



2023

THE BLDC FOOTPRINT

TRACER STUDY REPORT



ASPBAE

Asia South Pacific Association
for Basic and Adult Education

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PREFACE

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 primary goal 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 2023 Tracer Study Report captures the outcomes of the BLDC 2023 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 2023 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.

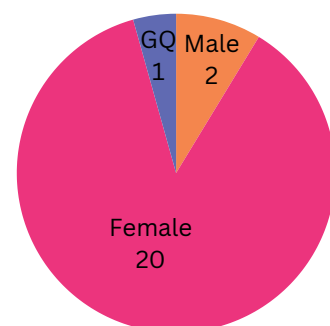
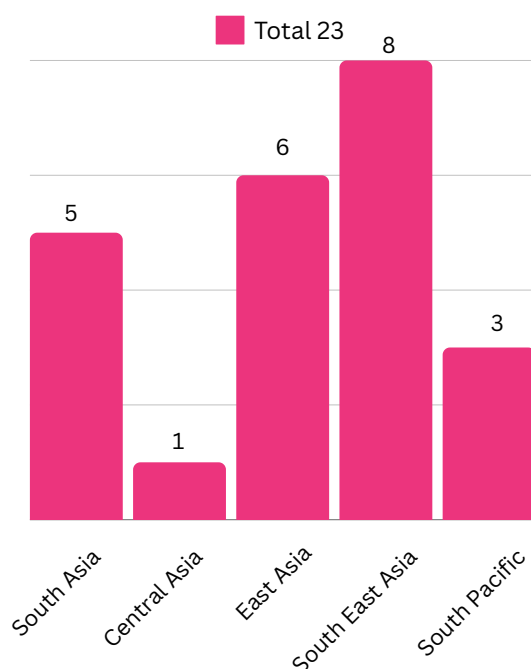
The Tracer Study also contributes to the community of practice of Transformative Adult Learning and Education in the region, by building a regional collection of good practices and key takeaways from the BLDC every year.

How it works

The alumni (excluding 1 EC participant-observer) were asked to demonstrate the application of their learnings in their ongoing work in their organisations, within 3 months from the completion of the BLDC 2023, 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. 23 out of 28 alumni (i.e. 82%) had submitted their activity reports by the time of this Tracer Study.



Tracer Study Respondents 2023

BLDC 2023 OVERVIEW

The BLDC 2023 was hosted in Kuala Lumpur, Malaysia, from 16 to 21 October, by Pusat KOMAS, bringing together 29 participants from 15 countries in the Asia Pacific region.

This year's program focused on enhancing the capacities of emerging leaders among ASPBAE's membership. It involved in discourses on adult learning principles and lifelong learning perspectives, with a focus on feminist leadership approaches for transformative ALE. The initiative also aimed to strengthen interaction between youth & adult education practitioners & advocates of the right to education.

The 6-day course offered participants a wealth of knowledge about youth and adult learning and education from multiple perspectives. It featured highly interactive sessions with offline and online interventions from the faculty team and resource persons.

Theory and practice were perfectly blended, with lots of icebreakers, energizers, and group work, fostering an engaging environment. Site visits to 5 local NGOs, "Queen of Katwe" film screening, and the Petitioning for ALE in People's Court, among other activities, offered a unique and enriching learning experience for the participants.

OBJECTIVES

- I. Build a critical understanding of the historical development of global ALE policies & programmes*
- II. Orient on principles of feminist leadership*
- III. Enhance networking and advocacy skills*
- IV. Gain a better understanding of ASPBAE's work*



BLDC 2023 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 2023

01

KNOWLEDGE

The alumni of BLDC 2023 expressed their appreciation for the opportunity to meet people with diverse backgrounds and collaborate with them to strengthen their network across countries in the region. The BLDC played the role of a platform that fostered rich knowledge exchange, learners' activeness, and enjoyable moments, making the learning process a success. The site visits in the host country Malaysia were the highlight of their learning experience. Lots of them stated how inspiring it was to learn from those examples, and that they wished the field visits were longer. They also appreciated the interaction with the NGOs where they could reflect on their own country context.

Regarding the BLDC learning sessions, several nominated Feminist Leadership, Power, Adult Learning and Education as their primary learning domains. Other concepts were mentioned including Gender Justice in Education, Intersectionality, Advocacy Skills, Global Adult Education Policies and Programs. The alumni found the learning content relevant to their work and would benefit their communities and organisations. The alumni also showed a special interest in the film screening of "Queen of Katwe" as the movie characters showcased different types of "Power".

SKILLS

The alumni enhanced a range of skills after the Course including leadership, teamwork, and communication. They also strongly appreciated different participatory facilitation methods such as icebreakers, energizers, and group works that showed them how to design a fun and engaging learning experience. The petitioning for ALE in People's Court was also an interesting experience where they could develop their negotiation skills and elevate their ability to navigate educational advocacy. Equipped with these skills, they would be able to interact strategically with stakeholders and build collaborations that drive policy effect. The alumni witnessed a boost of self-confidence to continue pursuing their mission.

02

BLDC 2023 KEY LEARNINGS

KNOWLEDGE

Feminism

Feminist Leadership

Intersectionality

Gender Equality in Education

ALE policies & programs

Transformative Adult
Learning & Education

Human Rights

Advocacy

Power

Women Empowerment

SKILLS

Leadership

Advocacy

Facilitation

Networking

Communication

Self-Confidence

Teamworking

Fundraising

ALUMNI TESTIMONIALS



Prarthana Thakur
Nirantar Trust, India

I Global perspective on adult education from a feminist lens

The BLDC course helped us to develop a global perspective on adult education by sharing the history and policies around adult education at the global level. Human rights issues of migrants in Malaysia helped us to relate to the issues of migrants in India. It also provided opportunities to analyse global policies around adult education and why we are struggling to find funding support for adult education in our home countries like India.

II Collective reflections around different issues and concepts

I really liked the idea of collective group discussions around different concepts introduced in the BLDC course. It helped us to know the views and experiences of participants from different countries and collective discussions helped us to broaden our individual perspective around different issues.

III Locating oneself through River of life activity

I was completely moved by River of life activity after listening to the life journey and experiences of other participants. It is so important as a facilitator to know the individual journey of our participants, learners and field team while working with them to have empathy towards each other.



ALUMNI TESTIMONIALS



Ari Hardianto

Network for Education Watch (NEW), Indonesia

I Emerging Feminist Leadership Skills

In this training, I gained feminist leadership skills that are essential for dealing with challenges and changes in the world of adult education. These skills involve the ability to understand and respond effectively to issues of gender equality, women's empowerment, and inclusivity in the context of leadership. I also learned how to integrate these principles into my decision-making and daily actions as a leader.

II The concept of "power" and feminist leadership-oriented ALE advocacy strategies

The BLDC 2023 provided deep insights into the concept of power and how to understand it in the context of feminist leadership. I gained strategic concepts for using power positively to promote change in adult education. In addition, I learned advocacy strategies that can be integrated within a feminist leadership framework to support adult education rights and strengthen my role as an advocate.

III In-depth Knowledge of Global Adult Education Policies and Programs

One of the key outcomes of this training is a critical understanding of the historical development of global adult education policies and programs. By understanding this background, I can identify trends, challenges, and opportunities in adult education development. This knowledge provides a solid foundation to contribute more effectively to the strategic planning and implementation of relevant and impactful adult education programs.



ALUMNI TESTIMONIALS



Bai Sheina Balabaran-Kusain
ENET Philippines/ Adat-Betad, Philippines

The BLDC 2023 has emerged as a transformative experience, equipping us-participants with a multifaceted skill set, rich conceptual insights, and a profound knowledge base. These key learnings are pivotal in propelling education advocates toward a future where adult learning and education become catalysts for inclusive, equitable, and transformative societal change.

I Understand the Historical Development of Global ALE Policies & Programs

As one of the participants, we emerged with refined skills, capable of critical analysis and synthesis of historical data. The program provided a deep dive into the evolution of ALE policies globally, unraveling key milestones, and elucidating shifts in policy frameworks over time. Armed with this knowledge, advocates are now equipped to comprehend the historical context of ALE policies, recognizing the intricate interplay of socio-political changes in global educational landscapes. The key takeaway is an enhanced awareness of global trends in adult education, paving the way for informed advocacy and policy contributions.

II Oriented on Principles of Feminist Leadership

Feminist leadership principles took center stage, shaping a new paradigm for us. Acquiring leadership skills from a feminist perspective, including empathy, collaboration, and inclusivity, has empowered me to become an advocate for gender equality within educational spheres. Concepts such as intersectionality, empowerment, and gender equality have been ingrained, fostering a leadership ethos that recognizes and addresses diverse needs. This orientation enables participants to leverage feminist leadership principles in influencing educational policies, fostering inclusivity, and championing social justice within the realm of adult education.

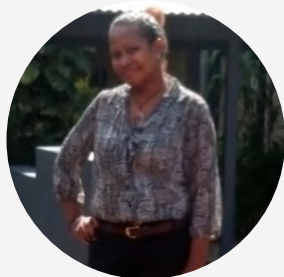
III Enhancing Networking and Advocacy Skills

The program cultivated effective communication, relationship-building, and negotiation skills, elevating our ability to navigate the complexities of educational advocacy. Concepts elucidating the importance of networking in the field of ALE, strategies for effective advocacy, and the pivotal role of partnerships in advancing educational goals have become ingrained. Armed with this skill set, we are now poised to strategically engage with stakeholders, fostering collaborations that drive policy impact. The enhanced advocacy skills acquired during BLDC 2023 are indispensable tools for effecting positive change within the realm of adult education.

IV Gaining a Better Understanding of ASPBAE's Work

I have gained a comprehensive understanding of ASPBAE's mission, vision, and specific focus areas within adult education. This newfound knowledge encompasses ASPBAE's impactful projects and advocacy efforts at both regional and global levels. The insights gained empower me to align our advocacy efforts with ASPBAE's initiatives, fostering a synergistic approach to advancing adult education. This understanding is a catalyst for advocates to contribute meaningfully to ASPBAE's ongoing work and leverage our collective strengths to drive positive change.

ALUMNI TESTIMONIALS



Hilda Clauthylda Waitahi

Coalition for Education Solomon Islands (COESI), Solomon Islands

I learned to be bold when carrying out activities. I became more confident in speaking to the authorities, and the seniors of the community, and even raising awareness to a large crowd of people.

I have learned many new approaches to more actively involve participants in a program. For instance, ice-breaking and recap activities. It helps me think and actively participate during the day. A creative presentation although short, yet gives more meaningful insights that help me a lot with my presentation.

Sharing and cooperation as well as equal participation give me the whole package of what I expected to learn and implement the learnings with my organisation.



The BLDC 2023 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

APPLICATION OF THE LEARNINGS FROM THE BLDC

- **Topics:** The alumni showed a strong dedication to transferring the knowledge gained at the BLDC to their local communities. The activities mobilised different learning domains from the BLDC covering Feminism, Feminist Leadership, Power, Intersectionality, Gender Equality in Education, TALE, Human Rights, Advocacy, etc.
- **Challenges:** Some participants found it difficult to apply the learnings from the BLDC to their local context because of the differences in the educational system, cultural norms, and educational landscape. Others stated that it was difficult to overcome the resistance to change of learners with a fixed/patriarchal mindset.

DIVERSITY IN THE ACTIVITIES

- **Learners:** The activities involved people from different backgrounds, from youth to senior citizens, especially young girls and women, marginalised groups, the LGBTQ+ community, and people with disabilities. Training sessions were thoughtfully designed to engage different subject-related stakeholders. For instance, trainings for young girls were typically followed up by training for their parents and teachers, who have a direct influence on them. As for the policy advocacy activities, efforts were made to include multiple stakeholders: educators, representatives of local governments, policymakers, social mobilisers, and advocates, from academia, government, NGOs, CLCs, CSOs, etc.
- **Methods:** Various participatory facilitation methods were used to engage the participants, including icebreakers, energizers, role-playing, scenario-based simulations, collaborative problem-solving activities and group work. The activities combined digital methods (online discussion forum, video screening, slide presentation) and traditional methods (broadsheet magazine, curriculum and guide book, wooden board presentation), which were tailored to the specific context of each activity. Additionally, some alumni endeavored to recreate the same experience from the BLDC by conducting activities such as Hopes and Fears sharing, River of Life, and a screening of the movie "Queen of Katwe".
- **Formats:** This year's activities were mainly conducted offline. Out of 33 activities, only one was held online via Zoom, while another one used a hybrid format (via Zoom and at a physical location). Regarding offline activities, face-to-face training workshops were the primary choice. Additionally, this year saw a joint project from 2 alumni from NEW and PEKKA, Indonesia, which embodied the strengths of them both and the complementary resources from these 2 organisations.

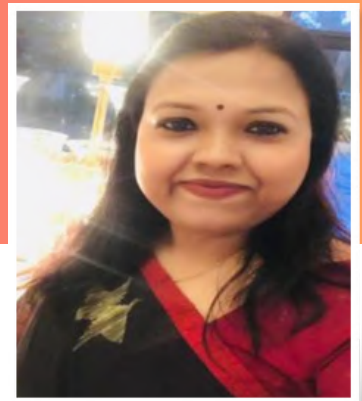
ACTIVITIES WITH IMPACTS

- **Scale:** The circle of impact of the activities reached more than 1050 people across 12 countries in the Asia Pacific region. The scale of the activities varied from a small group of 10 participants to hundreds of people.
- **Impacts:** Both the learner groups and the alumni benefited from the implemented activities. They witnessed new knowledge acquisition, skill enhancement, and a strong desire to take action. Detailed analysis will be provided in the section Impacts of the BLDC (page 30).

The next part will present the activities and outcomes of each alumnus in detail, accompanied by the changes experienced by the alumni themselves and their learners group.

Pallavi Chaman

Azad Foundation India



✦ Activity 1

Facilitate the team at Azad Foundation to create more sustainable programs by reducing carbon emission.

Pallavi facilitated the team of 120 employees and 320 trainee practitioners of Azad Foundation in Delhi, Jaipur, Kolkata and Chennai, to implement best practices for less carbon imprint: reduced & recycled paper stationery in all offices, pitched for funds to buy 4 EV cars for Taxi service by women drivers & 72 EV Bikes for logistics work, online meetings to reduce traveling, hybrid-moonlight work culture to reduce electricity consumption.

✦ Activity 2

Implement program activities with an environmental lens to reduce waste at the workplace.

Pallavi together with her team analysed and implemented different ways to make their workplace more environmentally friendly. They installed no print zone at the offices, no usage of plastic glass, bottles, and plates on the office premises, dry and wet waste dustbins in all centres of Azad Foundation, and digital documentation and payment with QR code wallets. All these actions contributed to a better workplace environment and a more cost-effective working process.

✦ Activity 3

Organise capacity-building sessions for Azad and Sakha's Admin, HR and Finance teams on Gender Justice.

Pallavi facilitated the training at the office and via Zoom for Azad and Sakha's teams on gender justice. They discussed gender & sex differences, their link to civilizations' norms across generations, and their impact on our independence of thoughts, behavioral patterns and expectations. The session emphasized the value of equality, diversity, inclusion and why it is important for men to practice it, not only in the workplace but also in society.

"I experience feminist leadership in my day to day life. And I also learned to carefully use my power by knowing its meanings and impacts."

*"We want to create a safer gender-equal place for all at the office and in the society, and also to help each other with equal respect and dignity. The staff are now more aware and sensitive about gender roles and the notion of equality. Here is a sharing from the staff:
"We are grateful to be part of the Gender Training. Being a finance team, we did not get the opportunity to be part of this kind of training." - Md. Zuber and Krishna Ro*



Eshant Kumar Rajput

iPartner
India



✦ Activity

Organise a one-day training on Feminist Leadership for iPartner & Rakshan Project staff

Eshant facilitated the training for iPartner core staff, Rakshan Project staff, and Rakshan Project community mobilisers, to provide them with an understanding of feminist leadership. Through the screening of the film "Queen of Katwe" which portrays a female protagonist overcoming challenges and barriers in a patriarchal society, they discussed key feminist leadership principles such as intersectionality, inclusivity, collaboration, and advocacy. They also spoke on the importance of promoting gender equality and social justice. The participants were encouraged to reflect on their own experiences and to identify concrete ways to apply feminist leadership principles in their personal and professional contexts.

Through the training, the participants increased their awareness and understanding of feminist leadership principles. They were empowered and inspired to challenge gender norms and promote gender equality. They also enhanced their ability to recognize and address barriers to women's leadership and strengthened their sense of community and solidarity by committing to advance feminist leadership.

I feel more confident. I also learned about the team's perspective towards their work, about their strengths and limitations as well.

The participants were excited and had more clarity on inclusiveness and intersectionality. They also increased their awareness and understanding of feminist leadership principles.





✦ Activity 1

Conduct a workshop to build feminist leadership for girls/women associated with Nirantar Trust educational program

This is the assessment for the 18-month PACE educational course, designed for young girls and women aged 16-35 from marginalized communities who have dropped out or never enrolled. Prarthana co-facilitated the workshop to understand the impact of the program and to identify the needs of the alumni for future work. Various activities including the River of life, theatre activities, group discussions and presentations, cultural events were organised. The young leaders developed an action plan and created groups in their respective field areas to hold regular meetings and events with their communities.

✦ Activity 2

Conduct talks about crucial issues affecting young people across learning centres and collectively create thematic local magazines

Prarthana facilitated the process of making local magazines with the teachers across 19 learning centres. They discussed emerging thematic issues around marriage, love, friendships, livelihood, mobility, etc, for young girls, and watched different video resources of young people co-creating knowledge. Local magazines were developed in the form of broadsheets by the young girls learners, where their own narratives captured the realities of young people from marginalized communities.

✦ Activity 3

Organise peer learning events for young girls aged 16-21 from different learning centres

Prarthana collaborated with local teachers to plan sharing events at the community level. Rather than simply discussing select female heroes, they chose to celebrate the resilience of the young alumni leaders from their program by inviting them to share their stories and experiences with other learners. This helped to boost their self-confidence, solidarity, and empathy for each other.

I feel inspired after listening to the experiences of young girls, as many of the alumni are taking leadership roles in their respective communities.

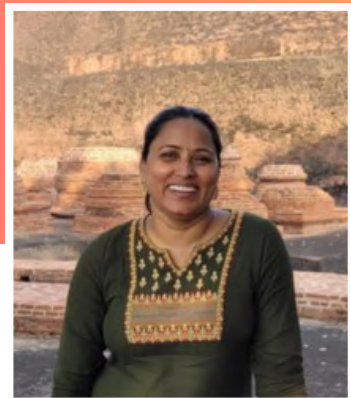
The young girls leaders developed a sense of belonging and solidarity with a larger collective. They felt safe sharing their personal feelings and experiences that they had not shared with anyone else before. They also increased their self-confidence and empathy towards each other.



Archana Gupta

National Coalition for Education (NCE)

India



✦ Activity 1

Organise a one-day seminar on Feminist Leadership for young girls leaders

Archana organised a one-day seminar for 25 young girls leaders aged 15-20, who are school & college going girls from scheduled castes and minority communities. The girls learned about gender, the differences between gender and sex, and several myths surrounding the topic using various facilitation methods such as games, group work, presentations, and discussions. Together, they created a state-level group of more than 20 young girl leaders with strong leadership skills, who will be the voice for girls' education.

✦ Activity 2

Conduct discussions with parents of the girl leaders to address concerns related to gender and education from a feminist lens

Archana held the session with the parents of young girls leaders, from scheduled castes and minority communities. Through group discussions, they gained a better understanding of gender, the importance of education for girls, and their roles in promoting girls' education.

✦ Activity 3

Facilitate meetings with a self-help women's group to highlight the importance of leadership and financial literacy.

The self-help women learner group consisted of 34 members from minority communities. Through group discussions and video screenings, the group learned about the value of leadership, unity, and financial literacy.

“

Listening to the stories of young girls has left me feeling inspired. I also gained a deeper understanding of gender budgeting.

“

The participants had a better understanding of gender, gender budgeting and education. They also identified the issues facing school going girls and compared them to the gender budget.

”

✦ Activity 4

Conduct discussions with young girls to investigate gender perspectives on educational issues

Archana led the session with 20 young girls, using games, group discussions, and presentations to help them recognize concerns of gender discrimination in their schools. Other themes discussed included girls' schemes and scholarships, as well as gender budgeting in education.



Laxmi Nepal

National Campaign for Education Nepal (NCE Nepal) Nepal



✦ Activity 1

Facilitate community-level sharing sessions with youth constituency groups affiliated with NCE Nepal in the Dukuchhap community, Lalitpur

Laxmi facilitated the sharing sessions to disseminate her key learnings and insights gained from the BLDC 2023 to young leaders aged 18-30 including students, activists, community organisers, and young professionals. The goal was to empower young leaders with knowledge, skills, and perspectives on feminist leadership, advocacy, intersectionality and social justice, thereby fostering greater engagement and activism within the youth constituency groups. As a result of this community-level advocacy empowerment, the youths began collaborating with the local government of their ward to secure funding for youth and adult education. They also initiated the mapping of out-of-school children in their community.

“Implementing activities learned from the BLDC has led to increased confidence in my leadership abilities and advocacy skills. I also have a deeper understanding of feminist leadership in a country's context, and have learned to be articulate on such issues.”

✦ Activity 2

Conduct a community-level discussion program in the Udayapur district for the localisation of ALE and TALE

Laxmi prepared the presentation for a discourse program to enhance advocacy for ALE in the Udayapur district with the coordination of NCE Nepal. The program was attended by 34 social mobilisers from Community Learning Centers, CSOs and representatives from local governments. The discussion focused on the current state of ALE in Nepal, the inequalities in male and female literacy, the history of adult education, its role in meeting SDG4 targets, and the need for increased investment in this sector. Following the program, the local administration committed to prioritising education and lifelong learning skills for youths and adults in the district. CSOs are taking next steps to prioritise ALE in education budgeting, during the local-level budget planning process.

“The youths were more engaged and motivated to participate in activities related to advocacy, feminist leadership, and social justice. The youths' members were empowered to take action and advocate for changes within their own communities.”



Naha Takashima

Wake Up
Japan



✦ Activity 1

Conduct interviews with the LGBTQ community in Japan

Naha designed and conducted interviews with members of the LGBTQ community aged 20-40 to better understand their specific needs and experiences with relationships. The objective was to learn more about their challenges and to assist them in finding ways to build stronger connections and healthier relationships.

✦ Activity 2

Facilitate a workshop on building healthy relationships for the LGBTQ community at the Pride Center Osaka

Naha planned and facilitated the workshop on building healthy relationships for 10 people from the LGBTQ community at the Pride Center Osaka. By discussing topics such as boundaries, consent, domestic violence, and sharing about each other's issues, they gained a better understanding of how to build a healthy relationship, and were encouraged to be more open about their sexuality.

“It was my first time to hold a workshop for the LGBTQ community, so I learned a lot myself by meeting with them beforehand and hearing about their difficulties. I deepened my understanding of the challenges that LGBTQ people face in dating, and became determined to address their issues. I want to study more in order to understand intersectionality and promote awareness-raising activities that do not leave anyone behind or excluded.”

“The participants deepened their understanding of how to build more healthy relationships. All respondents answered that they were satisfied, with a rate of 100%.”



JOINT PROJECT

Enkhmaa Enkhbold
LGBT Centre
Mongolia



Anudari Ayush
Women for Change
Mongolia



Yanjinkham Sodkhuu
The Princess Center
Mongolia



Egshiglen Khosbayar
Beautiful Hearts
Mongolia



Dagvadorj Urjinkhand
MONFEMNET
Mongolia



✦ Activity

Transformative Adult Learning and Education (TALE) program

Working at leading gender justice civil society organisations/networks in Mongolia, the 5 alumni decided to collaborate on a joint project with the topic of Transformative Adult Learning and Education (TALE). The project was divided into 3 phases: Internal - Network - Community. The main goal was to investigate the needs of TALE among AFE member organisations and to develop a baseline to raise awareness of TALE and other action plans in the future.

1

Understanding Power - "Queen of Katwe" Movie Discussion

They organised a movie discussion for the youth members (staff, volunteers), aged 19 to 25, from their organisations. The group consisted of 14 individuals with backgrounds in gender and social justice, including 2 cisgender men, 9 cisgender women, 1 transgender man, and 1 genderqueer person. They screened "Queen of Katwe" at the office space of the LGBT center and facilitated an intensive discussion on TALE, the concepts of education and power.



2

Baseline Survey on TALE Among AFE Member Organisations and Development/Amendment of Coalition Action Plan

They developed a Google Forms survey in order to assess the needs for TALE among AFE Mongolia member organisations. The answers were next analysed and presented to AFE to provide support and insights for action planning.

Although all of the survey's participating organisations have substantial expertise in the adult education sector, the majority of them know very little or nothing about TALE and don't have plans to incorporate or implement TALE into their programs. Very few organisations have enough information about TALE, nevertheless, they don't know how to evaluate its effectiveness in educational programs. Lack of knowledge about the approach makes it difficult to put TALE concepts into practice. The survey showed a great need to prepare and deliver a series of trainings and information in this field, hence followed by an action planning session held by the alumni team and the AFE office.

6. What challenges do organizations face when trying to incorporate TALE principles?



Incorporating TALE principles into practice is hampered by a lack of awareness and information about the approach.

3

TALE concept handout

They translated and contextualized several ASPBAE materials, adapting them in both design and content. The handouts were next distributed among AFE members and the broader civil society community and shared on AFE's social media platforms. This effort aimed to raise awareness and increase the accessibility of information on TALE.



After implementing these activities, we found that upon returning to Mongolia and resuming our regular work, the activities proved valuable in refreshing and reinforcing the knowledge gained during BLDC training. Furthermore, throughout the implementation period, we deepened our understanding of each others work and enhanced our network and collaboration.

The alumni team

Dalouny Sisoulath

DVVI Regional Office

Lao PDR



✦ Activity

Facilitate a capacity-building workshop on coaching for corporate trainers

Dalouny facilitated a capacity-building workshop on coaching techniques and skills for Lao Youth Union trainers and Non-formal Education Development Centre. The program was designed to help participants grasp the concepts of coaching and training, as well as the GROW (Goal-Reality-Options-Will) model, the DISC assessment, and debriefing methods and procedures. Using the ALE approach, the training session covered communication skills, teamwork, and leadership skills using power tools. After the workshop, the participants continued to coach the trainers to organise training for the target groups.

My training approach has improved, and I have also understood other people more. I plan to have other follow-up activities with the same group. This inspired me to find more activities to improve myself and others.

The participants got a better understanding of their role and improved their communication skills, especially their leadership skills. They were eager to use this new experience with their trainers and to wish to explore more about their potential.



Kristel Tadaa

Philippine Rural Reconstruction Movement (PRRM)

Philippines



✦ Activity 1

Facilitate a sharing session about Transformative Adult Learning and Education (TALE) for PRRM's staff.

Kristel shared her learning experience at the BLDC 2023 with her colleagues at PRRM. They then discussed the importance of TALE and decided on how to include TALE in their 2024-2027 strategic planning program.



I appreciate how my colleagues actively participated in the discussion and made personal decisions to support the implementation of PRRM strategic plans on ALE.



✦ Activity 2

Conduct a training session about Feminist Leadership for PRRM's staff.

Kristel conducted a training session on Feminist Leadership for her colleagues by sharing about different expressions of Power (Power to, Power over, Power with, Power within, Power under), their own relationship with Power, and the film "Queen of Katwe". Through the training, they assessed the powers that they held and determined how to use that to build a sustainable community over the project area they handled.

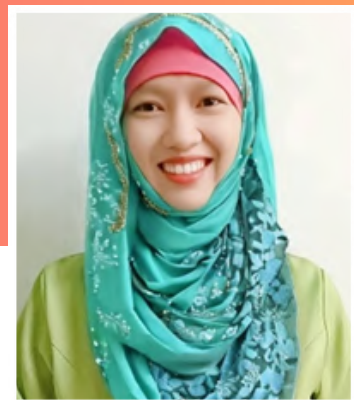


The participants became aware of the expression of power they have, appreciated what feminist leadership is, and were excited to support and participate in PRRM strategic plans on ALE.



Bai Sheina Balabaran-Kusain

ENET Philippines/ Adat-Betad Philippines



✦ Activity 1

Facilitate the transformative learning program EmpowerHer for mothers in Parang, Maguindanao

Bai facilitated the program for mothers from diverse backgrounds in Parang. The program delved into ALE policies, feminist leadership principles, intersectionality, empowerment, gender equality and advocacy skills. Through interviews with feminist leaders, case studies, and interactive sessions, the participants gained insights into how feminist leadership can reshape educational policies. They also enhanced their critical thinking and analytical skills, boosted their confidence, improved their networking abilities, and were empowered to envision and enact positive impacts on adult education policies.

✦ Activity 2

Facilitate 11th E-Net Biennial General Assembly

The assembly was held in a hybrid format, via Zoom and at the Development Academy of the Philippines, Tagaytay City. 40 participants comprised education professionals, policymakers, and advocates, from academia, government, and NGOs, with a shared commitment to address gender-related challenges in education. Workshops during this event covered various topics related to feminist leadership, empowerment, and livelihood. The sessions deepened their understanding of gender policies in education, strengthened their advocacy skills for gender-responsive education, and provided strategies to address gender-based violence within educational settings. The sector/cluster meeting aimed to assess the achievements of sectoral priorities in 2022-2023, discuss plans from the July 2023 sectoral planning, and identify action points for 2024-2025, including the selection of National Advocacy Council representatives. Bai coordinated the sessions, moderating discussions, and facilitating interactive activities.

The implementation of these activities has not only expanded my knowledge and skills as a facilitator but has also heightened my awareness of the complexities surrounding gender-responsive education. The experience has underscored the importance of collaborative decision-making, strategic planning, and ongoing reflection to foster positive change within the education sector. Moving forward, these changes will inform my approach to facilitation and advocacy, contributing to a more impactful and inclusive learning environment.

The learner group experienced positive changes, including a deepened understanding, strengthened advocacy skills, and enhanced networking. The sharing reflects a collective commitment to driving change within the education sector, emphasizing the transformative impact of the implemented activities on both individual participants and the broader educational community.



Mai Hoang To Nga

Central Deaf Services (CDS)/VAEFA Vietnam



✦ Activity 1

Conduct training sessions with deaf educators on ALE

Nga collaborated with 2 deaf teachers to organise an ALE training session. The theme focused on preventing sexual abuse in children with disabilities and catered to an audience of 25 parents, caregivers, and educators. They play a crucial role in the upbringing and education of deaf and hard-of-hearing children at CDS and other deaf schools in the region. Their discussions provided effective strategies for organising and implementing the training. Leveraging this collective knowledge, they revised the detailed plan of the training to optimize its impact and efficacy. Central to their approach was the principle of recognizing the adult learner's emotional and experiential aspects. In alignment with this guideline, they integrated a powerful video clip from a movie based on a true story describing the real-life experiences of deaf students who had encountered sexual abuse perpetrated by teachers and school staff. This activity made the training session impactful and memorable.



I gained profound insights into the dynamics of power (to-with-within-over). This experience deepened my understanding of the intersection between my influence and collective empowerment within my organisation. I acquired insights into the collaborative strength that arises when individuals align their influence with the collective objectives of the organization. Collaborating with my colleagues during the process showed the potential of using our collective strengths, fostering a sense of empowerment within the team.



✦ Activity 2

Coordinate the collaboration of CDS with VAEFA for the meeting on deaf education between Vietnamese and American deaf educators.

Nga helped connect and organise a meeting of CDS, VAEFA and the Executive Director of the American School for the Deaf (USA). The meeting, held in mid-January 2024, not only dispelled prevalent prejudices and misunderstandings surrounding deaf education but also emphasized the undeniable importance of sign language for both deaf and hard-of-hearing children. This initiative, evidence of CDS and VAEFA's commitment to advancing deaf education, created a bridge between deaf educators and policymakers and took a first step to influence appropriate policy changes and left a lasting impact on the quality of educational practices in Vietnam.



The learner group became more aware of the differences in teaching children and adults. The engagement with individuals from the Ministry of Education revealed elements of "power over." It highlighted the strategic influence and advocacy required when working with broader institutional structures. This experience reinforced the importance of understanding and leveraging power dynamics in external collaborations to effect meaningful changes.



Ari Hardianto

Network for Education Watch (NEW)
Indonesia



Superyana Panjaitan

Pemberdayaan Perempuan Kepala
Keluarga (PEKKA), Indonesia



✦ Activity

Village Fund Advocacy for ALE optimisation with a Feminist Leadership Framework

To support adult education and women's empowerment at the village level, Ari and Superyana collaborated and designed a focused action plan based on feminist leadership principles. This plan not only took into account the needs analysis of ALE in the community but also aimed to mobilise village funds for these programs.

Ari focused on mentoring and initial assessments. He also assisted in identifying the needs of communities and provided information on village funds that can be accessed to improve ALE. Meanwhile, Superyana, with financial capacity in PEKKA, provided exposure to financial literacy. Additionally, Superyana acted as a financial supervisor and conducted monitoring and evaluation to ensure the effectiveness of plan implementation and proper resource allocation.

1

Integration of feminist leadership principles

They formed an inclusive project team that applied feminist leadership principles. Through internal workshops and a digital campaign of feminist leadership on social media, they socialised these principles to create a common understanding.



2

Analysis of ALE needs and the roles of women

They conducted ALE needs assessments at the village level with the active involvement of women. Women are involved in designing adult education programs so that the solutions reflect the real needs of the community.



3

Proposal development and Village fund advocacy

Proposals focused on women's empowerment and were initiated by their team. They conducted meetings with village authorities to persuade significant allocations of village funds to support ALE programs.



4

Network and relationship strengthening

They actively collaborated with NGOs, government and educational institutions. Regular forums were held to facilitate discussions between local leaders and adult education practitioners.



5

Socialisation and community awareness

They launched socialisation campaigns at the village level to raise community awareness about the importance of adult education. Through local media, they sought to increase participation in the ALE program.



6

Continuous monitoring and evaluation

They established an impact monitoring system for the ALE program that involved the community in the evaluation process. This helped them ensure that the programs continue to be responsive to community changes and needs.



This experience brought significant changes to the way I see and interact with the dynamics of village governance. The integration of feminist principles in the village program made me more sensitive to gender inequality in decision-making. I feel more empowered to build an environment that supports women, and my understanding of leadership has become more inclusive.



Ari Hardianto
NEW, Indonesia

The participant group, mainly women in the village, witnessed significant changes in the dynamics of village governance. With the women-friendly village program, they feel more recognised in decision-making. Their involvement in village musawarah (Musawarah Desa) forums gives them an active voice in designing village development policies and programs.

For example, the establishment of an inclusive village musawarah forum resulted in a gender-responsive village program plan. This creates space for women to voice their needs and aspirations. Hence, the policies and programs implemented reflect better the reality of their lives. They became more involved and empowered in the overall village development process.

Moreover, the sustainability of women-friendly village programs creates an environment that supports the growth of women's capacity. They feel supported and involved in various initiatives, which in turn has a positive impact on the overall development of the village. Long-standing patriarchal dynamics are being exposed, and village governance is becoming more inclusive and gender-responsive. This creates a strong foundation for continuous improvement in women's participation and empowerment in village development.

Nadia Sultana

North South Initiative (NSI)

Malaysia



✦ Activity

Facilitate training for Bangladeshi migrant women workers living in Malaysia

As an assistant researcher at Monash University, Nadia built a group of 10 women aged 45+, who work in restaurants and factories in Meru Klang and Sri Kembangan, Malaysia. She organised bi-monthly training sessions covering topics such as basic literacy skills, empowerment, economic skills, and community development. Through these sessions, the women learned how to write their names in both Bangali and English, which instilled a sense of identity, dignity, and confidence. The objective was to empower them to participate in decision-making processes, advocate for themselves, and pursue educational or economic opportunities. The financial literacy training, which included basic mathematics and salary tracking, enabled the women to manage their earnings independently and make sound financial decisions. The ultimate goal was to improve their financial stability and living standards for themselves and their families. By building a more literate female population, they can actively participate in civic life, contribute to local economies, and participate in decision-making processes, which helps to achieve community development goals such as poverty reduction, sustainable development, and social cohesion.

Now I am confident that I can also facilitate other women, which makes me happy. Through this research, I learned how women from Bangladesh come to Malaysia, how deprived they are of their safety, health and rights. My future plan is to write a book/blog about "Bangladeshi migrant women's history" in order to raise their awareness.

It is very difficult to change their mindset. But the good news is that they are trying to make time for this training. They are very excited to share their stories. The training gives them a better sense of community, so they decide to take their day off to go outside and come to the place to meet "their people".



Putry Wiwi Widyawati

North South Initiative (NSI)

Malaysia



✦ Activity 1

Conduct training for NSI's staff.

Together with Nadia Sultana, Putry shared what they had learned during the BLDC with their superiors and colleagues at NSI in November 2023. Topics such as ALE, Feminist Leadership, and Power were presented. The BLDC learnings helped to broaden their perspectives, provided them with a more inclusive and sympathetic lens, and contributed to increasing the staff's knowledge and skills, which are still being used in their work today.

“

After the training, I became a more positive person than before. It was very helpful and it opened my way of thinking to not only see from one point of view. This is a very valuable experience for me. And from this training, I can see that everyone has their own difficulties and traumas that not everyone knows about.

”

✦ Activity 2

Moderate sharing about Adult Learning and Education with the Indonesian community in Malaysia

Putry facilitated a sharing session for the Indonesian community leaders in Malaysia. The objective was to learn about ALE and Power and to share their thoughts about these topics through the screening of the movie “Queen of Katwe”.

“

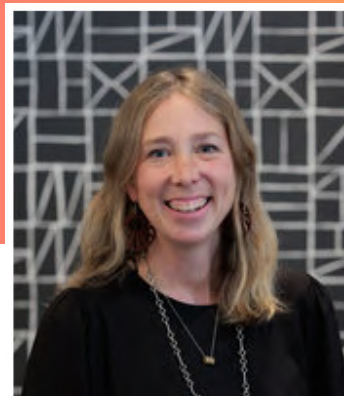
We are still using that knowledge today, which is very helpful. The participants became more self-confident and self-loving. We understand that we are not alone.

”



Lottie Vinson

Adult and Community Education (ACE) Aotearoa/
Canterbury Workers Educational Association (CWEA)
New Zealand



✦ Activity 1

Conduct sharing sessions with the ACE Aotearoa Board members

Lottie presented what she had learned at the BLDC 2023 to the board members of ACE Aotearoa, those passionate about the role of education. Topics included feminist leadership, leadership without discrimination, indigenous leadership models, human rights and education, intersectionality. They then discussed these key learning points and how these might affect their work. At the board's Strategic Planning Day in November, Lottie brought up the issue of advocacy and awareness-raising, encouraging them to ask themselves the question "Are we doing enough?". Lottie also encouraged them to apply an intersectional lens to the work of the organisation, to ensure that no one is left behind.

Sharing the learnings definitely helped to solidify my thoughts and values. The BLDC is the sort of program that influences your outlook on life, it changes you fundamentally and I have noticed a shift in my personal confidence in my values and ideas and self belief.

✦ Activity 2

Raise awareness of social justice and LGBTQ+

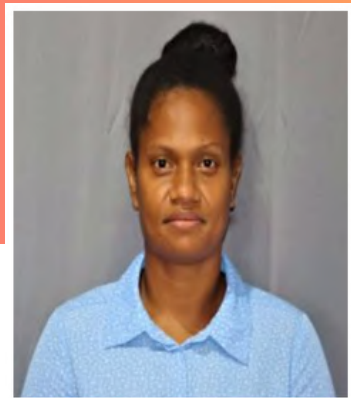
Lottie hosted a screening of the film "Queen of Katwe" in March for students of CWEA, to discuss social justice issues and other lessons from the movie. She also bought the Progress Pride Flag rainbow stickers for her organisations front door, to raise awareness about the LGBTQ+ community to students of CWEA and visitors to ACE House.

The participants were very receptive. Hopefully the board was encouraged to think deeply about the issues. An article was written in the national ACE newsletter. I have also been asked to talk at another organisation about the learnings in April.



Petronella Kilu

Kolisen Blong Leftemap Education (KoBLE)
Vanuatu



★ Activity

Facilitate a sharing session about Adult Learning and Education (ALE) for network members of KoBLE

Petronella facilitate a sharing session to raise awareness of ALE for 26 KoBLE network members, using the BLDC 2023 materials. The sharing was organised during their bi-annual Network Members Meeting in December 2023. The participants gained a better understanding of the importance of ALE through presentations on key course concepts such as feminist leadership, intersectional feminism, advocacy for equity in TALE, and other learnings from field visits in Malaysia, as well as case studies from other organisations. In the long run, KoBLE will advocate for ALE Policy.

I was happy that the participants learned from what I had learned during the 2023 Basic Leadership Development Course event in Kuala Lumpur and were very responsive during the questions & answer/feedback session.

Network members commented that the patriarchal mindset is dominant and that mindsets need to understand the importance of good governance. They also commented that KoBLE advocacy must cover Adult Learning and Education, that there is an Adult & Youth Literacy Language and Numeracy Framework, however, an ALE policy is needed, as a lot of the government's focus is on formal education.



Hilda Waitahi

Coalition for Education Solomon Islands (COESI)
Solomon Islands



✦ Activity 1

Conduct a 2-day consultation and awareness program on disabled children's rights to education

Hilda organised the awareness program for 50 teachers, parents, and guardians to have better knowledge of the rights to education for all, especially children with disabilities, to support them in attending school beginning at the age of 3-4 years old. The materials distributed included vernacular curriculum parent books, big reading books, story books in vernacular and the teacher's guide. Hilda interchangeably used different facilitation methods including participatory, information sharing, interviews and tokstori approaches to accommodate a wide range of audiences, considering their cultural and educational backgrounds. The participants became more aware of the importance of education, and understood that even disadvantaged, disabled, marginalized, remote-area children also have equal opportunities and rights to education. They were encouraged and affirmed to help kids who stayed home attend school regardless of their ages.

✦ Activity 2

Conduct teacher training on Early Childhood Care Education (ECCE), inclusive of marginalised and disadvantaged children

Hilda facilitated the training for 30 primary and ECCE teachers to equip them with knowledge on how to use the ECCE vernacular curriculum and support disadvantaged children. With the theme "Quality and inclusive education for all, Child's right to education", the training helped the teachers comprehend the relevance of the vernacular curriculum and be aware of how to use the resources for both teachers and children's during the learning development process. They understood the importance for all children, regardless of their backgrounds, to have equal opportunity and the right to attend classes.

I felt optimistic about implementing the activities including the new skills, learning, and experiences from the BLDC. I was also emotional to have seen the participants especially parents in very remote areas who attended and were eager to know more about education. It is a great feeling knowing I have contributed towards a brighter future for the human resources of the country and I would love to continue with the work.

There has been a lot of positive discussion and contribution by the participants during the two activities implemented. Most of the participants shared that they have gained a lot of new knowledge on how to use the vernacular resources (parent books) to teach their children at home. One of the community leaders has confirmed that they will continue to advocate and reach out to the nearby villages, spreading the same message to support other parents.



Zarina Shavkatovna Azizova

Gurdofarid

Tajikistan



✦ Activity 1

Conduct meetings with women regarding economic empowerment

Together with the RPO Gurdofarid team, Zarina organised meetings with women in village and town areas, explaining to them how they would ensure women's economic empowerment, promote their employment, and develop their decision-making skills, which is crucial for not only women, but for all individuals to run their own lives.

✦ Activity 2

Organise a training workshop on feminist leadership and ALE for young girls and women from rural areas

Zarina and her colleagues at Gurdofarid offered a training workshop for women and young girls, where they learned about women's empowerment, feminism, ALE, human rights and how they can apply their new knowledge and skills. The training was for women from rural areas who desired to improve their lives, contribute to their families and community, and become more independent. There were more than 17 participants aged 18-24, including housewives, students, activists, and volunteers. After the training, the participants were more confident that they could do anything and overcome obstacles, all they needed to do was to be more educated, independent, and confident in order to achieve their goals.

After implementing the activities, I understood that we can change our minds and our visions, starting with ourselves and our surroundings. We can contribute to improve our society by involving needy women and young girls, and it is very important to be educated.

After training, they concluded that women can do anything and overcome any hurdle. Undoubtedly, we are still in touch with some of our learner group participants, and we inform each other about our steps for implementing activities and share ideas.



IMPACTS OF THE BLDC 2023

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

ALUMNI



- Deepened the learnings acquired at the BLDC through implementing the activities.
- Gained a better knowledge of the realities in their working field and learn directly from their participant groups.
- More sensitive to gender inequality in decision-making.
- More mindful when using their power knowing its meanings and impacts.



- Improved their leadership and advocacy skills.
- Developed their individual and collaborative skills. Learned more about their team and their own strengths and limitations.
- Acquired new facilitation methods.
- More positive, more confident to facilitate training. More open-minded to see things from multiple viewpoints. Feel grateful for being able to contribute to the community.



- Desire to learn more to improve themselves.
- Inspired to continue with their work to address social issues and improve the society.
- Empowered to build an inclusive society that better supports girls & women, LGBTQ+ community, marginalised groups, people with disabilities.

LEARNER GROUPS



- Enhanced their knowledge on various topics: Feminism, Feminist Leadership, Power, Intersectionality, Gender Equality in Education, ALE policies & programs, TALE, Human Rights, Advocacy, etc.



- Shifted their mindsets.
- Believe in their power, capacities, and abilities to overcome challenges in life.
- Developed a sense of solidarity and belonging to a community.
- Feel supported and involved in various initiatives.



- Eager to apply what they learned and share that knowledge with others.
- Identified concerns in their community.
- Strong will to create an inclusive, gender-responsive environment.
- Started taking action with a leadership mindset and advocating for changes within their own communities.



KEY SUCCESSES

FOR FUTURE PROGRAMS

Through reflections of the BLDC's alumni, the Tracer Study Report prompted thoughts on how to improve future programs. The observations, interactions during and after the Course, and analysis of the alumni's activity reports resulted in a deeper understanding of the alumni's learning experience. The following are some recommendations to enhance future learning experiences at the BLDC.

01

Develop learning resources

- **E-library:** Some of the learning domains discussed at the BLDC, such as ALE policy, haven't been popularised yet in some countries. The alumni desire access to well-established program materials as well as relevant resources to adopt and implement them. It would thus be interesting to create an e-library where the participants can find all necessary resources related to the different themes presented at the BLDC. Member organisations can also contribute their proper materials to build a common regional learning hub.
- **Information Literacy skill:** Due to the lack of learning materials in local languages resulting in difficulties in applying the knowledge learned at the BLDC, it would be beneficial to provide participants with informatic skills to use technology to translate learning materials themselves.
- **Recap memory sheets:** As the alumni returned to work, usually with time and workload constraints, some of them struggled to find the time to reflect and process what was learned. A recap memory sheet of the primary concepts/topics covered during the course would be helpful in the long term.

02

Other topics that the alumni wish to have at the BLDC

- Learn to design interviews and workshops
- Tools to facilitate constructive dialogue to increase participant responsiveness
- Gender conflict management
- Practical guides or case studies detailing strategies to overcome learners' resistance to change
- Learning materials related directly to their local context and more conducive for translation into local languages: Some alumni were confused when they had to apply the learnings at the BLDC to their local setting, particularly at the community level. Case studies of how to implement the learnings in local contexts would be a great inspiration for the participants.
- Many of the alumni expressed a desire to learn more about other participants and their respective work. A list of participants with their working backgrounds in their organisations, distributed before or at the beginning of the course would help foster their connection and enable them to learn more from each other.

NEXT CHAPTER

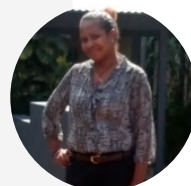
More than a 6-day program, the BLDC proves to be a noteworthy mark on the alumni's path. Their efforts and actions won't stop there. The impact of the BLDC program will continue to spread to alumni's future undertakings. Many alumni shared their next plans for using what they learned at the BLDC.



Pallavi Chaman
Azad Foundation, India

My plan is to do another training on masculinity with the Admin and Finance teams as all team members are men.

Our organisation plan is to continue with our programs to advocate for and implement the ECCE programs with schools and communities. I will continue to apply the learnings and experience from the BLDC while carrying out the activity implementation.



Hilda Clauthylda Waitahi
COESI, Solomon Islands



Kristel Taday
PRRM, Philippines

PRRM is still conducting assessments of its strategic plans and collecting potential activities to be included in the plan. With this, we have already proposed some activities in line with ALE and target starting the implementation this year.

I will continue to engage in knowledge-sharing activities and collaborative initiatives with peers and in organizations with youth and other members by participating in networks, conferences, and working groups to exchange ideas and best practices. NCE Nepal will continue its efforts in advocacy work to promote transformative ALE and address systemic barriers to education and social inclusion through lobbying with policymakers, mobilizing the community, generating awareness, and networking with like-minded organisations.



Laxmi Nepal
NCEN, Nepal



Enkhmaa Enkhbold
LGBT Centre, Mongolia

The BLDC Mongolian team is committed to sustaining our engagement with the national All for Education Coalition. We will actively support ALE initiatives, focusing on advancing TALE principles in our future activities. This includes strengthening partnerships within the coalition and collaborating on projects that promote inclusive and effective educational practices locally and nationally.

I plan to have a sharing session of what I have learned at the BLDC with all the teachers and staff at CDS and VAEFA in the coming months.



Mai Hoang To Nga
CDS, Vietnam



Petronella Kilu
KoBLE, Vanuatu

Transformative/Adult Learning and Education is a need in Vanuatu. KoBLE will continue to advocate and share the BLDC 2023 resources until an ALE policy is developed, launched, implemented, monitored, reported, and advocated for continuously.

I would like to do another one-day training on feminist leadership with the other project staff during the next project visit in the coming months.



Eshant Kumar Rajput
iPartner, India

NEXT CHAPTER



Prarthana Thakur
Nirantar, India

We have given more priority to mental health and wellbeing based on the learnings from the BLDC course. Currently, we are in the process of designing the Young people's Education program from the lens of mental health and wellbeing. I also learned about integrating the lens of disability and inclusion into our existing work. It has strengthened the existing approach to our work in the current programs.

As part of the ongoing commitment to applying the learnings from the BLDC, several future activities have been outlined to ensure sustained implementation and impact.

1. Customised Workshops and Training Sessions: Design and conduct customised workshops for local educators and stakeholders, focusing on specific areas identified during the BLDC as crucial for improvement.

2. Policy Advocacy Initiatives: Engage in policy advocacy initiatives based on the insights gained from the BLDC. Collaborate with local educational authorities to influence policy changes that align with global best practices discussed during the course.

3. Continued Professional Development Programs: Establish and facilitate continued professional development programs for educators, incorporating innovative teaching methodologies and leadership practices learned from the BLDC to enhance the overall quality of education.

4. Technology Integration Projects: Implement technology integration projects to enhance the use of digital tools in education. This includes developing e-learning resources, online assessments, and virtual collaboration platforms to adapt to modern educational practices.



Bai Sheina Balabaran
-Kusain
Adat-Betad,
Philippines

Our next step will be implemented from March to May 2024. There are tailoring and computer classes in our office, equipped with all the facilities for the young girls and women learning these skills. We are also looking forward to helping them get discounts for the driving course.



Zarina Shavkatovna Azizova
Gurdofarid, Tajikistan

I commit to continuing to apply the valuable insights I gained from the BLDC in my professional journey. My future plans include:

1. Advocacy Campaign: Launching targeted advocacy campaigns to promote gender-responsive policies at national and local levels. This involves working with community leaders and stakeholders to raise awareness about the benefits of inclusive leadership and education programs.

2. Capacity Building: Organising workshops and training sessions within communities to increase the capacity of individuals, especially women, in leadership roles. The focus is on feminist leadership principles, to empower individuals to actively contribute to the decision-making process.

3. Network Expansion: Expand networks by collaborating with national, regional and international organisations committed to gender equality and transformative adult learning. This will facilitate the exchange of best practices and provide additional resources for community building.

By translating the knowledge gained from BLDC into action, I aim to actively contribute to creating an environment where feminist leadership and inclusive adult learning thrive, promoting sustainable development and empowerment at local, national, regional and global levels.



Ari Hardianto
NEW, Indonesia

and more...

ACKNOWLEDGEMENTS

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 2023 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: Meenu Vadera and Amartuvshin Dorjsuren, for their time, energy, and contribution as Course Directors of the BLDC 2023 and for all the mentoring support they provided to the BLDC Alumni. Strong appreciation goes to Pusat KOMAS (Malaysia) for their hosting and support throughout the BLDC 2023.

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 deserves acknowledgement for her coordination and leadership throughout the BLDC and for the Tracer Study Report. She 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 2023 ALUMNI

SOUTH ASIA

- 1. Pallavi Chaman**
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Finance Director
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iPartner, India
Country Co-lead
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Nirantar Trust, India
Senior Facilitator, Young People's Education Program
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Vikas Sahayog Pratishthan (VSP), India
Governance & HR Compliance Officer
- 5. Archana MurtiRaja**
National Coalition for Education (NCE), India
Program Officer
- 6. Manoj Kumar Dhawal**
National Resource Center for Non Formal Education (NRC-NFE), Nepal
Chief Field Officer
- 7. Laxmi Nepal**
National Campaign for Education Nepal (NCEN), Nepal
Admin/Finance Officer

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- 8. Naha Takashima**
Wake Up, Japan
Adviser on Gender Issues
- 9. Enkhmaa Enkhbold**
LGBT Centre, Mongolia
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- 10. Anudari Ayush**
Women for Change, Mongolia
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The Princess Centre, Mongolia
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- 12. Egshiglen Khosbayar**
Beautiful Hearts, Mongolia
Program Officer
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MONFEMNET, Mongolia
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- 14. Zarina Shavkatovna Azizova**
Gurdofarid, Tajikistan
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Program Manager

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Kolisen Blong Leftemap Education (KoBLE), Vanuatu
Program Officer
18. **Lottie Vinson**
Adult and Community Education (ACE) Aotearoa, New Zealand
Board Member
19. **Hilda Waitahi**
Coalition for Education Solomon Islands (COESI), Solomon Islands
Youth Community Development Officer

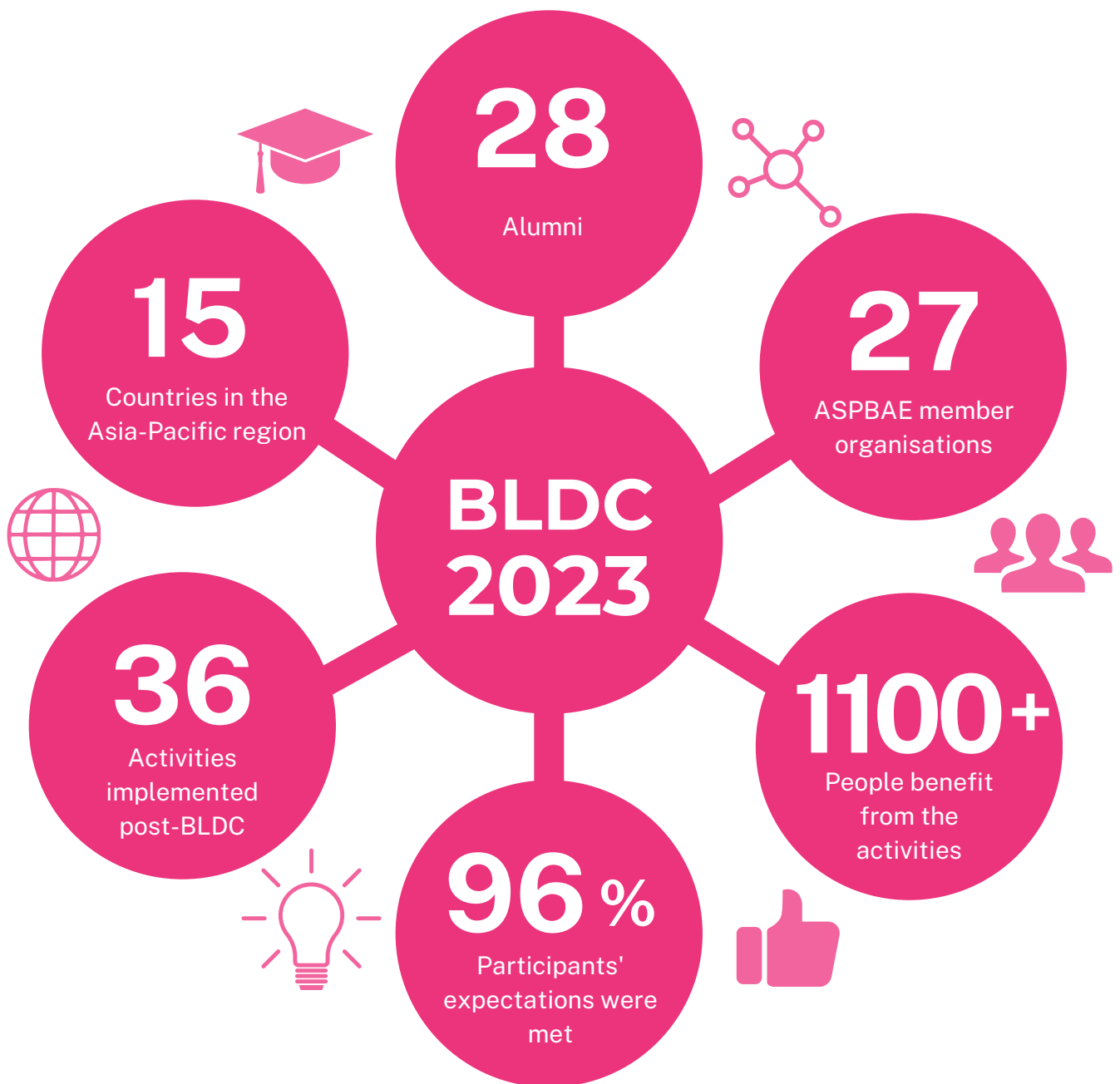
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28. **Putry Wiwi Widyawati**
North-South Initiative (NSI), Malaysia
Grievance Mechanism - Independent Worker Helpline Attendee

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ASPBAE, Kyrgyzstan
EC Participant-observer

AT A GLANCE



"The BLDC is the sort of program that influences your outlook on life, it changes you fundamentally."

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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With the support of
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