



The BLDC Footprint

Tracer Study Report of the BLDC Alumni

2018
2019

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PREFACE

The BLDC Tracer Study Report captures the outcomes and good practices for Adult Learning and Education (ALE) from the Action Plans of the BLDC alumni of 2018 and 2019 batches. The document describes the rationale for the Tracer Study, highlights the key learnings from the BLDC, as identified by the BLDC alumni which they have attempted to translate into activities and actions to enhance the ongoing educational work in their organisations. The value addition of the mentoring support by ASPBAE and the resource support by their respective organisations for the effective implementation of their Action Plans are also included in the BLDC Tracer Study report.

Case stories of good practices emerging from the Action Plans implementation will be shared through the Training for Transformation (TfT) subsite on the ASPBAE website, to help foster a Community of Practice on ALE in the Asia Pacific region. Testimonial videos will also be shared on the TfT subsite to build and sustain this Community of Practice.

The TfT team held multiple online meetings with the BLDC alumni through 2020 and supported them in implementing their Action Plans. The TfT team intends to continue the online engagements with the BLDC alumni to advance ALE in their organisational work.

There has been some silver lining in this dire state of the COVID 19 pandemic. The global community learnt to engage more on virtual mediums. This opens up the opportunity for ASPBAE to conceptualise, standardise and come up with online modules (capsule Courses) on various relevant concepts such as Principles of Adult Learning, Gender Equality in Education, Sustainable Development Goals, Education for Sustainable Development, Participatory Approach to ALE among others to enrich the on-going practice of transformative ALE with its members in the Asia Pacific region.

THE BASIC LEADERSHIP DEVELOPMENT COURSE (BLDC)

Launched in 1993, the Basic Leadership Development Course (BLDC) is one of Asia South Pacific Association for Basic and Adult Education's (ASPBAE) significant learning events for its members. The BLDC is an induction to ASPBAE and to adult education work, regionally and globally. The Course aims to expand the 'leadership corps' in the Asia South Pacific region committed to the right of all to learn, and to promote the learning needs and interests of marginalized groups. It contributes to improving the impact of its education movement in the region. The BLDC brings together ASPBAE's members from diverse cultural backgrounds and offers participatory and interactive methods to enhance learning practices and build leaders in the field of transformative adult education and lifelong learning.

The BLDC over the years has been continuously adapted, keeping it relevant to address the changing context (Education and Development) of the region as well as the expressed learning needs of the ASPBAE membership in the practice of adult learning and education, and education policy advocacy. The BLDC offers a unique blend of perspective, knowledge and skills enhancement required to impact in any sphere of work in the development sector. The participants are equipped to gain an understanding of the body of work on transformative adult learning and education. It also capacitates the participants on the requisite skills and methodologies to accentuate and substantiate on their educational work, both in adult education practice and education policy advocacy.

The main objective of ASPBAE's BLDC is to engage the emerging leadership from among its membership in the Asia Pacific region, to foster greater interaction between education and the wider Sustainable Development Goals (SDGs). It also aims to strengthen interaction on SDG4, between practitioners of youth and adult education and education policy advocates.

The specific objectives of the BLDC are:

Develop a critical understanding of the contexts in the Asia Pacific that impact on education, specifically of adults and young people.

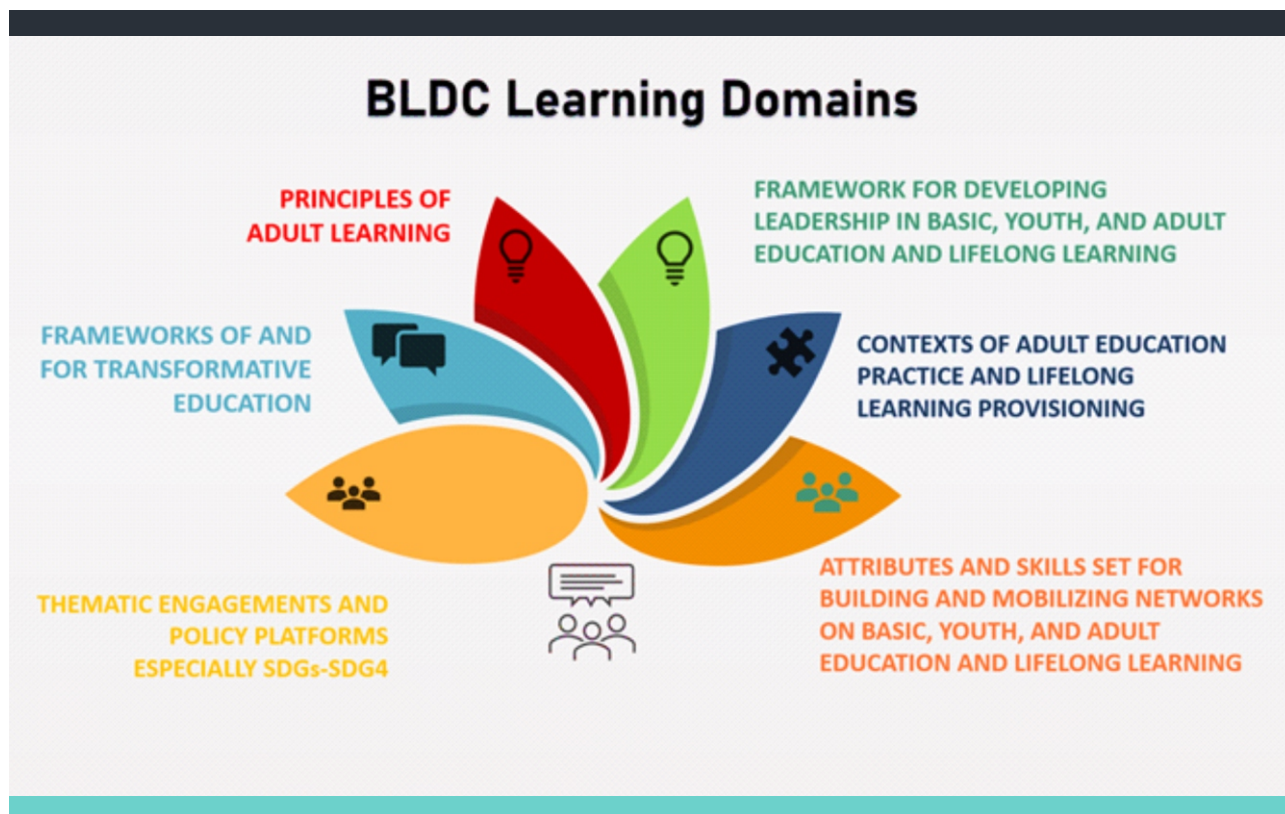
Orient on policy frameworks for basic, youth and adult, adult education and lifelong learning, notably the SDGs and SDG 4 on education.

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.

Enhance Skill 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.

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 advance and promote transformative basic, youth, and adult education and lifelong learning agenda to national and regional levels.

The interactive Course highlights, among other things, innovative initiatives of civil society organisations with a focus on themes such as human rights and gender justice to steer a comprehensive training program on transformative adult learning and education.



As with all the Basic Leadership Development Courses in the past, the BLDC in 2018 and 2019 were structured using participatory and experiential methodologies to integrate the rich educational initiatives and interventions from the participating organisations' work. It also included learning from the local context of the host country to build an understanding of the local, regional and global linkages of education and development issues.

A gender balanced participation as well as dedicated slots for young leaders (up to the age of 35 years), working on educational issues, was aimed for in the BLDC in 2018 and 2019.

BLDC Tracer Study

Before the period covered by this study, BLDC participants were encouraged to share their plans for application of learning from the BLDC in the ongoing work of their organisation, and this formed part of the concluding session of the Course. Post the residential training, some of the BLDC alumni actively connected with ASPBAE, requesting for guidance and support when they made attempts to implement these learnings in their work. However, in 2018, ASPBAE committed to track the plans of the BLDC alumni to apply the learnings from the BLDC in their on-going work. This was formalised through the announcement in the BLDC brochure, making the implementation of the Action Plan of the participants mandatory, and submission of the report upon completion of the activities therein. ASPBAE offered mentoring support and the nominating organisation was committed to provide the space and resources for the implementation of the activities. The rationale was to generate a better understanding of the relevance and effectiveness of the BLDC and offer insights on how to make the BLDC more meaningful.

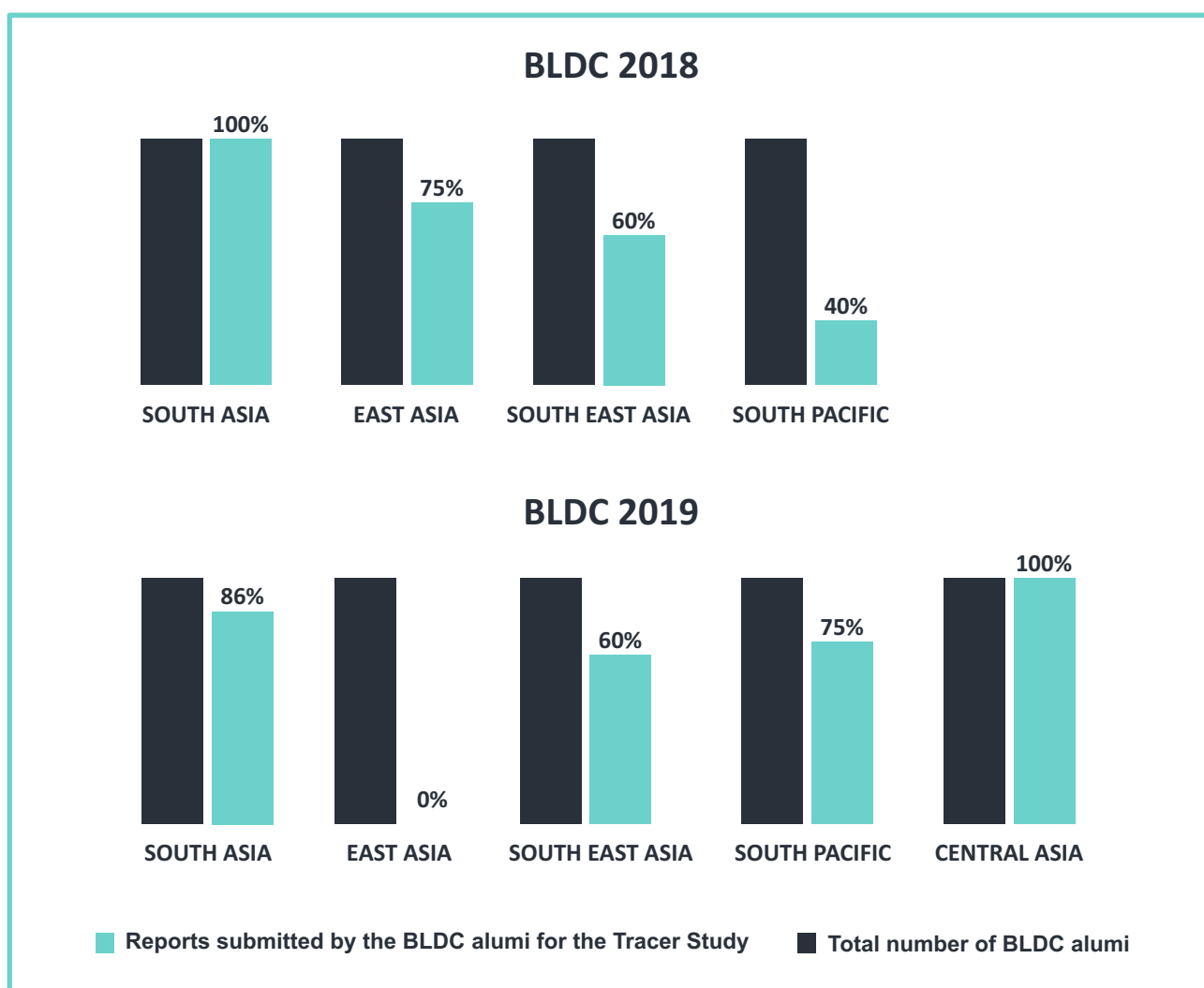
The BLDC faculty, including the Course Directors and select ASPBAE staff, who participated in both these BLDCs, offered their time to mentor the BLDC participants in concretising their Action Plan and provided guidance in the implementation of the planned activities. Participants of a particular sub-region were assigned to a particular mentor, and their support solicited through emails or phone calls

by the participants. The nominating organisations of the BLDC participants kept their commitment of providing the space and resources to implement the planned activities within the on-going work of the organisation.

Starting with the BLDC in 2018 and 2019, ASPBAE conducted a Tracer Study of the BLDC alumni to track and document their application of learning from the BLDC, especially with respect to how it supports the SDG4 objectives. In both these years, the BLDC aimed to strengthen civil society in the Asia Pacific region in addressing the challenges to democracy, human rights, gender justice, global citizenship, sustainable development and a just peace.

This Tracer Study is an attempt to track the BLDC alumni's application of their learning into their on-going organisational work and the implemented activities based on the Action Plans they had submitted. It is oriented towards learning from the experiences of the BLDC alumni, the participating ASPBAE member organisations and their leadership, to examine and highlight the relevance, effectiveness and impact of the BLDC. The Tracer Study also intends to contribute to the building of a Community of Practice on transformative adult learning and education in the Asia Pacific region. This is to foster sustained exchanges among adult education practitioners and education policy advocates within the ASPBAE membership in the region.

Reports submitted by the BLDC alumni for the Tracer Study



Of the total fifty-two (52) BLDC alumni from the 2018 and 2019 batch, thirty-five (35) alumni i.e. (67%) submitted their reports on the implementation of their Action Plans. There was no substantive difference in the submission of reports by total men participants (67%) and total women participants (68%) for this Tracer Study. Similarly, there was no difference in the reports submitted by youth participants and adult participants. Of the total youth participants in 2018 and 2019, 68% submitted their reports whereas of the total adult participants, (67%) submitted their report for the BLDC Tracer Study. However, 75% of the alumni from the 2019 batch responded and sent their reports for the Tracer Study, as compared to only 55% of the alumni from the 2018 batch. The sub-regional comparisons are

presented in the Diagram above.

There are a number of reasons that account for non-participation in the BLDC Tracer Study through the implementation of Action Plans and reporting on these. A significant one, especially for the 2019 batch, is the COVID 19 pandemic. Of the eight (8) participants who did not submit their report, four (4) had to return to their villages/towns due to the COVID 19 crisis and were restricted from returning to the cities/towns where their organisations were located. Interestingly, while it imposed severe limitations in work all round, the COVID 19 context also allowed ASPBAE and the BLDC alumni to explore on-line engagement far more than earlier. The readiness to interact virtually was more pronounced among the 2019 BLDC batch than the 2018 BLDC batch. This greatly

facilitated opportunities for the alumni to share their lessons and experiences through Skype/Zoom chats/online meetings – offering another route outside of the earlier reliance mainly on written submissions on their BLDC follow up actions. This goes a significant way in explaining the variance in the numbers who submitted reports between the 2018 and the 2019 BLDC batches.

It could be gleaned that yet another reason for the non-submission of reports could be the frail ability of some BLDC participants to express themselves in written English. Gauging their hesitancy to send their reports, ASPBAE staff offered to interview these participants in their local language, to deal with this language barrier. Further, ASPBAE realised that for those who operate mostly at the community or grassroots level, writing formal reports was distant to their experience as they ordinarily operated through other communication modes eg. open discussions, face to face meetings. Submitting written reports was thus intimidating and this lowered their motivation to comply. They were enthused however to share photos or illustrations of their activities. Moreover, there were BLDC alumni, who did not submit their reports but have been very active in their organisational work, have exhibited outstanding leadership and strongly promoted SDGs, SDG4 and transformative ALE in the period after their participation in the

BLDC. ASPBAE has directly observed this for at least four (4) participants, two (2) from the 2018 and two (2) from the 2019 batch. One participant led his organisation's effort in coordinating and hosting the subsequent BLDC and was part of the BLDC facilitating team. One participant became more visible and active in regional and global SDG policy processes and was selected in a competitive process to speak on behalf of (global) civil society in the official Ministerial Volunteer National review (VNR) session at the 2019 High-level Political Forum (HLPF). Another participant led the effort to organise the in-country trainings on youth-led action research (YAR) and was in the frontline, setting up the Marginalised Youth Forum in the country, engaging with government on education policies through the COVID 19 crisis. Finally, one participant took leadership in mobilising the University teachers' association in the 2019 elections to push for greater democracy in Myanmar and has been one of the thousands protesting against the military coup in Myanmar at great personal risk and sacrifice.

There were however, also a number from both the batches - 2018 (4 participants) and 2019 (2 participants) who had moved on from their nominating organisations for further education or employment, without a forwarding email address.



BLDC 2018 IN AUCKLAND, NEW ZEALAND

The BLDC was conducted in Auckland in November 2018 and was hosted by Adult and Community Education (ACE) Aotearoa, a non-government organisation and a long-standing ASPBAE member in New Zealand. This BLDC focused on building capacities of emerging leadership from ASPBAE's member organisations in the Asia Pacific region to advance the new education and development agenda, as articulated in the Sustainable Development Goals and Education 2030 Framework for Action, to inform public policy and provisioning on inclusive, equitable and quality education and lifelong learning over the next 15 years.

The BLDC being organised in the South Pacific region offered the rare possibility to better appreciate and learn from the context of the Pacific Island countries (Big Ocean States) in their pursuit of education and lifelong learning for all. The BLDC thus brought into light, the specific learning needs of ASPBAE members

and the participants from the South Pacific sub-region, whilst optimising the opportunity for Asia Pacific wide regional learning and exchange. Twenty-three (23) participants from thirteen (13) countries in the Asia Pacific participated in the BLDC, with a strong contingent from the South Pacific.

The integration of Māori cultural practices and understanding in the Course content, also made the BLDC 2018 stand out, which was made possible by the very considerable input of the hosts, ACE Aotearoa, the lead body for Adult and Community Education in New Zealand. From the start, the Course established essential strands reflecting Māori culture and wove them into the learning process of the BLDC. This provided the participants with a sense of place, allowing them to reflect on their own personal journeys, the importance of cultural history, local knowledge, indigenous culture, and the expertise gained from experience.



BLDC 2019 IN BOGOR, INDONESIA

In November 2019, the Basic Leadership Development Course was organised in Bogor, Indonesia with an attendance of thirty-two (32) participants from eighteen (18) countries in Asia Pacific region.

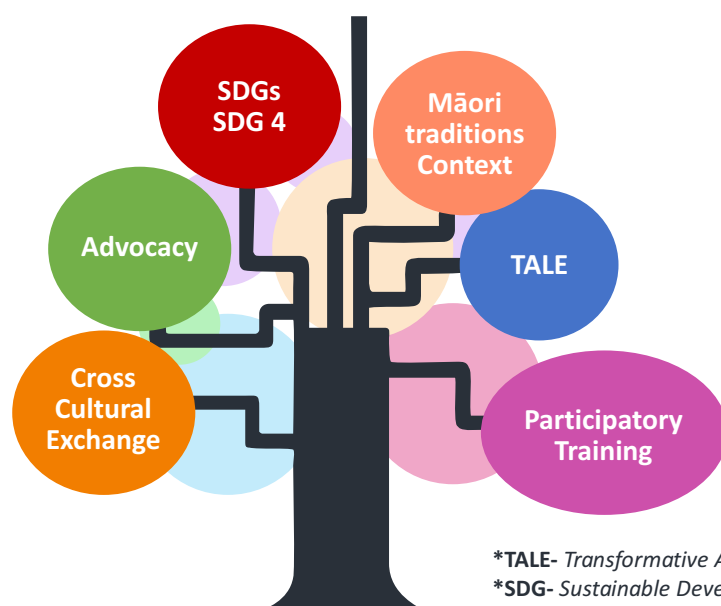
This BLDC focused on building capacities of future leaders of ASPBAE's member organisations to further accelerate action in advancing the SDGs, SDG4, and the Education 2030 Framework for Action; and as a space to facilitate structured reflection and exchange on adult learning principles and lifelong learning perspectives that are transformative, gender just, rights-based, and contribute to sustainable development.

One of the most important segments of this BLDC were the site visits where participants had

the opportunity to visit and interact with local organisations, which have demonstrated credible and sustained efforts to empower communities. An open-air session at the local Botanical Garden was highly innovative and gave the participants new energy while learning through simulation and other participatory activities. A solidarity dinner and cultural evening on the last evening was also held, where BLDC alumni based in Indonesia were invited to interact with the BLDC 2019 cohort. They shared how the BLDC had enabled them in their work and personal lives.

Age diversity during this BLDC was not a hindrance with the ideas exchanged and lessons learnt despite more than half (approximately 60%) being youth participants. The youngest participant was 24 years old while the most experienced was 70 years old.

Key Learnings of the BLDC 2018 Alumni



The BLDC 2018 alumni shared how the sessions on the inclusion of Adult Learning and Education and the SDGs, specifically SDG 4 in the BLDC, deepened their understanding on ways in which it can be concretized at the local level. The visit to different local community-based organisations and having a cultural learning exchange with fellow participants were one of the most inspiring experience for everyone.

ACE Aotearoa, the host organisation presented opportunities for the BLDC participants to experience Māori values first-hand through interactive sessions, visits to a marae (meeting ground - focal point of Māori communities throughout New Zealand), the museum, local community organisations, and through cultural performances.

All of the participants wrote in their reports how they could not wait to share their learnings to their colleagues back in their home countries.

The BLDC participants each conveyed their significant learnings from the Course – following their own expectations and planned uses for their work on education and development. The main ones shared by the BLDC 2018 alumni are as follows:

“BLDC was a great opportunity for me to learn many new things but one of my crucial learnings was human beings are global citizens, rather than citizen of a country or a specific region.” – Suraj Pawar

For **Suraj Pawar** from Azad Foundation in India, the cross-cultural exchange he experienced with the other learners from the different sub-regions made an impact on him. He realized the need to contextualize their work with the Sustainable Development Goals, which are universal in nature but have a direct association with their local engagements. In an activity planned, Suraj stated the urge to share his experience from the BLDC 2018 and the warm feelings from Aotearoa and fellow participants from the Course who accepted him and supported him throughout his learning experience.

Zhang Jie from Enjoy Volunteering in China, stated that she took home a lot of interesting and useful training techniques and activities that she can use in their own trainings with young people in the communities. Before the BLDC, she focused more on rural education and youth but the Course made her realize the relationship between different issues in society. She was also moved by the pride of the Māori people and their national culture. Zhang Jie also shared with her organizational colleagues her special experience and the lasting impression she got from the BLDC.

Zolzaya Batkhuya from Women for Change in Mongolia, shared that the BLDC deepened her knowledge of the context of global policy frameworks such as the Sustainable Development Goal 4 and Education 2030 Framework for Action. It also strengthened the skills of effective and creative methods and approaches to organising advocacy and media campaign. Zolzaya's knowledge also increased on the areas regarding significant and meaningful collaborations among international, regional, national, and local stakeholders toward Education for All, including primary education, education for youth and adult, and lifelong learning. Zolzaya prioritized sharing with her team the knowledge she gained from the BLDC and proceeded with the training on how to actively engage in their advocacy work and activities with the national civil society coalition "All for Education" in Mongolia.

"The idea of lifelong learning - that we are always learners at any point in our lives, struck me. It was very refreshing that somehow we did not have to know everything already and that we can still continue to learn in the process."

– Lia Mai Alonzo

Lia Mai Alonzo from Centre for Environmental Concerns (CEC) in the Philippines expressed that she learnt about the concept of transformative education from the BLDC. They frequently encountered participants in their activities that were just attending to learn something new but not particularly to use that knowledge to improve their situation, be it at the personal or at the community level or society in general. It is therefore important not to learn for the sake of stocking information, but actually using this to strive for positive change.

Melissa Lama from Pacific Youth Leadership and Transformation (PYLAT) Council in Aotearoa, New Zealand, shared that her main learning from the BLDC 2018 was understanding the global context of Adult and Basic Education, and the Sustainable Development Goals with particular focus on youth and gender areas of interest directly related to her community work. She presented the main learnings and stories from the BLDC to the Pacific Youth Leadership and Transformation Council board of trustees, which was well received.

Jake Donohue from Adult Learning Australia (ALA) via the Young Entrepreneurs Program at Port Macquarie Community College (PMCC), shared that he learnt on how to work better with others because of the BLDC. Emphasis on cooperation with others, especially international partners, building upon each other's ideas and moral stance, working together for a common goal, and being a strong influencer who can inspire people to strive to be the best of themselves, were his main takeaways from the Course.

Shirley Abraham from Kolisen Blong Leftemap Edukesen (KoBLE) in Vanuatu, shared how the site visits organised during the BLDC made an impact on her as it was a good learning experience. She was also able to discover the different education programs in New Zealand.

Lorena Dagatan from Philippines Rural Reconstruction Movement (PRRM) in the Philippines, stated that the BLDC enhanced her critical understanding on the contexts of Asia Pacific that impact on education, specifically of adults and young people. She was also able to value the processes and methodologies used as they facilitated structured reflections and sharing towards developing her basic understanding of adult learning principles and lifelong learning perspectives that are transformative, gender just, and rights-based that contributes to sustainable development.

For **Jason Tiatia** from Ara Institute of Canterbury and ACE Aotearoa in New Zealand, the two key learnings were - every adult learner should have the right to education and education has the power to shift the disparities, inequities and inequalities that exist in the world today.

Yoichi Suzuki from Development Education Association and Resource Center (DEAR) in Japan, stated that what was most important for him to understand was the SDGs and the three stages of education – reactive, proactive or adaptive and transformative.

Key Learnings of the BLDC 2019 Alumni



Similar to the BLDC 2018, the BLDC 2019 alumni much appreciated the opportunities for cross-cultural exchange among the participants and the more in-depth exposure the site visits provided to the context of the BLDC site and host organisation.

While several have had prior knowledge on the Sustainable Development Goals (SDGs), the session on Adult Learning and Education within the SDGs and SDG4 specifically were deemed helpful as they widened the participants' perspective and gave them a deeper understanding on what the framework involves and the measures needed to achieve them.

The Course also unpacked the principles and practices of adult learning and education, frameworks for transformative education (rights-based approach to education and development) lifelong learning perspectives, and offered more clarity on gender equality and education, education for sustainable development, and global citizenship education.

All of the alumni stated in their reports on how the skills enhancement sessions on leadership, negotiation and communication (speaking and listening) during the BLDC made an impact on them and how it reshaped their ideas on how to approach certain situations or issues, especially within their education policy advocacy work.

As again, the skills enhancement workshops were conducted using innovative methods through various participatory, energizing and inspiring approaches that participants were keen to apply and adapt to their various contexts.

Jan Mohammad Ahmadian, from the Afghanistan National Education Coalition (ANECO) shared that he was impressed with the focus on effective methods of leadership, transformative education and lifelong learning approaches for youth and adults and about the global citizenship and education for sustainable development. He also mentioned the enrichment of learning from his fellow participants.

Aarju Hamal from Himalayan Health and Environmental Services Solukhumbu (HHESS) in Nepal, said that the different training methods and materials used, equipped her to gain new knowledge, skills, and attitude. It also helped her assess her strengths and weaknesses, as well as acquire relevant skills which could play a meaningful role in society.

Nirijana Bhatta from Child Workers in Nepal (CWIN) in Nepal, stated that her skills in facilitation and advocacy with new tools were strengthened considerably and she gained a better understanding of SDG4.

Sukra Raj Maharjan from National Resource Centre for Non-formal Education (NRC-NFE) in Nepal, stated the most significant learning was organizing trainings by creating a friendly environment which enables participants to be creatively engaged in the learning process. He also learnt the effective use of videos and participatory activities in the learning process.

Nishi Khandelwal from Nirantar: A Centre for Gender and Education in India, touched upon the workshop on leadership skills which left a deep impact. It made her realize that as a leader, it is important to think in a positive way and understand perspectives of all the members and consider all the possible dimensions of organisational work. She also learnt different strategies for ALE advocacy and how policy advocacy work is a long-term agenda.

Santosh Satpute from the Asia South Pacific Association for Basic and Adult Education (ASPBAE) in India, was truly inspired from the field visits during the Course as he saw how people work in the rural areas, especially with the empowered women taking control of their lives and becoming the head of their families.

Bhikan Dandagavhale from Abhivyakti Media for Development (AMD) in India, emphasised that his understanding about key concepts, especially SDG4, ALE and gender equality in education and specific skills like leadership and negotiating were immensely enhanced. He was also enthused to share and demonstrate these newly learnt skills with his colleagues.

Karima Ghafoori from Afghan National Association for Adult Education (ANAF AE) in Afghanistan, realised that most of what she had learnt about leadership skills was important for her work as well as in her personal life. The understanding of transformative ALE reaffirmed her commitment to advocate for girls' education in a difficult country like Afghanistan.

Sajid Pervaiz from Bunyad Literacy Community Council (BLCC) in Pakistan, stated that the BLDC enhanced his skills on processes that support networking as well as his understanding regarding principles of adult education and importance of life-long learning. What he valued the most was learning from the experiences and good practices from his co-participants from other countries in the region.

Muhammad Qamar Bashir from Gender & Community Development Foundation (GCDF) in Pakistan, emphasized that the session tackling negotiation skills, communication skills and the deeper explanation of equity vs. equality were his key learnings from the BLDC.

Dian Trikanita, a field facilitator of Pemberdayaan Perempuan Kepala Keluarga (PEKKA) in Indonesia, emphasized how negotiation is crucial in policy-making process in their organisation. She felt that she improved her negotiation skills, thanks to the BLDC training. The inputs on advocacy also made her feel more informed and it related with her responsibilities in the organisation such as assisting the PEKKA community leaders to communicate with policy makers regularly to remind them about ideas, issues, data, information, cases, etc.

Lito Tubag Jugatan from Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS) in the Philippines, emphasized that the skills enhancement workshop on negotiation and advocacy worked hand in hand. It deepened his understanding on the necessary skills for dialogue with the local government units. Lito shared with the community leaders on how to improve their negotiation skills so they can truly apply it to push for the improvement that they need for their community and for the recognition of their rights as indigenous people.

Griderick Alila from Philippine Rural Reconstruction Movement (PRRM) in the Philippines, shared that through his fellow learners, he was able to understand the basic situation of education in other countries. He also felt the importance to pursue and endure their work towards the betterment of the educational situation in the Asia-Pacific region. Griderick also learnt the importance of policy advocacy as a component in their work for adult learning and education and the workshops helped him in easily defining what advocacy is and its role in their overall work.

Moises Charles from Civil Society Education Partnership (CSEP) in Timor Leste, picked up a lot from the workshop on negotiation skills. It helped him learn to take a new approach on how to meet community leaders and government officials to introduce their project on Marginalized Youth Forum. It also helped them in talking with the facilitators who will train the youth and incorporate participatory activities in the training process.

Dara Adriana from Network for Education Watch Indonesia (NEW Indonesia) in Indonesia, stated that the most important understanding for her as a policy advocate was how to negotiate, especially in policy making by considering and attempting to unite all opinions.

Dian Martina Zebua from Perkumpulan Sada Ahmo (PESADA) in Indonesia, realized from the BLDC training that education is very important for the achievement of all the Sustainable Development Goals. She further understood that education needs to include families, youth and other community groups.

Abraham Matafolu from Papua New Guinea Teachers' Association (PNGTA) in Papua New Guinea, stated that he realized how adult education and lifelong learning contributes to an improved living situation and lifestyle of a person. The topic on Global Citizenship gave him an understanding on how everyone lives together and share responsibilities to look after the planet. Individuals, institutions and the government working together would be crucial in meeting the SDGs.

"It has taught me that regardless of position and hierarchy, We can all be influencers and change-makers for good."
–Vivienne Reti

Through increased understanding of the SDG's, **Vivienne Reti** from Adult and Community Education (ACE Aotearoa) in New Zealand had a new appreciation for her tasks with their international activities as it transformed her role from purely administrative, to sound contribution through dialogue, with country reporting on adult education and lifelong learning in Aotearoa. BLDC's approach on policy and advocacy gave her a new outlook with the machinery of the government and a new approach to the administrative role and important policy and advocacy role of the organisation.

Anastasia Dmitrienko from League of Innovative Development (LID) in Kyrgyzstan, shared on how it is important to speak in an accessible (universal) language, which does not necessarily mean using words. Sometimes photos or videos can say much more than long speeches and reports. Her reflection was in connection with the Film Festival section of the BLDC that screened videos from different countries, using different languages and featured different concerns of the world. It also highlighted the power of social media in today's world.

Chinara Abdymomunova from Youth of Osh in Kyrgyzstan, recalled how all the activities done in the six days' Course were very intensive, interactive and interesting. She also appreciated the session conducted at the botanical garden which enabled her co-participants and herself see a different side of themselves. Chinara gained additional knowledge, professional and leadership skills that she can apply at her work.

Abdulatif Gaffarov from Fund for Society Development in Tajikistan, shared that he gained conceptual clarity on SDG's and SDG4 in the context of lifelong learning. His understanding on global citizenship education and education for sustainable development, and gender equality and education was deepened through the inputs and discussions during the BLDC.

Summary of Key Learnings

The key learnings of the BLDC alumni from both the batches can be summarized as follows:

Deeper cross-cultural understanding through learning and exchange was deeply valued by many. The interactive space that the BLDC offered to CSO educators, advocates, adult education practitioners, youth and women's rights activists, community organisers, and others from different parts of the region fostered a wider world view and a broader understanding of diverse contexts and realities on education, gender, youth, sustainable development, among others. The visit to different local community-based organisations, having a structured cultural learning exchange with fellow participants were cited as among the most inspiring experience for everyone.

Opportunities for the BLDC participants to experience the local and relevant ALE intervention.

Several appreciated the more in-depth discussion on transformative adult learning and education (ALE) and how it can be a force for positive change. Further, the discussions deepened their understanding on ways in which this can be concretized at the local level.

The participants appreciated learning more about the Sustainable Development Goals (SDGs), specifically SDG4 on education and lifelong learning. It was enlightening to better understand the global policy processes and frameworks and their concrete links with country, even grassroots level work that the participants can pursue and be involved in.

The skills on participatory training picked up from how the Course sessions were run and designed were very instructive and inspiring,

Most of the participants appreciated the skills learnt on advocacy, especially as applied to education. Discussions and exchanges around different aspects of advocacy including media work, coordinated actions at community, national, regional and global levels, and the policy analysis integrating basic education, youth and adult learning and education – within the framework of Education for All and lifelong learning, were valuable.

Though the cross-cutting issues may seem so similar across countries, yet they are different in context. The BLDC alumni from diverse backgrounds in terms of their nationalities, cultures, prejudices, etc. came with varied expectations pertaining to their context. Evidently, most of the alumni have shared that the BLDC has contributed in sharpening their world view. They grew more respectful towards diversity and most importantly, they learnt to learn.

Apart from learning concepts and facilitation skills, the BLDC alumni also learnt about the current state of education across the region, especially around the SDG4 targets and pointed out the best fitted approach to better the education status in their respective countries.

Action Plans and their Outcomes

The intent to share their learnings from the BLDC was in each of the BLDC alumni's to-do list as part of their planned activities. The topics discussed during the BLDC gave them new project ideas and also contributed in ways to improve the on-going educational work in their organisations.

Many of the BLDC alumni's planned activities revolved around strengthening the education programs especially for the underprivileged youth, gender equality and empowerment of young girls and women, which connected to the discussion at the BLDC on gender equality, stereotyping and gender-based violence.

The reports of the participants also revealed that most of them re-created the activities that were introduced in the BLDC such as the film festival and participatory activities related to improving communication and negotiation skills. It just indicates how much the participatory approach to learning, left a mark on the participants as they were not only interactive but thought-provoking as well.

BLDC 2018

Suraj Pawar from Azad Foundation in India, was able to conduct two activities, wherein he was able to practice his facilitation skills after participating at the BLDC 2018. He organised a session with young fellows of the Men for Gender Justice program to talk about adult learning principles and how their work contributes to the SDGs, followed by a two hours session with the fellows of Azad Foundation's #BeASakha Feminist Program, a year-long capacity building course, in which he facilitated a discussion on how to reach out to young men in the communities, for gender sensitization. In the second workshop, he worked with about 20 staff members of Aajeevika, a partner NGO based in Udaipur in Rajasthan State. He shared the do's and don'ts while facilitating sessions on Gender, especially while interacting with young and adult men in their communities. The collaboration with Aajeevika was very meaningful in terms of Azad Foundation's existing work, as participants were able to discuss and enhance their understanding of relevant issues.



#BeASakha Fellowship: Session with young fellows of Men for Gender Justice Program about adult learning principles and how their work contributes to SDGs. Enhance understanding to engage with other male friends.



Aajeevika Bureau: Conducting session with the Udaipur based organization's staff on gender, Masculinities and Non-Traditional Livelihoods, engaging with young and adult men in the rural communities

Zhang Jie from Enjoy Volunteering in China, shared that she used some warm-up games and techniques she experienced in the BLDC into the trainings for volunteers, for example letting a group of participants do daily review of the training content, film festival, etc. She also incorporated the SDGs into their training and identified videos about them as learning materials for the volunteers. They then designed some questions about the materials to let the volunteers think deeply. Her organisation also began a new program named *“Love my hometown”* in 2020. *“It included giving a small amount of money to residents to encourage them to go back to their home villages and do small actions for those in the countryside. Some teams built a book corner in their community, some took wedding photos for old couples in the village who never had the opportunity to do them in the past, others set up a dance team for the rural women, etc.”*

Through the different projects, their organisation widened their target, to not only focus on rural education and the children, but involved more of those living in the rural areas. They also let the volunteers connect more with different groups of people in the village, which inspired them to think more about different social groups and also about the development in their own hometowns.

“Love my hometown” Program:



Photo below: Yoichi Suzuki and Wake Up Japan presented the topic on the positive and negative image of social justice.



Yoichi Suzuki from DEAR and Wake Up Japan, learnt the importance of their internal resources and connected his key learnings to the planned and ongoing projects of his organisation which was relevant to the Youth-led Action Research. *“We tend to educate the younger generation but we realized that they can educate themselves with just the guidance of key-questions. So, Wake Up Japan just helped by asking questions to them and provided them questionnaires that covered different topics.”* Based from the learning on the various stages of education, Wake Up Japan re-categorised their project and decided to focus on a transformative approach. *“We also found that we sometimes lost the necessity of reactive and proactive approach, so we started to provide tips about them and tried to create alliances with practitioners.”*

Indri Sri Sembadra from KAPAL Perempuan in Indonesia, planned to do an activity during the International Women's Day with the theme of ending child marriage. She shared on the concept of lifelong learning in women's schools in 5 provinces: North Lombok and East Lombok Districts – West Nusa Tenggara, Pangkajene Island District – South Sulawesi, Gresik District – East Java, Kupang District and City – East Nusa Tenggara and Padang City – West Sumatra. For the past 7 years, KAPAL Perempuan worked with local partners in these 5 regions in implementing the Gender Watch program, which includes the establishment of Sekolah Perempuan (Women's Schools). *"I want to strengthen the law in the national government about ending child marriage. Child marriage influence women's education and reproductive health. We are negotiating with the government to issue regulations to protect women and children."* Indri also wanted to use the methods and exercises introduced in the BLDC and share all the information and inspiration that she learnt like promoting lifelong learning, ensuring quality and inclusive education for all, especially at school.



(Center photo) Sekolah Perempuan representatives meeting with President Joko Widodo to discuss activities and issues being advocated during International Women's Day in 2019

Lorena Dagatan from Philippine Rural Reconstruction Movement (PRRM) in the Philippines, stated in her Action Plan to echo the learnings she received from the BLDC to her organisation to understand how they can be implemented in their ongoing projects. A month after the BLDC, Lorena was able to share with her colleagues the insights she gathered as well as the good memories of her experience. The BLDC enhanced her critical understanding on the contexts of Asia Pacific that impact education, specifically on adults and young people. *"I was oriented on the policy frameworks on adult education and lifelong learning, notably the Sustainable Development Goal 4 on Education."* Structured learning exercises were also done in some of the training activities conducted, more relevant was the exposure and interaction through actual visits with community groups and agencies where real learning happens. *"Much of the trainings that PRRM does with partner communities were mostly community empowerment trainings using participatory approaches and adult education methodologies. Trainings on gender norms, unpaid care work, social enterprises, project development/livelihoods, natural resource management, eco-development tourism, policy advocacy, Covid19 prevention and management, and others were supported with learning exercises that applies adult learning methodologies. All these interventions used learning exercises and adult education methodologies and approaches to lifelong learning."*

Photo below: Lorena sitting on the left side in Green shirt. The activity was a meeting with fisherfolk leaders of small coastal village in Camiguin discussing their Livelihood project proposal for lobbying to government agencies for technical and financial assistance.





Melissa Lama set up a young women's branch of P.A.C.I.F.I.C.A (Pacific Allied Council of women Inspires Faith Ideals Concerning All), which have members, from all Pacific ethnicities and different generations. They advocate on issues affecting Pacific women and their families.



Hosted 250 Tongan tertiary students at Otago University, organised a full day of Academic speakers and activities. Focused heavily on mental health, community engagements and climate change.

Melissa Lama of the Pacific Youth Leadership and Transformation (PYLAT) Council in Aotearoa, also from New Zealand, worked actively in multiple spaces that involved education and democratic process such as setting up a young women's branch of PACIFICA (Pacific Allied Council of women Inspires Faith Ideals Concerning All). She advocated and raised awareness on issues affecting Pacific women and their families and helped to build leadership skills and increase knowledge on health, education, social development and governance. As a Board member of PYLAT, Melissa attended conferences and spoke on community engagement to ensure a community voice in governance. She also organised a mini-conference for local community women on ways education can be inclusive for all, especially those who have never attended formal education. Melissa also delivered a guest lecture at the University of Otago on community engagement and facilitated the Ministry of Education community FONO, where she engaged the youth and their views on the current education system. At the time of sending her report for the Tracer Study, she was serving on the Muslim community reference group, constituted as a part of the royal commission of inquiry into the Christchurch Mosque attacks, to support victim voices from the Muslim communities.

Shirley Abraham from Kolisen Blong Leftemap Edukesen (KoBLE) in Vanuatu reported that there has been progress with her plan on conducting a Youth-led Action Research program for the youth in Vanuatu. "We are currently in the second phase activity of surveying the impact of COVID 19 in the lives of 24 youths in Port Vila." They also launched a project to discover more about the history of social movements in the country to help everyone understand about social activism within their own culture and not based on another.



Participant from the training had a deeper understanding of their situations from an ecological perspective and incorporated in their local campaigns.

Lia Alonzo from Centre for Environmental Education (CEC) in the Philippines, applied the learnings from the BLDC on the principles and methods on adult education that can help improve their new and existing training modules and programs. The participants are leaders of grassroots organisations that are affected by different environmental issues and national organisations with environmental advocacies. They were able to conduct their Climate Justice orientation and module development, Restoration Ecology Workshop (RENEW) modules updating, pilot testing and implementation, Training on Human Rights Mechanisms for Environmental Defenders, and Environmental Campaigners (EnviCore). Some of the trainings were also adjusted with the limitations of the COVID19 pandemic. *“These were done through lessening of participants in each training, physical contact in workshops and strictly implementing health protocols. Online learning is also being developed with a variety of teaching aids such as videos and workbooks. Hybrid training were also done, with a mixture of physical and online learning methods.”*

Through the Clontarf Foundation, **Jake Donohue** from Adult Learning Australia (ALA) in Australia, took some young people to Newcastle to introduce them to the Defence Force and the Army's Indigenous Development Program, which is a five months program that gives one an opportunity to experience army life. They also plan to help facilitate some cultural classes with elders to meet with the youth so they can learn and share about culture and diversity of all things. Jake wants to be involved in projects that help young people to understand that they can make a difference if they assert themselves and make positive contribution.

Jason Tiatia from Ara Institute of Canterbury and ACE Aotearoa in New Zealand focused his action plans on the Māori and Pacific people and drafted activities to enhance the engagement in tertiary education to increase their completion rates and celebrate their journey. Jason conducted capacity building for ARA staff and his Samoan students. The uniqueness of his activity was using language, traditions, and customs as a tool to bring people together, encouraging all to use the Pacific languages by explaining and demonstrating why it is important to do so and how it can preserve the indigeneity and at the same time ensure the right to education for all. *“Acknowledging each and every one with what they bring into the environment – their cultural intelligence.”*



One of Jason Tita's activity focused on minority groups particularly like Māori and Pacific people, to enhance the engagement in tertiary education.



National Seminar on Private School Best Practices and Initiatives



ESD and Lifelong learning concept presentation to ANAF AE key managers

Jan Mohammad Ahmadian of the Afghanistan National Education Coalition (ANECO) provided a presentation to the Afghan National Association for Adult Education (ANAF AE) and ANECO internal staff about the process of learning and the outcomes of the BLDC, especially about the global citizenship and SDG 4.7. In December 2019, a national seminar on 'Private Schools: Best Practices and Initiatives' was organised in Kabul with the attendance of more than 100 participants including males and females from private schools, Presidents of public and private Universities and the Ministry of Education (MoE). ANECO was a panelist in the seminar and addressed the importance of Education for Sustainable Development (ESD), as well as peace education and lifelong learning framework for new generation of Afghanistan. ANECO requested MoE and private school principals to consider these important elements of learning in their teaching methodology. In May 2020, ANECO in charge of LIFE (Literacy Initiatives for Empowerment) Forum Secretariat addressed the issue of ESD and Lifelong Learning approach in youth and adult education. As per the new reform within the MoE and Literacy Department, providing such critical knowledge in reform process is important to better address the illiteracy issues within the new Literacy and Adult Education Strategy 2021-2025. ANECO continues to update the forum on best practices, practical approaches and learnings from regional level, especially ASPBAE.



Bhikan shared his insights from the BLDC workshops and taught the game he also learn from the courses.

Bhikan Dandgavhale from Abhivyakti Media for Development in India conducted a workshop that was heavily inspired by what he learnt from the BLDC. In one of their ongoing projects called 'Shodhini', they started developing gender sensitivity among the rural boys and girls and also planned a livelihood workshop with both to understand more about leadership qualities, improving negotiations skills, understanding the importance of SDG4, and principles of adult education and gender equality in education. Bhikan introduced the activities he participated in the BLDC 2019 that promoted teamwork and coordination, to the team in Abhivyakti's peer organisation – SWS, and emphasised the importance of being a good listener and communicator to be able to help and motivate others and convey a message accurately. "The aim of the session with SWS team was to discuss leadership qualities with their team and their participation, discussion and feedback indicated that the aim was fulfilled." The opportunity given to discuss something that Bhikan learnt in the BLDC gave him the chance to reflect on leadership, power issues and develop his knowledge further. This was Bhikan's first occasion to facilitate any training, which BLDC gave him enough courage to do so.

Nishi Khandelwal from the organisation Nirantar: A Centre for Gender and Education in India, spear-headed an impact study on the Saakshar Bharat Programme, which focuses on women's literacy. The aim of the impact study is to further Nirantar's advocacy to build a robust long-term plan and programme on Adult Education in India. The impact study report was being finalised at the time of Nishi sending her report for the Tracer Study.



All of the participants were thanked by Mr. Pokharel and certificates were distributed to acknowledge their participation.

Madan Pokharel, of the Youth Action Nepal (YAN), organised a leadership training for youth in the age range of 16-29 years old. Driven by the belief of the power and potential of the youth to create solutions to some of the most pressing challenges of today's context, Youth Action Nepal's Yuwalaya conducted a leadership training to support the youth in creating a positive change towards a more inclusive, fair and sustainable communities. This training led by Madan focused on leadership, personality development, presentation, communication skills, personal goal setting and career planning. The youth participants became aware about team building and motivation skills, they also had an opportunity to sharpen their communication and presentation skills and the overall confidence of the participants increased due to the training. They were also guided on how to set their personal goals and plan a career, which made them reflect on their strengths and weakness. *"In conclusion, it was a very effective leadership training as all the participants were very glad to have received this training. Leadership training program was done with the intention of equipping today's youths with the necessary set of skills to enable them to be productive. Conducting of such youth leadership programs helped to maximize the potential, productivity, impact of youth as well as leadership capacity."*



Participants watching films



Ready for pin and ball game



Fellow Nepalese participant, **Sukra Raj Maharjan** from the National Resource Center for Non-Formal Education (NRC-NFE) was able to conduct a training for 150 facilitators in their field office in Lumbini province in December 2019. Inspired by the film festival at the BLDC, their organisation also held one that featured themes about the environment, education, etc. The activity drew out different views and realizations from the participants like how their ancestors preserved nature so the current generation also needs to take care of it, how people need to move forward even when they are in the middle of a bad circumstance that tries to draw them back, that education is a must whether it's in the form of formal or non-formal method as it plays a vital role in development of family, society and country. They also realized the importance of educational informative film shows and how they can be an effective teaching tools in the classroom.

Nirijana Bhatta from Child Workers in Nepal (CWIN) in Nepal, works in the advocacy department in her organisation and echoed how she benefitted from the talk regarding enhancing their ability on education advocacy. They conducted a 5-day workshop in Yuwalaya on November 2019 which had 20 participants. In the advocacy session, participants learnt about the importance of education advocacy and ways to conduct it effectively. Participants also did a role play in order to better understand the concept of advocacy. They also discussed the Sustainable Development Goals wherein participants chose two SDG goals and shared their opinions.

Sajid Pervaiz Gill from Bunyad Literacy Community Council (BLCC) in Pakistan stated that his main objective was to contribute towards the achievement of SDG4 with the target audience being the youth, especially adolescent girls between the ages of 10-19 years old. The BLCC established a Youth Information Centre (YIC) at union council level in the Rahim Yar Khan District. The idea behind the establishment of YIC was to set up a multipurpose focal place for connecting people. It was supported and managed by the community to provide learning opportunities, promote knowledge and skills, and to engage with rural community with different available schemes or services, safety net, and a helpline to address different concerns and overall strengthen the communication with the community. The key purpose of YIC is to connect the youth to the development sector and transform them from passive to active citizens.



Bunyad Literacy Community established literacy and skill center (Youth Information Centers)



Workshop on positive discipline in South Tangerang

Dara Dwi Gusti Adriana from Network for Education Watch Indonesia (NEW Indonesia) in Indonesia focused on the Youth-led Action Research, which is supported by ASPBAE, related to COVID19 activities in South Sulawesi. As a result, based on the learnings at the BLDC, NEW Indonesia wants to create a training program that can be useful for young teachers

in DKI Jakarta and Tangerang, as their provision in practicing positive discipline for their students. In January 2020, the organisation held a small-scale activity for positive discipline training or 'discipline without violence' for teachers, especially the younger ones. *"The purpose of this positive discipline training for young teachers is to form a new learning system for students without using either physical or verbal abuse with the aim to reduce the numbers of violence in schools. This positive discipline training for young teachers in DKI Jakarta and South Tangerang is the result of the lessons that I made in the Action Plan for BLDC 2019."* The organisation was able to conduct their first workshop in January but had to postpone the succeeding scheduled trainings due to the outbreak of COVID 19. To maintain continuity in the training for the teachers, NEW Indonesia held an online meeting with several teachers in DKI Jakarta and Tangerang to provide materials on "discipline without violence".

Youth alumni **Dian Martina Zebua** from PESADA in Indonesia held discussions in June 2020 in planning a capacity building program for groups of women to increase their knowledge and develop their skills on becoming leaders. They aimed to show the potential of women as leaders (in their own groups and as rural leaders). This was successfully carried out with 20 women attending the one-day training. They followed standard health protocols directed by the Indonesian government due to the COVID 19 pandemic.



PNGTA research and industrial Officers Abraham Matafolu speaking during the training at Tokarana secondary school in Port Moresby



Participants talking with General Secretary of PNGTA Ugwalubu Mowana after the session.

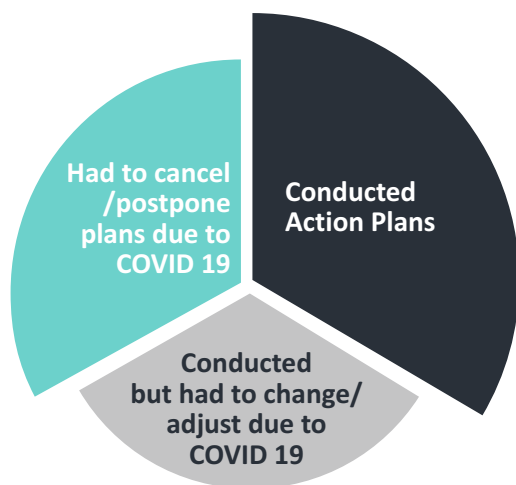
Abraham Matafolu from Papua New Guinea Teachers' Association (PNGTA) in Papua New Guinea, held a variety of workshops that targeted teachers (women and the youth), communities, and out of school youth under the "Papua New Guinea Teachers' Association Union Democracy Training & Recruitment" program. With the target audience being teachers consisting of women and youth, the workshop covered union democracy, decent work, gender equality, quality education, building union values & goals, just to name a few. The programs resulted for the learning groups to understand the importance of the trade union movement and gained fair knowledge of PNGTA, how it works and its affiliates. They also emphasized on gender equality which resulted in participants to know the workers' rights, employments rights under the International Labour Organisation and Papua New Guinea industrial laws, and to work with the union to eradicate gender disparities in schools. PNGTA also wanted the teachers to understand that the program is aimed at capacity building and union sustainability, and realize that the young teachers are the leaders of tomorrow. *"During the election this year, Vincianna Auru, a young female primary school teacher was elected as the national treasurer of the Papua New Guinea Teachers' Association. This is a milestone achievement for the union as it was never seen before in the history of PNGTA."* Abraham also founded a non-government organisation called Nidula Foundation with the aim to create an avenue for Goodenough Islanders to work together with the local government and other development partners to develop Goodenough Island. He conducted the Nidula Foundation Awareness and Training Program focused at educating communities about community empowerment, change of mind-set and right attitude, drug consumption, cult activities, Flexible Open Distance Education (FODE) and how the machinery of government works. A community training guide was developed after the awareness programme as a guide to training communities on the island. Additionally, the awareness conducted in January 2020 on Goodenough Island saw many young people surrender marijuana to the local authorities and church leaders encouraged his team to work with them in addressing antisocial issues. The team was able to meet with elementary teachers and talked to them with the need to further their education as new education system may likely to phase them out of teaching.

After absorbing the contextualization of Sustainable Development Goal 4 and how it is integrated in other SDG's, presented at the BLDC, **Griderick Alila** from the Philippine Rural Reconstruction Movement (PRRM)-Negros Branch planned to create a local network of organisations that will work towards integrating “adult learning and education” in their local advocacy work, especially focusing on SDG4. They were able to establish a network of organisations specifically focusing on implementing adult learning and education. The network decided to work on a program called 'Tambay Eskwela' in partnership with the Sangguninag Kabataan (youth council) in Bacolod City that consisted a minimum of seven groups (youth council, schools, organisations, etc.). *“We conducted a local forum on adult education and learning and created the updated vision and mission for the Tambay Eskwela Program. The program is in complementary with the Department of Education's Alternative Learning System (ALS) Program. The targets beneficiaries are mostly out-of-school youth.”* The program has 2 components of learning: Basic Literacy Session and Alternative Learning Experience with topics ranging from environment, mental health, and even governance participation. Barangay (village) Villamonte in Bacolod City became the pilot area for the program as the Sangguniang Kabataan adopted Tambay Eskwela as one of its official youth programs and allocated funds for the implementation of the program. The project is still a work in progress and was delayed due to the current impact of the COVID 19 crisis. However, they were also able to conduct a webinar discussing the impacts of the crisis to their current work and what adjustments are needed to be taken.

Anastasia Dmitrienko from League of Innovative Development (LID) in Kyrgyzstan mentioned how the mentoring support from ASPBAE helped her and her organisation in preparing to deliver a speech as the representative of the civil society of Kyrgyzstan at the High-Level Political Forum in July 2020. Thereafter, in August she did an online presentation of an updated overview of the SDG4 achievement in Kyrgyzstan.

“Learning by Doing” is the mantra that the BLDC alumni believed in. The BLDC gave them enough to ideate small projects in their work domain. This also helped them practice their learning. The alumni represented their organisation/association in the BLDC and hence there was a natural obligation they felt to pass on the learning to their colleagues and their constituency groups.

Challenges and adaption in the Action Plans



The unexpected COVID19 outbreak halted and hindered many of the activities that some of the BLDC alumni had listed on their initially submitted Action Plans. Gathering restrictions and strict safety requirements were imposed by governments across the region to prevent the spread of the virus. However, it is commendable and inspiring to highlight that a lot of the BLDC alumni used the pandemic to adjust their projects to still be able to perform their tasks and to target the needs brought about by the crisis.

Karima Ghafoori from Afghan National Association for Adult Education (ANAF AE) in Afghanistan expressed that the country's education system was affected due to COVID 19. They focused on working on strategies in being able to provide quality education online and change the traditional schooling program. *"I negotiated with the Ministry of Education to get permission or approval to have online classes for public schools (girls) in grade 11 & 12."* The students in grade 11, who were part of their online programs in 2019 and in 2020, learnt advance classes of English, ICT and Coding, even it was a new experience for them. ANAF AE also purchased and distributed laptops for students who come from very poor families and do not have their own devices to study. *"Due to pandemic in Kabul most of families had really bad economic situation and we discussed with some of our donors and distributed food parcels for our students' families and affected school staff."*

Mahesh Shelar from Vikas Sahyog Pratishthan in India could not carry on with any of his original plans due to the imposed lockdown in the country. However, he realized that the pandemic brought a different positive side in him as he became engaged in relief work, which involved organising and mobilising youth groups in the communities to support them in their relief work. *"My learnings from the BLDC came to good use for this work. It became seamless for me to work with a big team. I used to struggle to work with teams but my inhibitions disappeared and I can now communicate with confidence."* Mahesh was also inspired to do something for the children in



Mahesh received appreciation as a COVID warrior and was given with a certificate from local authorities with all relief work he did in Mumbai.

his village so he got in touch with them. *"While speaking to them, I learnt that they were preparing for police force recruitment. Responding to their request, I conducted online classes for them with whatever I could offer that can help their preparations. I used my learning from the BLDC to help the youth on their communication skills and develop leadership skill. I also spoke to them on financial education."* Mahesh also initiated a project to conduct sessions for children in the villages to teach them as those who are enrolled in government-run schools do not have the access to online education. *"With the help from some of the youth in the village, we assembled some computers and mobile phones and conducted online classes for the children. Initially there were only 10 - 15 children who would join the online class but now there are 30 - 40 regular attendees."*



PEKKA assisting community leaders to carry out data collection



Serikat Pekka meeting

Dian Trikanita from PEKKA in Indonesia also shared how the pandemic postponed their organisation's plans, especially because Jakarta became an epicentre of the coronavirus outbreak. Due to the restrictions on large-scale social gatherings, Dian shared that the PEKKA community leaders and PEKKA team met through social media and other virtual platforms to continue their tasks. *"During these times, we assist community leaders to carry out data collection on aid distribution of members on the Serikat Pekka database."*

Vivienne Reti from Adult and Community Education (ACE) Aotearoa in New Zealand mentioned that their project involving the Youth-led Action Research (YAR) program, headed by ASPBAE Executive Council Member Peter-Clinton Isaac Foaese and supported by Melissa Lama (BLDC 2018 alumnus), was affected. We are in the initial stages of developing a YAR Aotearoa-based project with pre-determined delivery in 2021." Due to COVID19, preliminary planning to host activities in person were changed. In early 2020, Vivienne contributed to their signature events – Hui Fono (national professional development event for indigenous practitioners) and the sector annual conference. This included redesigning of the programme simulating a BLDC architecture such as including site visits and harvesting learning from local contexts in natural environments with real experiences, group discussions aligned to indigenous modes of learning (wānanga and talanoa). *"With the repurposed focus, our delivery mode moved immediately online. I participated in both supporting and co-facilitator roles to design and*

deliver professional development learning to ACE sector including: building capability in digital technology, using different online platforms and tools. The capability attainment was immediately noticeable, with measured gain in learning that reflected changed pedagogical approaches, repurposed NGO objectives that responded to learner wellbeing, particularly financial impact at a local level and in home situational change (many lost employment during the lockdown from April 2020 and enhanced exposure to disparity experienced in communities and low socio economic demographics of learners and their families with increased reliance on welfare systems and mobilised community effort." Vivienne was also tasked to provide infrastructure support, and co-facilitation in a co-design process with the sector-wide assessment of need in response to COVID19 situation, identifying immediate subjects including promulgation of indigenous learning (language and cultural learning). Those activities were also delivered online from May to August 2020 to 688 participants.



During the Film Festival session for my colleagues.

Chinara Abdymomunova from the public association Youth of Osh, Kyrgyzstan shared how she was able to share her learnings from the BLDC at a retreat for the staff of their organisation. She conducted the film festival and her colleagues responded positively with the way different information were transmitted through the videos. “It is affordable, effective and interesting.” Due to the pandemic, Chinara had to conduct her other planned activities online. From June to September 2020, an online training was conducted under the UPSHIFT program, which aims to identify the needs and requirements of the communities by young people. To analyse their initiative, the participants conducted a study to gain empathy among community members, stakeholders and government officials. This helped them to increase civic activism, to promote the interests of local youth not only at the community level, but also at the level of decisions of local authorities. Due to the prevailing situation with the pandemic, the whole process was carried out using phone calls and various online applications, instant messengers and social networks. Mentors helped in conducting online surveys, find contacts and social pages of key stakeholders. As a result of the data collection, the participants improved their analytical skills. A series of webinars were also held to develop the skills of the participants in different directions, including advocacy. This helped the participants get the attention of the local government to address their problems. The participants were active and the local authorities recognized the youth initiative as relevant and included it in their work plans and allocated a budget for successful implementation. In general, the participants achieved good results in advocacy. *“Even the adapted measures did not prevent me from realizing the obtained tasks as indicated in my Action Plan and as noted by the participants themselves, local authorities and parents. It was useful for our participants in acquiring new analytical skills and promoting the interests of young people.”*

Penial Kabilo from HELP Resources in Papua New Guinea stated that they originally planned to gather the young street vendors and conduct trainings for them on government policies and legislations to build their awareness and help them claim benefits provided by the government. *“I learnt facilitation skills and some interesting and engaging activities during the BLDC and I wanted to use these learnings during the workshops. However, I could not do any of these due to the restrictions.”* When the lockdown was relaxed, their organisation took an alternative approach and instead of having a big group, Penial started talking to individuals on the above-mentioned topics. *“Most of our meetings were held on the streets. Often, we would find a corner and sit with the street vendor and engage in a communication. This was also an opportunity for me to hear their issues. However, most of the street vendors would expect monetary gain from me/us. The parents of these street vendor youth are not supportive and hence these young people have quit education and engaged in street vending to earn a livelihood. In this sort of initiatives, we secured full support of the local authorities which encourages us.”*



Abdulatif's organisation found several women and girls from their target group and offered them work through sewing face masks from their homes.

Abdulatif Gafforov from Public Organisation Fund for Society Development, Republic of Tajikistan planned to apply the learnings he absorbed about Gender Equality, Youth and Adult Education from the BLDC. They originally partnered with a private entrepreneur to organise a workshop to teach differently abled women on how to produce and package candies for their livelihood. *"We planned everything as I described above, but the COVID19 outbreak made significant adjustments to our plans. During this period of the COVID19, 'Fund for Society Development' decided to give moral and material support to women and girls from vulnerable groups of the population like the women from rural areas and those with disabilities."* They collaborated with a network of pharmacies who agreed to sell the masks the women created. *"We assumed all the risks and expenses, we provided them with all the material and equipment needed to sew masks. Women were paid according to the number of masks they produced. We delivered the material directly to their homes and we took the finished products ourselves as well. We then delivered the masks to pharmacies where they were subsequently sold."* Fund for Society Development signed a contract with the state institution of the Adult Education Center in the city of Istaravshan, under the Ministry of Labor, Migration and Employment of the Population of the Republic of Tajikistan wherein they pledged to organise a course for the women called "Cutting and Sewing", where they intend to teach them how to cut and sew national and European dresses. The women will receive state diplomas upon completion of the Course, which will then enable them to be able to work professionally. The main purpose of the project is to be able to prove that women with skills can attain stable work and have a suitable and sustainable source of income. *"This activity matches SDG5: Gender Equality of which has the purpose to achieve gender equality and empower all women and girls"*

Year 2020...perhaps this would be the first time in human history where people would purposefully keep physical distance from each other on this scale. But this also proved to be a situation where hearts are closer and united ever before. Humans have strived their best to seek alternative ways to connect and the new era of online interaction has emerged to be the road to take. The BLDC alumni found themselves in no different situation. They had to alter either their plans or execution method to adapt to the 'new normal'. Some of them became proud COVID warriors and aid providers during this crucial time. Nevertheless, the wide range of learning in the BLDC definitely contributed to them becoming prominent support to the vulnerable groups in their countries.

Perceived changes in oneself as an educator & Perceived changes in the learners

The 2018 and 2019 BLDC alumni further shared in what areas they felt that the BLDC helped them, whether it was improvement in their approaches in their advocacy work and in conducting trainings or how it gave them a better perspective on life. Many of the alumni also shared the positive feedback they received and experienced from the participants in the training activities they conducted.

Perceived changes in oneself as an educator	2018 South Asia	Perceived changes in the learners
I felt that my facilitation skills became more enhanced. I have also used the method of giving feedback to others at an interpersonal level, which I learnt at the BLDC.	Suraj Pawar - India Azad Foundation	Men for Gender Justice program participants shared that it was an insightful discussion. It gave them a better understanding of Azad Foundation's work and the successful practices.
	East Asia	
I care more about different social issues and have a new understanding that all of us are connected as a group in this world.	Zhang Jie - China Enjoy Volunteering	They began to care and think about social minority. They know what the SDGs are.
I trusted the potential of people more and more. I've also realized that the role of a facilitator is to help their education through supportive behaviors	Yoichi Suzuki - Japan DEAR	I shared the tips that I learnt at a national gathering by DEAR and with colleagues at Wake Up Japan. An executive board member got interested in DEAR and ASPBAE and become a donor.
The BLDC strengthened my knowledge on SDGs and Education Goal #4, particularly on adult and life long education	Zolzaya Batkhuya - Mongolia Women for Change	Increased knowledge on the importance of raising awareness and policy advocacy on SDGs and Education Goal #4.
	South Pacific	
On a personal level I felt satisfaction that I was doing something positive for my community.	Jake Donohue - Australia ALA	For the participant groups they were enthusiastic, engaged and interested - most followed through.
Lead with better care and understanding of the multi-ethnic people and communities in Aotearoa. Went to conferences to ensure community voice is at the forefront of governmental change.	Melissa Lama - New Zealand PYLAT	Organised a mini-conference for local community women. The conference had a great response and discussion on ways education can be inclusive, especially those who never had formal education.
Validation of my own teaching pedagogy. Engaged people to keep them involved in the decision making of the lesson / activity and to feel safe to be vulnerable, to share in a professional manner.	Jason Tiatia - New Zealand Ara Institutes of Canterbury	Privileged to have a diverse number of groups that participated in my project. The theme that came through the most was connection to each other and growing with confidence learning through their culture.
The workshop has increase my knowledge on the areas of personal leadership and community development good practices.	Shirley Abraham - Vanuatu KoBLE	learnt from the diverse group of participants about the areas of work on education and community development interventions in their countries.

Perceived changes in oneself as an educator	2018 South East Asia	Perceived changes in the learners
I appreciate myself more and have greater leadership skills. It gave me the confidence to be more creative and heightened sensitivity toward women's issues and to spread the importance of lifelong learning.	Indri Sri Sembadra - Indonesia Institute KAPAL Perempuan	Have kept in touch with several BLDC alumni, especially from the Philippines. I have also taken part in alumni activities published on social media and the Facebook alumni group.
I learnt to be more analytical of local situations, source of conflicts and ways to address them. The local grit and perseverance of the people I met inspired me to continue my work despite personal and work-related difficulties.	Lai Mai Alonzo - Philippines CEC	The participants felt elated knowing that they were not alone. Realizations were mostly on finding hope in unity and that education was important to achieve our goals and reach their aspirations.
I'm fortunate to experience the BLDC that winded my perspective of not just thinking locally but also globally. It helped enhanced my knowledge, skill, attitude with my tasks on development agenda and policies.	Lorena Dagatan - Philippines PRRM	The adult education methodologies and approaches provided community leaders the opportunity to use it in advancing their agenda in addressing the many issues on governance, human rights, gender justice, etc.
Perceived changes in oneself as an educator	2019 South East Asia	Perceived changes in the learners
I felt the importance of being patient with children. As adults we're always quick to make decision that leaves a negative impact on children. I learnt how we can hold back by tacking to them in private.	Dara Dwi Gutsti Adriana - Indonesia NEW Indonesia	Many of the workshop participants felt guilty towards children. Since they realized they've done something wrong all this time and that it can have a negative impact on the children in the future.
Education that is obtained is not only for oneself, but is shared with others so that many people know the importance of education (knowledge and skill).	Dian Martina - Zebua Indonesia, PESADA	The education obtained for one dat will be shared and influence group members. A good leader will develop new leaders.
Realized in-depth the importance of doing work and advocacy towards helping those in the community especially in the education sector. Translating into action the theme in education "no one left behind".	Griderick Alila - Philippines PRRM	They are thankful of the help provided by the program. They also became active in their communities, like doing work for the environment.
I realized that everyone needs to do their part for everything to work. We need to apply what we learn and not only keep it as knowledge. We need to be ready to know what to do to achieve what we want.	Lito Tubag Jugatan - Philippines LAKAS	Participants developed negotiation and communication skills. Some already knew the basics of advocacy and they learnt how to apply it.
The BLDC training helped me with my negotiation skills to mobilize to youth and speakers to participate in all events organised by CSEP and its members.	Moises Charles - Timor Leste CSEP	They were very interested in approaching the community. The participation of the youth and government personnel was successful in our activities.

Perceived changes in oneself as an educator	2019 South Asia	Perceived changes in the learners
It gave me confidence and happiness to be able to plan and run an activity which caused our students to continue their education and study online, especially since received laptops/computers.	Karima Ghafoori - Afghanistan ANAEAE	Around 200 students in grade 11 & 12 studied English, ITC and Coding in their online classes. This program was designed to make them sustainable when they graduate from schools.
Gained knowledge and better engagement in policy development platforms and learning from other countries which are dealing with common education sector challenges.	Jan Mohammad Ahmadian - Afghanistan ANECO	There is an exchange of information, learnings and best practices through follow up emails by ASPBAE team.
Confidence increased with my leadership role. I handle crises smoothly (personal and at work). Overcome my anxiety about speaking in English especially during facilitation sessions.	Bhikan Dandgavhale - India Abhivyakti	Increased confidence in their work. The group felt that teamwork and team building is very important. Better knowledge with leadership and communication skill, which are important aspects.
I connect with my colleagues better. I also developed a very large perspective on education and understood the concepts of SDGs, Adult Learning Education, Global Citizenship, etc.	Mahesh Shelar - India VSP	Youth and children now open up and have started to speak frankly. Most importantly they have developed a zeal to take formal education and they have become curious.
I am very happy and satisfied that all of the participants learnt new tools and will implement it in their respective work. I'm more confident to conduct the sessions as a result of the BLDC training.	Nirijana Bhatta - Nepal CWIN	Brought personal changes to participants: advocating directly about the topic, changes in teaching methods, determination to achieve SDGs, ways of facilitating and improvement in approaching stakeholders.
I built my confidence and I'm more effective as well as fruitful than previous trainings. I learnt that a friendly environment is necessary during trainings.	Sukra Raj Maharjan - Nepal NRC - NFE	They had a friendly environment and had active participation in every activity during training. They also copied the website link of the documentaries to shows in their class.
I became more confident after implementing and executing integrated projects and blend of various activities in the same area. Built my capacity while working with the youth and felt more motivated.	Sajid Parveez - Pakistan Bunyad Literacy Community Council	Local leadership was enhanced, local participation was encouraged for sustainability and long lasting impact. They mobilised youth to develop a social action plan to bring a positive change.
South Pacific		
Gained confidence to contribute to our organisations core business with better understanding of the linkage of global, regional, and local next of ALE/ACE for the benefit of adult learners and lifelong learning.	Vivinne Reti - New Zealand ACE Aotearoa	The overall participant feedback was positive. Participants appreciated the empathetic approach and kindness shown in teaching new digital skills with urgency.
When I started talking to young people, I realised how much potential they have. I learnt the skills of counseling and questioning, which of course came as a practical experience from the BLDC.	Penial Kabilo-Papua New Guinea HELP Resources	I believe the street vendors developed a better understanding on the policies and legal provisions. I believe the youth also learnt a great deal about interdependent markets and Global Citizenship.

Perceived changes in oneself as an educator	2019 South Pacific	Perceived changes in the learners
Had the opportunity to talk to teachers and hear their side as to how the union can improve its services to the teachers around the country. It motivates and encourage me to do my best reach out to them.	Abraham Matafolu- Papua New Guinea PNGTA	At the end of each 'Union Democracy' training women and youth participants expressed their gratitude for the initiative as they have learnt new knowledge and skills.
Central Asia		
I have more experience working with the team. I am learning through practice as I try to get feedback from colleagues and partners to gain better knowledge and experience.	Anastasia Dmitrienko - Kyrgyzstan LID	We plan to expand our team of young researchers and analysts to conduct field research to develop policy documents for decision makers, produce content to highlight issues and raise public awareness.
Learnings from the BLDC came handy in coordinating this project as it enhanced my understanding on leadership, communication and facilitation skills. Youth research taught me to believe in the youth.	Chinara Abhymomunova - Kyrgyzstan Youth of Ash	Young people were more confident. They learnt to engage in discussion with the community and learnt a great deal through peer discussion. They now believe that they should have a clear vision and a prominent voice in their community.
I felt satisfied when I saw that the work was done. By organising a workshop and hiring women with disabilities from urban areas, we put in practice SDG 11: Sustainable cities and communities.	Abdulatif Gafforov - Tajikistan Fund for Society Development	The participants discovered that they have great power when doing things together. They will also receive state diplomas after they complete the course.

I hear and I forget, I see and I remember, I do and I understand...
Confucius

The BLDC Alumni mentioned a great deal of change in them, if not transformation, while they applied their learning with their learner and constituency groups. They felt more confident, patient, became better communicators and analysts of situations, developed the skill of seeking feedback to enhance their learning, gained the ability to trust others and more importantly, built a perspective on education and lifelong learning. They imbibed participatory approaches, in trainings that they conduct or discussions that they engage in. Internalising the importance of Global Citizen and Lifelong Learning is evident in their organisational work on education.

This was also reciprocated by their learner community as they developed the attitude of seeking help, confidence that they can solve their issues through community dialogue and a deepened understanding on issues that they face as individuals and communities. More importantly, the concept of participation was perceived more as a value than merely a method by them.

Lessons for ASPBAE

The approach of bringing together participants from diverse backgrounds and promoting cross cultural exchanges in the BLDC has paid rich dividends to the BLDC participants over the years. The intergenerational participation, multicultural and multinational representation, varied context, areas of work and different perspectives made the learning process in the BLDC enriching and joyful, and expanded the world-view of leaders in ASPBAE's membership.

Exposure visits during the BLDC grounded the Course discussions to the context and realities of the BLDC site and also gave the participants a ring-side view of grassroot level work as well as advocacy efforts at local and national level which inspired and offered practical guides that can be more readily adapted to the participants' own contexts.

Advancing a participatory approach has been fundamental in the BLDC design – be it in shaping conceptual discussions or running skill building activities. The BLDC itself was a laboratory for learning 'participatory approaches' – with the participants imbibing the skills by experiencing and practicing it through the entire course. This has been a much-appreciated feature of the BLDC.

Demystifying, unpacking and clarifying concepts such as Adult Learning & Education (ALE), Lifelong Learning (LLL), Education for Sustainable Development (ESD), Global Citizenship Education (GCED), Gender Equality or platforms such as the Sustainable Development Goals (SDGs) and SDG4,

etc., while linking these to concrete realities of the participants' countries, were seen as valuable by participants and added value to their work.

Holding the belief that quality ALE practice for all can only be truly sustained by a hospitable policy environment that policy advocacy seeks to build; and that the lessons from ALE practice are essential to inform education policy advocacy, BLDC has been a carefully designed, unique learning space which fosters meaningful dialogue between ALE practitioners and education policy advocates on the right to education and lifelong learning. This platform has bridged experiences and knowledge which have been equally enriching for advocates and practitioners of ALE.

Online engagement – for all its limitations – undoubtedly offers new, exciting possibilities for capacity support and ongoing connections. The expansion of online engagement, forced by the pandemic has upgraded competencies in this area within ASPBAE and among its members and partners. This offers the possibility for ASPBAE to adopt a wider variety of approaches to build and sustain its Community of Practice on ALE.

The ability to leverage the in-house knowledge, experience and competencies of its wide regional network has been a great privilege for ASPBAE. Its ability to harness this rich resource for the BLDC has been critical in ensuring the effectiveness and relevance of the Course.

And this too ...

ASPBAE thanks all its members who have acknowledged BLDC as an important capacity building avenue and have promoted it consistently through their engagement. In particular, the 2018 and 2019 BLDCs could not have been possible without the hosting and programmatic support of ACE Aotearoa, New Zealand and PEKKA, Indonesia respectively. They have ASPBAE's deep appreciation.

The BLDC Alumni of 2018 and 2019 are front and center of the BLDC Tracer Study. Their participation has fully enriched this exercise; their perspectives offering a wealth of insight that will surely guide future BLDC work and planning.

Special thanks go to ASPBAE President, Nani Zulminarni and ASPBAE EC members, Peter Clinton Foaese, Kim Anh, Eri Yamamoto, for their time, energy and selfless contribution as Course Directors of the BLDC 2018 and 2019 and for all the mentoring support they provided to the BLDC Alumni. Thanks, are also due to Maria Khan, Secretary General of ASPBAE for her overall guidance and steer of this study and of the BLDC through the years.

DVV International has been a strong and steady partner of ASPBAE in strengthening the practice of ALE in the region. Their sustained support to the BLDC through many years is much valued. ASPBAE also wishes to thank the Swiss Agency for Development and Cooperation (SDC): their partnership with ASPBAE has helped widen the BLDC's outreach especially to young leaders.

Heartfelt thanks go to Nadine Postigo, who accepted this responsibility of drafting the BLDC Tracer Study report, with diligence and rigour. Perhaps no one would have been better placed than Nadine to generate this Tracer Study report given her experience of attending BLDC in 2019 as process documenter.

And finally, Anita Borkar and Subrat Nayak richly deserve acknowledgement for their very able coordination and leadership over the BLDC Tracer Study. They conceptualized and run a process that not only offers a wealth of information on the outcomes of the BLDC, but that fostered a meaningful learning and exchange process well after the BLDC residential Course – thus building the elements of ASPBAE's ongoing Communities of Practice.

The BLDC Alumni (2018 & 2019)

The profiles of those who participated in the Tracer Study were collected through the reports they submitted and through some of the interviews conducted. Some information has also been taken from the official websites of their organisations.

This list also includes BLDC alumni whose reports on their post BLDC work were written instead through their notable actions advancing ALE, the SDGs and SDG4.

2018 & 2019 SOUTH ASIA ALUMNI



AFGHANISTAN

Jan Mohammad Ahmadian (*youth participant*)
Afghanistan National Education Coalition (ANEC)

Jan Mohammad Ahmadian is the Director-National Coordinator of ANEC and leads a nation-wide movement of CSOs towards achieving Education Agenda 2030. He is also engaged in more than 10 key Education Sector Meetings, which includes policy development platforms and CSOs advocacy networks at national and regional levels.



AFGHANISTAN

Karima Ghafoori
Afghan National Association for Adult Education (ANAF AE)

Karima Ghafoori is a Board Director in ANAF AE and also works as a Program Coordinator in Womanity Foundation, an international organization in Afghanistan, which has close cooperation and collaboration with the Ministry of Education for girls' education under Girls Can Code Project.



INDIA

Bhikan Dandgavhale
Abhivyakti Media for Development

Bhikan Dandgavhale has been engaged in the Accounts and Administration Unit of Abhivyakti, which provides and supports the needs of the various programs of the organization. He is also involved in the collective decision-making process which includes programmatic and organisational matters. Bhikan also deals with various government departments to explain their activities and objectives and facilitates relationship building with different funding agencies, corporate entities and individual donors for raising funds.



INDIA

Mahesh Shelar (*youth participant*)
Vikas Sahyog Pratishthan (VSP)

Mahesh Shelar hails from a small and remote village in Maharashtra. He has been living in Mumbai and working with VSP for the past 10 years, and is currently the Accounts Executive in its Finance Dept. Mahesh continues to follow his passion for social work. During the holidays, he goes to villages and conducts camps for the people in his community to build awareness on the government policies so that they can help themselves.



INDIA

Nishi Khandelwal

Nirantar, A Center for Gender and Education

Nishi Khandelwal oversees the Adult Women's Literacy, Education and Empowerment Programme in her organisation. The work includes planning and implementing programmes with partner organizations, developing context-specific gender sensitive material for adult learners and training of teachers. Nishi's role in conceptualizing the AE programme that addresses the needs and demands of learners while considering the changing context and making the AE programme relevant to the learners, matches her personality of someone who tries to understand different perspective and explore different ideas.



INDIA

Santosh Satpute

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

Santosh Satpute is an Administrative Assistant in ASPBAE and is in charge of all the administrative work of the organization. He has been with ASPBAE for more than a decade and has cherished his time with such a vibrant team and its noble work. Even though his work profile did not provide him with the space to engage more with the members and communities, he is still glad that he's associated with such an organisation who is promoting education at the regional level.



NEPAL

Aarju Hamal (*youth participant*)

Himalayan Health and Environmental Services Solukhumbu (HHESS)

Aarju Hamal is from Kathmandu and has completed her Master's degree in Public Health from the Thammasat University in Thailand. She's been working as a Program Coordinator at HHESS since 2013. She has experience in implementation of health, nutrition and education programs as well as advocating for equity and the provision of accessibility of services to the marginalized communities. Her ambition is to contribute to society and do her best to make her family happy.



NEPAL

Madan Pokharel

Youth Action Nepal (YAN)

Madan Pokharel has a long experience of working as a human rights activist at community and regional levels and more than 14 years of professional experience in the social sector. Over the years, Madan has built good relationships with the youth and other stakeholders at local, national and international levels. He is well equipped to deal with multiple challenges and is quite adept at capacity building, life coaching, team building and career counseling.



NEPAL

Nirijana Bhatta

Child Workers in Nepal (CWIN)

Nirijana Bhatta has been associated with CWIN since her childhood as she was a member of the child club. She started working in CWIN-Nepal in 2013 and is currently working as a Project Coordinator and is also the focal person for CWIN Child Participation/Child Club. She is leading one of the projects called 'Preventing Child Marriage', a project dedicated for policy advocacy on the issues of violence against women & girls and child marriage with the partnership of Plan-Nepal, Being part of the advocacy team of CWIN, Nirijana is engaged with different civil society networks, forums and policymakers.



NEPAL

Sukra Raj Maharjan

National Resource Center for Non-Formal Education (NRC-NFE)

Sukra Raj Maharjan is currently the Program Officer for NRC-NFE. He has been working in the field of Literacy and NFE programs on teaching developing learning materials, training for literacy personnel, networking and coordinating with the government, NGOs and development agencies through workshops or seminar advocating LLL/SDG4.



PAKISTAN

Muhammad Qamar Bashir

Gender & Community Development Foundation (GCDF)

Muhammad Qamar Bashir is the President of the Gender & Community Development Foundation. He is responsible for the execution of all policy decisions taken by the Executive Committee. He has been engaging at various regional and global platforms to understand the good practices and replicate the same in Pakistan through GCDF.



PAKISTAN

Sajid Pervaiz Gill

Bunyard Literacy Community Council (BLCC)

Sajid Pervaiz Gill is the District Coordinator for BLCC in Rahim Yar Khan district. His work for the organization includes implementation and execution of all district level activities and projects, as well as overall administration of the district, where he works closely with local communities and public departments.

2018 EAST ASIA ALUMNI



CHINA

Zhang Jie (*youth participant*)

Enjoy Volunteering

Zhang Jie is in charge of training college students for her organisation. She is also a trainer for village summer camp volunteers



MONGOLIA

Zolzaya Batkhuyag

Women for Change

Zolzaya Batkhuyag is the co-founder, former director, resource member and advisor for Women for Change. She is currently pursuing Master of Development studies at the University of Melbourne of Australia.



JAPAN

Yoichi Suzuki (*youth participant*)

Development Education Association and Resource Center (DEAR)

Yoichi Suzuki is engaged in working on lifelong learning on social justice, active citizenship and human rights. DEAR provides learning for building a more just and sustainable world.

2018 SOUTH EAST ASIA ALUMNI



INDONESIA

Rudianto

PEKKA

Rudianto is the Admin Head at PEKKA. Apart from his portfolio, he is also very sensitive towards the social issues and involves himself in all possible capacities in the remedial work of the organization. He played instrumental role in organizing the BLDC in 2019 which PEKKA hosted in Indonesia.

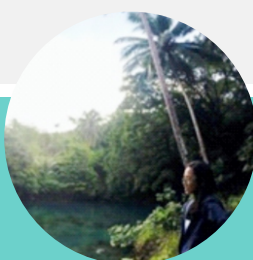


INDONESIA

Indri Sri Sembadra

Institut KAPAL Perempuan

Indri Sri Sembadra is from West Java and studied at the State Islamic University in Jakarta. She worked at KAPAL Perempuan in 2008 to 2012 and again in 2015 until present as the Resource Centre Coordinator. Her work involves coordinating Sekolah Perempuan (Women's School) in Jakarta, managing organisational documents through the Management Information System, managing social media publishing, supervising university students during internship or practical work, and coordinating women's economic empowerment and community radio initiatives in response to the COVID-19 pandemic.



PHILIPPINES

Lia Mai Alonzo (*youth participant*)

Center for Environmental Concerns (CEC)

Lia Alonzo is an environmental advocate and hopes to contribute to the development of local communities and society in general, by ensuring ecological balance. Lia works on research and advocacy, which involves awareness-raising activities at the grassroots and national level with the aim of encouraging initiatives for environmental conservation, rehabilitation and protection. This includes conducting trainings, workshops, conferences and forums.



PHILIPPINES

Ma. Lorena S. Dagatan

Philippine Rural Reconstruction Movement (PRRM)

Lorena Dagatan has been with PRRM for 22 years. She started as a community organizer and then as area team leader in a community forestry project in her hometown Camiguin. Lorena's career in development work encouraged and motivated her to passionately serve for the common good and be involved in other projects of PRRM in Eastern Samar with Oxfam and capacity development project on DRR in Misamis Oriental. Lorena was also part of the team who assisted their Cotabato branch to assist victims of 2018 earthquake.

2019 SOUTH EAST ASIA ALUMNI

INDONESIA

Dara Dwi Gusti Adriana (*youth participant*)
Network for Education Watch Indonesia



Dara Dwi Gusti Adriana started working at NEW Indonesia in June 2015 as an administrative staff and then became the Program Officer Monitoring and Evaluation in 2017 and is currently the Program Manager. She's also the youth representative in her NGO to create youth activities in their organization. Dara gained new knowledge from attending training workshops or national - international seminars. As a program officer at NEW Indonesia, Dara carries out programs which aim to improve the quality of education in Indonesia.

INDONESIA

Dian Trikanita (*youth participant*)
PEKKA Foundation



Dian Trikanita started working at PEKKA in mid-2014 as a field facilitator after graduating with a bachelor's degree in Economics. After joining PEKKA, she received trainings to improve her skills and knowledge in assisting PEKKA communities (Serikat Pekka). Dara's role in her organisation is to ensure the implementation of the programs in empowering women and also facilitates PEKKA community leaders to build an equal relationship with government officials and civil society organisations.

INDONESIA

Dian Martina Zebua (*youth participant*)
PESADA



Dian Zebua has been part of PESADA since 2006 and works as a field staff. She conducts discussions with women & youth groups, along with assisting women who are victims of violence.

TIMOR LESTE

Moises Charles (*youth participant*)
Civil Society Education Partnership (CSEP)



Moises Charles is a Program Officer in his organisation and leads in planning programs, mobilizing all members in the district to implement activities and advocacy support at the local and national level.

PHILIPPINES

Griderick L. Alila (*youth participant*)
Philippine Rural Reconstruction Movement



Griderick Alila is an education graduate but committed to do full-time work as a community facilitator along with being a local official in his community. He is the community facilitator at Philippine Rural Reconstruction Movement-Negros. He is also an environmental advocate and campaigns for renewable energy.



PHILIPPINES

Lito Tubag Jugatan

Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS)

Lito Jugatan has been the Chairperson of LAKAS since 2019. He focuses on conducting para-legal trainings and give information regarding the rights of the indigenous people in their community. He emphasises that the youth need to know their laws to protect their rights and enhance competency. Lito also push on training with organic farming as they want to push to be formally recognized and be known for it.



MYANMAR

Arkar Moe Thu

Yangon University Teacher Association

Arkar is an education advocate promoting the SDG4 agenda. He is also a human rights activist. Currently, he is an active member of the Yangon University Teachers' Association (YUTA).



TIMOR LESTE

Veronica de Sousa

Action for Change Foundation (ACF)

Veronica is the Executive Director of Action for Change, a respected NGO in Timor Leste working with young people. She has been engaging at various platforms on the issues of education. She is especially very interested and active on ASPBAE's Youth Action Research (YAR) promoted in the region.

2018 SOUTH PACIFIC ALUMNI



NEW ZEALAND

Melissa Lama (youth participant)

Adult and Community Education (ACE) Aotearoa

Melissa Lama is a Board member of the PYLAT Council — Pacific Youth Leadership And Transformation in Otautahi (Christchurch), an NGO working across education and health sectors, supporting Pacific young people to participate in democracy and access leadership opportunities. She has a strong community profile in advisory and representative roles for youth: to government and democracy education, on health and education matters, diversity, multiculturalism, Tongan university student association, and Pacific women.



NEW ZEALAND

Jason Tiatia

Ara institute of Canterbury and Adult and Community Education Aotearoa

Jason Tiatia joined Ara institute of Canterbury and ACE Aotearoa after needing to rediscover something he's passionate about after retiring from playing Rugby. He was a sports coordinator and Sports Tutor 14 years ago. He conducts sports training and coaches students who didn't complete school education. He became a senior academic staff member and teaches Pacific culture and language. He presents and delivers the Pasifika Cultural Competency for teachers and staff and also shares on how to better engage and communicate using cultural values. He also teaches Samoan language courses.



PAPUA NEW GUINEA

David Kumie
PEAN

David Kumie is the national coordinator of the PNG Education Advocacy Network (PEAN) the national education coalition in Papua New Guinea. David Kumie participated in the HLPF in 2020 and reacted to the reporting of the Voluntary National Review (VNR) from Papua New Guinea at the Ministerial presentation of their VNRs on the implementation of the SDGs.



VANUATU

Shirley Abraham
Kolisen Blong Leftemap Edukesen (KoBLE)

Shirley Abraham is originally from an island in the northern part of Vanuatu but moved to Port Vila to go to school. She is the national coordinator for KoBLE, a local civil society organisation advocating for quality education for the disadvantage groups.



AUSTRALIA

Jake Donohue
Adult Learning Australia via the Young Entrepreneurs Program at Port Macquarie Community College

Jake Donohue graduated from the Young Entrepreneurs at the Adult Learning Australia via the Young Entrepreneurs Program at Port Macquarie Community College (PMCC) in late 2018. He became an active member of the Clontarf Foundation as a public speaker, mediator and ambassador with business and the local community and working with other local community groups.

2019 SOUTH PACIFIC ALUMNI



NEW ZEALAND

Vivienne Reti (*youth participant*)
Adult and Community Education (ACE) Aotearoa

Vivienne Reti is the administrator for ACE Aotearoa, the lead body for the Adult and Community Education (ACE) sector, providing professional development, policy and communication services. Her primary role is to manage the administrative function of the national office, within a small team environment, including working with the Director and supporting the governance structure, supporting participation in design and co-facilitation of professional learning events, managing sector consultation and promulgating representative voice into policy development and across core business.



PAPUA NEW GUINEA

Penial Kabilo (*youth participant*)
HELP Resources

Penial Kabilo joined HELP Resources after graduating from PNG University and is the Project Head for the project 'Vendors Voice shaping informal economy development'. He is involved in educating vendors on their rights, the law, policy and strategy on informal economy. He also runs trainings and helps facilitate meetings of vendor groups. Penial liaises with provincial and local government authorities and local vendors leaders. He works with the youth on giving them a voice in informal economy.

PAPUA NEW GUINEA

Abraham Matafolu (*youth participant*)

Papua New Guinea Teachers' Association (PNGTA)



Coming from the remote Goodenough Island in Milne Bay gave Abraham Matafolu a broader and better understanding of the challenges most communities in rural Papua New Guinea face every day and the struggle teachers encounter in rural areas. Abraham has been part of the PNGTA after graduating in 2017 as a Publications Officer. In April 2019, Abraham was appointed as a research and industrial officer wherein he does the research, writes policy papers for the Association, and attends to the teachers' cases daily on issues such as less, irregular or no payment, termination, and general welfare matters.

2019 CENTRAL PACIFIC ALUMNI

KYRGYZSTAN

Anastasia Dmitrienko (*youth participant*)

League of Innovative Development

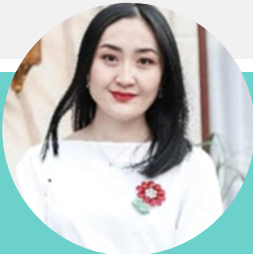


Anastasia Dmitrienko is a researcher, analyst and head of the consulting and analytical in "League of Innovative Development" (LID). She started to conduct researches in education in 2016 as a member of Education Coalition in Kyrgyzstan. In September 2020, Anastasia began to give lectures at the university in the Department of Management and also leads courses on business management and consulting. LID has conducted several studies and activities to promote SDG 4 in Kyrgyzstan since 2018.

KYRGYZSTAN

Chinara Abdymomunova (*youth participant*)

Public Association "Youth of Osh"



Chinara Abdymomunova is a program manager for the Public Association 'South of Osh'. She loves working with young people and getting their opinion on the future and making a significant contribution to their development, improving their skills together with her team. They're currently implementing more than 8 projects aimed at improving youth access to education and their living conditions. Youth of Osh is also doing their part in helping others overcome the difficult consequences of the pandemic (COVID 19) in their target locations.

TAJIKISTAN

Abdulatif Gafforov

Public Organization "Fund for Society Development"



Abdulatif Gafforov is the Deputy Director of the Public Organization 'Fund for Society Development'. He has been a Human Rights Activist and has been engaging in various programs promoting livelihood for women.

2018 Compete List of BLDC Alumni

SOUTH ASIA

1. Suraj Pawar

Azad Foundation, India

www.azadfoundation.com

EAST ASIA

2. Zhang Jie

Enjoy Volunteering, China

www.yiweiqingnian.org

3. Xue Hualing

Chinese Adult Education Association, China

4. Zolzaya Batkhuyag

Women for Change, Mongolia

5. Yoichi Suzuki

Development Education Association and
Resource Center, Japan

www.dear.or.jp

SOUTH EAST ASIA

6. Indri Sri

Kapal Perempuan, Indonesia

www.kapalperempuan.org

7. Rudianto

Pemberdayaan Perempuan Kepala Keluarga,
Indonesia

www.pekka.or.id

8. Lorena Dagatan

Philippine Rural Reconstruction Movement,
Philippines

www.prrm.org

9. Lia Mai Alonzo

Center for Environmental Concerns, Philippines

www.cecphils.org

10. Hong Vu

Vietnam Association for Education for All,
Vietnam

www.vaefa.edu.vn

SOUTH PACIFIC

11. Jake Donohue

Adult Learning Australia Inc., Australia

www.ala.asn.au

12. Melissa Lama

Adult and Community Education Aotearoa,
New Zealand

www.aceaotearoa.org.nz

13. Richard Hape

Adult and Community Education Aotearoa,
New Zealand

www.aceaotearoa.org.nz

14. Jason Tiatia

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22. Reycian Perangco

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Action for Change Foundation, Timor Leste

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Annexure 1

Basic Leadership Development Course 2018

November 25 to 30, 2018

Auckland, New Zealand

Program Schedule

Time	Session	Facilitators
Day 0 – Saturday, 24 November, 2018		
10:30 to 11:00	Arrival of participants and Registrations	ACE Aotearoa team
14:00 to 14:30	Arrival of participants and Registrations	ACE Aotearoa team
17:00 to 17:30	Arrival of participants and Registrations	ACE Aotearoa team
Day 1 – Sunday, 25 November, 2018		
9:15 to 9:30	Assemble in the hotel foyer. Leave for Te Manukanuka o Hoturoa Marae	
9:30 to 10:00	<u>Session 1 a</u> Pōwhiri (<i>formal welcome</i>) Welcome to the South Pacific region	
10:00 to 10:30	<u>Session 1 b</u> Welcome to ASPBAE's BLDC	Colin Mc Gregor and ACE Aotearoa team Kim Anh, Eri Yamamoto and Peter Clinton BLDC 2018 Course Directors
10:30 to 11:00	TEA TOGETHER	
11:00 to 13:30	<u>Session 2</u> Whakawhanaungatanga (<i>relationship, kinship, sense of connection relationship through shared experiences and working together which provides people with a sense of belonging</i>)	Peter Clinton & Anita Borkar
13:30 to 14:30	LUNCH TOGETHER	
14:30 to 15:15	<u>Session 3 a</u> Orientation to BLDC 2018	Kim Anh & Eri Yamamoto
15:15 to 15:30	<u>Session 3 b</u> Learning Groups - Ako (<i>inter-changeable role of teaching and learning, based on the relationship of the educator and their learner/s. Sometimes the educator is learning from the learner, and sometimes the learner is teaching. Ako is grounded in the principle of reciprocity</i>)	Peter Clinton & Anita Borkar
15:30 to 16:00	TEA TOGETHER	
16:00 to 17:30	<u>Session 4</u> Learning to share our stories	Analiese Robertson & Anita Borkar
17:30	Leave for Rydges Hotel	
19:00 to 20:30	Welcome Dinner	ACE Aotearoa team
20:30 to 21:00	Facilitation Team meeting	BLDC 2018 Facilitation team

Day 2 Monday, 26 November, 2018		
09:00 to 09:30	Recap of Day 1	Learning Group A
09:30 to 11:00	Session 5 Perspectives on Youth and Adult Education and Lifelong Learning	Sandra Morrison President, ICAE
11:00 to 11:30	<i>TEA TOGETHER</i>	
11:30 to 13:00	Session 6 BLDC Film Festival	Peter Clinton & Eri Yamamoto
13:00 to 14:00	<i>LUNCH TOGETHER</i>	
14:00 to 15:30	Session 7 Sustainable Development Goals & SDG 4	Kim Anh & Bernie Lovegrove
15:30 to 16:00	<i>TEA TOGETHER</i>	
16:00 to 16:45	Session 8 a Overview of the Learning Exchanges	Analiese Robertson & Peter Clinton
16:45 to 17:30	Session 9 Skills Lab: Active Listening	Peter Clinton & Eri Yamamoto
17:30 to 17:40	Conclude Day 2	Analiese Robertson
18:00 to 18:30	Facilitation Team meeting	BLDC 2018 Facilitation team
18:00 onward	<i>SELF - ORGANISED DINNER</i>	
Day 3 Tuesday, 27 November, 2018		
09:00 to 9:30	Recap of Day 2	Learning Group B
9:30 to 12:30	Session 8 b Learning Exchanges	Course Directors
12:30 to 13:30	<i>LUNCH WITH THE ORGANISATIONS</i>	
13:30 to 15:00	Session 8 c Debriefing the Learning Exchange	Learning Exchange Groups
15:00 to 15:30	<i>TEA TOGETHER</i>	
15:30 to 17:15	Session 8 d Reflections and Synthesis from the Learning Exchanges	Bronwyn Yates, Pale Sauni, Peter Clinton & Analiese Robertson
17:15 to 17:30	Conclude Day 3	Analiese Robertson
17:30 to 18:00	Facilitation Team meeting	BLDC 2018 Facilitation team
18:00 onward	<i>FREE EVENING & SELF-ORGANISED DINNER</i>	

Day 4 - Wednesday, 28 November, 2018		
9:00 to 9:30	Becap of Day	Learning Group C
9:30 to 11:00	Session 10 Education for sustainable development (SDG 4.7)	Robbie Guevara and Eri Yamamoto
11:00 to 11:30	TEA TOGETHER	
11:30 to 13:00	Session 11 Global Citizenship Education	Peter Clinton and Kim Anh
13:00 to 14:00	LUNCH TOGETHER	
14:00 to 15:30	Session 12 Gender Equality in Education	Anita Borkar and Analiese Robertson
15:30 to 16:00	TEA TOGETHER	
16:00 to 17:30	Session 13 Skills Lab: Team Building and Leadership	Eri Yamamoto and Kim Anh
17:45 to 18:15	Facilitation Team meeting	BLDC 2018 Facilitation team
18:30 to 20:00	Cultural Evening	
20:00 onward	SELF - ORGANISED DINNER	
Day 5 - Thursday, 29 November, 2018		
9:00 to 9:30	Recap of Day 4	Learning Group D
9:30 to 11:00	Session 14 Youth and Education	Peter Clinton & Anita Borkar Suraj Pawar - Men and Gender Zhang Jie - Volunteering Hong - Reproductive rights of deaf youth Zolzaya Batkhuyag - Artivism Melissa Lama - Indigenous youth
11:00 to 11:30	TEA TOGETHER	
11:30 to 13:00	Session 15 Education Advocacy: Platforms and Spaces	Kim Anh & Bernie Lovegrove with COESI, PEAN, KOBLE and VAEFA participants
13:00 to 14:00	LUNCH TOGETHER	
14:00 to 15:30	Session 16 Skills Lab: Negotiation skills	Kim Anh & Eri Yamamoto
15:30 to 16:00	TEA TOGETHER	
16:00 to 18:00	Session 17 City Tour	
18:00 to 18:30	Facilitation Team meeting	BLDC 2018 Facilitation team
18:00 onward	SELF - ORGANISED DINNER	

Day 5 - Friday, 30 November, 2018		
9:00 to 9:30	Recap of Day 4	Learning Group E
9:30 to 11:00	<u>Session 18 a</u> Co-creating Action Plans	Course Directors
11:00 to 11:30	<i>TEA TOGETHER</i>	
11:30 to 13:00	<u>Session 18 b</u> Sharing Action Plans	Course Directors
13:00 to 14:00	<i>LUNCH TOGETHER</i>	
14:00 to 15:30	<u>Session 19</u> Reflections and graduation ceremony	Course Directors
15:30 to 16:30	<u>Session 20</u> Poroporoaki <i>(ceremony of farewell and thanksgiving)</i>	Course Directors
16:30 to 17:00	<i>TEA TOGETHER</i>	
17:00 to 18:00	Facilitation Team Meeting	BLDC 2018 Facilitation team
18:00 onward	<i>SELF-ORGANISED DINNER</i>	
Saturday, 01 December, 2018		
	Check out of Rydges Hotel and departures	ACE Aotearoa team

Annexure 2

Basic Leadership Development Course 2019

November 12 to 17, 2019

Bogor, Indonesia

Program Schedule

Time	Session	Facilitators
Day 1 - Tuesday, 12 November, 2019		
8:30 to 9:00	Registration of Participants	PEKKA & ASPBAE
9:00 to 9:30	Cultural invocation	PEKKA
9:30 to 9:45	Session 1 a Welcome to Indonesia	Nani Zulminarni
9:45 to 10:15	Session 1 b Welcome to ASPBAE's BLDC	kim Anh & Peter Clinton
10:15 to 10:30	Session 2 Participant Acquaintance Self-introductions using country maps	Anita Borkar
10:30 to 10:45	<i>TEA & COFFEE BREAK</i>	
10:45 to 12:00	Session 2 (contd.) Participant Acquaintance Participants share the location of their home & organisation in the map and two special features of their land & people	Anita Borkar
12:00 to 13:00	<i>LUNCH BREAK</i>	
13:00 to 14:00	Session 3 Orientation to BLDC 2019 Group work on expectation clarifications Learning Groups	Kim Anh, Peter Clinton and Anita Borkar
14:00 to 15:30	Session 4 Perspectives on Youth & Adult Education Input and Group Work	Johann Heilmann
15:30 to 15:45	<i>TEA & COFFEE BREAK</i>	
15:45 to 17:15	Session 5 SDGs and SDG 4 in the context of Lifelong Learning Presentation and Group Work	Johann Heilmann
17:15 to 17:30	Journal writing for all Preparation for the Recap by Learning Group A	

Day 2 Wednesday, 13 November, 2019		
8:30 to 9:00	Recap of Previous Day and beginning Day 2	Learning Group A
9:00 to 9:30	<u>Session 6</u> Overview of Adult Learning Principles Share the story of transformative learning experience in the Learning Groups and present the factors leading to the transformation	Anita Borkar and Kim Anh
10:30 to 10:45	<i>TEA & COFFEE BREAK</i>	
10:45 to 12:00	<u>Session 7</u> Understanding our sub-regional context on education and development Sub-regional group activity	Nani Zulminarni and Anita Borkar
12:00 to 13:00	<i>LUNCH BREAK</i>	
13:00 to 15:00	<u>Session 8</u> Film Festival	Peter Clinton and Kim Anh
15:00 to 15:15	<i>TEA & COFFEE BREAK</i>	
15:15 to 17:00	<u>Session 8</u> Film Festival (continued)	Peter Clinton and Kim Anh
17:00 to 17:15	Orientation to the Field Visits	PEKKA team
17:15 to 17:30	Journal writing for all Preparation for the Recap by Learning Group B	
Day 3 - Thursday, 14 November, 2019		
8:30 to 9:00	Recap of Previous Day and beginning Day 3	Learning Group B
9:00 to 12:00	<u>Session 9 a</u> Learning from the local context of Indonesia	PEKKA team
12:00 to 13:00	<i>LUNCH BREAK</i>	
13:00 to 15:00	<u>Session 9 a (continued)</u> Learning from the local context of Indonesia	
15:00 to 15:15	<i>TEA & COFFEE BREAK</i>	
15:15 to 17:15	<u>Session 9 b</u> Learning Exchange Synthesis of learning from the site visits	Nani Zulminarni
17:15 to 17:30	Journal writing for all Preparation for the Recap by Learning Group C	

Day 4 – Friday, 15 November, 2019		
8:30 to 9:00	Recap of Previous Day and beginning Day 4	Learning Group C
9:00 to 10:30	<u>Session 10</u> Integrated Frameworks for AE & LLL (Global Citizenship Education)	Kim Anh and Peter Clinton
10:30 to 10:45	<i>TEA & COFFEE BREAK</i>	
10:45 to 12:00	<u>Session 11</u> Integrated Frameworks for AE & LLL (Education for Sustainable Development)	Kim Anh and Peter Clinton
12:00 to 13:00	<i>LUNCH BREAK</i>	
13:00 to 14:30	<u>Session 12</u> Integrated Frameworks for AE & LLL (Gender Equality and Education)	Anita Borkar and Nani Zulminarni
14:30 to 15:30	<u>Session 13</u> Youth and Education	Peter Clinton and Anita Borkar
15:30 to 15:45	<i>TEA & COFFEE BREAK</i>	
15:45 to 17:15	<u>Session 14</u> Skills enhancement workshop	Kim Anh and Peter Clinton
17:15 to 17:30	Journal writing for all Preparation for the Recap by Learning Group D	
Day 5 – Saturday, 16 November, 2019		
8:30 to 9:00	Recap of Previous Day and beginning Day 5	Learning Group D
9:00 to 12:00 with Tea/Coffee Break	<u>Session 15</u> Skills enhancement workshop in the Botanical Garden	Kim Anh, Peter Clinton and Anita Borkar
12:30 to 13:30	<i>LUNCH BREAK</i>	
13:30 to 15:30	<u>Session 16</u> Education Policy Advocacy Presentation of advocacy stories from national coalitions Group work to explore definition of advocacy	Kim Anh with Nani Zulminarni
15:30 to 15:45	<i>TEA/COFFEE BREAK</i>	
15:45 to 16:00	Journal writing for all Preparation for the Recap by Learning Group E	
18:00 onward	Cultural Evening and Solidarity Dinner	Nani with PEKKA team

Day 6 – Saturday, 17 November, 2019		
8:30 to 9:00	Recap of Previous Day and beginning Day 6	Learning Group E
9:00 to 10:15	Session 17 Co-creating Action Plans Participants identify and share actions to advance SDG 4 at the local and/or national level	Facilitation Team
10:15 to 10:30	<i>TEA & COFFEE BREAK</i>	
10:30 to 12:00	Session 17 (contd.) Co-creating Action Plans	Facilitation Team
12:00 to 13:00	<i>LUNCH BREAK</i>	
13:00 to 14:00	Session 18 Sharing our Gifts Letter to oneself on the picture postcard Sharing affirmations	Course Directors
14:00 to 15:00	Session 19 BLDC Evaluation Feedback on Mentimeter BLDC Feedback Form	Course Directors
15:00 to 15:15	<i>TEA & COFFEE BREAK</i>	
15:15 to 17:15	Session 20 "Fare-well" Certificates & Closing Thank All!	Course Directors

About ASPBAE

The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative and liberating, lifelong adult education and learning. It strives to forge and sustain an Asia-Pacific movement dedicated to mobilising and supporting community and people's organisations, national education coalitions, teachers' associations, campaign networks, and other civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments, ensuring the right of all to education, and upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding. ASPBAE publications form an integral part of ASPBAE's information, education, and advocacy activities and efforts, and seek to support sharing and learning among education stakeholders, advocates, practitioners, analysts, and policymakers. The reader is therefore encouraged to write to ASPBAE if they wish to use the material contained herein for reproduction, adaptation, and translation and to provide feedback that could help in further improving these publications.



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