



ASPBAE

Asia South Pacific Association
for Basic and Adult Education

THE BLDC FOOTPRINT

TRACER
STUDY
REPORT



N
O
N
O
N

STHZN THZN O C

- 02. PREFACE
- 03. BLDC 2022 OVERVIEW
- 04. PURPOSE OF THE TRACER STUDY
- 05. BDLC 2022 KEY LEARNINGS
- 09. ALUMNI ACTIVITIES & OUTCOMES
- 31. IMPACTS OF THE BLDC 2022
- 32. FOR FUTURE PROGRAMS
- 33. ACKNOWLEDGEMENT
- 34. LIST OF THE BLDC 2022 ALUMNI



The Basic Leadership Development Course (BLDC) is Asia South Pacific Association for Basic and Education's (ASPBAE) emerging leadership capacity-building program that contributes to improving the impact of its youth and adult education movement in the region.

The main aim is to engage leadership from the Asia Pacific region to foster greater interaction between education and the wider SDGs, to strengthen the interaction between practitioners of youth and adult education and advocates of SDG4, to appreciate and strengthen transformative approaches to Adult Learning and Education (ALE) for equity in education.

The BLDC 2022 Tracer Study Report captures the outcomes of the BLDC 2022 and tracks the application of the learning from the program in various contexts of different countries in the region. It highlights the key learnings of the alumni, their activities and projects in their respective organisations, and the impact of the program on the alumni in particular, and their learner constituencies in general.

PURPOSE OF THE TRACER STUDY

What it does

The BLDC 2022 Tracer Study aims to track and document the alumni's application of learning from this BLDC, especially with respect to how this promotes and strengthens Adult Learning and Education approaches in building and sustaining equity in education.

The Tracer Study helps to delve into the understanding of the participants through the implementation of their Action Plans and to see the effectiveness of the BLDC as a capacity-building program. The results serve as a basis for regulation for future BLDCs.

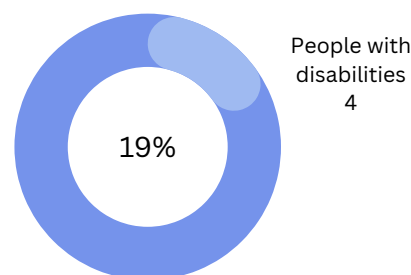
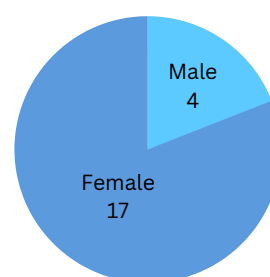
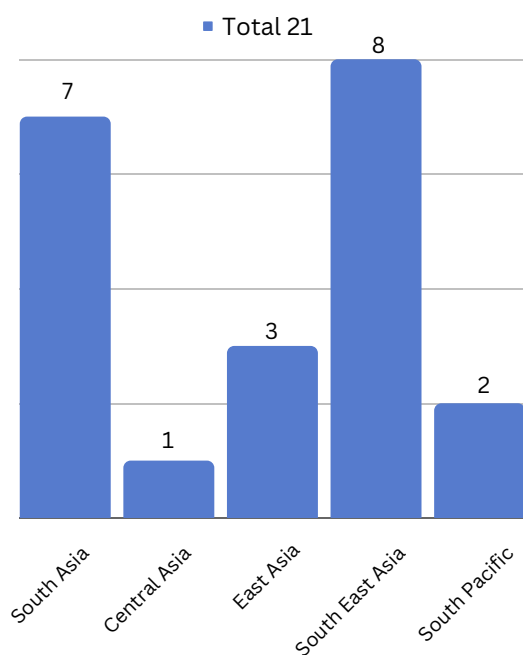
The Tracer Study also contributes to the community of practice of Transformative Adult Learning and Education in the region, by building a regional collection of good practices and key takeaways from the BLDC every year.

How it works

The alumni (excluding 2 staff participants and 1 EC participant-observer) were asked to demonstrate the application of their learnings in their ongoing work in their organisations, within 3 months (October to December, 2022) from the completion of the BLDC 2022, and to offer documentation of the same, through the activity report.

The activities were self-designed by the alumni in their Action Plan, leaving them with open possibilities to choose from different learning domains at the BLDC, and to adapt it to the local context of their organisation work.

The activity reports were then collected and analysed by ASPBAE to highlight important key takings from the alumni, their good and relevant practices and the impacts of their projects and activities. 21 out of 23 alumni (i.e. 91%) had submitted their activity reports by the time of this Tracer Study.



Tracer Study Respondents 2022

BLDC 2022 OVERVIEW

The BLDC 2022 was hosted in Hanoi, Vietnam, from 19 to 24 September, by the Vietnam Association for Education for All (VAEFA), bringing together 26 participants from 14 countries in the Asia Pacific region.

The program this year focused on building capacities of emerging leadership in ASPBAE's member organisations to sustain transformative educational approaches for education equity. It also serves as a space to facilitate structured reflection and exchange on adult learning principles and lifelong learning perspectives that are transformative, gender just, rights-based, contributing to sustainable development and a just peace.

The 6-day course included highly interactive sessions, with offline and online interventions from the Faculty team and Resource Persons, that gave the participants a rich source of learning about youth and adult learning and education from multiple perspectives.

LEARNING DOMAINS

- I. Transformative Adult Learning and Education (TALE)
- II. Regional context of Education and Development & Local context in Vietnam through site visits
- III. SDGs & SDG 4
- IV. Frameworks for Equity in Education
- V. Education Policy Advocacy
- VI. Leadership Skills

Theory and practice were perfectly combined, with lots of icebreakers, activities, and group work, fostering an engaging environment for all of the participants. Site visits to local NGOs and the cultural event "Listen by Eyes" organised by the deaf community in Hanoi proved to touch the participants deeply and ignited their desire to work towards the goal of an inclusive society.



BLDC 2022 KEY LEARNINGS

The alumni expressed their appreciation for acquiring new knowledge, strengthening their understanding and building a new skill set from their participation in the BLDC 2022.

01

KNOWLEDGE

The BLDC 2022 alumni much appreciated their cross-cultural exchange experience. They got the opportunity to learn about other cultures, others' work experiences and were able to reflect on the common and unique features and contexts of education in different countries (systems, issues, challenges, opportunities, good practices). The site visits and the cultural event in the host country Vietnam, deepened their understanding about people with disabilities, in particular, the deaf community. Also, by working along with some participants at the BLDC that had certain disabilities, they were sensitised about the actions that can be taken for people with disabilities, and became more mindful about creating an inclusive environment for all. Even though the BLDC was only one week long, they met, worked with, and learned a lot from people with different backgrounds and strengthened their network across the region.

As for the learning sessions at the BLDC, the alumni stated how helpful it was to learn about a range of topics that directly benefit their work. The majority of them found the learning content relevant to share with and inform their communities and their organisations. Several nominated Lifelong Learning, Transformative Adult Learning and Education and Inclusive Education as their primary learning domains. Other concepts were also mentioned including Gender Equality in Education, Education in Emergencies, Youth engagement and empowerment, SDGs, Disabilities-Inclusive Education, Racism & other forms of Discrimination, Policy Advocacy. The alumni also showed a special interest in the Film festival as it shed light on some of the issues people were facing around the world that they had never or rarely seen. Few short films were also featuring inspiring responses to the said issues. The alumni were deeply touched and felt a strong will to take action, to work for their communities.

02

SKILLS

All of the alumni confirmed that they have enhanced a range of skills after the Course. For some alumni, the BLDC was their first experience in another country, within an unfamiliar context, meeting with a lot of people from different backgrounds. This made them learn how to adapt themselves to changes, the first step simply by trying to initiate a conversation and interact with other participants, through that they improved their teamwork skills. They also strongly appreciated different icebreakers, exercises and activities that showed them how to design a fun and engaging learning experience through participatory facilitation techniques. The Film Festival, the session on Digitalisation of Education and the Applied Digital Literacy workshop taught them to use varied media as learning materials. They were also more mindful about inclusive training methods adaptive to people with disabilities. Through different interactive sessions therein they actively experienced and reflected on various themes, they could widen their perspective on leadership, communication, negotiation and advocacy, and therefore enhanced these skills. The alumni witnessed a boost of self-confidence, of faith in their work and were more encouraged to follow their mission.

BLDC 2022 KEY LEARNINGS



ALUMNI TESTIMONIALS

Undrakh Chinchuluun **The Princess Centre, Mongolia**

Our center regularly organises various educational trainings for teenage girls. After completing the BLDC, I realised that it is necessary to review the contents of all current trainings for adolescents, analyse them whether they are transformative or not, and update them.

When I first applied for the BLDC, I wanted to learn more about transformative education and have a proper understanding of it. This goal was fully achieved.

Shamson Naher Begum **Campaign for Popular Education (CAMPE), Bangladesh**

BLDC has contributed a lot and helped to enhance my confidence. After the BLDC, I have facilitated a number of capacity-building workshops involving youth from partner NGOs. In doing so, I have applied the knowledge and skills acquired in BLDC and also used some tools and techniques to engage the youth in creating a confident and joyful environment among the participants and help them to raise their voices on exclusion in education and marginalisation issues.

Nila Wardani

Ruang Mitra Perempuan (RUMPUM), Indonesia

I learned some participatory techniques in discussion, using participants' experiences and perspectives in transformative education and lifelong learning.

From the experience in Vietnam, I also learned about the policy and implementation of inclusive education including sign language and how it creates a space for genuine participation of those with specific needs.

Alilia Parker

Adult and Community Education (ACE) Aotearoa, New Zealand

The Applied Digital Literacy workshop was super helpful for me as I rely on technology and social media to connect with the community. I loved the explanation of why certain apps were useful and have even begun using some of them for communication and have utilised Canva a lot to create invitations, CV and posters for my activity.

The Film Festival also had a huge impact on me. I was very shocked by some of the footage I witnessed. I knew things were happening in the world but had never seen the extent of some of the issues people were facing around the world. This put into perspective the depth and importance of having purpose in the work that I do and I reflected so much on lifelong learning and the importance of growing and learning alongside others doing similar work to provide quality service to those we serve.

ALUMNI TESTIMONIALS

Kieu Thi Phuong Anh

Hanoi Association of the Deaf (HAD), Vietnam

I improved my skills, now I know how to think and make reasonable training methods for the deaf community. There were many people from other countries, they didn't speak the same language.

Before joining the BLDC, I taught myself a little bit of English to communicate with them. I also learned to become an educational leader. Lifelong Learning forces me to learn and think about what I can do to help myself to figure things out. The Film Festival was very touching, it was the reason why I have to do everything to benefit the community.

Mousumi Sarkar Dey

Azad Foundation, India

I was really impressed and understood more about the concept of inclusion and how we could create a real inclusive environment to grow together. Through my experience, I also learned what could be a disabled-friendly ecosystem and what could be the effects of the war.

Shiela May Inmenzo Aggarao

NOVEL / E-Net, Philippines

The Gender Equality in Education, a framework presented to us talked about how to ensure gender equality in terms of Rights to Education, Rights within Education, and Rights through Education; will be my guide in my participation on the 2nd batch of the national consultation for the IRR formulation of Republic Act 11650; both on gender and disability concerns as well as on future policy advocacy on Inclusive Education.

I was also inspired by the Youth Engagement and Empowerment session that I am so fired up to better include youth with disabilities and support their meaningful participation and empowerment.

Blondie Akwasia

Coalition for Education Solomon Islands (COESI), Solomon Islands

I have the confidence, courage and believe what I do is right and will contribute for the good of the education for the citizens of Solomon Islands. The learning on teamwork and collaboration improved my knowledge to understand how to relate and work with people of different social backgrounds in various organisations at different levels and to adapt to changes.

The BLDC 2022 had built a rich and diverse learning experience that met with the expectations that the participants expressed when coming to the program. As evidence for Lifelong Learning, the Course offered them a strong foundation with the 4 pillars: Learning to Know, Learning to Do, Learning to Be and Learning to Live Together, the base for them to continuously grow beyond the Course in the future.

ALUMNI ACTIVITIES & OUTCOMES

With the key learnings from the BLDC, the alumni have implemented their action plans in the on-going work of their organisation.

After the Course at the end of September 2022, the alumni returned to their countries, with an updated version of themselves equipped with more knowledge and skills. Within 3 months (October to December) from the completion of the BLDC, they have applied their learnings in their ongoing work at their organisations. A total of 43 activities were implemented by 21 alumni.

1. Application of the learnings from the BLDC

- **Topics:** The alumni showed their high commitment to transferring the knowledge gained at the BLDC to their communities. All of them applied a range of learning domains from the BLDC in their training content and methodology. Topics cited as their key learnings such as TALE, Inclusive Education, Gender Equality in Education, Youth Empowerment, etc, were mobilised, adapting to the local context of their work.
- **Adaptation:** As they learned wider perspectives on diverse topics, 12 out of 21 alumni modified their action plans after the BLDC. Some of them stated that they updated their training materials and methods with a more transformative and inclusive lens and participatory approaches, while some added for the first time the concept of disability-inclusive education into their work. Some proactively adapted their action plans to the realities of the local context. While some others, inspired by their meetings at the BLDC, even went beyond their scope of work and actively tried to find opportunities to collaborate with other organisations of people with disabilities.

2. Diversity in the activities

- **Formats:** The activities were conducted both offline and online. Even though the Covid 19 still persists, the end of 2022 saw a temporary better control of the situation as lots of countries started to enter the "new normal" state. As more people were familiarised with using technology in their daily work and life during the pandemic, more online activities were organised and were a solution for better and wider reach in a short amount of time. 9 out of 43 activities were conducted online via Zoom, Facebook live streams or online group chat, therein 2 activities combined both online and offline methods. Regarding offline activities, face-to-face training workshops were the main choice.
- **Methods:** Participatory facilitation methods with icebreakers, exercises, and games were used throughout most of the sessions, for their participatory and engaging impact. Some of the alumni were strongly inspired as they tried to recreate the same experience from the BLDC in their activities (Line of age/experience, Hopes & Fears sharing, Balloon & Pin activity, Film Festival, etc). For most of them, the training methods and the facilities were also designed with inclusive sensitivity in mind, especially for people with disabilities.
- **Learners:** According to the objectives, each activity had its own set of learners. The activities involved people from different backgrounds, from youth to senior citizens, especially for underprivileged people, young women and girls, and people with disabilities. As for the policy advocacy activities, the alumni mentioned that they tried to bring on the voices of different stakeholders.

3. Activities with impacts

- **Reach:** The scale of the activity varied from a small group to thousands of people. Online activities that were shared on social media reached a wide audience of up to several dozen thousand views. But even offline activities such as community mobilisation meetings could also reach 2000+ people.
- **Impacts:** Some of the commonly recorded impacts were having more knowledge, enhancing skills, getting motivation, and taking action. Further analysis will be presented later in the *Impacts of the BLDC* part (page 31).

The next part will present the activities and outcomes of each alumnus in detail, accompanied by the impacts on the alumni themselves and on their participants/learners group.

Shamson Naher Begum

Campaign for Popular Education (CAMPE)

Bangladesh



Activity 1

Youth-led Action Research (YAR) under the youth development programs of CAMPE.

Shamson took part in the YAR as a coordinator and organised capacity-building workshops for Partner NGOs staff and Youth Groups in selected communities (Patualhali, Khulna and Faridpur). The participants were introduced to YAR and had a deeper understanding of SDGs, SDG4, human rights-based approach to education, and leadership qualities. After that, they got coached on YAR methodology (questionnaire development, data collection, data analysis, etc) and applied it in their fieldwork to identify local issues, their underlying causes, give recommendations to address the issues and carried the local advocacy for it. CAMPE then organised stakeholders' consultation at sub-national level for advocacy, to share about the youth's issues and urge them to take initiatives to influence the local government, local education officers, CSOs, and policymakers.

"I enhanced my capacity in linking theories and practices, writing reports, taking more responsibilities in implementing YAR from planning to implementation and facilitating the capacity-building workshops more independently."

Activity 2

Conduct capacity-building workshops on Organizational Competencies and Thematic Competencies for PNGOs and Teacher Associations.

Shamson facilitated the workshops with slides presentation, group work and discussion, to build their competencies on SDG Localization, Gender & Ethnicities, Financing Education, Organizational Financing System Strengthening, and Climate Change.

"My participant groups learned to develop a questionnaire, insert entries in the Google form, identify local youth issues, and advocate with local duty bearers in education related issues. Some of them will be able to participate in national and regional events."



Biplob Chandra Dey

Village Education Resource Center (VERC)
Bangladesh



Activity 1

Conduct a training workshop on Lifelong Learning (LLL) & Transformative Adult Learning Education (TALE) for the project staff of Life Skill Education Section at VERC.

Biplob shared with his colleagues different concepts learned at the BLDC: LLL process & roles in equity in education, education systems (formal, non-formal, informal), learn-relearn-unlearn, ways of teaching-learning, pillars of learning and contextualised TALE in Bangladesh. Through the presentation, group discussion and Q&A, the participants acquired new knowledge to use in their *Educate the Most Disadvantaged Children* (EMDC) project.

"I applied the knowledge and skills acquired at the BLDC and used some tools and techniques to engage the participants, create their confidence and help them to raise their voices on exclusion in education and marginalization issues. The activities enhanced my confidence and capacity in linking theories and practices, writing reports, and taking more responsibilities from planning to implementation more independently."

Activity 2

Conduct meetings for sensitising parents, Learning Center Management Committee (CMC), local elite and community people about the importance of education, at Narsingdi district.

Together with VERC, Biplob participated in the facilitation of 300 community mobilisation meetings for 2019 participants with face-to-face sharing, demonstration, guidance, and supervision. The objective was to raise awareness of their roles in the learner's development, help to run learning centers more effectively, to minimise the learning gaps, and get children back to school. They have developed an action plan displayed in all learning centers and monitored by all stakeholders at least 4 times per year.

"The committee members prepared an updated list with all non-enrolled school-age children in the catchment area and conducted home visits to identify the most vulnerable ones at risk of dropping out (poor families, with disabilities, slow learners) and provided remedial support for them. They also made phone calls with their parents to follow-up with the children's study continuation, and engaged teachers, education officials and volunteers to follow-up with students to keep them on track with the learning plan."



Mousumi Sarkar Dey

Azad Foundation

India



Activity 1

Organise transformative capacity-building and leadership training through Azad Kishori program for 14 adolescent girls.

The training aimed to build an understanding of Gender Based Violence (GBV) for young girls from the resource-poor communities in the urban city (Kolkata, West Bengal), so they would want to continue their education, negotiate their legitimate/legal age of marriage, and prepare for their career. Mousumi used participatory facilitation techniques learned at the BLDC (icebreaker, group discussion) to create a safe place for open sharing and empower them to support each other to combat the GBV.

"I became confident and motivated to engage with young groups. I also learned many layers of patriarchy and gender and how it works in our life."

Activity 2

Organise training for adolescent boys to build a gender-just ecosystem through the Men for Gender Justice Program.

Mousumi facilitated a session on Gender roles and Unpaid care work for young boys from the resource-poor community in the urban city (Kolkata, West Bengal). Through open discussion and watching videos on the topics, the participants raised their awareness of Gender equality in the family and the society and were better prepared for their careers.

"Participants were also motivated, they found a safe learning space where they can express themselves freely. They got more knowledge to prepare for their careers."

Activity 3

Organise training to prepare women for non-traditional livelihood careers.

Mousumi conducted the session with presentation, group discussion, and film screening. The objective was to motivate and prepare women (aged 18-35) from resource-poor community in the urban city (Kolkata, West Bengal) to become professional chauffeurs and to join driving-related works.



Anita Singh

Nirantar Trust
India



Activity 1

Organise leadership training for the local facilitators (Utpreraks) under the Institutional Building program.

Anita used the Balloon & Pin game from the BLDC to facilitate a leadership training session. The game was consolidated by a group discussion about leadership roles and the qualities of a good leader. Through the session, the Utpreraks had a better understanding of the topic and felt more confident in building the leadership skills for the young girls (kishories) groups that they are responsible for in their villages.

"I have planned two more trainings in December 2022 and January 2023 where I will use the leadership building activities that I learned in the BLDC."

Activity 2

Organise leadership training for adult educators.

The objective was to build leadership skills for women learners who have the potential to take on leadership positions in their workspaces: dairy co-operatives, Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) mate work, women's federations, etc. Anita was inspired by the Hopes & Fears sharing activity at the BLDC and replicated it, followed by a discussion on power and its relationship with hopes & fears. The activity created a trusting environment for the teachers to open up confidently about their own feelings and experiences and motivated them to work collectively as leaders. They gained a better sense of union in a group and understood that a leader should be responsible for bringing everyone together and empowering them.

"The participants were very confident while sharing their experiences. When sharing about their hopes and fears, most of them have written the same kind of thoughts and I also shared the same feeling with them. We're all from different places but we can share our experiences in our language. Teachers liked the power activity a lot, they will definitely do the same activity in their center with their learners."



Rahul Khadse

Vikas Sahayog Pratishthan (VSP)
India



Activity

Conduct a training workshop on Adult Learning and Education (ALE) for 256 Youth Volunteer Cadres at the district level.

The objective was to build community capacity and form a volunteer corps to advocate for equitable access to shared resources in education. The youth were identified as the core volunteer asset since they effectively represent their local community and are well aware of the local issues, allowing them to contribute to the exploration of Education for Sustainable Development. The capacity-building workshop for the youth led by Rahul covered topics about ALE, Vocational Education and Convergence Education. Along with the learning session, the participants were also provided with technical assistance and end-to-end follow-up.

Through the training, the Youth Volunteer group, including both boys and girls, was established in the district of Amravati. They will involve the community in education efforts at the village level. Among them, 11 youths were enrolled for vocational training in various skill-based training programs.

"After putting my Action Plan into practice, I enhanced my knowledge and skills. As a result, I was able to successfully engage the Youth Volunteer group on a significant scale."

"The participants were very satisfied. Over 60% of the volunteers assured their commitment to lead the Adult Education movement in their area."



Ayman Babar

Pakistan Coalition for Education (PCE) - Society for Access to Quality Education (SAQE) Pakistan



Activity 1

Organise the webinar *"Rethinking Education: Learning Beyond the Classroom"* for PCE's member & partner organisations, Pakistan Girl Guides Association (PGGA) members.

Ayman and her colleague facilitated the webinar bringing learners and educators together to share their perspectives and experiences on making schools safe, supportive and engaging spaces for students. They centered the importance of art, music and other co-curricular activities in students' lives and explored how schools can help cultivate non-cognitive skills (creativity, confidence, empathy, resilience) for students to carry with them beyond the classroom.

"My key learning is to acknowledge and address all factors that inhibit community access to useful knowledge, including language barriers. To ensure that each activity is meaningful, I try to remember the following: learning is a mutual process, knowledge sharing is a responsibility, intergenerational learning is critical for preserving and transferring traditional and indigenous knowledge."

Activity 2

Organise capacity-building training and learning circle on Education in Emergencies for PAGE (People's Action Group on Education) members in 2 districts (Ghotki & Sukkur) and journalists, teachers, disability rights activists, representatives from local government.

Ayman conducted the training with presentation, film screening and discussion on the role of education in disaster response and preparedness, as well as in recovery and sustainable development. The participants had a clearer and more political understanding of climate realities and of the most impacted groups, and could reflect on identity-based discrimination in access to relief and rehabilitation efforts.

"Participants expressed the need to strengthen communities, networks and alliances locally in order to build their capacity for influencing climate action and demanding climate justice from local and global actors. Activities have also made participants reflect on individual and collective action and how the importance of both varies with different contexts."

Activity 3

Facilitate community discussion on the gendered impact of climate-related disasters on women and girls in Sukkur, one of the districts most affected by the 2022 floods.

Ayman facilitated a discussion with a diverse group of women to document their issues and initiatives related to the education of girls during and after the floods. This will be used for PCE's Vote for Education campaign to influence political parties' manifestos for the 2023 elections, in order to advocate for disaster-resilient education solutions and mobilise children, youth and communities to work towards a climate-resilient future.



K.G.R Pramod Ariyarathna

Organisation of Environment &
Children Rights Preservation (OECRP)
Sri Lanka



Activity 1

Conduct leadership training for OECRP's staff.

Pramod used what he learned at the BLDC about leadership to build a training session for the staff at his organisation. The echoing of the learnings from the BLDC, enabled the staff to improve their knowledge and their skills.

"I have improved my leadership and communication skills to support the community in a better way."

Activity 2

Organise the training program "ATH WELA" for CSOs to support people with disabilities.

Pramod worked on the training for the leaders of 20 CSOs in the districts of Kegalle and Ratnapura. The objective was to identify the problems of the disabled community and support them in solving their problems to uplift their lives and give them an understanding of how to integrate them into the society. Through the training, the participants got a better understanding of their roles and found new ways of strengthening the relationship of different societal actors and people with disabilities.

"The BLDC was an immense support to conduct a successful training program to my colleagues in my own organisation and 20 Civil Society Organisations. They have improved their skills and gained more knowledge."



Nurlan Tokonov

Public Fund AVEP

Kyrgyz Republic



Activity 1

Conduct a 1-day workshop/Training of Trainers (ToT) on “Transformative Adult Learning and Education” (TALE) for the group leaders of women farmer-groups.

Nurlan facilitated the workshop for 10 women leaders and 5 teachers of vocational schools and secondary schools. He shared different concepts learned at the BLDC: TALE, the pillars of learning, teaching & learning methods, the SDGs. The participants then continued to share the knowledge acquired with their own farmer group.

Activity 2

Conduct discussion and brainstorming sessions for Public Fund AVEP's staff colleagues.

The objective was to scale up the project “Vegetable growing” for women farmer groups to other regions of the country. They got approval from their partner SPI to scale up the project and extend it for 2 years.

Activity 3

Proposal of collaborative project with Deaf association.

With his positive experiences with the deaf community during the BLDC, Nurlan planned to develop a collaborative project with the Public Association of Deaf People Community in Kyrgyzstan. They had meetings together and agreed to send a joint proposal to potential donors.

"After the meeting with the Hanoi Association of Deaf, I was impressed to work with this community in my country. I am in contact with the Public Association “Deaf people community” and we're in search of potential tenders to submit joint project proposals."

"After the ToT on TALE and Equity in Education, the participants really wanted to have more workshops on this topic. The SDGs were especially interesting for the participants. A few of them noticed that 1-day training on such a topic was too short for them. Each participant continued to share about this topic in their own farmer group."



Yukiko Iwaoka

Development Education Association
and Resource Center (DEAR)
Japan



Activity

Organise the “Development in Education Facilitation Course” for university students and adults (20s to 60s), 13 school teachers and NGO personnel.

Yukiko designed and made the planning for the 6-day course and hosted Day 1 and Day 5 of the Course. Taking into consideration the adult learning process, she mobilised different techniques learned at the BLDC into her Course, such as asking the participants to share about their fears to create a trusting and comfortable atmosphere, to reflect on their experiences and set their goals, to observe and improve their communication skills.

Through the Course, the learners earned a deeper understanding of communication in facilitation, and became more aware of the importance of sharing feelings and reflection. They shared as follows:

“At the beginning of each course, there was a careful review of the previous course, which not only brought back the content of the previous course but also provided new learning and awareness from the stories of other participants. I could feel the changes in my own awareness and behavior throughout the course.”

“Reflection is an important means to organise your thoughts and feelings. When I practice facilitation in development in education, I would like to set aside time to reflect as a whole and on my own. I hope that I can deepen the learning through reflection by asking questions and using forms that allow participants to reflect on afterwards.”

“When communicating with others, I have become more careful about my own speech and about listening to others. The basis of facilitation is communication. I am conscious of always taking care of my own mind and trying to understand others.”

“The learners got a deeper understanding of facilitation through communication. The team that organised the course have learned different lessons by being involved in the course as management staff.”

Meeting and Course content
Meeting for course planning
Course Day1: Development education and facilitation and myself
Course Day2: Communication basics (1) Understand feelings and needs and listen to 'development education perspectives'
Course Day3: Communication basics (2) Consensus building on development issues is vital!
Course Day4: Deepen your perspective on the 'question'
Course Day5: Analyzing facilitation and applying it in practice
Course Day6: Reflecting on your facilitation - creating better educational practice



Undrakh Chinchuluun

The PRINCESS Centre Mongolia



Activity 1

Develop and update materials and methods of training for Girls' Leadership Program participants, business girls and social workers.

Undrakh used exercises and interactive games learned from the BLDC and converted them into different topics adaptive to the learner groups, to train them on rights awareness, asset-based community development, social work methodology. Participants thus better improved their knowledge with the new engaging learning approach.

She also developed a totally new training curriculum on Business and Girls' Rights based on the transformative education approach that she learned from the BLDC. To deepen her knowledge of transformative education, she also attended the 12th Civil Society Forum organised by All For Education Mongolia and learned the viewpoints of various parties on the topic.

"I gained a deeper understanding regarding transformative education and a desire to incorporate what I learned from BLDC into my organisational activities as much as possible. This gave me the energy to work more enthusiastically in the future."

Activity 2

Organise policy advocacy meetings about the topic of inclusive education for teenage mothers.

In Mongolia, schools in rural and remote areas still continue to examine girls' virginity. To negate this ill practice, The PRINCESS Centre organised policy advocacy meetings and disseminated information to the representatives from different CSOs and public officials from the educational sector, that early pregnancy and childbirth of teenage girls should not violate their rights to education.

"At the level of capacity building, the participants improved their knowledge in a more interesting and easy way. At the level of policy advocacy, the information was disseminated aiming to make schools adopt girl-friendly policies for the equal inclusion of teenage mothers."



Gunsenkhrol Battumur

Mongolian Education Alliance

Mongolia



Activity

Organise the 7-week “Happy Youth” pilot training for a Young Voters Club in the Preparing Youth for Democracy project to teach 20 high-school students coping skills for mental health.

Gunsenkhrol took part in registering the participants, updating the materials, conducting the training, and evaluating the outcomes. The content of the MOOC focused on happiness, kindness, and practices for a better mental health. Lesson plans and presentations were updated with the concept of lifelong learning. Different icebreakers and energisers from the BLDC were also used during the training to create a warm and friendly environment. Compared to the beginning of the project, participants' positive emotions increased by 10%, quality of relationships by 16%, and meaning by 17%. They also experienced an average 15% reduction in negative emotion and a 33% reduction in loneliness. They shared as follows:

“As a result of the program, I became more sociable. I learned that I was limiting myself a lot. I am so thrilled that I learned to use my strengths. Would love to participate in this type of program again.”

“I realise that I am too harsh to myself. I usually get depressed because I set high standards for myself. From today's session, I understood that being kind to myself is the beginning of being kind to others. I am motivated to read more about kindness.”

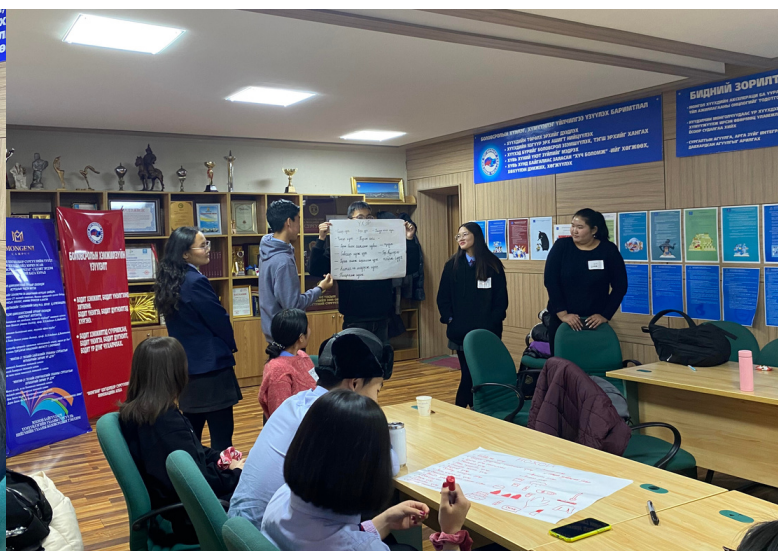
“I thought I knew everything well, but I was biased. I understood that it is crucial to be curious about everything like a child.”

“I always sought happiness outside. After attending this session, my perspective on happiness has changed. I understood that I won't become as happy as I think once I get the “A” grade, have awesome stuff, and become fit. I learned that I need to enjoy the process, not the outcome.”

“My teaching methods have improved to some extent. I also understood the effectiveness of using stories and have the desire to develop storytelling skills.”

“The mean happiness level of participants increased by 10% from the beginning of the project. By level of participation, the average happiness level of active participants increased by 18% which is 16% higher than that of less active participants.”

No	Activities	Application of learning from BLDC 2022	Duration
1	Register participants		5 days
2	Update training matrix	LLL concept	3 days
3	Organize trainings	Energizers and games from BLDC 2022	7 days
4	Evaluate pre- and post-happiness levels of participants		2 days
5	Prepare the action report		2 days



Nila Wardani

Ruang Mitra Perempuan (RUMPUN)
Indonesia



Activity

Conduct the workshop *"Building Inclusive Leadership"* for 20 women and young girls.

Nila facilitated the session with informal dialogues, group discussions, and case studies on women and girls' issues in education. They then discussed equity in education - access to education for all irrespective of their social categories and physical ability - and identified experience or evidence of discrimination cases and how to eliminate them. Then followed by discussions on lifelong learning, its benefits for goal achievement, and contextual implementations for women's economic empowerment and girls' leadership. The objective was to increase the self-esteem of participants, to help them to think critically and plan actions for local development.

Through the workshop, the participants gained more knowledge on the system of education including formal, non-formal, and informal education. They also had better perspectives on the benefits of lifelong learning and how to implement it in their daily life, especially in order to empower women. They were willing to continue using the group meeting forum as a way to foster lifelong learning.

"I have improved my skills on participatory facilitation and got more perspectives about the urgency of lifelong learning to address the issues of women empowerment and leadership."

"The participants got a better understanding about gender equality in education, and can use those experiences as themes for transformative education."



Phoutthanaly Thammamixay

Shanti Volunteer Association (SVA)

Lao PDR



Activity

Conduct a training workshop on Equity in Education for Teachers, VEDC (Village Education Development Committee), and District Education and Sports Bureau at Pakxang district, LPQ province.

Phoutthanaly facilitated the workshop on Gender Equality in Education, Disability-inclusive education, and Discrimination in education, through lectures and discussion groups. The objective was to help them to understand the importance of the topics, to discuss the methods of supporting their children to have inclusive and sustainable activities, and to involve teachers and villagers in the activities at their own school for the development of school education.

Through the workshop, the participants got a better understanding of the topics. They were also more open-minded and had more ideas to support the children in the village, especially children with disabilities in their education. Even though their ideas were still a bit limited, they showed positive intentions and wanted to make their school inclusive to develop education for all in their village.

"I understand and have more confidence in passing on the knowledge I have to people. I am more aware of the feelings, abilities and understanding of various people. Also, I have learned new things, especially I have realised how difficult is the real situation of living and working for people in the project area."

"Teachers and the VEDC understand more about how to support the education of children in the village, know about the meaning of inclusive education, they know when discrimination takes place, and how discrimination affects children negatively and also know the importance of education and equality in education."



Meryl Joyce E. Encienzo

Civil Society Network for Education Reforms (E-Net Philippines) Philippines



Activity 1

Organise 9 Facebook live stream episodes for the youth.

Meryl organised the sessions for Supreme Pupils Government (SPG) and Supreme Student Government (SSG) youth leaders from 5 Kalambag Areas (NCR, Negros Occidental, Kidapawan, Zambales, Pioneer). The sessions featured children and youth hosting and their conversations on topics around discrimination, the United Nations Convention on the Rights of the Child, indigenous peoples, and climate change. The live streams also reached a wide audience with a total number of nearly 17K views as of December 10th.

Activity 2

Organise 4 learning sessions via Zoom on Philosophy of Education, Climate Change & Sustainable Development, Disability Sensitivity Orientation, and IP Rights Awareness.

Meryl organised the sessions to deepen the knowledge of the youth including SPG & SSG youth leaders from 5 Kalambag Areas, Youth with Disabilities, LAKAS Youth Organisation (Aeta Indigenous Group from Zambales). They gained insights from the adult speakers and other participants and were able to improve their critical thinking and facilitation skills.

Activity 3

Mentor youth members from Kalambag Areas: Negros Occidental and Zambales.

Meryl monitored 2 Facebook live streams, shared her knowledge and provided guidance for the participants. She aimed to educate the youth on their rights, become an example of leadership to fellow youth, and empower new child advocates.

"I have learned a lot in terms of managing a project and feel empowered to do more as a youth leader. I have also realised in a deeper understanding how values such as responsibility and commitment must be upheld in making change in the community because speaking for advocacies and taking actions have impacts and could influence others."

"Children and youth exercised their right to participate in matters that affect their lives by voicing out their opinions and recommendations. They also increased their knowledge on the topics and confidence in public speaking. Along with my participant group and many others, we will work jointly to achieve our mutual hopes through policy advocacy."



Shiela May Inmenzo Aggarao

Nationwide Organization of Visually-Impaired Empowered Ladies (NOVEL)-ENET Philippines Philippines



Activity 1

Participate in the Forum on Republic Act (RA) 11650 and Stakeholders' Implementing Rules and Regulations (IRR) Recommendation.

Shiela took part in the online forum on the Policy of inclusive education for learners with disabilities, together with E-Net Philippines, Organisations of persons with disabilities (OPD), and other policy advocacy groups. The forum raised awareness of the roles of the stakeholders during the IRR formulation & passage and served as preparation for the national consultation by the Department of Education. Shiela was able to give considerable inputs, using her knowledge of Gender equality in Education and Education in Emergencies, during the Stakeholders' Consultation.

Activity 2

Organise a 3-day personality development workshop and educational tour for young women and girls with disabilities from Laoang, Northern Samar.

Together with colleagues from NOVEL, Shiela organised the workshop with disability and gender sensitivity in mind and aimed to equip the participants with knowledge on developing self-confidence, nurturing healthy relationships, and goal setting based on the Lifelong Learning Framework. They saw noticeable improvements in their communication skills and were more open to bonding with each other.

Activity 3

Organise the "Disability Inclusion in Local Government Unit (LGU) Service-Delivery System" workshop. The activity was led and facilitated by OPD in partnership with Save the Children Philippines for their Project SCOPE. The objective was to develop action plans for more disability-inclusive services in different LGU offices. After the workshop, one of the LGUs (the Municipality of Pateros) will push for the immediate establishment of Persons with Disability Affairs Office in their locality.

Activity 4

Disability Support Allowance (DSA) Policy Advocacy. Shiela is the lead of the project, which aims to lobby for the institutionalisation of a monthly DSA for all Filipinos with disabilities. The legislators who filed their DSA Bill led to engagement with the Congress Special Committee on Persons with Disabilities. They also garnered the support of the National Council on Disability Affairs ED and over 250 OPDS/CSOs nationwide. 8 learning sessions on the related topics were conducted with 200 attendees and 4,080 online views. They also made an online campaign and had a monthly average of 65.9k reach.

"I was able to better understand the process of policy advocacy. It made me more critical in thinking, more creative and strategic in our campaigns and engagements. I learned to be realistic and more patient as lobbying for a law may take years, but of course not give up. It is really a different feeling when you just read and talk about it in theory as you are applying and practicing it."

"I could see these young women and girls with disabilities know what they really want to happen in their lives and the fire within them to achieve those dreams. I was not able to hold back my tears when one of the teachers said that this project should continue. I was full of joy that they realised the value of sustainability. That the project will end but their right to be supported, included, participate and lead will continue."



Mac Thi Phuong Thao

Hanoi Association of the Deaf (HAD)
Vietnam



Activity 1

Organise book reading sessions on education rights for 30 deaf children at the Hanoi Sign Language Training Center. Thao applied the participatory facilitation techniques learned at BLDC to host the session with slides presentation, book reading and interactive games. Through the session, the children learned new vocabulary and got introduced to equality and equity in education, so they can develop themselves outside of the family context.

"I have made a lot of progress in my teaching skill for my delightful Deaf students. By organising the activities, I learned more about equality and equity in education, I improved my communication skills. I can share more confidently about gender equality and leadership to a larger group of people."

Activity 2

Organise sharing sessions for HAD members to raise awareness of the deaf community's culture. Thao hosted online sharing activities for Deaf and Hearing people about "The capacity of communication" with slide presentation, film screening and open discussion. The objective was to help the members to understand more about their abilities, become more confident in learning sign language, and to encourage them to enhance their knowledge by talking to other people.

"Through the activities, my learner groups have more knowledge and soft skills, they want to participate in more activities and to receive informational newsletters. The idea of uniting and communicating gives them more confidence to overcome integration challenges."



Nguyen Hoang Thien Kim

The Center for Studying Deaf Culture Vietnam



Activity 1

Create learning materials on discrimination by deaf students and for deaf students.

Kim planned to enrich the learning experiences of her students at the Center for Studying Deaf Culture by making videos about discrimination cases. The objective was to introduce Deaf students to different situations that they might face at school as well as in daily life. She guided her students in making the script and acting, then they filmed and edited the videos themselves.

"I am glad I can put what I have learned about discrimination and inclusion in education into practice."

Activity 2

Organise learning sessions for deaf students with film screening and discussion on the topic of discrimination.

During their weekly community time every Friday at the Center for Studying Deaf culture, Kim showed her students in 3 classes the videos about different cases of racism and other forms of discrimination. They then had discussions on the topic. The content of what Kim learned at the BLDC was turned into practical cases in the scripting. The objective was to help Deaf students to understand what discrimination is in a more engaging way. As the videos were made by the students themselves, they could link what they experienced with what was taught.

"Deaf students are very interested in making videos and now they understand the basic concept of discrimination and they know how to help each other in case of need. If they are a victim of it, they know how to share it with their parents or teachers and avoid getting hurt in the long run."



Kieu Thi Phuong Anh

Hanoi Association of the Deaf (HAD) Vietnam



Activity

Organise a training workshop on leadership and equity in education for 50 middle school and high school students at the Support Center for the Development of Inclusive Education, at the National College of Education.

Phuong Anh prepared the slides for the presentation and shared what she learned at BLDC about leadership, Gender Equality in Education, and Lifelong Learning with the students. She led the session with a Q&A and discussion to encourage the participants to share about their learning experiences. The objective was to help them to be aware of the educational issues of the deaf community, and to equip themselves with more knowledge so they can participate more confidently in community activities and know what benefits they can bring to the community themselves.

"I just want to work together with my association to organise more plans for the deaf community to enhance the purpose of development and solidarity."

"Students in middle school and high school learn actively with enthusiasm and become more knowledgeable. Some of them have never joined the deaf community but now they understand more about it. Many of them are now more aware of the community's education issues and the need for education."



Nguyen Thi Ha Thanh

Research Center for Inclusion (RCI) &
Enjoyable English - Hue Deaf Club
Vietnam



Activity 1

Teaching sessions on education rights for Deaf children at Enjoyable English.

Thanh used the knowledge that she acquired from the BLDC to teach her students about equality in education and made them aware of their rights to and within education. The children got introduced to the topic through new vocabulary and were able to use it to share about their difficulties.

"I am more confident in teaching inclusion and sign language for people with disabilities at Enjoyable English. I know how to teach in a fun and interesting way."

Activity 2

Organise sharing sessions for Hue Deaf Club members to raise awareness about Inclusion in education.

Thanh hosted sharing activities for her club about "Gender equality in Education" and "Promoting Equity in Digitalisation of Education" through slide presentation, games and film screening. She taught them new knowledge learned at the BLDC on the topics, and also screened Youtube videos so they know that they can make changes in their life.

"My group of students and my club members received more knowledge about their rights to education and inclusion in education. They also discussed with me on overcoming their difficulties."



Blondie Akwasia

Coalition for Education Solomon Islands (COESI)
Solomon Islands



Activity 1

Conduct GAPSED+ & Inclusion in Education training for COESI network members.

Blondie facilitated the training for the representatives of different network members including Women's group, Education Dept. officials, Development Service Exchange (DSE), Disability Association and Honiara Youth Council. Different concepts linked to education were presented: GAPSED (Gender, Age, Place, Sex, Ethnicity, Disability), Equality & Equity, Stereotypes, Conventions & International Agreements. Through the presentation and group discussion, the participants enhanced their knowledge and awareness of inclusion in education, and appreciated the use of GAPSED as a decision-making tool within their organisation.

"I feel confident and I see myself as a change agent to promote and support my organisation's work for the good of our communities and contribute to improve the education system of the Solomon Islands."

Activity 2

Conduct Financial training for St Vincent school board and senior teachers under Education Support Sector Program (ESSP) Project.

Blondie facilitated the 2-day training with presentations on the financial management of schools (funds usage, financial processes, business documents, bookkeeping). They then had group and personal activities on making the documents themselves. The training enhanced their knowledge & skills to strengthen the financial system of St Vincent school. It also helped to improve their family's financial management to support their children's education.

"The trainings contributed to improve the participants' understanding of inclusion in education. The GAPSED training increased COESI network members' knowledge to identify the factors causing barriers to education in the Solomon Islands. Secondly, the finance training enhanced St Vincent school board knowledge to understand how school is operating and management of finance at school level."



Alilia Parker

Adult and Community Education (ACE) Aotearoa
New Zealand



Activity 1

Organise a planning day, group workshop and Christmas dinner for the Pacific All Stars Initiative (PASI) group.

Together with her colleague, Alilia planned and facilitated the workshop with 20+ attendees including professionals from the regional health sector, libraries, local council, ministry of social development, youth workers, young people and other volunteers. Apart from presenting PASI history & goals, Alilia also shared about her key learnings and experiences at the BLDC. They then discussed some of the biggest issues for children and young people and brainstormed ideas to best utilise their resources, and gave inputs for their strategic planning. The workshop ended with a Christmas dinner and created stronger connections between group members. This was the base to organise more meetings to plan for PASI 2023 and decide on their core group.

"I was able to implement a lot of the learning and experience from BLDC. I feel more confident as a contributing member and leader within the group. I have gained more experience, understanding and appreciation for the role I play within this group."

Activity 2

Trophy award for PASI member's graduation.

To implement the goals of supporting young Pacific people, members of PASI attended another member's graduation at her college with a sponsored trophy to award the student who best displayed their school values called 'Tau Fakavaega He Aoga' celebrating Pacific success. This was a first-time-ever event, a historical evening showing the growing presence in the community as PASI is becoming a stronger group.

"There has been a lot more positive discussion and connection which has strengthened our PASI group. People are inspired and willing to contribute to the proposed future activities and goals of the collective group for our community."

Activity 3

Strengthen networking opportunities and the connection of PASI group.

Alilia took part in creating a PASI members' group chat on social media. In this safe space, they can easily share ideas, opportunities for collaborative work or support for young people. The group saw growth in participation in discussions from all members. They facilitated workshops with quarterly meetings, and created a database of local providers for network growth. They have also identified ways to improve their support for each other and their community.



IMPACTS OF THE BLDC 2022

After the implementation of the activities, the alumni experienced positive changes in themselves as well as in their participant groups.

Below is the summary of the impacts of the activities implemented in particular, and on a wider scope: the impacts of the BLDC 2022 as a capacity-building program on the community.

	IMPACTS ON THE ALUMNI	IMPACTS ON THE PARTICIPANT GROUPS
KNOWLEDGE ACQUISITION / ENHANCEMENT	<ul style="list-style-type: none"> • Apply their key learnings from the BLDC, especially on the topics they chose to enhance their activities • The differences from theory to practice • The importance of advocacy and taking action • Understand that learning is a mutual process • Acknowledge and address all factors identified as barriers for learners • Better understanding and more awareness of the feelings of people from different backgrounds • Deeper understanding of the realities in their project areas 	<ul style="list-style-type: none"> • New knowledge on various topics: TALE, Lifelong Learning, Equity in Education, Gender Equality in Education, Inclusive Education, Discrimination, SDGs, Youth Empowerment, etc. • Improved understanding on the needs and the rights of education • Awareness of social issues and ability to identify them • Know how to help and be able to help themselves and other people (support the youth, underprivileged people, people with disabilities, women & girls, career preparedness, etc)
SKILL IMPROVEMENT	<ul style="list-style-type: none"> • Communication • Leadership • Participatory facilitation • Writing reports • Project management • Plan implementation • Advocacy • Teaching • Youth engagement • Empowerment • Critical / Strategic / Creative thinking • Storytelling • Empathy / Listening • Independence / Team work 	<ul style="list-style-type: none"> • Public speaking • Communication • More open to sharing and discussion • Workshop facilitation • Financial management • Coping skills for mental health • Goal setting • Advocacy capacity (on local, national and regional levels)
MOTIVATION & INSPIRATION FOR ACTION	<ul style="list-style-type: none"> • Desire to continue to put what they learned into practice • Feel the urge to address social issues • Confidence to continue their mission • Want to contribute more to attain the goal of education for all • Perceive themselves as proactive change agents/leaders for the good of their community • Feel responsible and empowered to do more, to make relevant changes • Already made plans for future activities • Widen their scope of work with collaborative projects • Be patient and effectively deal with challenges that come their way 	<ul style="list-style-type: none"> • Desire to learn more • More connection & unity • Confidence to overcome challenges • Want to contribute to strengthening the community • Share their knowledge and skills gained through the training with other people / Recreate their learning experiences to other people • Take immediate action to address social issues identified • Speak up for their rights • Encouraged to voice up for policy advocacy • Inspired to achieve their goals

FOR FUTURE PROGRAMS

As learning is a continuous and mutual process, the experience of the BLDC and the Tracer Study Report also generated reflections on how to better future programs. The observations, interactions during and after the Course, and the analysis of the alumni's activity reports, led to a better understanding of the alumni's learning experience but also of the important roles and impacts of the BLDC as a capacity-building program.

The following are some of the key reflections and recommendations, for making the leadership capacity building on youth and adult learning and education more effective at the regional level:

01

Keep the learning content updated post-BLDC

- The BLDC content is constantly updated every year but taking into consideration the current explosive growth of technologies (AI) and potential black swan events, some content might easily become out-of-date in just a short amount of time. Hence the need to project into the future, to review and update the course content while keeping an eye on the big picture of other sectors.
- A session on Information Literacy skill might be helpful to equip participants with better research skills to find and use good quality information themselves. A monthly/quarterly newsletter or articles on ASPBAE website with the latest news on education and related topics might also be a solution to keep the alumni updated and be prepared for upcoming changes.

02

Foster the connection during & after the BLDC

- Create a common space for sharing, discussion (social media) to encourage mutual learning, peer-to-peer support for inspiration and generation of ideas, etc.
- Facilitate synergy for potential collaborative projects between organisations across the region. E.g. an imaginative project/group work bringing together different organisations into solving a problem.
- Create an (online) awards ceremony where the alumni can share about their projects with the challenges and good practices, as an opportunity for mutual learning and rewiring the connection among the alumni themselves and with the Faculty team. The celebration also serves to give them motivation and a sense of recognition for the work they have done.

03

Rethink the design of the action plan & the activity report

- **Action plan:**
 - Redesign the template of the action plan to bring a relevant approach to planning, implementing and documenting the alumni's projects, and to create an easier and time-saving process to submit the activity report later.
- **Activity report:**
 - Add suggestive sub-questions for more clarification and details in the submitted reports (scale of the activity, learners groups testimonials, share training materials used, etc).
 - Delve more into the challenges/difficulties that the alumni encountered while applying their learnings in their local context.
 - Make it more interesting, personal, and value-added for the alumni, e.g. add a reflection & resolution page to sustain open sharings and to keep them engaged in applying what they have learned in the BLDC.

ASPBAE thanks all donors, partners, and members who have acknowledged BLDC as an important avenue for leadership capacity-building in youth and adult education and have promoted it consistently through their engaged cooperation. The BLDC 2022 Alumni are front and center of the BLDC Tracer Study. Their participation has fully enriched this exercise, their perspectives offered a wealth of insight that will surely guide future BLDC work and planning.

Special thanks go to ASPBAE President, Nani Zulminarni for overall guidance and encouragement; and ASPBAE EC members: Peter Clinton Foaese, Nguyen Kim Anh and Amartuvshin Dorjsuren, for their time, energy, and contribution as Course Directors of the BLDC 2022 and for all the mentoring support they provided to the BLDC Alumni. Strong appreciation goes to VAEFA (Vietnam) for their hosting and support throughout the BLDC 2022.

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.

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

We thank you all for your continued support to contribute to the BLDC!

Helen Maria Dabu
Secretary General, ASPBAE

LIST OF THE BLDC 2022 ALUMNI

SOUTH ASIA

1. **Shamson Naher Begum**
Campaign for Popular Education (CAMPE), Bangladesh
Program Officer
2. **Biplob Chandra Dey**
Village Education Resource Center (VERC), Bangladesh
Project Manager
3. **Mousumi Sarkar Dey**
Azad Foundation, India
Senior District Lead, Kolkata
4. **Anita Singh**
Nirantar Trust, India
Pedagogy Specialist
5. **Rahul Khadse**
Vikas Sahayog Pratishthan (VSP), India
Program Director
6. **Tenzing Norbu Sherpa**
Himalayan Health and Environmental Services Solukhumbu (HHESS), Nepal
Member
7. **K.G. Ravindu Pramod Ariyaratna**
Organisation of Environment and Children Rights Preservation (OECRP), Sri Lanka
Project and Program Coordinator
8. **Ayman Babar**
Pakistan Coalition for Education - Society for Access to Quality Education (SAQE), Pakistan
Program Coordinator – Research and Advocacy

CENTRAL ASIA

9. **Tokonov Nurlanbek Berdibekovich**
Public Fund AVEP, Kyrgyzstan
Executive Director

EAST ASIA

10. **Yukiko Iwaoka**
Development Education Association and Resource Center (DEAR), Japan
Staff
11. **Gunsenkhrol Battumur**
Mongolian Education Alliance (MEA), Mongolia
Assistant Researcher and Accountant
12. **Undrakh Chinchuluun**
The Princess Centre, Mongolia
Founder

LIST OF THE BLDC 2022 ALUMNI

SOUTH EAST ASIA

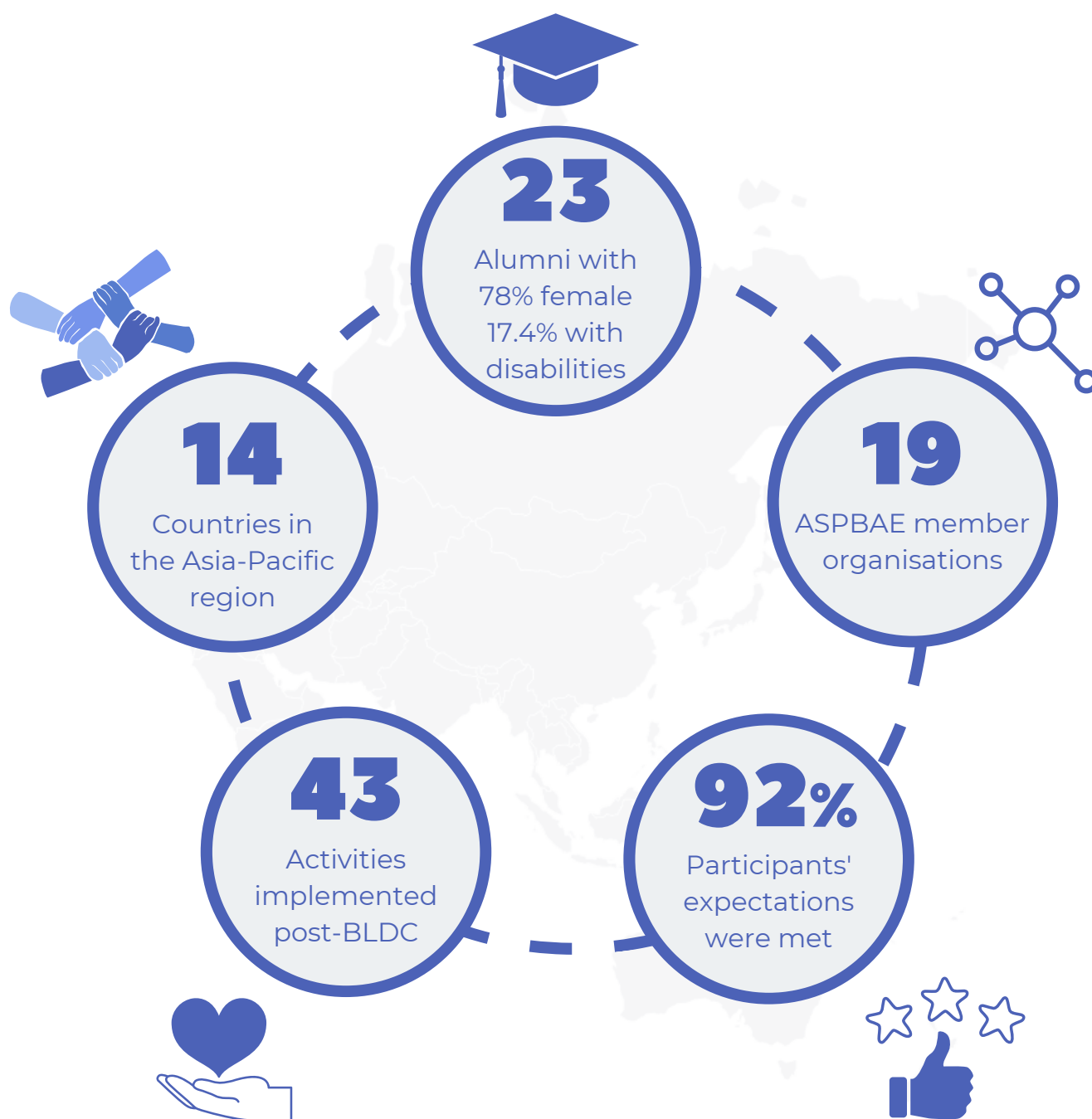
13. **Nila Wardani**
Ruang Mitra Perempuan (RUMPUN),
Indonesia
Coordinator
14. **Phoutthanaly Thammamixay**
Shanti Volunteer Association (SVA),
Lao PDR
Country Manager
15. **Chanthalangsy Sisouvanh**
Rural Development Agency (RDA),
Lao PDR
Executive Director
16. **Meryl Joyce E. Encienzo**
Civil Society Network for Education
Reforms - E-Net, Philippines
Youth Member
17. **Shiela May Inmenzo Aggarao**
Nationwide Organization of Visually-
Impaired Empowered Ladies
(NOVEL)-E-Net, Philippines
Secretary
18. **Mac Thi Phuong Thao**
Hanoi Association of the Deaf (HAD),
Vietnam
Board Member
19. **Nguyen Hoang Thien Kim**
The Center for Studying Deaf Culture,
Vietnam
Sign language interpreter - Teacher
20. **Kieu Thi Phuong Anh**
Hanoi Association of the Deaf (HAD),
Vietnam
Board Member
21. **Nguyen Thi Ha Thanh**
Research Center for Inclusion (RCI),
Vietnam
Core Trainer (Independent consultant)

SOUTH PACIFIC

22. **Blondie Akwasia**
Coalition for Education Solomon
Islands (COESI), Solomon Islands
Program Coordinator
23. **Alilia Parker**
Adult and Community Education
(ACE) Aotearoa, New Zealand
ACE Youth Worker
24. **Lae Santiago**
ASPBAE, Philippines
Research and Advocacy Officer
25. **Alena Mara Sipalay**
ASPBAE, Philippines
Executive Assistant to the Secretary-
General
26. **Meenu Vadera**
ASPBAE, India
Executive Council member
representing South Asia

ASPBAE PARTICIPANTS

BLDC 2022



TO BE CONTINUED

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.

PUBLISHER

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

Unit 106 Sterten Place Condominium,
116 Maginhawa Street, Teacher's
Village, Quezon City 1101, Philippines

asphae@gmail.com
www.asphae.org

With the support of
DVV International and BMZ