

# The BLDC Footprint

Tracer Study Report of the BLDC Alumni 2021



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## PREFACE

The Basic Leadership and Development Course (BLDC) is Asia South Pacific Association for Basic and Education's (ASPBAE) programme that contributes to improving the impact of its education movement in the region.

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 2021. 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 Tracer Study report.

This tracer study discusses the outcome of the Asia South Pacific Association for Basic and Adult Education's (ASPBAE) Basic Leadership and Development Course (BLDC) 2021 alumni. The main objective of this study is to track and document the applications of the learning from BLDC of the 34 participants into their ongoing organizational work since the completion of the BLDC.

## BLDC 2021 – BLENDED MODE

On October 25-30 2021, 9 participants from India, 10 from Mongolia, and 15 from Timor Leste gathered in their own countries as they took part in the first blended BLDC. The host organization for each country were: Abhivyakti Media for Development (India), All For Education & Mongolia Education Alliance (Mongolia), and Civil Society Education Partnership (Timor-Leste). The local facilitation teams were also comprised by different batches of BLDC alumni.

These 34 participants were the first to take part in the blended Basic Leadership Development Course, which had online and face-to-face sessions. Given the COVID-19 context and varying restrictions on international travels and safety protocols in the different countries of the region, the BLDC was pursued in a blended modality covering members in very limited number of countries to respond to this exceptional context of the pandemic. ASPBAE pursued this modality in BLDC hoping that all will harvest lessons from this contextual adaptation that will help advance adult learning and education (ALE) agenda and support resilient education systems within a lifelong learning framework.

The main aim for BLDC 2021 was to engage leadership from the Asia Pacific region to

foster greater interlinkages between education and the wider Sustainable Development Goals (SDGs), and strengthen interaction between practitioners of youth and adult education and advocates of SDG4 to appreciate and strengthen resilient approaches to Adult Learning and Education (ALE). BLDC 2021 also targeted to develop a critical understanding of the contexts in the Asia Pacific and the COVID-19 pandemic that has exacerbated the impact on education, specifically of adults and young people.

### LEARNING DOMAINS

- I. Transformative Adult Learning and Education**
- II. Regional education and development context and the impact of COVID- 19**
- III. SDGs & SDG 4 in the context of Lifelong Learning**
- IV. Education Policy Advocacy**
- V. Leadership Skills**
- VI. Integrated frameworks Gender**
  - Equality in Education
  - Youth and Education
  - Education for Sustainable Development
  - Disability Inclusive Education
  - Disinformation, fake News, and Threats to Democracy
  - Education in Emergencies



## PURPOSE OF TRACER STUDY

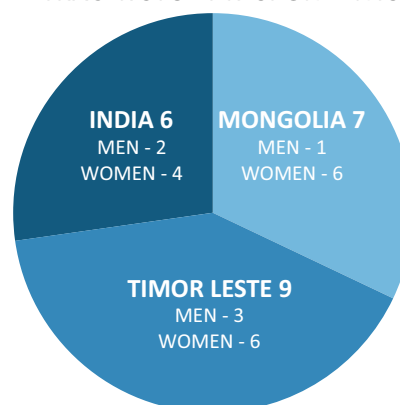
The Tracer Study, which ASPBAE is committed to, aims to track and document the application of learning of the BLDC participants. All of the participants identified their key learnings from the BLDC and see how they can apply it in their domain of work and the ongoing educational projects in their own organizations back in their respective countries. ASPBAE carried out the tracer study to understand the experiences of the participants, especially with regard to implementing and supporting SDG 4 objectives and see the effectiveness of the BLDC as a capacity building program.

The Action Plans was explained during the BLDC that the participants can take up one or multiple activities that they initially wrote when they applied. The details of the action plan were to be finalized with their colleagues in the organisation. ASPBAE also offered mentoring support to all participants for the implementation of their action plan, meanwhile their organizations were expected to provide resources (space, time and funds) so that they will be able to accomplish their objectives and complete their activities.

The Tracer Study will also contribute to the Community of Practice - practitioners of transformative adult learning and education in the region coming together to build a regional community of practice. The first tracer study done was with the alumni of BLDC 2018 and 2019, which can be found on the ASPBAE website ([www.aspbae.org](http://www.aspbae.org))

The local facilitation team comprised of the individuals from the local host organisation who are the alumni from past BLDCs extended their help not only during the hybrid BLDC session but remained to be a valuable support system as they assisted with the coordination of the action plan reports from the alumni post-BLDC. ASPBAE relied on them to follow up with the participants for the tracer study which saw 23 (out of 34 alumni) submitted action plan reports. There were 6 from India, 7 from Mongolia, and 9 from Timor Leste.

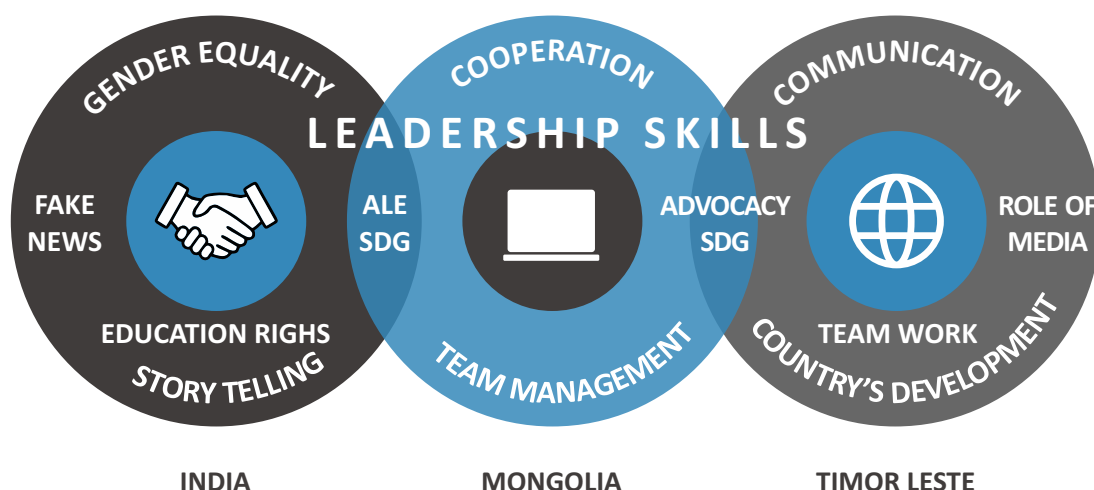
TRACER STUDY RESPONDENTS



## KEY LEARNINGS OF THE BLDC 2021 ALUMNI

The participants from India, Mongolia and Timor Leste identified the skills, knowledge and understanding that they acquired from attending the BLDC course that benefitted them in their personal and professional development that they are able to use in their organisations. The main ones shared by the BLDC 2021 alumni are as follows:

### Key Learnings from BLDC 2021



## INDIA

### Abhivyakti Media for Development

**Shubhangi Bagul** (facilitator for the participatory action research program) described how she learned to address an audience, how to identify leadership qualities, the importance of storytelling (content) and listening. The course also helped him understand how his area of work contributes to SDG 4 & to other SDGs. *"The BLDC has contributed additionally in my existing understanding of gender equality, and how gender equality in education is important. It improved my clarity on the concept of adult learning education and further helped to understand various educational rights."*

**Sandip Medhe** (media production and training program facilitator) shared that he discovered more about the impact of the SDGs in their work, as well as how fake news contributes to their lives especially in the grassroots communities. He realized that learning is not limited to academic years nor is it only experienced from early childhood years to college, but it can involve adults at an older (age) level. Sandip also appreciated how their fellow participants from Mongolia and Timor-Leste presented videos and games that motivated him to improve on his engagement as well.

### Vikas Sahyog Pratishthan

**Sandip Dhote** (district program executive) described how the BLDC 2021 clarified all the specific concepts contributing to a clearer understanding of the SDGs and how to categorise and analyse the issues and problems using the SDG framework. It also facilitated his learning on the appropriate use of skills with a time-sensitive approach for intervention at the local level to solve the issues. *"The course enhanced my knowledge resources through the interaction with participants from other countries in the region."*

### Azad Foundation

**Snehlata Shukla** (program director and core team member) stated that the BLDC helped her plan learning strategies and to be mindful with the usage of social media.

**Saraswati** (specialist of the program with adolescent girls) highlighted how the BLDC gave her a deeper understanding of the work that Azad does. She also learned through the skill enhancement workshop that wellbeing is also an essential element of leadership and realized how everyone can display leadership every day, whether in their personal or professional lives.

### Laya Resource Center

**Lova Raju** (part of the alternative tech unit and teacher) shared that he learned the importance of building and working in a network. *"We gain strength from each other and leverage on the strength and resource of each other. Being in a network generates a collective voice."* Lova also appreciated the participatory teaching method in the BLDC. It sharpened his participatory teaching skill and he feels that it will certainly help him conduct training sessions with both adults and children. He was also impressed with the team work of the local host, Abhivyakti, who put a great team effort to pull the training off. *"In a sector like ours, it is so important to learn to work in a team environment and I did see that during BLDC 2021."*

## MONGOLIA

### Mongolian Education Alliance

**Dolgorsuren Battumur** (trainer) highlighted that the BLDC gave her more understanding of the contexts in the Asia Pacific and the impact of the COVID-19 pandemic on education, specifically on adults and young people. She added learning about policy frameworks that enable building of resilient approaches for basic, youth, adult education and lifelong learning. She also understood that adult learning principles and lifelong learning perspectives need to be transformative, gender-just, right-based, and contribute to sustainable development. Dolgorsuren also took note of the skills needed to support networking in mobilising leadership among basic youth and adult education practitioners and education policy advocates in the Asia Pacific region and resilient approaches and systems of education and promote transformative learning agenda in education at national and regional levels.

### All for Education

**Sansarmaa Khurelbaatar** (researcher), stated that she was able to comprehend development policies in the global context, leadership skills and advocacy for capacity of building policy, and transformative learning agenda in education at national and regional levels.

**Batchimeg Batzorig** (in-charge of logistics, communication and coordinator of youth projects) echoed everyone's realization on how their leadership skills and cooperation skills improved after the BLDC, along with learning more about the concept of advocacy. Batzorig Nerguibaatar (in-charge of external evaluation and policy studies) stated that his learnings from the BLDC included deeper understanding on the concept of adult learning, advocacy for education and team management

**Altangul Bolat** (researcher), and Egiimaa Banzragch (trade union leader of Secondary school №12) put leadership skills and cooperation skills at the top of their list. Altangul gained a deeper understanding for advocacy, while Egimaa felt more equipped after learning more about the Sustainable Development Goals.

### Youth Policy Watch

**Boditsetseg Tsendsuren** (communication and coordinator of youth projects) stated how she felt the advantage of learning a language as it is the way to communicate to the world. She also learned more about advocacy concepts and cooperation skills.

## TIMOR LESTE

### Marginalized Youth Forum

**Angela Soares** (leader for marginalized youth), Feliciano Soares (coordinator), and Maria Gonçalves (municipality coordinator) highlighted how the BLDC enhanced their skills in organizing, communication, team work, and advocacy. Their knowledge on media usage, the SDGs (specifically SDG 4) and ASPBAE's work in South East Asia and the Pacific also deepened.

**Angela Soares** also shared how their field visit to Ermera Ai-Kulat Mutin Organiku (EAMO or White Mushroom Ermera in English), an initiative by BLDC participant and President of the Marginalized Youth Forum (MYF) Januario Gonçalves, made an impact to her as it showed their innovation in producing mushrooms and how it can be a sustainable livelihood program.

**Agostinha Lopes** of MYF added that the BLDC taught her how to give better group discussions and presentations and interpretation of videos. She was also able to exchange learnings with other learners.

**Maria Isabel Soares** (coordinator) gained better knowledge about ASPBAE's work, learned about leadership skills, media, communication and the SDGs.

### Civil Society Education Partnership (CSEP)

**Flora António Maria do Rosário Cardoso** (finance officer) explained how certain activities from the BLDC made a lasting impression on her. From the learning group discussions, she became an attentive listener and active communicator, developed mutual respect for differences in completing tasks, learned the importance of cooperation, openness and good relationship. When their group was tasked to do the recap for the day, she learned the importance of being disciplined and focused especially during training sessions like in leadership. *"With the recap day, I saw my ability in terms of summarizing the beauty of language style,*

*illustration and detailed explanations."* She also found the ice breakers to be very interesting and helpful.

### Many Hands One Nation (MAHON)

**Angelo Fernando Ximenes** stated how he felt that what he learned regarding leadership can lead him in his career in terms of leading his staff and constituents. He got a better grasp on the concept of developing a program in the office and training materials, thus increasing his personal knowledge as an Executive Director, trainer and facilitator.

### FUNERO

**Rosita Da Silva** (coordinator) stated that she learned about the development in the health and education sector for young people and children in Timor Leste. The BLDC helped deepen her understanding about the SDGs, primarily SDG4. This also enhanced her knowledge about ASPBAE and its work. The field visit made Rosita acknowledge skill of young people from Ermera Municipality to develop white Mushroom and their diverse use of mushroom.

## ACTIVITY / ACTIVITIES PLANNED BY ALUMNI TO APPLY THE LEARNING FROM THE BLDC IN THE ON-GOING WORK OF THEIR ORGANISATION

### INDIA

#### Abhivyakti Media for Development

**Sandeep Medhe** proposed to conduct a capacity building training related to group media and leadership for grassroots communities. He wished to reach out to at least one village from the Trimbakeshwar block of Nashik district and select around 10–15 young girls and boys to train them with group media creation skills (how to create puppets, flash-cards, flannel stories and how to narrate a story). *“My aim was to capacitate them so that they would be able to take up issues and concerns from their community. The use of 'group media skills' will enable them to portray the reality of the concerned topics. Through our work with the 'Shodhini' (female seeker) project, we became aware that the issue of education drop-outs and early marriage was a priority, so I would like to take up these issues during my field work.”*

**Shubhangi Bagul** planned activities that involved students (14 - 20 years old) and teachers to be taught more about inclusive education with the purpose of helping build an inclusive culture in the school and also sensitize them. Shubhangi hopes that after these activities, it would lead the participants to develop primary understanding about (inclusive) education, importance of informal education and its scope. She also aims to make participants realise the need for behavioral change in school among students and teachers towards making an inclusive school environment.

#### Azad Foundation

**Snehlata Shukla** stated that she would like to work on identifying the gap with the number of trained women and determine why they are not involved in non-traditional livelihood. *“It was quite an amazing experience to know where we are lacking and why women deny or are denied to go in non-traditional*

*livelihood opportunity after so many efforts.”* She wants to know what the actual issue is and what efforts are required to ensure more placement in non-traditional livelihood, especially in two wheelers. *“As a delivery executive, I will initiate a process based on my learnings from the BLDC.”*

**Saraswati** set her sights on doing an 'Eco system building' from December to February 2022. This plan enables a supportive environment in the family, demonstrate actions that reflect attitude and behavioral changes in parents, siblings, and community. Azad Kishori (young girls) Leaders who are continuing their education will also be able to negotiate in delaying early child marriage and let the children exercise their choice in having a partner.

#### Vikas Sahyog Pratishthan

**Sandip Dhote** planned interventions focused on the youth such as organising interactive meetings with the youth in 10 villages, understand the literacy status of those identified villages, discuss and analyse the barriers or disruptions in completing the education of the youth and distribute relevant study material to them.

#### Laya Resource Center

**Lova Raju** joined the drafting team in Laya to create a participatory teaching curriculum and teaching aid as a bridge course for children who have dropped out from school, so that they develop the required competency and return to formal school. He also planned to mobilise the local community by having regular meetings with them and ensure their participation in program run by Laya. Especially in the field of climate change education and for the education of children.



## MONGOLIA

**Dolgorsuren Battumur** from the Mongolian Education Alliance, piloted two briefings about the BLDC to her colleagues during their staff meeting to share her learnings and findings from the course. She relayed how the South Asian and South East Asian countries were developing resilient approaches in teaching and learning and how these approaches had been strengthening the education sector in those countries along with the capacity of schools and teachers. She then planned several sessions on the topics that were presented in the BLDC about leadership, media literacy, fake news, etc. She also had discussions lined up regarding educational issues in Mongolia (analysis on Progress of ALE policy development), and shared the best practices from countries in the Asia Pacific Region.

The other alumni from Mongolia formed a team to work together to accomplish one action plan with the following members: **Amartuvshin Dorjsuren of the National University of Mongolia, Boditsetseg Tsendsuren of the Youth Policy Forum, Baigalmaa Shura of Beautiful Hearts Against Sexual Violence, Egiimaa Banzragch of Secondary school №12, Doljin Nergui of Youth Policy Watch and from All for Education Altangul Bolat, Batchimeg Batzorig, Baasanjargal Khurelbaatar, Sansarmaa Khurlebataar, and Batzorig Nerguibaatar (Professional Sociologists Association NGO)**

For their project *“Service accessibility in higher education institutions for the students with disabilities in the case of the National University of Mongolia”* (NUM), their goal was to identify the availability of infrastructure and services provision to the students with disabilities at the National University in Mongolia and to develop recommendations and advocate on policy reform based on the result of their research.

According to their activity plan, the group will be using document analysis, observation, interview and focus group discussion method to collect data then come up with advocacy activities using their research findings. During the document analysis, the group found out NUM already has their own medium-term development program to support students with disabilities. Therefore, they adjusted their plan and decided to evaluate how the development program was being used to support students with disabilities and how this program can be further improved.

The members also aimed to identify barriers and specific needs of the students with disabilities studying in NUM and submit their recommendations to the right department in the University according to legal regulation and procedures, help train the teachers and submit policy recommendations on draft bill. *“The results and recommendations of our project at this school will serve as a model for other schools to implement.”*

## TIMOR LESTE

### Marginalized Youth Forum

**Angela do .M Soares** intended to hold trainings on leadership, advocacy and agriculture to enhance the ability and skills of the marginalized youth in Gariwai and Wailili village. She wanted to motivate the marginalized youth to advocate for their own problems and that they may be acknowledged in terms of leadership, advocacy and agriculture.

**Maria Gonçalves** aimed to conduct training on leadership and advocacy to the marginalized youth and training on public speaking and basic English.

Both Angela and Maria shared the same activity to disseminate of the youth-led action research to the Director of SEFOPE, Director of Education, Director of the secretariat of state for vocational training and employment and Director of civil society support.

**Agostinha Lopes** also planned to disseminate the youth-lead action research to the same groups mentioned above as well as to the Director of the Secretariat of Covalima Municipality and to the Director of Covalima Youth Center. Agostinha also designed to conduct training on Life Skill Based Education and civic education. She aimed to help the local authority know about the real condition of the youth and students in the rural area and to understand the difficult situation that they faced during COVID 19.

**Januario Gonçalves** was inspired to train students on how to use social media responsibly, to have safe access (for school and work), to share opportunities to some families, and to teach about gender equality in a vocational school in Mota-Bandeira Atsabe sub-district. He wanted to enhance the ability and skills of the marginalized youth.

**Maria Isabel Soares** hoped to expand their local products to other municipalities by

training the marginalized youth. She also planned to give basic English classes to enhance the ability and skills of the marginalized youth in Sau village.

**Feliciano Soares** wrote down his plan to conduct training on leadership and public speaking to the marginalized youth from Talimoro Village in Ermera District. His objectives were to enhance the ability and skills of the marginalized youth in Talimoro Village, develop the mentality and self-confidence of marginalized youth in public speaking for them to be acknowledged in the community.

### MAHON

**Angelo Fernando Ximenes** planned to train the staff of MAHON, provide basic skills training to students who have learned in MAHON as an additional program, along with training young people in Atauro Municipality as a target for the programs studied from the BLDC.

**Flora António Maria do Rosário Cardoso**, finance officer in Civil Society Education Partnership (CSEP), planned to do a (follow up) finance capacity building training for CSEP members.

### FUNERO

**Rosita Da Silva** organised a training on social audit in Lautem Municipality with 10 participants (5 men, 5 women). This would be in coordination with the local NGO and the Marginalized Youth Forum. The objective of the activity is to develop the capacity of the marginalized youth so they may be acknowledged for their skills.

# DETAILS OF THE IMPLEMENTATION OF THE PLANNED ACTIVITY / ACTIVITIES

## INDIA

### Abhivyakti Media for Development

**Shubhangi Bagul** conducted a session on Education & Inclusive education at Ambai school in Trimbakeshwar, on the 20th of February 2022. The objective of the session was to sensitize students about formal & informal education and inclusive cultures in school. After getting acquainted with each other, they started to ask students questions such as why they were there, what is education, what do they think education is for, etc. Participants answered that education was about reading books, studying in school, mathematics, and the likes. *"We further asked if this is education, but which other kind of education can there be? At the end of the discussion, I explained the concept of formal and informal education."*

To lighten up the atmosphere Shubhangi and her colleagues conducted a game in which different methods of education were written on meta cards like 10th, ITI, farming, swimming, cycling and tailoring, which was then to be divided into formal and non-formal education categories. They then asked the participants to explain why the chosen terms or cards were grouped in either formal or informal education. The participants also shared that learning is a lifelong learning process that takes place through formal and informal learning.

After playing two games, the participants were asked what they disliked about themselves. Some of them responded that they disliked their noses, teeth, nails, feet, hair, etc. This



discussion was done to surface and address the inferiority complex among the students. *"We discussed how our physical shortcomings make us overthink and lead us to fall into inferiority complex traps. Apart from this, shortcomings are also developed due to caste, class, education, ability, intelligence discrimination and lead to deepening of the complexes. Participants became aware of this and affirmed it. At the end of the session, everyone promised to make a change on their own. They promised to not annoy, hit, abuse anyone and help those who do not understand what they have learned."*

The outcome Shubhangi saw included an increase of communication between the boys and the girls. The participants also found a new perspective regarding learning at informal education spaces.

**Sandip Medhe** did a recce (field visit) in villages where their 'Shodhini' project was active, just like he originally planned. *"I chose the Ambai village since primarily they showed interest in the activity and because the village was in a remotely location, meaning it lacks modern infrastructure and local administrative support."* The situation is dire, as migration is at its peak, thus there are many school drop-outs. Local livelihood sources are inadequate. Youth in this village spent most of their time in non-productive work like playing cards, watching television and wandering aimlessly. Only a few get engaged in farming and labor work in their





## Group Media and Leadership Skill Workshop



own village or farms or take up migration as their last resort, that is why Sandip chose this village and proposed to have a workshop there.

A team of 8 girls and 3 boys participated in a one-day orientation workshop. The overall objective of the workshop was to orient them with diverse media forms like puppets, flash-cards and flannel stories, and how these media forms can be put to use to take up social and developmental issues and concerns.

The design was kept simple. After the basic introduction round, Sandip tried learning about the participants understanding of media, group-media and social media. Most of them were aware on what WhatsApp and Instagram is but nothing much substantial. They also discussed diverse folk-media that are popular in their village. The group was not aware of other media forms and why it is necessary to understand the context of media

in their day-to-day lives. So, instead of jumping straight to group-media and other media forms, Sandip discussed local folk-media called 'Bharud', theatre and week-long religious programs in their village. Following this, Sandip oriented the group with a story-telling technique where-in he took up the flannel story 'Asha', based on girl's education and equal opportunity to girls in education field. A discussion was also facilitated immediately after the presentation to explain and debrief the participants with the context of education and what actions the participants can take. The use of media as an effective tool was also explained to the participants.

The inputs were well received and the group was overwhelmed. They got highly motivated as they had experienced such workshop and use of media for the first time ever. They insisted to arrange a workshop on the making or creation of media and showed interest to participate in such workshops in future.

As a result of this workshop, there was visible interest towards using media in tackling different issues faced by them. The participants became vocal about so many other issues like early marriages, livelihood concerns, concerns related to inadequate resources and poor administrative support post workshop.

*“Through the workshop, I got an opportunity to connect with a new group from Ambai village which was a good learning experience for me too. I see this as an opportunity to start community engagement using such entry-level activities and go further deep by using innovative ways of intervention.”*

### Azad Foundation

**Snehlata Shukla** stated that it was quite amazing experience to know what was lacking and why women did not pursue going in non-traditional livelihood opportunities after so many efforts.

#### Objectives:

- To know the issues, challenges faced by women during work.
  - To do this they prepared a questionnaire, did individual surveys and conducted an analysis of their findings. This was done from November 2021 to January 2022
- Plan of action, based on findings:

- Identified 10 women's who enrolled for training but not ready to go for the job in E-commerce
- Prepare an action plan:
  - Understand individual's problem and prepare them for employment based on market demand
- Employment:
  - Sending for placement with regular follow-up

Snehlata and her team started preparing some questions. They then conducted a survey with those trainees who have left their jobs in the E-commerce field. *“I analysed the issues based on the findings I had and after long discussions with my own team. There were experiences shared from focused group discussion and individual conversations, experiences of the team, challenges like what they face from training to work placement.”*

They then prepared short term strategies and identified 10 women who enrolled for training but were not ready to go for E-commerce jobs. They wanted to know what were their challenges, whether at family, community level and at the work place. *“We found that responsibility of domestic work (unpaid and care work) is the biggest issue and because of that they were not able to report early in the morning, along with working hours being too long (10-12 hours per day). Weight is also an issue as the operation staff were male, so they are not gender sensitive.”*





Snehlata personally focused on these 10 trainees (all are two-wheeler trainees who have completed their trainings). She kept in touch with the trainees and tried to prepare them as per the requirement of job market. She also tried to identify some E-commerce employers where time and work environment related issues can be resolved with the help of Sakha team.

Snehlata also included Azad Foundation's Men for Gender Justice team to involve male family members into their program where they have to learn the importance of equal distribution of household chores.

*“It is well said that when you work for a cause with all dedication, ways are made. After many efforts, we were able to identify 2 employers where the working time is only 7-8 hours. However, the employers were not providing transportation. In this case, Azad mobilized some support and was able to provide electric vehicles in support of the women who can create their own asset and make decent income.”* Snehlata shared the good news that their trainees are ready to go out to work. Four (4) out of 10 trainees placed and started working from 29th March 2022.



Saraswati and her team connected with parents of Kishori leaders twice a month with 'Chaupal' (means bringing all leader's parents together), home visits and phone calls.

The specific approach includes:

- Conducting qualitative discussions with the parents to have a strong parental engagement to support their daughter's higher education.
- Creating a WhatsApp group with parents to develop a resource pool of materials that includes having inspiring videos and learning materials on identified themes: mobility, early marriage, higher education, career and livelihoods.
- FGD with parents (so they can know their daughter's career aspirations)
- Home visit to the 57 Kishori Leaders home to meet the leaders' parents and share positive stories of parents who supported their daughters, which resulted to the girls being independent and contributing in the family. Prepare parents to support their daughter's higher education or vocational course.
- Call the parents of the 57 leaders to discuss the same topic tackled in the home visit, check on the progress and whatever issues discussed earlier.
- (Online) Separate session on the body, reproductive organs and menstruation cycle with the leaders' mothers and sisters on menstruation practices (to educate the mothers on menstruation practices and their attitudes towards the restrictions). This would involve the leaders, their sisters and mothers in 4- 5 Groups (25 –30 people in one group)
- Invite parents who have been great examples to talk about how Azad's interventions have transformed their daughters into better girls. The team will also share case studies on the parent's WhatsApp group.

All of these were done to discuss their daughter's higher education, career guidance, delaying early marriage and ultimately their daughter's right to choose (education, marriage, career etc.).

- As per the quarterly plan, a total of 20 Chaupal (10 each quarter) was conducted from January to March. These were done through face-to-face meetings with 197 parents of leaders (6-8 in the group). Discussions revolved around early marriage, higher education/vocational trainings and job opportunities after completion of the course. Parents were receptive to the idea and they asked some questions as well. Some parents had shared the problems related to labor, other documents related issues so the team connected to the relevant authorities and helped them.
- Home visits and phone calls to parents of 57 leaders - a total of 436 phone calls and 342 home visits were recorded during the reporting period to prepare parents for specific discussions on higher education. Families of the leaders who were going to take admission in ITI raised their concerns about the proper document requirements for the admission process. The team guided and helped complete documents needed for the admission in ITI and polytechnics.
- Collective meeting with all mothers and fathers of the 57 (Abhibhawak Sanwad): An active engagement with the parents is an essential component of the Azad Kishori program, consequently they are connecting with them through monthly home visits and phone calls and quarterly Chaupal meetings. The interactive residential meeting was planned for parents to have a strong engagement to support their daughters for higher education and help them to make their own choices for their career and marriage. For this purpose, a residential 2 days

Interactive meeting was organized in Ajmer on 5th-6th March, 2022. The main objective of the meeting were:

- To have an interactive discussion on early child marriage and unpaid care work
- To bring together all mothers and fathers and have thematic dialogues with them using one platform
- To create a supportive environment in the family through open discussions in a large group

The team did 57 home visits and 57 phone calls every month, while Chaupal was done quarterly to prepare parents with the topics mentioned above. The families were supportive and kept in contact regularly with the AK team to share progress of the leaders and provide any kind of support/information they require whenever they ask information from the team. Many times, there were calls made to discuss other issues in order to support parents and Kishori leaders.



## CSEI

**Niranjan Kumar** aimed to promote interest-based education at the local level by forming 2 CLCs (CLAY learning centers), which is a major medium to connect the children and youth of the Musahar/Manjhi community with education. This CLC is a physical space of one room and is provided by the community. Once the CLCs are ready, children of all classes gather and learn through sports and other interesting mediums and create an environment of learning in the community.

The youth's interest in education was enhanced through sports as they explained how sports connect and contribute to education. Various means were also adapted to achieve this. The initiative aims to mainstream children and youth from marginalized communities. The management of this CLC is the most important part of that group and is handled by the young girls and boys studying in higher classes.

Niranjan reached the conclusion that:

- To continue the process of teaching-learning, the Musahar youth associated with CLAY at the block level must remain connected.
- Learning exposure - The youth of the Musahar community are exposed to various realities for personality development. This year, the youth visited the historical places of Nalanda district of Bihar, Nalanda Vishwa Vidyalaya and Rajgir Boudh Stupa.
- Computer Skills - Right now there is an effort to connect 30 youths with this program, in which 10 were brought together at the block level and efforts are being made to inculcate them with 21st century skills.
- Youth advocacy - Knowing and understanding how to do advocacy on the problems and issues on the issues of children and youth. Issues related to youth and children are:
  - Scholarship, mid-day meal, free books, cleaning of toilets in schools, seating arrangement in the school and free enrollment (25%) in private schools for students from the marginalized communities.
- The creation of a children's parliament in the school for advocacy on these issues.

## Azad Foundation

**Sandip Dhote** organised a meeting of with his colleagues and shared with them about his experience from the BLDC and attempted to build a shared understanding of their interventions at the local level. He accordingly made plans and organised meetings in 10 villages of Mehkar sub-district in Buldhana district to understand the state of education in the area. They collected detailed information of the youth who had left their school education after the 8th, 10th and 12th standard (grade).

Sandip had an in-depth discussion with the youth to understand and analyse the barriers to their education. The key barriers identified were poverty and parents' migration. Interventions were planned and executed at the organisational level to bring back the youth who had left school after 10th and 12th standard. Study materials were distributed to them as a support for this.







## Laya Resource Center

**Lova Raju** set up regular interaction with the community and conducted awareness meetings on the use of wood stove, solar home lighting and generating Biogas.



Lova also conducted regular bridge course with children. There was also regular follow up and coordination with Laya team members to ensure a coordinated and integrated approach.

## MONGOLIA

### Mongolian Education Alliance

**Dolgorsuren Battumur** conducted face-to-face training to the MEA staff that included PowerPoint presentations, practice activities and group discussion. The following activities were:

#### Value of Teacher Leadership

- The objectives for this were to disseminate learning, increase leadership skills, and raise awareness on teachers' leadership skills.
- Roles and responsibilities of teachers-leaders who serve as peer coaches and mentors.

#### Transformational Leadership

- The objectives were to disseminate learning, increase leadership skills, and raise awareness on teachers' leadership skills.
- Leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

Dolgorsuren stated that the delivery for the activities mentioned above was successful. *"It became important sessions that need to be presented to teachers in the next trainings."*

For the teachers of the 8th school of 8th school Herlen soum in Dornod province, Dolgorsuren organised a training on Development of the schools based on Inclusive Education Principles

### Life without teachers

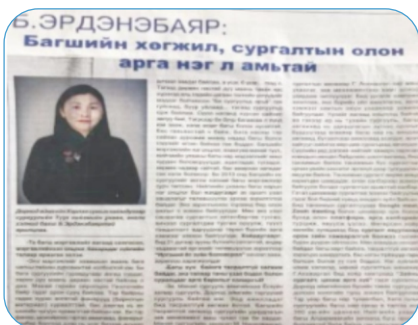
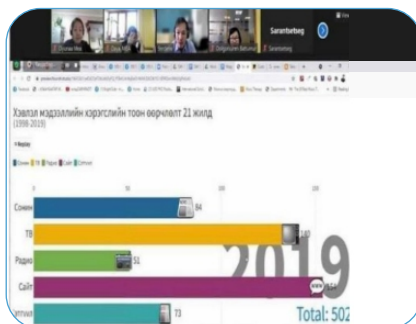
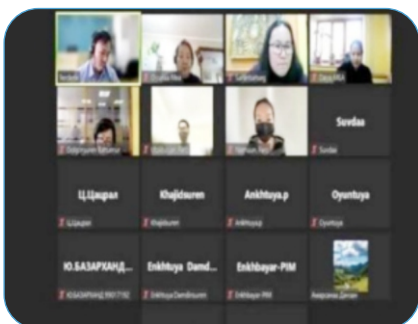
- The objectives were to learn from the best practices and experiences and spread good practices and ideas
- Process was done through face-to-face training that included PowerPoint presentations, group activities followed by a discussion.

### Learning best practices

- Share best practices as the teachers did a presentation.
- Group activity followed by a discussion.

Dolgorsuren conducted different sessions (online and on-site) about Media literacy and Fake News with different groups of participants, such as teachers of social sciences and access journalism students.

- The objectives were to obtain knowledge on media and literacy, improve media literacy skills and identify fake news.
- Outcome: Successful delivery. Participants got a pretty good understanding on media literacy and identify the nuances in fake news vs satire or true news.





Her final activity centered on analysing the progress of ALE policy development in Mongolia since 2015. The process involved collecting laws and legislation passed at national level on ALE Government's new programs and policy targeted on marginalised sector. They then reflected on these questions:

- Are there new ALE policies or legislation passed at the national or State/provincial level?
- Are there new government programs implemented since 2015 to realize existing ALE policies
- What are these new programs? Are they targeting the marginalised sectors?
- How are they delivered? through formal, non-formal and informal education?

The purpose of the group work of **Amartuvshin Dorjsuren, Boditsetseg.Ts, Baigalmaa Shura, Egiimaa Banzragch, Doljin Nergui, Altangul Bolat, Batchimeg Batzorig, Baasanjargal Khurelbaatar, Sansarmaa Khurlebataar, and Batzorig Nerguibaatar**, was to identify the barriers and specific needs of the students with disabilities studying in the National University of Mongolia by organizing advocacy on consistency of this identifying process to school authorities.

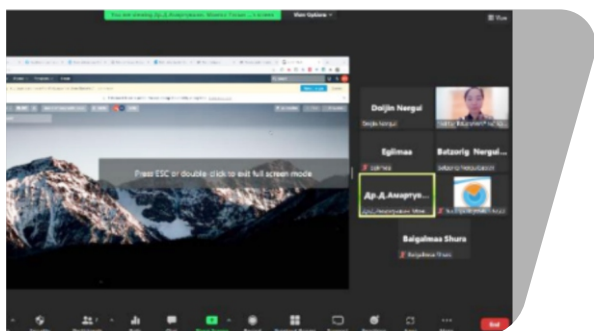
#### Objectives:

- Develop and conduct research through theoretical and methodological approaches
- Carry out research and write report
- Introduce research result, share the result to the public for discussion
- Submit recommendations to the authorities of the University according to legal regulation and procedures
- Submit policy recommendations on draft bill

**Planned activity:** Advocacy on Inclusive higher education for students with disability at the biggest public university, the National University of Mongolia (NUM). According to their action plan, they will be using document analysis, observation, interview and focus group discussion method to collect data then come up with advocacy activities using their research findings. During the document analysis, the group found out, NUM already has their own Medium-term development program to support students with disabilities. Therefore, they decided to evaluate the medium-term development program to support students with disabilities.

The group met online and in-person beginning November 2021 to develop and finalize their action plan. Batzorig Nerguibaatar met up with team members-researchers Sansarmaa, Batzorig in the AFE office, while Doljin, Baasanjargal, Egiimaa attended through online and they developed their research framework and questions. They finalized their plans, copied them with the person in charge, and started their collaboration by creating a Facebook page (BLDC 2021) and Messenger (BLDC Team 2021)





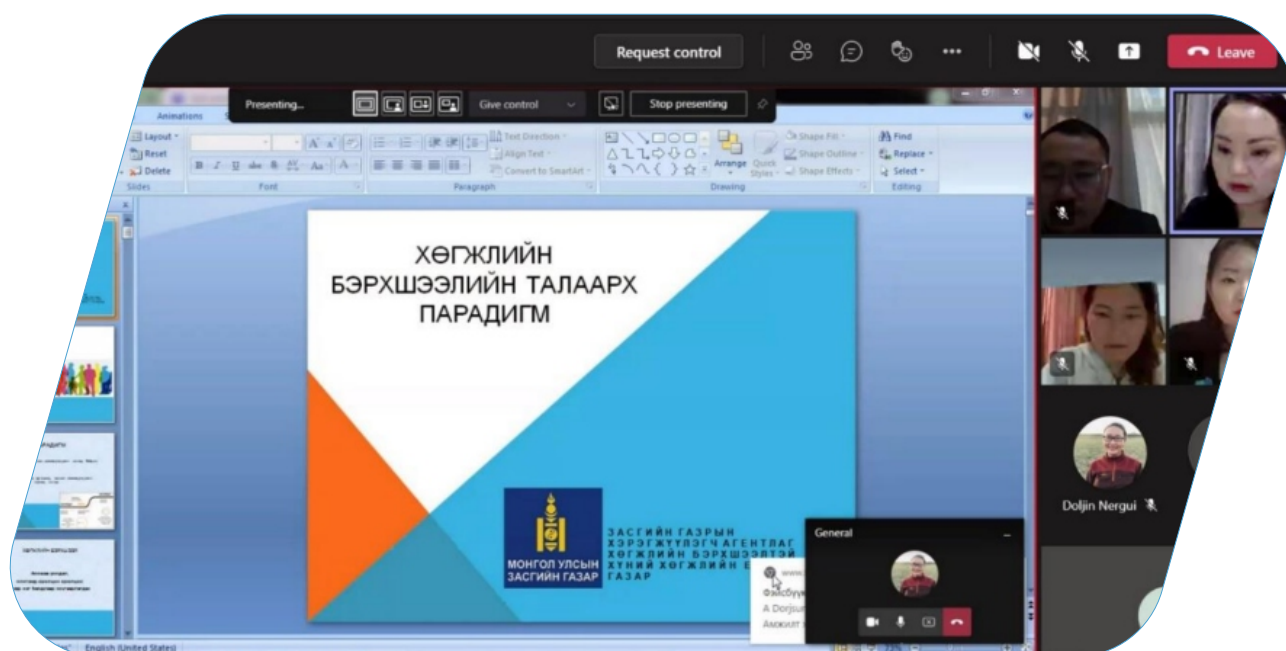
## Develop research framework and questions:

On the 17th of November, the members developed their research framework and questions on “Development program to support students with disabilities (2020-2022)”. Prior to that, the group sent an official letter to the alumni office of the National University of Mongolia to introduce their program informatively, mentioning their data, criteria and evaluation for "MEDIUM DEVELOPMENT PROGRAM TO SUPPORT DISABLED STUDENTS STUDYING AT THE

UNIVERSITY OF MONGOLIA (2020-2022) " and individual interviews for “MANAGEMENT FOR STUDENTS WITH DISABILITIES ON THE LEARNING ENVIRONMENT OF THE UNIVERSITY OF MONGOLIA”. In addition, the school's infrastructure and accessibility were also assessed which led to the development of the school environment infrastructure and access assessment sheet.

The team sent an official letter to the NUM to request data on the number of students with disabilities, assessment report of Medium-term development program to support students with disabilities, infrastructure inclusiveness for students with disabilities at school, implementation of indicators, number of requests from students with disability (or interview), and budget for inclusive education for students with disabilities if there is any. Sansarmaa helped formalize the official letter.

As a result, they received a letter from NUM on 31st of December. However, no full information regarding the activities for students with disabilities were given. After having a discussion, NUM gave time for the team to propose their projects and recommendations during a board meeting based on Decision Makers. On the 14th February 2022, the school administration



didn't accept the group's request to organise trainings and meetings for the university's decision-makers.

Altangul Bolat helped to fix the appointments with the directors of the National University since he works at NUM. He helped clarify the condition and condition of facilities for people with disabilities. He also visited the school buildings and checked the standard toilets and stairs by taking photos and answering the question asked.

### **Develop research framework and questions:**

Students were interviewed by Sansarmaa, Egiimaa Banzragch and Batchimeg Batzorig. Batzorig Nerguibaatar then analyzed the survey of interviews from the students with disabilities and presented the summary report to the NUM faculty.

Their report states that majority of the 7 students that were interviewed expressed their struggles to study but they do not think it's hard. They are ignorant about their rights to education and don't care about those barriers to achieve successful learning. All of them have not experienced undergoing medical examination in school.

The students interviewed mentioned having to record lectures to listen to again after getting home just so they can catch up with their lessons, thus needing more time than others from the class. Male student "C" said that he used to travel about 3 km to go and back to school alone even if he has 80% of visual loss. He was even late for a class because he could not see his door number. Some of them were disappointed by their hard experience in school. First year student "B" got ill and needed to stay in the hospital for a long time. Student "B" sent her mom to take time off from school but her mother couldn't do that because school procedure wasn't clear, she couldn't handle that situation. Therefore, "B" got poor grades in most classes, it affected her academic achievements like scholarship,

getting her diploma etc. Student "A" talked about his friend who uses a wheelchair, he had dropped out from school during the time "A" had time off from his own classes because there was no one to take him to school.

Learning environment observation and document analysis were made by other team members. Based from the interview, it showed that the university's support towards the students were lacking, the learning environment is inadequate, there were no adjustable learning materials, and the implementation of the above-mentioned program to support the learning conditions of students with medium-term disabilities is insufficient.

**Advocacy meetings** (Collect data from teachers and training for advocacy their perceptions of disability)

After collecting evidence on inclusivity of the learning process at NUM, the group discussed with NUM teachers on their plan to conduct a training on the 18th of January. Ms. Otgontsetseg, a teacher development and training specialist at the school, was contacted to provide training guidelines and program which was developed by the team.

According to the program, Kh.Sansarmaa gave a presentation on disability awareness, Baigalmaa presented a report on the specifics of children with autism, Batzorig presented a report on the results of the study, and Baasanjargal presented a report on financial support and resources. Doljin acted as a facilitator.

During the training, the team prepared questions in advance for the teachers:

1. Do you have experience working with students with disabilities? What kind of problems were there?
2. What changes and measures have been made during the course to suit the student's disability?
3. What are some of the obstacles you face

in teaching NCDs?

4. Have you ever received information on working with a student with a disability? What is the concept?
5. What information, knowledge, and skills do you need in the future?
6. What tools do you need support from the school?
7. What can be done to make the school more accessible?

Below are the findings and suggestions from the discussion questions:

### **Adequate budgets for students with disabilities**

- Introduce the management of the National University of Mongolia to the assessment of the learning environment, dormitory environment and variable costs for students with disabilities;
- Have a comprehensive policy that defines how to work to provide knowledge and skills to students with disabilities, depending on the specifics of the industry;
- To cover the variable costs of at least 93 students with disabilities studying at the National University of Mongolia;
- Adequate budget to improve the learning environment and dormitory environment for students with disabilities;
- Have at least one Braille printer throughout the NUM;
- Improve the knowledge and attitudes of teachers, staff and students
- Provide information and guidance to all teachers on the specifics and needs of students with disabilities and how they will be addressed during the training; Include in the university teacher training curriculum communication with students with disabilities, preparation and teaching of lessons for them;
- Provide training on how to communicate with PWDs to training staff and department assistants;

- The person in charge of students with disabilities should be a professional social worker, especially one with sign language skills who can communicate with people with disabilities;
- Student handbooks should include information on how to communicate, help and understand students with disabilities;
- Provide short content for teachers on how to communicate, teach, and evaluate each disability feature;
- Regularly post the results of the research conducted at the National University of Mongolia on the social network address of the main e-school and influence the knowledge and attitudes of teachers, students and staff;

### **Adjust classrooms and dormitories**

- Mandatory consideration should be given to the renovation of classrooms and dormitories to accommodate students with disabilities and to the construction of new buildings. For example, classrooms and dorms should be marked in Braille; make the sidewalks outside the school bumpy for the visually impaired; rooms with large space for wheelchairs; make the exterior door of the school building with sliding doors; to make the door of the classroom and 00 room suitable for wheelchair users;
- Mandatory job placement for students with disabilities upon graduation;

*“Based from the meeting, the teachers wanted us to organise this kind of meeting with the school decision makers.”*

After the training and discussion AFE requested an official meeting with NUM decision makers through an official letter. NUM gave the team a short time to introduce their research findings and recommendations during the Board Meeting of NUM on March 2022.



Together with Batzorig, the draft was developed and handed over to the team. They all met again to vote and finalize their recommendation. The team then introduced Doljin to the school's decision-making management on the 10th of March 2022. NUM authorities said that the Medium-term development program to support students with disabilities implementation was poor because of the COVID-19 condition. The school administration has promised to use the group's advice in its teaching and to provide support for students with disabilities. As a result of the policy advocacy work, on the 11th of March 2022, the school's website announced that "7 students with disabilities studying at the National University of Mongolia have started their school adjustments."

## TIMOR LESTE

### Civil Society Education Partnership (CSEP)

(Finance officer) **Flora António Maria do Rosário Cardoso** provided training to CSEP members in four regions with the aim of increasing the capacity of members in the finance department so that they can conduct better financial management in their organisations (according to the standard). Flora also prepared a financial manual that she distributed to the participants before starting their training.

The first training was held for two days at the Baukau Regency in the East Region, where it was participated by members from UFD (Unidade Feto Dezenvolvimentu), Funero (Fundasaun Esperansa Para Futuro) and MYF from the Baukau regency itself (Manatuto, Viqueque and Lospalos). A one-day training was held at the Central Region (Ainaro district, Maubisse subdistrict) which was participated by MYF Aileu Regency, Aileu, Same and Covalima. In the Western Region, a one-day training was held in Likisa District which was participated by members of AFDR (Asosiasaun Foinsa'e Dezenvolvimentu Rural), IMI (Instituto Matadalan Integradu), OHM

(Organizasaun Haburas Moris) and MYF from Likisa regency, Ermera and Maliana. In the national region, a two-day training was held in Dili and was participated by CSEP members such as ACF (Action for Change Foundation), Hadezta (Haburas Dezenvolvimentu Talenta), MAHON (Many Hands One Nation), and AHDMTL (Asosiasaun Halibur Deficiente Matan Timor Leste) and MYF from Dili district. The financial manual was prepared by Flora for the training with Tetum in order to make it easier to communicate between participants and trainers. The participants not only came to listen but they also practiced on the materials given related to what they learned, especially on the practice of managing documents ex. accepting requests, how to properly prepare a cheque, how to use cash payment forms and cash / bank payment vouchers, how to check the quality of receipts and how to use a salary slip / pay slip. They also focused on financial reports such as the usefulness of the bank reconciliation, bank statement, details of working sheet, petty cash and also budget monitoring.

Flora monitored the CSEP members for several months after they completed the activities, focusing on checking the financial templates that they used in their organization. There were seven organizations that fulfilled this activity.

### Contents of financial manual

#### 1. Financial definition

- finance is a system for a manager to control or manage financial funding sources.

#### 2. The assignment of a financial manager

- Manage financial organization
- Register transactions everyday
- Make payments to suppliers
- Do clients' billing
- Controlling financial activities or organizational financial transactions
- Verify for documents received



- Perform reports on organizational financial activities
- Conduct evaluation for funds
- Prepare financial documents
- Reconciles

### 3. Financial documents

- Request Form
- Cheque
- Cash Payment Form
- Cash/bank payment voucher (See the attachment cash payment voucher template)
- Receipt from supplier
- Salary Slip/Pay slip

### 4. Financial report

- Sank reconciliation
- Bank statement
- Details working sheet
- Petty Cash
- Budget Monitoring

The objectives of **Feliciano Soares'** activity were to enhance the ability and skills of marginalized youth in Talimoro Village, help them develop a good mindset and increase their confidence in public speaking. For him, it was essential that the marginalized youth be acknowledged for their public speaking and leadership through this as it will benefit not only them but their village and community.

Feliciano planned to conduct training on leadership and public speaking to the marginalized youth in Talimoro Village from January to March 2022. The process involved coordinating with the local authority, identifying the participants and finalizing the content of the training to the participants who were selected.

Feliciano stated that the outcome of their activity showed the marginalized youth in Talimoro Village became more active in participating in developing their village. They also developed the ability and mentality to stand in front of many people and they can organize the activities in their own village



## Many Hands One Nation (MAHON)

**Angelo Fernando Ximenes** conducted basic training for MAHON staff, students in MAHON and to the youth in Atauro Municipality. He shared the experiences he had from the BLDC to them and in by doing so he helped increase their knowledge and skills. Participants attended the training fully, which used participatory methods, group discussions and presenting the results of the discussion.



## Marginalized Youth Forum-MYF

**Januario Gonçalves** selected participants from the marginalized youth located in the rural areas in Atsabe who lacked knowledge and skills on how to use social media for their studies and future work opportunities. The process included meeting with the director, identifying the participants and coming up with the training needed.

Januario gave training to students in the Atsabe sub-district regarding the FJM program and the rights of social media users, their responsibility, how to access it for school, and the likes. Januario noted that many students in the rural area do not have the opportunity to learn something new to increase their skill and knowledge even if they are interested about something.

Afterwards, they noticed that the students who participated in the training became very active. They gained the ability and mentality on how to use social media in a safe and responsible manner based on the know-how and skills from the MYF team.







**Agostinha Lopes'** activities involved youth leaders and groups from the Covalima Municipality.

Organised by the MYF, Agostinha took part in the dissemination of the Youth-led Action Research report to potential stakeholders such as the representative of Secretary state of professional training and employment, Secretary of the state of youth and sports, Ministry of education youth and sports. *"The mentioned stakeholders have a big responsibility to respond to the all findings that we found during the research. They appreciated the YAR report that the MYF handed over to them."*



Agostinha also worked with the Covalima Youth Centre to conduct the following trainings:

#### ■ Training on LSBE (Life Skill Based Education)

This focused on giving a Life Skill Based Education to the youth in both villages of Beco and Oges. They aimed to enhance the knowledge of the youth about LSBE and have the space to share more information about the existence of MYF and its work toward the justice society in the community.

#### ■ Civic Education Training

The main objective is to introduce the youth civic engagement so they may rise up to fight against the violence in the community. This also provides an opportunity for them to train themselves to become youth leaders in their own villages.

#### Process:

- Identify the participants of the training
- Consult with the potential stakeholders to distribute the YAR report
- Meet with the stakeholders in Covalima Municipality
- Organize training on LSBE and civic education to the youth in Beko and Oges Village

#### Outcomes:

- The local authorities appreciated the findings found by the MYF team in Covalima municipality
- They were happy and committed to build the relationship for the future
- The relationship between MYF and local authorities in Covalima Municipality became stronger and is running well-informed
- Youth in both villages enhanced their skills and abilities.





### Training on public speaking and basic English

There were 45 participants (17 men, 28 women) who attended the training, which focused on public speaking, leadership and advocacy. *"It's essential to help and enhance the children and the marginalized youth's in Fatisi village in public speaking. Leadership and advocacy make them become strong youths in their village and community."*



Training on civic education

**Maria Gonçalves** conducted trainings that aimed to:

- To enhance the ability and skills of the marginalized youth Fatisi village
- To develop the mentality and self-confidence of children in Fatisi village
- To increase the acknowledgement of marginalized youth in terms of leadership and advocacy
- Training on Leadership and Advocacy to the marginalized youth
- There were 11 participants (1 man, 10 women) in the activity, all who were identified as the marginalized youth who lacked opportunity to access education and employment due to the fact that that they came from poor families.





The process included meeting and coordinating with the local authority, meeting with the parents of the village, identifying the participants and organising the training to the participants every weekend. They were also involved in disseminating the Youth-led Action Research (YAR) report to the key stakeholders.

Maria stated their outcome below:

- Children and marginalized youth in Fatisi Village became strong and actively participated in their village's development
- They gained the ability and mentality to stand in front of many people. They were able to organize activities in their own village
- The YAR report were delivered to the key stakeholders such as education municipality, national youth council and SEPFOPE



Disseminate the YAR report to the Aileu Municipality Director of Education



Disseminate the YAR report to the President of Youth in Aileu Municipality



Disseminate the YAR report to the Aileu Municipality Director of Professional training and employment

**Maria Isabel Soares** aimed to expand their local products to other municipalities and enhance the ability and skills of the marginalized youth in Sau village. *"The increase in their understanding and skills will help them become strong and creative youths in their community."*

There were 6 women who were part of the training that involved promoting local food. Those who participated were the marginalized youth who lacked opportunity to access education and employment. They were taught how to look for fish and the steps in turning the fish bones into salt.

Meanwhile 15 people took part in the basic English program (5 men, 10 women), which Maria saw as a crucial skill to help and increase the capacities of the youth. She stated that it was good to see how the children and marginalized youth in Sau village start gaining English knowledge.







Angela Soares focused on doing a training related to agriculture, leadership and advocacy. "It's essential to help and enhance the rural and marginalized youths in the municipality of Baucau and Gariwai village." She stated that if others see the potential and leadership of the youth, this can make them become strong and acknowledged in their village and community.

Her objectives included enhancing the ability and skills of the marginalized youth in Gariwai and Wailili village, to motivate the marginalized youth to advocate for their own problems, and to increase the acknowledgement of the marginalized youth in terms of leadership, advocacy and agriculture.

Leading up to the trainings, Angela first coordinated with the local authorities, met with the parents in the village, identified the participants and finalized the scope of training. Those who took part in the activity were the marginalized youth (2 men, 4 women) who lacked opportunity access to education and employment, due to the reason that are from poor families.

The training on leadership, advocacy and agriculture at Hera village consisted of 35 participants (25 men, 10 women). Meanwhile, there were 70 participants for the Training on agriculture and advocacy program in Gariwai Village (40 men, 30 women).

The dissemination of the Youth-red Action Research report to the Director of SEFOPE, Director of Education, Director of the

secretariat of state for vocational training and employment and Director civil society support was done at the Baucau municipality which was overseen by the Marginalized Youth Forum and CSEP.

Angela reported that the outcome showed the marginalized youth in Wailili Village became stronger and actively participated in the development of their village. They also gained the ability and mentality to stand in front of many people and they can organize their own activities in the village.



## FUNERO

**Rosita Da Silva** organised a training focused on social audit in the primary health care (system). They first identified their participants, which consisted of the marginalized youth in the municipality of Lautem.

They consulted with local authorities as they planned out their five-day training. Rosita and her colleagues met with the municipality administrator to introduce their program on social audit, as well as inform them on the existence of the Marginalized Youth Forum (MYF) in Lautem.

Rosita and her team did a data analysis and validation afterwards. Their report showed that after the training, the 10 marginalized youth became more well-informed about the concept of social audit. They participants will be able to conduct social audit and data collection on primary health care. Through this venture, MYF was also promoted in the society.



Identification of MYF member to participate in the five days training on social audit



Five days training on social audit to the 10 members of Marginalized Youth Forum



Ten members of MYF with the representative of NGO FUNERO meeting with the Lautem Municipality administrator



# AFTER THE IMPLEMENTATION OF THE ACTIVITY / ACTIVITIES, WHAT WERE THE CHANGES THAT YOU EXPERIENCED IN YOURSELF AND YOUR PARTICIPANT GROUP

## INDIA

**Sandip Medhep from Abhivyakti Media For Development**

### Myself:

- I see a wider scope for community engagement using group-media forms because these media forms are simple and relatable to community members and yet hold the power to transform self.

### Participant group:

- The group became more expressive and friendly among each other.
- The members showed interest in taking initiative to learn and implement the skills in the near future to make their lives better.

**Shubhangi Bagul from Abhivyakti Media for Development, Nashik**

### Myself:

- I was able to develop & design new content for the session.
- I was able to design the content and logistics independently.

### Participant group:

- The participants (girls and boys) could comfortably interact with each other in their community, which otherwise was not possible.

**Snehlata Shukla from Azad Foundation**

### Myself

- I learned how to break down the difficulties with small steps at every stage, and working at small steps will help one overcome difficulties

### Participant group:

- They became aware about the importance of financial empowerment and requirements of job market.

**Saraswati from Azad Foundation**

### Myself:

- I feel proud and motivated to see many changes in the parents.

### Participant group: (Testimonials from mothers and fathers of Leaders as follows)

- “My daughter has been associated with Azad Foundation for the past 4 years. I am seeing a lot of changes in Pratibha in these 4 years, everyone in our family constantly sees it. Today, Pratibha is doing a paramedical course at SMS Hospital. She is the first girl in our family to get into the medical field. In behalf of my family, I thank the Azad Foundation for all of this. Azad's kishori trainings brought talent and to choose her career and the understanding to achieve it.” Diptichand, Father of Pratibha Dudiya, AK B1 leader
- “I used to believe in the thought that I will not let my daughter's study further. However, my thought process changed after I connected with Azad. I am proud that my daughter is associated with Azad Foundation as a Kishori Leader. She helps everyone out in the community. I have learned about various new topics such as careers, violence, menstruation etc.” Mother of Yogita
- “I have suffered all types of violence over the years. But when my daughter joined Azad Foundation, I have heard good things. I have also gained courage through her and am now determined that I will not tolerate any form of violence.” Mother of Nirmal
- “Ever since my daughter has joined Azad Foundation, I have heard good things such as there should be no

restrictions on girls and that they should be allowed to make decisions about their life on their own. Since then, I have let my daughter do things on her own. I'm proud that she is part of the Azad Foundation". Father of Rinki Rathore

- "After the session on menstruation, there are a lot of changes in both me and Gunjan. We used to believe in various superstitions. However, we have understood the difference now". Mother of Gunjan

### Sandip Dhote of Vikas Sahyog Pratishthan

#### Myself:

- The process of intervention clearly highlighted the growing interest of youth in education but it also indicated the need for guidance. This process addressed their educational challenges to some extent but the economic challenges persisted.

#### Participant group:

- This intervention led to enhanced experience of getting back in the stream of education for the youth. The material provided by the organisation helped to instilled reading habit among them. There is a clear indication of them wanting to pursue and complete their formal education as they have taken steps to enroll for the examination through filling of the Form no. 17, in the coming academic year (2022-2023).

### Lova Raju of Laya Resource Center

#### Myself:

- My shyness decreased. Realized that planning is important, along with having multiple and broader approach.

#### Participant group:

- The shyness of the children improved as they participated and eagerly waited for the classes because of the

activities and videos.

- Participation from the community increased.

## MONGOLIA

### Dolgorsuren Battumur from Mongolian Education Alliance

#### Myself:

- As a trainer, I became more confident on teaching and training delivery.
- I got a pretty good understanding on the teacher's leadership role, how and in what ways it can make changes in education, teaching and learning.
- Learned training components on how to develop a teacher's leadership role.

#### Participant group:

- The participants understood the importance of education which is a basic foundation to sustainable development.
- Teachers' awareness of transforming education into lifelong learning must be inclusive, right based and equal to everyone.

### Boditsetseg Tsendsuren from Youth Policy Forum

#### Myself:

- Working as a team with a wide range of people I had never worked with before expanded my circle of acquaintances. It was also an important support for further work.
- Also learned about the problem and the skills of the team members

#### Participant group:

- Learned to do team work, self-responsibilities, cooperation, and research
- Advocacy experience
- Learned and practiced interview methods

**Batzorig Nerguibaatar from All for Education;  
Professional Sociologists Association NGO**

**Myself:**

- I now have a lot of knowledge and information about disability and learning barrier.

**Participant group:**

- Learned to do team work
- Research experience

**Altangul Bolat from All for Education**

**Myself:**

- Improved team coordination and management
- Learned and practiced interview methods

**Participant group:**

- Learned to do team work, self-responsibilities, cooperation, planning and research
- Advocacy experiences

**Sansarmaa Khurelbaatar from All for Education**

**Myself:**

- Improved team management, meeting coordination
- Learned and practiced how to develop official letters and documents, build research question, analysis to study.

**Participant group:**

- Learned to do team work, self-responsibilities, cooperation, planning and research
- Advocacy experiences and ethics.

**Batchimeg Batzorig from All for Education**

**Myself:**

- Improved team coordination and time management
- Learned and practiced interview methods

**Participant group:**

- Learned to do team work, self-responsibilities, cooperation, planning and research
- Advocacy experiences

**TIMOR LESTE**

**Angelo Fernando Ximenes Many Hands One Nation (MAHON)**

**Myself:**

- Increased personal knowledge that I can apply in the workplace.

**Participant group:**

- Staff are able to understand each other in accordance with service structure
- Students understood basic leadership. They can use it to lead themselves in their workplace or community in the future.
- Young people can understand more and increase their own knowledge so they can lead themselves and lead groups of society.

**Flora António Maria do Rosário Cardoso from Civil Society Education Partnership (CSEP)**

**Myself:**

- I am very happy because I was entrusted to stand in front to share the knowledge and experience that I have related to financial management.
- I learned I must be patient when facing situations. Like what happened in the training, because the participants I met came with different knowledge, I needed to get closer to them one by one to explain specifically what I needed to.
- I knew about the participants capacity in the financial area and did a little change in their templates, which were less clear. I promise them to always be ready to help them when they need me in connection to the finance department.

**Participant group:**

- They were happy and appreciated the material and existing practice sessions. It helped them prepare what they need in accordance with financial regulations.
- They have implemented financial

templates in their organizations, which they get from the training. They already understand how to do financial reports according to the bank report model, cash and budget monitoring.

- After the financial training, participants based in the Manatuto Regency were very happy with the material they got from the training because it added to his knowledge in the finance area. He passed after applying for a position related to finance. Now he works as a financial staff at an office in the Manatuto Regency.

#### **Feliciano Soares Organisation from Marginalized Youth Forum / CSEP**

##### **Myself:**

- I expanded my network with the marginalized youth in the rural area
- Consolidated my relationship with the local authority, parents and youth leaders in Talimoro village
- I discovered more new problems that are faced by the marginalized youth in Talimoro village and know how to advocate to the relevant government officials
- I am able to contribute in promoting the profile of the Marginalized Youth Forum-MYF to the community.

##### **Participant group:**

- They have improved their ability and skills in public speaking and leadership.
- They actively engage in MYF advocacy work.

#### **Agostinha Lopes from Marginalized Youth Forum**

##### **Myself:**

- I understand more deeply about the conditions that the youth and students face. It also uses as an advocacy resource for me to advocate with decision-making.

##### **Participant group:**

- The participants acknowledge their skills about the LSBE and civic education. They've improved and they know their role as the youth who can contribute to the development in their own village.
- For stake holders: they become aware about the youth's issues and problems found in the YAR report.

#### **Januario Gonçalves from Marginalized Youth Forum**

##### **Myself:**

- I expanded my network with the children and marginalized youth in the rural area.
- Consolidate my relationship with the students and teachers in Atsabe sub district.
- I found new problems that are faced by the marginalized youth.
- Contributed to promote the profile of Marginalized Youth Forum to the community.

##### **Participant group:**

- Enhanced their skills and use of social media.
- They actively engaged in MYF trainings.

#### **Maria Gonçalves from Marginalized Youth Forum**

##### **Myself:**

- I expanded my network with the children and the marginalized youth in the rural area
- Consolidated my relationship with the local authority, parents and youth leaders in Fatisi village
- I discovered more new problems that are faced by the marginalized youth in Fatisi village and know how to advocate to the relevant government officials.
- I am able to contribute in promoting the profile of the Marginalized Youth



Forum to the community.

**Participant group:**

- Their skills in public speaking, leadership and advocacy have been enhanced and acknowledged.
- They actively engage with MYF's advocacy work.

**Maria Isabel Soares from Marginalized Youth Forum**

**Myself:**

- I have enough experience to organize activities for the marginalized youth in our village.
- I found more new problems that are faced by the marginalized youth in Sau village and the need to advocate to the relevant government officers;
- I am able to contribute in promoting the Marginalized Youth Forum-MYF to the community.

**Participant group:**

- They are starting to be acknowledged. They have enhanced their skills in English Basic and knowledge on local food.
- They actively engage in MYF advocacy work.

**Angela Soares from Marginalized Youth Forum**

**Myself:**

- Expanded my network with the marginalized youth in the rural area.
- Consolidated my relationship with the local authority, parents and youth leaders in Wailili village.
- I discovered the new problems that the marginalized youth face in Wailii village and how to advocate to the relevant government.
- I contribute to promote the Marginalized Youth Forum to the community.

**Participant group:**

- Enhanced their ability skills in agriculture, leadership and advocacy.

- They actively engage in MYF advocacy work.

**Rosita Da Silva from FUNERO**

**Myself:**

- My experience in social audit improved
- My relationship with the relevant stakeholder is solid

## APPENDIX

### INDIA



**Shubhangi Bagul**

Abhivyakti  
Facilitator for Abhivyakti for  
Shodhini - Participatory  
action research program



**Sandeep Medhe**

Abhivyakti  
Media production and  
training program Facilitator



**Snehlata Shukla**

Azad Foundation,  
Program director and Core  
team member



**Saraswati**

Azad Foundation,  
Specialist of the program  
with adolescent girls



**Pooja Pawar**

Vikas Sahyog Pratishthan,



**Sandip Dhote**

Vikas Sahyog Pratishthan  
District Program Executive  
in Buldhana district of  
Maharashtra State



**Lova Raju Donkini**

Laya Resource Center,  
Working with the  
alternative tech. unit

## MONGOLIA



**Sansarmaa Khurelbaatar**  
All For Education  
Policy Researcher



**Dolgorsuren Battumur**  
Mongolian Education Alliance,  
Trainer to teachers and Students  
develops training programs



**Altangul Bolat**  
All For Education  
Researcher



**Boditsetseg Tsendsuren**  
Youth Policy Forum  
Logistics, communication,  
coordinator of youth  
projects



**Batchimeg Batzoring**  
All For Education,  
Logistics, communication,  
coordination of youth  
projects



**Egiimaa Banzragch**  
Secondary school No.12  
Trade Union leader



**Batzorig Nerguibaatar**  
All For Education  
Professional sociologists  
Association NGO External  
evaluation, Policy study

## TIMOR LESTE



**Angelo Fernando Ximenes**  
Many Hands One Nation



**Rosita da Silva**  
FUNERO  
Coordinator Youth Forum  
in Lautem Municipality



**Feliciano Soares**  
Civil Society Education  
Partnership (CSEP) ;  
Marginalized Youth Forum



**Agosthina Lopes**  
Marginalized Youth Forum  
Coordinator



**Flora Antonio Maria do  
Rosario Cardoso**  
Civil Society Education  
Partnership (CSEP)  
Finance Officer



**Januario Gancalves**  
Marginalized Youth Forum  
Coordinator



**Maria Goncalves**  
Marginalized Youth Forum  
Municipality Coordinator



**Maria Isabel Soares**  
Marginalized Youth Forum  
Coordinator in Manatuto  
Municipality



**Angela do Rosario Marcal  
Soares**  
Marginalized Youth Forum  
Leader for Marginalized  
Youth in Baucau  
Municipality



## 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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