

**Reflecting on the  
Asia South Pacific  
Association for  
Basic Adult  
Education  
(ASPBAE) Basic  
Leadership  
Development  
Course**

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What are the HURDLES to accessing leadership development opportunities?

Identify SIGNIFICANT leadership development opportunities you have experienced.

# WORKSHOP OBJECTIVES



*Conference theme – “as an old net withers, a new one is made.”*

*To explore the challenges of developing and sustaining leaders within our Adult and Community Education Movement based on ASPBAE’s Basic Leadership Development Course (BLDC).*



## **LEADERSHIP DEVELOPMENT CHALLENGES**

- 1. Expanding our leadership base.*
- 2. Recognising that leadership is an essential quality of a good adult educator.*
- 3. Aside from formal training opportunities, leadership needs to be developed via on-going learning and reflexive practice and embedded within local cultural contexts.*
- 4. Leadership is often viewed as an individual capacity, when there is a collective or community dimension that is valuable in our ALE practice.*



## **WORKSHOP OUTLINE**

1. ***Welcoming – Objectives and Introductions***
2. ***Reflecting and Analysing ACE and Leadership***
3. ***Contextualizing the reflections to the BLDC experience and outcomes***
4. ***Weaving the stories and experiences into an ACE and Leadership framework***
5. ***Inviting and Acting with others - Ongoing leadership development opportunities within our ACE movement?***
6. ***Thanking and Succeeding***

## ASPBAE's Basic Leadership Development Course (BLDC)



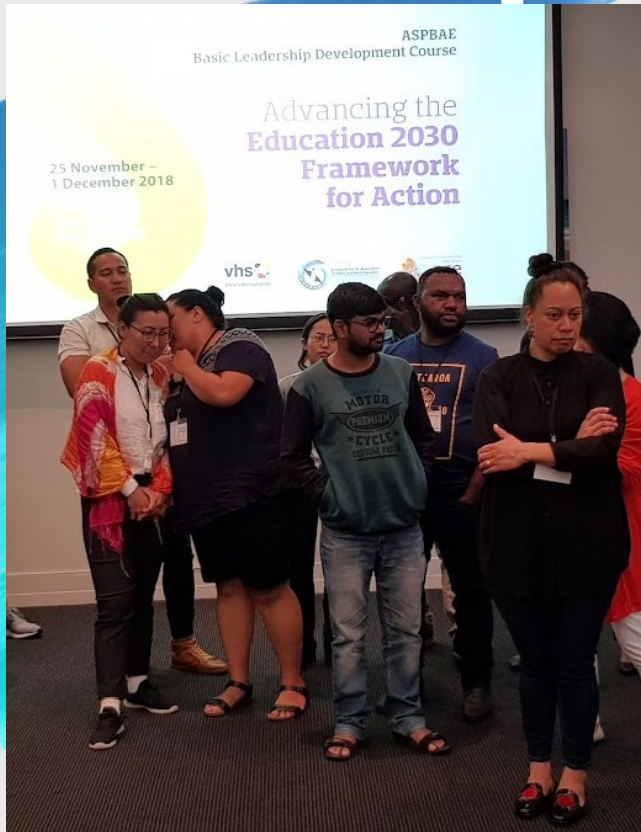
*The BLDC has been ASPBAE's most recognized annual capacity building program for the emerging leaders from among its membership*

*The BLDC is a 6 days residential training program, specially curated to empower adult education practitioners and education policy advocates to promote Transforming Adult Learning & Education in the Asia Pacific region*



# BLDC Objectives

- Develop **critical understanding of the contexts** in the Asia Pacific and the inequalities in education, specifically that of adults and young people
- Orient on **policy frameworks**, specifically those that enable building of transformative approaches and systems for basic, youth, adult education and lifelong learning
- Facilitate **structured reflection and exchange** towards developing a basic **understanding of adult learning principles and lifelong learning** perspectives that are transformative, gender-just, rights-based, and contribute to sustainable development



# BLDC Objectives (cont'd)



- Enhance skills and attitudes on processes that support networking to mobilise leadership among basic, youth, and adult education practitioners and education policy advocates in the Asia Pacific region
- Gain a **better understanding of ASPBAE's** work and strengthen a core of educators and policy advocates who will associate closely with ASPBAE members and national education coalitions to strengthen transformative approaches for equity in education

# BLDC Teaching and Learning Approach



- ❖ Participatory approach
- ❖ Experiential learning methods
- ❖ Inputs on the thematic areas
- ❖ Peer learning
- ❖ Non-threatening and non-judgemental learning environment
- ❖ Learning, un-learning and re-learning

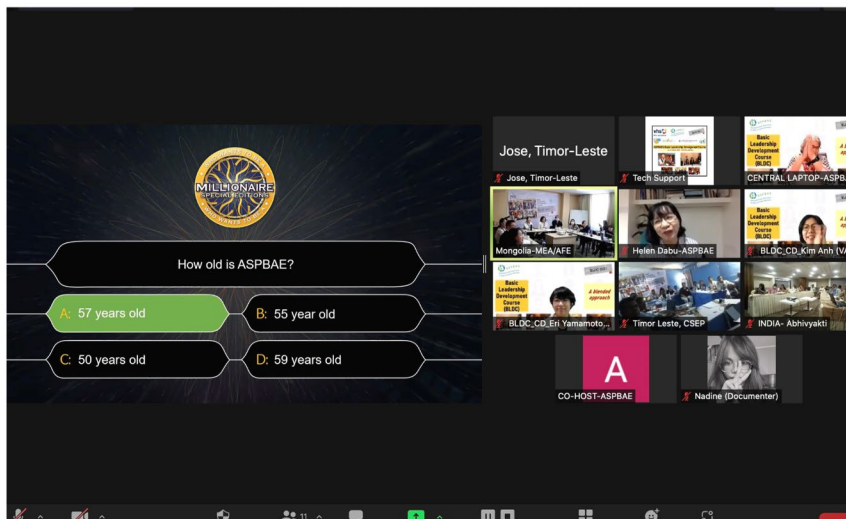





# Blended BLDC in 2021



- Forced by the pandemic and travel restrictions, BLDC 2021 was organised in a **blended/hybrid mode**
- Participants from **India, Mongolia & Timor Leste** came together for 6 days in their respective country venue, with the **local facilitation team (all BLDC alumni)**, while the Course Directors and Resource Persons joined virtually
- **Appropriate use of technology** (wide angle webcam, blue-tooth speakers, omni directional microphones etc)
- Unique experience with **much gains** and also **some pains!**





## Brief History of BLDC since 1993...

- **22 BLDCs** have been organized in the Asia-Pacific region, with the first BLDC in 1993 in Sydney
- **Over 700 BLDC alumni** in the region advancing ALE practice and education policy advocacy at the national and regional level
- **Many graduates are in leadership roles** in civil society organizations, national education coalitions, regional networks, research and academic institutions and contributing to the education movement
- **Today we will meet BLDC graduates from the South Pacific** who have served as BLDC Course Directors and Faculty Team in recent years
- **In 2018, the BLDC was organized in Auckland, hosted by ACE Aotearoa, with a focus on ALE in the Pacific**



## 2. REFLECTING and ANALYSING RESPONSES TO ACE AND LEADERSHIP OPPORTUNITIES



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## 2. REFLECTING and ANALYSING RESPONSES TO ACE AND LEADERSHIP OPPORTUNITIES

What are the HURDLES to accessing leadership development opportunities?  
45 answers



## 2. REFLECTING and ANALYSING RESPONSES TO ACE AND LEADERSHIP OPPORTUNITIES

Identify SIGNIFICANT leadership development opportunities you have experienced.

Serving my community.. Local government NZ trainong. ACE sector activities such as Hui Fono and BLDC.

BLDC! On the job, personal context.

No formal ones - family leadership, friends leadership and work roles no formal programmes

Haven't done any :)

BLDCACE Conferences Sector related meetings MBAOther professional development opportunities

Collaborative sharing opportunities like REAP and ACE conferences share listen conversations

Ongoing mentoring from a manager

Collaborative sharing opportunities REAP and ACE conferences.

Conferences, one on one mentorship

Conferences,

'Springboard to leadership" programme. Provided long term support including a mentor specifically matched to me. Marae based 'culturally responsive teaching' experience. Life changing.

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### **3.Contextualizing the reflections to the BLDC experience and outcomes**

## **BLDC graduates to share their experiences: (Analise, Hannah, Peter, Jason and Richie)**

1. When did you attend the BLDC?
2. Reflect on the previously identified leadership skills and opportunities to your BLDC capacity building experience.
3. How did you sustain, broaden and apply these learning and leadership skills in practice?
4. Share an example of a most significant change outcome - for self, for organization or for community - since the BLDC

### 3.Contextualizing the reflections to the BLDC experience and outcomes

**ANALIESE (2004)**





### 3.Contextualizing the reflections to the BLDC experience and outcomes

HANNAH (2010)  
with ANI



### 3.Contextualizing the reflections to the BLDC experience and outcomes

PETER (2013)



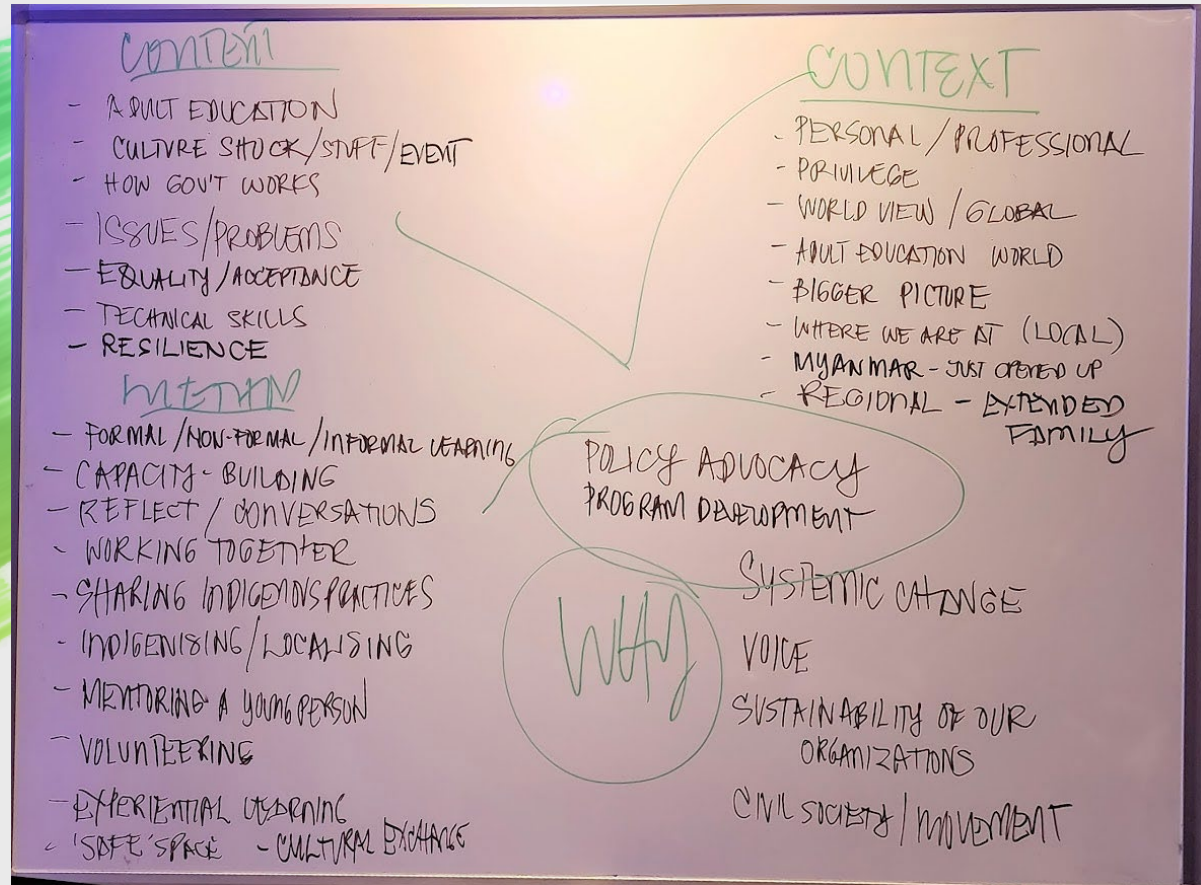


### 3.Contextualizing the reflections to the BLDC experience and outcomes

JASON & RICHIE  
(2018)



## 4. Weaving the stories and experiences into an ACE and Leadership framework





## 4. Weaving the stories and experiences into an ACE and Leadership framework

Formal training (like BLDC) helps to develop

- **Networking** and linkages
- Learning a **language (ACE concepts, practices)** to speak to and connect our stories and experiences
- It is not just about becoming a good ACE Educator but as much about **discovering the value and importance of advocacy in our work**
- Seeing yourself as part of and contributing to a **regional/global movement** for learning and change
- Learning the **skills of hosting regional events**

## 4. Weaving the stories and experiences into an ACE and Leadership framework

- Specific **leadership skills**
- **Indigenous concepts of leadership** – principles of legacy, succession, humility, duty etc.;
- Recognise the role of building a **community of practise** that can be instrumental in sustaining relationships between our leaders.
- Developing the ability for **critical reflective learning and practice**.
- **On-going engagement** with the community and the advocacy platforms as essential to leadership development.

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## **5. Inviting and Acting - Ongoing leadership development opportunities within our ACE movement**

***ACE Aotearoa opportunities - Analiese***

***ASPBAE opportunities (BLDC, etc.) - Peter***

*ASPBAE has also been rethinking its SR4 work and the importance of understanding and supporting leadership in different spaces, and the responsibility we in Aotearoa NZ and Australia have to collaborate with leaders across our region.*

*The 2023 BLDC will be in Malaysia on 16-23 Oct and the thematic focus will be Feminist Leadership for ALE.*

## Nomination, Selection & Commitment

- ASPBAE sends out the call for nominations to all its members
- Members nominate eligible participants for selection
- The Selection Committee selects participants from the nominations received using the established criteria for selection
- Selected participants complete pre-Course work prior to joining the BLDC
- Post BLDC, all participants commit to an action plan, applying the learnings from the BLDC, in their on-going ALE work





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## Community of Practice: A Platform to share and exchange

# In 2023 ASPBAE initiated a Community of Practice of the BLDC Alumni on ALE

### Major Objectives

- Provide a shared context for BLDC alumni to communicate and **share information on ALE at the regional level**
- **Enable dialogue** between BLDC alumni who have common interests and common areas of work on ALE
- Serve as a **vehicle for communication, mentoring, coaching, and/or self-reflection**
- Generate and **disseminate new knowledge** and validate existing practices on ALE
- Introduce **collaborative processes** to promote and advance ALE practice and policy advocacy on ALE, at the sub-regional and regional level
- Enable the BLDC alumni to organize around **purposeful actions**

## 5. Inviting and Acting - Ongoing leadership development opportunities within our ACE movement

### *ICAE opportunities – Robbie*

**IALLA – International Academy for Lifelong Learning Advocacy** is the capacity building programme that ICAE has designed with aims of identifying and supporting Adult Learning and Education (ALE) leaders and activists from all over the world develop advocacy skills.

**Curriculum globALE (global Adult Learning and Education)** is a cross-cultural, output-orientated core curriculum for training adult educators worldwide. It aims to enhance professionalization of ALE by providing a common reference framework for adult learning programmes and a suggested standard of competencies for adult educators.



## 6. Thanking and Succeeding

