philippines, Indonesia, and the Solomon Islands.

On 10 December 2012, ASPBAE’s Secretary-General announced the results of the virtual election process for ASPBAE Executive Council (2013-2016) – ushering a new leadership for ASPBAE which offers both stability of experience and leadership regeneration in its composition.

ASPBAE President, Robbie Guevera, addresses the gathering at ASPBAE’s 6th General Assembly in Phnom Penh, Cambodia, in September 2012
ASPBAE Secretary-General, Maria Khan, at ASPBAE’s 6th General Assembly in Phnom Penh, Cambodia

Participants from Timor Leste at ASPBAE’s Regional Strategic Assessment and Planning Workshop

Participants actively engaged at ASPBAE’s 6th General Assembly

Participants at ASPBAE’s 6th General Assembly in Phnom Penh, Cambodia

ASPBAE’s members and partners take part in its 6th General Assembly in September 2012
2. Sustained capacity to offer high quality cross-country trainings to promote quality adult education practice in the region

The ASPBAE Basic Leadership Development Course (BLDC) was innovated this year with a course design customised to the learning needs of the Central Asian partners of dvv international and ASPBAE members in Central Asia. The course was bi-lingual in Russian and English and was held at the Raduga Resort in Lake Izzyk Kul, Kyrgyzstan. Called the ASPBAE Course on Leadership in Adult Education Advocacy, the training was co-organised by the dvv international Regional Office for Central Asia and ASPBAE and hosted by the Kyrgyzstan Adult Education Association. A total of 23 new leaders were mobilised in the 2012 BLDC. Fifteen women and 8 men from dvv international’s civil society partners and ASPBAE members from Tajikistan, Uzbekistan, and Kyrgyzstan participated. Additionally, three ASPBAE members from Mongolia and Vietnam also participated as co-facilitators in this course. Two BLDC alumni (one among them is also a NeXT 2 participant) were part of the faculty team.

The NeXT 2 mentoring programme enabled support to 20 adult education advocates in 11 countries (India, Nepal, Tajikistan, Mongolia, Cambodia, Indonesia, Philippines, PNG, Solomon Islands, Australia, and New
Zealand) for their in-country advocacy initiatives in the year. ASPBAE also
harnessed active involvement of 9 adult education advocates from 7 countries
(India, Nepal, Mongolia, Cambodia, Philippines, PNG, and Solomon Islands)
in organising ASPBAE’s Regional Strategic Planning Workshop and
the Education Advocacy Forum on the occasion of ASPBAE’s 6th General
Assembly in Cambodia in September 2012.

ASPBAE was able to track the ongoing work of fourteen NeXT 1 trainees as
they applied their learning’s from the programme to their country-level work in
Afghanistan, India, Pakistan, Philippines, Indonesia, Fiji, and Solomon Islands.
Four of the NeXT 1 trainees were active in cross-country trainings in the period.

3. Sustained coalition support for education advocacy

ASPBAE sustained capacity support to 14 education campaign
coalitions in their institutional strengthening and education advocacy work
in India, Nepal, Bangladesh, Pakistan, Sri Lanka, Indonesia, Philippines,
Vietnam, Cambodia, Timor Leste, Mongolia, PNG, Solomon Islands, and
Vanuatu.

The work of education campaign coalitions partners of ASPBAE to press for
citizens’ participation in policy processes and to hold governments to account
in meeting their obligations to guarantee the right to quality education and
learning have met with some success. Based on available data (2011-2012), 8
coalitions gained membership of important education committees, 7 participated
in multi-stakeholder Local Education Groups, and 5 represented civil society at
annual national education sector reviews. Modest policy gains and breakthroughs
in policy engagements have also been observed. Some examples are:

▶ **NGO Education Partnership, Cambodia:** Proposed guidelines and
implementation plans to eliminate informal school fees mentioned in the
National Social Development Plan (2009-2013) and the Education Sector Plan

▶ **Campaign for Popular Education, Bangladesh:** influenced the 3rd
Primary Education Development Programme (PEDP-3) process and the
Education Budget. 90% of their proposals to the new education policy were
accepted.

▶ **All For Education, Mongolia:** the government withdrew its proposal
on additional charges to fund education reforms; the structure of secondary
schooling proposed by AFE Mongolia was also adopted.

▶ **E-Net Philippines:** Its ‘Fast Track Plan to Reach the Unreached’
informed the Department of Education 2013 budgets and plans;
the Department agreed to fund the development of a data base on education
needs and contexts of indigenous people to be run by E-Net Philippines.
PNG Education Advocacy Network, Coalition for Education Solomon Islands, Vanuatu Education Policy Advocacy Coalition: Literacy surveys drew much public and government attention to the persistence of illiteracy influencing reviews of existing literacy policies of government towards greater priority.

Pakistan Coalition for Education: Developed and advocated for guidelines on minimum standards for education in emergencies and lobbied on girls’ education; sustained active engagement with governments in education devolution processes.

Timor Leste Coalition for Education: Ran a wide public awareness campaign on the right to education influencing the manifestos of candidates in national elections.

Vietnam Coalition on EFA: Has been in close dialogue with the government on strengthening Community Learning Centers based on a clear assessment criteria.

Additional AusAID support for the South Pacific enabled sub-regional capacity building workshops for coalitions in PNG, Solomon Islands, and Vanuatu in 2012. A Coalition Finance Officers training was organised from 24-27 July 2012 in Canberra, Australia. A ‘Melanesian Education Advocacy Workshop’ was also organised from 12-15 September 2012, in Port Vila, Papua New Guinea.

ASPBAE capacity support in the area of education privatisation and Public Private Partnership (PPP) in education helped enhance overall analytical capacities of at least six education campaign coalitions in Pakistan, Nepal, India, Cambodia, Vietnam, and the Philippines on issues related especially to education PPP.

Two sub-regional working group meetings, one in South Asia (5 August, Katmandu) and another in South East Asia (6 September, Manila) were organised to jointly plan the capacity-building effort on education privatisation and education PPP. Five national level workshops on education privatisation were completed by January 2013 to help broaden the public debate on this issue. The draft of the Primer on education PPP is currently being reviewed for finalisation and printing.

From 28-30 September 2012, approximately 20 representatives from ASPBAE and member coalitions in Nepal, India, Pakistan, Bangladesh, Vietnam, Cambodia, Philippines, and Indonesia participated in the OSF-organised regional conference on ‘Globalisation and Privatisation in and of Education in Asia’. The conference, held in Kathmandu, discussed trends and experiences in education privatisation based on studies undertaken in
several Asian countries. A meeting among ASPBAE participants followed immediately to reflect on the learning culled from the two day conference, validate the research findings in their respective countries, and identify emerging policy positions on education privatisation and Public Private Partnership in education. The reflection meeting also gave an opportunity for the coalitions to discuss and give input on the PPP primer that is being developed by ASPBAE.

4. A wide resource pool of materials for adult education practice and education advocacy generated in the period

Adding to the resource pool of learning materials, toolkits, guides developed by ASPBAE in the previous years, the following were developed in the period, as planned:

- Two training manuals, codifying the modules of the Regional Facilitators’ Course (NeXT 1) and the Regional Training on Adult Education Policy Advocacy (NeXT 2) have been drafted and are under internal review. These are intended for ASPBAE’s internal sharing and use. The documentation of the NeXT 1 pilot experience was completed.

- The paper on Women’s Education for Political Participation and Citizenship, as part of the Benchmarking Quality Adult Education (QAE) initiative, was completed. The updating of the website to offer an interactive window around the QAE papers on Indigenous Education and Women’s Education for Political Participation was however delayed with the concerned Information and Communications ASPBAE staff being on long (maternity) leave for a significant part of the period.

- A policy brief on education in a climate changed world, drawing from the earlier framework paper developed by ASPBAE, was developed.
At the completion of the EU-funded programme, ‘Innovating Advocacy Approaches in Promoting Adult Female Literacy’, ASPBAE and dvvi jointly released the publication, The Power of Literacy: Women’s Journeys in India, Indonesia, Philippines, and Papua New Guinea - a study distilling lessons from the work of ASPBAE members in these four countries aiming to contribute to the ongoing debates on literacy and women’s empowerment. dvvi lent professional support, especially in the peer review process, offering substantial inputs to improve the analysis and structure of the study. Additionally, ASPBAE and dvvi also released a Research Toolkit on Adult Female Literacy Advocacy as part of the EU project.

5. Expanded work on Education in a Climate changing world and ESD

ASPBAE shored up capacities in promoting relevant and empowering education responses to the climate crisis especially through its partnership with ACCU in 2012. As an Education for Sustainable Development (ESD) Centre of Excellence (COE) partner of ACCU, ASPBAE supported E-Net Philippines in organising training workshops with educators and indigenous communities on disaster risk management and ESD; and in printing and disseminating 1,000 copies of the ‘ESD Exemplar’, a learning material for integrating ESD in Social Studies curricula which could aid teachers and trainers in community learning centres.

ASPBAE also supported E-Net Philippines in organising a workshop ‘Mobilising Local Government Units (LGUs) and CSOs for Adult Indigenous Peoples Education’ in Mindanao where seventy government officials
and civil society organisations from the eight LGUs agreed to - 1) set up the local Literacy Coordinating Council, a body that will ensure policy formulation and planning for ESD, indigenous peoples (IP) education, and other functional literacy programmes for youth and adults; create partnerships for ESD in adult indigenous people’s education and early child care and development; develop work on ESD and life skills education for out-of-school youth and adults in indigenous communities.

ASPBAE also supported COESI in the Solomon Islands in organising a public consultation on the country’s School Disaster Management Plans in the context of an Education In Emergencies project, highlighting links between the project and climate change, ESD, and the Ministry of Education and Human Resource Development (MEHRD) strategy; in piloting a School Disaster Management Plan training in Makira Province with local partner organisations; and in producing materials for School Disaster Management Plans training and community consultations.

A National Consultation on Education in a Climate Changed World was also organised in New Delhi, India, in early August as a forum to update on the policy processes on education and the climate crisis, and to offer a forum for exchange and learning among ASPBAE members on various initiatives of NGOs on ESD, and education responses to the climate crises.

ASPBAE participated in the ACCU COE regional exchange, Education for Sustainable Development in Action, 16-19 July 2012 in Dhaka, Bangladesh. ASPBAE has been requested to host the 2013 exchange in Manila, Philippines.
As part of ICAE and CLIMATE AP, ASPBAE actively participated in the Rio+20 processes including the People Summit in Rio+ 20 from 15-23 June 2012 in Brazil. ASPBAE was part of the Education Working Group, convened during the Thematic Social Forum that met in Porto Alegre, Brazil, in January 2012 to organise an education-focused advocacy effort within the Rio+20 processes.

In analysing the Outcomes Document, the Working Group observed that while some small gains can be claimed in favour of education, such as the promise to promote Education for Sustainable Development (ESD) beyond the UN Decade, the inclusion of the 10-years framework programme for education for sustainable consumption and production as well as the commitment to capacity building, and the affirmation to universal primary education and quality education at all levels – there was no recognition of the need for lifelong learning - including formal, non-formal, and informal education at all levels - to enable people to play a full part in securing sustainable development. It also promoted an instrumentalist view of education and knowledge which does not challenge or aim to transform the development paradigm that brought about the crisis of sustainability and injustice in the first place.
The last 18th Conference of Parties (COP) in Doha, although disappointing overall, opened up spaces for greater attention to education in the climate change policy processes with a commitment for better cooperation and support for learning initiatives. The United Nations Alliance on Climate Change Education, Training and Public Awareness (UNACCETPA) drafted a Work Programme on the implementation of Article 6 of the Convention which recognises education, training, public awareness, public access to information, public participation, and international cooperation as important elements of the commitment of Parties to the Convention. Under this Article, Parties are mandated to promote climate change learning and implement education and training programmes.

Members of the ESD Working Group of ASPBAE, notably ASPBAE President Robbie Guevara, and ASPBAE Executive Council members Dominic D’Souza and Timote Vaioleti have been actively engaging with ACCU in its various fora promoting ESD in their individual capacities as experts and resource persons – but advancing ASPBAE’s frameworks and advocacies. They attended the ‘ACCU Experts Workshop for Promoting EFA-ESD Synergies in Asia-Pacific’, from 6-10 August 2012 in Chiang Rai. They contributed to Tales of HOPE III, an EFA-ESD Publication of ACCU. Robbie Guevara, Timote Vaioleti, and Dominic D’Souza contributed chapters to the publication which also features a story from the work of the People’s Initiative for Learning and Community Development (PILCD) in the Philippines, a long-standing ASPBAE member.

6. Shored up capacities in advocacy on life skills for youth

ASPBAE shored up its advocacy efforts on adult education and learning especially on youth and life-skills in close collaboration with dvvi. Advocacy efforts were pursued in policy arenas directly focused on technical vocational education and training (TVET), life skills, and adult education, notably the Third International Congress on TVET from 13-16 May 2012, in Shanghai, China, and the UNESCO Bangkok Regional launch of the 2012 Global Monitoring Report, ‘Youth and Skills: Putting Education to Work’, on 20 December 2012 in Bangkok.

dvvi also supported APBAE’s participation in the global launch of the 2012 GMR in UNESCO Paris on 16 October 2012, coinciding with the UNESCO-IIEP ‘Policy Forum on Engaging Youth in Planning Education for Social Transformation’ (16-18 October 2012 in Paris). In these arenas, ASPBAE drew attention to the needs especially of marginalised youth and their participation in policy processes concerning their education and learning. ASPBAE also underscored the need to enhance priority and financing to quality life skills programmes especially for marginalised youth and adults. As the GMR 2012 underscored, “Although there are numerous innovative second chance programmes around the world, many of which are provided by
non-governmental organisations (NGOs), the number of young people they reach only scratches the surface.” An assessment of some of the largest programmes in seven countries covered by a GMR study indicates that they reach around 2.1 million children and young people. Yet the GMR 2012 estimates that 15 million young people in those seven countries need a second chance to get the most basic skills.

ASPBAE and dvvi also worked closely to influence other policy spaces in the region on the need and value of education, literacy, and life skills in the framework of lifelong learning to inform broader development and public policy thrusts and priorities. Both collaborated in lobbying within the ASEAN Civil Society Conference/ASEAN People’s Forum (ACSC/APF), from 29-31 March 2012 to influence the ASEAN Summit; and along with EAEA, the Asia Europe Peoples Forum (AEPF) from 16-19 October 2012 in Vientiane, Laos, to influence the Asia Europe Summit (ASEM).

ASPBAE Australia, through its Executive Director Bernie Lovegrove, participated in a televised panel discussion on education, skills, and employability on 16 July 2012 in Australia, linked to the release of a new World Bank report entitled ‘Education in a Changing World: Employability, Skills and Flexibility’. ASPBAE argued the need for life skills education for work to be better oriented to different work and life situations of people, delivering skills needed even in low-cash or no-cash economies, or where paid jobs are scarce.

7. Sustained lobbying and advocacy on EFA, focused especially on the neglected EFA goals and on demanding greater public financing to meet the full EFA commitment

ASPBAE sustained its efforts in pushing for accelerated efforts to meet, as close as possible, the 2015 EFA goals and targets in the run up to the deadline, with special emphasis on the neglected EFA goals 3 and 4, while beginning to
assert a civil society education agenda beyond 2015. These were underscored in the policy arenas ASPBAE participated in during the period. Aside from those already mentioned, these include:

- UNESCO Asia Pacific Regional High Level Expert’s Meeting on Post-2015, 4-6 May in Bangkok. ASPBAE was represented by the ASPBAE President and Secretary-General.
- UN Girls Education Initiative (UNGEI) Global Advisory Committee (GAC) Meeting in Uganda, 7-11 May. Nitya Rao who is Co-Chair of the GAC and Raquel Castillo, ASPBAE Advocacy and Campaigns Adviser, represented ASPBAE in the meeting.
- World Bank’s Colloquium ‘Getting to Equal in Education: Addressing Gender and Multiple Sources of Disadvantage to Achieve Learning’, 11 April, Washington DC. ASPBAE was represented by Nitya Rao as UNGEI Co-chair.
- Global Partnership for Education Board Meetings, 6-8 June, Berlin, and 19-20 November, Paris. Bernie Lovegrove, CSEF Regional Coordinator, represented ASPBAE in these meetings.
- Global Partnership for Education (GPE) Financial Advisory Committee Meeting, 28-29 June, Oslo, and 10-12 October, Washington. Swati Narayan represented ASPBAE in this Committee as a civil society representative.
- EFA Global Education Meeting (GEM), 21-23 November, Paris. ASPBAE Secretary-General and Bernie Lovegrove represented ASPBAE.
- EFA Steering Committee Meetings, 21 and 23 November, Paris. ASPBAE Secretary-General attended as ASPBAE and alternate civil society representative.
- UNGEI East Asia and Pacific Regional office (EAPRO) Meeting, 11 December, Bangkok. Raquel Castillo represented ASPBAE in this meeting.
ASPBAE sustained its work with the UNESCO regional office in Bangkok on its EFA follow up work through meetings of the Thematic Working Group and ongoing consultations. ASPBAE and the UNESCO office in Bangkok jointly launching an Asia Pacific photo and drawing contest with the theme ‘What is good early childhood’. The drawing contest tied in with the GCE Global Action Week (GAW) 2012 BIG PICTURE activity, a photo petition calling on policy makers to take action on Early Childhood Care and Education (ECCE). The organisers released a joint statement underlining the strong interaction between ECCE, adolescent girls’ education, and women’s literacy in the framework of lifelong learning. ASPBAE also participated in the UNESCO Bangkok Regional Consultation of Community Learning Centres, 31 August – 3 September, in Bangkok.

8. ASPBAE as a Learning Organisation

Several initiatives were pursued in 2012 to foster greater organisational learning for ASPBAE and to profile its work and experience.

ASPBAE released, ‘Persuading Powers’ as part of the documentation processes marking the end of project work of the Civil Society Education Fund (CSEF) phase 1. ‘Persuading Powers’ is a collection of stories about good practice and lessons learnt by 12 national education coalitions in the Asia Pacific region - Bangladesh, Nepal, Pakistan, India, Mongolia, Vietnam, Cambodia, Indonesia, Timor Leste, Papua New Guinea, Solomon Islands, and Vanuatu. The brief stories, two from each coalition, attest to the richness and diversity of the actions of coalitions in many different parts of the region as they harness their powers of persuasion to advocate for better education policy and increased budgets.

ASPBAE participated in the end of project external evaluation of the CSEF run by the Globalisation, Education and Social Policies (GEPS) research group based in the Universitat Autònoma de Barcelona and the IS Academie Education and Development, based in the University of Amsterdam. The evaluation pointed to the valuable role that regional organisations played in supporting the work of education campaign coalitions. It, however, argued for greater attention towards regional advocacy work and coordinated action in the future; greater inter-regional cooperation and learning; and a simplification of the funding/grant-giving mechanisms to allow for more time towards advocacy work and M&E activities directed at organisational learning rather than meeting donor obligations. The evaluation also advised that GCE needs to review the CSEF architecture and its functioning to address potential conflict of interest dangers; and to address the tension between the regional organisations and GCE being political partners of national coalitions on the one hand – and yet being perceived as donors by these constituencies, on the other.

The external evaluation of the Basic Leadership Development Course (BLDC)
was also undertaken in the period. Kaarak, an advisory and consultancy firm based in New Delhi, ran the evaluation. The evaluation involved internet-based surveys, Skype calls, and face-to-face interviews at ASPBAE’s Regional Strategic Planning Workshop in Cambodia. BLDC alumni, heads of organisations, course directors, faculty, and project staff across the 13 BLDCs from 1993 to 2011 were involved in the process. The evaluation recommended that the programme be sustained and offered several pointers towards its improvement. It urged ASPBAE’s attention to ways to foster sustained links and involvement of ASPBAE alumni and their organisations in the network following their participation in the BLDC. ASPBAE and dvii are in discussion on the specific features of the follow-up work in 2013.

At the close of the EU project, ‘Innovating Advocacy Approaches in Promoting Adult Female Literacy’, an external evaluation was conducted to review the project performance. Mamta Jaitly, an independent consultant from India on women’s leadership, gender, and education, conducted the evaluation. The evaluator observed that the most important contribution of the project was its ability to draw policy attention to literacy in the different spheres the project partners where involved in. The emergence of networks on women’s literacy especially in India and Indonesia offer hope that the efforts will be sustained beyond the project. The evaluator also commented that project was too short for its stated goals and the EU was well advised to continue supporting this programme.

9. Strong strategic partnerships maintained to advance EFA and adult learning

ASPBAE was invited to be part of the interim Ad hoc Group of the UNESCO Collective Consultation of NGOs for EFA (CC NGO/EFA) in early 2012. The group was tasked to organise the Assembly of the CC NGO/EFA at the aftermath of the reorganisation of the global EFA architecture steered...
by UNESCO. The 6th Meeting of the CC NGO/EFA was organised from 24-26 October 2012 at UNESCO Paris. In the meeting, ASPBAE was elected Asia Pacific focal point in the Coordination Group of the UNESCO Collective Consultation of NGOs on EFA (CC NGO/EFA) in the last World Assembly. The term is for 2 years i.e. until late 2014.

ASPBAE was selected by the Coordination Group as one of the CSO representatives to the EFA Steering Committee on a system of rotating alternates for the one regional CSO slot. This slot is shared with ANCEFA being the lead for the first period; and ASPBAE for the next period.

ASPBAE has also been invited to be a member of the UNESCO Senior Expert Group to revisit the 1972 Faure and the 1996 Delors Reports. ASPBAE continues to represent as the civil society representative in the Financial Advisory Committee (FAC) of the Global Partnership for Education (GPE).

The Global Advisory Committee (GAC) of the UN Girls Education Initiative underwent a restructuring process in 2012. ASPBAE was requested to extend its role as Co-chair of the GAC through the restructuring process (targeted to be completed in early 2013). ASPBAE will rotate out of this post after this. ASPBAE remained active in UNGEI activities steered by the East Asia and Pacific Office of UNICEF in Bangkok.

ASPBAE continued to serve in the EXECOM of ICAE as Vice President for Asia and as Vice Chair in the Board of the Global Campaign for Education (GCE). Alan Tuckett actively promoted greater interaction between ASPBAE and ICAE and participated in two events of ASPBAE in the year: its Regional Strategic Assessment and Planning Workshop in Phnom Penh (September 2012) and in a meeting with AusAID on 10 October in Canberra, organised on the occasion of his participation in the Conference on Adult Learning Australia (ALA), an ASPBAE member.

ASPBAE liaised closely with *dvvi* during the period. Frequent Skype meetings (approximately once a month) and email exchanges with the *dvvi* Regional office for South and South East Asia facilitated joint planning and monitoring of work. Heribert Hinzen, Director of the Regional Office for South and Southeast Asia, was an invitee to the February 2012 Executive Council meeting of ASPBAE in Jakarta. Jesco Weickert, head of the Asia desk of *dvvi* in Bonn met with ASPBAE three times in the year, one of which was in the Secretariat office in Mumbai and another during ASPBAE’s Regional Strategic Assessment and Planning Workshop in Phnom Penh. ASPBAE made contributions to issues number 78 and 79 of *dvvi’s* journal, Adult Education and Development (AED), through the Secretary-General, Executive Council member Timote Vaioleti, and staff members Raquel Castillo and Rene Raya. ASPBAE also sustained cooperation with *dvvi* in adult education capacity building work. It participated in a workshop (December 2012, Bonn) reviewing the Curriculum GlobALE, a core curriculum developed by *dvvi* with DIE for training adult educators outside of the university sector which satisfies international scientific standards and is suitable for use on a
transnational scale. ASPBAE is committed to ongoing work in offering feedback to the curriculum and in facilitating the pilot process in the region.

ASPBAE sustained its partnership with the Global Campaign for Education (GCE) in the Civil Society Education Fund (CSEF) Initiative in 2012 with the approval of bridge funding support from AusAID which extended the programme and ended in June 2012 to March 2013. In December 2012, the approval of a new two-year proposal (2013-2014) was approved by the Global Partnership for Education.

ASPBAE continued its partnership with the Open Society Foundations on its initiatives on capacity building for advocacy on education privatisation.

10. Keeping institutionally strong and dynamic

ASPBAE maintained its professional staff complement in the main, despite reduced funding for the period. Philippa Smales joined as Programme Officer in ASPBAE Australia and concurrent CSEF M&E Officer for CSEF in August 2012 replacing Katie Robinson. ASPBAE programme management capacities were enhanced with the (full-time) appointment of Cecilia Soriano in December 2012 as ASPBAE Programmes and Operations Coordinator, based in Manila.

Four staff meetings for coordination, assessment, planning, and on-the-job mentoring were organised in the year - 2 of them as stand alone meetings and 2 others coinciding with programmatic events.

ASPBAE’s membership stood at 172 member organisations and 105 individual members by General Assembly. ASPBAE sustained work and partnership 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 and with national civil society adult education campaign formations in the region, notably on women’s literacy in Indonesia and India.

17 new members from 13 countries in the region (India, Uzbekistan, Japan, Timor Leste, Tajikistan, Vanuatu, Nepal, Pakistan, Mongolia, Vietnam, Indonesia, and New Zealand) were approved for membership in the year. Four of these were from Central Asia following an Executive Council decision which opened formal membership of Central Asia within ASPBAE As part of sub-region 1. Expansion efforts began in Burma late in the 2012.

Resource mobilisation efforts continued through the year although with greater difficulty especially with much reduced aid appetites of donor countries owing to the financial crisis in Europe and North America. ASPBAE helped secure sustained funding for national and regional level capacity building for education advocacy through the Civil Society Education Fund (CSEF). Albeit reduced, the renewed support from the Global Partnership for Education (GPE) offers a more solid base for education advocacy work over the next 2 years at least. ASPBAE Australia forged a partnership with the UNESCO office in Apia to extend its work on literacy surveys in PNG from 2012-2013.
ASPBAE sustained its information and communications work with the release of the monthly bulletin, *Ed-lines*, and updating of the website. Efforts to enhance coordination of ASPBAE’s information work with global partners was enhanced in the period mainly through collaboration with ICAE on a special issue of ‘Voices Rising’ on the Asia Pacific in April 2012; in ASPBAE’s participation in the a dvvi-convnened working group meeting to revitalise the journal Adult Education and Development (AED) in May 2012, and the invitation to ASPBAE to serve in the newly-constituted AED Editorial Board.

The Executive Council co-opted Dorothy Lucardie of Adult Learning Australia (ALA) to sustain a strong woman’s voice and South Pacific perspective within the Executive Council with the demise of Mua Vermeulen, sub regional female representative for the South Pacific in January 2012.

ASPBAE elected a new Executive Council for the term 2013-2016 in December 2012. Jose Roberto Guevara was re-elected as President. Four members of the Executive are joining in their first term: Ms. Naomi Kamijo of Japan and Mr. Batjargal Batkhuyag of Mongolia as representatives for East Asia; Mr. In Samrithy of Cambodia as one of the South East Asia representatives and Ms. Sashi Kiran of Fiji as one of the South Pacific representatives.

▲ ASPBAE’s newly-elected Executive Council. From L to R - Sashi Kiran of Fiji (new member representing the South Pacific); Dina Lumbantobing of Indonesia (South East Asia representative); Robbie Guevara (ASPBAE President); Maria Khan (ASPBAE Secretary-General); Dominic D’Souza of India (South Asia representative); Saloni Singh of Nepal (South Asia representative); Naomi Kamijo of Japan (new member representing East Asia); In Samrithy of Cambodia (new member representing South East Asia); Timote Vaioleti of New Zealand (South Pacific representative); Batjargal Batkhuyag of Mongolia (new member representing East Asia).
Provisional Balance Sheet as at 31.12.2012

(Amount in US $ )

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

**Sources of Funds**
- Capital Fund: 798,351.06
- Add: Surplus carried from Income & Expenditure A/c: (58,659.13)
- Total: 739,691.93
- 798,351.06

**Application of Funds**
- Fixed assets: 407.86
- 513.67

**Current Assets**

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<th>Audited</th>
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<tbody>
<tr>
<td>Cash &amp; Bank Balances</td>
<td>986,446.91</td>
<td>1,474,824.06</td>
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<td>Loans &amp; Advances</td>
<td>56,512.61</td>
<td>199,924.30</td>
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<tr>
<td></td>
<td>1,042,959.52</td>
<td>1,674,748.36</td>
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**Less: Current Liabilities**

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<th>Audited</th>
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</thead>
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<tr>
<td>Sundry Creditors</td>
<td>24,045.74</td>
<td>82,266.06</td>
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<tr>
<td>Expenses Payable</td>
<td>93,650.21</td>
<td>90,642.79</td>
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<tr>
<td>Balance Grants</td>
<td>185,979.50</td>
<td>704,002.12</td>
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<tr>
<td></td>
<td>303,675.45</td>
<td>876,910.97</td>
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</table>

**Net Current Assets**
- 739,284.07
- 797,837.39

**Total**
- 739,691.93
- 798,351.06

---

1. Provisional Balance Sheet and Income & Expenditure Statements for 2012 were prepared on the basis of financial statements submitted as on 31st January 2013 by the staff, partners and coalitions pertaining to the year 2012. Advances have been considered on the basis of funds transfers to the concerned parties and liabilities on the basis of statements provided by the participants of a given event or workshop and/or by individual staff / members to the Secretary-General.

2. The Audited 2012 report will be circulated in the subsequent Activity Report of ASPBAE.

**Notes:**

1. 2011 Accounts were audited by M/s. Dinesh Rungta & Co., Mumbai, India.

The Audited Report is dated 07th March 2013.

2. Expenses related to the EU Project have been accounted on the basis of the Expenditure Verification Report by M/s. RSantiago PdelosSantos MVerzosa & Co. Certified Public Accountants; Confirmation from the European Commission received as per letter dated 21st February 2013.
Provisional Income & Expenditure Account for the year ended 31.12.2012
(Amount in US $ )

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Grants received</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dvv international Funds</td>
<td>274,266.90</td>
<td>354,079.98</td>
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<tr>
<td>Other Funders</td>
<td>301,250.84</td>
<td>575,517.74</td>
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<td>Other Incomes</td>
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<td>Bank Interest</td>
<td>4,584.39</td>
<td>3,370.36</td>
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<tr>
<td>Exchange Rate (Gain / Loss)</td>
<td>(3,396.50)</td>
<td>12,814.99</td>
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<td>Sundry Balance W/Off</td>
<td>-</td>
<td>427.41</td>
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<td>Registration Fees Recd</td>
<td>-</td>
<td>1,000.00</td>
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<td>ASPBAE Coordination</td>
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<td>135,296.21</td>
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<td>Miscellaneous Income</td>
<td>-</td>
<td>87.59</td>
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<td>Membership Fees</td>
<td>8,340.00</td>
<td>9,527.89</td>
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<td></td>
<td><strong>585,045.63</strong></td>
<td><strong>1,363,941.23</strong></td>
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</table>

(EXPENDITURE)

Education/training, Research & Evaluation
1) dvv international | 175,032.31 | 250,079.97 |
2) Others | 781,004.27 | 956,036.58 | 1,033,988.76 |

Partners Infrastructure, admin. & running costs
1) dvv international | 43,693.52 | 52,655.63 |
2) Others | 38,343.60 | 82,037.12 | 86,438.91 |

Equipment Purchase & Maintenance | - | - |

Partners Personnel/Salaries
1) dvv international | 51,534.06 | 49,984.27 |
Audit fees & expenses | 3,932.60 | 4,412.00 |

|Surplus carried forward to Balance Sheet | (58,659.13) | 18,212.00 |
|Surplus/(Deficit) C/F to Balance Grants account for 2012 | (449,835.60) | (131,830.31) |
# ASPBAE Executive Council Members
## 2013-2016

### PRESIDENT

**Jose Roberto Guevara**  
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<thead>
<tr>
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<th>Email</th>
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</thead>
<tbody>
<tr>
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</tr>
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</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maricar Saluta</td>
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</tr>
<tr>
<td>Alexia Mudruk</td>
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<td>ASPBAE Australia Office</td>
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</tr>
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<td><a href="mailto:anne.aspbae@gmail.com">anne.aspbae@gmail.com</a></td>
</tr>
<tr>
<td>Lorraine Siraba</td>
<td>ASPBAE Mentoring and Advocacy Support (MAS)</td>
<td>C/- PNG Education Advocacy Network Kunai Street, Hohola, P.O. Box 422, Konedobu National Capital District Papua New Guinea</td>
<td><a href="mailto:lorraine.aspbae@gmail.com">lorraine.aspbae@gmail.com</a></td>
</tr>
</tbody>
</table>
ASPBAE WISHES TO THANK THE FOLLOWING FOR THEIR CONTINUING SUPPORT

- *dvv international*
- Global Campaign for Education (GCE)
- European Commission
- Foundation Open Society Institute (OSI), Switzerland
- ACCU, Japan
- UNICEF / UN Girls Education Initiative (UNGEI)
- International Council for Adult Education (ICAE)