

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



Civil society presents plans at meeting of 10th Thematic Working Group on Education 2030+

[Full article](#)



UNGEI Report: Transformative political leadership for girls' education

[Full article](#)



ASPBAE's 8th General Assembly

ASPBAE releases
Communique No. 2 of its
8th General Assembly

[Full article](#)



EDUCATION NEWS & VIEWS

290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilises response

[Full article](#)

ASPBAE Executive Council and staff meet with members in Nepal and participate in SDG-SDG4 Forum

The coming together of EC and staff members in the annual EC meeting is used as an opportunity to interact with members. This year, ASPBAE and NCE Nepal organised a consultation on the SDG, SDG4, and Voluntary National Review (VNR) processes at the national, regional, and global levels.

[Read more](#)

Youth in Nepal persevere in their action research for education

The National Campaign for Education (NCE) Nepal held a meeting with its youth researchers. Participants shared how far they are in gathering data through a survey of 200 households and interviews with young people. They also recalled the challenges they faced while doing the research.

[Read more](#)

Australian coalition members meet to chart way forward amidst coronavirus pandemic

Just prior to the realisation of the extent of danger and impact of the COVID-19, ASPBAE member, the Australian Coalition for Educational Development (ACED) and its members met in Melbourne to discuss plans for 2020.

[Read more](#)



THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org

Member of the Month

Hong Kong Women Worker's Association

The Hong Kong Women's Worker's Association was established in 1989 with the goal of organising working women and striving for women's labour rights and interests, and jointly creating a development space with women.

It specifically works on women's rights; solidarity of the women's labour force; promoting women workers' self-awareness and self-growth; and laws that protect women's rights.

Photo of the Month



8 March: The theme of this year's International Women's Day was #EachforEqual - a call to build a gender equal world.

ASPBAE Lens

ASPBAE would like to dedicate a space in the Bulletin to showcase photos its staff have taken. We want to feature their perception of life around them that reflect education and lifelong learning in a myriad different ways and forms, all left to be interpreted in our own unique ways. In this edition of the Bulletin, we feature a photo taken by Medha Soni, ASPBAE's Information and Communications Coordinator.

Medha Soni

Information & Communications Coordinator



THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org

EDUCATION NEWS AND VIEWS

This section of the Bulletin is dedicated to highlighting news and events from the Asia Pacific and from around the world focusing on education and lifelong learning. For this edition, we highlight UNESCO's findings on the millions of children out of school around the world due school closures in light of the COVID-19 pandemic.

290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilises response

4 March 2020



"School closures in thirteen countries to contain the spread of COVID-19 are disrupting the education of 290.5 million students globally, a figure without precedent," UNESCO said in its statement.

The organisation noted that it is providing immediate support to countries, including solutions for inclusive distance learning.

"While temporary school closures as a result of health and other crises are not new, unfortunately, the global scale and speed of the current educational disruption is unparalleled and, if prolonged, could threaten the right to education," said UNESCO Director-General Audrey Azoulay.

UNESCO said that as of 4 March, 22 countries in three different continents have announced or implemented school closures.

"Since then, thirteen countries have shut schools nationwide, impacting 290.5 million children and youth who would normally attend pre-primary to upper-secondary classes. A further nine countries have implemented localized school closures to prevent or contain COVID-19. Should these countries also order nationwide school closures, it would prevent an additional 180 million children and youth from attending school," the statement reads.

In response, *"UNESCO is supporting the implementation of large-scale distance learning programmes and recommending open educational applications and platforms that schools and teachers can use to reach learners remotely."*

Click [here](#) to read more on COVID-19 educational disruption and response and UNESCO's support to countries in their efforts to mitigate the immediate impact of school closures. [\[BACK\]](#)

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org

ASPBAE Executive Council and staff meet with members in Nepal and participate in SDG-SDG4 Forum

29 February 2020, Kathmandu, Nepal



Ram Gaire, National Coordinator of NCE Nepal, addressing the ASPBAE-NCE consultation on the SDG, SDG4, and VNR processes.

ASPBAE's Executive Council (EC) meeting was convened from 1-4 March 2020 in Kathmandu, hosted by its member, National Campaign for Education (NCE), Nepal.

The coming together of EC and staff members in the annual EC meeting is used as an opportunity to interact with members. This year, ASPBAE and NCE Nepal organised a consultation on the SDG, SDG4, and Voluntary National Review (VNR) processes at the national, regional, and global levels. This was a timely topic since Nepal had signed up to submit a VNR for the High-level Political Forum (HLPF) processes of 2020.



ASPBAE President, Nani Zulminarni, welcomed participants to the consultation and highlighted ASPBAE's work on SDG4 regionally and globally.

ASPBAE President, Nani Zulminarni, welcomed participants to the consultation and highlighted ASPBAE's work on SDG4 regionally and globally. ASPBAE's Cecilia (Thea) Soriano updated on the SDG-SDG4 processes, and expounded on the theme of the 2020 HLPF, "Accelerated actions and transformative pathways: realizing the decade of action and delivery for sustainable development." She mentioned that following the review of previous HLPFs during the 2019 HLPF Summit, the 2020 HLPF is being organised around the "entry points" and "levers of action" recommended by the Global Sustainable Development Report (GSDR) released in 2019. The entry points are 1) Strengthening human well-being and capabilities; 2) Shifting towards sustainable and just economies; 3) Building sustainable food systems and healthy nutrition patterns; 4) Achieving energy decarbonization and universal access to energy; 5) Promoting sustainable urban and peri-urban development; and 6) Securing the global environmental commons. The levers of action are Governance, Economy and Finance, Individual and collective action, and Science and technology. The entry points offer an approach to ensuring attention to interlinkages among the different SDGs that the earlier 'thematic approach' provided. SD4 or education is considered under the entry point 'Strengthening human well-being and capabilities' along with SDGs related to poverty, deprivation, and health.



ASPBAE's Cecilia (Thea) Soriano updated on the SDG-SDG4 processes and provided updates on the various VNR and SDG-SDG4 platforms, along with timelines for civil society engagement at the 2020 High-level Political Forum (HLPF).

Thea further provided updates on the various VNR and SDG-SDG4 platforms along with timelines for civil society engagement at the 2020 High-level Political Forum (HLPF). Given the emerging push towards approaching the SDG thematic review process in more integrated, cross-cutting ways, Thea updated on ASPBAE plans to develop CSO Spotlight Reports again which could this time showcase country-level examples of good practices in the education sector of how inter-sectoral and institutional partnerships and engagements can accelerate actions for delivering the SDGs. These follow the successful effort in 2019 of developing 16 country Spotlight Reports in a joint effort among ASPBAE and its members throughout the Asia Pacific region.

A panel discussion was organised during the consultation where Usha Jha, Member of the National Planning Commission (NPC) of Nepal, spoke about transformative pathways developed by the government to achieve the SDGs,

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



Usha Jha, Member of the National Planning Commission (NPC) of Nepal, highlighted that the government and CSOs are working together to localise SDG targets in tandem with the School Sector Development Plan (SSDP).

aligning with its national vision of “Prosperous Nepal and Happy Nepali”. She highlighted that the government and civil society organisations (CSOs) are working together to localise SDG targets in tandem with the School Sector Development Plan (SSDP). She elaborated on the institutional mechanisms of the National Planning Commission along with CSO mechanisms to participate in thematic committees. Updating on the VNR process, Ms. Jha underscored that the National Planning Commission has begun consultations with CSOs and with different stakeholders to enable them to contribute to national planning processes.

The Nepal SDG forum, an umbrella CSO outfit, has been working closely with the Government of Nepal to implement the SDGs in the country. B.B. Thapa, Executive Director of the NGO Federation of Nepal and a representative of the Nepal SDG Forum, spoke about national initiatives towards achieving the SDGs such as promoting public services, ensuring transparency and accountability, promoting inclusive participation and good practices.



Dilli Ram Subedi, President of NCE Nepal, highlighted the engagement of NCE Nepal with the National Planning Commission and the Nepal SDG Forum.

Speaking about the series of consultations, discourses, and dialogues leading up to the preparation the CSO SDG4 report for the 2020 Voluntary National Review, Dilli Ram Subedi, President of NCE Nepal, highlighted the engagement of NCE Nepal with the National Planning Commission and the Nepal SDG Forum. He further informed that NCE Nepal continues to work closely with the government and has been engaging in local level consultations on issues such as education financing, teacher management, growing privatization of education, and governance and accountability.

Facilitating the panel discussion, Gauri Pradhan, Former Human Rights Commissioners and founding president of NCE Nepal, stressed the need for a robust transparent VNR process with strong alliances, networking, and partnerships between the government and CSOs. He spoke about the challenges related to monitoring progress and indicators due to lack of disaggregated data. He highlighted the need for a data information management system and the alignment of SDG indicators with the National Plan of Action of Nepal.



ASPBAE’s Helen Dabu presented on the different strategies and processes at the country level to accelerate progress in education, focusing on the Global Partnership for Education (GPE).

ASPBAE’s Helen Dabu presented on the different strategies and processes at the country level to accelerate progress in education. She spoke about the Global Partnership for Education’s (GPE) multi-stakeholder partnership for education, especially related to funding support from GPE to the Government of Nepal to prepare the School Sector Development Plan (SSDP) within the Local Education Group (LEG).

Facilitating the overall programme, Ram Gaire of NCE Nepal spoke about the strong collaboration between CSOs and the government, as well as some of the challenges. He underscored on the need to ensure a reliable follow-up process after the HLPF to ensure that commitments made are translated into action. He stressed that human rights and challenges faced by marginalized communities be aligned with the VNR report through continued close collaboration between the government and CSOs.

THE ASPBAE BULLETIN

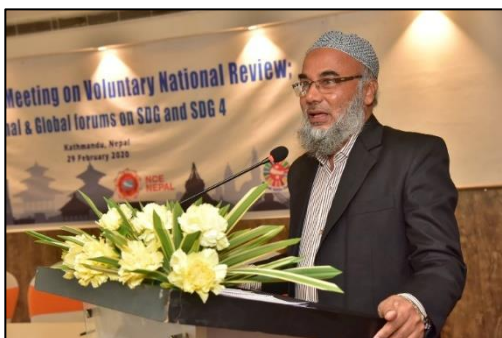
January-March 2020

www.aspbae.org



ASPBAE Secretary-General, Maria Khan, mentioned that Nepal's very well-developed systems of decentralised governance with wide stakeholder participation can offer an example of good practice that may be useful to highlight in the VNR.

ASPBAE Secretary-General, Maria Khan, stressed that it would be useful to also better understand how well processes of CSO engagement and policy participation, give agency and voice to grassroots communities, those away and far from capital cities, or those unable to communicate well in the majority language.



Ehsanur Rahman, ASPBAE Executive Council Member, gave the closing remarks at the consultation.

ASPBAE Secretary-General, Maria Khan, synthesised the main discussion outcomes of the consultation. Focusing on the theme of the Consultation, which is how CSOs can best prepare for the 2020 VNRs, she highlighted that it will be important for CSOs to articulate and recommend what “accelerated actions” are relevant to scale up attention to SDG4 in the Nepal context. In this regard, a stronger attention to marginalised communities and sectors traditionally left behind in education, for example women of economically and socially vulnerable communities was referred to at several points in the discussions. National averages also mask the reality of inequity that will be better appreciated if information and data is available disaggregated by gender, location (rural-urban for example), and other categories sensitive to better appreciating disparities in access and participation. An analysis as well of so-far neglected SDG4 targets could also help focus accelerated and targeted actions. Regionally, the targets on adult literacy, ECCE, higher secondary education and free, publicly funded tertiary education are getting less attention. She also mentioned that several recommendations that have come up can be categorised in the proposed 4 levers of action on Governance, Economy and Finance, Individual and collective action, and Science and technology. From the discussions it was clear that education financing remains a challenge, including the continued commercialisation and privatisation of education which undermine education quality and the right to education of all. Nepal's very well-developed systems of decentralised governance with wide stakeholder participation can offer an example of good practice that may be useful to highlight in the VNR. There are abundant examples of Nepal's rich tradition in CSO engagement in policy. This will be useful to showcase for others to learn from but it would be useful to also better understand how well processes of CSO engagement and policy participation, give agency and voice to grassroots communities, those away and far from capital cities, or those unable to communicate well in the majority language. Finally, CSOs may need to pay more attention to analysing the impact of science and technology in education: There is a push for greater digital learning and distance learning modes as they can facilitate greater access but the wide digital divide in most contexts can actually expand inequity in education. Further, education systems need to be better equipped to address the challenges and the reality of the looming 4th Industrial Revolution that will render many existing jobs practically obsolete in just a short time in the future. Public education systems need to step up its efforts to concretise lifelong learning frameworks, to be better prepared for this.

ASPBAE Executive Council Member representing South and Central Asia, Ehsanur Rahman, provided the closing remarks of the consultation by thanking government representatives, teachers, educators, youth, development partners, and other SDG actors for their active participation in the consultation.

This write-up part-draws from a report of the members' meeting prepared by NCE Nepal. [\[BACK\]](#)

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



The National Campaign for Education (NCE) Nepal held a meeting with its youth researchers in Payn Gaun, a settlement in Chapagaun village in Lalitpur district.



Several researchers from the community are being mentored by NCE Nepal and Global Action Nepal (GAN).



ASPBAE's Thea Soriano (R) narrated how other young people from different marginalised communities have been doing the same action research.

Youth in Nepal persevere in their action research for education

8 March 2020, Payn Gaun, Lalitpur, Nepal

The National Campaign for Education (NCE) Nepal held a meeting with its youth researchers in Payn Gaun, a settlement in Chapagaun village in Lalitpur district. The coalition has been implementing the youth-led action research (YAR) in the village in partnership with its member, Global Action Nepal (GAN). GAN is a social organisation with 20 years of experience in working for education and social change, in particular, helping children and young people have access to quality and transformative basic and vocational education.

Eight youth researchers from the community are being mentored by NCE Nepal and GAN. They have been going around the village talking with their friends, classmates, and out-of-school youth on the barriers to completing their education and what should be done to make education accessible and relevant to all.

Participants of the meeting included Rabindra, Sumina, Krishna Kumari, Sunita, Kishori, and Sangeeta. Team members shared how far they are in gathering data through a survey of 200 households and interviews with young people. They also recalled the challenges they faced while doing the research.

To further motivate the youth researchers in their work, ASPBAE's Cecilia (Thea) Soriano narrated how other young people from different marginalised communities have been doing the same action research. She shared inspiring stories and local advocacy and actions taken by young people in India, Philippines, and Indonesia. She also mentioned that Nepal, together with Vanuatu, Timor-Leste, and Mongolia are all doing YAR in 2019-2020.

The Nepal team's data collection is ongoing. Apart from the survey and interviews, the youth researchers, with guidance from NCE Nepal and GAN, will design a youth camp. They hope this will encourage young people to share their perspectives and connect with each other through interactive, creative, and fun activities.

While they all face challenges in encouraging the youth to speak as well as get the support of elders, the young people are still very much motivated to continue the action research. Slowly, they said they are getting the attention of the community and convincing many parents on the value of the research and overall work. [\[BACK\]](#)

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



L-R: Associate Professor Robbie Guevara, RMIT University; Jenny Macaffer, CEO, ALA; Diane Tabbagh, Coordinator Learning Community, Libraries and Community Learning, Wyndham City Council; Professor Mike Osborne, University of Glasgow; Dr. Adam Mowlam, Manager, Smart City Office, Wyndham City Council; Mathew Wilson, Manager Community Planning, Melton City Council; Dr. Leone Wheeler, Hon. Chair, ALCN.

Australian coalition members meet to chart way forward amidst coronavirus pandemic

21-24 February 2020, Melbourne, Australia

Just prior to the realisation of the extent of danger and impact of the pandemic, ASPBAE member, the Australian Coalition for Educational Development (ACED) and its members met in Melbourne to discuss plans for 2020.

The meeting consisted of updates from each organisation and their plans for 2020, especially coming events relevant to ACED. Updates were also shared regarding developments with Australia's DFAT education aid and the work of the Australian Council for International Development (ACFID), which made a submission to the review of Australia's aid policy.

ACED member, the Australian Education Union (AEU), spoke of concern about the secondary teaching workforce which is precarious in many countries around the world, which is linked to the low quality of education and privatisation. Part of the concern relates to the use of para-teachers, which sends the wrong message that it is ok for teachers not to have a thorough training.

A further concern is Aboriginal and Torres Strait Island (ATSI) children of secondary age who don't have access to schooling.

The Australian government's latest 'Closing the Gap' Report shows that the government hasn't met its targets, including for education. ACED members strategised on the government's disappointing response that it is adjusting its targets down.

Another emerging issue was that data on indigenous education is still inadequate despite capacities and resources in Australia to collect such data.

ASPBAE staff updated on plans ASPBAE plans for 2020, which now are being reassessed in light of the pandemic impact.

As with most organisations, ACED will be holding its next meetings online until travel restrictions between states within Australia are lifted.

ACED members agreed to hold a Forum mid-June in Melbourne to coincide with a conference on adult education and SDG4 to be organised by RMIT University. However, this event of course has now been postponed.

A main focus of the ACED Forum was on SDG4 and how ACED can maintain some momentum after the publication of its spotlight report on Australian education policy and education aid policy in 2019, which was included in a compendium of spotlight reports organised by ASPBAE and promoted at the High-Level Political Forum (HLPF) in New York in July 2019. Part of the follow-up is to pursue the Australian Senate Inquiry on the SDGs which received many recommendations, and to lobby politicians to ensure that the report is tabled in Parliament.



One of the concerns raised at the meeting related to Aboriginal and Torres Strait Island (ATSI) children of secondary age who don't have access to schooling.



A main focus of the ACED Forum was on SDG4 and how ACED can maintain some momentum after the publication of its spotlight report on Australian education policy and education aid policy in 2019.

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



The purpose of the Smart Learning Cities Forum was to examine the Smart City developments that are gaining momentum around the world and consider possible linkages with Learning City approaches.

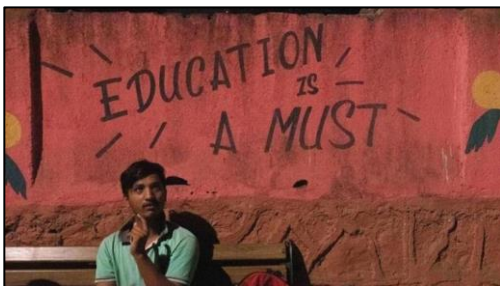
Smart Learning Cities Forum

ACED members, Adult Learning Australia (ALA) and RMIT University European Union Centre, teamed up with the Australian Learning Communities Network (ALCN) to hold the Smart Learning Cities Forum on 26 February, along with the City of Wyndham and the City of Melton. The purpose was to examine the Smart City developments that are gaining momentum around the world and consider possible linkages with Learning City approaches. Many Smart City developments have been largely tech-driven where education and learning seem to be missing from strategies.

Jenny Macaffer, CEO of Adult Learning Australia (ALA), challenged participants to consider that life is not just about the mechanical and the technical, and there is a need to think about the digital divide and who is left behind in cities, and the need to consider ethics, local context, indigenous knowledge base, learning and sharing and literacy. She asked how Australian citizens can participate in the digital world of the Smart City if 44% of Australian adults lack the literacy skills required for everyday life? [\[BACK\]](#)

Civil society presents plans at meeting of 10th Thematic Working Group on Education 2030+

26 February 2020, Bangkok, Thailand



At the TWG meeting, civil society networks, international partners, and UN agencies presented their respective interventions aimed at implementing SDG4 or Education 2030.

The Thematic Working Group on Education 2030+ met in Bangkok to discuss updates and plans for 2020. Civil society networks, international partners, and UN agencies presented their respective interventions aimed at implementing SDG4 or Education 2030.

ASPBAE's Cecilia (Thea) Soriano shared outcomes of its members' in-country and international engagements in the Voluntary National Reviews (VNRs) in the High-level Political Forum (HLPF) in 2019. She reported how 16 national education coalitions, through their respective country spotlight reports on SDG 4, lobbied local and national government to prioritise education equity, financing, and governance. She also presented the outcomes and plans for 2020 in other areas of advocacy, such as the expansion of youth-led action research and youth constituency building, advocacy on Adult Learning and Education (ALE) leading to CONFITEA 7 in 2022, education financing, and SDG 4.7 advocacy. She also shared the continuing advocacy on the right to education and SDG4 of 16 countries under the Education Out Loud (EOL) collaboration with the Global Partnership for Education (GPE).

Apart from ASPBAE, 11 other civil society organisations (CSOs) and agencies presented their plans. Examples of the sharing are as follows (taken from the minutes of the meeting) -

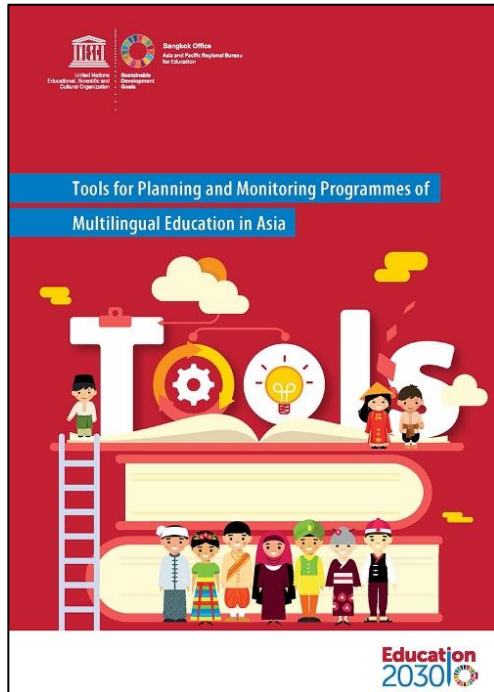
- South East Asia Ministers of Education Organization (SEAMEO) - The Southeast Asia Primary Learning Metrics (SEA-PLM) will be completed and the results of learning assessment of grade 5 students from 16 countries in the region will be analysed and presented on 1 December 2020.

ASPBAE's Thea Soriano shared the continuing advocacy on the right to education and SDG4 of 16 countries under the Education Out Loud (EOL) collaboration with the Global Partnership for Education (GPE).

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



The MLE Working Group is publishing materials to further multilingual education. In February, it produced the Tools for Planning and Monitoring Programmes for Multilingual Education in Asia.

- South Asian Association for Regional Cooperation (SAARC) – The timeline for the SAARC Framework for Action (for SDG 4) will be revised.
- The MLE Working Group is publishing materials to further multilingual education. In February, it produced the *Tools for Planning and Monitoring Programmes for Multilingual Education in Asia*. In 2020, it will also publish two other materials, namely the *Literature Report on Approaches to Language in Education for Migrants and Refugees in the Asia-Pacific Region* and *Mother tongue language in early childhood education*.
- Education International will continue its work on privatisation of education, quality education for all, and domestic resource mobilisation. It plans to hold a regional conference on democracy and human rights.
- UNICEF is working on a paper on education and emergency issues on COVID-19.

Towards accelerating advocacy and capacity building on SDG4 in the region, UNESCO-Bangkok discussed in the meeting the SDG4 Regional Communication and Advocacy Strategy. The strategy has three objectives – (1) to support offline and online advocacies for all stakeholders; (2) maximise existing platforms and tools to communicate SDG4 to various audiences, and (3) reach out to a wider audience in the Asia Pacific to take action on SDG4-Education 2030.

In line with these objectives, UNESCO-Bangkok created the SDG4 Education 2030 Knowledge Portal that is a compendium of resources, news, documents, and stories on SDG4. TWG members will continue to contribute materials to the portal. Click [here](#) to access the link.

The TWG also agreed to form the Disability Inclusive Education Task Force that would support efforts for children and learners with different types of disabilities. UNICEF will take the lead in the Task force and will draft the scope of work and critical issues that the group will focus on.

The TWG meeting discussed the 2nd Asia Pacific Regional Education Ministerial Conference (APREMC-II) that is tentatively set in November 2020. The objectives of the conference will be to:

- Review/reflect and take stock of the first 5 years of SDG4-Education in the region;
- Share knowledge and experiences on successful/lesson-learned on national integration/implementation of SDG4-Education;
- Discuss the roadmap for the next 5 years (2020-2025) for accelerating SDG4-Education implementation;
- Review and adopt a regional statement of commitment for the next 5 years.

APREMC-II will be a landmark event as it will coincide with the 30th anniversary of Education for All Jomtien Declaration 1990 and 20th anniversary of Dakar Framework for Action 2000. This will be the first ministerial conference in the Asia Pacific since the adoption of Education 2030 in 2015. A key agenda in the conference will be discussions of the Regional Five-Year Review Report on



UNESCO-Bangkok created the SDG4 Education 2030 Knowledge Portal that is a compendium of resources, news, documents, and stories on SDG4. TWG members will continue to contribute materials to the portal.



THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org

A key agenda for the APREMC-II conference will be discussions of the Regional Five-Year Review Report on SDG4.

SDG4. The Report will focus on the analysis of the implementation of SDG4 targets, equity issues in SDG4, as well as governance and financing. Importantly, within the APREMC-II, there will be a Stakeholders Dialogues where CSOs, academia, and the youth will present their critical issues and recommendations.

Parts of this write-ups draws from the minutes of the 10th Meeting of the Thematic Working Group on Education 2030+. [\[BACK\]](#)

UNGEI Report: Transformative political leadership for girls' education

UNGEI has launched a new research report and policy note – '[Transformative political leadership to promote 12 years of quality education for all girls](#)'.

This research is the latest from the [REAL Centre, University of Cambridge](#) to be published through the [Leave No Girl Behind Campaign](#) - a global call to action for 12 years of quality education for all girls, especially the most marginalised.

While global commitment to girls' education is at an all-time high, political momentum is not being sufficiently translated into reforms that will put us on track to achieve Sustainable Development Goal 4 (quality education for all) by 2030. This new report and policy note responds to an urgent need to identify the ways in which this global commitment can be harnessed to generate bold and urgent action for girls' education.

The Leave No Girl Behind Campaign aims to galvanise increased financial investment, political will and proven interventions to ensure every girl gets the education she needs to transform her life and secure her future.

This report draws from information provided by UNGEI. [\[BACK\]](#)

ASPBAE's 8th General Assembly

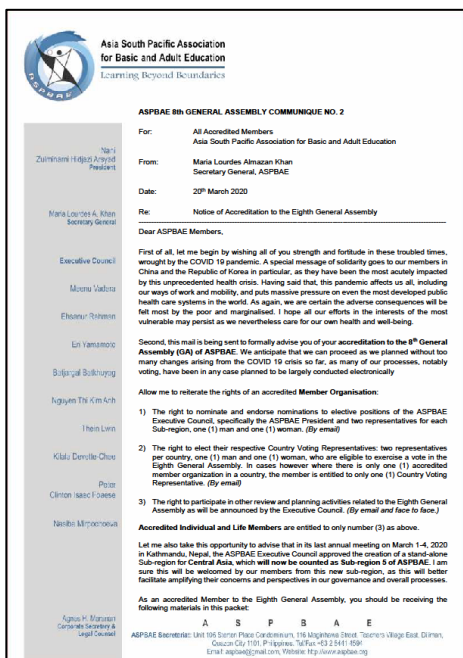
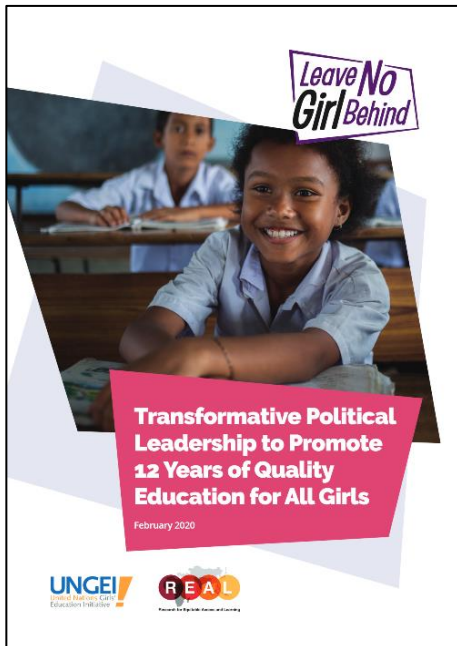
ASPBAE releases Communique No. 2 of its 8th General Assembly

On 20 March 2020, the second Communique for ASPBAE's 8th General Assembly (GA) was released by the ASPBAE Secretariat.

The 2nd Communique for the 8th GA outlined the rights of accredited member organisation; announced the formation of ASPBAE's 5th Sub-region of Central Asia; shared the proposed ASPBAE Constitutional Amendments; and spelt out the detailed Guidelines for Nominations and Voting in the 8th General Assembly of ASPBAE.

The 2nd Communique was released to all accredited members of ASPBAE to the 8th General Assembly.

A total of 124 member organisations and 96 individual and life members were accredited by the Executive Council in its last meeting from 2-4 March 2020. These are members who were updated in membership fee payments until at least 2019 by the deadline for Accreditation to the 8th GA.



THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org



Accredited member organisations have the right to vote on the proposed ASPBAE Constitutional Amendments and to participate in the discussions appraising ASPBAE's current work and shaping its future directions.

Accredited member organisations have the following rights:

1. The right to nominate and endorse nominations to elective positions of the ASPBAE Executive Council, specifically the ASPBAE President and two representatives for each sub-region, one (1) man and one (1) woman. *(By email)*
2. The right to elect their respective Country Voting Representatives: two representatives per country, one (1) man and one (1) woman, who are eligible to exercise a vote in the 8th General Assembly. In cases however where there is only one (1) accredited member organization in a country, the member is entitled to only one (1) Country Voting Representative. *(By email)*
3. The right to participate in other review and planning activities related to the Eighth General Assembly as will be announced by the Executive Council. *(By email and face-to-face.)*

Accredited member organisations also have the right to vote on the proposed ASPBAE Constitutional Amendments and to participate in the discussions appraising ASPBAE's current work and shaping its future directions.

Member organisations of ASPBAE who are not accredited to participate in the 8th GA remain in the ASPBAE roster of members but are unable to participate in the activities of the General Assembly.

The 2nd Communique also announced that the ASPBAE Executive Council approved the creation of a stand-alone Sub-Region for Central Asia, which will now be counted as Sub-Region 5 of ASPBAE. This addresses one of the submissions made by members from Central Asia in the last General Assembly of ASPBAE to facilitate amplifying their concerns and perspectives in ASPBAE's governance and overall processes. With this decision, 2 representatives from Central Asia will be elected into the next Executive Council of ASPBAE (2021-2024).

For any questions on the 8th General Assembly, please write to the ASPBAE Secretary General at 8thga.aspbae@gmail.com.

Important Deadlines

Deadline for Nominations to the ASPBAE Executive Council – 29 May 2020.

Positions for Nomination:

- ASPBAE President
- 2 Representatives, one Man and one woman for each of the 5 sub-regions:
 - Sub-region 1: South Asia
 - Sub-region 2: East Asia
 - Sub-region 3: South East Asia
 - Sub-region 4: South Pacific
 - Sub-region 5: Central Asia [\[BACK\]](#)



A total of 124 member organisations and 96 individual and life members were accredited by the Executive Council.



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

THE ASPBAE BULLETIN

January-March 2020

www.aspbae.org

Publishing ASPBAE's write-ups: Please contact ASPBAE's Information and Communications Coordinator, Medha Soni, at medha.aspbae@gmail.com if you wish you re-produce any material published in this Bulletin.

Photo credits: Some photos used in this Bulletin have been sourced from the internet and belong to international NGOs, networks, and individual photographers.