



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

ASPBAE Plans 2020

Learning Beyond Boundaries

Dear ASPBAE members and friends,

We hope you, your colleagues, and your families are coping well through this unprecedented health pandemic that has caused untold hardship to millions.

When the ASPBAE Executive Council met face to face in March 1-4, 2020 (Kathmandu, Nepal) to deliberate on and approve the year's annual plan and budgets, the COVID 19 pandemic had already started. The full extent of its contagion had however not yet unfolded, and neither have the severe restrictions on movement and social interaction been imposed by most governments to contain the virus' spread. By the end of March 2020 close to 3 billion people in the world were under different degrees of lock-down measures – upending our work, home and family lives.

ASPBAE's Plans 2020 were defined under a reality vastly different from what we all now live. From March 12, 2020, Manila – where the ASPBAE Secretariat is located – went into lockdown. As of this writing, most of ASPBAE staff located in India and the Philippines still live in lock-down situations, subject to international travel bans. Nevertheless, through the last 10 or so weeks, we – like most of our members and partners - have sustained our operations through on-line measures and platforms. We continued our policy engagements as several regional and global policy events and processes shifted to virtual modes. Many of you have been part of our consultations to help us appraise ways we could best adjust our existing plans and confront the impacts of the pandemic on the right to education and lifelong learning. The ASPBAE Statement, *“Protect Education and Strengthen Solidarity in the Global Effort to Combat the Covid-19 Pandemic”* released in mid-April articulates our analysis and intentions – framing our policy priorities and objectives to promote basic, youth and adult learning and education (ALE) in this new context.

While much of the situation remains in flux and uncertain as the health crisis persists, we are still aiming to attempt - best we can - to undertake what we had set out to do for the year, adjusted to the new reality of operating under this ongoing pandemic. It is in this regard that we share with you ASPBAE's Plans 2020 – to communicate what we hope we will be able to promote and pursue in the period, albeit adapted to the new context as it further clarifies and develops. Many targeted dates and activities outlined here and in the ASPBAE Calendar 2020 would have since changed and continue to change as organisers cancel, postpone or adjust to more on-line platforms. Some activities mentioned have since been refined to more directly respond to the COVID reality: for example, we launched a Youth-led Action Research (YAR) for young people to explore how their own peers in marginalised and vulnerable communities are affected by the COVID crisis and to define the appropriate education responses to attend to these. We anticipate a greater reliance on virtual meetings, or blended

modes of engagement than what is described in this document, as we foresee that international and even domestic travel restrictions can persist even after extreme lock down measures are relaxed. We hope to draw from ASPBAE's vast experience in employing creative approaches to teaching and learning to bridge the physical distance in our capacity-building work. In saying all these, we also derive confidence from our members' own resolve to sustain work at the country and grassroots levels, not only to adapt to the demands of the crisis, but to see this as an opportunity to 'build back better', towards a more just, peaceful, equitable, sustainable development path.

We will continue to communicate with you all on the adjustments to our plans as these better clarify, through ASPBAE's information and communication channels, notably our monthly Bulletin, our social media platforms and by email. Do look out for these.

Please do not hesitate to write to me or any of the ASPBAE Executive Council and staff members, if you have any questions or suggestions in this regard.

Keep well and safe.

Sincerely,

Maria Lourdes Almazan Khan
ASPBAE Secretary-General
on behalf of the ASPBAE Executive Council and Staff

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ASPBAE Plans 2020

ASPBAE's plans for 2020 are particularly significant for a number of reasons. They culminate ASPBAE's four-year strategic plan (2017-2020) as mandated by the last General Assembly; and they offer the base from which the 8th General Assembly will craft its new aspirations and priorities – bringing ASPBAE into a new phase in its life. The processes of rethinking and review, and strategic thinking and planning ASPBAE's new directions will therefore underpin and inform the content and shape of ASPBAE's 2020 activities. The 2020 activities will also be run in a period of leadership transition and flux as ASPBAE's new Secretary General is appointed and a new Executive Council is elected at the end of 2020.

2020 marks the start of the final decade for meeting the 2030 SDG promise. The world is however much changed from the time the new global development agenda was agreed and forged. The COVID 19 pandemic has caused unparalleled hardship on the lives of peoples around the world, leaving the most vulnerable groups highly exposed to the disease and to its dreadful consequences. It has challenged even more developed public health systems in the world, underscoring the urgent need to stem the tide of budget cuts in social services including for education and health.

The assertion of narrow nationalist or community identities have overtaken the spirit of multilateralism and solidarity. The threats to democracy have intensified with rights defenders and NGOs criminalised and subjected to heightened restrictions in overt and more insidious ways. The signs that the planet is in greater peril have offered stark, grave warnings but sceptics continue to play politics, stalling urgent response. Conflicts within and across borders abound, technology offering the unrivalled means to spread messages of division and hate. The so-called 4th Industrial Revolution stokes fears of technology driven massive work displacement and is developing in ways which do not help understanding its implications for education systems and practices.

But civil society movements have persisted and continued to grow. Women and young people, in their organised and spontaneous ways, and in their growing numbers have been in fearless defence of human rights, democracy, peace and dignity. And these offer much inspiration and hope.

It is within an understanding of this highly dynamic and complex context that ASPBAE proposes its plans for 2020, against its Strategic Objectives and Strategies. [\[BACK\]](#)

POLICY ADVOCACY

Specific Objective 1:

Increased abilities to press governments, donors, inter-governmental bodies and financing institutions to strengthen public education systems that deliver better in securing the right of all to quality basic, youth and adult education within a lifelong learning frame, prioritising marginalised and vulnerable groups, through reinforced civil society engagement in education policy at all levels, leading to greater institutionalised spaces for civil society participation in public policy and decision-making processes.

ASPBAE will continue its efforts:

- 1) To preserve the gains of the earlier period and ensure that the full SDG 4 agenda is pursued and implemented. Attempts to water down the agreed global consensus should be effectively challenged.
- 2) To sustain advocacy for increased and better financing for the new education agenda, ensuring stronger public education systems, and check the unregulated drive for the privatization and commercialization of education.
- 3) In particular, ASPBAE will press for institutionalised civil society participation in national, regional/sub-regional and global education policy spaces; with broad-based, multi-stakeholder, participatory character of SDG and SDG4 mechanisms and platforms promoted at national, regional and global levels.

These objectives will be pursued in 2020 through the following activities:

Coordinated Action in Advancing SDG 4 within the wider SDGs in the context of HLPF 2019, national, regional and global engagements:

ASPBAE will build on the successful engagements of ASPBAE in the global, regional and national review of SDG 4 as part of the HLPF 2019 and it will continue to provide informed advice and technical support to members in the ongoing SDG-SDG 4 follow up processes in 2020.

In 2020, the HLPF's theme will be "Accelerated actions and transformative pathways: realizing the decade of action and delivery for sustainable development." The theme "emphasizes the transformation that is at the heart of the 2030 Agenda as well as the start of a "decisive decade" for accelerated action."¹ It however remains unclear how the HLPF 2020 processes will be organised, nor the new formats for succeeding years, as these have come under review by the UN General Assembly in its 74th session (2019).

The Experts Group Meeting on 'The Way Forward – Strengthening ECOSOC and the High-level Political Forum on Sustainable Development' (December 3-4, 2019 in New York)² recommended (among others):

- The 'entry points' identified in the Global Sustainable Development Report (GSDR)³ to as a means to structure the thematic reviews; and
- Thematic reviews should also maintain the coherence and momentum achieved through clustered reviews of SDGs for mobilizing respective communities of practice, and their participation in the HLPF

One of the main tensions in rethinking the design of the follow up processes seems to be how to approach the thematic review of the SDGs: Should it continue to involve a review of a cluster of SDGs within a defined theme to provide in-depth analysis and review?

"Some stated that focusing on a few selected SDGs every year has led to a siloed and fragmented approach, not only of the SDGs but also of the stakeholders and participants. Moving to a more holistic approach would enhance the HLPF as a platform to facilitate addressing cross-cutting issues as well as communication among all stakeholder groups. Such an alternative would be to improve the thematic reviews by

organizing them using the GSDR levers and entry points, which focus on interlinkages. The entry points and levers from the GSDR could be used to review the 2030 Agenda and all 17 SDGs at the HLPF each year.” On the other hand, others felt “that the HLPF could continue to review a set of SDGs every year within the thematic reviews to provide in-depth analysis and review. Knowing which SDGs will be reviewed in advance has been central to leveraging the significant energy, commitment and engagement from stakeholders and networks within sectors that support particular SDGs.”

All seemed to agree that the need is to “... reconcile reviewing a holistic 2030 Agenda without dividing it inappropriately. The SDGs are a system of goals, targets and indicators, and in-depth reviews are necessary to review progress, yet it is important to highlight and have a better understanding of their interlinkages, while continuing to mobilize stakeholders throughout the year.”

The 2020 Asia Pacific Forum for Sustainable Development (APFSD 2020) seems to follow the recommendation of the Expert Group with its draft programme referring to discussions being organised around the ‘entry points’ of the 2019 GSDR and finding their relevance to the Asia Pacific.

These ‘entry points’ are: 1) Strengthening human well-being and capabilities; 2) Shifting towards sustainable and just economies; 3) Building sustainable food systems and healthy nutrition patterns; 4) Achieving energy decarbonization and universal access to energy; 5) Promoting sustainable urban and peri-urban development; and 6) Securing the global environmental commons.

The **Volunteer National Reviews (VNRs) for 2020**⁴ seem to follow the same reporting format of earlier periods in the main, with member states encouraged to broaden stakeholder participation in the development of VNRs – an ongoing weakness identified in the earlier VNR processes. In the Asia Pacific, for 2020, 12 countries will conduct VNRs, 9 of which have ASPBAE members namely in PNG, Solomon Islands, Samoa, Kyrgyzstan,

¹ <http://sdg.iisd.org/news/un-member-states-considering-theme-for-2020-hlpf-ecosoc/>

² https://sustainabledevelopment.un.org/content/documents/25424Summary_of_EGM_on_HLPF_Review_34_December.pdf

³ https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf

⁴ https://sustainabledevelopment.un.org/content/documents/25245Handbook_2020_EN.pdf

Uzbekistan, Bangladesh, India, Nepal and China; with seven (7) of these being countries where there are national education coalitions with relatively more experience in the SDG processes.

ASPBAE will continue to **offer support to members in the 2020 VNR countries**, especially in the 7 poised to engage the VNR processes building on their earlier CSO Spotlight Reports and VNR reviews. Since the VNRs remain expected to report progress on all the 17 Goals, the focus of education advocates should continue to be in ensuring that 1) their governments report credibly on SDG 4 and 2) they do so with an emphasis on ways to *accelerate* progress in meeting the SDG4 targets. This could mean highlighting actions under the targets where performance is lagging (for example, early childhood care and education, adult literacy, access to secondary education) or in reaching sectors/groups who continue to be left behind. It could also involve highlighting recommendations to accelerate results in the areas of financing and governance. There is a wealth of information and analysis from the existing work of the coalitions, including their own 2019 CSO Spotlight Reports to draw on for these. A **VNR 2020 Guidance Note** will be developed by ASPBAE to guide its members in this process.

Alongside this, and to guide its engagement with the 2020 APFSD and HLPF processes, ASPBAE will develop a **short discussion paper on the HLPF theme, articulating how education is at the heart of the transformative and accelerated actions for SDGs**; also describing SDG4 and how the work, institutional arrangements, partnerships, and processes undertaken in promoting SDG4 can be located within the GSDR 2019 *entry points* and *levers of action* which include Governance, Economy and Finance, Individual and collective action, and Science and technology. It would seem under this frame, education (SDG4) is located within the entry point of 'Human well-being and Capabilities' which also addresses the concerns around poverty, deprivation, health.

Given the emerging push towards approaching the SDG thematic review process in more integrated, cross-cutting ways, ASPBAE is also planning to develop **CSO Spotlight Reports** which could showcase **country-level examples of good practices in the education sector of how inter-sectoral and institutional partnerships and engagements can accelerate actions for delivering the SDGs**. These could be examples of institutional arrangements set in place in given countries which promote interlinkages among the different SDGs

including SDG4; or examples of institutional arrangements that secure broad-based participation including of civil society, and representative bodies of marginalised groups including women. The partnership arrangements at the country level, for example around the Local Education Group (LEG) of the Global Partnership for Education (GPE), can offer lessons on a multi-stakeholder, country-led financing arrangement (in this case, for education) that can offer lessons for the overall SDG effort. This effort will be timed to inform the discussions in the year-long HLPF 2020 processes but it is anticipated that the outcomes will be useful and remain timely beyond the 2020 HLPF.

It is envisaged that a **Working Group Meeting** be organised with select partner coalitions in the VNR and Spotlight Report effort possibly in the first quarter of 2020 to jointly plan and coordinate this effort.

ASPBAE has been tapped to participate in a **scoping research project understanding the barriers to achieving universal secondary education in the Asia-Pacific Region**. The research project is coordinated by the University of Edinburgh and will bring together academic and non-academic partners, including international organizations and civil society networks - UNESCO Bangkok Regional Office, Mongolian Education Alliance, BRAC Institute of Educational Development, Singapore Management University, and ASPBAE. The findings of this study will feed in to the advocacies of ASPBAE with the SDG and SDG4 platforms. It is envisaged that the study results be published and launched in a regional forum, possibly in Bangkok, co-sponsored by UNESCO. The project will be implemented from March to June 2020 with the regional launch probably in August.

In the reform of the HLPF architecture, there is a push to more strongly align the SDG processes at the regional level to the global level. This underscores the need for ASPBAE to continue mobilizing members to participate in the 2020 **APFSD** (last quarter 2020, Bangkok) and the civil society **Asia Pacific People's Forum on Sustainable Development (APPFSD)** prior to it, also in Bangkok. ASPBAE will continue to organise a **CSO Pre-APFSD Meeting** among its members participating in these events to jointly prepare and strategise participation. Within these processes, ASPBAE will continue to pursue the formation of a constituency of Education and Academia within the Asia Pacific Regional CSO Engagement Mechanism (APRCM). ASPBAE was part of the Selection Committee of the APFSD in 2019 as affirmative action for the education sector since SDG 4 was

reviewed in the HLPF 2019. It has again been invited to be part of the Committee in APFSD 2020, which allows continuing collaboration with APRCEM and UNESCAP in the preparatory processes.

ASPBAE will continue to participate in the **2020 High level Political Forum (HLPF)** on July 7-16 in New York. It will remain engaged especially with the Education and Academia Stakeholder Group (EASG) and the APRCEM engagements in this platform, in their organised side-events and in the coordinated lobbying in the official processes.

With regards to the SDG 4 processes, ASPBAE will remain active in the **Thematic Working Group on Education 2030 (TWG 2030+)** co-convened by UNESCO-Bangkok and UNICEF. The TWG will organize the **Second Asia Pacific Regional Education Ministerial Conference (APREMC II)** on August 19-21 2020 in Bangkok, Thailand. The highlight of the meeting will be the presentation of the **5-Year Regional Review on SDG 4** that will lay the foundation for the mid-term progress review of SDG 4 in countries across Asia Pacific. The Regional Review is currently being steered by UNESCO-Bangkok. ASPBAE will contribute in the SDG 4.4 and 4.6 reviews as well as in the thematic review on equity and inclusion, specifically on education for people with disabilities and the poorest populations.

ASPBAE will continue to facilitate the participation of national education coalitions and other ASPBAE members in APREMC II. It will also organise a **CSO Pre-APREMC II meeting** as a site for capacity-building and joint planning for advocacy. ASPBAE has also been invited by UNESCO to steer the CSO session during the APREMC II which will highlight CSO contributions to the promotion of SDG4, and to assist in organising the session on Youth.

ASPBAE will continue to remain engaged with the **SDG-SDG4 Education 2030 Steering Committee (ESC)**, through the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/Education 2030) where ASPBAE serves as the Asia Pacific focal point for the Asia Pacific in its Coordination Group. The Coordination Group selects the 2 CSO representatives in the ESC. ASPBAE is an incumbent alternate CSO representative: the newly elected Coordination Group is yet to select the new CSO representatives with mandates starting in 2020.

ASPBAE will also continue to be on the lookout for opportunities and policy spaces where the CSO agenda on SDG 4 could be given prominence.

The global community will mark the 25th anniversary of the 4th World Conference on Women and adoption of the Beijing Declaration and Platform for Action in 2020. It is also the year when a five-year milestone will be reached towards achieving the Sustainable Development Goals. Every five years, the Commission on the Status of Women (CSW), a global policy-making body dedicated exclusively to promoting gender equality and the empowerment of women reviews and appraises the implementation of the Beijing Platform of Action. The **64th session of CSW from March 9-20 March, 2020** will assess the current challenges that affect the implementation of the Platform of Action and the achievement of gender equality and empowerment of women. It will also contribute towards the full realization of the 2030 Agenda for Sustainable Development through a gender perspective.

ASPBAE aims to participate in the 64th session of the CSW on March 9-20, 2020 in New York through Executive Council members already planning to participate representing their respective organisations. ASPBAE proposes to issue a statement for circulation in this event, in social media and other arenas, highlighting analysis on the implementation of the Beijing Platform for Action specifically on education for women's empowerment and ASPBAE recommendations to accelerate action in this area. This statement will also articulate the interaction of the Beijing Platform for Action and the SDGs on women's education. [[BACK](#)]

Deepened engagements in education financing through Research and Advocacy

National Education Coalitions in India, Sri Lanka, Nepal, Kyrgyzstan, Philippines, and Mongolia started work on **budget tracking and advocacy** in the second half of 2019 and will continue the same in 2020. The process seeks to engage policy makers to ensure more equitable and gender responsive budgets for education at local and national levels, attentive to the needs of identified marginalised groups. Discussions are underway on the possible inclusion of NEP Cambodia in this process.

ASPBAE will start its **research initiative on domestic resource mobilisation, focusing on tax related reforms and innovative financing** efforts undertaken by governments in the Asia Pacific region. Four coalitions will be involved in this initiative - NCE Nepal, E Net Philippines, NCE India, and possibly NEW Indonesia. The studies aim to come up with policy options and recommendations to effectively generate additional resources for education, and inform the coalitions' advocacy efforts on education financing. The following are the identified research and advocacy topics:

- Nepal - review of government policies and the experience in tracking tax avoidance and exemptions of big corporations.
- India - experience on the education cess introduced by the Central Government to raise resources specifically to finance its education targets and programmes.
- Philippines - experience of the Special Education Fund (SEF), an additional tax on real estate levied by local governments.
- Indonesia – review of tax incentives accorded to big corporations.

At the regional level, ASPBAE will continue its **regional scoping studies on education financing, domestic resource mobilisation, and innovative financing schemes**.

Depending on resources ASPBAE can raise additionally, the studies will update trends in education expenditure of countries in the region, identify reform areas to increase domestic revenues, address illicit financial flows, and monitor important developments related to education funding facilities such as the International Finance Facility for Education (IFFEd), Education Outcomes Fund, Education Can't Wait (ECW), and Social Impact Bonds, among others. For these initiatives, ASPBAE will engage the services of a researcher and a consultant with experience in tax reform studies. ASPBAE will work closely with national coalitions and with global partners (GCE, ActionAid, etc.), and explore partnership with the tax justice network.

ASPBAE will organise a **Regional consultation on Education Financing** in the second quarter of 2020 as a space to coordinate actions especially around the budget tracking work and the broader education financing effort. Coalition partners in these initiatives, along with coalitions also doing other education budget-related work will be mobilised in this consultation, along with other resource persons and experts.

ASPBAE will continue the **campaign against education privatisation**, linking this to the advocacy for stronger public education systems, for increased financing for education, and for stronger regulation of private sector involvement in education. For this campaign, a number of national education coalitions see the possibility of using the **Abidjan Principles** in lobbying against the rising commercialisation of education and for stricter regulation of private educational institutions. However, the debate on the Abidjan Principles continues among ASPBAE members. A number of coalitions noted that existing laws and provisions of their Constitutions are adequate, offering no room for the use of public funds to support private schools. In such cases, drawing attention to the Abidjan principles may not be helpful in bolstering their case for stronger public education systems and for ensuring the right to education. ASPBAE will support coalitions in efforts to better understand the Abidjan Principles and their relevance as an advocacy tool in their specific contexts. This is envisaged to also include interested coalitions in the South Pacific. ASPBAE will remain active as a member of the Facilitation Group (FG) of the Privatisation in Education and Human Rights Consortium (PEHRC) which steers a global campaign against privatisation and commercialisation of education, including Public-Private Partnership (PPP) in education. The Consortium also steers and coordinates the roll-out and promotion of the Abidjan Principles. Some of the national coalitions are also active members of the Consortium, particularly NCE Nepal, PCE Pakistan and E-Net Philippines. ASPBAE will also continue monitoring joint actions on PPPs and privatisation initiated by Consortium members, Oxfam International and GCE, among others, such as the Spring meeting of the World Bank, the annual Conference of the e Comparative and International Education Society (CIES), and the human rights reviews conducted by the UN treaty bodies.

The **Global Partnership for Education (GPE)** will continue to be a major platform for engagement by ASPBAE on education financing, especially through its representation in the GPE Board as CSO 2 representative (alternate) through to 2020. ASPBAE will continue to mobilise strong participation and input of CSOs in the ongoing strategic planning process of GPE and in the 4th Financing Campaign for GPE which covers the replenishment campaign for GPE Funds as well as focus on domestic financing and more aligned external financing, culminating in the GPE Financing/Pledging Conference in

2021. In this capacity, ASPBAE will also participate actively in the GPE governance review process, drawing especially from the lessons at the country level to inform its recommendations on possible reforms. In this space, ASPBAE will also continue to make the case for GPE funding to be directed at strengthening public education systems, to align its priorities more strongly with SDG 4, informed by country needs and priorities, and in sustaining its capacity as a partnership-based mechanism that harmonizes support to country-defined, robust education sector plans in country-led, broad-based multi-stakeholder processes. [\[BACK\]](#)

Scaling up Advocacy on Adult Learning and Education especially at the country level

The review of SDG 4 during the 2019 High level Political Forum (HLPF) processes reinforced the observation made in the mid-term review of CONFINTEA 6 that while the wider agenda of SDG4 encompasses a commitment to adult learning and education (ALE), “ALE is not sufficiently articulated in the 2030 Agenda for Sustainable Development and is the least supported link in the lifelong learning chain”.

A step up in advocacy efforts specifically on ALE which started in 2018-2019, will therefore be further sustained in 2020, optimizing the SDG-SDG4 policy spaces and platforms where ASPBAE is well positioned and highly engaged, and responding as well to other policy spaces at country and transnational levels, where ALE could be further advanced. ASPBAE is also conscious that CONFINTEA 7 will be convened soon in 2022.

Following a regional capacity-building workshop on ALE advocacy in September 2019, at least six (6) national education campaign coalitions and ASPBAE members from Afghanistan, Nepal, India, the Philippines, Cambodia, Vietnam⁵ developed their plans for country-level ALE advocacy efforts spanning engagement in 1) identified country (national, sub-national) strategic education policy platforms and spaces (education sector planning, development/review of education policies, parliamentary hearings on education, as examples); 2) country SDG processes, notably the Volunteer National Reviews; and 3) in the preparations for CONFINTEA 7 including the launch of the 4th

⁵ Afghan National Education Coalition (ANEC), National Coalition for Education (NCE) India, Nirantar, National Campaign for Education (NCE) Nepal, ENet Philippines, NGO Education Partnership (NEP) Cambodia, Vietnam Association for Education for All (VAEFA)

Global Report on ALE (GRALE) in December 2019. Their advocacy actions which started in late 2019 – galvanising a critical mass of ALE advocates in the country - will continue through to 2020.

ASPBAE intends to engage at least four (4) more national education coalitions from Sri Lanka, Indonesia, Tajikistan and Bangladesh in this coordinated advocacy effort for ALE. Like the coalitions involved in 2019, these coalitions have strong access to the technical committees or policy bodies following up on SDG4 or the wider SDG follow up architecture in the country. Stronger policy analysis on ALE will offer greater capacity to these national coalitions to highlight ALE issues and concerns in their engagement in these policy platforms and widen the engagement in more robust CONFINTEA 7 preparatory processes. ASPBAE will continue to work closely with DVV International Regional offices in South East Asia and in Central Asia in their efforts to also mobilise their partners to participate in these ASPBAE-coordinated efforts.

Dissemination of the synthesis and individual country analysis of the Volunteer National Reviews from an ALE perspective which were developed in 2019 will be pursued in 2020 to inform ALE policy analysis, strategizing, capacity-building and overall advocacy efforts. The VNR ALE analysis undertaken for India and Nepal in 2019 will be especially strategic for engagement in the VNR processes in 2020 as these countries have volunteered in that year.

The Study on ‘Policy and Financing Options for Skills for Work of Marginalised Women’, conducted in 2019 with VAEFA in Vietnam and Dhaka Ahsania Mission in Bangladesh will be finalised and disseminated in 2020 especially through country level dialogues and in regional policy spaces on education, gender and work that ASPBAE and its members will engage with in the period. ASPBAE also intends to share the outcomes of this study during the “Regional Conference on “Social Entrepreneurship and Cross-Sectoral Collaboration: Towards Accelerating the Sustainable Development Goals” organised by the Institute for Social Entrepreneurship in Asia (ISEA) and UN ESCAP in the later part of 2020.

ASPBAE will continue to engage the regional and global SDG-SDG4 processes to draw attention especially to ALE, notably the High-level Political Forum (HLPF) 2020 and its regional processes, the Asia Pacific Forum on Sustainable Development (APFSD)

including its CSO preparatory event, the Asia Pacific Peoples Forum on Sustainable Development and the Second Asia Pacific Regional Education Ministerial Conference (APREMC II). ASPBAE's close engagement in the 5-Year Regional Review on SDG 4, where it will be closely involved in developing the section on SDG 4.6 (adult literacy) will facilitate ASPBAE's ALE Advocacy.

ASPBAE will also continue to support the DVVI-led process of Branding Adult Learning and Education and the launch activities planned for 9-11 April 2020 in Ethiopia. [[BACK](#)]

LEADERSHIP AND CAPACITY BUILDING

Specific Objective 2:

Stronger fronts for coordinated civil society education advocacy actions; along with enhanced capacities of NGOs promoting quality youth and adult education provisioning especially to vulnerable and marginalised youth and adults in youth and adult education practice, informing public policy.

As mandated within ASPBAE's Strategic Directions, ASPBAE's Leadership and Capacity-building work will continue to be organised along the following objectives:

- 1) Enhanced capacities of national education campaign coalitions in the Asia Pacific to advance the full SDG 4 -Education 2030 agenda within the wider SDGs, concretised within the specific realities and conditions of countries within the Asia Pacific region, advocating powerfully for more and better education financing and institutionalised spaces of CSO participation in education policy.
- 2) Deepened capacities of practitioners of youth and adult education to actively promote transformative youth and adult education work, thus contributing to the development, in their countries, of strong lifelong learning systems especially attentive to the learning needs of marginalized children, youth and adults.

- 3) A stronger voice and agency of young people in ASPBAE's work and advocacies, as key stakeholders in education and lifelong learning.

Under these objectives, the following activities are planned for the period. [\[BACK\]](#)

Capacity Building for Policy Advocacy

The Civil Society Education Fund (CSEF) successor programme called the Education Out Loud (EOL) will be the main platform for ASPBAE's ongoing support for education advocacy to national education campaign coalitions in the Asia Pacific. This will continue to be undertaken in collaboration with the Global Campaign for Education (GCE) and its regional coalition members in Africa, Latin America and the Arab region.

The EOL programme has three components, two which are referred to as Operational Component 1 and 3 (or OC1 and OC3). These will involve ASPBAE directly and the combination of these will enable ASPBAE to continue the work it undertook through the CSEF programme, to promote the three-level national-regional-global partnership involving, collaboration, information exchange, capacity building and advocacy.

Similar to the capacity support ASPBAE offered under CSEF, ASPBAE demand-driven, context-based support under EOL (both OC 1 and OC3), can involve:

- Supporting coalitions in navigating and participating in education sector planning processes, sector reviews, and dialogues through local education groups (LEGs) or its equivalent mechanisms at the country level
- Analysing together with coalitions the national education sector plans, budgets and education-related programs and policies to strengthen coalition positions and recommendations put forward to the government, ensuring alignments to SDGs/SDG4 and strengthening components around equity, gender, and inclusion
- Guiding coalitions in their researches, education monitoring, and policy scans to sharpen their analysis and increase credibility
- Support in strengthening organisational and governance systems
- Facilitate participation, involvement, coherence and collaboration amongst national coalitions in support of regional and global CSO education advocacy; striving to

secure their institutionalised participation in policy spaces at all levels (national, regional and global)

- Facilitating information exchange among national coalitions in the Asia Pacific, ASPBAE and GCE so that national and regional perspectives inform GCE's positioning and planning; and GCE strategies and analysis inform national and regional-level policy work and actions
- Funds allowing, facilitation of country, sub-regional and regional capacity-building and learning opportunities and platforms to strengthen the skills of coalitions towards education advocacy

ASPBAE will aim to convene in 2020, its annual Regional Meeting of Education Advocates under EOL. This has offered a space for capacity-building and for joint strategizing on coordinated campaign actions regionally and globally. It has also offered opportunities for inter-regional exchange especially with Africa, Latin America and the Arab regions. This may be convened in the early part of the third quarter of 2020.

ASPBAE will also assist the coalitions, as needed, in meeting their reportorial obligations under EOL with the Grant Agent of the programme, Oxfam Ibis through its newly set up Asia Pacific EOL Regional Management Unit based in Kathmandu, Nepal.

The EOL Operational Component 1 (OC1) which will run from 2020 to March 2022 will enable ASPBAE to provide capacity support to 15 national education coalitions. ASPBAE will however continue to support education advocacy work to coalitions and networks in India, Indonesia, Sri Lanka and Myanmar, through other programmes and means.

Under EOL Operational Component 3 (OC3), ASPBAE, along with the other regional organisations CLADE, ANCEFA and ACEA, will combine in a GCE led programme to undertake transnational advocacy work, also for the period of 2020-to March 2022. The final proposal is still being developed but it is likely that OC3 funds will support ASPBAE's advocacy work in relation to education financing and the SDG-SDG4 follow-up, promoting the full SDG4 agenda.

In preparation for CONFINTEA 7, ASPBAE, along with DVV International, UIL and UNESCO will jointly organise a **regional Capacity building Workshop on the development of**

National Reports for CONFINTEA 7 (August 2020, Bangkok). This is expected to help prime CSOs and concerned agencies in governments to better contribute to and engage in the country level preparatory processes for CONFINTEA 7 which will largely revolve around the development by national governments of National Reports on ALE. ASPBAE will especially mobilise its national education coalitions and other members in 10 countries who serve as country nodal points of ALE advocacy actions. Apart from being a space for capacity-building, it is envisaged that this event will also offer a space for joint strategizing on ALE advocacy, transnationally.

ASPBAE will also use this space to deliberate on the framework and features of a **Paper on Transformative Adult Learning and Education**, a document that will summarise what constitutes ‘transformative adult education’ based on ASPBAE’s and its members’ rich practice in ALE, its policy analysis and advocacy actions. This is envisaged to articulate the underpinning and foundational premises of ASPBAE’s advocacy positions and approach in ALE practice. This paper will be released in late 2020 and will also inform the strategic planning processes of ASPBAE as part of its 8th General Assembly.

Coinciding with the 8th General Assembly, ASPBAE will organise a **Regional Strategising Workshop on ALE** and preparatory meetings to assess its efforts to promote ALE practice and its ALE advocacy efforts and strategise for the coming period in the light of the unfolding CONFINTEA 7 processes, the ongoing SDG-SDG4 and other policy spaces that can forge greater cross-thematic interface of ALE to enhance empowering, pro poor policy reforms in such areas as decent work and sustainable livelihoods, women’s empowerment, sustainable development, conflict resolution and peace building (e.g. Commission on Status of Women, Human Rights processes). [[BACK](#)]

Capacity building for Youth, Adult Learning and Education (ALE) Practice

ASPBAE’s Training for Transformation (TfT) Programme leads on ASPBAE’s work oriented at enhancing the practice of youth and ALE. As indicated in ASPBAE’s strategic plan, the TfT programme will be attentive to:

- Organising capacity-building activities in ways that inspire and enable practitioners of youth and adult education to synthesize the lessons arising from their extensive

experience and practice to help shape ASPBAE's advocacies on youth, adult education and lifelong learning;

- Fostering greater engagement between practitioners of youth and adult education and education advocates in capacity-building opportunities oriented to youth and adult education and LLL;
- Mobilising young people and women in particular, in its leadership and capacity-building activities;
- Build and enriching a shared conceptual analysis on 'quality' and 'transformative' youth and adult education.

ASPBAE's Training for Transformation (TfT) programme will continue to promote activities and initiatives that aim to deepen capacities of practitioners of youth and adult education to actively promote transformative ALE work that attends to the learning needs especially of marginalized groups and likewise contributes to the development, in their countries, of strong lifelong learning systems.

In 2020, it will build from its earlier efforts and pursue ongoing initiatives.

A core initiative of the TfT programme is the ASPBAE Basic Leadership Development Course (BLDC) which it run in 2017-2019. Harvesting the lessons from this process in the General Assembly year, the focus for 2020 will be on the **BLDC Tracer Study**. The BLDC Tracer Study aims to track and document the BLDC 2018 and 2019 alumni's application of their learnings from the BLDC, especially with respect to how they support the SDGs and SDG4. The Tracer Study will facilitate knowledge sharing on ALE and lifelong learning themes, among the BLDC alumni towards building a Community of Practice of adult educators and education policy advocates in the region. At the end of 2020, at least 25 participants would have completed their action plans, which include articulating their on-going work within the SDG framework, building awareness programs on SDG 4 and its links with other SDGs using creative approaches like a Film Festival on SDGs, using the framework on gender and education to analyse and mainstream gender into their education work, planning campaigns for education advocacy and ESD at the local level, enhancing their ALE practice using participatory approaches, initiating youth-led action research to engage community youth among others.

The BLDC Tracer Study Report capturing the outcomes and good practices for ALE from the Action Plans of the BLDC alumni of 2018 and 2019 will be available for dissemination by the end of 2020. The document will include and describe the rationale for the Tracer Study, highlight the key learnings from the BLDC, as identified by the participants and translated into activities and actions for application to enhance their on-going education work at the local and national level. The value addition of the mentoring support by ASPBAE and the resource support by their respective organisations, for the effective implementation of the Action Plans would also be described in the Tracer Study report.

Case stories of good practices emerging from the Action Plans implementation will be generated and shared through the ASPBAE Training for Transformation (TfT) subsite in the ASPBAE website to help foster a community of practice on ALE in the Asia Pacific region.

ASPBAE will continue to work with DVV International in its efforts to strengthen publicly funded ALE practice in the region, and in this respect, in **customizing curriculum GlobALE**. On request, it will also support DVVI's planned efforts to customise curriculum GlobaALE in thematic areas of migrants' education, ESD and the management of community learning centres.

Straddling ASPBAE's work non capacity-building for ALE practice and capacity-building for education advocacy is its work on **capacity building for advocacy on SDG 4.7**. The ASPBAE capacity building workshop on SDG 4.7 organised in Sri Lanka last Dec 2019 showcased the vast experiences and work of members in ALE, anchored in SDG 4.7 and spanning the areas of education for sustainable development, peace education, education in emergencies, global citizenship education, gender and disaster preparedness and positive discipline and human rights. The workshop also revealed many existing frameworks and tools in promoting SDG 4.7 policies and programs which have been developed in the region so far which can be disseminated, adopted and localized by members to push for context-relevant implementation and mainstreaming of SDG 4.7 in formal, non-formal and informal education systems.

In 2020, ASPBAE will sustain mentoring support to in six countries in their SDG 4.7 country-level advocacy work: ANEC in Afghanistan, NCE-Nepal, CED Sri Lanka, AFE-Mongolia, E-Net Philippines and NEW Indonesia. Their planned activities involve elements of capacity building/awareness-raising for coalition members, teachers, communities and local governments on SDG 4.7 as key prerequisites to policy engagement and advocacy on SDG 4.7. ASPBAE will continue to mobilise the SDG 4.7 expertise available among ALE practitioners in its membership in support of these efforts. These advocacy efforts will also inform ASPBAE and its members' engagement in the SDG and SDG4 regional and global policy processes in the coming period.

ASPBAE will sustain its engagement in the **UNESCO Bangkok project on “Promoting Community-based Education for Sustainable Development”**. Under this initiative and with ASPBAE participation and input, learning modules on ESD to support community-based, adult and lifelong learning educators in their ESD work. Pilot training programmes were designed and implemented in 5 countries, viz. India led by CEE South, Japan led by ACCU, Lao PDR led by the Non-formal Education Development Centre (NFEDC), Mongolia by the National Centre for Lifelong Education, and Philippines by the University of San Jose Recoletos (USJ-R) and other universities in Cebu and Negros. Based on the pilot experiences, case studies were prepared and the framework and the modules revised. A final meeting to review and consolidate the project experiences, celebrate the achievements made, and deepen understandings on community-based ESD, is being organised in March 10-12, 2020 in Hiratsuka, Japan. ASPBAE will continue to link up its participation in the community-based ESD initiative to its SDG 4.7 policy advocacy and in-country SDG 4.7 work with members. [[BACK](#)]

Growing the Youth Constituency in ASPBAE

Strengthening the voice and agency of youth in education policies and processes has been a priority of ASPBAE, mandated by its membership.

For 2020, ASPBAE will continue its two main efforts to facilitate youth participation and engagement, namely 1) its **Youth-led Action Research (YAR)** and 2) strengthening the youth constituency within ASPBAE and its membership. The YAR mobilizes young people from marginalized communities to be leaders and advocates for education. Through

action research, the youth are enabled to analyse their conditions and the issues on education access and quality that they confront. Based on these, they articulate a youth agenda that defines responses that address their education concerns – which they take up with governments and other stakeholders in their communities. ASPBAE’s work on YAR was expanded in 2019 to Timor-Leste, Vanuatu, Nepal and Mongolia. The efforts, steered by CEPTL in Timor-Leste, KOBLE in Vanuatu, NCE Nepal and AFE Mongolia, will continue through 2020. ASPBAE will continue to provide support for YAR implementation in these countries through online and face-to-face mentoring. Additionally, in 2020, the YAR effort will expand to support CED Sri Lanka and CAMPE-Bangladesh, building on their current work with the youth. In its expansion efforts, ASPBAE will also continue to draw on the experience and engagement of its partners in the earlier YAR pilot process, notably Abhiviyakti in India, E-Net Philippines and ASSPUK in Indonesia.

A documentation of the overall YAR experience will be undertaken in 2020 to popularise the outcomes, and highlight lessons that will inform ASPBAE’s ongoing youth engagement work. This will include development of an Explainer on Youth and Education, which will be used as an advocacy tool for dissemination in the regional and global platforms.

As part of ASPBAE’s **youth constituency building efforts**, it will provide assistance to national education coalitions and ASPBAE members in their youth work, notably in 11 countries in the region, working with E-Net Philippines, NCE Nepal, NEP Cambodia, KAEA and ECK in Kyrgyzstan, AFE Mongolia, CED Sri Lanka, CEPTIL East Timor, ANEC Afghanistan, NEW Indonesia and PEER, Enjoy Volunteering in China. The nature of the youth constituency building activities have been initially framed during the 2019 Regional Youth Consultation on Youth Constituency Building (October, Bangkok). These involve SDG 4 awareness-raising and consultations with youth, policy forums on youth agenda for education and youth engagements with local and national governments on the right to education.

As a culmination of its current youth engagement strategies, ASPBAE will convene a **Regional Meeting of Youth** coinciding with ASPBAE’s 8th General Assembly and Regional Strategic Planning Workshop. This meeting aims to gather youth leaders mobilised in its

earlier youth engagement processes, to come together in a learning space and to collectively deliberate on their recommendation to further ASPBAE's strategies to promote youth participation in education policy and processes and in the education advocacy efforts of ASPBAE and its members. These deliberations will also inform ASPBAE's strategic review and planning processes with perspectives from youth embedded in the work and functioning of ASPBAE membership.

ASPBAE will continue to **mobilize its youth representatives in different regional and global SDG 4 processes** to ensure that the youth and marginalized voices are articulated and heard by decision-makers. It will also **foster partnerships** with other regional organisations with youth-focused and youth-led interventions for education; and with the youth engagement efforts of the Global Campaign for Education (GCE). [\[BACK\]](#)

BUILDING STRATEGIC PARTNERSHIPS

Specific Objective 3:

Wider linkages with other civil society networks and organisations fighting poverty, advancing social justice, gender equality, sustainable development and peace, and thereby securing stronger recognition of the critical role of education and learning in meeting all the SDGs.

ASPBAE's priorities in 2017-2020 in its work on strategic partnerships are around:

- 1) Sustaining and deepening existing partnerships with global and regional civil society networks, institutes, inter-governmental formations, international bodies championing the right to education and lifelong learning especially through SDG 4 processes and frameworks.
- 2) Expanding involvement with civil society formations and with other government agencies, international organisations and institutions closely involved in the SDG follow-up processes, to ensure that SDG4-Education 2030 remains prominent in the

global policy discourses on development and to better assert ASPBAE advocacies on SDG 4.

In line with these objectives, ASPBAE will continue to nurture its partnerships regionally and globally in 2020.

It will sustain support to the Global Campaign for Education (GCE), the International Council for Adult Education (ICAE) and the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/ED 2030) where it occupies leadership roles.

ICAE will be completing its Virtual General Assembly process in 2020, where a new Executive Committee will be elected. ASPBAE has nominated Jose Roberto Guevara as ICAE President and Nani Zulminarni as ICAE Vice President for the Asia Pacific. The upcoming term of the ICAE EXECOM will be crucial as this leadership will steer ICAE through the CONFINTEA 7 processes, and through a critical time in its institutional life. ASPBAE was just re-elected as Asia Pacific focal point in the **Coordination Group of the CC NGO ED 2030** in its last Global Meeting (December 2019, Tunisia). The CC NGO Assembly agreed on 7 priority areas which will inform the work of the Coordination Group in the coming period: – (1) Strengthen evidence-based policy dialogue to raise awareness and influence government policy through dedicated mechanisms; (2) Ensure that legal, policy and planning frameworks adopt an inclusive rights-based approach; (3) Guarantee education and psycho-social support for refugee, displaced and migrant children, and ensure that teachers are trained to be sensitive to their cultural identities; (4) Support teachers with training to promote a culture of inclusion and to help students open their minds through critical pedagogies. Adequate salaries, decent working conditions and more autonomy are essential to support and value the profession; (5) Allocate dedicated budgets to adult learning, the least supported part of the lifelong learning; (6) Invest in disaggregated data to capture the full reality of exclusion and to hold governments accountable; and (7) Encourage citizen monitoring of public budgets on education to ensure resources are directed to support equity and inclusion.

ASPBAE will also support the possible regional formation of CC-NGO Ed 2030 in Asia Pacific to further institutionalize civil society participation in the SDG 4 monitoring and implementation.

The **GCE** will remain a strong global partner of ASPBAE as a platform for globally coordinated CSO action especially in the SDG-SDG4 follow up, global campaigns on education financing and its youth engagement work, as coordinated largely (but not solely) on the joint Education Out Loud programme. ASPBAE will support the 20th anniversary celebrations of GCE through 2020 including through the activities around Global Action Week for Education in 26th April to 2nd May with the theme, "10 Years Left To 2030: Civil Society's Solutions, Recommendations and Plans of Action To Reach SDG4".

ASPBAE will also continue to work with GCE and ICAE as the Organising Partners (OPs) of the **Education and Academia Stakeholder Group (EASG)** of the UN DESA Major Groups and other Stakeholders, the NGO engagement mechanism for the SDGs globally and in New York. At the Asia Pacific level, ASPBAE will strive to secure agreement on a distinct constituency for education mirroring EASG within the **Asia Pacific Regional CSO Engagement Mechanism (APRCM)**. ASPBAE will remain active in APRCM especially within the platform of the HLPF regional preparatory activities. Likewise, it will maintain strong relations with other CSO networks active in the SDG follow-up processes notably, the **Global Call to Action Against Poverty (G-CAP)**, the **Asia Development Alliance (ADA)**, **Bridge 47** and the **Conference of NGOs in Consultative Relations with the UN (CONGO)** where ASPBAE is a part of its Regional Committee in the Asia Pacific (RCAP). ASPBAE will sustain the linkages it built with the **Inter-Agency Network for Education in Emergencies (INEE)** especially around work on SDG 4.7 advocacy and on education in emergencies.

ASPBAE will continue to foster its long-standing partnership with **DVV International** especially in its work on ALE, as it prepares for the next phase of its cooperation in 2021-2023.

The partnership with the **Swiss Agency for Development and Cooperation (SDC)** will be expanded through engagements with their country offices in the Asia Pacific in 2020. An introductory meeting by video conference with the education officers of the SDC Field Offices on February 20, signalled enthusiasm and keen interest for engagement at the country level with ASPBAE and its members on education advocacy and policy work, which ASPBAE and SDC will pursue. ASPBAE and SDC will also continue to liaise closely

together in their roles as representatives of their respective constituencies in the GPE Board.

ASPBAE will pursue the offer of strategic partnership with the **Open Society Foundation (OSF)** in 2020, sustaining cooperation around education financing advocacy, while expanding this to other areas.

ASPBAE will sustain its partnerships with global networks involved in the campaigns on education financing notably the **International Privatisation in Education and Human Rights Consortium** where ASPBAE serves as a member of the Facilitating Committee. The Consortium counts among its members, OSF, Action Aid International, RESULTS, GCE, the Right to Education project, the Global Initiative for Economic Social and Cultural Rights (GI-ESCR). It will also sustain its relationship with Oxfam International and the wider Oxfam family on education financing advocacy and on EOL.

ASPBAE will continue its strong engagement with various **UNESCO** offices especially the regional office in Bangkok and the UNESCO Institute for Lifelong Learning (UIL) as it gears up for the CONFINTEA 7 preparatory events nationally, regionally and globally. It will continue to represent in the **UN Girls Education Initiative (UNGEI)**, where ASPBAE represents in the Global Advisory Committee. It will sustain efforts to reach out to other UN agencies involved in areas of ASPBAE work and advocacies such as ILO, UN Women, UNESCAP, UNDP, to name some. [\[BACK\]](#)

INSTITUTIONAL STRENGTHENING

Specific Objective 4:

An institutionally robust ASPBAE, able to offer a platform for exchange and learning of its members and CSOs working to advance the right to education and lifelong learning; as an advocate for the right to basic, youth and adult education and lifelong learning; and as a partner in leadership and capacity-development of its members.

The main ASPBAE governance process for 2020 will be the **8th General Assembly (GA)**. As with the earlier GAs over the last 2 decades, the 8th GA will be organised through year-long, broad-based, face to face and electronic based processes. It will involve national consultations among members for a collective review of ASPBAE's work over the last period, deliberation on the future directions of the organisation, consideration of the Constitutional amendments the Executive Council will offer for approval, and election of Country Voting Representatives.

Voting for the next Executive Council and proposed Constitutional amendments will be done electronically in the last quarter of the year.

Culminating the GA processes will be a Regional Strategic Planning Workshop in December 2020 which will bring together the voting representatives, the in-coming and out-going EC members, resource persons and the staff of ASPBAE to deliberate on the results of the prior consultation of members, towards defining ASPBAE's strategic directions for the period 2021-2024.

The **ASPBAE Executive Council (EC)** in its meeting on March 1-4, 2020 in Kathmandu, Nepal will deliberate and agree on details and schedules of these processes, including the accredited members who can participate in the 8th General Assembly and the Constitutional amendments that will be proposed. In this meeting, the EC will also discuss and approve the 2020 Plans and budgets. A **meeting with members in Nepal** will foreground the EC meeting on February 29, offering a space for the EC members to

interact directly with its members in the country to mutually share plans. This meeting will focus specifically on the SDG processes, particularly the plans related to the VNR process in the country. An update on GPE work will also be offered: the Nepal government also represents in the GPE Board as one of the Developing Country Partners (DCP).

ASPBAE will sustain its membership expansion efforts targeted in its strategic plan. It is poised to create a 5th Sub-region for **Central Asia** in 2020, having expanded to the membership spread and scale required for the creation of a new sub-region. ASPBAE will also pursue the offer of ACE Aotearoa to collaborate in resourcing wider capacity-support to ASPBAE members in the Pacific island states on ALE and LLL as a strategic means to consolidate and expand ASPBAE's membership in this sub-region. It will also allow for a stronger articulation and voice of the **South Pacific** membership in Pacific-wide and Asia Pacific regional processes. Membership expansion efforts in East Asia, particularly in **China** will continue especially through its youth programme and with **Korea** through SDG 4.7 and youth work.

ASPBAE's **Information and Communications** work will continue to support ASPBAE and its work on its strategic areas, including policy advocacy, capacity building, forging a strong youth education constituency in the Asia Pacific, and networking. It will support the information work needed for membership consolidation and in support of the governance processes attendant to the 8th General Assembly as well. ASPBAE aims to launch its new logo in 2020. It will also launch two new sub-sites in its website: one focused on its work on policy advocacy, and another on the work of its Training for Transformation programme. The new sub-sites are envisaged to foster communities of practice in ASPBAE's membership along its fields of work and engagement. Information and Communications work will also support ASPBAE's 8th General Assembly to be held in 2020. Also in the year, ASPBAE will continue to release its annual Activity Report, Annual Plans, monthly bulletin, and tri-annual newsletter (*Ed-lines*). It will sustain use of social media as a means to widely share information on ASPBAE's and its members and partners' work and advocacies.

ASPBAE's **Gender Mainstreaming** Committee in 2019 prioritised greater articulation of ASPBAE's gender analysis in all its work and especially on policy advocacy, capacity

building, and institutional strengthening as core areas of gender mainstreaming. This will continue in 2020. In particular, ASPBAE will build on its work on Gender and Skills Education for work among marginalised women to co-create a community of practice on Gender and Economy, as a platform for cross-country learning and joint advocacy integrating SDG 4 and SDG 8, especially. Existing toolkits and guides will be sourced and compiled to assist in gender mainstreaming efforts, notably under ASPBAE's Youth-led Action Research and in ASPBAE's Budget Tracking work. More focused, demand-driven gender mainstreaming capacity support will be offered to coalitions who have identified gender as a priority in their advocacy efforts. A gendered analysis of the CSO Spotlight reports released within the period will also be pursued.

Toolkits and guides to foster self-analysis of ASPBAE members on mainstreaming gender in advocacy will also be circulated: these will compile already existing guides which members can apply and customise for their more context-specific needs, such as the 'Guide and Checklist on How to do Advocacy with a Gender Perspective'⁶ by Diakonia, or Practising Gender Analysis in Education⁷ by Oxfam, as examples. ASPBAE will employ a consultant to package these toolkits in more user-friendly ways for sharing to ASPBAE members.

ASPBAE will also mobilise feminist activists from its network on gender and education to offer gendered analysis and perspectives during regional capacity-building and advocacy events that ASPBAE will organise in the period.

ASPBAE's proposed engagement in the 64th CSW, commemorating the 25th anniversary of the Beijing Platform for Action, has symbolic significance for ASPBAE as well: ASPBAE's gender mainstreaming process which began in the Tagaytay General Assembly in 1991, was scaled up with ASPBAE's engagement in the Beijing Conference in 1995. The impetus for the development of ASPBAE's women's education and empowerment program and its leadership development of women in the ASPBAE network, came from the efforts to engage the 1995 Beijing Conference.

⁶ <https://www.diakonia.se/globalassets/documents/diakonia/how-we-work/gender-mainstreaming-toolbox/how-to-do-advocacy-with-a-gender-perspective-guide-and-checklist.pdf>

⁷ <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/115400/bk-practising-gender-analysis-education-010103-en.pdf?sequence=5>

As 2020 will be a significant year of transition for ASPBAE, ASPBAE will sustain its **resource mobilization** efforts, nurturing and maintain relationships with important existing donor partners, DVV International, SDC and GPE through Oxfam Ibis to demonstrate continuity of good quality programme implementation. ASPBAE will continue to work closely with the DVVI Regional Office in South East Asia in developing its proposal for the 2021-2023 funding cycle. It will also start the discussions with SDC on the new cycle of the partnership in 2021. ASPBAE will liaise closely with GCE and Oxfam Ibis in the roll out of the EOL programme in the year.

Further discussions will be held with the Education Support Programme of the Open Society Foundation's (OSF) for new funding in support of education financing and also in relation to their revised education programme priorities.

While always keeping an eye out for new sources of funding to diversify ASPBAE's resources base, the preference will be to seek multi-year funding that complements ASPBAE's existing work. Opportunities for smaller small single year project funds will need to be carefully assessed to take account of the extent to which they will draw on the workload of existing ASPBAE staff.

With the appointment of a new Secretary General in 2020, the **ASPBAE Secretariat** will fully transition to Manila, Philippines from Mumbai, India. The Executive Council has mandated clear turn-over and mentoring arrangements to facilitate a smooth turnover. Staff meetings and consultations will be undertaken through the year, not only to ensure strong coordination and planning in running ASPBAE's work, but also in offering spaces to jointly shape new arrangements and ways of working that account for this significant leadership change.

ASPBAE is confident that the legacy of strong participatory and robust change management that has characterised ASPBAE's leadership ethos will well-prepare the organisation to embark on this new phase of its institutional life. [[BACK](#)]

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
JANUARY 2020		
ASPBAE 8 th GA Deadline for Receipt of Proposals on Constitutional Amendments and By- law changes		10 January
ASPBAE Staff Meeting	Manila, Philippines	17 – 22 January
UNESCO Call for Submissions: Case Studies for the 5-Year Progress Review of SDG 4 in Asia Pacific		29 January start <u>Deadline</u> : 30 April
FEBRUARY 2020		
ASPBAE 8 th GA Deadline for Accreditation to the 8 th General Assembly		7 February
Capacity support staff visit – E Net Philippines	Manila, Philippines	18 February <i>(Tentative)</i>
ASPBAE 8 th GA Extended Deadline for Accreditation to the 8th General Assembly		19 February
Facilitation and participation in ACED Australia meetings	Melbourne, Australia	21, 24 February

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
FEBRUARY 2020 <i>contd...</i>		
TWG Education 2030 Meeting	Bangkok, Thailand	26 February
Capacity support staff visit – NCE Nepal on Education Financing Meeting	Kathmandu, Nepal	27 February
ASPBAE CSAAs Meeting with Oxfam Ibis ASA/EOL Regional Management Unit (RMU)	Kathmandu, Nepal	28 February
ASPBAE-NCE Nepal Forum on VNRs	Kathmandu, Nepal	29 February
MARCH 2020		
ASPBAE Executive Council Meeting	Kathmandu, Nepal	1 – 4 March
ASPBAE Staff Meeting	Kathmandu, Nepal	5 – 6 March
YAR Meeting and community visit with NCE-Nepal/GAN and youth researchers	Kathmandu and Lalitpur district, Nepal	7 – 8 March
YAR Meeting and community visit with NCE-Nepal/GAN and youth researchers and UNICEF ROSA	Kathmandu and Lalitpur district, Nepal	10 March

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
MARCH 2020 <i>contd...</i>		
CSEF End of Programme Reflection and CSEF Exit Evaluation Meeting	Dar Es Salaam, Tanzania	13 – 16 March <i>(Cancelled)</i>
ICAE Virtual General Assembly		14 – 23 March
UNESCO Sub-Regional (Central Asia) Lifelong learning workshop	Almaty, Kazakhstan	15 – 16 March -
Deadline APRCEM Survey for Submission to HLPF 2020		17 March
ASPBAE 8 th GA Communiqué No. 2 Notice of Accreditation to the 8 th General Assembly sent to accredited members		20 March
Deadline for submission of sectoral papers for HLPF 2020		20 March
CSO meeting with GPE Secretariat on engaging CSOs within GPE	Virtual	22 March
C20 Face to Face Meeting	Virtual	22 March – 2 April
GPE Board of Directors Retreat	Virtual	23 – 25 March <i>(Cancelled)</i>

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
MARCH 2020 <i>contd...</i>		
Capacity support staff visit – Samoa coalition and meeting with ACE Aotearoa	Apia, Samoa New Zealand	30 March – 10 April <i>(Postponed)</i>
Deadline for Submission of APRCEM Submission to the HLPF 2020		31 March
APRIL 2020		
Capacity support staff visit – Central Asia coalitions	Tajikistan, Kyrgyzstan	6 – 18 April (TBC)
DVVI Central Asia International Conference, ‘In The Spirit Of CONFINTEA: Adult Education Development In Tajikistan.	Dushanbe, Tajikistan	7 April <i>(Cancelled)</i>
GPE Grants and Performance Committee (GPC) Meeting	Virtual	15 – 17 April
Capacity support staff visit – NEP	Phnom Penh, Cambodia	20 – 26 April <i>(Postponed)</i>
Strengthening education management information systems and data for increased resilience in crisis (organised by UNESCO, Education Cannot Wait, SIDA)	Paris, France	21 – 23 April

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
APRIL 2020 <i>contd...</i>		
Capacity support staff visit – VAEFA Vietnam	Hanoi, Vietnam	27 April – 1 May <i>(Postponed)</i>
GPE Strategy and Impact Committee (SIC) Meeting	Virtual	29 – 30 April
GPE Finance and Risk Committee (FRC) Meeting	Virtual	29 – 30 April
NCE India event on Adult Learning and Education	New Delhi, India	30 April – 2 May <i>(Postponed)</i>
YAR training with CED Sri Lanka	Colombo, Sri Lanka	<i>(Postponed)</i>
MAY 2020		
Release of Country VNR reviews from ALE lens and synthesis	Virtual	1 st week May
YAR Training with CED Sri Lanka	Colombo, Sri Lanka	2 nd week May – <i>(Postponed)</i>
DVVI Conference and Launch of Study on Role of ALE in LLL	Bangkok, Thailand	5 May <i>(Cancelled)</i>
Capacity support staff visit – ANEC, Afghanistan	New Delhi, India	11 – 15 May <i>(Postponed)</i>
Capacity support staff visit – AFE Mongolia	Ulaanbaatar, Mongolia	12 – 16 May <i>(Postponed)</i>

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
MAY 2020 <i>contd...</i>		
YAR Training with AFE Mongolia	Ulaanbaatar, Mongolia	12 – 16 May <i>(Postponed)</i>
Capacity support staff visit – CSEP Timor-Leste	Dili, Timor-Leste	18 – 22 May <i>(Postponed)</i>
7 th Asia Pacific Forum on Sustainable Development (APFSD) Theme: <i>‘Accelerating action and delivery of the 2030 Agenda in Asia and the Pacific’</i>	Virtual	20 May
GCE Board meeting	Virtual	6 May
ASPBAE 8 th GA Deadline for Filing of Nominations / Endorsements		29 May
Study on Barriers to Secondary Education – Submission Deadline	Manila, Philippines	30 May
Thematic Peer Review by SDG 4 targets: 5-year progress review of SDG4		May

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
June 2020		
Workshop on Barriers to Secondary Education – Asia Pacific	Edinburgh University, UK	2 nd week June (TBC)
UNESCO World Conference on Education for Sustainable Development (UNESCO with German Commission)	Berlin, Germany	2 – 4 June <i>(Postponed, awaiting new dates.)</i>
GPE Board of Directors Meeting	Virtual	9 – 11 June
ASPBAE 8 th GA Communiqué No. 3 · Names of Nominees Released by SG · Names of Country Coordinators released		12 June
ASPBAE 8 th GA In-country process for selection of Voting Representatives per country		12 June - 3 August
ACED Australia Forum, Roundtable with RMIT and members meeting Australian members consultation	Melbourne, Australia	15 – 17 June <i>(TBC)</i>
Branding Adult Learning and Education Launch	Virtual	15 June
Regional Conference on Education Financing: Challenges in the COVID Pandemic Period	Virtual	16 - 18 June

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
June 2020 <i>contd...</i>		
Launch of Persuading Powers 2	Virtual	16 - 18 June
Training on Abidjan Principles and education financing and meeting of South pacific coalitions	Port Vila, Vanuatu	21 – 23 June (TBC)
2020 Global Education Monitoring Report Launch	Virtual	23 June
International Symposium on Education Culture and Identity	Port Vila, Vanuatu	24 – 25 June (TBC)
Joint Visit of RMU	Apia, Samoa	27 – 29 June (TBC)
July 2020		
High-level Political Forum on Sustainable Development: Accelerated action and transformative pathways: realizing the decade of action and delivery for sustainable development (2030 Agenda)	New York, USA	7 – 16 July
DVV – TOT on CLC management	Phnom Penh, Cambodia	13 – 17 July

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
July 2020 contd...		
Regional Platform on Gender and Economy and Launch of research studies on Women and Skills	New Delhi, India	3 rd Week July
National Consultation – India	New Delhi, India	3 rd Week July
National Consultation – Cambodia	Phnom Penh, Cambodia	18 July (TBC)
Regional Launch – Barriers to Secondary Education – Asia Pacific	Bangkok, Thailand (TBC)	4 th Week July (TBC)
Capacity support staff visit – NEP	Phnom Penh, Cambodia	20 – 23 July
Capacity support staff visit – CSEP Timor-Leste	Dili, Timor-Leste	20 – 24 July (TBC)
Sub-Regional validation workshops on 5-year progress review of SDG 4	TBC	July
Parliamentarians meet on ALE by NCE India	New Delhi	TBC

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
August 2020		
National Consultation - Indonesia	Jakarta, Indonesia	1 August
Capacity support staff visit – Central Asia	Tajikistan, Kyrgyzstan	1 – 12 August (TBC)
ASPBAE 8th GA Deadline for submission of Names of Voting Representatives		3 August
Capacity support staff visit – VAEFA Vietnam	Hanoi, Vietnam	3 – 7 August (TBC)
ASPBAE 8 th GA Communiqué No. 4 · Names of Country Voting Representatives released · Name of Election Officer announced (if needed)		17 August
ASPBAE 8 th GA Election Officer announces names of candidates and Modalities of elections and voting		As soon as possible and no later than 24 August

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
August 2020 contd...		
ASPBAE – DVVI – UNESCO – UIL Regional Capacity Building on CONFINTEA VII National Reports and Meeting on Paper on Transformative ALE	Virtual	26 – 27 August (TBC)
Working Group Meeting on Paper on Transformative ALE	Virtual	28 August (TBC)
Pacific Consultation	New Zealand	August (TBC)
SEPTEMBER 2020		
Capacity support staff visit – CAMPE Annual General Meeting	Dhaka, Bangladesh	2 nd week September (TBC)
YAR Meeting and mentoring with CAMPE	Dhaka, Bangladesh	2 nd week September (TBC)
Capacity support staff visit – NCE Nepal Annual General Meeting	Kathmandu, Nepal	7 – 11 September (TBC)
Regional Meeting of Education Advocates	TBC	14 – 18 September (TBC)
Asia Development Bank (ADB) Annual Meeting	Incheon, Korea	18-21 September

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
SEPTEMBER 2020 <i>contd...</i>		
Capacity support staff visit – E-Net Philippines	Manila, Philippines	23 September (TBC)
Capacity support staff visit – AFE Mongolia	Mongolia	24 – 30 September
ISEA and UN ESCAP Regional Conference on “Social Entrepreneurship and Cross-Sectoral Collaboration: Towards Accelerating the Sustainable Development Goals	Virtual	September (TBC)
BLDC Tracer Study Completion		September (TBC)
OCTOBER 2020		
C20 Summit	Riyadh, Saudi Arabia	6 – 9 October
ASPBAE 8 th GA · Voting Period · Deadline for receipt of electronic/postal votes		12 – 26 October 26 October
ASPBAE 8 th GA Election Officer submits election results to Secretary General		Within 5 days of voting deadline (27 – 31 October)

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
OCTOBER 2020 <i>contd...</i>		
ASPBAE 8 th GA Communiqué No.5 SG releases results of Voting/Elections		Within 3 days of receipt of voting results
Capacity support staff visit – PCE	Islamabad, Pakistan	October (TBC)
Paper on Transformative ALE - Launch	Virtual	October (TBC)
NOVEMBER 2020		
CSO Pre Meeting APREMC-II	Jomtien, Thailand	18 November
G20 Leaders Summit	Riyadh, Saudi Arabia	21 – 22 November
Strategy Meeting of the Privatisation of Education and Human Rights Consortium (PEHRC)	Chile	November (TBC)
Annual meeting of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)	Bangkok, Thailand (TBC)	November or December (TBC)

ASPBAE CALENDAR OF ACTIVITIES

ACTIVITY	VENUE	DATES
DECEMBER 2020		
GPE Board of Directors Meeting	Berlin, Germany	1 – 3 December
Regional Youth Forum	TBC	Front-end of the ASPBAE 8 th GA Regional Workshop (TBC)
ASPBAE 8th GA Regional Workshop on Strategic Directions of ASPBAE & ASPBAE Executive Council Meeting	TBC	7 – 11 December (TBC)
Regional CSO Strategising Workshop on ALE Advocacy, Preparing for CONFITEA 7	TBC	Back end of ASPBAE 8th GA Regional Workshop (TBC)

[\[BACK\]](#)

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2017-2020

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