



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

ASPBAE Plans 2016

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

To All ASPBAE Members and Friends,

ASPBAE is pleased to present to you its Plans and Calendar of Activities for 2016. ASPBAE's Executive Council deliberated upon and agreed on these plans in its last meeting in Ulaanbaatar, Mongolia, in February 2016.

In the year passed, the international community agreed a new, more ambitious development and education agenda. The new development agenda counted education as a stand-alone goal – recognising education's vital and integrated role in the achievement of sustainable development. ASPBAE, like several civil society organisations, believes the new education agenda, although imperfect, is strong. It upholds the right to education – education as a public good, with governments as duty bearers in ensuring citizens' right to quality education. It adopts a lifelong learning framework, and the Framework for Action of Education 2030 stresses on a broader appreciation of education quality including non-formal and informal education opportunities, TVET, tertiary education, and other skills trainings for the youth. Furthermore, civil society will be one of the constituencies to be represented in the Education 2030 Steering Committee tasked with steering the follow-up processes for the new education agenda.

There are, of course, challenges to the new agenda, including inadequate financing commitments towards youth and adult literacy and non-formal education for adults. Campaigners for lifelong learning fear the commitment to a lifelong learning framework will go nowhere with no financial resources committed to back these up.

In 2016, ASPBAE and its member's efforts towards the right to education and lifelong learning, while acknowledging the challenges to the new agenda, should now focus on consolidating the gains won in the post-2015 agenda-setting processes. Specifically, efforts should be made towards, amongst other things, effective implementation and contextualisation of the agreed agenda at the country level; arguing strongly for government's prioritisation of quality education for marginalised children, youth, and adults; pressing for the mobilisation of resources needed to strengthen public education systems; and building the capacities needed to advance the new education agenda.

Through its advocacy initiatives in 2016, ASPBAE remains committed to advancing equitable access to relevant, quality, and empowering education and learning opportunities for all people, especially the most marginalised groups, within a human rights and lifelong learning framework. It will also continue its efforts in building competencies of civil society organisations involved in adult education practice and policy and supporting national education campaign coalitions and other ASPBAE members working on education advocacy.

ASPBAE will convene its 7th General Assembly this year. This important occasion will further provide an important space for civil society consolidation efforts in the region – offering venues for stock-taking, strategising, and capacity building.

It is in the light that we look forward to working with all of you in 2016 to begin to translate the new education agenda to realities relevant to regional and country contexts. Together, we have an exciting and a challenging path ahead.

Please write to the ASPBAE Secretariat at aspbae@gmail.com if you have any questions or suggestions regarding the 2016 Plans. We will be offering further details on each of these planned activities as they unfold.

ASPBAE Executive Council (2013-2016) and staff

CONTENTS

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

➤ The Context of the 2016 Plans	Pg. 4
➤ Leadership and Capacity Building for the Right to Education and Lifelong Learning	Pg. 6
▪ Broadening awareness on SDG 4 and the SDGs	Pg. 7
▪ Deepening understanding on SDG 4 and Lifelong Learning	Pg. 8
▪ Strengthening the youth constituency within ASPBAE	Pg. 8
▪ Continuing capacity support for education advocacy through the Civil Society Education Fund (CSEF) Phase III	Pg. 8
▪ Customised training support to members and partners	Pg. 9
▪ Reviewing ASPBAE's capacity development programme for AE and LLL	Pg. 9
➤ Policy Advocacy for Equitable, Inclusive Quality Education and Lifelong Learning for All	Pg. 10
▪ Rolling out SDG 4 at the country level	Pg. 10
▪ Advocacy on SDG 4 Monitoring	Pg. 11
▪ Attention to the SDG 4 Targets on youth and adult education, ESD and GCED	Pg. 12
▪ Advocacy on Education Financing	Pg. 13
▪ Sustained lobbying in Regional and Global Policy Processes	Pg. 13
➤ Building Strategic Partnerships Promoting the Right to Education and Lifelong Learning	Pg. 14
➤ Institutional Strengthening to More Effectively Advance the Right to Education and Lifelong Learning	Pg. 16
➤ ASPBAE Calendar of Activities	Pg. 18
➤ ASPBAE Executive Council Members	Pg. 24
➤ ASPBAE Office of the Secretary-General	Pg. 25

ASPBAE Plans 2016

In 2015, the international community agreed a new, more ambitious development and education agenda. The new development agenda counted education as a stand-alone goal – locating education’s vital and integrated role in the achievement of sustainable development. Sustainable Development Goal 4 (SDG 4) commits to ‘Ensure Inclusive and Equitable Quality Education and Promote Lifelong learning opportunities for all’ by 2030. SDG 4 is further expressed in 7 targets and 3 Means of Implementation (MOIs). The wide education constituency, in processes led and coordinated by UNESCO, agreed a Framework for Action Education 2030, which articulates in greater depth, the aspirations within each of the SDG 4 targets and means of implementation, outlines the implementing strategies, modes of monitoring, and coordination to advance SDG 4. A set of global and thematic indicators for SDG 4 have been developed for adoption in March 2016.

ASPBAE, like several civil society organisations, believes the new education agenda, although imperfect, is strong. It upholds the right to education – education as a public good, with states as duty bearers in ensuring education rights. It adopts a lifelong learning framework, and is for universal application in both richer and poorer countries. It has a wider ambition for access (free primary and full secondary education including universal access to ECCE), is strong on equity, gender equality and inclusion, and recognises the key role education plays in promoting sustainable development, global citizenship and in preventing and mitigating conflicts and in promoting peace. The Framework for Action of Education 2030 underscores a broader appreciation of education quality (beyond measurable learning outcomes through standardised testing); the need for multiple and flexible learning pathways to education for all ages and at all levels through formal, non-formal, informal education opportunities; emphasises the importance of literacy and numeracy proficiencies, TVET, tertiary education and other skills trainings (formal and non-formal) to better prepare youth and adults for decent work and life and to contribute as active citizens in overall social, economic, ecological development.

There were also triumphs of ‘good process’ in defining the new agenda. In the end, the education agenda was developed through a broad-based, consultative process involving a wide cross-section of the education constituency, and with national governments playing leading roles.

Civil society was well-represented at different levels of decision-making and was formally part of the agenda-setting processes. Civil society organisations were well-organised. In the education sector, CSOs were able to draw on their wide experience especially in policy work and pursued evidence-based advocacy distilled from their practice. They successfully mobilised their deeply-rooted networks to influence the emerging agenda with perspectives from a wide section of education stakeholders – NGOs, teachers, learners, youth, and students, etc, from the global North and global South, grounded in human rights, pro-poor, social justice perspectives.

Civil society has also emerged strengthened by involvement in the post 2015 processes:

- By offering a credible, competent presence in the debates at national, regional and global levels and arenas – civil society organisations have effectively demonstrated the value of a civil society voice, and the importance of their sustained, institutionalised involvement in ongoing education policy and planning.
- Education advocates strengthened linkages among themselves – bridged divides and united on common priority agendas, recognising that the right to education is indivisible and that ensuring ‘no one is left behind’ in education is as much an imperative in the poor countries as in the richer countries of the world.

- Education advocates also fortified connections with other like-minded civil society networks advancing their own thematic interests, as they coalesced and strategised together in the SDG policy spaces. These bode well for a strong, coordinated civil society presence in the follow-up processes of the new development and education agenda – and of the ongoing visibility of education issues in the wider civil society discourses.
- Education advocates honed their competencies in policy analysis on a wider agenda and in lobbying within inter-governmental policy spaces - at regional and global levels and with policy makers outside of the traditional domains of education e.g. Ministries of Finance, External Affairs, National Statistics offices.

The architecture for follow up and monitoring envisaged for the new education agenda, as codified in the Framework for Action 2030 (FfA), provides for dedicated spaces for civil society in the governance, monitoring and coordination processes and structured planned. The FfA appreciates that civil society can:

- *“promote social mobilisation and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;*
- *develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups; and*
- *document and share evidence from practice, from citizens’ assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending, and ensuring transparency in education governance and budgeting.”* (Framework for Action Education 2030)

Civil society is mentioned as one of the constituencies to be represented in the Education 2030 Steering Committee – the multi-stakeholder formation envisaged to steer the follow-up processes for the new education agenda. There is also intention to build on the successful experience of having a dedicated, institutionalised mechanism for CSO engagement in global education policy processes such as in the UNESCO Collective Consultation of NGOs on EFA, recognised as an integral part of the new global architecture. Discussions are also underway to better concretise the processes for multi stakeholder including civil society engagement with the High level Political Forum (HLPF) – the main body charged with providing provide high-level political guidance on the new development agenda, and its implementation, review progress and identify emerging challenges and mobilise further actions to accelerate implementation.

There have been and there remain outstanding challenges, however. Financing commitments have not kept in step with the agreements on wider ambitions for education 2030. The Addis Ababa Action Agenda - as agreed by the 3rd Financing for Development Conference – completely ignored financing commitments to target 4.6 on youth and adult literacy and on non-formal education for adults. Donor appetite remains very low, pushing attention to the private sector, South-South cooperation and domestic resource mobilisation to fill funding gaps. CSO advocates fear the misplaced optimism on private finance will significantly undermine education equity and even quality. Campaigners for lifelong learning fear the commitment to a lifelong learning framework will go nowhere with no financial resources committed to back these up.

It also remains to be seen if the global, thematic, regional and country level indicators still under discussion will adequately capture the full intentions of each of the SDG 4 targets – with profound implications on how the new agenda will be concretised and performance against the commitments, tracked.

Nonetheless, there is much to build on.

Following global consensus on a new, ambitious development and education agenda, efforts of civil society advocates for the right to education and lifelong learning should now focus on consolidating the gains won in the post-2015 agenda-setting processes – cognisant of the need to confront the ongoing challenges. This requires agility to make use of the wider opportunities emerging from the post 2015 processes. It however also requires constant vigilance to prevent the loss of hard won ground.

Specifically, civil society in the coming period should -

- 1) See to the effective implementation and contextualisation of the agreed agenda at the country-level and argue strongly for government's prioritization of quality education for marginalized children, youth and adults.
- 2) Press for the mobilisation of resources needed to strengthen public education systems to deliver on the full, much wider new education agenda.
- 3) See to the roll out of the agreed mechanisms and processes for coordination, monitoring, and to mobilise strong political backing and buy-in for the new education and development agenda with the broader publics and decision-makers. These should embed the institutionalised participation of all relevant stakeholders including learners, teachers, and civil society.
- 4) Build the capacities needed to advance the new education agenda and towards meeting the agreed goal and targets.
- 5) Continue to work cross-country, regionally, and globally in intergovernmental and inter-agency policy processes, even outside the formal Education 2030 and SDG architecture to ensure the agreements of Education 2030 inform the discussions/debates and agreements forged herein.
- 6) Strengthen linkages with other sectors and movements advancing a development path that enables all human beings – in this generation and in the future - to live lives free from poverty and hunger, in dignity, peace, in equitable, just, and inclusive societies.

In 2016, ASPBAE will convene its 7th General Assembly. This important occasion in ASPBAE's life and history will offer an important space for CSO consolidation efforts in the region– offering venues for stock-taking, strategising, and capacity building.

It is within this understanding that ASPBAE will craft its work and priorities for 2016 along its priority strategic areas -

LEADERSHIP AND CAPACITY BUILDING FOR THE RIGHT TO EDUCATION AND LIFELONG LEARNING

ASPBAE's capacity building effort is in the main oriented to two (2) main areas of work – ordained to a large extent by the nature of its constituency - adult education providers, grassroots educators and academics in the field of adult education, on the one hand, and education advocates, campaigners on the right to education and lifelong learning, on the other.

ASPBAE's capacity building work is thus aligned to - (1) building the capacities of adult education providers to enrich adult education practice in the region, and (2) building the capacities of civil society organisations – especially broad fronts of national-level education campaign coalitions – in advocacy on the right to education and lifelong learning to hold governments, donors, multilateral and intergovernmental bodies, and other decision-makers to account.

At this juncture, ASPBAE intends to -

1. Continue its efforts in building competencies of CSOs involved in adult education (AE) practice and AE policy work to – (1) improve, strengthen their AE work and practice and explore scaling these up through (possible) expanded spaces created in the new education agenda which is now guided by a lifelong learning framework, and to (2) harness the rich experience of NGO

AE providers, especially those working with marginalised groups, to inform the evolving public policy on equitable, inclusive, quality education, and lifelong learning opportunities for all.

2. Support national education campaign coalitions and other ASPBAE members working on education advocacy to shore up capacities in advancing the wider SDG 4 agenda and to advocate for resources to guarantee all education rights fully.

In this vein and more specifically in 2016, ASPBAE will pursue the following activities -

Broadening awareness on SDG 4 and the SDGs

For the new agenda to stand a strong chance of being implemented well, the globally agreed commitments and aspirations should be meaningfully contextualised and concretised at the country level. An important step in this process is the popularisation of new SDGs more broadly, and the SDG 4 and the Framework for Action more particularly, with the wider constituency for education at the country level, especially civil society.

While national education coalition members of ASPBAE would have had greater exposure to and understanding of the SDG 4 developments and processes, many education stakeholders from civil society have had limited access to information and analysis on these, even as the SDG4 agreements have the potential to impact strongly on their work. Teachers' organisations, learners' organisations, youth groups, parents, especially at country and community levels, would gain much from a better understanding of these. Practitioners and advocates for quality adult education, and lifelong learning in particular, would benefit from being made more aware of the spaces for policy influence available to enhance wider public provisioning for quality adult non-formal education. They would gain from better understanding the means to bring their rich experience in adult education to bear, in shaping the concretisation of Education 2030 at the country level in ways that guarantee empowering, quality education for adults, ensuring 'no one is left behind'. They offer the potential for forging inter-sectoral approaches to education, embedding education policy and programme development on other SDGs, for example, SDG 3 on good health, SDG 5 on gender equality, SDG 13 on climate change. ASPBAE intends to work closely with AE and LLL practitioners and advocates along these lines.

In this regard, ASPBAE will **develop toolkits** to help popularise and more widely disseminate information on SDG 4 and the Framework for Action at the country level. The toolkits will compile all the essential documents, offer guides to users on the different documents, identify the debates and contentious areas around these agreements, including what civil society organisations in particular should be most vigilant about. Attention to the commitments related to quality adult, non-formal education will figure prominently here. Members will also be encouraged to work with their governments and other stakeholders in their countries to enable the translation of all the key documents related to the new education agenda, notably the Incheon Declaration, the Education 2030 Framework for Action, and the 17 Sustainable Development Goals and Targets.

The 7th General Assembly of ASPBAE in 2016 and its related processes will offer important platforms for capacity building and advocacy in the period. As part of the 7th General Assembly of ASPBAE in 2016, ASPBAE will be convening **national consultations** with members. Apart from attention to governance-related mechanisms and procedures attendant to a General Assembly, these consultations will offer sites for joint reflection on ASPBAE's future directions and work. ASPBAE will work with members in organising and designing these events as arenas to build a wider understanding of Education 2030, especially along the areas of quality youth and adult education, gender equality in education, education financing, and education for sustainable development. Within these discussions, it is envisaged that members will reflect on civil society and ASPBAE's work in advancing SDG 4 at the country, regional, and global levels. National consultations are planned in at least ten (10) countries in the Asia South Pacific region.

Deepening understanding on SDG 4 and lifelong learning

ASPBAE will work with member national education coalitions and member organisations of ASPBAE doing advocacy on youth and adult education to mutually reinforce each other's capacities in advancing the new education agenda. ASPBAE will assist in strengthening capacities to better understand and analyse lifelong learning policy frameworks, systems, institutional and governance arrangements; and in shaping the policy discourses within an expanded education agenda that includes post-basic, secondary and higher education, TVET and life skills, especially for youth and adults, Education for Sustainable Development, global citizenship education, quality teaching, and learning within a LLL framework - from a rights based and social justice perspective.

In this regard, ASPBAE will disseminate its [Resource Kit on Lifelong Learning](#), developed in 2014, to aid in capacity building. It will also disseminate its [ESD policy paper](#), expounding on ESD as a transversal theme and framework for underpinning the new education agenda. ASPBAE will also continue its work in developing a training module for ESD to further its mainstreaming in ASPBAE programmes and 2016 planned events. A [capacity building workshop on ESD and GCED](#) with coalitions in at least two (2) countries in the region is targeted for the year. A [workshop on LLL policies and practice](#) is envisaged also in at least two (2) countries in the year. ASPBAE will draw on its wide pool of experts, trainers, resource persons in the region, and with the ESD Working Group of ASPBAE to assist in this effort.

Strengthening the youth constituency within ASPBAE

A key constituency for education and Education 2030 are young adults – especially marginalised young adults. ASPBAE has been working on ensuring that marginalised youth through their organisations, develop a stronger voice in the national, regional, and global processes defining the policies and programmes catering to their learning aspirations and requirements. In this regard, ASPBAE is collaborating with UIL in organising a two-year 'Youth-led action research on education and skills for vulnerable young women', in three (3) countries in the region¹. The research aims to develop capacities of youth and education providers with action research skills, and through the research, deepen their understanding of barriers and enablers to learning of young women. Through these research and advocacy activities, it is envisaged that the youth-led research will inform the design and provision of literacy and basic skills education programmes targeting young women from vulnerable backgrounds in the participating countries. The main change will be an improvement in the availability, accessibility, and acceptability of the programmes. Drawing on documentation of this initiative, UIL plans to produce a publication(s) and replicate research in other countries. It is further envisaged that the outcomes of the research also inform the country-level discussions and processes on pursuing SDG 4 Targets 4.4, 4.5, and 4.6 and indeed, ASPBAE's own advocacies in this area. In each of the countries covered, ASPBAE - working in partnership with its member organisations to anchor the country-level work - aims to train 30-35 youth leaders, organisers, and adult educators in action research. Priority will be offered to young women.

Continuing capacity support for education advocacy through the Civil Society Education Fund (CSEF) Phase III initiative

With the approval for funding in late 2015 of the third phase of the Civil Society Education Fund (CSEF), ASPBAE will be able to sustain context-based, demand-driven support for education advocacy in up to nineteen (19)² countries in the Asia South Pacific. The new phase of CSEF will enable expanded capacity building work for education advocacy in six (6) new countries - Myanmar, Afghanistan, Tajikistan, Kyrgyzstan, the Philippines, and Samoa.

¹ Indonesia, the Philippines, and India

² India, Nepal, Pakistan, Bangladesh, Sri Lanka, Afghanistan, Tajikistan, Kyrgyzstan, Mongolia, East Timor, Indonesia, Vietnam, Cambodia, Myanmar, Philippines, Papua New Guinea, Solomon Islands, Vanuatu, Samoa

As envisaged, the new phase of CSEF is likely to involve capacity support enabling greater involvement of CSOs in the GPE Local Education Groups and indeed in the Global Partnership for Education (GPE) processes themselves, with greater interaction between CSEF partner coalitions at national and regional levels, with civil society representatives in the GPE Board and committees. In these processes, ASPBAE will work towards enhancing capacities to effectively lobby, ensuring that donor support is aligned with meeting the core needs of the *full* Education 2030 agenda.

A **CSEF Regional Consultation of Coalitions** is planned for end 2016 as a site for capacity building and exchange.

Customised training support to members and partners

ASPBAE will continue to offer on-demand training support to members and partners, as required. In 2016, ASPBAE, with RMIT Australia, will partner with the DVV International (DVVI) office in Laos on a two-year project 'Preparing Master Trainers for NFE', in collaboration with the Laos Department of Non-Formal Education. This effort will involve customising for the Master NFE Trainers Training in Laos, the DVVI-developed 'Curriculum globALE' - *"a global framework curriculum for the teaching and the learning of adults. In five modules, it describes the relevant skills needed to lead successful courses and provides guidance on their practical implementation."* An elective gender module has been added to the curriculum of the Laos Masters' Training.

ASPBAE will continue to offer mentoring support to the graduates of ASPBAE's **2015 Basic Leadership Development Course (BLDC)** as they run their 'Action Plans'. These Action Plans integrate the learning's from the Course in their work within their respective organisations. This follow-up work to the 2015 BLDC will run till mid-2016.

ASPBAE will continue to offer trainings on gender, information and communications, leadership, training and facilitation as requested by members and partners.

Reviewing ASPBAE's capacity development programme for AE and LLL

As part of its overall efforts in organisational consolidation, ASPBAE will run an **Internal Strategic Review of its Training for Transformation (TfT) programme**. This Strategic Review of ASPBAE's Training for Transformation (TfT) programme aims to appraise the approaches and activities organised under ASPBAE's TfT Programme during the period 2009 to 2015, to assess its performance and effectiveness set within ASPBAE's leadership and capacity building philosophy/frameworks and its Theory of Change. It is expected to also offer an arena to forge better understanding on the role of TfT in the emerging context, especially with the new demands for capacity building attendant to rolling out SDG 4 and advancing the right to education and lifelong learning in the concrete realities of the Asia Pacific region. The TfT review recommendations intends to inform and frame the 2017-2020 strategic plan of ASPBAE and the shape of its capacity building work in the coming period.

POLICY ADVOCACY FOR EQUITABLE, INCLUSIVE QUALITY EDUCATION AND LIFELONG LEARNING FOR ALL

ASPBAE remains committed to advancing equitable access to relevant, quality, and empowering education and learning opportunities for all people, especially the most marginalised groups, within a human rights and lifelong learning framework. This underpins its advocacy efforts.

A major platform for its advocacy efforts would still be the Education 2030 and SDG processes - although ASPBAE remains committed to advancing its core advocacies in the different regional, sub-regional, and global policy platforms, intergovernmental mechanisms and processes deemed strategic in the period. The CONFTEA 6 mid-term review process, the ASEAN and SAARC processes on education, Human rights mechanisms, are of particular note.

ASPBAE will work to ensure that the internationally agreed goals, targets, indicators, and framework of action are translated in robust education sector plans at the country level; the resources required to meet the full agenda are mobilised and judiciously applied; and that the processes and mechanisms for accountability, coordination, capacity building, and monitoring of Education 2030 are set up, with the institutionalised participation of civil society, including representative organisations of learners, teachers/educators, parents, and youth.

Through these, ASPBAE will remain attentive to its long-standing focus on equity, including gender equality, on accelerated attention to education quality in its wider meaning and within the lifelong learning frame; and the SDG 4 targets related to youth and adult education, especially non-formal education – adult literacy, skills for decent work and life. It further recognises that Education for Sustainable development (ESD) and for global citizenship should be truly ensured as transversal themes in the new education agenda, realising that the competencies to build a more just, peaceful, tolerant, inclusive, secure, and sustainable world are essential and indispensable elements of the high quality education and lifelong learning that all children, youth, and adults should have access to.

ASPBAE will aim for concrete victories and seek increased budgets to meet the demands of the new, wide agenda, especially in its commitment to equity; in improved allocations, especially to earlier neglected areas such as youth and adult literacy, and skills for work, especially for the informal sector of labour and women; in concrete steps being taken towards increased domestic resource mobilisation; increased and better quality aid; and the adoption of regulatory frameworks and accountability mechanisms on private engagement in the education sector, thwarting the aggressive privatisation push in education which undermines the right to education.

ASPBAE will also work towards mobilising greater public awareness and political support for education as a right, and on the new global consensus on education and its expression at the country level.

Concretely in 2016, ASPBAE shall pursue the following strategies and activities:

Rolling out SDG 4 at the country level

Especially through the Civil Society Education Fund (CSEF) Phase 3 initiative, ASPBAE, its members, and **partner coalitions in at least fourteen (14) countries will engage national governments in crafting education sector plans and new education policies** in the post 2015 period, ensuring their fidelity to the agreed global commitments, especially to equity, inclusion, gender equality, quality, and a lifelong learning and human rights framework. This will also involve pressing for civil society participation in these processes and influencing these so that ambitious, aspirational, clearly costed national plans, and clear monitoring mechanisms are evolved.

In the Asia Pacific Meeting Education 2030 (APMED 2030), participating governments and other stakeholders agreed on concrete steps for governments to undertake in 2016 to roll out Education 2030 at the country level – (1) Establish or strengthen a national coordination mechanism for SDG 4; (2) Map existing policies and programmes that contribute to SDG 4 targets in preparation for national consultations; (3) Organise national and sub-national consultations to analyse the Education 2030 targets and Framework for Action in light of existing plans to identify gaps and to plan actions to implement and monitor SDG 4; and (4) Build or strengthen inter-governmental cooperation to foster synergies and mutual learning for SDG 4. The APMED 2030 participants also affirmed that SDG 4's focus on lifelong learning, and its contribution towards sustainable development and global citizenship, requires the engagement of and coordination among various sectors and ministries, civil society, and a wide range of actors and stakeholders at all levels. ASPBAE and its partners will track progress in these agreed action points as indicators of good process and seriousness in rolling out Education 2030 at the country level.

ASPBAE will work, especially with at least eight (8) coalitions, with youth constituencies to ensure the [youth's significant participation in informing the agenda and processes in the roll out of country's SDGs](#). Building on ASPBAE's work on youth, gender and skills, they will work to ensure that youth agendas on gender (SDG 5) education, decent work (SDG 8), inclusive growth (SDG 10), and empowerment are integrated in the local and national education provision and policy development. ASPBAE will continue to facilitate the substantive participation of youth, especially marginalised youth, and their organisations in policy arenas on education and youth in the region and internationally. It will continue to ensure dedicated spaces for youth educators and activists in ASPBAE's programmes with priority to young women.

Advocacy on SDG 4 Monitoring

ASPBAE and its partners will seek to influence the indicator setting processes, especially at the national level, so these are strongly mindful of considerations to equity and inclusion, and capture the full spirit of the agreed SDG4 targets, attuned to individual country realities and starting points. As feared, the emergent global indicators for SDG 4 insufficiently capture the full essence of the SDG 4 targets. Civil society organisations have decried the lack of transparency in the processes finalising the so called 'green' indicators - there were last minute changes in the indicator for target 4.1 introducing early grade assessments, seemingly with UNESCO's endorsement in stark contradiction with the agreed position of the EFA Steering Committee on this. It was also unclear on what basis some targets were allowed more than one indicator, while others had only 1. There is no indicator that tracks 'free' education – even as human rights mechanisms would have been tracking this for all this time. Disaggregation of data, deemed essential to meet the strong equity commitment of the SDGs, is largely limited to sex, location, and wealth - age, race, ethnicity, migratory status, disability are not in the picture so far. It is also unclear how the thematic indicators for SDG 4 will be finalised – made all the more important given the very limited set of emergent global indicators for SDG 4.

Performance against all global indicators will be tracked. Additionally, governments will further agree other thematic and regional indicators they will adopt and national level indicators linked to their national plans and individual country contexts. This offers a strong opportunity to develop a more robust set of benchmarks and indicators that better capture the full intentions of the SDG 4 targets and means of implementation.

ASPBAE will thus work with at least fourteen (14) coalitions to ensure that strong indicators for SDG 4 are adopted at the national level. Drawing from its earlier advocacy work with the Inter Agency Experts Group on the SDG 4 Indicators (IAEG SDG) and with the Technical Advisory Group (TAG) on the SDG 4 thematic indicators, ASPBAE will compile its proposed indicators for SDG 4 forming [guides to the regional and national indicator-setting processes](#). This will assist its members in the processes

defining national level indicators, and indeed in ASPBAE's and its own member's participation in the ongoing regional and global processes defining the thematic and regional indicators.

ASPBAE will also work specifically with the coalitions in the countries represented in the global mechanisms involved in the indicator-setting and monitoring processes of the SDGs, notably the [Inter Agency and Experts Group on the SDG indicators \(IAEG\)](#) and the [High-level Group for Partnership, Coordination and Capacity Building for Post-2015 Monitoring](#) to influence the ongoing global indicator-setting and monitoring processes. The countries in the IAEG SDG from the Asia Pacific are the Philippines (Chair), China, India, Kyrgyzstan, Fiji, and Samoa. The countries in the High level Group for Post 2015 Monitoring are Mongolia, Pakistan, Malaysia, Vanuatu, and Kazakhstan. Countries are represented in these bodies by their national statistical commissions/offices.

ASPBAE will continue to track the different monitoring mechanisms being set in place for the SDGs and SDG 4 and ensure CSO input to the framing of these processes. ASPBAE will also begin to prime itself and its constituency to contribute significantly to the monitoring processes with a credible civil society voice. There is discussion for example to include shadow reports from civil society as part of the official reports to be considered in appraising progress. There is also talk to include a section on how civil society is contributing to SDGs in the reporting framework. There has been agreement to also pursue thematic reports (such as on education). ASPBAE will be attentive to finding out the modalities and guidelines around all these and prepare for its involvement with its members and partners.

Attention to the SDG 4 Targets on youth and adult education, ESD and GCED

ASPBAE anticipates that it will need to shore up efforts and capacities to focus policy attention on the SDG 4 Targets on adult non formal education especially for poor, marginalized, vulnerable youth and adults as these continue to be at the far fringes of policy attention and discourse. ASPBAE will co-convene with DVVI and possibly UNESCO Bangkok, a [Regional Policy Forum](#) bringing together governments, civil society, and other education stakeholders to deliberate on the implementing strategies that would concretise and advance SDG Targets 4.4 and 4.7 related to youth and adult education, notably. It is anticipated that this be organised towards the end of the year, possibly coinciding with 2 major ASPBAE events planned for the period: a [CSEF Regional Consultation of Coalitions](#) and the [Regional Workshop Planning the Strategic Directions of ASPBAE](#). ASPBAE is also in discussion with ICAE on whether these events will offer a possible space to organise a [UNESCO-ICAE-ASPBAE Asia Pacific Regional Dialogue around the UNESCO publication, 'Rethinking Education: Towards a global common good?'](#) - a report that sought to update and build on the Delors Commission Report, 'Learning: The Treasure Within.' This report served as a normative reference for the vision and principles outlined in the Education 2030 Framework for Action.

ASPBAE will work closely with [ICAE](#) in advocacy work on the SDG and SDG 4 targets related to youth and adult education.

As part of the ongoing effort to help strengthen lifelong learning policy and systems in countries in the region, ASPBAE will work with [UNESCO Bangkok](#) in developing [1\) Guidelines on the Role of Community Learning Centres \(CLCs\) as Facilitators of Lifelong Learning](#); and [2\) Guidelines on Adult Skills and Competencies for Lifelong Learning](#) as part of UNESCO Bangkok's programme on "Transforming Education and Training Systems to Create Lifelong Learning Societies in the Asia-Pacific". ASPBAE will draft these Guidelines based on the input and feedback obtained from a UNESCO Bangkok Regional Expert meeting held in November 2015 on this subject which ASPBAE attended.

Advocacy on Education Financing

Through its partnership with the [Open Society Foundations \(OSF\)](#), ASPBAE aims to scale up earlier advocacy engagements for increased budgets to education to address the most critical gaps and to highlight policy measures to strengthen the public education system and check the privatization push. ASPBAE and national coalition partners in at least five (5) countries will scale up their information dissemination campaign on education privatization and public private partnerships in education (ePPP), drawing on and updating data from their previous country studies. Partner coalitions in at least five (5) countries will also pursue [budget advocacy](#) to include budget tracking, revenue monitoring, and budget analysis. It has been proposed that this include analysis of financing equity in education: how much of the education budget goes to the education for the poorest 20% of the population. ASPBAE will also do a policy scan on regulatory frameworks and accountability mechanisms governing private sector engagement in education. ASPBAE will pursue advocacy work related to education privatisation and ePPPs using specifically [Human Rights mechanisms](#) to address the negative effects of privatisation on the right to education. Five (5) countries in the region (Philippines, Nepal, Pakistan, Mongolia and India) are scheduled for review by treaty bodies in 2016 and early 2017. In mid-2016, ASPBAE will convene a [Regional Conference focused on Education Financing](#), which aims to enhance capacities of coalitions in developing and using regulatory frameworks, accountability measures and human rights principles to address the role of private actors in education and the rising privatisation and commercialisation of education. Working with OSF and the Education and Human Rights Consortium, ASPBAE will disseminate '[Guidelines for the review of education sector plans with respect to education financing and private actors](#)'. A [regional overview of education sector plans as they relate to privatisation](#) is planned for end 2016.

Realising that much of the work to date analysing education financing and the presence of the private sector has focused on formal, primary and secondary education, ASPBAE will undertake a [Review of Financing Options for Skills for Work of Marginalised Women](#). The study is envisaged to focus on understanding the provisioning and financing available (public, private, NGO/non-profit etc.) to support non-formal, skills-building opportunities for women in the informal sector of work. This is planned as a follow-up activity to the 2015 Regional Workshop on Gender, Skills and Work where a scan of policies and financing for skills for work of women was identified as an important initiative to pursue. It is envisaged that a [Working Group Meeting](#) be organised in 2016 to plan this review, its framework, scope, and coverage.

ASPBAE will sustain its engagement with the [Global Partnership for Education \(GPE\)](#), especially through the GCE and CSEF, to ensure that this education financing facility is framed to aid countries meet the goals and targets of the full Education 2030 agenda. It will sustain collaboration with the national education coalitions in Japan, Australia, and its nascent formation in Korea on coordinated advocacy on [education aid](#). ASPBAE will work with GPE and its member coalitions in concerned donor countries in the Asia Pacific region to campaign for increased aid for education and SDG 4. The recent cuts to ODA and GPE, in particular of Denmark, send very worrying signals about the mood of European governments on aid, in the light of the raging conflict in Syria and the refugee crisis in Europe. GCE's [Global Action Week on Education \(GAWE\)](#) from 24-30 April 2016, themed on education financing including ODA, aims to put the spotlight on the need to scale up education financing through accelerated domestic mobilisation and greater ODA to meet the SDG4 goal.

Sustained lobbying in Regional and Global Policy Processes

ASPBAE will seek to ensure its continued presence in the new Education 2030 global and regional architecture for coordination and monitoring especially through its membership in the [Coordination Group of the UNESCO Collective Consultation of NGOs \(CC NGO\)](#) - the body charged with selecting the 2 NGO members (international and regional NGOs) in the Education 2030 Steering

Committee. ASPBAE is being called on to continue its role as one of the civil society representatives in the [Education 2030 Steering Committee](#). The process of nominations will conclude in end March 2016.

ASPBAE will also seek to ensure its continued involvement in the agreed [regional architecture for SDG 4](#). It will also play its role in ensuring UNESCO effectively coordinates the regional action points agreed by APMED 2030 for 2016 to include capacity building support to countries, advocacy on the SDGs, mapping data and data sources for monitoring SDGs, including data from civil society.

ASPBAE will expand and strengthen its involvement in the [regional and global architecture and processes to follow up the SDGs](#).

ASPBAE will work regionally and sub-regionally in other intergovernmental and inter-agency processes on education - e.g. ASEAN 2015, SAARC, or in spaces within the Asian Development Bank (ADB) - to ensure the agreements of Education 2030 inform the discussions/debates and agreements forged herein. ASPBAE's participation in the [International Conference on the Mid-Term Review of CONFINTEA 6](#) which will be organised possibly in Japan/Indonesia in December 2016 will be informed by this approach.

BUILDING STRATEGIC PARTNERSHIPS PROMOTING THE RIGHT TO EDUCATION AND LIFELONG LEARNING

ASPBAE will sustain its partnership with civil society global and regional networks advancing the right to education and lifelong learning, notably the [Global Campaign for Education \(GCE\)](#) and its constituent bodies, the [International Council for Adult Education \(ICAE\)](#), [DVV International](#), the [Right to Education Project](#), [CLADE](#) and [CEAAL](#) (Latin America), [ACEA](#) (Arab region), [ANCEFA](#) (Africa), and the [European Association for the Education of Adults \(EAEA\)](#).

ASPBAE will continue to play its leading roles in the [Global Campaign for Education \(GCE\)](#) and the [International Council for Adult Education \(ICAE\)](#) where it serves on these organisations' Boards. ASPBAE will sustain support to the [ICAE President, Sandy Morrison](#) (ASPBAE's former President) in this new role.

ASPBAE will continue its strong collaboration with [DVVI](#), especially in advocacy and capacity building for civil society, promoting the practice of and advocacy on adult and lifelong learning. ASPBAE will participate in the [DVV Assembly](#) in June 2016 in Berlin and in related activities in Germany and Europe advocating on support for [SDG 4](#). ASPBAE will remain a member of the Editorial Board of the [DVVI journal, Adult Education and Development \(AED\)](#).

Until a new mechanism is set up, ASPBAE will continue its role as [Regional Focal Point for the Asia Pacific in the UNESCO Collective Consultation of NGOs](#). It will work to ensure that the post-2015 global architecture for the new education agenda will retain this strong mechanism for civil society and expand its expression at the regional and national levels through transparent processes. Through the [CC NGO](#), it will continue to advocate within the global mechanism to coordinate and track [SDG 4](#) as stipulated in the [Framework for Action for Education 2030](#), notably in the [Education 2030 Steering Committee](#), the [Global Education Monitoring Report \(GEMR\)](#), the [Global Education Meetings \(GEMs\)](#), to be convened aligned to the schedules of the [High level Political Forum \(HLPF\) for Sustainable Development](#), and high-level meetings to be organised alongside the [UNESCO General Conferences](#).

ASPBAE will expand its linkages with civil society networks active in tracking the SDG follow-up processes in the region and globally. ASPBAE had been working with the networks aligned with the earlier Beyond 2015 coalition in the post-2015 campaign for the new development agenda. With the SDGs having been agreed, the global CSO formations are now in flux. The Beyond 2015 coalition has evolved into the Together 2015 coalition. Civil society networks active in the post-2015 campaign, such as CIVICUS and the Global Call to Action Against Poverty (GCAP), are still evolving their organisational expression for the new phase of work. ASPBAE will continue to liaise with these different bodies and appraise what formations to prioritise in its affiliations when plans of these different formations clarify more. ASPBAE will however seek formal membership in the [Asia Pacific Regional CSO Engagement Mechanism](#) – the formal mechanism for CSO participation in the SDG processes in the Asia Pacific. This formation is organised around the Major Groups and Stakeholders – the main mechanism for CSO consultation on the SDGs. ASPBAE will also expand its linkages with UN Economic and Social Commission of Asia Pacific (ESCAP) and the Asia Pacific Forum on Sustainable Development (APFSD), the regional intergovernmental forum convened to strengthen the institutional framework for sustainable development at the regional level. ASPBAE will aim to participate in the Asia-Pacific Civil Society Forum on Sustainable Development (31 March – 2 April 2016) and the Asia-Pacific Forum on Sustainable Development 2016 (3-5 April 2016) in Bangkok, Thailand. The APFSD will convene in preparation for the High Level Political Forum Meeting from 11-20 July 2016 in New York. The HPLF 2016 meeting will be themed on ‘No one Left Behind’.

ASPBAE will work to sustain its partnership with the [Swiss Agency for Development and Cooperation \(SDC\)](#). ASPBAE will also pursue its ongoing partnership with the [Open Society Foundations](#), especially on education financing and support for the setting up of a Korean coalition.

ASPBAE will continue to work with its members and with national education campaign coalitions in the region to advance the right to education and lifelong learning for all. ASPBAE envisages to sustain work and partnership with [national education campaign coalitions and education advocacy networks in 22 countries 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 will continue its partnerships and participation in intergovernmental and inter agency mechanisms and institutions like [UNGEI](#), [UIL](#), [UNESCO Bangkok](#), [UNESCO Institute of Statistics \(UIS\)](#), [SEAMEO](#), [SEAMEO CELL](#), [ASEAN](#), [SAARC](#), the [Pacific Island Forum](#) and [ASEM](#).

ASPBAE will continue its work in the Global Advisory Committee of the UN Girls Education Initiative (UNGEI), appointing a new representative succeeding Nitya Rao. ASPBAE will also explore partnership with UNGEI on their work on gender in education sector planning.

ASPBAE will remain active in the newly-formed international [Privatisation in Education and Human Rights Consortium](#) involving OSF, RESULTS, Action Aid International, GCE, Education International, the Global Initiative for Economic, Social and Cultural Rights, the Right to Education project, among others. The Consortium is envisaged to offer a common front to counter the privatisation drive towards building a movement critical of the privatisation and commercialisation of education.

ASPBAE will also continue its partnership with RESULTS in the piloting of a [Right to Education \(RTI\) Index](#) – a global index on national-level progress towards the realisation of the right to education. This is being piloted in five (5) countries - Chile, Nigeria, Tanzania, the Philippines, and Zimbabwe. ASPBAE is assisting in the piloting of this in the Philippines.

ASPBAE will sustain engagement with [regional people's movements](#) through the ASEAN People's Forum, ODA Asia Forum, the Pacific Island Association of NGOs (PIANGO), and the Asia Democratic Network, to name some.

INSTITUTIONAL STRENGTHENING TO MORE EFFECTIVELY ADVANCE THE RIGHT TO EDUCATION AND LIFELONG LEARNING

ASPBAE will convene its [7th General Assembly \(GA\)](#) in 2016 as a core part of its organisation renewal and consolidation efforts. As in previous General Assemblies, the 7th GA will be organised as a set of decentralised, broad-based processes of strategic review and planning; and the successful conduct of voting and governance procedures. The strategic review and planning processes will consist of [national level members' consultations](#), culminating in a [Regional Workshop Planning the Strategic Directions of ASPBAE \(2017-2020\)](#) in end 2016, following the [election of a new Executive Council \(2017-2020\)](#). Voting for the 7th General Assembly will be conducted electronically.

The [ASPBAE Executive Council \(EC\)](#) convened its annual meeting from 19-21 February 2016 in Ulaanbaatar, Mongolia, to review ASPBAE's work, notably the outcomes of the post-2015 processes, and debate and approve the plans and budgets for 2016. It devoted special attention to organising the 7th General Assembly processes, including the measures to facilitate a smooth turn-over to the next Executive Council cognisant that majority of the incumbent EC members are rotating out in the next term. Several events were organised alongside the meeting to optimise the gathering of ASPBAE's leadership and staff.

ASPBAE's Information and Communications Programme will continue to be organised in ways that foster membership expansion and consolidation, and to profile ASPBAE's good work to the wider public. ASPBAE will continue to release its monthly [ASPBAE Bulletin](#) and tri-annual newsletter, [ASPBAE Ed-lines](#). ASPBAE will release a new [brochure](#) in 2016. Its [website](#) will also be updated in the period.

It is anticipated that ASPBAE's [membership expansion](#) efforts in Afghanistan, Central Asia, and the South Pacific will receive a boost with CSEF Phase 3, enabling expansion to Afghanistan, Tajikistan, Kyrgyzstan, and Samoa. ASPBAE will persist in offering support to enable the formation of a national education coalition in Korea, bringing together CSOs working on both domestic education and development cooperation concerns. It will sustain efforts to revitalise links and expand membership in countries where its membership base is relatively limited.

ASPBAE will continue to review its membership fee structure to see how to effectively and rationally expand members' contributions to ensure stronger autonomy of the organisation.

ASPBAE will sustain efforts to support its membership in its [gender mainstreaming](#) initiatives through trainings (on their request) and through dissemination of ASPBAE's gender mainstreaming tools. Gender-balanced participation in ASPBAE events and organised activities will continue to be a norm within the organisation. It is also envisaged that the work on gender and skills will offer a platform for sustained involvement of member organisations of ASPBAE involved in gender and women's empowerment – strengthening a core of gender and education advocates within the organisation that ASPBAE can draw upon for its advocacy, capacity building, and gender mainstreaming work.

ASPBAE will sustain its [resource mobilisation](#) efforts in the year for medium and longer term sustainability of its work.

Staff development efforts will be sustained through on the job mentoring and support and through joint planning and assessment of activities. At least 2 all-in staff meetings are targeted for the year for planning and coordination. ASPBAE will also sustain efforts to strengthen coordination and integration of work among the different staff teams to optimise endeavours and facilitate learning.

ASPBAE envisages to sustain its highly experienced and committed staff complement in 2016 - Nine (9) programme staff and five (5) finance and administrative personnel located in India, the Philippines, and Australia where ASPBAE maintains offices. The ASPBAE Secretary-General is overall supervisor of this team and manages ASPBAE's overall work out of the ASPBAE Secretariat located in Mumbai, India.

The year 2015 presented ASPBAE with a host of opportunities to make a difference and - along with its other civil society partners - to advance in its ambition to promote the right to education and lifelong learning for all. In 2016, ASPBAE is poised to consolidate the hard won gains – with vigilance and continued resolve.

ASPBAE CALENDAR OF ACTIVITIES

As on 16 March 2016

Activity	Venue	Dates
JANUARY 2016		
Asia Development Alliance (ADA) Annual Consultation 2016 , CSO Engagement in the 2030 Agenda for Sustainable Development – Sustainable Development Goals (SDGs)	Bangkok, Thailand	9-11 January
ASPBAE Staff Meeting	Philippines	12-17 January
ASPBAE 7 th GA Gentle Reminder to Communiqué No.1		16 January
Adult Education and Development (AED) Editorial Board Meeting	Rabat, Morocco	25-28 January
COMPARE Writers' Programme	Manila, Philippines	26-27 January
Central Asia Policy Advocacy Workshop	Manila, Philippines	26-29 January
ASPBAE 7 th GA Deadline to update on membership fee at least 2015 is 5 February 2016		29 January
COMPARE Capacity Building Workshop	Manila, Philippines	30 January
FEBRUARY 2016		
EIAP Workshop on Education 2030	Bangkok, Thailand	2-3 February
ASPBAE 7 th GA Deadline for receipt of proposals on Constitutional and By-law changes		5 February
ASPBAE 7 th GA Extended Deadline for Accreditation to the Seventh General Assembly		12 February
Afghanistan Policy Advocacy Workshop	Manila, Philippines	5-8 February
NCE-Nepal Annual General Meeting wrap up of CSEF Phase 2	Kathmandu, Nepal	6-9 February
AFE Coalition Meeting	Ulaanbaatar, Mongolia	16 February
Training for Transformation Strategic Review Reflection Workshop	Ulaanbaatar, Mongolia	17 February
International Policy Forum and CSEF Wrap up meeting with AFE Mongolia	Ulaanbaatar, Mongolia	18 February
Executive Council Meeting	Ulaanbaatar, Mongolia	19-21 February

Activity	Venue	Dates
FEBRUARY 2016 contd...		
Staff meeting	Ulaanbaatar, Mongolia	22 February
Right To Education Index (RTEI) Partners Meeting	Dar es Salaam, Tanzania	22-26 February
Asia Education Summit on Flexible Learning Strategies for Out-of-School Children.	Bangkok, Thailand	24-26 February
ASPBAE 7 th GA Communiqué No. 2 Notice of Accreditation to the Seventh General Assembly sent to accredited members		29 February
UNGEI East Asia Pacific Meeting	Bangkok, Thailand	29 February
MARCH 2016		
TWG-EFA Planning 2016	Bangkok, Thailand	1 March
Meeting with visiting GPE staff	Canberra, Australia	1-2 March
Capacity Support Staff visit to Sri Lanka - CED Sri Lanka	Colombo, Sri Lanka	2-5 March
Pre-Session of the Committee on Economic, Social and Cultural Rights (CESCR) on Philippines	Geneva, Switzerland	7-11 March
Meeting on concept/plan for ASEAN Lifelong Learning Celebration – UIL with SEAMEO-CELL, DVV and ASPBAE	Hanoi, Vietnam	8 March
47 th Meeting of the UN Statistics Commission	New York, USA	8-12 March
ASPBAE Staff Meeting	New Delhi, India	9-10 March
Capacity Support Staff visit to New Delhi - NCE India	New Delhi, India	11 March
60 th Commission on Status of Women	New York, USA	14-24 March
CSEF Regional Funding Committee Meeting	Hanoi, Vietnam	20-22 March
Asia Pacific workshop on building capacities to develop youth policies	Bangkok, Thailand	29 March
Sub-regional workshop on the SAARC Framework for Action for Education 2030	Kathmandu, Nepal	30-31 March
First high level dialogue on financing for development in Asia Pacific	Incheon, South Korea	30-31 March
Asia-Pacific Civil Society Forum on Sustainable Development	Bangkok, Thailand	31 March-2 April

Activity	Venue	Dates
APRIL 2016		
Asia Pacific Forum on Sustainable Development (ESCAP); Regional CSO Engagement Mechanism (RCEM)	Bangkok, Thailand	3-5 April
DVVI-RMIT-ASPBAE Training of Master Trainers	Vientiane, Lao PDR	3-9 April
NCEN Workshop on Education Financing and Privatisation	Kathmandu, Nepal	First half of April (dates for confirmation)
UNGA High Level Thematic Debate: Implementing Commitments on Sustainable Development, Climate Change and Financing	New York, USA	11-12 April
World Bank Spring Meetings	Washington DC, USA	15-17 April
ECOSOC Forum on Financing for Development	New York, USA	18-22 April
GCE's Global Week of Action on Education	Worldwide	24-30 April
MAY 2016		
PCE Workshop on Education Financing and Privatisation	Islamabad, Pakistan	First half of May (dates for confirmation)
ASPBAE 7 th GA - Deadline for Filing of Nominations / Endorsements		9 May
ASPBAE 7 th GA – Secretary General releases names of Country Coordinators		13 May
Women Deliver Conference 2016	Copenhagen, Denmark.	16-19 May
CRC Review on Nepal and Pakistan	Geneva, Switzerland	17 May-3 June (TBC)
ASPBAE 7 th GA Communiqué No. 3 Names of Nominees Released by Secretary General		23 May
ASPBAE 7 th GA In-country process for selection of Voting Representatives per country		23 May-18 July

Activity	Venue	Dates
MAY 2016 contd...		
National Consultations/ Meetings in selected countries on SDG 4 and the Education 2030 FFA	India, Indonesia, Bangladesh, Nepal, Pakistan, Sri Lanka, Mongolia, Philippines, New Zealand, Japan, Timor Leste, Vietnam, Cambodia, Australia, Myanmar, Afghanistan, Tajikistan, Solomon Islands, Papua New Guinea, Vanuatu, Samoa	23 May-18 July
World Humanitarian Summit	Istanbul, Turkey	23-24 May
DVVI-RMIT-ASPBAE Training of Master Trainers	Vientiane, Lao PDR	23-29 May
Coordination Group Meeting, UNESCO CC NGO	Paris, France	23-24 May
Education 2030 Steering Committee Meeting	Paris, France	25-26 May
42 nd G7 summit	Mie Prefecture, Japan	26-27 May
JUNE 2016		
Pre-Session Committee on the Rights of the Child (CRC) on Mongolia	Geneva, Switzerland	6-10 June (TBC)
Regional Executive Conference / VHS-Day (DVVI General Assembly)	Berlin, Germany	9-10 June
ACE Aotearoa Annual Conference	Wellington, New Zealand	14-16 June
India Consultations on SDG 4 and the Education 2030 FFA	India	TBC
JULY 2016		
VAKA Pacific Education Conference	Honiara, Solomon Islands	5-7 July
Asia Europe People's Forum (AEPF)	Ulaanbaatar, Mongolia	7-9 July
High Level Political Forum on Sustainable Development (HLPF 2016)	New York, USA	11-20 July

Activity	Venue	Dates
July 2016 contd...		
National Consultation on SDG 4 and the Education 2030 FFA	Ulaanbaatar, Mongolia	12 July
AFE Workshop on Education Financing and Privatisation	Ulaanbaatar, Mongolia	13-14 July
NCE-India Workshop on Education Financing and Privatisation	Delhi, India	13-14 July
ASPBAE 7 th GA Deadline for submission of Names of Voting Representatives		18 July
Nepal Consultation on SDG 4 and the Education 2030 FFA	Kathmandu, Nepal	TBC
AUGUST 2016		
ASPBAE 7 th GA Communiqué No. 4 Names of Country Voting Representatives released; Name of Election Officer announced (if needed)		5 August
International Youth Day		12 August
ASPBAE 7 th GA Election Officer announces names of candidates and Modalities of elections and voting		15 August
Regional Capacity Development Workshops on Education Statistics (East Asia and Pacific / South Asia)	Bangkok, Thailand	August to September (TBC)
ASPBAE Regional Consultation on Education Privatisation and Human Rights	Bangkok, Thailand (TBC)	TBC/June
SEPTEMBER 2016		
Launch of GEM Report		September
International Literacy Day		8 September
ASPBAE 7 th GA Voting Period		12-26 September
71 st UN General Assembly - Submission of the report of the International Commission on Financing Global Education Opportunity	New York	13-26 September

Activity	Venue	Dates
SEPTEMBER 2016 contd...		
CRC Review on Philippines	Geneva, Switzerland	19 September - 7 October (TBC)
ASPBAE 7 th GA Deadline for receipt of electronic/postal votes		26 September
ASPBAE 7 th GA Election Officer submits election results to Secretary General		Within 5 days of voting deadline (27 September to 1 October)
Working group meeting on research on gender, work and skills	TBA	TBA
OCTOBER 2016		
ASPBAE 7 th GA Communiqué No.5 SG releases results of Voting/Elections		Within 3 days of receipt of voting results
International Teachers Day		5 October
International Day of the Girl Child		11 October
GCE Board Meeting	Johannesburg, South Africa	19-21 October
5 th International Conference on Language and Education - Sustainable Development through Multilingual Education	Bangkok, Thailand	19-21 October
NOVEMBER 2016		
Regional Meeting of National SDG 4 Coordinators	Bangkok, Thailand	15-17 November (TBC)
ASPBAE Regional Strategic Planning Workshop	Bangkok, Thailand	20-21 November (TBC)
Meeting of Incoming and Outgoing ASPBAE EC	Bangkok, Thailand	22 November (TBC)
CSEF Regional Consultation	Bangkok, Thailand	22-23 November (TBC)
ASPBAE-DVVI-UNESCO Bangkok Policy Forum on Youth and AE within LLL in SDG 4	Bangkok, Thailand	24-25 November (TBC)
GPE Board Meeting	Phnom Penh, Cambodia	29 November-1 December
DECEMBER 2016		
Human Rights Day		10 December
CONFINTEA Mid Term Review	Japan/Indonesia	TBC

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2013-2016

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