



2018 activity report



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L e a r n i n g B e y o n d B o u n d a r i e s

ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION



the
development
+ education
context

The UN ESCAP Asia Pacific SDG Progress Report 2017¹, released in 2018, struck a sobering note: three years since the 2030 Agenda for Sustainable Development, the Asia Pacific region is off track in meeting several of the SDG goals. At the current momentum, many goals will not be reached in 2030.

According to the Report, **regional progress has been fastest towards the SDGs focused on social development** including eradicating poverty, ensuring healthy lives and promoting well-being, ensuring quality education, and sustainable cities and communities. Poverty levels remain worrying however, with 400 million people in the region living in extreme poverty (people living on less than \$1.90 a day at 2011 PPP); and 931 million people living in multi-dimensional poverty.² Regional variances were also noted: in South and South-West Asia and in the Pacific, progress has been very slow in achieving zero hunger and gender equality. The degree of needed attention to building sustainable cities and communities should also be situated within the reality of wide-scale urbanisation in the Asia Pacific - by 2016, the Asia Pacific was home to 47% of the global urban population. In East Asia and the Pacific, urban populations grew from 35% to 47%, between 2000 and 2016.³

Interestingly, the Report cited that Goal 4 is the only Goal where the region is on track to meet targets – although these conclusions have been drawn based on data and analysis on only a very limited set of the SDG global indicators.⁴



¹ <https://www.unescap.org/sites/default/files/Asia-Pacific-SDG-Progress-Report-2017.pdf>

² 2017 Asia Pacific Thematic Report for the 2017 HLPF, 'Eradicating Poverty and Promoting Prosperity in a Changing Asia Pacific'; UN ESCAP, ADB, UNDP May 2017, Bangkok

³ <https://unesdoc.unesco.org/ark:/48223/pf0000265912>

⁴ Proficiency in reading and math of children and young people, participation in organised learning before primary school, gender parity for participation in organised learning, gender parity of trained teachers in primary schools, trained teachers in primary education.

⁵ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/--publ/documents/publication/wcms_615594.pdf

Three years since the 2030 Agenda for Sustainable Development, the Asia Pacific region is off track in meeting several of the SDG goals.

Regional progress towards SDGs focused on economic development has been uneven. According to UN ESCAP, progress on Goal 9 focused on industry, innovation, and infrastructure has been positive. The efforts to achieve Goal 8 to promote decent work and inclusive economic growth have been much less successful with gains having been eroded. The situation has worsened especially in South East Asia and in South Asia, with progress very slow in Central Asia.

These are consistent with overall global trends on unemployment and vulnerable employment. The ILO World Employment Social Outlook Trends 2018⁵ observes that global unemployment remains elevated, estimated at more than 190 million in 2018. Globally, the significant progress achieved in the past in reducing vulnerable employment has essentially stalled since 2012. In 2017, around 42% of workers (or 1.4 billion) worldwide were estimated to be in vulnerable forms of employment, with this share expected to remain particularly high in developing and emerging countries, at above 76% and 46%



Countries in East Asia, the Pacific, and South and Central Asia are home to 10% and 20% of youth who are not in education, employment, or training.

respectively. In the Asia Pacific, a large proportion of the jobs created in the region are of poor quality. Vulnerable employment continues to therefore affect roughly 72% of workers in South Asia, 46% in South-Eastern Asia and the Pacific, and 31% in Eastern Asia.

Overall, ILO observes, progress in reducing working poverty is too slow to keep pace with the growing labour force in developing countries, where the number of people in extreme working poverty was expected to exceed 114 million in 2018, or 40% of all employed people. The high incidence of informality continues to undermine the prospects of further reducing working poverty, especially in South and South-Eastern Asia. In fact, informality affects around 90% of all workers in India, Bangladesh, Cambodia, and Nepal. Informality in these countries also remains pervasive in the non-agriculture sectors, such as construction, wholesale and retail trade, and accommodation and food service industries. In addition, it is noteworthy that informality continues to affect more than half of all workers in China, with no significant difference discernible between the agriculture sector and the rest of the economy.

Underlying these aggregate labour market and social trends are disparities across a number of demographic groups, ILO reports. Gender disparities are of particular concern. On average, women are less likely to participate in the labour market, facing a global gender gap in

participation of over 26 percentage points, and are less likely to find a job when they do participate. Once in employment, women face segregation in terms of the sector, occupation, and type of employment relationship, resulting in restricted access to quality employment. For instance, 82% of women in developing countries are in vulnerable forms of employment in 2017, compared to 72% of men. This is true in the Asia Pacific, especially in South-Eastern Asia and the Pacific, as well as in Southern Asia, where vulnerable employment rates among women are respectively more than 10 and 8 percentage points higher than those of men.

The lack of employment opportunities for youth (i.e. those under 25 years of age) presents another major global challenge. Young people are much less likely to be employed than adults, with the global youth unemployment rate standing at 13%, or three times higher than the adult rate of 4.3%. Importantly, gender inequalities are already established among young workers, rendering future progress in reducing gender gaps even more difficult.

According to UNESCO Bangkok, tackling joblessness among youth remains a challenge for many countries in the region. Indeed, countries in East Asia and the Pacific, and Europe and Central Asia, as Cambodia, Kyrgyzstan, and Thailand, are home to between 10% and 20% of youth who are not in education, employment or training, known as NEET (UNESCAP, 2018). In some countries in South Asia, such as Pakistan and Sri Lanka, up to 40% of youth are considered NEET (ibid.).⁶

An ageing population is expected to add further pressure to future labour market challenges. It is estimated that at 2030, there will be close to five persons aged 65 and over for every ten persons in the labour force, up from 3.5 in 2017. Population ageing will inevitably lead to an increase in the average age of those in the labour force, challenging workers' ability to keep up with the pace of innovation and structural changes in the labour market. Globally, the average age of the labour force is expected to rise from nearly 40 in 2017 to 41 in 2030, growing considerably faster in Europe and Eastern Asia, notably China. This trend poses several challenges, including keeping retirees out of poverty, promoting decent work outcomes for an increasingly ageing labour force, and helping older workers adapt to changes in the world of work.

⁶<https://unesdoc.unesco.org/ark:/48223/pf0000265912>

⁷<https://www.unescap.org/sites/default/files/Asia-Pacific-SDG-Progress-Report-2017.pdf>

⁸<https://www.un.org/sustainabledevelopment/blog/2018/07/is-asia-pacific-on-track-to-meet-the-sustainable-development-goals/>

⁹<https://www.unescap.org/sites/default/files/publications/ThemeStudyOnInequality.pdf>



Ageing populations, like in China and Japan, **pose challenges** such as keeping retirees out of poverty, promoting decent work outcomes for an increasingly ageing labour force, and helping older workers adapt to changes in the world of work.

The Asia and the Pacific has failed to reduce inequalities within and among countries (SDG 10) and inequalities have widened since 2000.⁷ UN ESCAP's analysis indicates that income inequalities grew in almost 40% of all countries. Large disparities exist in access to education, bank accounts, clean fuels, and basic sanitation. Inequalities in income and lack of employment opportunities, along with poverty, landlessness, and vulnerability to natural disasters and climate change, all heighten the risk of extremism and conflicts that could unravel development gains in Asia Pacific.⁸ China, Indonesia, Papua New Guinea, and Singapore experienced sharp increases in inequality. In 2017, the net worth of the region's billionaires was more than seven times the combined GDP of the region's least developed countries

(LDCs). Income and wealth inequalities are strongly linked to other dimensions of development, with obvious impact on opportunities such as access to education, health care, finance, clean energy, and water and sanitation. According to the UN ESCAP Study, 'Inequality in Asia and the Pacific in the Era of the 2030 Agenda for Sustainable Development', the countries that stand out as particularly unequal with respect to core opportunities are Afghanistan, Bangladesh, Cambodia, Lao People's Democratic Republic, Myanmar, Timor-Leste, and Vanuatu. Conversely, Armenia, Kazakhstan, Kyrgyzstan, the Maldives, Tajikistan, Thailand, and Turkmenistan have, on average, significantly lower inequalities in access to the same opportunities.⁹

Inequalities among countries stoke greater migration. In the Asia Pacific, the region has experienced large movements of people across borders from poorer to richer countries: between 1995-2015, the region experienced a 76% rise in migration with the movement of an estimated 59 million migrants within the region.¹⁰

The UN ESCAP SDG Progress Report observed that **regional progress towards the SDGs focused on promoting environmental sustainability has been insufficient across the board.** This is worrying, indicating that disaster risk is far outpacing efforts to build resilience in the region. A person living in the Asia Pacific region is five times more likely to be affected by natural disasters than a person living in any other region. Climate change will continue to magnify and reshape the

According to UNESCO, governments around the world, including in the Asia Pacific region, are closing civic spaces. Despite tremendous growth in public participation and civil society's accomplishments in areas such as poverty eradication and sustainable development, civic spaces are shrinking. Between 2012 and 2015, more than 90 laws constraining freedom of association or assembly have been proposed or enacted world-wide – half of them in the Asia Pacific region.¹³ In 2017/18, the Japanese parliament adopted an overly broad law targeting “terrorism” and other serious crimes, despite harsh criticism from civil society and academics. This law gave the authorities broad surveillance powers that could be misused to curtail human rights.¹⁴



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risk of disasters with a disproportionate impact on the poor and vulnerable.¹¹ Between 2000 and 2015, in Asia and the Pacific, the low and lower middle-income countries experienced by far the most disaster deaths, and lost more people per disaster event – on average, more than 8,000 people died per disaster, almost 15 times the average toll in the region's high-income countries. A high proportion of the victims are women and girls – who often have limited access to information, financial services, land and property rights, health, and education – structural disadvantages that reduce their resilience.¹²

Finally, the report also observed that the **Asia Pacific region has been equally unsuccessful in meeting the Goal 16 targets.** Efforts towards achieving Goal 16 on peace, justice, and strong institutions, and in promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels, have stalled.

¹⁰<https://unesdoc.unesco.org/ark:/48223/pf0000265912>

¹¹<https://www.un.org/sustainabledevelopment/blog/2018/07/is-asia-pacific-on-track-to-meet-the-sustainable-development-goals/>

¹²https://www.unescap.org/sites/default/files/3_Executive%20Summary_APDR%202017.pdf

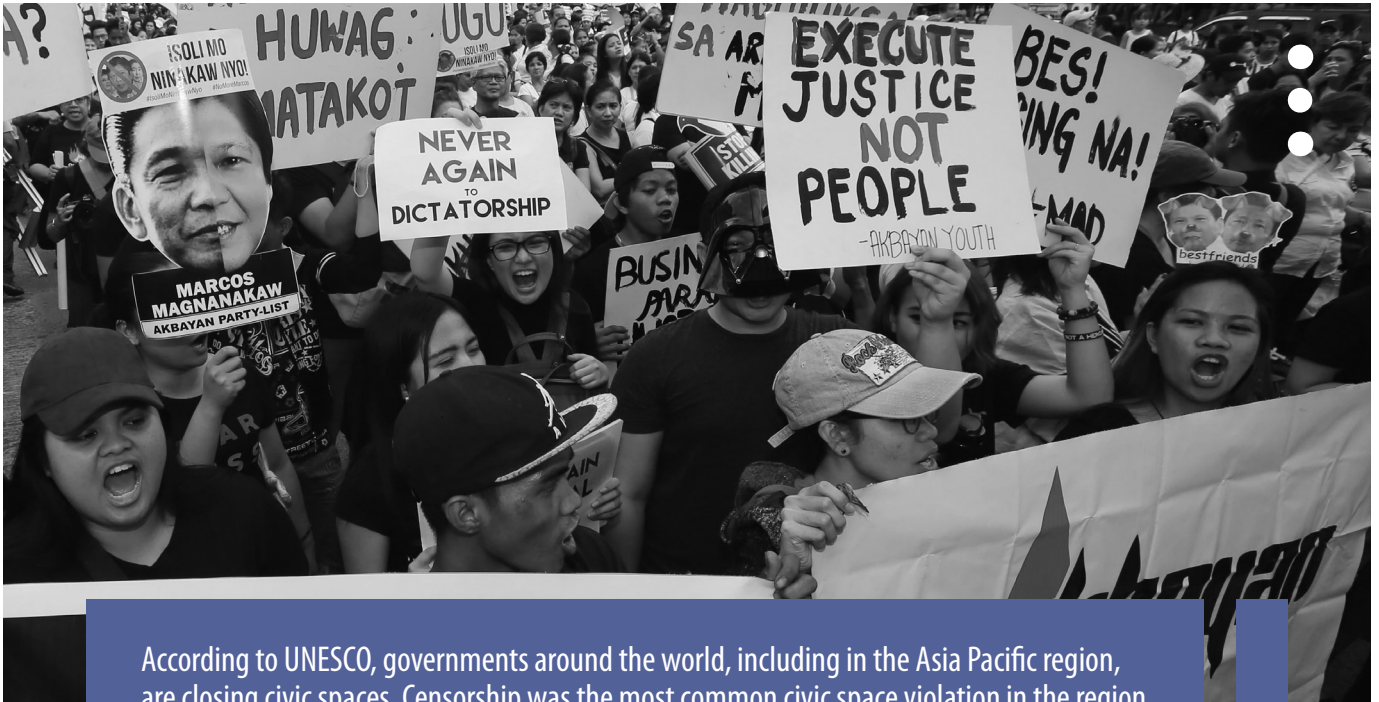
¹³<https://bangkok.unesco.org/content/32bn-people-living-countries-where-civic-space-under-threat>

¹⁴<https://www.amnesty.org/en/countries/asia-and-the-pacific/report-asia-pacific/>

¹⁵ <https://www.civicus.org/documents/PeoplePowerUnderAttack.Report.27November.pdf> and <http://adnasia.org/2018/11/27/civicus-statement-people-power-press-statement-asia-and-pacific/>

¹⁶<https://www.amnesty.org/en/countries/asia-and-the-pacific/report-asia-pacific/>

¹⁷<https://unesdoc.unesco.org/ark:/48223/pf0000265866>



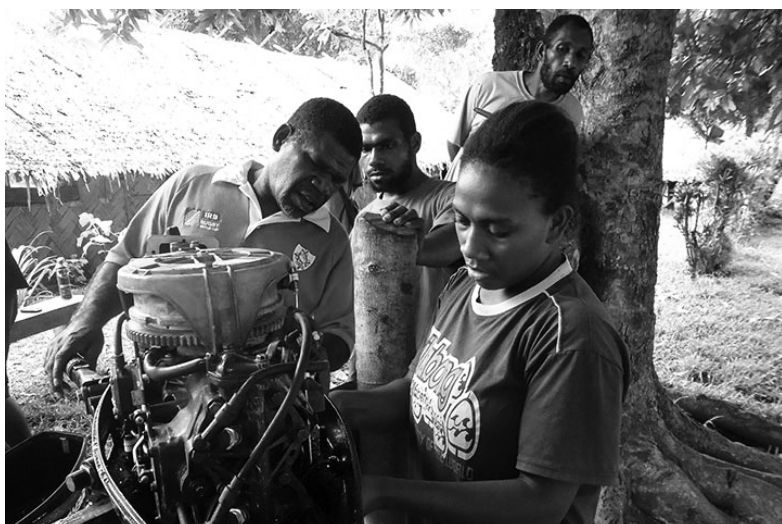
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According to CIVICUS, in 2017-2018, censorship was the most common civic space violation in the Asia Pacific region, with governments taking news channels off the air, intercepting the circulation of newspapers, blocking websites, or intimidating and prosecuting journalists. Other civic space violations include the detention of human rights defenders (HRDs), and the prevention and disruption of protests.¹⁵ Across South Asia, dissenting voices and members of religious minorities were increasingly vulnerable to attacks from mobs. Discriminatory laws based on gender, religion, nationality, sexual orientation, or gender identity continue to be enforced.¹⁶ Some bright spots need to be recognised as well, however: through sustained civil society efforts, the May 2018 elections in Malaysia saw a new ruling coalition come into power, bringing with them commitments to democratic and civic space reforms. In March 2018, the government of Sri Lanka decided to withdraw restrictive amendments to their NGO law after pressure from civil society, and in the Solomon Islands, a new Whistle Blowers Protection Act was passed in July 2018 that promises to protect activists who expose corruption from reprisals.

PROGRESS ON SDG 4

The Global Education Monitoring Report (GEMR) 2019 on *Migration, Displacement and Education*¹⁷ assessed performance with respect to the 7 SDG 4 targets and 3 means of implementation based on available data. Snapshots from the report are offered here -

- To achieve universal secondary school completion by 2030, the current cohort needs to enter primary school on time. However, some 64 million children of primary school age, or 9%, were out of school in 2017; 61 million adolescents of lower secondary school age (16%) and 138 million youth of upper secondary school age (36%). The primary rate is almost unchanged since 2008.
- Participation in organised learning one year before the official primary entry age ranges from around 42% in low income to 93% in high income countries, with a world average of 69%, continuing a slowly but steadily increasing trend. On average, 7 out of 10 children attend pre-school, the year before entering primary



Regarding progress on SDG 4, a wider and more flexible definition was proposed for the target under SDG 4.3 related to adult education to cover both formal and non-formal education, whether or not work-related.

education. Pre-primary gross enrolment ratio, defined for an education level that lasts as little as one year in some countries and as many as four in others, reached 50% in 2017.

- Tracking progress on SDG 4.3 globally continued to be plagued with data challenges. On a positive note, in 2018, a wider and more flexible definition was proposed for the target under SDG 4.3 related to adult education to cover both formal and non-formal education, whether or not work-related. The proposal was that countries be invited to update their labour force surveys to include concise questions in this respect. To date, the only data on participation in adult education collected systematically is in Europe. Trends here show that participation in adult education has remained stable but trends vary per country. Tertiary gross enrolment ratios reached 38% in 2018 but the share of private expenditure in the total cost of higher education is rising. World Bank data shows that in low and middle-income countries, household in the poorest quintile are less likely to access scholarships than those in the richest quintile.
- While target 4.4 has an impressive scope as it aims to promote priority to skilling youth and adults for the world of work, its monitoring framework is “underwhelming in its relative narrowness”: the percentage of youth and adults with ICT skills by type of skill. Nevertheless, this offers an attempt to capture skills beyond literacy and numeracy that are becoming

almost universally important for the world of work. This also implies that governments will need to see skills acquisition also outside the formal school system.

The global indicator on youth and adults with ICT skills draws on household survey self-reporting of selected activities in the previous three months. The latest International Telecommunications Union (ITU) data show that copying and attaching files to emails are the only skills that more than one out of three respondents exercised in typical middle-income countries; the respective rates were 58% and 70% in high income countries.

Of course, the thematic indicator on digital literacy skills goes well beyond the ability to use ICT equipment: for example, how to capture the skills farmers require to make farming and trading decisions using a mobile phone service, buy and sell products via smartphone app, or build a data-driven irrigation system using moisture sensors linked to a laptop. Identifying cost-effective tools to measure these competences remains a huge challenge. Assessing entrepreneurship competences, e.g. social and emotional skills, including perseverance and self-control, faces the same challenge. There has been no indicator defined to capture this.

- On average, there is gender parity in enrolment globally in primary and secondary education. However, the average masks continuing disparities at

While progress in youth literacy has been rapid, the number of illiterate elderlies, aged 65 and above, continues to grow. There are almost 40% more illiterate elderly than illiterate youth.



Recommendation concerning Education for International Understanding, Co-operation and Peace Education relating to Human Rights and Fundamental Freedoms. Over 80% of the countries reported including the recommendation's guiding principles in student assessment, and almost all reported including them in curricula. However, only 17% of the countries fully reflected the principles in in-service teacher education programmes.

the individual country level. In 2016, 54% of countries had achieved parity in lower secondary education enrolment and 22% in upper secondary. Moreover, not all countries that achieve parity maintain it. Considerable disparity exists in completion rates by location and wealth. Rural students have typically only around half the chance of their urban peers of completing upper secondary education in low and middle-income countries.

- The world literacy rate reached 86% in 2017, although it remains as low as 65% in sub-Saharan Africa. Progress in youth literacy has been rapid enough in recent years with an absolute decline in the overall number of illiterate youths aged 15 to 24 observed, largely driven by Asia. But the number of illiterate elderlies, aged 65 and above, continues to grow; there are now almost 40% more illiterate elderly than illiterate youth.
- Monitoring progress on target 4.7, with its focus on the content and purpose of education, remains a challenge and continues to evolve. Currently, reporting on SDG 4.7 is based on 83 countries that took part in the sixth consultation on implementation of the 1974 UNESCO
- Globally, 69% of schools have drinking water, 66% have sanitation, and 53% have hygiene at a basic service level or better. Few aspects of safety and inclusion in learning environments are however fully monitored globally. Concepts such as bullying lack standard global definitions, and surveys vary widely. One study estimated that almost 40% of boys and 35% of girls aged 11 to 15 reported being victims of bullying. Between 2013 and 2017, there were over 12,700 attacks on education, harming over 21,000 students and educators, according to the Global Coalition to Protect Education from Attack. Reported incidents included physical attacks or threats of attacks on schools, students, and education personnel; military use of education buildings; child recruitment, or sexual violence at or in transit to school or university by armed parties; and attacks on higher education. Twenty-eight countries suffered at least 20 attacks; Nigeria, the Philippines, and Yemen were among countries suffering more than 1,000.
- The volume of scholarships funded by aid programmes has been stagnant since 2010 at about US\$1.1 billion to US\$1.2 billion (excluding imputed student costs). However, this indicator does not provide information on



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the number of scholarship recipients or the number of recipients of scholarships disbursed outside aid programmes.

- Gathering internationally comparable data on teacher-related indicators remains challenging. Relatively few countries generate comparable data, especially for secondary education, even using the most basic definition of the teacher headcount, which ignores number of teaching hours and number of teachers in administrative positions. Low and lower middle-income countries continue to suffer severe shortages of trained and qualified primary school teachers. High recruitment rates do not just indicate education expansion; they may be necessary to replace departures. Reliable data on attrition are patchy and hard to interpret.
- Governments account for 79% of total spending and households for 21%. Donors account for 12% of total education expenditure in low income countries and 2% in lower middle-income countries.

Globally, median public education expenditure was 4.4% of GDP in 2017, above the minimum benchmark of 4% specified in the Education 2030 Framework for Action; by region, it ranged from 3.4% in Eastern and South-Eastern Asia to 5.1% in Latin America and the Caribbean. The median share of total public expenditure dedicated to education was 14.1%, below the minimum benchmark of 15%, with regional rates ranging from 11.6% in Europe and Northern America to 18% in Latin America and the Caribbean. In total, 43 out of 148 countries do not meet either benchmark.

In 2016, aid to education reached its highest level since records began in 2002. Compared with 2015, aid to education grew by US\$1.5 billion, or 13% in real terms, to reach US\$13.4 billion. Aid to basic education accounted for two-thirds of the increase; aid to secondary and post-secondary education rose at a lower rate, so the share of basic education in total education aid reached its highest level at 45%. Aid disbursements to basic education however are still not allocated to the countries most in need. The share of basic education aid to low income countries fell from 36% in 2002 to 22% in 2016. The share to least-developed countries was 34% in 2016, down from a 2004 peak of 47%.



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highlights of aspbae

WORK

in 2018





ASPBAE's advocacy efforts in 2018 pushed for the **full SDG 4 agenda being pursued and implemented**, increased and better financing for the new education agenda, and institutionalised civil society participation in education policy spaces.

Internally, 2018 was a period of flux for ASPBAE, ordained to a large extent by changes and new developments in its partnerships. It was the first year of its new strategic partnership with the Swiss Agency for Development and Cooperation (SDC). 2018 saw the Civil Society Education Fund (CSEF) programme coming to a close. Negotiations regarding its successor programme, called the Advocacy for Social Accountability (ASA) of the Global Partnership for Education (GPE), culminated in the period and ASA was launched in 2018. The new facility secured continued resourcing to GCE and its regional coalition partners, such as ASPBAE, for 2019-2021 on regional and global capacity support work for national education coalitions and for coordinated transnational advocacy on education – albeit with new institutional arrangements.

These developments unfolded simultaneously in the year, requiring ASPBAE to be nimble in adapting its on-going work, re-calibrating and re-thinking its earlier approaches, renegotiating with partners and members on shifting expectations and timelines in ways that ensured its continued fidelity to the mandates of its strategic plan.

The following describes the product of these efforts, the highlights of ASPBAE's work along its priority strategic areas:

POLICY ADVOCACY

ASPBAE sustained its advocacy efforts within its priority objectives of -

1. Preserving 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, especially in the areas of ensuring equity, non discrimination, inclusion – leaving no one behind; in ensuring universal access to at least 12 years of free, quality education; in advancing gender equality; in asserting a lifelong learning framework in public education with attention especially to youth and adults, enabling strong foundational and transversal skills for life and decent work; in promoting quality 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; in advancing education for children, youth, and adults critical to equipping communities with the necessary tools to cope with the impacts of climate change and more vicious natural disasters brought on by global warming; or growing intolerance, escalating violence, bigotry, attacks on democratic space – and the abilities to help define a more peaceful, just, sustainable development path.
2. Sustaining 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.



ASPBAE coordinated the efforts towards developing country-level Civil Society Spotlight Reports on SDG 4 in preparation for the 2019 High-level Political Forum.

3. Pressing 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.

COORDINATED ACTION ON SDG ADVOCACY – NATIONAL, REGIONAL, AND GLOBAL

Through 2018, ASPBAE sustained its efforts at national, regional, and global levels to ensure a strong civil society presence and voice in the SDG 4 follow-up processes.

ASPBAE coordinated the efforts towards developing country-level Civil Society Spotlight Reports on SDG 4 in preparation for the 2019 High-level Political Forum which will focus on the theme of ‘Empowering people and ensuring inclusiveness and equality’ and 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). A **Regional Workshop on CSO Spotlight Reports**, convened in Bangkok from 6-7 May 2018, started the initiative where representatives from 10 coalitions jointly

¹⁸Timor Leste, Indonesia, Philippines, Cambodia, Pakistan, Mongolia, Nepal, India, Kyrgyzstan, Sri Lanka, PNG, Bangladesh, Vietnam

developed and agreed the framework, the modalities, and timelines for the planned CSO Spotlight Reports. The Spotlight Reports aimed to: (1) present the CSO analysis and perspectives on the status and implementation of SDG 4/Education 2030; (2) highlight the role and value addition of CSOs in the SDG processes and generate support for key CSO policy recommendations; (3) Consolidate and unify CSO position and initiatives related to SDG 4/Education 2030; and (4) link SDG 4 with all other goals, thereby asserting the importance of SDG4 in the realisation of the other SDGs and aiding in facilitating cooperation with other civil society networks and social movements beyond the education sector.

In the course of the year, 13¹⁸ country coalitions partnered with ASPBAE in the development of CSO Spotlight Reports with seven of these being from countries whose governments have signed up to develop Voluntary National Reviews (VNRs) in 2019 - Timor Leste, Indonesia, Philippines, Cambodia, Pakistan, Vanuatu, and Mongolia. ASPBAE offered technical assistance in the Spotlight Report development process

and mentored its partners towards a better understanding of the VNR and HLPF processes to help situate the uses of the Spotlight Reports for advocacy at national, regional and global levels.

ASPBAE also worked closely with coalition members, CED Sri Lanka and VAEFA, Vietnam, in their engagement in the VNR processes in their countries in 2018. The lobbying efforts of the two coalitions were instrumental in widening the spaces for civil society engagement in the VNR processes. VAEFA called for the need for disaggregated data to attend to the promise of greater inclusion by SDG 4. CED also called for attention to access issues of children and youth with special needs and disabilities. They pointed out that the quality and relevance of both university and technical vocational education and training (TVET) also needed to improve. VAEFA cautioned against an only positive report: they argued for the importance of recognising gaps and weaknesses aside from only achievements in the report to help guide implementation, investment, and cooperation to ensure Vietnam achieves the set targets. These advocacies of the coalitions found their way into the final VNRs and, likewise, started a stronger tradition of CSO engagement in the SDG-SDG 4 processes within the country.

Through the year, national education coalitions engaged with their governments in the SDG-SDG 4 follow-up processes and committees, policy spaces, and arenas that shape their education sector plans and budgets. At least 10¹⁹ coalitions are now part of education technical bodies and committees on education policy in their respective countries.

¹⁹Philippines, Cambodia, Mongolia, East Timor, Nepal, Bangladesh, Vietnam, Sri Lanka, Indonesia, Vietnam

The Global Campaign for Education (GCE) **Global Action Week on Education**, organised from 22-28 April, once again provided an opportunity for public education and awareness raising on the right to education and the promise of SDG and SDG 4. Themed on *'Accountability for SDG 4 through Citizen Participation'*, GCE members and partners during the week-long campaign called on governments to develop credible roadmaps for implementation of the full SDG 4 agenda; halt the criminalisation and shrinking of civil society spaces; and strengthen public systems and state capacities to ensure that education is free, of good quality, and equitable.

ASPBAE continued to occupy the spaces available to influence the regional SDG-SDG 4 processes in the year. It participated in the **Asia-Pacific People's Forum on Sustainable Development 2018** (25-27 March, Bangkok) and the **Fifth Asia-Pacific Forum on Sustainable Development** (28-30 March, Bangkok). Two ASPBAE member organisations managed to participate in both events



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- Coalition for Educational Development (CED) Sri Lanka, and Dhaka Ahsania Mission (DAM) Bangladesh, represented by ASPBAE Executive Council Member for South and Central Asia, Ehsanur Rahman. ASPBAE attended the People's Forum. ASPBAE's participation pushed attention to the importance of education in achieving other SDGs, notably the SDGs under review - water and sanitation for all (SDG 6); sustainable and modern energy for all (SDG 7); cities and human settlements (SDG 11); sustainable consumption and production patterns (SDG 12); and sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss (SDG 15). The People's Forum Statement referred, for instance, to health education especially for women and girls, awareness about laws and rights of residents in settlements, and that achieving the goals of sustainable cities and communities require integrated, cross sectoral actions, including on education. The Outcomes Document of the APFSD referred to the efforts in the region where education is used as a vehicle to address poverty, marginalisation, social inclusion, and to strengthen resilience.

Expanding its engagements in the wider SDG processes in the region steered by UN ESCAP, ASPBAE and its members were selected as CSO participants in two (2) of the sub-regional preparatory meetings for the 6th Asia Pacific Forum on Sustainable Development where they

actively asserted CSO positions, especially on SDG 4 and its links with other SDGs. The meetings were intended to facilitate dialogue among government officials, civil society, experts, and other stakeholders on the theme of the 6th APFSD, 'Empowering people and ensuring inclusiveness and equality'. ASPBAE participated in the **South East Asia Forum on Implementation of the Sustainable Development Goals** (11-12 September, Bangkok) and the **South Asia and West Asia Forum** (4-5 October, New Delhi). The Asia Pacific CSO Engagement Mechanism (APRCM) South Asia subregion, along with other networks, organised a **civil society forum** prior to the UNESCAP South and South West Asia Forum on 3 October. ASPBAE, along with its members and partners - NCE India, Azad Foundation, Nirantar, Afghan National Education Coalition (ANEC), and CED Sri Lanka - participated in the forum. ASPBAE EC member, Meenu Vadera, presented the CSO statement related to SDG 8 and the representative from ANEC presented the advocacies on SDG 4 in the official process. Rama Kant Rai of NCE India was a panellist on SDG 4 in the official Forum as well.

ASPBAE led a strong civil society coordinated advocacy effort during the **4th Asia Pacific Meeting on Education 2030 (APMED 4)** from 12-13 July in Bangkok. The theme of this year's APMED was, '*Transforming Learning – Meeting the skills demand to achieve SDGs*



ASPBAE led a strong civil society coordinated advocacy effort during the 4th Asia Pacific Meeting on Education 2030 (APMED 4), in July 2018 in Bangkok.

in the Asia Pacific. It specifically focused on SDG Target 4.3 (equitable access to technical vocational training and education, TVET, and tertiary education) and Target 4.4 (relevant skills for work), and explored progress and challenges towards implementing and monitoring skills development and outcomes through formal, non-formal, and informal education. ASPBAE President, Nani Zulminarni, ASPBAE Executive Council (EC) Members Meenu Vadera, representing South and Central Asia, Thein Lwin, representing Southeast Asia, and Nasiba Mirpochoeva, Co-opted Executive Council member representing Central Asia, actively participated in APMED 4, as did several of ASPBAE's national education coalitions from the region. Youth representatives who were ASPBAE partners in the Youth-led Action Research – Norfriza Yesmita (Mita) from ASPPUK, Indonesia, and Manisha Gangode from Abhivyakti, India – also participated as resource persons, sharing the outcomes of the research and advocacy efforts. Youth representatives were visible in different plenary and workshop spaces in APMED, along with other CSOs and representatives of teachers' organisations.

Elaine Butler of Women in Adult and Vocational Education (WAVE), Australia, an ASPBAE member, and ASPBAE's Cecilia Soriano were selected as members of the Drafting Committee representing civil society.

Several of the CSO advocacies found resonance in the final agreements of the meeting.

There was strong consensus on the need for attention to considerations of inclusion, equity, and gender equality. There were explicit commitments to being attentive to the conditions of marginalised groups and communities in designing policies for secondary education, TVET, and higher education. The final outcomes document referred to, "*Targeted financial support should be made available with special attention given to the most marginalised groups and communities to access accredited skills development programmes, including through secondary education options and TVET courses.*" Ministries of education financing to schools should include a strong equity-based formula, and even public-private partnerships should support those education programmes to serve the adolescents and youth most at risk of exclusion. CSOs sensitised the debates to gender concerns with several civil society recommendations on gender inclusion finding support. The final Meeting document spoke, for example, on the need to, "*Establish and implement realistic quotas and targets to increase and maintain enrolments for job-related training for women and girls, especially in emergent and non-traditional jobs, occupations, and industries.*"

A major assertion of CSOs that gained acceptance was the need to reform national policies and programmes to ensure a holistic education environment that encompasses Early Childhood Care and Education (ECCE), primary and secondary education, TVET, tertiary, and adult education within a lifelong learning context, and to ensure no one is left behind from availing diverse learning opportunities and pathways. Following this understanding, it was agreed that policies related to 4.3 and 4.4 cannot be developed without the interconnectedness of the other targets, especially 4.1 (primary and secondary education), 4.5 (gender equality and inclusion), 4.6 (youth and adult literacy), and 4.7 (ESD and Global Citizenship Education), and SDG 8 (Decent Work and Economic Growth); and that *“foundation and transferable, transversal, soft skills”*, essential for work and life, starts with achieving SDG 4.2 (Early Childhood Development) and SDG 4.1 (primary and secondary education). ASPBAE argued strongly for the review/ establishment of appropriate legal/normative frameworks to ensure equity, inclusion, and gender equality in education as well as in breaking down the digital divides. These recommendations and other CSO positions were integrated in the outcomes document, Regional Recommendations for Actions for SDG Targets 4.3 and 4.4, agreed upon by Member States and other stakeholders.

As Asia Pacific focal point for the UNESCO Collective Consultation of NGOs on Education 2030, ASPBAE worked closely with UNESCO and UNICEF - the convenors of APMED - to agree a **protocol for CSO participation**. This institutionally-defined protocol allocates dedicated slots for national-level CSOs to participate in APMED, alongside encouragement to governments by the organisers, to include CSOs as part of their official delegations. This made for wider and more diverse CSO participation in APMED 4 – a tradition that is expected to continue in successive years. With the institutionalisation, ASPBAE is now the focal point to facilitate the participation of national CSOs in APMED. This allows ASPBAE to endorse national education coalitions and other CSOs in APMED where National SDG 4 Coordinators meet to discuss the rollout of SDG 4.



ASPBAE is now the **focal point** to facilitate the participation of national CSOs in APMED.

ASPBAE also attended the **2nd meeting of the SDG 4 National Coordinators Network** on the final day of APMED 4. E-Net Philippines and Education International were the other CSO participants in the event that discussed the ‘Regional Roadmap for the SDG 4 Education 2030 Agenda in the Asia Pacific’, discussed progress on the implementation of SDG 4 in the Asia Pacific, and heard global updates on Education 2030, mainly through the work of the Global Steering Committee, the Global Education Monitoring Report, and preparations for the global review of SDG 4 at the High-level Political Forum 2019.

ASPBAE continued to be actively involved in the **Thematic Working Group on Education 2030+** as one of the CSO members. In this capacity, it was invited to participate in the **UNESCO-organised East Asia Workshop on Monitoring SDG 4: Education Statistics and Tools** (18-22 June, Bangkok) and in the **Regional Expert and Consultative Meeting on the Training Manual for Monitoring SDG 4 and on Conducting the Regional Progress Review of SDG**



ASPBAE organised a side event during the High-level Political Forum 2018 with the theme, 'Learning Cities: Transformation Towards Sustainable and Resilient Societies through Education'.

4 in Asia-Pacific (2-4 October, Bangkok). ASPBAE also worked with UNESCO Bangkok in mobilising CSO speakers in the Regional Asia Pacific launch of the 2019 Global Education Monitoring Report (GEMR) on *'Migration, Displacement and Education: Building Bridges, Not Walls'*, in Bangkok on 20 November. ASPBAE also facilitated CSO participation in a UNESCO Bangkok Consultation Meeting on the *'Happy Schools: A Framework for Learner Well-being in the Asia-Pacific'* (November 28 in Bangkok). ASPBAE Executive Council member, Thein Lwin, participated together with other CSOs nominated by ASPBAE.

In a first, ASPBAE organised a **side event** on 10th July **during the High-level Political Forum 2018** in New York, along with the UNESCO Institute for Lifelong Learning (UIL), the Conference of NGOs in Consultative Relationship with the UN (CoNGO), and the United Methodist Church. This side event was themed on *'Learning Cities: Transformation Towards Sustainable and Resilient Societies through Education'* and sought to draw the connections especially between SDG 4 and SDG 11 (make cities and human settlements inclusive, safe, resilient, and sustainable), and SDG 12 (ensure sustainable consumption and production

patterns). It sought to facilitate a dialogue on the role of learning cities in achieving the right to education of children, youth, and adults, and in the realisation of the other SDGs. City government officials from three cities, namely Balanga (Philippines), Mexico City (Mexico), and Suwon (South Korea) showcased their innovative education programmes for children, youth, and adults, especially from marginalised communities, integrated to the city development plans.

ASPBAE also participated in the advocacy efforts through the HLPF 2018 (9-18 July) led by the Education and Academia Stakeholder Group (EASG). The EASG, along with the other CSOs working under the Major Groups and other Stakeholders (MGoS), expressed disappointment on the VNR processes and reporting during the HLPF. CSOs asserted the need for meaningful inclusion and participation of stakeholders in the implementation, monitoring, and review of the 2030 Agenda, including in the elaboration of the Voluntary National Reviews. They noted that the HLPF provides no mandate for parallel or 'shadow' reports on country-level implementation, and that no meaningful follow-up of issues raised during the interactive dialogue was done by the reporting Member States.

ASPBAE was in attendance during the **Global Education Meeting**, convened from 3-5 December in Brussels. The ASPBAE Secretary-General and EC Representative from the South Pacific, Peter Foase, represented. The Global Education Meeting (GEM) is mandated under the 2030 Framework for Action “to review the Education Agenda 2030 against progress made and share outcomes with the appropriate global follow up and review mechanism for SDGs”. The Framework for Action also stipulated that the GEM be convened aligned with the HLPF.

With this mandate, the GEM offered a space to - (1) assess current progress towards the implementation of SDG 4-Education 2030; (2) recommend strategic areas requiring political guidance and/or intervention for the effective achievement SDG 4; (3) agree key policy messages for the 2019 HLPF Review and UN General Assembly 2019; and (4) agree enhanced coordinated support structures for the implementation of SDG 4-Education 2030.

The Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO ED2030) was well presented in the GEM. The Coordination Group organised and anchored the parallel session on ‘Civil society perspectives, bottlenecks and ways forward in SDG4 implementation’ which aimed to showcase the efforts of civil society in advancing SDG 4 and education within the wider SDG agenda and architecture and surface recommendations towards guaranteeing meaningful CSO participation in SDG 4 planning, implementation, and monitoring. The Coordination Group was also actively involved in the

debates and drafting of the outcomes document. Almost all the CSO advocacies made it through the GEM’s final statement - a greater focus on gender, adult literacy, equity, training, and skills beyond a focus on work. It was encouraging to hear a greater articulation of lifelong learning – and within this, enhanced attention to youth and adult education, non-formal adult education, as well as ECCE in this GEM. These areas have gained greater visibility in this event relative to previous SDG 4-Education 2030-related global meetings.

ASPBAE continued to be part of the **Education 2030 Steering Committee** (ESC) and attended its meeting from 28 February to 2 March in Paris. ASPBAE rotated out as the main CSO representative in the ESC in September 2018 but remains an alternate to the Arab Campaign on EFA (ACEA) until March 2020 when it becomes the main representative again.

SUSTAINED ADVOCACY ON EDUCATION FINANCING

ASPBAE continued support to education campaign coalitions to sustain the momentum gained in the previous years on research, advocacy campaigning, and lobby work on the issue of education financing and privatisation, specifically to challenge the privatisation push and work towards securing effective policies and accountability measures to regulate private schools and private actors in education. Over the last 3-4 years, ASPBAE has been working specifically with the coalitions in India, Nepal, Bangladesh, Mongolia, Pakistan, and the Philippines.



ASPBAE participated in the **Global Education Meeting** (December 2018, Brussels). ASPBAE was represented by its Secretary-General, Maria Khan, and EC Representative from the South Pacific, Peter Foase.

In 2018, ASPBAE released the **Digest of the Parallel CSO reports: Education Privatisation: A Threat to the Right to Education**. This summarised the CSOs submissions to the Committee on Economic Social and Cultural Rights (CESCR), the Committee on the Rights of the Child (CRC), and the UN Human Rights Council processes in 2016-2017, the recommendations coming out of these processes. The Digest aimed to support the ongoing information and dissemination work to promote awareness on the recommendations of the HR bodies to governments on education privatisation, and to track actions in this respect. ASPBAE also released an **Explainer - Addressing Privatisation Using Human Rights Review Mechanisms** - a guide to engaging the Human Rights mechanisms and processes to advance the right to education, based on the experience of ASPBAE and its coalition partners.

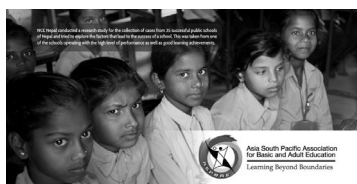
ASPBAE supported the development of **six (6) country case studies which analysed the existing regulatory frameworks on non-state actors/institutions in education** in terms of the establishment, operations, admission, financing, and fulfilment of the right to education. These were completed in 2018. The studies noted the increasing trend of privatisation of education which result in discrimination and segregation based on economic status, gender, ethnicity, religious background, disability, residency status, and geographical location. Across the six countries, regulations and accountability mechanisms are generally weak, if not absent. Regulatory policies exist in most countries but are hardly implemented due to lack of personnel, inadequate

funding, corruption, and lack of political will on the part of government and the responsible agencies to enforce regulations. The studies analysed the barriers, the policy gaps, and enforcement issues and recommended measures to strengthen regulatory frameworks, monitoring, and enforcement of policies related to private sector involvement in education.

ASPBAE also continued to mobilise comments to the Draft '*Human Rights Guiding Principles on Private Actors in the Provision of Education*', steered by the **Consortium on Education Privatisation and Human Rights**. Country consultations were organised in the Philippines (April 2018), India (May 2018), and Nepal (June 2018) in this respect.

While sustaining its advocacies related to education financing during the different SDG-SDG 4 platforms, it also lobbied in other policy spaces, notably with the World Bank and within the processes of the Global Partnership for Education.

ASPBAE participated in the Civil Society Policy Forum (CSPF) held as an integral part of the Annual Meetings of the International Monetary Fund (IMF) and the World Bank Group (WBG) from 12-14 October in Bali. More than 600 civil society participants from 69 countries participated in the Forum to dialogue and exchange views with the WBG and IMF officials, government delegations, and other stakeholders on a wide range of development and economic issues. ASPBAE maximized different opportunities during the Civil Society Policy Forum to call attention to the World Bank's policies promoting



EDUCATION PRIVATISATION: A Threat to the Right to Education

The Asia South Pacific Association for Basic and Adult Education (ASPBAE), together with national education campaign coalitions in the Asia-Pacific region, launched a coordinated campaign to highlight the impact of low funding and commercialised education on the right to education (RTE). A major component of the campaign consisted in meeting state obligations to the right to education. In this Digest, ASPBAE presents the summaries of the parallel reports prepared by the national education coalitions in Pakistan, Nepal, Philippines and Mongolia which were submitted to the concerned UN treaty bodies as part of a human rights review process undertaken in Geneva Switzerland in 2018. The parallel reports focused in particular on demonstrating how privatisation and commercialisation of education have served to undermine the right to education, laying the bases on poor financing, inequity and the lack of effective regulation of private provision to education. Apart from the parallel report summaries, the Concluding Observations of the Committees that are relevant to the education issues cited are also presented in this Digest.

The Right to Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948, and its confirmation as an obligation in numerous international human rights treaties. The realization of international law on the right to education has long been hampered by a strong human rights perspective and offers a clear commitment to equity, inclusion and gender equality. Education 2030 asserts that governments' have the primary



Addressing Privatisation Using Human Rights Review Mechanisms

The experience of national education coalitions and ASPBAE in countering the privatisation of education in Asia-Pacific using human rights tools and mechanisms

For the period 2015 to 2017, national education campaign coalitions, in cooperation with the Asia South Pacific Association for Basic and Adult Education (ASPBAE), launched a coordinated lobby campaign using human rights review mechanisms to highlight the issue of the rising privatisation and commercialisation of education in the Asia-Pacific region. For national and events education coalitions from the Philippines, Mongolia, India, Nepal, and Pakistan conducted country case studies, prepared parallel reports, and engaged the relevant UN treaty bodies and the UN Human Rights Council (HRC) on the issue of privatisation and its impact on the right to education.

ASPBAE released the 'Digest of the Parallel CSO reports: Education Privatisation: A Threat to the Right to Education' and an 'Explainer - Addressing Privatisation Using Human Rights Review Mechanisms' - a guide to **engaging the Human Rights mechanisms and processes to advance the right to education.**



ASPBAE participated in the Civil Society Policy Forum held as a part of the Annual Meetings of the IMF and the World Bank Group in October in Bali. ASPBAE also co-organised a panel session on 'Education Equity, Financing and Privatisation'.

privatisation of education that impact negatively on the right to education. ASPBAE strongly argued against such policies during the Civil Society Roundtable with the WB Executive Directors, the European CSO (civil society) Dialogue with WB Executive Directors, and the Forum of the International Development Association (IDA) which were attended by top officials of the WB, donor states recipient countries, and by CSO representatives. In this respect, ASPBAE, along with Oxfam International, E-Net Philippines, the Network for Education Watch Indonesia (NEW Indonesia), Oxfam Pakistan, and ActionAid International, organised a **panel session on 'Education Equity, Financing and Privatisation'** attended by Luis Benveniste, Education Practice Director of the World Bank as a panellist. ASPBAE asked the Bank to rethink its policy framework of PPPs in education, citing the Asian experience with PPPs which only exacerbated inequity and discrimination, and resulted to further segregation in education. It also called for a review of the Bank's policies and investment programme which provide funding to private education providers.

ASPBAE participated in the **GPE Replenishment Conference** and related events from 1-2 February in Dakar, Senegal. It continued to facilitate strong CSO input to the **Local Education Group (LEG) processes** at the national level, working with its national education coalition members, and globally, in the GPE grant review processes and through the **CSO representatives in the GPE Board**.

Mainly through the Global Campaign for Education (GCE) and ASPBAE's participation in the Education 2030 Steering Committee, ASPBAE engaged in the discussions around the Education Commission's proposed **International Financing Facility on Education (IFFeD)**, raising concerns over – (1) how it can promote increased indebtedness of lower-middle income countries, many of whom are already in moderate or high debt distress; (2) the need for more balanced efforts on other aspects of financing, including clearer targets on domestic financing and tax justice; (3) the risks of creating parallel criteria, indicators, and structures – narrowing the SDG 4 agenda at the expense also of youth and adult education; and (4) the need for clearer commitments to the right to education, to public education systems, and to civil society engagement.



ASPBAE participated in the **GPE Replenishment Conference** (February 2018, Dakar) and continued to facilitate strong CSO input to the Local Education Group (LEG) processes at the national level.

ADVOCACY ON YOUTH, ADULT LEARNING AND EDUCATION

While the promotion of youth and adult education remained part of its overall advocacies within the different policy space, ASPBAE participated in and occupied, it also created its own arenas to advance policy attention to youth and adult education. The lynchpins of ASPBAE efforts in this regard in 2018 were the **'Study on Policy and Financing Options for Skills for Work for Marginalised Women'**, piloted in 2017 in India with Azad Foundation and in Indonesia with PEKKA; and **the Youth-led Action Research** undertaken with Abhivyakti in India, ASSPUK in Indonesia, and E-Net Philippines through 2016-2017.

The studies on skills for work for marginalised women were completed in the period offering analysis on the policy and funding context related to skills education for work benefitting marginalised women and recommendations for policy and practice, based on a gender-just, social justice, and empowerment framework. The outcomes were shared in APMED 4: ASPBAE President, Nani Zulminarni, drew from the study findings in her remarks as a panellist on *'Building new learning pathways in the Asia Pacific,'* which discussed holistic approaches to developing learning pathways in Asia and the Pacific, linking TVET and tertiary education, including university. Meenu Vadera, ASPBAE EC member, also cited the

analysis from the study in the session entitled, *'A Skilled Workforce for the Future: School-to-work transition'* where she was also a panellist. The study's recommendations regarding a gender just framework for skills education also informed the lobbying of CSOs during APMED 4 and ensured a sharper focus on gender with respect to skills and decent work.

While the study outcomes were initially planned to be disseminated mainly through national consultations in India and Indonesia, the favourable feedback generated in regional fora where the study outcomes were shared prompted ASPBAE to scale up plans and organise **sub-regional Thinking Conclaves for South Asia and South East Asia** around the study findings. The South Asia Thinking Conclave was organised in Kathmandu from 13-14 December, hosted by DidiBahini, Nepal. The South East Asia Thinking Conclave was organised with PEKKA from 18-19 December in Jakarta alongside a **Policy Forum with the Indonesian Ministry of Education** on 20 December. In both Thinking Conclaves, CSO participants were able to dialogue with representatives of the government and ILO on the study findings. The Director of SEAMEO, Dr. Gatot Hari Priowirjanto, participated in the Indonesia Policy Forum as well as the MOE's Director for Literacy and Equivalency Management, Dr. Abdul Kadar. The **national consultation on the India** study, originally planned for 2018, was organised instead from 16-18 January 2019 in New Delhi within the Azad Foundation-organised International Conference on

'Making Non Traditional Livelihoods work for the Marginalised', thus bringing the study findings to a much wider national and transnational multi-stakeholder audience, as well as allowing greater possibilities for engagement between advocates and practitioners in the field of women and work with those advancing ALE. ASPBAE also started the development of **'Explainers'**, or more popularised versions of the study analysis and findings which will be used for advocacy efforts of ASPBAE during the High-level Political Forum (HLPF) in 2019 which will focus on SDG 4 and SDG 8 (decent work).

The Youth Action researches were completed in 2017 with 2018 was devoted to activities related to outreach and policy engagement on the analysis and recommendations of the research. During APMED 4, the young women researchers from marginalised communities in India and Indonesia presented their analysis on gender equity in education and lifelong learning and transitioning to work that emerged from their action research with ASPBAE. The study findings were also presented during the **South East Asia Ministers of Education Organisation (SEAMEO) Innotech 15th International Conference on Inclusive Education, 'Thriving in the Margins'** (6-8 March, Manila), which ASPBAE co-organised. The YAR was also presented in a panel during the **3rd International Conference on Global Citizenship Education (GCED)** from 5-6 September in Korea, organised by the Asia Pacific Centre of Education for International

Understanding (APCEIU), Ministry of Education of the Republic of Korea, and the Ministry of Foreign Affairs of the Republic of Korea. EC member for East Asia, Batjargal Batkhuyag, introduced the research and shared the session discussions with the community youth researchers from India and the Philippines. EC member from the South Pacific and youth organiser, Peter Clinton Foase, also introduced the research and its findings during a parallel session related to **Girls and Women's education in the Global Education Meeting (GEM)** in Brussels (3-5 December).

In these various fora, community youth from the action research spoke of their experiences of conducting the research – as a youth-led process and as an empowering tool to strengthen the voice and agency of youth in decision-making processes that impact on their lives. They spoke as well of the challenges they faced and the recommendations they have offered to government and other decision-makers in their communities, for instance on – (1) the need for greater access of youth to free, publicly-funded quality primary and secondary education as foundations for further learning; (2) the need for strengthened delivery systems for quality youth and adult education, such as Community Learning centres and the imperative of accelerated expansion of public financing for basic, youth, and



Sub-regional Thinking Conclaves for South Asia and South East Asia around the findings of the 'Study on Policy and Financing Options for Skills for Work for Marginalised Women' were held in Nepal and Jakarta.



Findings of the Youth Action Research studies were shared at the SEAMEO Innotech 15th International Conference on Inclusive Education which ASPBAE co-organised (March 2018, Manila).

adult education; (3) the need to address barriers to learning and access brought on by multiple layers and dimensions of marginalisation and exclusion, especially of girls and women; and (4) the value of SDG4.7 with GCED and ESD offering powerful integrating approaches to frame education as transformative and empowering.

ASPBAE also participated in several **UNESCO events focused on youth and adult education in the period. It participated in the UNESCO Bangkok Experts Meeting on Innovating Adult and Community Learning in the Asia Pacific** from 23-24 April in Bangkok. ASPBAE also participated in the UIL-organised **Global Alliance for Literacy within the Framework of Lifelong Learning Policy Forum** from 13-14 November in Mexico City as

one of the CSOs which will continue to be represented in this platform. ASPBAE collaborated with UNESCO Beijing in organising a **National Review Seminar on Community Learning Centres** on 6 April in Ulaanbaatar, Mongolia, as a forum for CLC representatives, officials from the Ministry of Education, Culture, Science, and Sports, and researchers, non-formal educators, and cultural heritage experts to review and discuss how CLCs can play a significant role in promoting and protecting cultural heritage and fostering cultural diversity.



leadership
+ capacity
|| **OUTCOME** ||



ASPBAE, with All for Education (AFE) Mongolia, organised a study exchange of the Tajik coalition core group to Ulaanbaatar (July 2018).

ASPBAE's work on leadership and capacity building continued to be pursued around 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 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.

CAPACITY BUILDING FOR ADVOCACY

ASPBAE sustained demand-driven capacity support to 19 national education coalitions²⁰ in the Asia Pacific through the Civil Society Education Fund (CSEF). The support involved programmatic assistance in the coalitions' advocacy efforts, spanning campaign strategising, policy research work and analysis, accompanying coalitions in their national policy events, public-facing initiatives including press meetings and mobilisations; and in their institutional building efforts, including in resource mobilisation.

Aside from national-level capacity support, ASPBAE organised cross-country, sub-regional, and regional capacity building platforms for education advocacy. ASPBAE, with All for Education (AFE) Mongolia, organised a **study exchange of the Tajik coalition core group to Ulaanbaatar, Mongolia** from 26-30 July. The exposure visit helped members of the Tajikistan Alliance understand more about the coalition building process, advocacy strategies to advance education issues, and ways to engage in national education policy processes.

²⁰India, Pakistan, Nepal, Afghanistan, Bangladesh, Sri Lanka, Kyrgyzstan, Tajikistan, Mongolia, Vietnam, Cambodia, Indonesia, Philippines, East Timor, Myanmar, PNG, Solomon Islands, Vanuatu, Samoa

ASPBAE also organised a **Capacity Support and Advocacy Workshop in New Delhi for the Afghanistan National Education Coalition (ANEC)** from 20-25 May. Capacity building sessions were organised to update and strategise engagements on the policy spaces related to the SDGs and SDG 4 in particular. A session to deepen understanding on the links between SDG 4 with other goals, such as decent work and economic growth (SDG 8), gender (SDG 5), and reducing inequality (SDG 10), was led by Azad Foundation, India. Other NGOs in India were also mobilised to input on inclusive education and on ESD. A session on finance reporting was led by a member of the Global Campaign for Education (GCE) Global Secretariat. **Two (2) South Pacific sub-regional capacity building workshops** were organised in the year: The first one was organised from 3-4 July in Suva, Fiji, coinciding with the Vaka Pasifiki Education Conference held at the University of the South Pacific, also in Suva, from 5-6 July. The workshop enabled participants to - share knowledge and experiences in education advocacy; share experiences in analytical skills regarding national education policy alignment with SDG 4, education policy in relation to inclusion, and national education budgets; analyse the Pacific regional education architecture; and hear from key players from Fiji and the sub-region. Participants also attended the Vaka Pasifiki Education Conference, a significant and valuable coming together of 300 educators from across the Pacific.

The second workshop was from 15-19 October, hosted by RMIT, Melbourne. The workshop offered a space for the coalition participants to share their findings from their researches on three common areas of focus, namely – (1) the alignment of country education policies with SDG 4, (2) policies and practice on inclusion and disability, and (3) analyses on their national education budgets. It also built further capacities on education research and analysis, and on how to write reports and make submissions for lobbying.

ASPBAE also maintained its active engagement with the **Australia Coalition for Education and Development (ACED)** where ASPBAE Australia is a member and participated in its two (2) meetings in the year: one on 18 April in Melbourne organised alongside the Summit on Lifelong Learning; and another from 13-14 September, also in Melbourne. The Summit of Lifelong learning was convened by ASPBAE member, Adult Learning Australia's (ALA), on 17 April in Melbourne. ACED discussed plans to develop a CSO Spotlight Report for the HLPF 2019 and also the ways to influence education and education aid policies ahead of the 2019 national elections.



ASPBAE organised a **Capacity Support and Advocacy Workshop** in New Delhi for the Afghanistan National Education Coalition (ANEC) in May 2018, New Delhi.



Two South Pacific sub-regional capacity building workshops were organised in the year – one leading up to the **Vaka Pasifiki Education Conference** (July 2018, Suva), and one hosted by RMIT, Melbourne (October 2018).

From 2-5 September, ASPBAE convened the **Asia Pacific Regional Consultation for Education Advocates**, in Colombo, Sri Lanka, hosted by the Coalition for Education and Development (CED) Sri Lanka. It brought together representatives from the 19 coalitions partners of ASPBAE in CSEF, and other ASPBAE members involved in education advocacy, especially with respect to women's empowerment, skills for life and work, education concerns, especially of marginalised youth and ESD. There was also strong participation of youth with representatives from a disability group (Vietnam), a youth-led organisation (Nepal), an NGO with youth programmes (Sri Lanka), and from marginalised communities (Bangladesh). ASPBAE members also benefited from the presence of regional and global partners, such as the Africa Network Campaign on Education For All (ANCEFA), Latin American Campaign for the Right to Education

(CLADE), Arab Campaign for Education (ACEA), International Council for Adult Education (ICAE), Global Partnership for Education (GPE), and the Global Campaign for Education (GCE), who shared their strategies and plans, providing relevant information to the coalitions to enhance their efforts in favour of right to education and lifelong learning.

The regional consultation in Colombo gave coalitions an opportunity to sustain engagement with the GPE, especially through CSO representation on the GPE Board. Zehra Arshad, National Coordinator of the Pakistan Coalition for Education (PCE), Society for Access Quality Education (SAQE), and Laura Giannecchini, Regional Coordinator at CLADE, serve as board members on GPE CSO 2 constituency, representing civil society. During this regional consultation, they highlighted the discussions and shared



ASPBAE convened the Asia Pacific Regional Consultation for Education Advocates (September 2018, Colombo), hosted by the Coalition for Education and Development (CED) Sri Lanka.



ASPBAE maintained its active engagement with the Australia Coalition for Education and Development (ACED). The **Summit of Lifelong Learning** was convened by ASPBAE member, Adult Learning Australia – ALA (April 2018, Melbourne).

their reflections and analysis on the debates within the GPE Board, especially around the new Private Sector Strategy of GPE. Participants were also briefed on the plans for the upcoming World Assembly of GCE (November 2018 in Kathmandu) including the plans of GCE to host its first Youth Caucus event where young education activists from all over the world will discuss and debate on issues around the education sector.

In preparation for APMED 4, ASPBAE organised a **CSO-pre APMED 4 Meeting** to offer a space to – (1) deepen understanding on the focus on the APMED 4 discussions i.e. targets SDG 4.3 and 4.4; (2) highlight policy issues on higher education, technical vocational education and training (TVET), and skills development based on researches and experiences from the field, sensitised to the varied contexts of the different sub-regions in the Asia Pacific; (3) jointly draw up recommendations to advocate during APMED 4 and to guide follow-up efforts at the country level; and (4) agree strategies and working modalities for CSO advocacy and lobbying within APMED 4. A set of CSO Recommendations for APMED 4 were drawn up to guide CSO lobbying in this policy space.

ASPBAE participated in and helped design and facilitate the **Global CSEF Learning** event (13-15 November, Kathmandu), organised by GCE alongside the GCE

World Assembly. The CSEF Learning event gathered all the CSEF coalition partners from the Asia Pacific, Africa, Latin America, and the Arab region. It was designed to enhance the knowledge and capacity of CSEF implementing partners by fostering a strong and sustained culture of peer learning, experience sharing, and exchange of insights towards effective advocacy and engagement in education policy dialogue, planning, monitoring, and reform. The exchanges and discussions spanned the areas of domestic resource mobilisation, gender and education, monitoring and evaluation, and financial management. It also offered a space to interact with the participants of the Youth Caucus; update on the successor programme to CSEF, Advocacy for Social Accountability (ASA); and discuss possible inputs to the forthcoming GCE World Assembly.

Toolkits and Resource Packs were developed in the period to aid advocacy efforts. Aside from the Explainers on engaging the Human Rights Mechanisms, resource packs were developed to aid the development of the CSO Spotlight Reports. Work started in the period on the targeted explainers on skills for women and work, youth and education, and on regulatory frameworks and accountability measures governing private sector engagement in education. ASPBAE also began to develop a publication documenting lessons and good practice of



ASPBAE organised a **CSO-pre APMED 4 Meeting** (July 2018, Bangkok) to prepare member and partner CSOs for effective and well-coordinated participation in APMED 4.

national education coalitions' advocacy efforts. This follows an earlier publication, 'Persuading Powers', which was released at the end of the first phase of CSEF. These will be completed in 2019, aiming for uses especially for the HLPF 2019 processes.

As planned, ASPBAE continued **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 worked with GCE to ensure a vital two-way flow of information between national CSO constituencies and the GPE Board. ASPBAE participated in two (2) GPE Board meetings in the year – in Brussels (12-14 June) and in Dublin (3-5 December). It was closely engaged in the CSO preparatory meetings organised by GCE at the front end of Board meetings.

CAPACITY-BUILDING TO ENHANCE YOUTH, ADULT LEARNING AND EDUCATION (ALE) PRACTICE AND ADVOCACY

The **ASPBAE Basic Leadership Development Course (BLDC)** was organised from 25-30 November in Auckland, New Zealand, with ASPBAE member Adult and Community Education (ACE)-Aotearoa hosting and co-funding the event. The event brought together 32 participants (15 men, 17 women) from all over the Asia

Pacific with a large contingent from the South Pacific. 30% were young people. Unfortunately, severe visa problems caused many of the South and Central Asian participants to drop out at the last minute. Nevertheless, Course participation remained diverse with the BLDC offering an exceptional exposure to a wide range of cross-cultural, cross-country experiences on CSO-led education advocacy and basic, youth, and adult education work.

A highly competent Course Directors team, comprised of ASPBAE EC members Eri Yamamoto, Kim Anh, and Peter Clinton Foese steered the training, assisted by a strong pool of resource persons including ICAE President, Sandy Morrison, ASPBAE Immediate Past President, Robbie Guevara, with Anita Borkar (virtually) and Bernie Lovegrove from among ASPBAE staff. EC member from the South Pacific, Kilala Devette-Chee, was an EC participant observer to this year's BLDC.

ACE Aotearoa was an exceptional host and partner in the BLDC. They were actively engaged in designing and facilitating the Course, including through very well selected site visits. They ensured that the strong tradition of ALE embedded in indigenous learning systems in New Zealand/Aotearoa richly informed the discussions. Adult Learning Australia (ALA) also generously funded a youth participant from Australia to the BLDC.

The **BLDC Tracer Study** was launched during this year's BLDC, designed to provide technical and monitoring support for the effective implementation of the specific action plans of the BLDC cohort of 2018. Through the exchange of these experiences and their documentation, ASPBAE aims to build a community of practice of adult education practitioners and education policy advocates.

ASPBAE continued to collaborate with its partners on initiatives to strengthen ALE practice. It sustained its involvement with the DVVI Regional Office in South Asia, RMIT Australia, and the Department of Non-Formal Education, Ministry of Education, Laos, on the **Training of Master Trainers**. ASPBAE participated in the final workshop of the Master Trainers from 26-31 May in Vientiane. On the occasion of this workshop, ASPBAE was invited to run a training on **lifelong learning** with the faculty, students, and staff of the **Faculty of Education, National University of Laos**. The interactive training, employing participatory and experiential activities, helped build a shared understanding of the concept of LLL through different phases of life and highlighted the importance of participatory methodologies in facilitating teaching in formal as well as non-formal settings.

From 9-10 February, ASPBAE participated in the UNESCO Bangkok-organised **Third Experts meeting on 'Community-based Education for Sustainable Development (ESD)'**. ASPBAE and other participants were mobilised to assist UNESCO Bangkok in the development and piloting of training modules on ESD for Community Learning Centres. ASPBAE continues to be involved in the pilot phase of these modules.

ASPBAE continued its participation in the DVVI-led effort on **Branding Adult Education (AE)**. DVVI organised the second international workshop on this from 1-2 October in Hamburg with the UNESCO Institute for Lifelong Learning (UIL). This was designed as a follow-up to the first workshop on Branding Adult Education held in Suwon, Korea, in October 2017. The notion of 'branding' adult education stems from the observation that the term 'adult education' is perceived and understood differently in various regions and contexts of the world. There is also a plethora of terms used to label this sector and body of work. This has been standing in the way of advocating successfully for its priority in financing and public policy. The workshop proposed that the varied regional meanings/connotations of AE need to be located under a universal brand umbrella of AE, with 'Adult Learning and Education' (ALE) as the central anchor point.



The BLDC was organised in November in Auckland, New Zealand, with ASPBAE member Adult and Community Education (ACE)-Aotearoa hosting and co-funding the event.



A highly competent **Course Directors team**, comprised of ASPBAE EC members Eri Yamamoto, Kim Anh, and Peter Clinton Foases steered the BLDC 2018.

GROWING THE YOUTH CONSTITUENCY WITHIN ASPBAE

The concluding activities of the ASPBAE and UIL Youth-led Action research (YAR) activities were pursued in 2018. These focused on dissemination of outcomes and lessons of the research, and the documentation of its rich practice. UIL and ASPBAE developed a short video on the YAR stories of youth empowerment, *‘Young rural women lead educational reform’*, launched on 8 March

2018, International Women’s Day. E-Net Philippines also developed a video on the YAR experience and Abhivyakti developed 2 videos. ASSPUK and Abhivyakti published their country YAR reports and Abhivyakti released two other publications, “Shodhini” and the YAR Consolidated Findings, “Shodhini, Youth Action Research on Gender, Education, Skills and Empowerment in India’.

The on-line Compendium of YAR material was also compiled by ASPBAE and is envisaged to offer resource materials for reference to the organisers and participants of the next 2nd Youth-led Action Research (YAR 2) initiative. The e-Manual on YAR was also developed in 2018.

ASPBAE was able to successfully mobilise the participation of youth leaders and representatives of youth-led organisation members of national education coalitions from Vietnam, Mongolia, Bangladesh, the Philippines, Myanmar, and Nepal during the Youth Caucus of the Global Campaign for Education (14-15 November, Kathmandu). The Youth Caucus discussed youth recommendations to the strategic plan and governance processes of the GCE.

Consultations on the expansion of YAR 2 to East Timor, Vanuatu, Nepal, and Mongolia began in the period. Preliminary work on country-level youth engagements and consultations to input into and engage the CSO Spotlight Report and VNR also began in end 2018.



ASPBAE participated in the final workshop of the Training of Master Trainers (May 2018, Vientiane) and conducted a training on lifelong learning at the National University of Laos.



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building
| **strategic** |
partnerships



ASPBAE co-organised the GCE World Assembly, along with NCE Nepal which hosted the event in Kathmandu (November 2018).

ASPBAE maintained strong relations with its strategic partners through this period of change.

ASPBAE co-organised the World Assembly of the **Global Campaign for Education (GCE)**, along with NCE Nepal which hosted the event in Kathmandu. ASPBAE Secretary-General rotated out as a member of the Board of GCE after more than a decade of service. Through a Constitutional amendment approved by the Assembly, ASPBAE remained eligible to stand for a Board seat, representing the Asia Pacific. ASPBAE Immediate Past President, Jose Roberto Guevara, was elected as a GCE Board member representing ASPBAE. Ram Gaire, Executive Director of NCE Nepal, was also elected as the other Asia Pacific representative to the GCE Board, replacing Rasheda Choudhury of CAMPE, Bangladesh. Both NCE Nepal and CAMPE are ASPBAE members.

There were several opportunities for inter-regional exchange in the period. The GCE World Assembly offered a huge platform for this. In addition, the regional coalitions were able to participate in each other's major regional policy and capacity building events in the period. ASPBAE participated in the **ACEA Regional Forum on Education Financing** from 1-4 May in

Beirut. The ASPBAE Secretary-General, EC member for South East Asia, Thein Lwin, and ASPBAE staff, Helen Dabu, attended. EC member for East Asia, Batjargal Batkhuyag, represented ASPBAE in the **8th Pan African Regional and Policy Forum** organised by ANCEFA from 27-28 November in Lome, Togo. Representatives of ACEA, CLADE, and ANCEFA participated in ASPBAE's Regional Consultation of Education Advocates in Colombo.

ASPBAE sustained its engagements with the other constituent bodies of GCE – with **Education International (EI)** and other INGO members of GCE, notably **Action Aid International (AAI)** and **Oxfam**. ASPBAE worked with Oxfam and AAI closely during the Civil Society Policy Forum of the Annual Meetings of the International Monetary Fund (IMF) and the World Bank Group (WBG) in Bali and participated in Oxfam's Education Community of Practice and Influencing (ECPI) Education and Inequality Meeting from 19-20 November in Hanoi.

ASPBAE works closely with AAI, the **Open Society Foundations**, RESULTS, and the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR), especially through the **International Privatisation in**



ASPBAE, represented by its Secretary-General, Maria Khan, and Helen Dabu, participated in the **ACEA Regional Forum on Education Financing** (May 2018, Beirut).

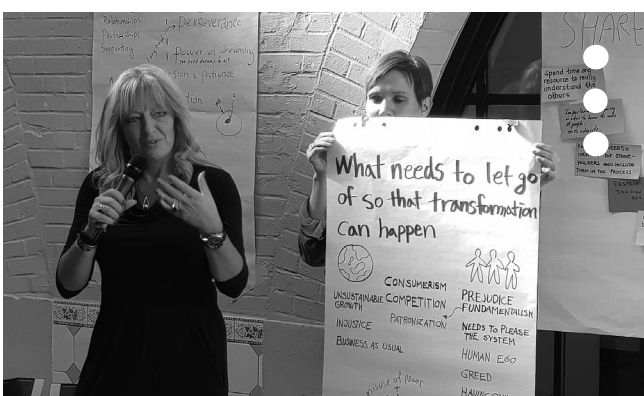
Education and Human Rights Consortium where ASPBAE is a member of the Facilitation Committee.

ASPBAE remained an active member of the **Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030** (CC NGO/ED 2030), representing the Asia Pacific. The Coordination group met on 7 May in Beirut to update on the SDG 4 follow-up work steered by UNESCO through the Steering Committee, share plans of the members of the Coordination Group in this regard, and agree the action plan of the CC NGO/ED 2030. The group agreed to organise a session focused on civil society during the upcoming Global Education Meeting (GEM) in 2018. They also agreed that in the light of the leadership changes in UNESCO with the recent selection of a new UNESCO Director General and Assistant Director General for Education, it would be timely to re-introduce the CC NGO Education 2030.

ASPBAE continued to work closely with the **International Council for Adult Education (ICAE) and DVV International** in global advocacy and networking efforts related especially to youth and adult learning and education.

ASPBAE representative and ICAE Vice President for the Asia Pacific participated in the Bridge 4.7 Forum and ICAE Executive Council Meeting from 3-5 October in Brussels. ASPBAE worked closely with ICAE in its SDG-SDG 4 advocacy efforts in the year, especially in its role as an Organising Partner of the **Education and Academia Stakeholder Group (EASG)**. ICAE Secretary General, Katarina Popovic, was a resource person in ASPBAE's side-event during the HLPF 2018 in New York and its Advocacy Officer, Ricarda Morschilling, participated in the Regional Consultation of Education Advocates in September in Colombo. ASPBAE has also been assisting ICAE in its efforts to set up its Secretariat in the Philippines.

DVV International worked closely with ASPBAE in its work on advocacy and capacity building for ALE. ASPBAE continued to serve in the Editorial Board of the DVVI journal, Adult Education and Development (AED) and contributed significantly to its publication, International Perspectives in Adult Education (IPE), on the issue on 'Rethinking Adult Learning and Education (ALE) – Asian Perspectives', developed in the year. ASPBAE and DVVI collaborated as well in their engagement with the SDG-SDG 4 processes, in engagements with UNESCO Bangkok regionally and globally as members of the Coordination



ASPBAE continued to work closely with the International Council for Adult Education (ICAE) and DVV International in **global advocacy and networking efforts** related especially to youth and adult learning and education.



ASPBAE President, **Nani Zulminarni**, took over ASPBAE representation in the Global Advisory Committee (GAC) of the UN Girls Education Initiative (UNGEI) in 2018, replacing ASPBAE member, Nitya Rao.

Group of the CC NGO Ed2030. During the year, ASPBAE, DVVI, and ICAE jointly strategised engagement in the 2019 HLPF to ensure attention to ALE. DVVI and ASPBAE have also been in discussion over ways to strengthen ASPBAE's engagements with adult education networks and CSOs promoting ALE in Central Asia and China.

2018 was the first year of the new strategic partnership between ASPBAE and the **Swiss Agency for Development and Cooperation (SDC)**. A significant part of the year and the engagements were dedicated to clarifying the terms of the partnership and organising the formalities of the grant. It is anticipated that 2019 will enable a greater focus on programmatic engagements including with the SDC country offices in the Asia Pacific region. ASPBAE continued to relate with SDC in its advocacy efforts within the GPE Board where SDC is represented.

ASPBAE President, Nani Zulminarni took over ASPBAE representation in the **Global Advisory Committee (GAC) of the UN Girls Education Initiative (UNGEI)** in 2018, replacing ASPBAE member, Nitya Rao. She participated

in the UNGEI GAC meeting from 10-15 December in Ottawa. She was also a speaker in the UNGEI Regional Forum on Adolescent Pregnancy from 4-5 April in Bangkok.

ASPBAE sustained its engagements with the **CSO formations engaging with the SDG processes**, notably with the Asia Pacific Regional CSO Engagement Mechanism (APRCM), the Education and Academia Stakeholder Group (EASG) and the Conference of NGOs in Consultative Status with the UN (CoNGO) where ASPBAE serves as a member of the Continuing Committee of the CoNGO Regional Committee in the Asia Pacific (RCAP). It also sustained collaboration with the Global Call to Action Against Poverty (G-CAP), the Asia Development Alliance (ADA), CIVICUS (Global Alliance for Citizen Participation) and Bridge 47.

ASPBAE continued to work closely with the different **UNESCO** offices, notably UNESCO Bangkok, UNESCO Paris, and the UNESCO Institute for Lifelong Learning in Hamburg.



ASPBAE continued to serve in the Editorial Board of the DVVI journal, *Adult Education and Development (AED)*.



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



ASIA-PACIFIC REGIONAL CONSULTATION OF EDUCATION ASSOCIATES

COLOMBO, SRI LANKA

SYSTEMS 2018

No Signal



institutional
strengthening



The ASPBAE Executive Council convened in February 2018 in Jaipur, India. The meeting was hosted by Azad Foundation.

The ASPBAE Executive Council (EC) convened from 4-7 February 2018 in Jaipur, India. The meeting was hosted by Azad Foundation. Following tradition, ASPBAE sought to use the occasion of its meeting in India to meet and interact with its members and potential members in the country. A Forum on ‘Understanding the Context in India on Education and Lifelong Learning’ was organised on 4 February. The Executive affirmed ASPBAE’s Strategic Directions coming out of the 7th General Assembly of 2016. It reviewed ASPBAE’s work in the previous year and approved Plans and Budgets for 2018. The Executive discussed, in depth, the leadership transition processes that need to be set in place with the express desire of the ASPBAE Secretary-General to step down from this role in 2020.

The ASPBAE Executive Council remained engaged through the year in the different programmes of ASPBAE where they lent their vast technical skills and experience,

and where they also provided guidance and advice.

ASPBAE membership stood at 137 member organisations and 97 individual members as on end December 2018.

As a membership-based organisation, ASPBAE’s membership expansion and consolidation efforts are core to its functioning. While these are pursued largely through ASPBAE programmes, dedicated efforts towards membership outreach have been identified by the EC and the General Assembly as priority.

ASPBAE reconnected with the China Adult Education Association (CAEA) and, through their participation in the 2018 BLDC, discussed ways to sustain their interaction with ASPBAE. They indicated an interest to host an ASPBAE event in the country, possibly a BLDC. ASPBAE has also been reaching out to youth volunteer groups in the country as an additional route

to expand its membership.

Participation in the Vaka Pasifiki Education Conference opened new connections for ASPBAE in the Pacific and also introduced the organisation to a wider set of players and stakeholders in education from the sub-region. The BLDC also offered an opportunity to connect with a wider number of ASPBAE members in the South Pacific who sent their emerging leaders to the Course. ASPBAE is ever grateful for the generosity extended by ACE Aotearoa in part-supporting the BLDC. ASPBAE continued its dialogue with them in the year on ways to sustain collaboration in expanding additional human and financial resources to bolster capacity building efforts in the South Pacific.

ASPBAE released its 'Guidelines on Setting up a New Sub-region' in early 2018, in response to an express interest of members in Central Asia to be constituted into a distinct sub-region within ASPBAE. Consultations with members and potential members in Tajikistan were conducted around the Guidelines in the period to strategise membership expansion and leadership building approaches within Central Asia, which are critical to the creation of a new sub-region.

ASPBAE was also more attentive to concerns for inclusion in its events in 2018. In three (3) of its major events, the 2018 BLDC, the Regional Consultation of Education Advocates, and the South East Asia Thinking Conclave on Skills Development for Decent work, representatives from organisations with special needs participated.

ASPBAE's Information and Communications programme continued to be designed as a vehicle for membership consolidation and for capacity building and advocacy. ASPBAE released three (3) issues of the Ed-lines in the period and



ASPBAE released **three issues** of its tri-annual newsletter, **Ed-lines**, in 2018 and continued to release the monthly ASPBAE Bulletin in the year.

continued to release the monthly ASPBAE Bulletin in the year. ASPBAE attempted a greater use of social media around major events in the period through blogs and Facebook. ASPBAE's website was updated in 2018 with 2 sub-sites on Advocacy and Training for Transformation created. Work on the ASPBAE logo also continued in the year.

Information and Communication-related trainings were also offered in 2018. A session on the use of Twitter for Advocacy was organised with SAQE Pakistan within the Regional Consultation of Education Advocates. ASPBAE also offered a Digital Literacy Workshop with NEW Indonesia on 17 December in Jakarta.

The **Gender Mainstreaming Committee**, in its meeting in February 2018, identified the priority strategies that ASPBAE needs to pursue to mainstream gender more strongly in the organisation – (1) undertake political analysis to unpack gender and lifelong learning; (2) restructure gender work in accountability in education; and (3) engage in different networks and platforms related to gender and education.

A big part of ASPBAE's efforts in this respect was promoted through the activities around the women's study on skills for marginalised women. This initiative offered opportunities to engage the wider ASPBAE membership, especially those involved in advocacy



Information and Communication-related trainings were offered in 2018. **A Digital Literacy Workshop with NEW Indonesia** was held in December in Jakarta.

work on gender-based analysis. It enabled a greater articulation of gender in ASPBAE's advocacies on education, skills, and lifelong learning, as characterised in the 'gender just skills education framework' it promotes. The study also opened opportunities for ASPBAE to reconnect with those in its membership working more closely on gender and to engage with other networks involved in gender and women's empowerment. It was, however, agreed that greater capacities will need to be built within the ASPBAE network, Executive, and staff to sustain and expand this effort within ASPBAE's overall functioning, structures, and processes.

As envisaged, a significant part of ASPBAE's **resource mobilisation** efforts were focused on consolidating its earlier successes given that key partnerships of ASPBAE were being negotiated in the period. The ASPBAE-SDC partnership for 2018-2020 was formalised in October 2018. ASPBAE was also closely involved in the negotiations to guarantee on-going support for national education coalitions in the successor programme of the Civil Society Education Fund (CSEF), the Advocacy for Social Accountability (ASA) programme under the Global Partnership for Education (GPE).

The negotiations successfully secured the continuation of the integrated character of capacity support and coordinated advocacy actions at country, regional, and global levels under ASA even as the CSEF architecture will dissolve. ASPBAE, the other regional networks, and GCE will retain their capacity support roles under ASA.

A new staff person joined the ASPBAE team in September 2018. Nashwa Shakeel joined as Programme Monitoring and Learning Officer. She is based in Pakistan. ASPBAE also contracted Christopher Tomas, Accounting and Tax Compliance Services (CAT), as ASPBAE's retained accountant to bolster finance capacities in the ASPBAE Manila office. Leah Servania remains part of staff as Administrative Officer. There were no further changes in the ASPBAE staff complement for the period. Strong coordination through the year was facilitated through robust communication channels and through face-to-face meetings for planning and assessment, notably from 9-11 January (Mumbai), 21-22 March (Manila), and alongside the ASPBAE Executive Council Meeting and the ASPBAE Regional Consultation of Education Advocates.

All in all, it was once again an eventful year for ASPBAE in its efforts to advance the right to inclusive, equitable quality education and lifelong learning for all.

A big part of ASPBAE's gender mainstreaming efforts was promoted through the activities around the **women's study on skills for marginalised women.**



A black and white photograph of a financial report. The report features a bar chart on the left with two bars labeled '17' and '12'. A silver pen lies horizontally across the middle of the page. In the bottom left corner, a pair of glasses is partially visible. The main body of the report is a table with multiple columns and rows of numerical data.

financial report

2953758-20	125410	411910-1	542286-92	169366
3480328-18	140883-3	3079924-64	3622211-56	169366
152653-20	16713-73	8120-04		
152653-20	16713-73	8120-04		
562244-61				
562244-61				
26-00				
00				

ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION

PROVISIONAL BALANCE SHEET AS AT 31.12.2018

	Amount in US \$	
	PROVISIONAL ¹ 31.12.2018	AUDITED ² 31.12.2017
<u>Sources of Funds</u>		
Capital Fund	598,621.64	590,313.60
Add: Surplus carried from		
Income & Expenditure A/c	17,291.24	8,308.04
Total	581,330.40	598,621.64
<u>Application of Funds</u>		
Fixed assets	179.29	213.10
<u>Current Assets</u>		
Cash & Bank Balances	990,294.83	674,995.43
Loans & Advances	41,196.48	143,340.98
	1,031,491.31	818,336.41
<u>Less: Current Liabilities</u>		
Sundry Creditors	99,241.93	104,786.66
Expenses Payable	18,437.00	-
Balance Grants	332,661.27	115,141.21
	450,340.20	219,927.87
Net Current Assets	581,151.11	598,408.54
Total	581,330.40	598,621.64

NOTES

1. Provisional Balance Sheet and Income & Expenditure Statements for 2018 were prepared on the basis of financial statements submitted as on 31st Jan., 2019 by the staff, partners and coalitions pertaining to the year 2018 and advances on the basis of funds transfers to the concern party and liabilities on the basis of statements provided by the participants of the workshop and/or Individual staff / members to the Secretary General

2. 2017 Accounts are being audited by M/s. Romano Mendez & Co., Manila, Philippines
The Audited Report dated 21st May, 2018

ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION

PROVISIONAL INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.12.2018

	Amount in US \$	
	PROVISIONAL 31.12.2018	AUDITED 31.12.2017
<u>INCOME</u>		
Grants received	1,398,840.04	1,081,977.85
<u>Other Incomes</u>		
Bank Interest	3,811.10	3,760.12
Exchange Rate Gain / (Loss)	(11,459.40)	9,012.23
Coordination Cost (As Per Contract)	-	4,285.00
Registration Fees Recd	1,500.00	2,900.00
Membership Fees	1,479.71	7,835.00
	1,394,171.45	1,109,770.20
	=====	
<u>EXPENDITURE</u>		
Education/training, Research, Advocacy & Evaluation	1,066,442.05	1,167,317.62
Partners Infrastructure, admin. & running costs	72,271.48	76,324.50
Production of Publication and Media	25,550.25	28,353.55
Partners Personnel/Salaries	24,033.49	20,840.15
Audit fees & expenses	5,661.00	7,080.00
	1,193,958.27	1,299,915.82
	=====	
Surplus carried forward to Balance Sheet	(17,291.24)	2,837.56
Surplus/(Deficit) C/F to Balance		
Grants account for 2017	217,504.42	(192,983.18)

ASPBAE EXECUTIVE COUNCIL MEMBERS 2017-2020

PRESIDENT**Nani Zulminarni****POSITION**

Director

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