



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

ASPBAE Plans 2018

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

To All ASPBAE Members and Friends,

ASPBAE is pleased to present to you its Plans and Calendar of Activities for 2018. ASPBAE's Executive Council deliberated upon and agreed on these plans in its last meeting in Jaipur, India, in February 2018. These Plans build on ASPBAE work of 2017, in pursuit of ASPBAE's strategic directions as defined by the 7th General Assembly of ASPBAE which convened in 2016.

The Executive in its deliberations reaffirmed that the Sustainable Development Goals (SDGs) and Sustainable Development Goal 4 (SDG 4) frameworks indeed offer significant opportunities to advance the right to education and lifelong learning for all. They, however, also note the challenges that have become evident in implementation.

Existing legislative frameworks in some countries limit the scale of universal, free, and compulsory quality education envisaged. There are capacity constraints at the country level to fully implement the SDG 4 agenda: poor coordination, and uneven and generally weak database structures plague education systems. Persistent school fees challenge equity and access targets. Gender inequalities are also not sufficiently addressed in education systems. A narrower SDG 4 agenda is being promoted, with youth and adult education suffering the least attention.

Education financing remains inadequate. Median global public expenditure stands at 4.7% of GDP (GEMR 2017). ODA to education remains stagnant and is not going to countries most in need. Public debt and growing private sector participation in public education have been offered as solutions to the financing gap. With the failure of the public education system to fully resource universal access to quality education, the burden of financing has fallen on the poorest.

Spaces for civil society to participate in policy processes are shrinking. Civil society and human rights defenders have come for fiercer attacks with student activists, political opposition figures, and journalists facing harassment and politically motivated prosecution in many parts of the region. Violence and conflict, and natural disasters, made more vicious by the climate crisis, have continued to offer huge humanitarian challenges, severely undermining the ability of public systems to deliver education services. Finally, much more can be done to ensure that SDG 4 – covering its full agenda - enjoys strong attention in the wider SDG processes.

Civil society needs to build on its strengths and further enhance its capacities to optimise the spaces offered by the SDGs and SDG 4 in advancing the right to basic, youth, and adult education, and in addressing the emergent challenges to the SDG 4 promise.

It is in this light that ASPBAE Plans for 2018 have been developed.

We look forward to working with all of you in pursuing this year's work.

Please write to the ASPBAE Secretariat at aspbae@gmail.com if you have any questions or suggestions regarding the 2018 Plans. We will be offering further details on each of these planned activities as they unfold.

ASPBAE Executive Council (2017-2020) and staff

CONTENTS

All headings and sub-headings in the contents page and throughout this document are clickable.

➤ The Context of the 2018 Plans	Pg. 4
➤ Objectives and Strategies 2017-2020	Pg. 6
➤ Policy Advocacy	Pg. 7
▪ Coordinated action on advancing the SDG 4 agenda within the wider SDGs	Pg. 8
- <i>At the national level</i>	Pg. 9
- <i>At the regional and sub-regional levels</i>	Pg. 10
- <i>At the global level</i>	Pg. 11
▪ <i>Sustained advocacy on education financing</i>	Pg. 12
▪ <i>Advocacy on youth and adult education within lifelong learning</i>	Pg. 13
➤ Leadership and Capacity Building	Pg. 15
▪ Capacity building for policy advocacy	Pg. 15
▪ Capacity building for youth and adult education practice: Training for Transformation programme	Pg. 17
▪ Growing the youth constituency in ASPBAE	Pg. 18
➤ Building Strategic Partnerships	Pg. 20
▪ Consolidating existing partnerships	Pg. 20
▪ Expansion of partnerships	Pg. 21
➤ Institutional Strengthening	Pg. 23
➤ ASPBAE Calendar of Activities	Pg. 26
➤ ASPBAE Executive Council Members	Pg. 31
➤ ASPBAE Office of the Secretary-General	Pg. 33

ASPBAE PLANS 2018

In 2016, ASPBAE convened its 7th General Assembly. A critical component of this important governance effort was a strategic review and planning process conducted through the year, involving national (face-to-face) and email-based consultations, culminating in a Regional Workshop on ASPBAE's Strategic Directions, 20-21 November 2016 in Bangkok. The discussions of the ASPBAE membership were profoundly influenced by the debates coming out of the post-2015 agenda setting processes, the consensus built around the new SDGs and the Education 2030 Framework for Action, and the recommendations to ASPBAE in its 50th year commemoration in 2014 on its future path.

The newly-elected ASPBAE Executive Council convened in its first annual meeting from 4-7 March 2017 in Chiang Mai, Thailand, to discuss the outcomes of the 7th General Assembly processes towards defining ASPBAE's Strategic Directions for 2017-2020. Its core assumptions and specific features can be summarised as follows -

The consensus built by the international community on the Sustainable Development Goals (SDGs) and Sustainable Development Goal 4 (SDG 4), in particular, offers remarkable opportunities to advance the right to education and lifelong learning for all. There are undeniably several policy platforms on education that civil society and ASPBAE can engage in to advance education rights, but the SDG policy framework will undoubtedly dominate the attention of governments, donors, and other development stakeholders in the coming period. There is also wider recognition that all the SDGs are interconnected, therefore the argument that education is key to achieving all the SDGs is gaining traction. This presents wider opportunities for civil society to push for the right to education and lifelong learning that is embedded squarely in the efforts to end poverty and achieve social justice, gender equality, sustainable development, and a lasting peace.

However, the solid promises that the SDGs, and indeed what other global policy commitments hold for quality basic, youth and adult education, will only be truly met if these are translated into concrete, credible, costed plans and programmes that are implemented well, especially at the country level.

Governments will need to assume their roles as duty bearers, expanding and strengthening public education systems that are attentive to the SDG 4 agenda and meet their obligations to ensure the right to education of all.

Civil society organisations (CSOs) need to persevere so the Education 2030 agenda is concretised, adequately resourced and well implemented, faithful to the full spirit and aspirations of SDG 4 and contextualised within the current development realities of the region and respective countries.

- The rich lessons from CSO practice can be better harnessed to inform policy and the shaping of strong education plans and programmes concretising SDG 4 and the Education 2030 Framework for Action. This is especially true for non-formal youth and adult education where NGOs have filled a major gap in providing learning opportunities, especially for marginalised groups and communities, in the failure of the public education system to do so in many parts of the Asia Pacific region.
- The experience of the last period underscores that policy reforms are well facilitated by coordinated policy advocacy action at national, regional, and global levels. Governments respond

to regionally and globally defined consensus they have been party to determining. While the SDGs, for instance, are non-binding, nevertheless, countries are expected to align their development and education plans to this global consensus.

Civil society will need to persist in ensuring that the international community meets its commitments in mobilising the necessary political, capacity, and funding support required to meet the full SDG 4 agenda. This may include engagement with sub-regional inter-governmental bodies to encourage alignment of their education priorities with SDG 4 – and within this, the commitments to quality basic, youth and adult education. In certain instances, inter-governmental formations hold stronger sway on national-level public policies and priorities, including on education. Advocates for education should recognise and optimise these.

- Cross-country exchange and partnerships have also proven effective mechanisms for civil society capacity building for wider learning and for solidarity.

These only indicate the continued importance and relevance of coordinated and interacting national, regional and global policy advocacy, capacity building, and networking processes – which ASPBAE has been well-placed to facilitate and forge.

ASPBAE needs to build on its strengths and further enhance its capacities to optimise the spaces offered by the SDGs and SDG 4 in advancing the right to basic, youth, and adult education:

- ASPBAE members and partners at the forefront of policy advocacy need to deepen understanding and broaden their strategies in arguing for the wider SDG 4 agenda in the framework of human rights, equity, inclusion, and lifelong learning.
- They also need to build deeper understanding of other SDGs – especially in areas where the goals strongly interact with education, e.g. women’s empowerment, decent work, health, poverty eradication, equality, and sustainable development. The SDG follow-up processes also encourage drawing the interrelationships among the different goals - thus fostering greater interaction and new partnerships among civil society organisations advancing their own thematic interests. ASPBAE will need to develop capacities to operate in these new arenas, including expanding its policy engagements beyond those focused solely on education, e.g. beyond Ministries of Education or UNESCO.
- ASPBAE has to also foster stronger interactions between education advocates and youth and adult education practitioners in its membership, helping build a more robust civil society policy reform agenda for quality youth and adult education within a lifelong learning framework, derived from civil society’s extensive practice. Platforms that further support youth and adult education practice, while harnessing this rich experience to better inform evolving public policy and provisioning on lifelong learning, will also have to be promoted.
- Conflict, natural disasters, and shrinking democratic spaces in many parts of the region impact on the promise of SDG 4 and in the ability of civil society to sustain their work and persist in their efforts. ASPBAE will need to be attentive to this in its planning and its advocacy work.

- Expanded expectations of members on ASPBAE offer signs of a healthy, credible network – but exert pressure on the resource base of the organisation. In a climate where development cooperation stands challenged, ASPBAE will need to do more and find creative means to secure its medium to longer-term sustainability. While present in many parts of the Asia Pacific region, ASPBAE remains relatively weaker in its presence in East Asia and in some parts of the South Pacific and Central Asia. Much more can also be done to foster greater interaction among members within the region for learning, capacity building, advocacy, and solidarity - possibly with greater use as well of social media and information technologies.

It is in recognition of these that ASPBAE's work and priorities are defined and will be pursued for the coming period. [[BACK](#)]

OVERALL OBJECTIVES 2017-2020

Enhanced capacities of ASPBAE as a regional, membership-based organisation, equipped to optimise the national, regional, and global spaces offered by the SDGs and SDG 4 policy processes to advance the right to quality basic, youth, and adult education within a lifelong learning framework.

This will manifest specifically in:

Specific Objectives

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;
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;
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;
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.

As mandated by its members in the 7th General Assembly, ASPBAE intends to meet these objectives through the pursuit of four (4) core **strategies** aligned with these specific objectives:

1. Policy Advocacy
2. Leadership and Capacity Building
3. Building Strategic Partnerships
4. Institutional Strengthening

These Strategic Directions have guided the work of ASPBAE in 2017. These will, likewise, frame the proposed plans for 2018, building on the work undertaken in 2017. [\[BACK\]](#)

ASPBAE defines its planned activities for 2018 as follows:

POLICY ADVOCACY

ASPBAE's policy advocacy work has three main objectives: -

1. To preserve the gains of the earlier period and **ensure that the full SDG 4 agenda and the education targets within the other SDGs are pursued and implemented**. Attempts to water down the agreed global consensus should be effectively challenged.

Based on the current developments, this will require ASPBAE attention to – (1) preventing regression on the commitments to **12 years of free, publicly-funded primary and secondary education** of which **9 years are compulsory**; at least **one year of free and compulsory pre-primary education**; (2) high priority to ensuring **equity, inclusion, and non-discrimination** in education; (3) attention to **gender equality**, challenging gender-based violence in schools, communities, and homes, rising misogyny, gender-blind curricula and textbooks, limited support for female teachers; (4) advancing wider notions of **education quality** – beyond measurable learning outcomes and challenging the regime of high stake standardised testing; (5) advancing **youth and adult education within the framework of lifelong learning (LLL)** through stronger policies, increased financing, and expanded delivery systems, for instance, through Community Learning Centres (CLCs); (6) **skills for life and decent work**, especially of marginalised women and youth; (7) advancing **SDG 4.7**, noting Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) as integrating transformative approaches to the whole education system, and ensuring education that is transformative, develops critical thinking, curiosity, creativity, and is directed at the *“full development of the human personality”* as proscribed by human rights statutes.

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 privatisation and commercialisation of education.

In particular, ASPBAE will press for - (1) **increased education budgets** to at least 6% of GDP and 20% of total public expenditure, and improved allocations especially attentive to considerations of equity,

inclusion, and non-discrimination; (2) improved **domestic resource mobilisation by tax justice** measures; (3) the **adoption and enforcement of regulatory frameworks and accountability mechanisms on private engagement in the education sector** and counter the privatisation push in education.

3. To 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 SDG 4 mechanisms and platforms promoted at national, regional, and global levels.

These advocacy objectives will be pursued through evidence-based campaigns and policy engagements, through coordinated and complementary initiatives at national, regional, and international levels. These will be pursued in partnership and solidarity with other regional and global civil society networks and actors sharing common perspectives and aspirations as ASPBAE. As part of its advocacy efforts, ASPBAE will pursue policy research, information and media work, lobbying and policy dialogue, citizens monitoring and budget tracking actions, and social mobilisation.

It will involve lobby work and engagement with UNESCO, other UN agencies, donors, and financing bodies at the regional and global levels for effective coordination and capacity support to national governments on how to effectively translate the Education 2030 Framework for Action and SDG 4 into clear policies, strategies, indicators, guidelines, and the plans to generate the resources for the full financing these require.

While the SDGs-SDG 4 platforms will offer a major terrain to policy engagement of ASPBAE, its policy work will not be solely limited to these. ASPBAE will seek to engage in policy platforms that reinforce its overall objectives and mission to advance the right to quality education and lifelong learning of all children, youth, and adults. [\[BACK\]](#)

In pursuit of its policy advocacy objectives, for 2018, ASPBAE shall pursue the following specific activities:

Coordinated action on advancing the SDG 4 agenda within the wider SDGs

Given the drive to narrow down the SDG4 agenda and the reduced prominence accorded SDG 4 in the SDG follow-up platforms so far, ASPBAE will continue to advance the *full* SDG 4-Education 2030 Agenda and its implementation, especially at the country level, while also asserting the value of education (SDG 4) in the attainment of the wider SDG agenda in 2018.

This will require coordinated action at **national, regional, and global levels** – within the defined architecture and follow-up mechanisms on the SDGs and SDG 4 and optimising other regional/sub-regional and global policy platforms that relate to education.

The **High level Political Forum (HLPF)** and its processes offer the main platform for engagement on the SDGs. The HLPF reviews, in depth, only a cluster of SDGs and their inter-linkages at each annual session, thus facilitating an in-depth review of progress made on all the SDGs over the course of a four-year cycle (2016-2019). Only Goal 17 (partnerships for the goals) is tracked and analysed annually.

One of the main mechanisms for reporting on the SDGs is through **Voluntary National Reviews (VNRs)** submitted by governments. As indicated, these are ‘voluntary’, with governments encouraged to submit at least two (2) VNRs between the period 2016 and 2020. These VNRs are presented in the annual HLPFs

and in the regional preparatory processes. In the Asia Pacific, the regional meeting, called the **Asia Pacific Forum on Sustainable Development (APFSD)**, is organised by the UN Social and Economic Commission for the Asia Pacific (ESCAP).

For 2018, the theme of the HLPF will be, "*Transformation towards sustainable and resilient societies*", and the SDGs to be reviewed in depth are Goal 6 (clean water and sanitation); Goal 7 (affordable and clean energy); Goal 11 (sustainable cities and communities); Goal 7 (sustainable consumption and production) and Goal 15 (life on land).

For 2019, the theme of the HLPF will be, "*Empowering people and ensuring inclusiveness and equality*", which will review, in-depth, SDG 4 – hence a very important political moment for the education movement. Along with SDG 4, the following SDGs will be reviewed in 2019 - SDG 8 (decent work), SDG 10 (equity), SDG 13 (climate action), and SDG 16 (peace).

In 2018, ASPBAE will have to be attentive to engaging both the 2018 HLPF process and preparing for more focused and scaled-up engagements for the 2019 HLPF. [[BACK](#)]

At the national level

ASPBAE will continue to work with national education campaign coalitions and other ASPBAE members and partners in the efforts to widen public awareness about the SDGs-SDG 4, influence the country-level processes concretising and implementing the SDG4 policy framework, and sustain its advocacies to ensure meaningful, institutionalised participation of civil society in the country level platforms for rolling out and monitoring the SDGs and SDG 4.

ASPBAE will work with its members in engaging the **Volunteer National Review (VNR)** processes in 2018. Three (3) countries in the Asia Pacific, where there are ASPBAE member coalitions, have volunteered for the 2018 VNR process - Vietnam, Sri Lanka, and Australia. ASPBAE will work especially with the Vietnam and Sri Lanka coalitions in working with other CSOs in their countries in influencing the Report of their government, ensuring attention to SDG 4 and the importance of education in meeting the other Goals under review.

The bigger effort however will be in preparing in 2018 for **HLPF 2019**.

ASPBAE will work with national coalitions and members in at least 6 countries in developing national '**Civil Society Spotlight Reports**' specifically for the 2019 HLPF processes. In cases where their governments choose to submit VNRs for 2019, the coalitions will use their Spotlight Reports to inform their country VNRs. Otherwise, these reports will stand on their own as civil society assessments of SDG 4. The focus of the CSO Spotlight Reports for each of the countries will be defined through local, broad-based processes within the coalitions, with other ASPBAE members, and in engagement with other CSOs involved in the HLPF-VNR processes in the country. ASPBAE will, however, negotiate common themes to be pursued in all Spotlight Reports. ASPBAE will also undertake to develop its own thematic Spotlight Reports for the HLPF 2019 – drawing on its existing body of work on education financing, education and skills for decent work of marginalised women, and youth and adult education.

The Asia Pacific Thematic Working Group on Education 2030+ (TWG Education 2030+) is currently working on a regional monitoring framework as part of its preparations as well for the 2019 HLPF. ASPBAE will be cognizant of this framework in developing its own for the CSO Spotlight Reports. ASPBAE is aiming to

develop a toolkit for developing these Spotlight Reports to assist the coalitions and other ASPBAE members in their efforts. A **Regional Workshop on CSO Spotlight Reports for SDG 4** is planned for May 2018 to offer a space for joint planning on this coordinated effort.

The Spotlight Reports should be completed by December 2018 or January 2019 to inform planned national level dialogues around these in the first quarter of 2019, noting that the Asia Pacific Forum on Sustainable Development (APFSD), the regional preparatory process for the HLPF, is usually convened in March.

The annual GCE-organised **Global Action Week for Education (GAWE)** offers a valuable opportunity for public interface and engagement with a wide section of education stakeholders in countries to offer prominence to education and SDG 4. ASPBAE will continue to support its national education coalition members in its GAWE activities from 22-28 April 2018, which is themed on 'Accountability in Education'.

[\[BACK\]](#)

At the regional and sub-regional levels

An important space for advocacy on SDG 4 is the annual Asia Pacific Meeting on Education 2030 (APMED) organised annually. The **4th Asia Pacific Meeting on Education 2030 (APMED 4)** will be convened in Bangkok from 12-14 July 2018. APMED 4 will focus on SDG 4.3 (TVET and tertiary education) and 4.4. (skills for work) – offering a very useful site for engagement on the **recommendations that have come out of the Youth-led Action Research** it launched in India, Indonesia, and the Philippines; and the **Study on Policy and Financing Options for Skills for Work of Marginalised Women** launched in India and Indonesia.

In this regard, ASPBAE will aim to: (1) circulate advocacy briefs arising from these 2 initiatives in this event; (2) mobilise youth leaders, especially from marginalised communities, and NGOs working on education for youth, and skills for work of marginalised women, to participate in APMED 4, along with national education campaign coalitions; (3) ASPBAE will negotiate with UNESCO Bangkok, possibly with the help of UIL, to secure plenary space in APMED 4 to share the lessons from these researches.

ASPBAE will also seek to organise a **paper on CSO involvements on the SDG4 follow-up** since the last APMED as a way of profiling the valuable contributions of civil society in the SDG 4 processes.

ASPBAE will participate in the **People's Forum for the 5th Asia Pacific Forum on Sustainable Development (APFSD)** in 2018. The APFSD will be organised from 28-30 March 2018 in Bangkok with the theme, '*Transformations towards sustainable and resilient societies*', the theme of the 2018 HLPF. ASPBAE intends to use the CSO Forum as an opportunity to mobilise education NGOs to the event to offer a stronger voice for SDG 4 in the debates and foster greater receptiveness to the issue and to the proposal of ASPBAE to create a constituency group within the **Asia Pacific Civil Society Engagement Mechanism (APRCM)** on education. ASPBAE also hopes to organise a side event during the People's Forum to focus on Education for Sustainable Development (ESD). The People's Forum will be from 25-27 March 2018.

ASPBAE will sustain its participation in the **TWG Education 2030+**, especially on its preparations for HLPF 2019 on SDG 4. It will also sustain its advocacy with this body and with UNESCO Bangkok on a more transparent protocol for ensuring civil society participation in regional SDG 4 processes, notably, APMED.

ASPBAE will also seek to expand engagement with **sub-regional intergovernmental bodies** in the region, e.g. South Asia Association for Regional Cooperation (SAARC), Association of South East Asian Nations (ASEAN), South East Asian Ministers of Education Organisation (SEAMEO), and the Pacific Islands Forum

(PIF), and advocate for greater alignment between their education commitments and policy frameworks with SDG 4. In 2018, it will pursue discussions started in the last year about membership of ASPBAE within SEAMEO. ASPBAE is a co-organiser in SEAMEO Innotech's 15th International Conference on Inclusive Education, *'Thriving in the Margins'*, 6-8 March 2018 in Manila, Philippines. ASPBAE will be steering a panel on marginalised youth, showcasing the Youth-led Action Research process, outcomes and policy recommendations. ASPBAE will also continue its dialogue with the SEAMEO Centre on Lifelong learning (CELLL) and its members on ASPBAE's participation in their planned national-level stakeholder dialogues on developing lifelong learning policies in 2017-2018. ASPBAE hopes it would be able to scale up its capacity to engage more closely with the Pacific Island Forum in the year. [\[BACK\]](#)

At the global level

ASPBAE will continue its involvement in the **SDG-Education 2030 Steering Committee**, either directly as a member or through the Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/ED 2030) where it represents as Asia Pacific Regional Focal Point. ASPBAE will participate in the Steering Committee Meeting from 28 February-2 March 2018 in UNESCO Paris which will discuss the plans for the **Global Education Meeting (GEM)**, targeted for 3-5 December 2018 in Brussels, Belgium; plan for engagement with HLPF 2018 and 2019 and its on-going work in supporting national and regional level efforts in concretising SDG 4 in the areas of policy and strategy, monitoring, financing, and advocacy and communications. The Steering Committee meeting will also discuss the rotation of its members.

ASPBAE intends to participate in the GEM – which is intended to offer a strong political input to the 2019 HLPF. The shape of the GEM is still being discussed but there is clear effort to ensure it is considered seriously in the processes informing the 2019 HLPF with respect specifically to the SDG 4 review. Each year, the UN Department of Economic and Social Affairs (DESA) organises a dedicated expert group meeting on each of the reviewed goals to prepare substantive input for the HLPF. There are discussions on how the GEM and/or other SDG-Education 2030 related processes can be organised/linked with this experts group. The Education 2030 Steering Committee has regularly been feeding into annual HLPF outcomes, and for the 2019 HLPF, it is organised to offer its submission by early 2019, drawing from the discussions during the GEM and the regional consultations prior to this - all in 2018.

The stronger linkages of the Education 2030 Framework for Action-defined architecture for the SDG 4 follow up with the wider UN SDG architecture may be reinforced by the adoption of the UN General Assembly of a Resolution on *'Education for Sustainable Development in the Framework of the 2030 Agenda for Sustainable Development'*. This was introduced by the Group 77 and China in an effort to continue the legacy of the United Nations Decade for Education for Sustainable Development. The resolution stresses UNESCO's mandated role in leading and coordinating the Education 2030 Agenda through the SDG-Education 2030 Steering Committee, the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Agenda for Sustainable Development.

ASPBAE intends to participate in the **HLPF 2018** (9-18 July 2018 in New York) and will coordinate closely and lend active support to the Education and Academia Stakeholder Group in organising a **side event and lobbying in New York**. ASPBAE sees this as an opportunity not only to profile SDG 4 more but also to be better acquainted with the preparatory work needed to mount events in the HLPF 2019. ASPBAE will also consider participation in the 2018 **UN General Assembly in 2018** if there are significant policy and profiling opportunities for its advocacies. [\[BACK\]](#)

Sustained advocacy on education financing

ASPBAE will continue advocacy for the strengthening of public education systems, press for increased budgetary allocations to education, more and better-quality Official Development Assistance (ODA), and challenge education privatisation and commercialisation which undermines the right to education of all.

ASPBAE will continue support to national education coalitions on their ongoing **budget tracking and budget analysis work** through the Civil Society Education Fund (CSEF). Realising that a major hurdle to greater budgetary allocations to education is the persistent low domestic resource base of low and middle-income countries in the region, the drive for wider **domestic resource mobilisation through tax justice** initiatives has been advocated by CSOs globally. To reinforce this in the Asia Pacific, ASPBAE will document and analyse existing innovations in the region in this regard. For example, India has been implementing an ‘education cess’ – this experience can be reviewed in depth. CSOs in Mongolia are appraising the viability of taxing extractive mining to generate funds for education. Good practice in more equity-based budgeting can also be reviewed – attentive to children with disabilities, for example. ASPBAE aims to undertake these studies in 2019 but intends to start conceptualising and negotiating with possible partners on this initiative in 2018.

Under the partnership with the Open Society Foundations (OSF) on ‘*Advocacy for Stronger Regulatory Frameworks on Private Sector Involvement in Education*’, ASPBAE will continue its work especially with 6 national education coalitions in India, Nepal, Pakistan, Bangladesh, the Philippines, and Mongolia in advocacy for **stronger regulatory frameworks on private actors in education** and its enforcement. Drawing on the findings of studies undertaken in 2017, ASPBAE and its partners will pursue national level dialogues with policymakers and identified champions in government and parliaments to encourage stronger regulation of private actors in education including measures on establishment, financing, and operation of private schools and private education providers. ASPBAE will continue to work closely with the Consortium on Education Privatisation and Human Rights in its overall campaigns challenging education privatisation, and in the finalisation in 2018 of the ‘*Human Rights Guiding Principles on Private Actors in the Provision of Education*’. ASPBAE will continue to comment on drafts of the Guidelines - informing these with the perspectives coming from the Asia Pacific region. With its members, ASPBAE hopes to assist in disseminating the final Guidelines – translating these where possible in local languages and disseminating these in national dialogues or other coalition events engaging key stakeholder and policy makers in 2018. In the year, ASPBAE will consolidate the regional policy scan and six country studies on regulatory framework and accountability measures governing private sector engagement in education undertaken in 2017. ASPBAE will also build on the work undertaken by ASPBAE and the national coalitions over the past three years in engaging **Human Rights treaty bodies and mechanisms on the right to education and privatisation**, continuing to track government compliance with recommendations of human rights treaty bodies on the right to education.

ASPBAE’s main platform for advocacy on **education ODA**, aside from the SDG-SDG 4 processes will be the Global Partnership for Education (GPE). ASPBAE will participate in the **GPE Replenishment Conference** and related events from 1-2 February 2018 in Dakar, Senegal. It will continue to facilitate strong civil society input, feedback, and recommendations in the Local Education Group (LEG) processes at the national level, in the GPE grant review processes, and in CSO participation in the GPE Board and its Committees.

Working mainly with GCE, and through its involvement in the SDG-Education 2030 Steering Committee processes, it will continue to engage the work of the **Education Commission**, especially on its International Finance Facility for Education (IFFEd) - a new loan-making mechanism currently being proposed, and **Education Can't Wait**.

With the recent election in New Zealand (NZ) of a government potentially more supportive of development cooperation, ASPBAE will explore with its members in the country the viability of scaling up CSO advocacy efforts on bigger and better education aid in NZ. If there is keen interest and significant potential, ASPBAE will help build capacities by linking up these NZ CSO efforts with national education campaign coalitions, notably in Australia and Japan, who have been running active campaigns on education ODA. [\[BACK\]](#)

Advocacy on youth and adult education within lifelong learning

The 7th General Assembly of ASPBAE mandated a special focus on advocacy efforts advancing youth and adult non-formal education:

- It is the area within SDG 4 which is most prone to neglect – the weakest link, so far, in the lifelong learning chain.
- It is the area of education which has the potential to offer highly significant benefits to marginalised communities and groups - many who don't have and need - critical foundational skills such as literacy and numeracy for further learning, having been pushed out or where never part of the formal system.
- It addresses the learning needs for reskilling/re-tooling in the face of massive and persistent technological change, for decent work and livelihoods with dignity in the context of massive underemployment and unemployment where young people and women, especially from marginalised communities, are disproportionately impacted.
- It can have profound impact in equipping people and communities with the necessary tools to face the challenges of conflict, intolerance, and violence.
- It can give voice and agency to vulnerable, discriminated youth, adults, and their communities in claiming their rights and entitlements, and in participating meaningfully in the processes defining a more sustainable, just, and equitable development path.

ASPBAE's advocacy efforts on youth and adult education in 2018 will draw significantly from the policy work undertaken in 2017 around the ongoing **Youth-led Action Research** (run in India, Indonesia, and the Philippines) and the **Study on Policy and Financing Options for Skills for Work of Marginalised Women** (undertaken in India and Indonesia). The SDG-SDG 4 platforms will be the main terrains for advancing ASPBAE advocacies on youth and adult education, with specific actions regarding this described in earlier sections.

Emerging outcomes of the Youth-led Action research and ASPBAE policy engagements in the year reinforce ASPBAE's stated priority to push for -

- Defined policies, institutional strategies, and strengthened publicly funded systems for lifelong learning.
- Free, publicly-funded quality primary and secondary education as foundations for further learning of youth and adults; and accelerated expansion of public funding for youth and adult education.

- Multiple and flexible learning pathways through the whole educational system, strengthening linkages and synergies between the formal and non-formal systems of education to cater to diverse learning needs and contexts.
- Strengthened delivery systems for quality youth and adult non-formal education, such as Community Learning Centres (CLCs).
- Recognition, validation, and accreditation of learning's through non-formal and informal education.
- Greater attention to addressing barriers to learning brought about by multiple layers and dimensions of poverty, and exclusion of marginalised youth and adults, especially adolescent girls and women.
- Advancing SDG 4.7, noting Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) as integrating transformative approaches to the whole education system and ensuring education that is transformative, develops critical thinking, curiosity, creativity, and is directed at the 'full development of the human personality' as proscribed by human rights statutes.

The Study on Policy and Financing Options for Skills for Work of Marginalised Women is targeted to be completed in early 2018. It is envisaged that the findings of the study be shared in **country-level forums or dialogues in India and Indonesia**, involving civil society organisations, especially women's groups, representatives from relevant ministries of government, TVET providers, business/employers' organisations, relevant UN agencies, and other stakeholders in the area of education for decent work of marginalised women, such as ILO and UN Women. The regional scan and country studies will be consolidated into a **regional document** that ASPBAE hopes to publish by end-2018.

Funds allowing, the study could be **expanded to two to three (2-3) more countries** in late 2018, possibly Nepal, the Philippines, and Bangladesh.

ASPBAE intends to build on the **country-level consultations** undertaken in 2017 around the CONFINTEA VI Mid-Term Review processes in 2018. As again, these country consultations will aim to bring together ASPBAE member organisations involved in youth and adult education provisioning and on education advocacy for joint learning, and as a core strategy in evolving a stronger policy reform agenda on youth and adult education derived from the rich practice of ASPBAE members in the region.

The consultations will focus on strategising regarding participation in the in-country SDG-SDG 4 processes focusing on building the advocacies for SDG 4.3, 4.4, 4.6, and 4.7, possibly in contributions to the planned CSO Spotlight Reports for the HLPF and VNR processes in 2019.

ASPBAE will sustain its involvement with the UNESCO Institute for Lifelong learning (UIL) in promoting the outcomes of the **CONFINTEA VI** Mid-Term Review process especially in – (1) urging the Global Partnership for Education (GPE) and the Education Financing Commission to act on its mandate to secure development of the full SDG agenda, and in particular the development of lifelong learning, including Adult Learning and Education (ALE); (2) promoting accelerated implementation of the Belem Framework for Action (BFA) and the 2015 UNESCO Recommendations on Adult Learning and Education (RALE); (3) preparing for CONFINTEA VI in 2021; (4) popularising and articulating RALE and BFA with the SDG 4 implementation processes and architecture such as the Global Education Meeting (GEM), SDG-Education 2030 Steering Committee, and regional SDG 4 coordination mechanisms, as well as within the wider United Nations structures. ASPBAE will situate its on-going involvement in the **Global Alliance on Literacy (GAL)** in this light. ASPBAE is a member of the Core Group and a Vice Chair in the Bureau of GAL.

ASPBAE will continue working with **DVVI International, the International Council for Adult Education (ICAE)**, and regional partners in coordinated advocacy efforts on youth and adult education across

different policy platforms. It will continue to be involved in the effort initiated by DVVI to better profile the adult education 'brand' for enhanced advocacy efforts. The planned country consultations in the region will offer spaces to deepen the dialogue on this.

ASPBAE will also sustain its engagement with **South East Asia Ministers of Education Centre for Lifelong Learning (SEAMEO CELLL)** in its efforts to work with governments in Southeast Asia in strengthening their lifelong learning systems. [[BACK](#)]

LEADERSHIP AND CAPACITY BUILDING

ASPBAE's work in 2018 will continue to be undertaken in the pursuit of the following objectives of its leadership and capacity building work -

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 marginalised 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. [[BACK](#)]

Capacity building for policy advocacy

ASPBAE will continue to offer **demand-driven capacity support to 19 national education coalitions**¹ in the region as the Asia Pacific Regional Secretariat of the **Civil Society Education Fund (CSEF)** in the 3rd phase of this initiative. In this role, ASPBAE offers capacity development assistance for effective CSO engagement in education policy dialogue, in active public outreach, in undertaking research, and building evidence to promote quality, equity, financing, and education system reform, and to participate effectively in global and regional education policy processes relating especially to the SDGs and to the Global Partnership for Education (GPE).

As with previous years, this support takes the form of technical assistance in coalition strategising of its advocacy efforts and its policy research work and analysis. ASPBAE has, and will continue to, accompany coalitions in their national policy events, in policy dialogues, public-facing initiatives, including press meetings and mobilisations. Support for national education coalitions in their efforts to remain broad-based, accountable, democratically functioning organisations with - more and more - a diversified resource base, also forms part of the capacity support offered by ASPBAE. ASPBAE will work closely with

¹ India, Bangladesh, Nepal, Sri Lanka, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan, Mongolia, East Timor, Cambodia, Vietnam, Philippines, Indonesia, Myanmar, Papua New Guinea, Solomon Islands, Vanuatu and Samoa

the Global Campaign for Education (GCE) in taking on broad lessons coming out of the CSEF external mid-term evaluation conducted in 2017, to improve its capacity building role.

ASPBAE will work closely with GCE in **negotiating further support of CSEF by GPE**, ensuring the continuation of an effective, broad-based, cohesive civil society capacity building and education advocacy effort spanning country, regional, and global levels of engagement. ASPBAE will also continue **support for the (Developing Country) CSO representatives on the GPE Board** in the year as the Asia Pacific regional focal point. In this role, ASPBAE works with GCE to ensure a vital two-way flow of information between national CSO constituencies and the GPE Board. ASPBAE will undertake to participate in GPE Board meetings and in the CSO preparatory meetings organised by GCE at the front-end of Board meetings. The next Board meeting of GPE is scheduled for 12-14 June 2018.

Aside from capacity support at the country level, ASPBAE also organises **regional and other cross-country capacity building workshops** and events to offer spaces for cross-country learning and exchange.

In 2018, ASPBAE will organise a **Regional Consultation of Education Advocates**. This is envisaged as a significant platform to gather not only national education campaign coalitions, but also other ASPBAE members advancing youth and adult education advocacies and representatives of youth-led organisations and NGOs. This will be designed as a forum to update on SDG-SDG 4 processes on relevant global developments on education financing, notably the GPE Replenishment, and the initiatives of Education Can't Wait and the Education Commission; and jointly organise the coordinated efforts for the 2019 High-level Political Forum (HLPF) and its country, regional, and global processes. The coordinated efforts around the VNRs and CSO Spotlight Reports, the planned national dialogues around these, the side events during the APFSD 2019 in Bangkok, the HLPF 2018-2019 in New York, and APMED 4 and 5 will be discussed and jointly planned in this meeting. ASPBAE's planned coordinated actions on education financing – notably on domestic resource mobilisation and education privatisation - will also be discussed in this forum. It is envisaged that this event be designed as a platform for cross-country and inter-regional exchange – with representatives from the GCE and other regional coalitions invited to participate. A **Consultation of CSEF Coalitions** will also be undertaken within this event to organise preparations for CSEF 4 and attend to other CSEF-related programme demands. ASPBAE hopes to organise this tentatively in August 2018.

ASPBAE will once again organise a **CSO Meeting** at the front-end of **APMED 4** as a space for CSO strategising and planning for this policy space. Further, since APMED 4 will focus on SDG 4.3 (TVET and tertiary education) and 4.4. (skills for work), ASPBAE will aim to use this space as an arena to deepen appreciation, especially of SDG 4.4 drawing on the outcomes of its Youth-led Action Research and the Study on Policy and Financing Options for Skills for Work of Marginalised Women.

Capacity building workshops and/or study exchanges for education advocacy in sub-regions or clusters of countries will be organised in the year in response to the needs of national coalitions. It is anticipated that this will again be pursued in the South Pacific, given the peculiar needs of coalitions in the Pacific Island countries and the specific Pacific policy platforms that the coalitions are building up competencies to more strongly influence e.g. Pacific Island Forum, UNESCO office in Apia, Samoa. Given restrictions in travel to countries in Central Asia and to Afghanistan, joint workshops or study exchanges involving coalitions from these countries in a third country more accessible to all, may be a more viable approach for capacity support.

ASPBAE will continue to offer a **clearing house role for information on education policy processes** - optimising ASPBAE's access to timely policy information given the positions it occupies in regional and

global policy spaces and its access to global education civil society networks where it plays leadership roles. ASPBAE's **Bulletin and its website**, and more recently **social media**, notably Facebook and Twitter, have been vehicles for its information and communications work. The ASPBAE website is being revamped – with a sub-site created to be focused on ASPBAE's advocacy efforts.

Policy briefs and resource packs will also be released in the year to aid in advocacy efforts planned for the period. To summarise, ASPBAE intends to release in 2018 - (1) a policy brief on regulatory frameworks and accountability measures governing private sector engagement in education, based on its studies undertaken in 2017; (2) a policy brief on youth and adult education arising from outcomes of the Youth-led Action Research; (3) a policy brief arising from the study on skills, women, and work; (4) a briefing paper on ESD to guide engagement in the 2018 HLPF processes; and (5) a resource pack on CSO Spotlight Reports for the HLPF 2019.

As again, ASPBAE will also sustain its efforts to link national level CSOs with regional and global policy processes – signaling its members on important transnational policy arenas on education they need to participate in. ASPBAE will lobby with international bodies to open these spaces for as wide a number as possible of national CSOs, attentive to gender and geographic balance, enabling spaces particularly for representatives of youth-led organisations. [[BACK](#)]

Capacity building for youth and adult education practice: Training for Transformation programme

ASPBAE's **Training for Transformation (Tft) programme** is primarily oriented towards strengthening youth and adult education practice, especially to enhance the competencies of youth and adult education practitioners among ASPBAE's member organisations. As defined in ASPBAE's Strategic Directions 2017-2020, the Tft programme activities in the period will be particularly attentive to:

- Fostering 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.
- Building and enriching a shared conceptual analysis on 'quality' and 'transformative' youth and adult education.

In 2018, ASPBAE will organise the **Basic Leadership Development Course (BLDC)** along these lines. It will be run in the South Pacific (Fiji or New Zealand) - the first time in this sub-region since 1999. The BLDC will remain oriented to building capacities of emerging leaders in ASPBAE member organisations. Consistent with the current overall thrust for ASPBAE's capacity building work, the BLDC for 2018 will be designed primarily to build leadership skills to advance the new education and development agenda, as articulated in the SDGs and the Education 2030 Framework for Action, to inform public policy and provisioning on inclusive, equitable, and quality education and lifelong learning.

While remaining a regional Asia Pacific event, since it will be convened in the South Pacific, ASPBAE anticipates that the training will host a relatively larger contingent from the sub-region. The BLDC design will therefore be refined to be attentive to the learning needs of ASPBAE members and identified participants in the sub-region, whilst optimising the opportunity for regional learning and exchange.

ASPBAE will also seek to organise possible add-on events/trainings/meetings to the BLDC, taking advantage of the presence of key ASPBAE staff, EC members, and resource persons in the area. Possible meetings with potential donors may be organised as well.

ASPBAE will also conceptualise the **Tracer Study for BLDC** in 2018 to track and document BLDC participants' application of their learnings from the Course, especially with respect to how these support the SDG-SDG 4 and Belem Framework for Action (BFA) objectives. The Tracer Study will be run in 2019 with the 2018 BLDC participants.

ASPBAE plans to optimise the use of digital media to enhance learning opportunities in youth and adult education (YAE) practice for its members. The ASPBAE website will be refurbished in 2018 to include a dedicated **sub-site for its Training for Transformation (TfT) programme**. The TfT sub-site will attempt to organise information on the current and future training activities, training reports, and directory of learners and trainers ('Information' page), share the new methodologies and ways of learning, evolved through its on-going practice on YAE ('Innovation'), and showcase stories of its learners and their engagement in application of their learnings from participation in ASPBAE trainings through testimonies, pictures, and videos ('Inspiration'). Experiences, resources identified, knowledge generated, insights gained from various initiatives such as the BLDC and earlier Study Exchanges will be disseminated through the TfT sub-site. The refurbished ASPBAE website will thus offer an encouraging space to build a community of practice of YAE practitioners across the Asia Pacific region. It is intended that the Tracer Study on the BLDC in 2019 will also be facilitated through the website.

ASPBAE will continue to respond to **on-demand training requests** from members. It will aim to prioritise for 2018 however, **trainings on Education for Sustainable Development (ESD)** to deepen capacities in this area.

ASPBAE will seek to support the ongoing effort led by UNESCO Bangkok, UIL, and DVVI to develop a learning module to support Community Learning Centres (CLCs) and community organisations in the Asia Pacific in translating their Education for Sustainable Development (ESD) commitments into action. ASPBAE is participating in the **Third Expert Meeting** on this initiative (9-10 February 2018, Bangkok, Thailand) which will focus on planning possible pilots of the ESD training. ASPBAE will seek to partner with select members keen to pilot this module in their areas of operation. There have been indications of interest received from members in Pakistan, Bangladesh, Sri Lanka, Vanuatu, and the Philippines on ESD capacity support that may be explored. [\[BACK\]](#)

Growing the youth constituency in ASPBAE

The 7th General Assembly mandated a focus on expanding ASPBAE's youth constituency – cognizant of the large numbers of young people in the region (60% of the world's young population) and the peculiar challenges young people face in education, development, life, and work. The General Assembly also underscored that students and youth are critical stakeholders in education and their voice and perspectives need to be more powerfully heard.

ASPBAE's Strategic Directions 2017-2020 therefore prioritised ensuring a stronger voice and agency of young people in ASPBAE's work and advocacies, as key stakeholders in education and lifelong learning. In this respect, ASPBAE will look to offer spaces for youth and youth advocates to discuss issues important to youth, to help inform and develop ASPBAE's knowledge-base for its capacity building and advocacy

efforts. Capacity building programmes ASPBAE will organise in the period will offer dedicated slots for young leaders. In the process, ASPBAE aims to develop more clearly its youth engagement principles and strategies, also deriving from the experience of youth organisations and NGOs supporting youth within ASPBAE's membership. The 7th General Assembly prioritised reaching out to young people, especially from marginalised communities.

Towards these end, in 2018, ASPBAE will work with members in **8-10 countries** of the region to ensure **the significant participation of youth in informing the agenda and processes in the rollout of the country's SDGs and SDG 4** and other strategic policy spaces that attend to the learning needs of youth, especially cognizant of the needs of marginalised, vulnerable young people. This effort will also build on the earlier Youth-led Action Research, drawing in more closely NGOs and young people mobilised in these processes in wider education policy spaces occupied by CSOs in the country. The 8-10 countries where ASPBAE may possibly focus its youth constituency building efforts may be selected from among the following where there has been earlier indication of interest from members for youth work: India, Indonesia, Philippines, Nepal, Timor Leste, Vanuatu, Mongolia, Kyrgyzstan, Myanmar, and Australia.

To start up this process, ASPBAE will organise a **workshop of youth leaders and organisers** in 2018. This will offer a space to strategise the youth constituency and leadership building efforts, and the advocacy engagements of ASPBAE and its members where young people can already be involved.

ASPBAE intends to continue its work in the Youth-led Action Research (YAR) as an approach which builds leadership capacities for marginalised youth and brings to the fore their own narratives of education and empowerment. These are envisaged to continue to inform advocacy efforts and reinforce the practice of NGOs working with young people. It offers strong lessons on how to better involve youth and how education programmes can be more sensitised to addressing the learning barriers of marginalised youth.

In 2018, ASPBAE will complete - (1) the compendium of resources used in the youth-led action research initiative so far; (2) an e-Guide/manual on YAR; (3) an advocacy paper arising from the outcomes of the research to be used in ASPBAE's participation in the 2018 Asia Pacific Meeting on Education 20130 (July 2018, Bangkok) – as described in the earlier section of this paper; and (4) a regional report to document the process and findings. ASPBAE partners in this effort are also poised to sustain involvement of the young women researchers in their on-going work on advocacy and community actions promoting education for adolescent girls and women. ASPBAE will continue to explore involvement of the young women researchers/leaders in regional and global advocacy spaces within the year.

ASPBAE also hopes to expand the **Youth-led Action Research in three (3) more countries** in 2018 – likely, Nepal, Vanuatu, and East Timor. To assist in the roll-out of this effort in these new countries, ASPBAE will organise a **Regional Meeting on YAR**, bringing together – (1) representatives from the organisations and women researchers involved in the earlier YAR effort (India, Indonesia, and the Philippines) and; (2) those to be involved in the next/expansion phase of this effort. This will offer an opportunity for the new participants of the YAR effort to learn from the earlier experience. It will also offer an opportunity to share the follow up/ongoing work on advocacy, organising, and further trainings being pursued in India, Indonesia, and the Philippines coming out of the youth-led action research.

It is yet to be decided if the proposed '*Workshop of Youth Leaders and Organisers*' will be organised alongside this Regional YAR Meeting. [\[BACK\]](#)

BUILDING STRATEGIC PARTNERSHIPS

ASPBAE has, through the years, built strong strategic partnerships with other civil society organisations, inter-governmental organisations, institutes, and other bodies representing stakeholder interests in education - fully aware that the achievement of ASPBAE's goals and objectives is best served by working in tandem and in partnership and solidarity with other similarly-motivated groups.

In this respect, ASPBAE's Strategic Directions 2017-2020 outlines the following objectives in its work on building strategic partnerships – (1) Sustain and deepen existing partnerships championing the right to education and lifelong learning, especially through SDG 4 processes and frameworks; (2) Expand 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 SDG 4-Education 2030 remains prominent in the global policy discourses on development and to better assert ASPBAE advocacies on SDG 4. [\[BACK\]](#)

Consolidating existing partnerships

ASPBAE will sustain its strong involvement with 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), strategic global networks of civil society advancing the right to education and lifelong learning for all.

The Asia Pacific will be hosting the next **World Assembly of GCE**, likely in Kathmandu, Nepal, in November 2018. ASPBAE will be assisting in the preparations for this. The planned Regional Consultation of CSEF Coalitions can offer the space for the regional preparatory processes of the GCE World Assembly to discuss governance matters, propose resolutions, and inform the strategic plan of the Campaign. ASPBAE will also continue to work closely with GCE in negotiating the next phase of CSEF 4 with GPE. ASPBAE will continue to work with the constituency bodies of GCE, notably the teachers' unions, though Education International and the regional coalitions in Latin America (CLADE), Africa (ANCEFA), and the Arab region (ACEA).

ASPBAE will support the International Council for Adult Education (ICAE) and coordinate closely with this global CSO body for adult education, especially in its work in the Education and Academia Stakeholder Group (EASG) and in global CONFINTEA VI, RALE, and the Global Alliance on Literacy processes. ASPBAE continues to represent in the **ICAE Executive Committee** and will sustain support and leadership to ICAE in this capacity. ASPBAE will also continue to work with the constituent regional bodies aligned with ICAE, notably CEAAL in Latin America, CARCAE in the Caribbean, and EAEA in Europe.

ASPBAE continues to be the **Asia Pacific Focal Point in the Coordination Group of the CC NGO ED 2030**. Given the recent leadership changes in UNESCO, ASPBAE will participate in the effort to ensure that this mechanism continues to enjoy UNESCO support and priority. In the year, it is anticipated that the Coordination Group will continue to play an active role in the SDG-Education 2030 Steering Committee representing civil society, and in the upcoming Global Education Meeting in end 2018. A face-to-face meeting of the Coordination Group will be convened in May 2018.

ASPBAE's will continue its strong collaboration with its longest-standing partner in development cooperation, **DVV International**: the new phase of the ASPBAE-DVVI collaboration will begin in 2018

(2018-2020). ASPBAE will continue to work with DVVI in capacity building and advocacy efforts for youth and adult education and lifelong learning in the region and globally. ASPBAE will appoint a new representative of ASPBAE in the Board of the DVVI journal, Adult Education and Development (AED).

ASPBAE's partnership with the **Swiss Agency for Development and Cooperation (SDC)** will scale up in 2018 with the start of the new strategic partnership between ASPBAE and SDC (2018-2020). ASPBAE will seek to involve SDC in several ASPBAE events in the year, especially its major regional workshops/meetings, to facilitate a stronger orientation of SDC to ASPBAE's wide network and offer deeper exposure to ASPBAE's work and involvements. The ASPBAE Secretary-General is planning to visit the SDC Office in Berne from 5-6 March 2018. SDC has indicated interest to meet ASPBAE staff and leadership early in the year (possibly March 2018) – and as the formalities of the ASPBAE-SDC partnership are being finalised.

ASPBAE will continue its partnership with the **Open Society Foundations (OSF)** on its work on education financing. It will sustain its strong engagement with global formations challenging education commercialisation and privatisation from a human rights perspective, specifically the **International Privatisation in Education and Human Rights Consortium**, which counts among its members OSF, RESULTS, Action Aid International, GCE, the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR), and the Right to Education project, among others. ASPBAE is a member of the Facilitation Committee of the Consortium.

ASPBAE will seek to further deepen engagement with **sub-regional policy bodies** in the Asia Pacific, notably SEAMEO, SEAMEO CELLL, and ASEAN. It will seek opportunities to re-engage with SAARC and the Pacific Island Forum.

ASPBAE will seek to re-energise its partnership with **UNGEI** as a member of the **Global Advisory Committee (GAC)** and through UNICEF offices in East and the Pacific (EAPRO), and South Asia (ROSA).

ASPBAE looks to continue its partnerships and participation in other intergovernmental and inter agency regional mechanisms and institutes like the UNESCO Institute for Lifelong Learning (UIL), UNESCO Paris, UNESCO Bangkok, UNESCO Institute of Statistics (UIS), Global Partnership for Education (GPE), and the Global Alliance for Literacy (GAL). [[BACK](#)]

Expansion of partnerships

ASPBAE will expand its involvement in the civil society formations at the centre of the SDG follow-up processes in the region and globally to ensure that SDG 4-Education 2030 remains prominent in the global policy discourses on development and to better assert ASPBAE advocacies on SDG 4.

ASPBAE will expand its engagement with **APRCM** and within this, work towards establishing a Constituency Group on Education. As a first step in this process, a Thematic Work Group on Education may be constituted. To strengthen the voice of education in the APRCEM, especially as it plans for HLPF 2019, ASPBAE will seek to facilitate the membership of at least 5 ASPBAE members in APRCEM in 2018. ASPBAE will work closely with APRCEM through its participation in the Civil Society Forum of the APDS in March 2018 (Bangkok).

At the global level, ASPBAE will be more active in the **Major Groups and other Stakeholders (MGoS)** spaces, especially through its involvement in the **Education and Academia Stakeholder Group (EASG)** and its participation in the 2018 HLPF (July, New York).

Within the MGoS processes, ASPBAE will liaise with other civil society networks active in tracking the SDG follow-up processes in the region and globally, such as the Together 2015 coalition (formerly known as the Beyond 2015 coalition), CIVICUS (global alliance for citizen participation), the Global Call to Action Against Poverty (GCAP), Bridge 4.7, and the Asia Development Alliance (ADA). In the South Pacific, the Pacific Island Association of NGOs (PIANGO) is beginning to offer a powerful vehicle for advocacy on the SDG follow-up in the Pacific Island countries. ASPBAE intends to expand engagement with these bodies in 2018.

ASPBAE will explore the extent of its involvement with the **Conference of NGOs in Consultative Status with the United Nations (CoNGO)** where it serves as a member of the **Continuing Committee** (steering committee) of the **CoNGO Regional Committee in the Asia Pacific (RCAP)**. ASPBAE will see this platform as an opportunity to broad-base its own and other CSOs' involvement in SDG-SDG 4 and UN ESCAP-led processes in the region.

ASPBAE will explore/expand connections with strategic **UN agencies** to better assert the value of education in realising other SDGs, notably the SDGs on women and decent work. ASPBAE will make a deliberate effort to invite representatives from ILO, UN Women, UN ESCAP, and UNDP in its different advocacy events and policy meetings in 2018. The CSO Forum at the front-end of APMED 4, the regional youth workshops/meetings, and the Regional Workshop for Education Advocates offer possible arenas to profile ASPBAE's work and advocacies with these bodies. It will maintain linkages as well with the SDG 8.7 Alliance, steered by ILO, and with the Global Citizenship Education Network, steered by the Asia Pacific Centre of Education for International Understanding (APCEIU), the Ministry of Education of the Republic of Korea, and UNESCO Paris.

ASPBAE will work with the SDC office in Berne to facilitate establishing linkages with the **SDC offices in the Asia Pacific region**: Afghanistan, Bangladesh, Laos, Mongolia, Myanmar, Nepal, Pakistan, Sri Lanka, Tajikistan, and Kyrgyzstan. ASPBAE will encourage its members in these countries to also independently liaise with SDC offices to explore possible areas of collaboration and partnership. [\[BACK\]](#)

INSTITUTIONAL STRENGTHENING

The **ASPBAE Executive Council (EC)** convened in its annual meeting from 4-7 February 2018 in Jaipur, Rajasthan, India, hosted by ASPBAE member, Azad Foundation. These 2018 Plans and Budgets were approved in this meeting.

ASPBAE membership expansion and consolidation efforts will be sustained in the year. As mandated by the 7th General Assembly, membership expansion efforts will focus on East Asia, notably China and Korea, South Pacific, especially Polynesia, and Central Asia.

ASPBAE will build on the new linkages developed in **China** and the re-connection with the China Adult Education Association (CAEA), facilitated in ASPBAE's China visit in 2017. ASPBAE will follow up on a possible ASPBAE collaboration with the UNECO Beijing office and CAEA on an East Asia workshop on Community Learning Centres (CLCs) in 2018. ASPBAE will also seek to invite representatives of NGOs from China in ASPBAE events in 2018 – many of them doing work with young people.

Through CSEF and OSF-related initiatives, ASPBAE will sustain engagement with the national education coalition in **Korea**, the Civil Alliance for Social Transformation through Education (CIATE).

Organising the 2018 BLDC in the **South Pacific** (and possible ASPBAE meetings/events around this) will certainly offer an opportunity to link up with potential members from the South Pacific and reinforce connections with current members. Strengthened national education coalitions in the sub-region will also offer more opportunity for sub-regional policy engagements – profiling ASPBAE work more with education stakeholders in the area. ASPBAE will work closer with ACE Aotearoa on possible collaboration for enhanced capacity support to ASPBAE members in the South Pacific. ASPBAE will also work with them and other ASPBAE members in NZ on ways to possibly harness enhanced development cooperation in NZ in favour of South Pacific CSOs work, especially on education and education advocacy.

The co-option of a representative from **Central Asia** in the ASPBAE Executive Council is expected to also facilitate ASPBAE's deepened involvement in the area, facilitated as well by CSEF work. ASPBAE will continue to target membership expansion efforts in the area enabling the setting up of a distinct sub-region for Central Asia within ASPBAE's structure and governance processes by the next General Assembly in 2020.

ASPBAE will start the **review of its membership fees structure** in 2018. As agreed, this aims to better address member differentiation in ability to pay; and offer a means to bolster organisational autonomy and independence in its governance functioning.

ASPBAE will also more deliberately seek to bring into ASPBAE's formal membership, organisations that have worked programmatically within the earlier period, especially in its work on youth and women's empowerment. National education campaign coalitions that ASPBAE works closely with will be encouraged to apply for formal membership in ASPBAE, for example, coalitions in Afghanistan, Kyrgyzstan, Samoa, Myanmar, and possibly the East Timor and Tajikistan coalitions when their organisational structures become more formalised.

ASPBAE will work towards defining a protocol for responding to requests from members affected by disasters – cognizant of the nature of ASPBAE as an organisation (it is not a relief or humanitarian organisation). Earlier ASPBAE responses have focused on appeals for donations within the network and facilitating linkages between members who have had experience with relief and rehabilitation work, focused on education-related responses. ASPBAE may need to define additional protocols and possible support, e.g. having a list of humanitarian organisations operating in the region that ASPBAE can refer members to; or developing briefers/guidelines on education in humanitarian work. This was an outstanding recommendation from the last EC which may be concretised in this term.

Communication has been fundamental to the way ASPBAE has positioned itself internally, for membership cohesion and consolidation. Likewise, it has been central to its policy advocacy, capacity development, and strategic partnership-building efforts.

ASPBAE will continue to release its **monthly Bulletin and tri-annual newsletter, *Ed-lines*, its annual Activity Report and Plans.**

It will update the **ASPBAE website** to align with the new strategic directions of ASPBAE and complete the development of two (2) new sub-sites in the ASPBAE website: one focused on its work on capacity building for youth and adult education practice; and another focused on its work on policy advocacy. These are envisaged to offer more arenas for interaction/two-way communication with members.

The **ASPBAE logo** will also be revised in 2018.

Resource mobilisation efforts will be sustained in the period – consolidating earlier successes that will ensure ASPBAE’s scaled-up work in 2018-2020. A big part of its resource mobilisation efforts in 2018 will be trained towards securing a new phase of CSEF within the new funding windows for civil society within GPE. ASPBAE will also explore the conditions for accessing what it perceives to be expanding resources for CSO advocacy work in the South Pacific – and the viability of ASPBAE meeting these conditions. Along with this, ASPBAE will review the opportunities open for resource mobilisation that the expected enhanced development cooperation from New Zealand will offer. Finally, ASPBAE will continue pursuing ways to better utilise ASPBAE’s reserves and in developing income streams that can build ASPBAE’s reserves.

The **Gender Mainstreaming** Committee met on the occasion of the Executive Council meeting in February and agreed its recommendations for ASPBAE’s core strategies in this respect.

The Committee agreed to prioritise greater articulation of ASPBAE’s gender analysis in all its work and especially on policy advocacy, capacity building, and institutional strengthening. The Committee will work within the year to concretise this, including identification of gender mainstreaming areas for greater resourcing. The previous Gender Mainstreaming Committee of the last EC proposed a review of the ASPBAE Manual of Governance from a gender perspective – this is also being considered for action in this period. On-going efforts to strengthen capacity building on gender will be sustained in the period. This includes -

- 1) Updating/collation of existing resources/tools of analysis/material on gender and education that would be of help to members, e.g. UNGEI toolkit on gender responsive budgets.
- 2) The development of further gender mainstreaming tools arising from ASPBAE’s own, more current work, e.g. toolkits/check-lists can be developed from the youth-led action research

experience on organising young women and on addressing the barriers to learning of marginalised young women.

It is expected that the ASPBAE **staff** complement will expand in the year – funds allowing – to enable the scaled-up work planned for the period. Additional staffing will be required for expanded work on SDG advocacy, on youth constituency building efforts, on M&E work, attendant especially to CSEF efforts (for documentation of good practice, end of project requirements/obligations), and on finance work in the ASPBAE office in Manila, given added demands in this office as the Secretariat of the organisation. **Staff development** efforts will be sustained through on-the-job mentoring and support; through joint planning and assessment of activities; and through periodic staff assessments. This will also be situated within a planned organisation-wide review process envisaged for the coming period, as part of the leadership succession strategy within ASPBAE.

With deep commitment and strong competencies characterising ASPBAE's leadership, staff and membership, ASPBAE is confident it can undertake these ambitious plans for 2018. [\[BACK\]](#)

ASPBAE CALENDAR OF ACTIVITIES <i>(As on 23 April 2018)</i>		
ACTIVITY	VENUE	DATES
JANUARY 2018		
ASPBAE Staff meeting	Mumbai, India	9 - 11 January
Meeting of the Regional Committee in the Asia Pacific (RCAP) of the Conference of NGOs in Consultative Relationship with the UN (CoNGO)	Bangkok, Thailand	12 - 13 January
Capacity support visit to VAEFA	Hanoi, Vietnam	13 - 23 January
DVVI Adult Education and Development (AED) Editorial Board meeting	Addis Ababa, Ethiopia	15 - 18 January
Capacity support visit to PEAN	Port Moresby, PNG	22 - 26 January
Education Practitioners' meeting on Youth Action Research (YAR)	Nasik, India	24 January
International Policy Forum on Open School Data, UNESCO IIEP	Manila, Philippines	24 - 26 January
FEBRUARY 2018		
Global Partnership for Education (GPE) Replenishment Conference	Dakar, Senegal	1 - 2 February
ASPBAE Executive Council meeting	Jaipur, Rajasthan	4 - 7 February
ASPBAE Staff meeting	Jaipur, India	8 February
UNESCO Third Expert Meeting for the Project <i>'Promoting Community-based Education for Sustainable Development'</i>	Bangkok, Thailand	9 - 10 February
World Sustainable Development Summit 2018	New Delhi, India	15 - 17 February
Global SDG 7 Conference, Global Preparatory Meeting for HLPF 2018	Bangkok, Thailand	21 - 23 February
SDG-Education 2030 Steering Committee meeting	Bangkok, Thailand	28 February - 2 March
Conference of NGOs in Consultative Relationship with the UN (CoNGO) General Assembly	Geneva, Switzerland	28 February - 3 March

[\[BACK\]](#)

ASPBAE CALENDAR OF ACTIVITIES		
ACTIVITY	VENUE	DATES
MARCH 2018		
Visit of Abhivyakti <i>Shodhini</i> to YAR area in Quezon City with E-Net Philippines	Manila, Philippines	4 March
Meeting of YAR researchers with National Youth Commission (India and Philippines)	Manila, Philippines	5 March
ASPBAE meeting with the Swiss Agency for Development and Cooperation (SDC)	Berne, Switzerland	5 - 6 March
SEAMEO Innotech 15 th International Conference on Inclusive Education, <i>'Thriving in the Margins'</i>	Quezon City, Philippines	6 - 8 March
49 th Session of UN Statistical Commission	New York City, US	6 - 9 March
International Women's Day	Global	8 March
ASPBAE CSEF and Staff meetings	Manila, Philippines	18 - 22 Mar
Peoples Forum on Sustainable Development – (APRCEM & ESCAP)	Bangkok, Thailand	25 - 27 March
Comparative and International Education Society (CIES) Forum	Mexico City, Mexico	25 - 29 Mar
Asia Pacific Forum on Sustainable Development (APFSD) on <i>'Transformation towards sustainable and resilient societies'</i>	Bangkok, Thailand	28 - 30 March
APRIL 2018		
UNGEI Regional Forum on Adolescent Pregnancy	Bangkok, Thailand	4 - 5 April
Capacity support visit to NEP	Phnom Penh, Cambodia	4 - 12 April
Capacity support visit to CED	Colombo, Sri Lanka	5 - 16 April
National seminar to review the current status of Community Learning Centres (CLCs) in Mongolia	Ulaanbaatar, Mongolia	6 April
Capacity support visit NCE India	Bangalore, India	6 April
7 th Meeting of the Inter-agency and Expert Group on SDG Indicators	Vienna, Austria	10 - 12 April
Capacity support visit to COESI	Honiara, Solomon Islands	15 - 19 April
2018 Spring Meetings of the International Monetary Fund (IMF) and World Bank Group	Washington, USA	20 - 22 April

ASPBAE CALENDAR OF ACTIVITIES		
ACTIVITY	VENUE	DATES
APRIL 2018 contd...		
Global Campaign for Education (GCE) Global Action Week for Education: <i>'Accountability for SDG4 and citizen participation'</i>	World-wide	22 - 28 April
UNESCO Experts Meeting – <i>'Innovating Adult & Community Learning in the Asia Pacific'</i>	Bangkok, Thailand	23 - 24 April
ECOSOC Forum on Financing for Development follow-up (FfD Forum)	New York, USA	23 - 26 April
Capacity support visit	Dushanbe, Tajikistan	24 - 27 April
Arab Campaign for Education for All (ACEA) Regional Forum on Education Financing	Beirut, Lebanon	1 - 4 May
MAY 2018		
GCE Board meeting	Beirut, Lebanon	4 - 6 May
Meeting of the Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/Ed2030)	Beirut, Lebanon	7 May
ASPBAE Regional Workshop on CSO Spotlight Reports on SDG	Bangkok, Thailand	6-7 May
Capacity support visit	Samoa, New Zealand	8 - 12 May
Capacity support visit	Port Moresby, PNG	8 - 12 May
Meeting of the Continuation Committee – CoNGO RCAP	Bangkok, Thailand	8 - 9 May
CoNGO attending the UNESCAP Meeting	Bangkok, Thailand	10 - 16 May
Capacity support - Afghanistan	New Delhi, India	20 - 25 May
DVVI-ASPBAE-RMIT Training of Master Trainers (ToMT) – Sharing experiences of trainings	Lao PDR	26 - 31 May
Capacity support visit to CEPTIL	Dili, Timor Leste	28 May - 1 June
Basic Leadership Development Course (BLDC) call for nominations	Regional	31 May
President of the UN General Assembly's High-level meeting on Youth, Education and Skills	New York, USA	May (TBC)
3 rd Asia Pacific Policy Forum on Early Childhood Care and Education (ECCE)	Bangkok, Thailand	May (TBC)

[\[BACK\]](#)

ASPBAE CALENDAR OF ACTIVITIES		
ACTIVITY	VENUE	DATES
June 2018		
Global Partnership for Education (GPE) Board meeting	Brussels, Belgium	12 - 14 June
Training on Youth-led Action Research (YAR)	Port Vila, Vanuatu	12 - 15 June
Capacity support visit to NNER	Yangon, Myanmar	23 - 27 June
July 2018		
ASPBAE Pacific sub-regional training and workshop; Vaka Pasifiki Education Conference	Suva, Fiji	5 - 6 July
High-Level Political Forum on Sustainable Development (HLPF); Ministerial Meet (16-18 July)	New York, USA	9 - 18 July
ASPBAE CSO Pre-Meeting for APMED 4, Focus on 4.3 & 4.4	Bangkok, Thailand	10 - 11 July
4 th Asia Pacific Meeting on Education 2030 (APMED 2030)	Bangkok, Thailand	12 - 14 July
Training on YAR – Timor Leste	TBC	23 - 27 July
August 2018		
Capacity support visit to COESI	Honiara, Solomon Islands	3 - 7 August
Capacity support visit to AFE	Ulaanbaatar, Mongolia	16 - 22 August
ASPBAE Regional meeting of education advocates & CSEF regional consultation of coalitions	TBC	27 - 30 August
September 2018		
SDG-Education 2030 Steering Committee Meeting	Paris, France	12-13 September
UN General Assembly	New York, USA	18 - 25 September
Capacity support visit	Phnom Penh, Cambodia	End September

[\[BACK\]](#)

ASPBAE CALENDAR OF ACTIVITIES		
ACTIVITY	VENUE	DATES
October 2018		
ASPBAE Regional youth YAR meeting + consultation	Bangkok, Thailand	1 - 10 October (TBC)
World Teachers' Day	Global	5 October
2018 World Bank annual meeting	Bali, Indonesia	12 - 14 October
UN World Data Forum 2018	Dubai, UAE	22 - 24 October
Capacity support visit to SEN	Apia, Samoa	22 - 26 October
Spotlight: Submission of 1 st draft (for comments)	Regional	30 October
Capacity support visit to PCE	Islamabad, Pakistan	(TBC)
November 2018		
SDC Education network meeting	Zurich, Switzerland	12 - 15 November
GCE World Assembly and CSEF Global Learning Exchange Workshop	Kathmandu, Nepal	12 - 19 November
Basic Leadership Development Course (BLDC) 2018	South Pacific (TBC)	(TBC)
National consultation with ASPBAE members (TBC)	South Pacific (TBC)	(TBC)
G20 Summit	Buenos Aires, Argentina	30 November - 4 December
December 2018		
Global Education Meeting (GEM)	Brussels, Belgium	3 - 5 December
GPE Board meeting	TBC	4 - 6 December
Launch of Human Rights Guiding Principles	Dakar	TBC

[\[BACK\]](#)

ASPBAE EXECUTIVE COUNCIL MEMBERS 2017-2020	
PRESIDENT	SECRETARY-GENERAL
<p>Nani Zulminarni Director PEKKA (Perempuan Kepala Keluarga) 'Women Headed Family Empowerment' Jln. Pangkalan Jati V No. 3. Kemang Sari II, No. 17, RT 011 RW 005, Kelurahan Cipinang Melayu, Kecamatan Makasar Jakarta Timur, 13620, Indonesia Email: naniz@pekka.or.id naniz.pekka@gmail.com</p>	<p>Maria Lourdes Almazan Khan ASPBAE Secretariat Unit 106, Sterten Place Condominium 116 Maginhawa Street Teachers Village East, Diliman Quezon City 1101, Philippines Email: aspbae@gmail.com maria.aspbae@gmail.com</p>
SUB REGION 1: SOUTH AND CENTRAL ASIA	
<p>Meenu Vadera Executive Director Azad Foundation 32 Nehru Apartments, Kalkaji New Delhi - 110019, India Email: meenu48@yahoo.com meenu.vadera@azadfoundation.com</p>	<p>Ehsanur Rahman Executive Director Dhaka Ahsania Mission (DAM) House No 19, Road No 12 (New) Dhanmondi Residential Area Dhaka 1209, Bangladesh Email: ed@ahsaniamission.org.bd ehsan1155@gmail.com</p>
SUB REGION 2: EAST ASIA	
<p>Eri Yamamoto Chief, International Programme Division Shanti Volunteer Association (SVA) 404 3-7-2 Yayoicho, Nakano-ku Tokyo, Japan 164-0013 Email: erijal@sva.or.jp</p>	<p>Batjargal Batkhuyag Executive Director Mongolian Education Alliance (MEA) Sukhbaatar District 1st khoroo Chinggis Avenue 15/1 Ulaanbaatar 14251, Mongolia Email: batjargal@mea.org.mn</p>

[\[BACK\]](#)

ASPBAE EXECUTIVE COUNCIL MEMBERS 2017-2020	
SUB REGION 3: SOUTH EAST ASIA	
<p>Nguyen Thi Kim Anh National Coordinator Vietnam Association for Education For All (VAEFA) R. 708, 7th Floor, 27 Hyunh Thuc Khang Street Hanoi, Vietnam Email: vcefa.csef@gmail.com kimanh.hanoi@gmail.com</p>	<p>Thein Lwin Founder and Director Thinking Classroom Foundation (TCF) Myittar Building, Myanmar Institute of Christian Theology (MICT) Insein Road, Insein Township Yangon, Myanmar Email: thein.lwin@thinkingclassroom.org edubur@gmail.com</p>
SUB REGION 4: SOUTH PACIFIC	
<p>Kilala Devette-Chee Vice Chair PNG Education Advocacy Network (PEAN) Suite 8, GB Haus, Section 225, Allotment 05, Kunai Street, Hohola Port Moresby, Papua New Guinea (PNG) Email: Kilala.Devette-Chee@pngnri.org devetekmn@gmail.com</p>	<p>Peter Clinton Isaac Foese Youth Worker <i>Whakaoho: The Awakening</i> Adult and Community Education (ACE) Aotearoa The National Resource Centre: Adult & Community Education Aotearoa PO Box 12-114, Thorndon Wellington 6144, Aotearoa, New Zealand Email: peterc.foese@gmail.com</p>
CO-OPTED MEMBER FOR CENTRAL ASIA	IMMEDIATE PAST PRESIDENT
<p>Nasiba Mirpochoeva Board Member Adult Education Association of Tajikistan (AEAT) MCF MicroInvest, 1A Ismoili Somoni Avenue Khujand 735700, Tajikistan Email: nmirpochoeva@gmail.com mirpochoeva@yahoo.com</p>	<p>Jose Roberto Guevara Associate Professor International Development Programme School of Global, Urban and Social Studies, RMIT University Melbourne, Australia Email: robbie.aspbae@gmail.com robbie.guevara@gmail.com</p>

ASPBAE OFFICE OF THE SECRETARY-GENERAL	
ASPBAE SECRETARY-GENERAL	
<p>Maria Lourdes Almazan Khan <i>ASPBAE Secretariat -</i> Unit, 106 Sterten Place Condominium, 116 Maginhawa Street, Teachers Village East, Diliman, Quezon City 1101, Philippines <i>Or</i> C/o Abhivyakti Media for Development-AMD RNETT Project Office, MAAPL, Eucharistic Congress Building No. 3, 9th Floor, 5 Convent Street, Colaba, Mumbai – 400039, India E-mail: maria.aspbae@gmail.com, aspbae@gmail.com</p>	
CORPORATE SECRETARY & LEGAL COUNSEL	
<p>Agnes H. Maranan Senior Partner Rivera Santos & Maranan Law Offices 2902 - D West Tower, Philippine Stock Exchange Centre Exchange Road, Ortigas Center, Pasig City 1605, Philippines Email: attyahm@gmail.com</p>	
ASPBAE PROGRAMME STAFF	
<p>Cecilia V. Soriano Programmes and Operations Coordinator Email: thea.aspbae@gmail.com</p>	<p>Rene Raya Lead Policy Analyst Email: rene.aspbae@gmail.com</p>
<p>Bernie Lovegrove Regional Coordinator Civil Society Education Fund (CSEF) Programme Email: Bernie.lovegrove@gmail.com</p>	<p>Helen Dabu Deputy Regional Coordinator Civil Society Education Fund (CSEF) Programme Email: helen.aspbae@gmail.com</p>
<p>Susmita Choudhury Capacity Support and Advocacy Adviser Email: susmita.aspbae@gmail.com</p>	<p>Peter King Capacity Support and Advocacy Adviser Email: peter.aspbae@gmail.com</p>

[\[BACK\]](#)

ASPBAE OFFICE OF THE SECRETARY-GENERAL	
ASPBAE PROGRAMME STAFF <i>contd...</i>	
<p>Anita Borkar Regional Coordinator, Training for Transformation (TfT) Programme Email: anita.aspbae@gmail.com</p>	<p>Medha Soni Information and Communications Coordinator Email: medha.aspbae@gmail.com</p>
<p>Avelina Maria Colaco Data-base Maintenance and Networking Officer Email: avelina.aspbae@gmail.com</p>	
ASPBAE ADMINISTRATIVE STAFF	
<p>Sandeep Joshi Senior Finance Officer Email: sandeep.aspbae@gmail.com</p>	<p>Leah Servania Email: leah.aspbae@gmail.com</p>
<p>Santosh Satpute Administrative Assistant Email: santosh.aspbae@gmail.com</p>	
ASPBAE AUSTRALIA LTD.	
<p>Bernie Lovegrove Executive Director 114 Maitland Street, Hackett, ACT 2602 Canberra, Australia Email: bernie.aspbae@gmail.com</p>	<p>Sonali Rabade Finance Officer Email: sonalee.aspbae@gmail.com</p>

[\[BACK\]](#)