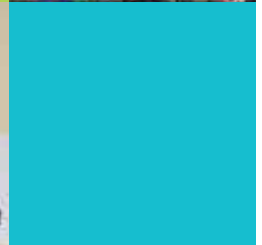
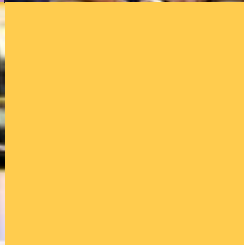
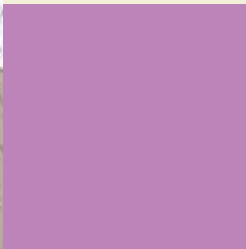
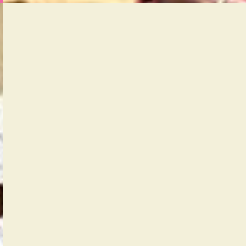
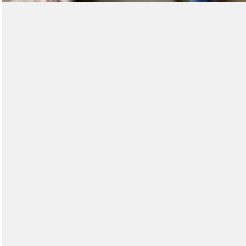
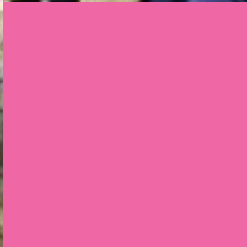
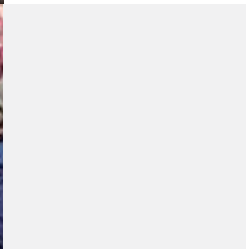




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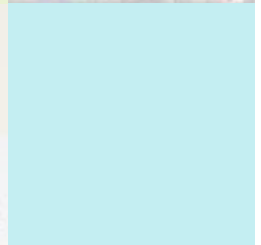
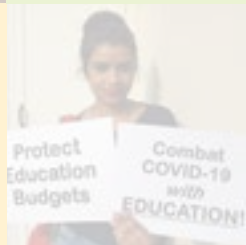
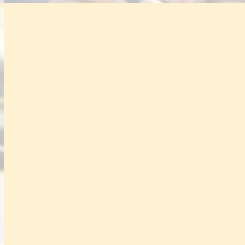
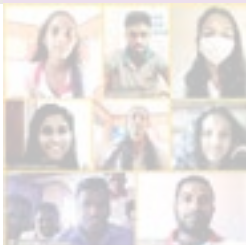
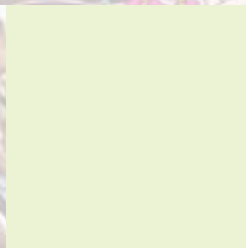
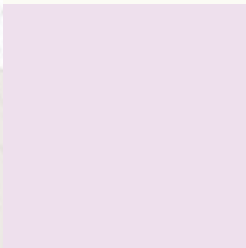
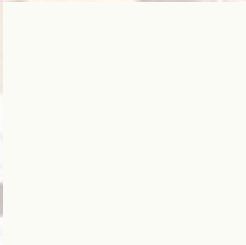
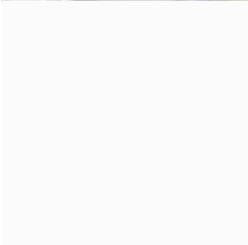
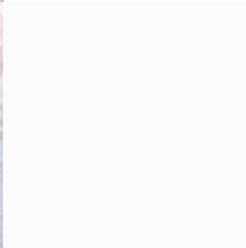
# ASPBAE Activity Report 2021







ASPBAE  
Asia South Pacific Association  
for Basic and Adult Education



# ASPBAE Activity Report 2021







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ASPBAE

Asia South Pacific Association  
for Basic and Adult Education





## THE (UN)SUSTAINABLE DEVELOPMENT CONTEXT



*The COVID-19 pandemic has pushed an estimated 120 million people into extreme poverty over the past year.*

**A**cross multiple development reports and analysis, the year 2021 highlighted a world facing profound social, economic and political threats, discontent and deep divides exacerbated by the COVID-19 pandemic, the climate crises and geopolitical tensions.

### Rise in Extreme Poverty

The United Nations Sustainable Development Goals Report 2021<sup>1</sup> has stated, in no uncertain terms, that

<sup>1</sup> <https://unstats.un.org/sdgs/report/2021/The-Sustainable->

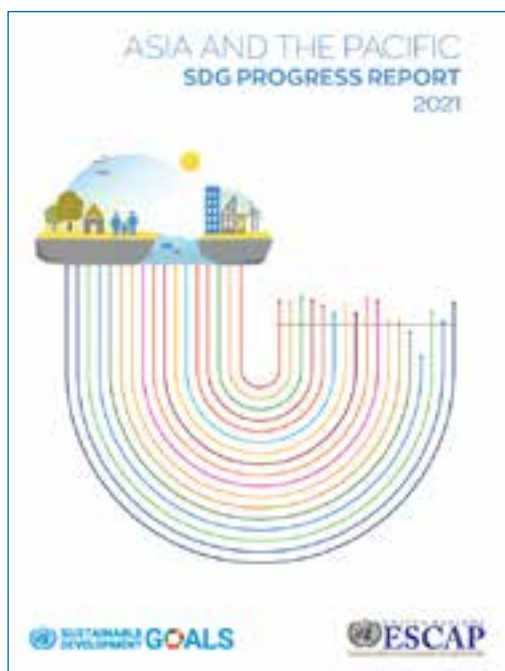
COVID-19 has led to the **first rise in extreme poverty in a generation.**

The COVID-19 pandemic has pushed an estimated 120 million people into extreme poverty over the past year (defined as living on less than \$1.90 a day), mostly in low- and middle-income countries (Atanda and Cojocaru, 2021). The pandemic has also impacted access to food and increased food insecurity

[Development-Goals-Report-2021.pdf](#)

(FAO, 2021; WFP, 2020), covered under SDG 2 (Zero Hunger), while the slowdown of economic activity and the global recession saw significant increases in unemployment in 2020 (figure 2.13), impacting SDG 8 (Decent Work and Economic Growth).

The pandemic has compounded the threats to progress raised by conflict and climate change. Estimates suggest that 2020 saw an increase of between 119 million and 124 million global poor, of whom 60 per cent live in Southern Asia. Nowcasts point to the first rise in the extreme poverty rate since 1998, from 8.4 per cent in 2019 to 9.5 per cent in 2020, undoing the progress made since 2016. The impacts of the pandemic will not be short-lived. Based on current projections, the global poverty rate is



*In the Asia Pacific, UNESCAP highlighted that the region is not on track to achieve any of the 17 SDGs by 2030.*



*School closures have immediate short-term impacts on children's mental health and possibly also longer-term impacts on student learning and education systems.*

expected to be 7 per cent (around 600 million people) in 2030, missing the target of eradicating poverty.


## Reversal of SDG Progress and Impact on the Most Vulnerable People and Countries

The SDG 2021 Report emphasized that the pandemic has affected countries and people in very different ways, making the SDG principle of Leaving No One Behind particularly relevant in COVID-19 emergency

*In parallel, billionaires increased their wealth by more than a quarter (27.5 percent) from April to July 2020 (UBS and PwC, 2020).*

responses and recovery plans. The pandemic has had a negative impact on progress towards SDG 4 (Quality Education) and SDG 5 (Gender Equality), and on access to key infrastructure, including water and sanitation, covered under SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy),





and SDG 9 (Industry, Innovation and Infrastructure). School closures, which lasted for several months in many parts of the world (figure 2.12), have immediate short-term impacts on children's mental health and possibly also longer-term impacts on student learning and education systems. This is especially true for countries and among populations with limited access to digital infrastructure, where school closures could not be partially compensated by remote learning. The health and socioeconomic impacts were amplified for people living in slums or deprived areas, or in overcrowded settlements (SDG 11). In parallel, billionaires increased their wealth by more than a quarter (27.5 percent) from April to July 2020 (UBS and PwC, 2020).

Although the gender gap in working poverty globally has narrowed over the years, a substantial gap persists in many parts of the world, particularly in the least developed countries (LDCs). There, one third (33.5 per cent) of employed women were living in poverty in 2019, compared with 28.3 per cent of employed men. Worldwide, young workers are twice as likely to be living in poverty as adults, reflecting lower earnings and poorer quality jobs. **Since the COVID-19 crisis has had a disproportionate impact on the livelihoods of women and young people, it is likely to exacerbate these longstanding disparities.**<sup>2</sup>

The SDG 2021 Report further amplified that temporary gains observed on SDGs 12–15 over the past year related to sustainable production and consumption, climate action and biodiversity protection have been rapidly offset once restrictions were lifted. This applies

to CO<sub>2</sub> emissions, which declined in major economies during the strict lockdowns, including in China and

*At least 850 million students in the Asia-Pacific region were affected and lost almost half of the academic year by September 2020.*

the United States, but went quickly back to their pre-pandemic levels after restrictions were lifted.

In the Asia Pacific, the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) *Asia-Pacific Sustainable Development Goal Report 2021*<sup>3</sup> highlighted that the region is **not on track to achieve any of the 17 SDGs by 2030**. On its current trajectory, the region may achieve less than 10 per cent of the SDG targets. There is therefore an added urgency to ensure that responses to the pandemic in the region and at the national level accelerate progress toward the 2030 Agenda. In terms of social protection and basic services, the report states that there are 640 million multidimensionally poor people in Asia and the Pacific. **The pandemic could potentially double this number by pushing an additional 636 million vulnerable people to multidimensional poverty.** Also, monetary poverty could impact

<sup>2</sup> Ibid. p. 26.

<sup>3</sup> [https://www.unescap.org/sites/default/d8files/knowledgeproducts/ESCAP\\_Asia\\_and\\_the\\_Pacific\\_SDG\\_Progress\\_Report\\_2021.pdf](https://www.unescap.org/sites/default/d8files/knowledgeproducts/ESCAP_Asia_and_the_Pacific_SDG_Progress_Report_2021.pdf)

71 million more children in the region by the end of 2020. At least 850 million students in the Asia-Pacific region were affected and lost almost half of the academic year by September 2020.

According to the ESCAP Report, in addition to these critical areas, the region is **significantly regressing on the goals of climate action (Goal 13) and life below water (Goal 14)**.

This is very worrying as the Asia-Pacific region emits more than half of the world's greenhouse gas emissions and suffers adverse impacts of global warming and climate change. Notably it is home to most of the world's low-lying cities and vulnerable small island states.<sup>4</sup> The World Meteorological Organisation's State of the Climate in Asia 2020 Report<sup>5</sup> observed that in 2020, extreme weather and climate change impacts in the Asia Pacific region caused the loss of life of thousands of people, displaced millions of others and cost hundreds of billions of dollars, while wreaking a heavy toll on infrastructure and ecosystems. Intense cyclones, monsoon rains and floods hit highly exposed and densely populated areas in South Asia and East Asia and led to the displacement of millions of people in China, Bangladesh, India, Japan, Pakistan, Nepal and Viet Nam in 2020. Cyclone Amphan, one of the strongest cyclones ever recorded, hit the

<sup>4</sup> <https://unfccc.int/news/asia-pacific-climate-week-2021-sends-strong-signal-to-cop26>

<sup>5</sup> [https://library.wmo.int/doc\\_num.php?explnum\\_id=10839](https://library.wmo.int/doc_num.php?explnum_id=10839)



*The rapid acceleration of and reliance on technology exposed pre-existing divides in technological and digital access, especially for the most marginalised and vulnerable groups.*

Sundarbans region between India and Bangladesh in May 2020 displacing 2.4 million people in India and 2.5 million people in Bangladesh.<sup>6</sup> Prolonged and intense heat waves attributed to climate change led to massive forest fires in Australia in 2019-2020. Aside from the enormous losses in property, lives, flora, fauna including some species driven to extinction, the fires injected massive amounts of CO<sub>2</sub> into the atmosphere.<sup>7</sup>

## Leap in Technology Against Wide Digital Divides

The rapid acceleration of and reliance on technology and digital solutions in all sectors and ways of working especially upon the onset of the pandemic has further exposed preexisting divides in technological and digital access, especially for the most marginalised and vulnerable groups.

A report prepared by the United Nations Conference

<sup>6</sup> <https://public.wmo.int/en/media/press-release/weather-and-climate-extremes-asia-killed-thousands-displaced-millions-and-cost>

<sup>7</sup> <https://www.sciencenews.org/article/australia-wildfires-climate-change-carbon-dioxide-ocean-algae>

on Trade and Development (UNCTAD)<sup>8</sup> in 2019 underscored that the recent decades have seen a dramatically accelerating pace in the development and adoption of new technologies, even though various gaps persist in terms of adoption in different parts of the world, especially in the least developed countries. This rapid technological change is affecting almost every area of the economy, society and culture. Rapid technological change involves, among others, technologies like big data,

**the changes that new technologies bring about, as they can affect labour markets, perpetuate inequalities and raise ethical questions.**

## **Job Losses Impacting Vulnerable Workers, Young People and Women**

In the *‘World Employment and Social*



***The COVID crisis threatens to jeopardize progress on gender equality, as women have suffered disproportionate job losses while seeing their unpaid working time increase.***

the Internet of things, machine learning, artificial intelligence, robotics, 3D printing, biotechnology, nanotechnology, renewable energy technologies, and satellite and drone technologies. These represent a significant opportunity to achieve the 2030 Agenda and the Sustainable Development goals. **At the same time, rapid technological change poses new challenges for policy making. It can outpace the capacity of Governments and society to adapt to**

*Outlook: Trends 2021*<sup>9</sup> released by the International Labour Organization (ILO), it revealed that the recurrent waves of the pandemic around the globe have caused working-hour losses to remain persistently high in 2021, leading to a shortfall in total working hours of 4.8 per cent in the first quarter

<sup>8</sup> [https://unctad.org/system/files/official-document/dtlstict2019d10\\_en.pdf](https://unctad.org/system/files/official-document/dtlstict2019d10_en.pdf)

<sup>9</sup> [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_795453.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_795453.pdf)



that dipped slightly to 4.4 per cent in the second quarter. This shortfall – corresponding to the working-hours equivalent of 140 million full-time jobs in the first quarter and 127 million full-time jobs in the second quarter – highlights that as the first half of 2021 draws to a close, the crisis is far from over. Latin America and the Caribbean, and Europe and Central Asia, are the two worst-affected regions, with estimated working-hour losses in each case exceeding 8 per

benefits, was US\$3.7 trillion (8.3 per cent) lower in 2020 than it would have been in the absence of the pandemic. For the first two quarters of 2021, this shortfall amounts to a reduction in global labour income of 5.3 per cent, or US\$1.3 trillion. Relative to 2019, an estimated additional 108 million workers are now extremely or moderately poor, meaning that they and their family members are having to live on less than US\$3.20 per day in purchasing power parity terms. **Five years of progress towards the eradication of working poverty have been undone, as working poverty rates have now reverted to those of 2015.**



*The crisis has affected many young people at a critical moment in their lives, disrupting their transition from school or university to work.*

cent in the first quarter and 6 per cent in the second quarter of 2021.

The total working-hour losses have translated into a sharp drop in labour income and an increase in poverty. Global labour income, which does not include government transfers and

The ILO flagship report projects that employment growth will be insufficient to close the gaps opened up by the crisis. It also boldly stated that it is likely that there will be fewer jobs than would have been created in the absence of the pandemic. To make matters worse, many of the newly created jobs are expected to be of low productivity and poor quality. Many businesses,

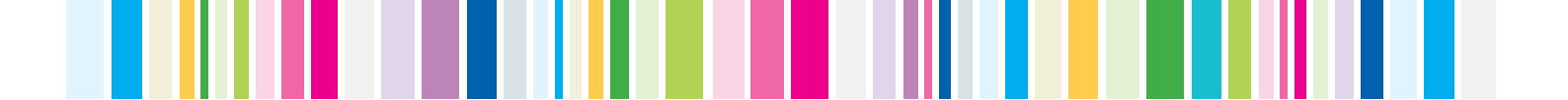
particularly micro and small enterprises, have already gone bankrupt or are facing a highly uncertain future, with negative consequences for their future productivity and their ability to retain workers. Informal workers have also been affected disproportionately by the crisis. Roughly 2 billion workers – or 60.1 per cent of the globally employed – were working informally in 2019. Informal employees were three times more likely than their formal counterparts, and 1.6 times more likely than the self-employed, to lose their jobs as a result of the crisis, thereby contributing to the observed shift towards self-employment. Moreover, because of their informal status, they were less likely to benefit from social protection.

As the ILO Report confirms, **the COVID crisis threatens to jeopardize progress on gender equality, as women have suffered disproportionate job losses while seeing their unpaid working time increase.** The disruption to labour markets has had devastating consequences for both men and women, yet women's employment declined by 5 per cent in 2020

compared with 3.9 per cent for men. Additionally, 90 per cent of women who lost their jobs in 2020 exited the labour force, which suggests that their working lives are likely to be disrupted over an extended period unless appropriate measures are adopted. A cross-cutting issue affecting women in all countries, sectors, occupations and types of employment is that the burden of intensified childcare and homeschooling activities has disproportionately fallen on them, leading to a rise in unpaid working time for women that reinforces traditional gender roles. Moreover, women often work in front-line occupations, such as care workers or grocery clerks, that face elevated health risks and difficult working conditions. Setbacks in the advancement of gender equality are especially problematic in



*The COVID-19 crisis has further highlighted the vulnerable situation of migrant workers.*



those regions where gender gaps were already extensive before the crisis.

**The crisis has affected many young people at a critical moment in their lives, disrupting their transition from school or university to work.**

Evidence from previous crises shows that entering the labour market during a recession reduces longer-term employment probabilities, wages and the prospects for on-the-job skills development. This is because fewer jobs are available and unemployment is consequently higher, and also because those young people who find employment are more likely to be employed in temporary positions while business confidence remains shaken. Although recessions may also prompt young workers to invest more strongly in formal education, the share of young people not in employment, education or training increased between 2019 and 2020 in 24 out of 33 countries with available data. Moreover, the pandemic severely disrupted educational opportunities, particularly in those regions of the world that lack the digital infrastructure and capacity to switch to distance learning.<sup>10</sup>

**The COVID-19 crisis has further highlighted the vulnerable situation of migrant workers.** Many migrant workers experienced an abrupt termination of their employment along

with non-payment or delayed payment of wages, and at the same time often lacked access to social protection benefits that could make up for their income losses. This has aggravated the impact of the crisis in both destination countries and countries of origin.<sup>11</sup>

## Civic Spaces and CSO Engagements

In the *2021 State of Civil Society Report*<sup>12</sup> released by CIVICUS, it stated that the pandemic offered a stress test for political institutions, and most were found wanting. The inadequacy of many systems of healthcare and social support was revealed, and the ways in which economies fail to work for many people were once again demonstrated. The world was not ready: international cooperation was needed to respond to a global challenge, but was lacking as governments asserted narrow self-interest, birthing the dismal practice of vaccine nationalism. Vast disparities in vaccination rates between economically powerful states and the rest exposed an ugly reality in which the value of a human life depends on the lottery of birthplace.

The report further stressed that states asserted top-down, command-and-control approaches that seemed to show little trust in the wisdom of people and communities. The first instinct of many presidents and prime ministers was to act as though the pandemic was a threat to their power, rolling out well-rehearsed routines of repression. States took on broad emergency powers, and at least some clearly used the pandemic as a pretext to introduce rights restrictions that will last long after the crisis has passed. At a time when scrutiny

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<sup>11</sup> Ibid.

<sup>12</sup> <https://civicus.org/state-of-civil-society-report-2021/wp-content/uploads/2021/05/CIVICUS-State-of-Civil-Society-Report-ENG-OVERVIEW.pdf>

<sup>10</sup> [https://www.ilo.org/wcmsp5/groups/public/-/dgreports/-/dcomm/-/publ/documents/publication/wcms\\_795453.pdf](https://www.ilo.org/wcmsp5/groups/public/-/dgreports/-/dcomm/-/publ/documents/publication/wcms_795453.pdf)



was more difficult, the suspicion was that some political leaders were opportunistically consolidating their power, rushing through repressive measures they had long wanted to unleash. Many states poured out official propaganda and, under the banner of controlling ‘false information’, sought to control the flow of information, ramping up censorship and criminalising legitimate



*Restrictions in CSO spaces and democratic systems in the region exacerbate the challenges in pursuing education advocacy.*

inquiry and commentary, including attempts to hold them to account for poor pandemic performance and whistleblowing by healthcare workers.

Nevertheless, as the report has emphasised, in often difficult conditions and even as civic space was being further tightened by new measures, civil society stepped up, filling gaps left by state and market failures, providing help to people most in need and defending rights. Civil society organisations (CSOs) quickly responded with vital support, distributing cash, food, medicines and sanitary supplies, sharing accurate information on the virus and providing healthcare and psychological services. When gender-based violence soared under lockdown conditions, CSOs set up helplines, worked to provide quarantine-compliant

safe spaces and championed access to the legal system. Multiple new voluntary efforts were formed to mobilise and share community and neighbourhood-level mutual support. CSOs worked to ensure that support programmes were administered fairly and reached the most excluded people, and strived to push back against excessive state restrictions, expose abuses and challenge impunity. Civil society was at the forefront of developing and promoting ideas for a more just and sustainable post-pandemic world.

Around the world, civil society proved its value and made a difference. People’s experience of the pandemic would have been much worse without this civil society response. The lesson must be that an enabled civil society is a vital part of the social fabric and a source of resilience in times of crisis, and should be nurtured rather than repressed. Civil society should be enabled not only as a vital provider of services, but in all its legitimate roles that were needed under the pandemic, including to help people participate in decision making and advance alternatives, and to scrutinise choices made by states<sup>13</sup>

In the Asia Pacific, the rise of authoritarian regimes has threatened democratic polity and unleashed measures that have systematically

<sup>13</sup> Ibid, p.6.



*Civil society stepped up, filling gaps left by state and market failures, providing help to people most in need and defending rights.*

undermined civic space, freedom of speech and a free media. Restrictions in CSO spaces and democratic systems in the region further exacerbate the challenges in pursuing education advocacy and people's engagement in governance processes. In 2021, the region witnessed major political setbacks in democracy with the military coup in Myanmar and the Taliban take-over in Afghanistan, amongst others, further threatening human rights and democratic principles.

Independent CSOs in Myanmar, including ASPBAE members in the country, have been targeted by brutal military crackdown on political dissent and have been pursuing their education and development work through

underground channels as part of the broader civil disobedience movement (CDM) in the country.

The diverse CSOs in Afghanistan, both local and international, which have been working for decades in education and development have been and continue to be confronted by the threats and/or retaliation by the Taliban, the massive flight of resources (both human and financial), economic and humanitarian crises, and deterioration of fundamental human rights, including women and girls' right to education, development and political participation.

## SDG4 AND EDUCATION IN THE ASIA PACIFIC IN 2021

The continuing COVID-19 pandemic in 2020-2021 brought an unprecedented setback in education in the Asia Pacific region and elsewhere in the world. It threatened not only the modest gains made in education over the years, but it continues to pose severe threat to the delivery and acceleration of the full SDG4 targets. Education rights activists including civil society have been especially concerned about tendencies of governments and donors to regress on their commitments to meet the full SDG4 targets and in upholding their duties on the right to education. The threat of pursuing a narrow agenda and ambition for SDG4 have further escalated in the last two years as can be gleaned from global and regional discourses in various education platforms and spaces.

The UNESCO and UNICEF joint report entitled '5-Year Progress Review of SDG4-Education 2030 in Asia-Pacific' (September 2021)<sup>14</sup>, which ASPBAE

<sup>14</sup> <https://bangkok.unesco.org/content/5-year-progress->



*The low financing allocated to education has been noted even before the onset of COVID-19, but the pandemic has threatened education financing further.*

substantively contributed to, provides the most recent regional review of how education systems in the Asia-Pacific region have progressed towards all 10 SDG4 targets. In addition to providing an overview of the achievements and shortcomings in education, the report also analysed progress through the lens of two related issues that have gained much greater attention in recent years: equity and inclusion.

In the report, the regional trends in relation to all 10 SDG 4 targets are presented in three groupings. The first covers those most closely related to **basic education** and its inputs. The second grouping covers those predominantly related to **post-basic and adult education**, and the third covers Target 4.5 on **equity and inclusion**, which is cross-cutting across all targets.

This Report indicates that while there has been some progress towards the targets of SDG 4, this progress has generally been slow and insufficient to achieve

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review-sdg-4-education-2030-asia-pacific

SDG 4 by 2030 – even before the impact of COVID-19. Furthermore, progress has been uneven, with rates of progress varying significantly across and within countries. For too many the promise of inclusive and equitable quality education and lifelong learning remains extremely distant. Without considerable acceleration, the general provision of high quality education as espoused across SDG 4's targets, are highly unlikely to be met for the majority of the region's population by 2030, especially as the region will also have to address the negative impacts of COVID-19 on drop-outs and learning loss. Despite some progress, significant gender disparities in education persist in the region.



*ASPBAE and its members recommended ways to improve education delivery and accelerate SDG4 implementation with attention to equity, inclusion, and gender.*



Household income, location and gender are significant barriers to education and the most visible barriers.

The deepening digital divides during the pandemic provided an additional layer of exclusion. The massive shutdowns caused by the COVID-19 pandemic forced businesses, schools and much of the governments worldwide to rely on the internet to continue functioning. With the shift to online and remote learning solutions came the increase in private actor involvement in the provision of education and continuity of learning. And with the new dominance of digital learning, private, for-profit education technology (EdTech) players have been actively shaping policy discourses in the expanded spaces they occupy in public policy.

The low financing allocated to education has been noted even before the onset of COVID-19, but the pandemic has threatened education financing further. With the contraction of economies on



***ASPBAE worked with its members, especially 18 national education coalitions in the Asia Pacific, to advocate for the protection and inclusion of education in their country's COVID-19 responses.***



***The continuing COVID-19 pandemic continues to pose severe threat to the delivery and acceleration of the full SDG4 targets, with governments and donors having a tendency to regress on their commitments.***

account of the pandemic, several countries in the Asia Pacific region have gone into deeper debt distress, with debt servicing undermining adequate allocations to social spending and education.

Education policy spaces and processes at all levels, especially at the regional and global levels, while they remained open for CSO engagements, have been shifted online on account of the pandemic. This necessitated CSOs, including ASPBAE, to further harness their advocacy and influencing capabilities to overcome the challenges of continuing to protect the education agenda by holding governments and other stakeholders to account on their commitment to deliver the full SDG4 targets amidst the setbacks caused by the COVID-19 pandemic and other contextual underpinnings such as deepening inequalities, climate change, digital divides, political crises and other emergencies impacting education delivery.

# ASPBAE IN 2021

This report offers a summary of the successes and achievements by the Asia South Pacific Association for Basic and Adult Education (ASPBAE) across its four core strategies.

Marking ASPBAE's achievements in 2021 is specifically valuable given the contextual underpinnings of the year upon which these successes were made more meaningful in advancing the right to education and SDG4/Education 2030 in the Asia Pacific and at the transnational level.

From the onset of the pandemic and throughout 2021, CSOs were quick to respond to the COVID-19 crises at various levels. ASPBAE and its members, including national education coalitions (NECs), swiftly adapted to online modes of policy engagement informing governments' learning continuity plans, school re-opening plans and COVID-19 response strategies. They proactively recommended ways to improve education delivery and accelerate SDG4

implementation amidst the impact of the pandemic with attention to equity, inclusion and gender. They ensured that the interests, voices and perspectives of marginalised sectors were not left behind in the COVID-19 education responses. They remained active players in shaping public education responses to the crisis, advancing a rights perspective.

## STRATEGY 1: POLICY ADVOCACY

This particular strategy supports the achievement of **ASPBAE's Specific Objective 1** under its Strategic Plan 2021-2024: *Expanded abilities to press governments, donors, inter-governmental bodies and financing institutions to strengthen public education systems that deliver better in securing the right of all to quality basic, youth and adult education within a climate-saving, gender-transformative and equitable learning system, through sustained civil society engagement in education policy at all levels, leading to secure and sustainable institutionalised spaces for civil society participation in public policy and decision-making processes.*



**ASPBAE supported national education coalitions in the development of Civil Society Spotlight Reports from 13 countries and developed the Asia Pacific CSO Key Messages on SDG 4.**

The strategic work of ASPBAE under this reflects its influencing achievements and capabilities in the education policy spaces it holds at national, regional and global levels, especially in supporting the strengthening of national education policy processes in the Asia Pacific region, to protect the right to education and the full SDG4 targets and push back against attempts to narrow the education agenda as follows:

### **ASPBAE contributed in strengthening the CSO engagement in national education policy processes amidst the pandemic.**

ASPBAE actively worked with and supported its members, especially 18 national education coalitions (NECs), in the Asia Pacific to advocate for the protection and inclusion of education in their country's COVID-19 responses, particularly in the various country-level discussions around school re-opening plans, addressing learning losses, education delivery in blended modalities, providing a critical voice and cautioning against widening digital divides and in analyzing further the impact of COVID-19 to education financing. This was carried out by ASPBAE through its sustained mentoring support to NECs in their engagements with the wider development sector in



*The GEM Outcome Document embedded ASPBAE's inputs affirming education as a human right, preserving the full SDG4 targets, strong attention to gender, equity and inclusion, and strengthening the SDG4 High Level Steering Committee (SDG 4 HLSC).*

the country within existing country-level SDGs-SDG4 coordination mechanisms and local education groups (LEGs) or its equivalent mechanisms (wherein, 13 NECs are part of the LEGs in the region), steered by the Ministry of Education together with a development partner. Further, the LEG is the mechanism optimized by the Global Partnership for Education (GPE) to support country level processes that direct aid to the country's education priorities. In the Philippines, where the ASPBAE Secretariat is located, it is also part of the LEG mechanism and sustained its engagement in this platform, including in the development of the country's learning continuity plan.

### **ASPBAE actively engaged in and influenced the regional SDGs-SDG4 processes in the Asia Pacific and at the global level, further expanding linkages of education agenda with the wider SDGs issues.**



Engagement Mechanism (APRCM) which is the CSO-led mechanism supported by the United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP), ASPBAE continued to ensure education issues and concerns hold greater visibility and prominence in the joint advocacies and submissions of the APRCEM in the official regional SDG processes, notably the regional preparatory meetings for the annual High level Political Forum (HLPF), the Asia Pacific Forum on Sustainable Development (APFSD). For 2021 HLPF, ASPBAE successfully organised a side event for APFSD by sharing the outcomes of its youth-led action (YAR) on the impact of COVID-19 on marginalised youth. ASPBAE also provided strategic interventions in the APFSD on education and its linkages with the other SDGs, particularly on SDG16, SDG17, and financing and development justice.

Linked to the 2021 HLPF regional preparatory processes, **ASPBAE actively participated in the drafting of the Civil Society Statement to the Indonesian SDGs Voluntary National Review (VNR) with its member NEC, NEW Indonesia, and informed the APRCEM's Statement on the situation in Myanmar.**

Continuing its evidence-based engagement in the HLPF processes, **ASPBAE worked with and supported national education coalitions in the development of Civil Society Spotlight Reports from 13 countries and developed the Asia Pacific CSO Key Messages on SDG 4.** These reports were summarized and were launched



**ASPBAE led the sub-regional and regional CSO analysis to successfully influence the outcomes of the review of the SDG4 global education cooperation mechanism (GCM).**

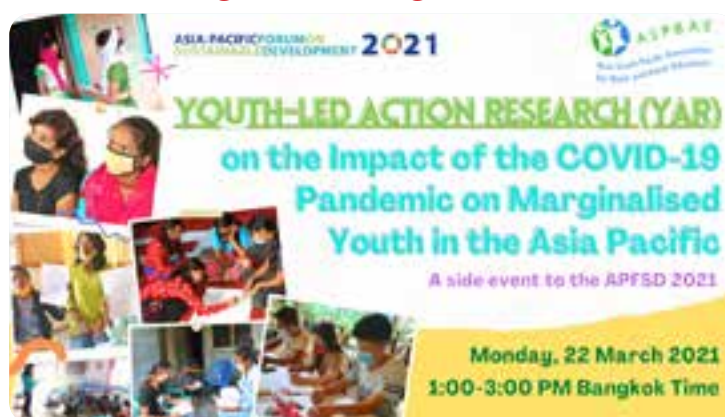
during an HLPF side event entitled “*The Voices of the People: Civil Society Spotlights Reports on the Voluntary National Review (VNR)*,” co-organised by ASPBAE with the Global Campaign for Education (GCE) and other regional education coalitions from Africa (ANCEFA), Latin America (CLADE), Middle East (ACEA) and the European and North American Campaign for Education (ENACE). The CSO Spotlight Reports have since served as a valuable resource for in-country advocacy by the national education coalitions involved in this process.

ASPBAE and its members also put forward interventions during several sessions at the HLPF, held between 6-15 July. This included a session on ‘SDGs in Focus: Interlinkages of the SDGs 1, 2, 8, and 17,’ on 7 July. A representative of ASPBAE’s member, CAMPE Bangladesh, addressed a session organised on 8 July on ‘Restoring the conditions for SDG progress in African countries, Least Developed Countries and Landlocked Developing Countries’ on behalf of the APRCEM.

ASPBAE has also undertaken a research partnership and collaboration with the University of Edinburgh, UNESCO-Bangkok and Mongolian Education Alliance, a member of ASPBAE, in putting together a report on the *‘Barriers to Secondary Education in the Asia*

*Pacific Region: A Scoping Review of Four Countries’* which was launched on 27 July 2021. In particular, ASPBAE supported the conduct of the Philippine case study which was made part of the main scoping report. This was part of the project steered by the University of Edinburgh that brought together academic and non-academic partners, including international organizations and civil society networks, to explore how countries and communities in the Asia Pacific region can best respond to the Sustainable Development Goal 4 requirement of universal secondary education.

### **ASPBAE offered a stronger equity lens and promoted CSO involvement in country-level benchmark setting and data collection for SDG4 monitoring at the regional level.**



**ASPBAE organised a side event for the APFSD by sharing the outcomes of its youth-led action on the impact of COVID-19 on marginalised youth.**

As an active member of the UNESCO and UNICEF-convened Learning and Education 2030 Networking Group (LE2030+), the SDG4 regional coordination mechanism in the Asia Pacific, in which ASPBAE occupies a seat, ASPBAE sustained its engagement in the UNESCO Bangkok Task Force on Regional Benchmarks on SDG4 Indicators. For 2021, this

involved participating in UNESCO Bangkok organised sub-regional consultations on the regional benchmarks in Southeast Asia, East Asia and South Asia. ASPBAE mobilised its member national education coalitions to participate in these sub-regional consultations, where governments presented their progress in monitoring the SDG 4 indicators. In these meetings, ASPBAE and its members raised questions and offered critical analysis on the regional benchmark for equity and how CSOs can be involved in country level benchmark settings and data collection.

**ASPBAE led the sub-regional and regional CSO analysis informing the overall global CSO position to successfully influence the outcomes of the review of the SDG4 global education cooperation mechanism (GCM) steered by UNESCO and the government of Norway.**



*ASPBAE and its members offered analysis on the regional benchmark for equity and how CSOs can be involved in country level benchmark settings and data collection.*

ASPBAE organised a regional consultation on 7 May 2021 involving NECs and other members of the Collective Consultation of NGOs on Education 2030 (CCNGO Education 2030) to inform the CSO analysis and position on the review of the GCM for SDG4. The outcomes of this regional consultation informed the Asia Pacific CSO position paper on GCM which was adopted and further enriched by the CCNGO Coordination Group as its main position submitted to the Working Group on GCM co-chaired by UNESCO and the Government of Norway. The CCNGO position and recommendations significantly informed the succeeding iteration of the GCM Scenario Papers produced by the Working Group on GCM and which was adopted in the Ministerial Segment of the Global Education Meeting (GEM) in July 2021. The GEM Outcome Document in July 2021 significantly embedded the inputs and analysis advanced by ASPBAE especially in, amongst others, affirming education as a human right, preserving the full SDG4 targets, strong attention to gender, equity and inclusion, and strengthening the global coordination body, now called SDG4 High Level Steering Committee (SDG 4 HLSC) which will be helmed by representative and accountable constituencies rather by a group of so-called 'eminent individuals' initially pushed in the beginning of the



GCM review process.

This UNESCO co-convened SDG4 High Level Steering Committee (SDG 4 HLSC) is a critical global space for education advocates from all levels. It is now comprised of a 'Leadership Group' and a corresponding '*Sherpa Group*' of senior technical representatives. ASPBAE, with the strong role it played in shaping the CSO analysis and position in GCM review process, has been appointed by the Coordination Group of the UNESCO Collective Consultation of NGOs on Education 2030 (CCNGO/ED2030) as the CSO representative in the SDG4 HLSC Sherpa Group. The Global Campaign for Education (GCE) represents civil society in the Leadership Group of the SDG4 HLSC. ASPBAE will also continue to serve, with a fresh mandate in 2022-2023, as the Asia Pacific focal point in the Coordination Group of the CC NGO/ED2030 – the formal CSO mechanism for civil society participation in the global follow up architecture for SDG4.

In 2021, ASPBAE also continued engagement with sub-regional cooperation mechanisms working on education, notably the South East Asian Ministers of Education Organisation (SEAMEO) in efforts to facilitate SDG4-Education 2030 frameworks informing their education policy agreements and positions. ASPBAE was invited



to participate and speak in the 2021 Congress of Southeast Asian Ministers of Education Organization (SEAMEO) on 28-29 April 2021, which offered an important space to influence the new strategic plan of the organisation to ensure greater alignment with the SDG4 commitments. ASPBAE collaborated closely with the SEAMEO representative to the HLSC in its advocacies on SDG-SDG4 within this policy space.

## **Sustained Advocacy on Education ODA especially through the Global Partnership for Education (GPE)**

The Global Partnership for Education continued to be an important space that ASPBAE occupied to influence education aid priorities and strategies. In its role as one of the civil society representatives in the GPE Board from 2019 until April 2021, ASPBAE strongly articulated the Southern CSO Constituency voice in GPE Board processes and decision-making.



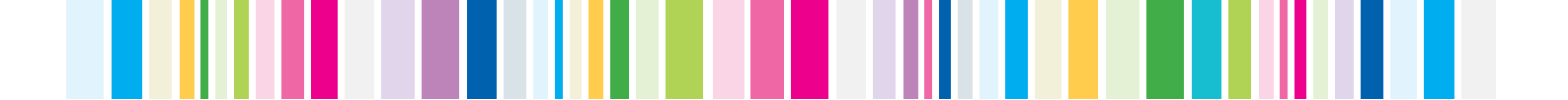
Having successfully completed its term in the Board, ASPBAE decided not to run for another term to offer opportunities for other Southern CSO representatives to occupy the space. Nevertheless ASPBAE continued to facilitate opportunities for its members, especially national education coalitions, to engage in and inform GPE Board and Committee-related process and find ways to engage developing country partners (DCPs) to protect education budgets especially in light of the impact of the pandemic.

Linked to its continuing support to GPE and its processes, ASPBAE actively supported its replenishment campaign in 2021, especially in calling attention to the need for greater domestic resource mobilization to support education amidst the impact of the pandemic. ASPBAE also facilitated the participation of national education coalitions in the GPE Global Education Summit (GES), held on 28-29 July and its side events aimed at advancing SDG4. These included the webinars on 'Improving Learning Through Data', the Special Event on Tax and

Education, and 'Financing Education: The Role of Ambitious and Progressive Tax Reforms', all on 27 July. The main event of the GPE GES on the first day, 28 July, featured a series of thematic conversations on key education issues in which, representatives of Asia Pacific CSOs consisting of ASPBAE and the national coalitions of Bangladesh and Nepal played moderating and speaking roles. In particular, ASPBAE Secretary-General moderated the first Thematic Conversation on 'Education Reset', while the NCE Nepal youth leader spoke at a session on the 'Ripple Effect: Education's Impact on Sustainability'. Further, the Executive Director of CAMPE Bangladesh spoke at a session on 'Financing for Impact'.

## **Advanced country level evidence-based advocacy to protect education budgets by developing 10 case studies in partnership with national education coalitions (NECs).**

Covering the countries of Pakistan, Vietnam, Samoa, Timor Leste, Tajikistan, Nepal, Sri Lanka, India, Mongolia, and the Philippines, ASPBAE and its NEC partners pursued country case studies to deepen appreciation of the impact of COVID-19 on education financing, analyzed through gender, equity



and inclusion lenses. These studies aimed to propose a set of actionable recommendations to guide country level advocacy of NECs on how to ensure that increased and well-targeted education financing, especially in light of the impact of the pandemic, is allocated in ways that advance equity and inclusion in education. Through these country-level researches and studies, ASPBAE developed and shared research tools and methodologies to further deepen the research skills of national education coalitions in the Asia Pacific.

## **Sustained strong advocacy for ALE in national and transnational policy processes, actively engaging in the processes leading to the Seventh International Conference on Adult Education (CONFINTEA VII).**

At the country level, ASPBAE has been working with 8 of its members on ALE advocacy for policy development or ALE policy implementation. This country-level advocacy work is envisaged to run for the next three years on specific ALE advocacy efforts to ensure the achievement of targeted policy and implementation outcomes for ALE with the following focus areas of ASPBAE members:

- 1 DAM Bangladesh – The development of the Skills-based Learning Programme Framework for decent work of marginalised youth, adults and women is envisaged in 2023.
- 2 NCE Nepal – The focus of their advocacy is to ensure accountability of local governments and federal government to ALE provisioning. NCE Nepal have started capacity building and engagements of mayors, district officials and national government on ALE and CONFINTEA VII.
- 3 Nirantar India – The focus of the ALE advocacy is digital literacy for marginalised women and ALE policies to address the multiple dimensions of discrimination in education.
- 4 CED Sri Lanka – Their focus of the work is financing ALE and quality of ALE provisioning for youth and adults, including TVET quality.
- 5 VAEFA Vietnam – ALE and financing is one key advocacy. This also includes improving the quality of ALE provisioning, with strong equity and inclusion lens, especially in light of the approval of the “Building a Learning Society” policy of the government which VAEFA influenced and engaged in.
- 6 E-Net Philippines – Policy development on disability inclusive ALE will be the key advocacy. The coalition has already mobilised disability groups to identify relevant ALE programs, addressing different disabilities, and work on budget advocacy for ALE for people with disability.
- 7 KAEA Kyrgyzstan – The organisation will continue to pursue the formulation of a comprehensive ALE policy especially targeting the marginalised groups





*ASPBAE and its national education coalition partners pursued country case studies to deepen appreciation of the impact of COVID-19 on education financing, analysed through gender, equity, and inclusion lenses.*

such as migrant workers and senior adults.

- 8 SEN Samoa - Their advocacy will be on access to ALE through non-formal and informal education, es-pecially advocating for community learning centers providing relevant ALE to Samoans.

The concerted effort to shore up ALE advocacy efforts at the country level that began in 2019-2020 with a 12-country coordinated effort to Review country VNRs from an ALE Lens, took more concrete shape in 2021 as national education coalitions and ALE advocates defined and pursued their ALE advocacy policy targets within specific policy arenas they operate in at the country level. Alongside shaping their strategies, they began to build wider alliances to broad-base their advocacy efforts. In some countries, ASPBAE members have been able to expand their policy research work on ALE, serving their advocacy objectives. In Bangladesh for example, Dhaka

Ahsania Mission (DAM) has initiated a (1) Mapping of the skills policy and provisioning of government and other ALE institutions that support decent work of marginalised youth and adults and, a (2) Scoping Study to identify, context-specific life-skills, market-oriented soft-skills, technological and digital skills, appropriate literacies and occupational competencies for the target youth and adults of 15-35 age-group population engaged in informal economic activities. In the Philippines, E-Net has produced a paper on education and ALE for people with disability to support its policy advocacy on disability inclusive ALE in the Parliament/Senate.

To better facilitate a strong civil society input in the preparatory processes

of CONFINTEA VII, notably in the development of the 5th Global Report in Adult Learning and Education (GRALE) where possible, ASPBAE has been working with members in 12 countries in developing CSO Spotlight Reports for ALE. The development of these Spotlight Reports is also envisaged to help address data gaps in ALE and advocate for better ALE policy, financing and quality ALE provisioning, especially for marginalised sectors. As such, these country reports focused on equity in ALE, financing of ALE, quality ALE for marginalised communities and status of ALE in relation to SDG 4 and SDGs implementation. The 12 countries and ASPBAE members doing the CSO Spotlight Reports are: 1) Bunyad-Pakistan; 2) DAM-Bangladesh; 3)

CED-Sri Lanka; 4) NCE-Nepal; 5) Nirantar-India; 6) AED-Kyrgyzstan; 7) PEKKA-Indonesia; 8) VAEFA-Vietnam; 9) KOMAS-Malaysia; 10) E-Net Philippines; 11) MEA-Mongolia and; 12) DEAR-Japan. There is continuing effort to include ANEC-Afghanistan in this initiative, especially to highlight ALE issues and development in the current political contexts of the country.

ASPBAE also organised a regional Updating Meeting on the CSO Spotlight Reports on ALE on December 17, 2021. ASPBAE members from 13 countries attended this meeting. This meeting offered a venue for participants to share work, strategies and engagements so far on CONFINTEA VII in their respective countries. In Pakistan, for example, Bunyad reported that in the National Consultation for Recommendations for Spotlight Report for ALE, high-level officials attended the forum. The Minister for Literacy and NFBE Government of Punjab, Secretary



*National education coalitions and ALE advocates defined and pursued their ALE advocacy policy targets within specific policy arenas they operate in at the country level.*



of Literacy and NFBE of Punjab, Project Director of Learning Programme of Government of Khyber Pakhtunhwa, Government of Sindh and Literacy National Commission on Human Development were among those who pledged their support for ALE and CONFINTEA VII. In the Philippines, E-Net Philippines reported that the Senate Chair on Education has supported the bill on disability inclusive education, including ALE for PWDs in the parliamentary hearing in December 2021. In Nepal, the local governments has pledged their support to include ALE provisioning in their financing of education. In India, Nirantar conducted a National Consultation Meeting on Spotlight Report for ALE where organisations shared their views and recommendations on (1) ALE in the context of livelihoods, (2) ALE in the context of digital education, (3) ALE for Citizenship, (4) ALE in the context of marginalisation and, (5) Youth and ALE. ASPBAE also provided inputs on updates from the Consultative Committee on CONFINTEA VII in this meeting.

ASPBAE also worked with its institutional partner, DVV International and its regional partner in the Arab region, AHAED, in developing a Citizenship Education Policy Paper to highlight CSO experiences and recommendations from the Asia Pacific and Arab contexts. A Synthesis Report drew lessons from the diverse citizenship education programs that CSOs are implementing with youth and adults in both regions, and offered key recommendations to governments, envisaged to inform advocacy actions during CONFINTEA VII and other education policy processes. Apart from the synthesis report, both ASPBAE and AHEAD have worked with their respective members in documenting good practices/ case studies on community-based citizenship education



***ASPBAE actively engaged in sub-regional and regional CONFINTEA VII Consultations organised by UNESCO-Bangkok, UNESCO Sub-Regional Offices, and UIL.***

and ALE. These case studies offer detailed descriptions of implementation and success factors in implementing citizenship ALE on key thematic areas namely gender equality, inclusion and identity, civic participation, climate change and technology. The Research hopes to promote CSO initiatives for government to scale up.

The first draft of the Citizenship Education Research Report of ASPBAE has been shared with DVVI and AHEAD. The plan is to write the full report on the responses of 40 members on the Survey and e-publish the 5 case studies on ALE and citizenship education based on the experiences of India, Indonesia, Korea, Kyrgyzstan and Malaysia.

***At the sub-regional, regional and global levels in 2021, ASPBAE also actively engaged in and informed***



## the sub-regional and regional CONFINTEA VII Consultations organised by UNESCO-Bangkok, UNESCO Sub-Regional Offices and UIL.

For the 4 sub-regional CONFINTEA VII consultations participated in by ASPBAE (in Central Asia, South Asia, Southeast Asia and the Pacific), it also organised CSO preparatory meetings to collectively analyse the CONFINTEA VII consultation documents and agenda. In these processes, it was able to gather CSO recommendations and inputs which were presented in the official sub-regional consultations and further developed into a regional CSO position paper which was officially presented and submitted by ASPBAE during the regional CONFINTEA VII consultation on 22 September 2021. ASPBAE's inputs and recommendations were strongly reflected in the contextual analysis and the 9 key recommendations contained in the official regional Outcome Document steered by UNESCO-Bangkok. These were further echoed in the interventions



**ASPBAE continued to provide capacity support to national education coalitions in the Asia Pacific, fortifying their advocacy competencies and institutional strength.**

and representations made by ASPBAE in the UIL-steered CONFINTEA VII Consultative Committee (CC) at the global level to prepare and inform the CONFINTEA VII documents and processes leading to the main conference in Morocco in June 15-17, 2022.

ASPBAE remained involved in the Global Alliance on Literacy within the Framework of Lifelong Learning (GAL) as an Associate Member. GAL is a global platform to advance the implementation of the global literacy agenda as part of the 2030 Agenda for Sustainable Development. Its work prioritizes efforts with 29 GAL countries: 20 countries with an adult literacy rate below 50 per cent and the E-9 countries, where the largest numbers of adult illiterates live ie Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. ASPBAE participated as a speaker in the GAL Annual (online) General Meeting on 29 September 2021; and as an Associate member, attends as an Observer in GAL Steering Committee Meeting. ASPBAE has been concerned about the overemphasis of the GAL discourses on online learning and the prominent role EdTech plays in the GAL spaces.

## STRATEGY 2: LEADERSHIP AND CAPACITY BUILDING

This supports **ASPBAE's Specific Objective 2** under its Strategic Plan: *Sustained fronts for coordinated, inter-generational and inclusive civil society education advocacy actions; along with scaled-up capacities of NGOs promoting quality youth and adult education provisioning especially to vulnerable groups and marginalised youth and adults in youth and adult education practice, informing policy and advancing*

*wider constructs of education quality.*

Key achievements under this reflect ASPBAE's leadership and capacity building work in the following areas:

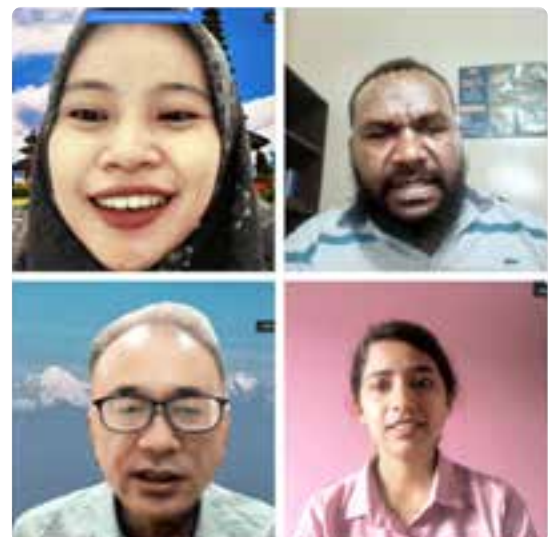
### **Sustained the provisioning of customized, demand-driven and context-based capacity building support to 18 National Education Coalitions (NECs) to advance the right to education and the full SDG4 targets.**

This well-recognised work of ASPBAE has been running for decades, enabling a stronger front of broad-based national coalition of education advocates and activists in developing countries to engage in strengthening education policy processes at all levels, especially in leading the engagements in their respective countries. Primarily supported under GPE's Education Out Loud (EOL) initiative, but further complemented by ASPBAE's funding from its other partners, ASPBAE continued to provide flexible, demand-driven, context-based, customised and adaptive capacity support to NECs in 15 EOL-eligible countries in the Asia Pacific throughout 2021, fortifying their advocacy competencies and institutional strength. The 15 EOL-eligible countries in the Asia Pacific cover NECs in Afghanistan, Bangladesh, Pakistan, Nepal, Philippines, Cambodia, Vietnam, Timor Leste, Mongolia, Kyrgyzstan, Tajikistan, Solomon Islands, Samoa, Papua New Guinea and Vanuatu. At the same time, through its other funding sources, ASPBAE continued providing support to NECs in non-EOL countries in 2021 which include India, Indonesia and Sri Lanka.

ASPBAE's sustained capacity support enabled NECs to more effectively occupy policy spaces and optimize opportunities offered especially by the SDGs-SDG4, GPE, UN, UNESCO, etc. processes, even if a range of these engagements were shifted online.



*ASPBAE supported national education coalitions in advancing youth constituency building and engagements with marginalised youth education advocacy work.*



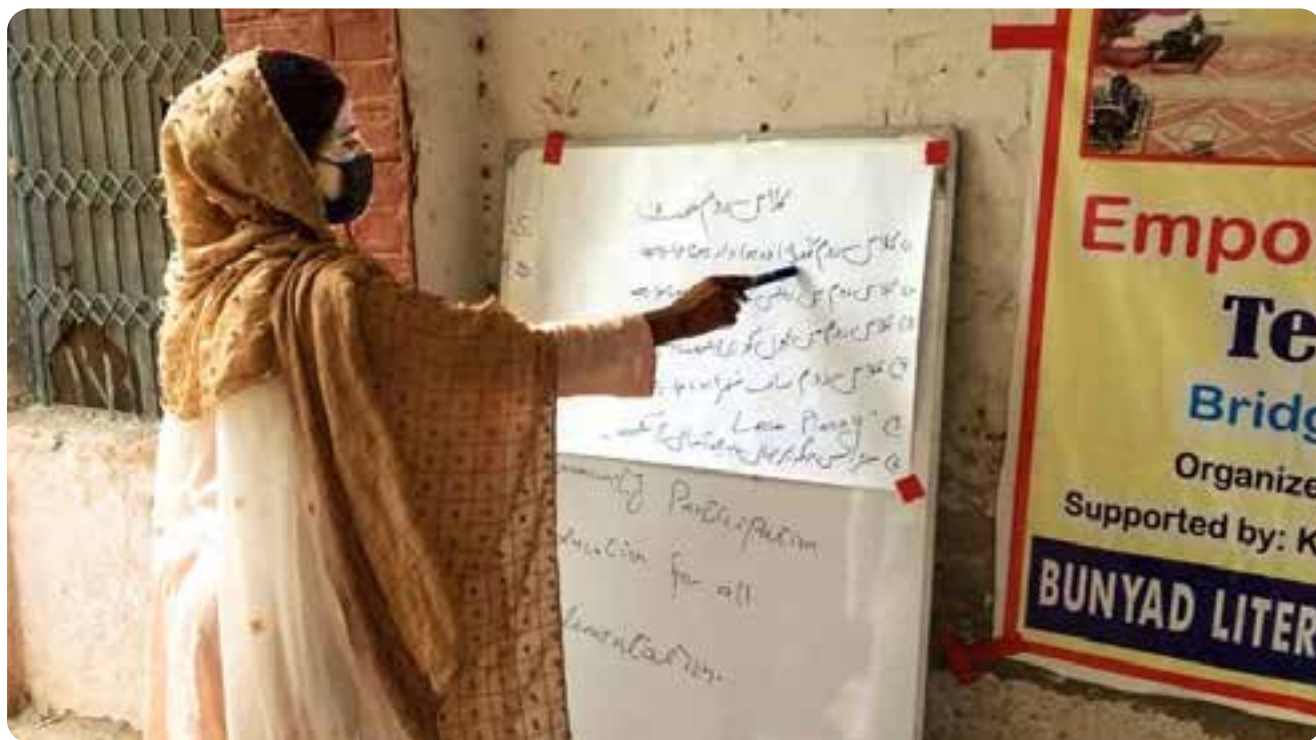
*ASPBAE supported 18 national education coalitions in the Asia Pacific to advocate for the protection and inclusion of education in their country's COVID-19 responses.*

In 2021, ASPBAE organised a total of 4 virtual regional meetings with all its NEC partners for joint advocacy strategizing, capacity building and institutional strengthening support, including assisting NECs in developing their costed extension proposals for EOL Operational Component 1 for the period 2022-2023.

On 2 December 2021, ASPBAE successfully co-organised with GPE and EOL Grant Agent (Oxfam IBIS) a learning event on GPE's Strategy 2025, the new GPE Operating Model and how CSOs can contribute in strengthening country level accountability processes including on education sector planning, monitoring and review, and the development of country compacts

which will guide GPE's support to developing country partners (DCPs). Strengthening these country level spaces and processes is critical in ensuring a credible education agenda by DCPs and GPE's grant mechanism processes.

Through ASPBAE's swift adaptation to country contexts under its capacity support to NECs, it offered timely and on-demand support to ANEC Afghanistan upon the onset of political and humanitarian crises in the country. This support consisted of frequent calls and coordination facilitated by ASPBAE to explore ways to protect CSO leaders within the coalition who are at high risk of being attacked by the Taliban; coordinating regularly with the EOL Grant Agent to sustain support for the coalition as they navigate the new political reality in their education advocacy work; securing spaces for ANEC Afghanistan in transnational platforms to highlight the education and development context and needs in the country.

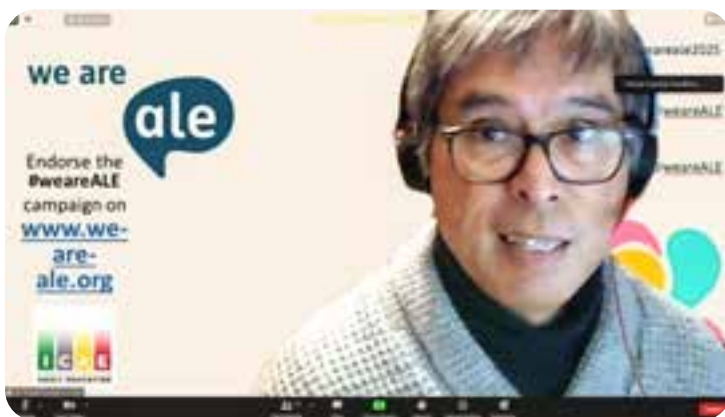


*ASPBAE sustained support to national education coalitions and its members in their advocacy efforts on education financing.*



Throughout 2021, **ASPBAE contributed in strengthening the NEC engagement in national education policy processes amidst the pandemic.**

ASPBAE actively worked with and supported 18 NECs in the Asia Pacific to advocate for the protection and inclusion of education in their country's COVID-19 responses, particularly in the various country-level discussions around school re-opening plans, addressing learning losses, education delivery in blended modalities, providing a critical voice and cautioning against widening digital divides and in analyzing further the impact of COVID-19 to education financing. This was carried out by ASPBAE through its sustained mentoring support to NECs in their engagements with the wider development sector in the country within existing country-level SDGs-SDG4 coordination mechanisms and local education groups (LEGs) or its equivalent mechanisms, steered by the Ministry of Education together with a development partner. In the Philippines, where the ASPBAE Secretariat is located, it is also part of the LEG mechanism and sustained its engagement in this platform, including in the development of the country's learning continuity plan.



***ASPBAE organised the Regional (online) Workshop on Adult Learning and Education (ALE) Advocacy to deliberate on how best to confront challenges faced by ALE during the COVID-19 pandemic.***

**ASPBAE sustained support to NECs and its members in their advocacy efforts on education financing.**

A periodic News Dispatch was released to members and partners, reporting on important events, highlighting interesting developments in the field of education financing drawn from news agencies, online publications and sites, papers and studies accessible to ASPBAE from its engagement in different global policy platforms and CSO advocacy networks. ASPBAE also started developing an online Dashboard on education financing, making information and statistics accessible more easily and in more popular form.

ASPBAE started to deepen work around tax justice in the period. To deepen capacities in advocating around issues of domestic resource mobilization, particularly on tax justice, ASPBAE co-organised a virtual 2-day '*Regional Conference on Domestic Resource Mobilisation and Tax Justice for Financing of Education in the Asia-Pacific*' on 6-7 October in collaboration with ActionAid International and the Tax and Education Alliance. This was well-participated by ASPBAE members, including NECs in the region, and a resource speaker from the Philippine Department of Finance was also tapped to share the Philippines' experience through its Special Education Fund

(SEF) - a tax imposition by local governments on real estate properties to raise additional domestic resources for education. ASPBAE also started building linkages with the wider networks on tax justice in the region and globally especially in the advocacy processes

coalitions to strengthen their youth constituency building and engagement efforts.

## **Adaptive leadership and capacity building for ALE advocacy and practice amidst the pandemic.**

As part of its continuing contextual adaption, ASPBAE's




*The 2021 BLDC was organized for the first time in a blended/hybrid mode with participants in Mongolia, India, and Timor-Leste.*

related to the G20 tax deal in October 2021.

**ASPBAE also supported NECs in advancing youth constituency building and engagements with marginalised youth education advocacy work.** This involved NECs in Indonesia, Nepal, Mongolia, the Philippines, Timor-Leste, Tajikistan, Vietnam and Afghanistan. ASPBAE also developed and disseminated several information products and learning materials on youth work, organised regional youth events, co-hosted youth-led sessions, facilitated regional trainings and mentored national education

regional structured capacity building initiatives for ALE advocacy and practice were effectively shifted into virtual and blended modalities in 2021.

**ASPBAE organised the Regional (online) Workshop on Adult Learning and Education (ALE) Advocacy on August 25-26 2021.** The workshop brought together around 120 participants from ASPBAE members, including ALE practitioners and education policy advocates from 22 countries in the region, to deliberate on how best to confront the challenges that ALE is facing, especially during the COVID-19 pandemic. The two-day workshop raised the importance of advancing transformative ALE in the region and its link to the SDGs; focused on understanding recognition, validation and accreditation (RVA) systems and how it can empower



people and; highlighted approaches to close the gender gap in ALE. The discussions underscored the need to develop country and regional advocacy plans and identify allies to bolster ALE advocacy at the national and regional levels. The workshop also built a shared understanding on the process and preparations towards CONFINTEA VII, which will be a pivotal moment to push forward the CSO recommendations on emerging issues on ALE. Members actively discussed the challenges they continuously face in their ALE advocacy work, as well as shared the good practices on ALE advocacy in their national contexts, especially during the COVID-19 pandemic, underscoring the significance of transformative ALE advocacy from a systems approach, to work towards national or local policies that will institutionalise a lifelong learning system where quality ALE provisioning is funded and implemented.

As a follow through to this Regional Capacity-building Workshop on ALE, ASPBAE collaborated with 5 members in organising country-level capacity building workshops/webinars on ALE advocacy: 1) DAM-Bangladesh; 2) Nirantar-India; 3) AED-Kyrgyzstan; 4) MEA-Mongolia and; 5) PEKKA Indonesia. Planning for these workshops commenced in 2021 and were run in February to March 2022.

To support members in producing the CSO Spotlight Report for GRALE 5 as well as to support their ALE country advocacy, ASPBAE organised the **Regional Planning on ALE advocacy and CSO Spotlight Report** on 17 August 2021. The event was attended by 15 organisations coming from 14 countries. The participants learned about the details of the GRALE report and how the CSO Spotlight Report can help ensure that CSO voices are given attention in the

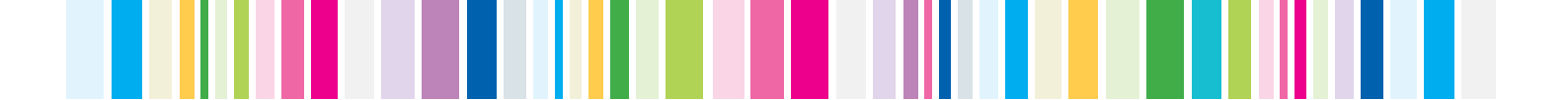
GRALE 5 and CONFINTEA VII. A Research Guidance Note was shared and presented to guide the members in their work for the Spotlight Report.

## **Another first for ASPBAE's Basic Leadership Development Course (BLDC) : a 3-country blended workshop with strong participation from marginalised youth.**

BLDC is ASPBAE's long-running flagship leadership programme to develop capacities of emerging leaders within ASPBAE's membership who will advance the education, especially ALE, agenda. Due to the travel restrictions and COVID-related safety protocols across the region, the 2021 BLDC was organized for the first time in a blended/hybrid mode on 25-30 October 2021 with 34 participants in Mongolia, India and Timor Leste.

Face to face residential trainings were conducted by an in-country facilitation team comprised of BLDC alumni from three ASPBAE members in each of these three countries. They hosted and facilitated the off-line sessions, organized the field visits for the participants to learn from the local context, and steered the skills enhancement workshops on participatory approaches to adult





learning and leadership building for ALE. These country level processes were woven into regional/cross-country online interactive sessions helmed by ASPBAE Course Directors (consisting of two ASPBAE Executive Council members) and supported by ASPBAE staff.

Dedicated slots were available for marginalised youth to join in this leadership training, further building their skills and confidence not only in leadership but in advancing the youth voice in education advocacy for the right to education and SDG4.

All the thirty-four (34) participants of the BLDC 2021 submitted their Action Plans, describing activities, to enhance the ongoing ALE work in their organisations, especially with respect to the SDG 4 objectives. A BLDC 2021 Tracer Study report will be generated based on the experiences of the participants in their effort to enhance and strengthen the ALE practice and advocacy in their organisation and country's context. As with the BLDC 2018-2019 Tracer Study Report, the BLDC 2021 Tracer Study Report will be disseminated within the ASPBAE membership for knowledge resource exchange on ALE practice and advocacy, towards building and sustaining a community of practice on ALE at the regional level.

## **Sustained mentoring support to national education coalitions in seven (7) countries in advancing SDG 4.7.**

ASPBAE continued to offer on-demand virtual capacity support to 7 NECs (ANEC Afghanistan, CAMPE Bangladesh, NCE Nepal, CED Sri Lanka, E-Net Philippines, AFE Mongolia and NEW Indonesia), sustaining their efforts in mainstreaming SDG 4.7 in schools and in learning and education centres serving communities. Experiences and lessons from these country-level initiatives were further synthesized and documented for wider dissemination and advocacy.

## **Advanced youth constituency building and engagements with marginalised youth in the Asia Pacific.**

ASPBAE continued to build the capacities of marginalised youth and facilitate their participation in education advocacy platforms at all levels. This helped enable marginalised youth themselves to offer their analysis and recommendations in policy processes and events, inform education policy development and implementation, and hold government to account on their commitments to education. While building leadership capacities of youth in education advocacy, ASPBAE supported its members in broadening their youth constituency and promoting the youth organisations' meaningful participation in organizational governance of education coalitions and NGO members as well as within ASPBAE.

Throughout 2021, in keeping with the overarching goal of enabling a critical mass of young people within

ASPBAE members' youth constituencies to demand their right to education and SDG 4 in education policy spaces and other decision-making bodies, ASPBAE had organised several regional youth events, co-hosted youth-led sessions, facilitated regional training and mentored national education coalitions to strengthen their youth constituency building and engagement efforts. Key achievements in 2021 within this work including the following:

- **Secured spaces for the youth in regional and global education and development platforms, enabling them to articulate their education agenda and lived realities:** ASPBAE facilitated youth participation and engagements to share their work and voice out youth recommendations on education and development in around 11 regional and global events throughout 2021. These events and platforms include the regional and global processes around the 2021 HLPE, the UNESCO SDG4Youth

Network, the CCNGO Education 2030 General Meeting, the event of the United Nations Girls' Education Initiative (UNGEI), the UNICEF Regional Meeting on Young People's Rights to Civic Engagement, the event of the Association of Southeast Asian Nations (ASEAN) through its Education Ministers' Organisation (SEAMEO), several youth engagement processes of the Global Campaign for Education (GCE), and in GPE's Youth Leaders' Group, especially in the processes linked to GPE replenishment campaign and in the main GPE Global Education Summit in July 2021.

- **Supported youth-led action research on mental health (YAR**



*ASPBAE organised several regional youth events, co-hosted youth-led sessions, facilitated regional trainings, and mentored national education coalitions to strengthen their youth constituency building and engagement efforts.*

### on Mental Health) of marginalised youth in 9 countries in the Asia-Pacific.

ASPBAE continued to engage youth in documenting the impact of the pandemic by focusing deeper on their mental health and well-being which was identified as urgent by the young people, affecting their lives and education. This was undertaken in India, Indonesia, Nepal, Mongolia, the Philippines, Sri Lanka, Timor-Leste, Tajikistan and Vietnam.

multi-layered issues and challenges brought about by the pandemic on the lives and education of marginalised youth in the region.

- **Offered opportunities for learning exchanges on the Youth-led Action Research (YAR) experience and supported a youth core team to work with ASPBAE in advancing the youth education agenda.** The YAR expansion efforts especially in Sri Lanka, Mongolia and Bangladesh continued in 2021 with ASPBAE support especially through online trainings involving youth animators within the coalitions and youth researchers.



### *ASPBAE continued to co-create, compile and produce youth-focused knowledge resources*

Afghanistan also conducted surveys to understand the mental health issues of the youth during the pandemic and in the emergency caused by the Taliban take-over in the country. The research findings are aimed at further deepening the education advocacy agenda of ASPBAE and its members, especially the NECs, in tackling the

An online learning exchange meeting was also facilitated by ASPBAE involving 60 youth leaders which fostered dialogue across cultures and helped in building camaraderie among youth constituencies in ASPBAE's membership. And to support youth-led planning and decision-making processes within ASPBAE, a youth core team has been established – which was ASPBAE's reference point for its youth constituency building efforts and overall youth work. With the youth core team in place, ASPBAE





***ASPBAE takes pride in its sustained active membership and leadership in major civil society formations to advance the right to education and SDG4.***

will continue to sustain intergenerational dialogue among its members to strategize on its youth work.

- **Development of knowledge products based on the experience on YAR and youth constituency building efforts:** ASPBAE continued to co-create, compile and produce youth-focused knowledge resources which are enclosed in this summary report:

–**ASPBAE launched a digital YAR manual (e-manual)** for larger dissemination of youth-led action research as part of its youth-engagement strategy. This YAR e-manual is accessible in ASPBAE’s website.

The ASPBAE Report on Youth-Led Action Research on the Impact of COVID-19 Pandemic on the Education and Well-Being of Marginalised Youth (YAR on COVID), which was launched in August 2020 on the occasion of International Youth Day was further disseminated in 2021 by ASPBAE partners including UNESCO-Bangkok and was also made available in the Knowledge Hub of the United Nations Girls’ Education Initiative (UNGEI).

As a contribution to UNESCO’s initiative on “Futures of Education”, ASPBAE worked with and supported

its members in India, Sri Lanka, Nepal, Vietnam, Philippines, and Timor-Leste which organised youth consultations with girls, urban poor youth, tribal and other ethnic minority youth, persons with disabilities, and LGBTIQ groups living in marginalised communities to offer their aspirations for the future of education. These youth-led and youth-focused consultations generated analysis on the status of their current education, challenges and gaps. They also charted a vision for future education. This regional exercise contributed to the global initiative but was framed through the lens of marginalised youth. ASPBAE compiled regional youth recommendations for making future education more inclusive and sustainable. **The ASPBAE regional report titled “From the Margins to the Centre: Youth Informing the Futures of Education” was highly appreciated by UNESCO Bangkok and other partners. The report got included in the reference list of the global report on Futures of Education published by UNESCO in 2021.**

–**Youth-friendly, accessible and creative audio-visual materials** were produced as a part of ASPBAE’s learning materials.

–Knowing that social media is a useful medium for engaging and informing youth partners, **ASPBAE created more vibrant and frequent youth-focused content** in its social media platforms.

# STRATEGY

## 3: BUILDING STRATEGIC PARTNERSHIPS

ASPBAE's work under this supports its **Specific Objective 3: Wider linkages with other civil society networks and organisations fighting poverty,**

**SDG4** notably, the Global Campaign for Education (GCE), the International Council for Adult Education (ICAE) and the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/ED 2030).

As in previous years, ASPBAE sustained its strong presence in the inter-governmental and multilateral mechanisms following up the SDG4 commitments, notably the Education 2030 High Level Steering Committee (HLSC) at the global level, and the Learning and Education 2030+ Networking Group (LE2030+)




*ASPBAE maintains partnerships with DVV International, Open Society Foundations (OSF), Swiss Agency for Development and Cooperation (SDC), and the Global Partnership for Education (GPE) for its institutional and development cooperation.*

*advancing social justice, gender equality, disability inclusion, racial equality, climate justice, sustainable development and peace, and thereby securing stronger recognition of the critical role of education and learning in meeting all the SDGs.*

Amongst its multiple presence in education advocacy platforms and partnerships for education and development, ASPBAE takes pride in its **sustained active membership and leadership in major CSO formations to advance the right to education and**

at the regional level. It also maintained its scaled-up presence and engagements in CSO mechanisms engaging in the SDG follow up mechanisms. This includes maintaining membership in the Asia Pacific Regional CSO Engagement Mechanism (APRCM)–the formal mechanism for CSO participation in the SDG processes in the Asia Pacific and working closely with the UN Economic and Social Commission of Asia Pacific (ESCAP), the main mechanism for facilitating CSO participation in the official SDG follow up processes in the Asia Pacific region, notably the High-level Political Forum (HLPF) and its regional preparatory process: the Asia Pacific Forum



for Sustainable Development (APFSD). Steering the APRCEM Working Group on Education, ASPBAE and national education coalitions' involvement in this mechanism has better ensured that education issues and concerns hold greater visibility and prominence in the joint advocacies and submissions of the APRCEM in the official regional SDG processes in the period,

In 2021, adding to its existing leadership roles in major education formations and platforms, ASPBAE took on the following roles aligned with its existing advocacy and expanded thematic work for education under its Strategic Plan 2021-2024:

- As **Steering Group member of the Inter-Agency Network for Education in Emergencies (INEE)** – serving for the term 2022-2024
- As **Sherpa Group member to SDG4 High Level Steering Committee** representing the global CSO constituency through the UNESCO Collective Consultation of NGOs on Education 2030 (CC NGO/ED 2030) – serving for the term 2022-2023.

ASPBAE also sustained its core strategic partnership with its members located in 31 countries of the Asia South Pacific region, operating at different levels – several at the grassroots, many at national and sub-national levels and increasingly, cross-country. ASPBAE maintained partnerships with national education campaign coalitions and education advocacy networks in 22 countries in the Asia Pacific - India, Nepal, Pakistan, Sri Lanka, Bangladesh, Afghanistan, Tajikistan, Kyrgyzstan, the Philippines, Cambodia, Vietnam, Indonesia, Myanmar, Timor Leste, Mongolia, Japan, Korea, Australia, PNG, Solomon Islands, Vanuatu, and Samoa. ASPBAE counts in its membership, national adult education networks in India, Singapore,

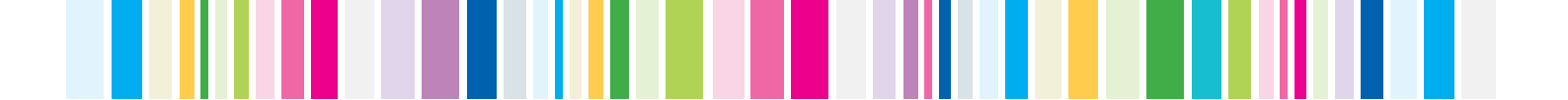
Pakistan, Sri Lanka, Japan, Australia, New Zealand, Afghanistan, Tajikistan and Kyrgyzstan.

ASPBAE continued to be active in civil society networks tracking the SDG follow-up processes in the region and globally, such as the Conference of NGOs in Consultative Relations with the UN (CONGO), the Institute for Social Entrepreneurship in Asia (ISEA), and the Asia Civil Society Partnership for Sustainable Development (APSD) which it recently joined in January 2021.

It sustained its partnerships with the global formations challenging education commercialisation and privatisation from a human rights perspective. During the year, ASPBAE scaled up its engagement in the international Privatisation in Education and Human Rights Consortium (PEHRC), having joined its Facilitation Group in 2021.

Throughout its advocacy engagements in 2021, ASPBAE continued its partnerships and participation in intergovernmental and inter agency regional mechanisms and institutions like UN Girls Education Initiative (UNGEI), UNESCO Institute for Lifelong Learning (UIL), UNESCO Paris, UNESCO Bangkok, UNESCO Institute of Statistics (UIS), UNICEF, the Inter-Agency Network for Education in Emergencies (INEE), the Global Partnership for Education (GPE),





Education Cannot Wait (ECW), Global Alliance for Literacy (GAL), SDG 8.7 Alliance, Global Citizenship Education Network, SEAMEO, SEAMEO CELL, ASEAN, SAARC, and the Pacific Island Forum.

For its institutional and development cooperation, ASPBAE currently maintains partnerships with the following institutions/organisations:

- DVV International (the Institute for International Cooperation of the German Adult Education Association) – ASPBAE’s partner since 1977 and has been supporting ASPBAE’s work on adult learning and education policy and practice;
- Open Society Foundations (OSF) – ASPBAE’s partner since 2009 and has supported ASPBAE’s advocacy work in education financing and strengthening public education systems, and currently supports ASPBAE’s expanded thematic work on gender, disability inclusive education and challenging racism in and through education;
- Swiss Agency for Development and Cooperation (SDC) – ASPBAE’s partner since 2014 providing core contributions to ASPBAE’s institutional and programmatic work;
- Global Partnership for Education (GPE) through the EOL initiative

managed by Oxfam IBIS since the start of 2020; and in the earlier period (2009-2019), through the Civil Society Education Fund (CSEF) managed by the Global Campaign for Education (GCE) – this has supported ASPBAE’s capacity support work to NECs since 2009.

## STRATEGY 4: INSTITUTIONAL STRENGTHENING

This advances ASPBAE’s **Specific Objective 4**: *An institutionally resilient, gender-transformative and sustainable ASPBAE, able to offer diverse platforms for exchange and learning of its members and CSOs working to advance the right to education and lifelong learning; as an advocate for the right to basic, youth and adult education and lifelong learning; and as a partner in leadership and capacity-development of its members.*

The **development of ASPBAE’s Strategic Plan 2021-2024** guided ASPBAE’s strategic intentions in a year that continued to witness the ever-shifting and changing contexts in the region not only on account of the pandemic but other contextual underpinnings including the swift onset of political crises in Myanmar and Afghanistan.

The pandemic continued to test ASPBAE’s abilities and resilience in 2021 as it dealt with the **protracted restrictions in international travels and the leadership transition** in ASPBAE particularly in the shift to a new Secretary-General and the start of the term of the new Executive Council (EC), though most them were continuing into their second term in the EC.

While ASPBAE sustained its strong capacity to engage

and influence education processes and in providing context-responsive support to its members throughout 2021, including deploying much of its resources into country-level work and adapting to online modes of relating, it recognises that the protracted restrictions on travels and face-to-face engagements present threats in the overall CSO space for engagement and which need to be reflected on in the coming period.

For one, the pandemic pushed ASPBAE and its members, including national education coalitions, to **rapidly build competencies in online modalities of meeting, lobbying and capacity-building**. Clearly these offered ‘coping’ rather than ‘preferred’ strategies to engaging face-to-face. **Online-based advocacy engagements are severely limited: they restrict meaningful interventions of CSOs in policy processes**; they preclude informal, one-on-one access to decision makers which have proven effective means to get CSO advocacies across. In the emerging ‘living

with COVID’ pandemic context, hybrid modalities of policy engagement are becoming the norm. However, these tend to normalize the much-restricted spaces for CSO participation characteristic of the earlier period. ASPBAE will need to resist this and push to restore CSO meaningful participation and input in policy processes.

Navigating these challenges and reflecting on ASPBAE’s institutional capacities to deliver on its strategic plan will be part of its **reflective organizational development (OD) process** which started to internally take shape within ASPBAE staff in 2021 and will continue in 2022.

In 2021, to further support its Strategic Plan, ASPBAE managed to pursue the



*The pandemic pushed ASPBAE and its members to rapidly build competencies in online modalities of meeting, lobbying, and capacity-building.*



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@aspbae insta

*ASPBAE increased its presence in social media, Facebook and Twitter, and with an Instagram account created in 2021 to bring in an inter-generational audience and users to its platforms, including the youth.*

following resource mobilization efforts:

- Towards the last quarter of 2021, ASPBAE successfully submitted a proposal and secured grant funding from the **Open Society Foundations (OSF)** which will support ASPBAE's expanded thematic work to advance education issues around gender, disability inclusion and race for the period January 2022-March 2023.
- From mid to late 2021, ASPBAE actively engaged with the **Global Partnership for Education (GPE)** and **Oxfam IBIS**, which is the grant agent for the Education Out Loud (EOL) initiative of GPE, in the EOL rapid review process that helped inform and successfully secure the

costed extension of the first operational component (OC1) of EOL for the period 2022-2023. This will continue to support the following: 1) the education advocacy and engagements of national education coalitions (NECs) in GPE-eligible countries and; 2) the mentoring and capacity support role to NECs of regional coalitions such as ASPBAE and the Global Campaign for Education (GCE). Grant proposal submission and due diligence process for this EOL OC1 costed extension period has been completed by ASPBAE.

- For the period 2021-2023, ASPBAE continues to receive funding support from its long-standing institutional partner, **DVV International**, and will be in discussion in late 2022 for the preparation of its next phase funding beyond 2023. In light of the crisis in Afghanistan, DVV International also added funding to its existing support to ASPBAE in 2022 to further develop efforts in education in



emergencies and advance advocacies on this issue at national and transnational levels.

- In end 2021, it received confirmation from the **Swiss Agency for Development and Cooperation (SDC)** of its core contribution to ASPBAE's strategic plan for the period 2022-2023.

Throughout 2021, ASPBAE maintained a **lean staff structure of committed, motivated, highly competent professionals**, grounded in development and advocacy work in different countries and sub-regions of the Asia Pacific. At the same time, the Secretariat continues to be supported by a well-experienced steer by the ASPBAE **Executive Council (EC)**, bringing in their expertise from their respective contexts in the region.

The ASPBAE Secretariat in Manila expanded in 2021 with ASPBAE's new Secretary General assuming office in January 2021, located in this office. Two (2) new staff members joined the ASPBAE team in Manila,

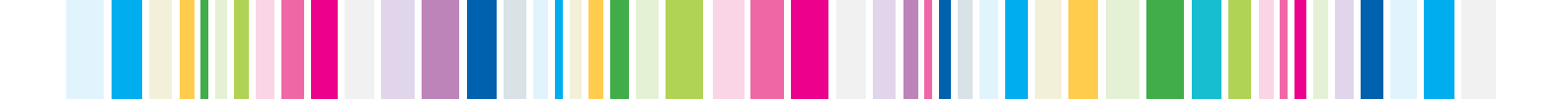
a Research and Advocacy Officer in January 2021 and an Executive Assistant to the Secretary General in April 2021.

As on end 31 December 2021, ASPBAE membership stood at 159 member organisations and 105 individual members, located and operating in 31 countries in the Asia Pacific. Discussions are underway with ASPBAE staff and the EC on efforts to further connect with and support members through sub-regional groupings, ensuring their contextual realities are reflected in and continue to inform the strategic work of ASPBAE.

For its **Information and Communication** efforts, ASPBAE increased its presence in social media, Facebook and Twitter, and with an



*ASPBAE is committed to remaining strong and persistent, ensuring it will sustain a significant movement of CSOs in the region to protect and defend the right to education.*



Instagram account created in 2021 to bring in an inter-generational audience and users to its platforms, including the youth. Catch up efforts will need to be made in 2022 in terms of sustaining ASPBAE's monthly bulletins and newsletters which took a back seat amidst competing events and engagements especially in education policy processes at all levels. In 2021, ASPBAE has also initiated a process of revamping of its website, by not only shifting to a more user-friendly and accessible web host that is fit for multiple digital platforms, but also re-designing it to align with ASPBAE's new logo which was launched in 2021. The completion of the website revamping process is envisaged in 2022. In late 2021, the ASPBAE #Connect initiative was conceived to feature articles of key events in which ASPBAE and/or its members are involved in and designed to offer short and succinct news that are readily available to its membership.

ASPBAE's **Gender Mainstreaming** work was sustained throughout 2021, with a dedicated project associate for Gender hired in the third quarter of 2021 to offer additional support to ASPBAE staff teams and to the EC-steered Gender Mainstreaming Committee. Efforts in 2021 focused on completing a literature review for the development of a training module on gender mainstreaming, with

additional focus on analysing national education sector plans with a stronger gender lens. ASPBAE also developed guidelines in documenting success stories of innovative approaches in gender equality in education by ASPBAE members and national education coalitions which will be pursued in 2022. It also organised a regional meeting with its members in 2021 to identify areas for policy advocacy in education and skills development for decent work of marginalized women which will be further pursued in the launch of the Regional Forum on Gender, Education and Decent Work in 2022.

ASPBAE is committed to remain strong and persistent throughout the processes and challenges of the coming period - drawing from its 57-year history, the collective experiences of its members from across 31 countries in the Asia Pacific region, the strong support provided by its institutional partners, and its experienced and dedicated staff and Executive Council – ensuring it will sustain a strong movement of CSOs in the region to protect and defend the right to education. ■

# ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION

## PROVISIONAL BALANCE SHEET

as at 31.12.2021

	<i>(Amount in US \$ )</i>	
	Provisional <sup>1</sup>	Audited <sup>2</sup>
	31.12.2021	31.12.2020
<b>Sources of Funds</b>		
Capital Fund	5,90,958.51	5,59,846.57
Add: Surplus carried from		
Income & Expenditure A/c	(29,425.15)	31,111.94
<b>Total</b>	<b>5,61,533.36</b>	<b>5,90,958.51</b>
<b>Current Assets</b>		
Cash & Bank Balances	10,27,760.73	9,55,491.85
Loans & Advances	80,126.70	1,19,753.33
	<b>11,07,887.43</b>	<b>10,75,245.18</b>
<b>Less: Current Liabilities</b>		
Sundry Creditors	1,76,366.70	1,47,165.68
Expenses Payable	1,77,841.69	47,443.21
Balance Grants	1,92,145.68	2,89,677.78
	<b>5,46,354.07</b>	<b>4,84,286.67</b>
 Net Current Assets	 5,61,533.36	 5,90,958.51
<b>Total</b>	<b>5,61,533.36</b>	<b>5,90,958.51</b>

### Notes :

<sup>1</sup> Provisional Balance Sheet and Income & Expenditure Statements for 2021 were prepared on the basis of financial statements submitted as on 28th Feb., 2022 by the staff, partners and coalitions pertaining to the year 2021 and advances on the basis of fund transfers to the concerned party and liabilities on the basis of statements provided by participants of the workshop/event and/or individual staff / members to the Secretary General

<sup>2</sup> 2020 Accounts were audited by M/s. Romano Mendez & Co., Manila, Philippines

The Audited Report is dated 12th April, 2021



# ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION

## PROVISIONAL INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.12.2021

		(Amount in US \$)	
		Provisional 31.12.2021	Audited 31.12.2020
<b>INCOME</b>			
Grants received		12,48,811.62	9,08,989.09
<b>Other Incomes</b>			
Bank Interest	547.17		1,962.61
Exchange Rate Gain / (Loss)	(16,679.27)		5,994.88
Sundry Balance W/off	-		1,500.00
Coordination as per Donor Contract	7,495.59		22,478.87
Membership Fees	475.90	(8,160.61)	8,953.65
		<b>12,40,651.01</b>	<b>9,49,879.10</b>
<b>EXPENDITURE</b>			
Education/training, Research, Advocacy & Evaluation		12,59,241.89	8,66,917.13
Partners Infrastructure, admin. & running costs		50,009.81	57,998.82
Production of Publication and and Media		5,949.83	5,382.50
Partners Personnel/Salaries		47,217.00	41,100.00
Audit fees & expenses		5,207.95	10,288.00
		<b>13,67,626.48</b>	<b>9,81,686.45</b>
Surplus carried forward to Balance Sheet		(29,425.15)	(21,289.54)
Surplus/(Deficit) C/F to Balance Grants account for 2021		(97,550.32)	(10,517.81)

# ASPBAE WISHES TO THANK THE FOLLOWING FOR THEIR CONTINUING SUPPORT



DVV International, Germany



Global Campaign for Education  
(GCE), South Africa



Oxfam IBIS, Denmark



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**

**Swiss Agency for Development  
and Cooperation (SDC),  
Switzerland**



**THE UNIVERSITY  
of EDINBURGH**

**University of Edinburgh, United  
Kingdom**

# Executive Council



## PRESIDENT

**NANI ZULMINARNI**

PEKKA (Perempuan Kepala Keluarga) or  
"Women Headed Family Empowerment"



## SECRETARY-GENERAL

**MARIA HELEN DABU**

ASPBAE Secretariat

## REPRESENTATIVES FOR SOUTH ASIA



**MEENU VADERA**

Azad Foundation



**EHSANUR RAHMAN**

Dhaka Ahsania Mission (DAM)

## REPRESENTATIVES FOR EAST ASIA



**ERI YAMAMOTO**

International Programme Division  
Shanti Volunteer Association, Japan (SVA)



**AMARTUVSHIN DORJSUREN**

"All for Education" National Civil Society Coalition of  
Mongolia

## REPRESENTATIVES FOR SOUTHEAST ASIA



**NGUYEN THI KIM ANH**

Vietnam Association for Education for All  
(VAEFA)



**THEIN LWIN**

Thinking Classroom Foundation, Myanmar  
(TCF)

## REPRESENTATIVES FOR SOUTH PACIFIC



**KILALA DEVETTE-CHEE**

Papua New Guinea Education Advocacy Network  
(PEAN)



**PETER CLINTON ISAAC FOAESE**

Adult and Community Education (ACE)  
Aotearoa

## REPRESENTATIVES FOR CENTRAL ASIA



**NASIBA MIRPOCHOEVA**

MCF MicroInvest



**TILEBALDY UULU ELIIZAR**

Institute for Youth Development (IYD)

# Our Team



## SECRETARY-GENERAL

**MARIA HELEN DABU**

ASPBAE Secretariat



**ATTY. AGNES H. MARANAN**

ASPBAE Corporate Secretary & Legal Counsel



**MARIA LOURDES ALMAZAN KHAN**  
**CONSULTING DIRECTOR**

For Policy and Strategic Directions



**ALENA MARA SIPALAY**

Executive Assistant to the Secretary-General



**SANDEEP JOSHI**

Senior Finance Manager



**AIDA BATINGAN**

Senior Finance Officer



**GENE PAUL GUTIERREZ**

Bookkeeper



**LEAH SERVANIA**

Administrative and Finance Officer



## TRAINING FOR TRANSFORMATION PROGRAMME



**ANITA BORKAR**

Regional Coordinator  
Training for Transformation Programme



**SUBRAT NAYAK**

Programme Specialist

## YOUTH ENGAGEMENT



**SUNIL GANGAVANE**

Youth Coordinator

## INFORMATION AND COMMUNICATIONS



**MEDHA SONI**

Information and Communications Coordinator

## ASIA POLICY ADVOCACY AND CAMPAIGNS



**CECILIA V. SORIANO**

Regional Policy and Advocacy Coordinator



**RENE RAYA**

Lead Policy Analyst



**LAE SANTIAGO**

Research and Advocacy Officer

## EDUCATION OUT LOUD (EOL) PROGRAMME



**BERNIE LOVEGROVE**

Asia Pacific EOL Regional Coordinator



**SUSMITA CHOUDHURY**

Capacity Support and Advocacy Adviser



**PETER KING**

Capacity Support and Advocacy Adviser

## ASPBAE AUSTRALIA LTD.



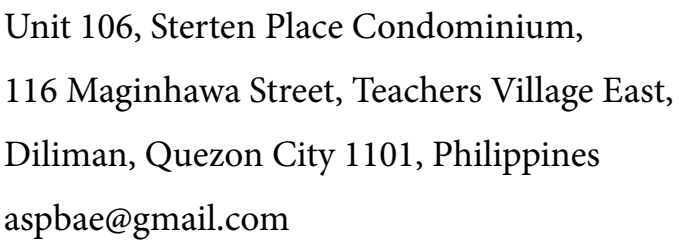
**BERNIE LOVEGROVE**

Executive Director, ASPBAE Australia LTD.



**SONALI RABADE**

Finance Officer, ASPBAE Australia LTD.



[www.aspbae.org](http://www.aspbae.org)