

CONNECTED EIGHTH SEMI-ANNUAL REPORT: OCTOBER 1, 2014 – JUNE 30, 2015

Submitted to the Alcatel-Lucent Foundation
By World Education, Inc.



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*A 360 ° VIEW OF *CONNECTED*'S IMPACT OVER 4 YEARS BLOG SERIES*

EMPLOYEE ENGAGEMENT ARTICLE

CIVIC ENGAGEMENT ARTICLE

The ConnectEd Program

Background

World Education, Inc. and the Alcatel-Lucent Foundation have worked in partnership across the globe since April 2011 to implement *ConnectEd*. As the Signature Program of the Foundation, *ConnectEd* addressed the factors limiting the work and life options of disadvantaged youth. In the first year of the program, in collaboration with local NGO partners, *ConnectEd* operated in Australia, Brazil, Cambodia, China, France and India. In Year 2, *ConnectEd* expanded to Indonesia and over four years, more than 22,500 young people have been served in all countries, with an emphasis on girls and young women.



Program Design

The aim of *ConnectEd* is to help the most disadvantaged youth in these countries to achieve better learning outcomes, have skills that will make them better prepared for the world of work, and to be more active in their communities. *ConnectEd* uses a range of interventions to reach these goals, from scholarships, coaching, life skills and personal development courses, to nonformal education programs for out-of-school youth, job skills training, work placement, and 'youth civic voice' actions. Information Communication Technology (ICT) is also emphasized to enhance learning. *ConnectEd* recognizes the importance of possessing basic ICT skills for fostering inclusion, giving disadvantaged youth a better chance to cross the opportunities gap and to access more and better employment options.

Employee Engagement

Under *ConnectEd*, Alcatel-Lucent employees are important resources – sharing their expertise and experience directly with learners, teachers, schools and communities. Alcatel-Lucent employees get involved in numerous ways, such as co-facilitating classes and workshops or helping with ICT training. Through *ConnectEd*, Alcatel-Lucent employees utilize their skills, background and passions to benefit youth and communities in need.

Report Overview

June 30th, 2015 brought the end to *ConnectEd* Indonesia and the closure of the four-year global program as a whole. It was a closure that ended on a triumphant note, with a most successful last year of programming in Indonesia that showcased the best that *ConnectEd* has had to offer. Through partnership with local NGO, Yayasan Bina Insan Mandiri (YABIM), and with inputs from Alcatel-Lucent employees, in its last year *ConnectEd* enabled 2,262 vulnerable youth in greater Jakarta to achieve improved learning outcomes, and become better prepared for work and their lives ahead.

The following report details the achievements of the last year – showing not just the skills gained by youth, but also the improved integration of technology and the emergence of partner YABIM as a strong, healthy organization better equipped to serve vulnerable youth over the long-term. The final chapter reveals the successful efforts in maintaining the visibility of Alcatel-Lucent's signature program, particularly through use of social media and quality communications products.

In hindsight, these achievements from the last year in Indonesia highlighted in this report are a good reflection of the broader success of *ConnectEd* globally. There is no doubt that the program has made a difference on individual girls' and boys' lives, but also on teachers, NGOs, schools and also on Alcatel-Lucent staff's lives too. With over 25,575 youth reached across eight countries, it has had an impact on a big scale.

It has also had an impact with long-term implications – with *ConnectEd* making advances in breaking down gender stereotypes, enabling digital access and skills, and generally building a cadre of young, self-confident people who are going on to higher level studies, getting decent jobs and who are better connected to the world around them. To be sure, *ConnectEd* is a program of which World Education and partners are most proud.

View a larger version of the ConnectEd Impact Infographic (shown right) [here >>](#)



Number of Youth Reached Since Program Start in April 2011 (Cumulative)

In total, over the duration of the program, **ConnectEd** has reached **22,575** youth, of whom **58%** have been girls.

	BOYS	GIRLS	TOTAL
AUSTRALIA	521	690	1,211
BRAZIL	671	1,242	1,913
CAMBODIA	619	686	1,305
CHINA	4,700	4,644	9,344
EGYPT	0	246	246
FRANCE	25	47	72
INDIA	1,465	4,213	5,678
INDONESIA	1,480	1,326	2,806
TOTAL	9,481	13,094	22,575

INDONESIA

1. OVERVIEW

Beginning in May 2012, *ConnectEd* Indonesia worked with disadvantaged youth from the Depok area of greater Jakarta, including street children, migrants, and children who have dropped out of school. Facing homelessness, health risks, and limited opportunity due to their low levels of education, many of these youth entered the world of work all too soon and were barely able to support themselves through low profit enterprises like selling mobile phone credit. With greater access to education and skills development, these youth have been able to turn their situations around and not only survive, but thrive.



As a way to support these youth, *ConnectEd* partnered with local NGO Yayasan Bina Insan Mandiri (YABIM) to provide disadvantaged youth in Depok with access to education through school scholarships, tutoring, and coaching, as well as to provide workplace preparation and leadership training to improve civic engagement and empower young people to help themselves and their communities. *ConnectEd* Indonesia activities ran for more than three years, ending on June 30, 2015.

2. CONNECTED ACTIVITIES

During the final year, *ConnectEd* Indonesia reached 2,262 youth, and 2,806 have participated in total since the project started in 2012. Implementing partner YABIM provided a comprehensive set of services, including scholarships at the primary, secondary, and post-secondary levels, academic coaching, ICT training, civic engagement opportunities, and workforce development trainings. The combined effect of the holistic interventions was to build well-rounded youth who have skills to succeed academically and beyond in the twenty-first century. Additionally, World Education provided institutional capacity building support to YABIM to ensure that youth in the Depok area of greater Jakarta will continue to receive life-changing services for years to come. From strengthening management systems to teaching volunteer tutors how to integrate technology into lesson plans, *ConnectEd* has helped YABIM to improve its quality of services and to better target the needs of vulnerable youth. The engagement of Alcatel-Lucent employees has also played a big role in preparing *ConnectEd* youth to lead successful lives. Employees have supported youth through career workshops, serving as role models, and introducing *ConnectEd* youth to a larger, yet increasingly connected, world.

A. Activities to Improve Education Access and Completion

ConnectEd Indonesia provides scholarships to children who are in the formal school system to help them stay in school, and to children who are not in school to help them access government sponsored nonformal education classes. ConnectEd also provides remedial coaching to help with national exams, and additional tutoring is offered to help students stay in school and make the most of their studies there.

In-School: In total, 898 Junior and Senior High School students received assistance with the costs of tuition this year under *ConnectEd*. Additionally, 201 of these youth received remedial coaching to prepare them for national examinations and extra tutoring was given to 433 students who needed extra help if they were to stay in school and succeed. For the second year in a row, 100% of students remained engaged in classes for the full year.

Out-of-school: *ConnectEd* provided scholarships to 1,343 out-of-school youth so that they could access YABIM's government-approved nonformal school. Among these, 832 received help in paying their national examination fees. Remedial coaching benefitted 82 students to prepare them for the national exams. Additional weekly, two-hour tutorials were provided for 285 students who needed extra help.

University: The *ConnectEd* post-secondary scholarship program serves as a model for how to support ambitious youth to achieve their dreams. This year *ConnectEd* provided scholarships covering university tuition fees, medical insurance, books, and other expenses for 21 youth. The scholarships supported ten youth in their second year of university, and 11 talented and motivated students in their first year of post-secondary study. All 21 scholarship students received regular mentoring from *ConnectEd* to ensure that they were able to adjust to the demands of post-secondary education and stay on track. Many of the students found the transition to be difficult, and the mentoring helped the youth cope with challenges including rigorous classes and discrimination



Students study for the Paket C national exam. *ConnectEd* offers remedial coaching and extra tutoring to help students prepare.



University Scholarships for 21 Students

For the first time, the highest performing *ConnectEd* students in Indonesia have the opportunity to attend university. Through the generous support of the Alcatel-Lucent Foundation, *ConnectEd* is now providing scholarships covering university tuition fees, medical insurance, books, and other expenses for 21 *ConnectEd* students.

The 21 scholarship students were highlighted in the booklet, ["Building on the Foundations of ConnectEd."](#)



ConnectEd students who received scholarships from Alcatel-Lucent Foundation to continue their studies at university.

for their socio-economic status. With home visits and support from *ConnectEd*, the scholarship recipients gained the confidence to engage in their studies and participate in university life.

As a condition of their scholarships, the 21 scholars completed volunteer hours at YABIM. Scholarship recipients took on leadership roles within the organization, and even formed a committee to organize the Teacher's Day events that have been an important way to thank tutors for their dedication and showcase student talent each November. Many of the scholarship youth are reflective of the role YABIM and *ConnectEd* have

played in their lives, and therefore, not only enjoy volunteering at YABIM, but also look forward to service-oriented careers, such as teaching, counseling, and law with a focus on reaching marginalized populations. One youth, Devita, in particular drew inspiration from the role Alcatel-Lucent has played in her life and stated that she hopes to be a manager at a multi-national company where she can create opportunities for youth with marginalized backgrounds.

It is clear that the combination of *ConnectEd* services and access to post-secondary education has opened a new world for youth and given them the confidence to dream big for their futures. In the short-term, students have begun seeking new sources of income in order to finance the remaining years of their studies. One student has been able to earn an income by working at a health clinic and another used skills gained from *ConnectEd* programming to find a job in graphic design. Additionally, two students successfully won academic scholarships from other sources in order to finish their university studies.

B. Activities to Increase Preparedness for the World of Work

ConnectEd provides a variety of trainings on vocational and workplace preparation, including training on: culinary arts and marketing, journalism, basic welding, automotive maintenance and repair, entrepreneurship, printing, and repairing electronics. ConnectEd also connects youth with internships and other opportunities to apply their skills in the real world.

ConnectEd youth gained soft and technical skills through workforce development courses that will help them find work and make a living in Greater Jakarta. The courses were selected and designed based on the demands of the labor market in the area around YABIM, as well as students' interests. The demand for workforce preparation was so high this year that participation was nearly double the original target of 140 youth. This year 178 in-school youth and 101 out-of-school youth engaged in technical training in courses related to culinary arts, cell phone service repair, printmaking, cosmetology, journalism, videography, automotive repair, welding, entrepreneurship training, and more. When possible, YABIM connected the courses with its own microenterprises to promote opportunities for youth to improve their skills and for the organization to create sustainable sources of income.

Due to student interest, a cosmetology course was reincorporated as a *ConnectEd* activity after a one-year break, and 30 in-school youth were trained in styling hair, make-up, and nails. The beginning course was offered on-site at YABIM, where students learned how to give facials, provide basic make-up, and conduct manicures and pedicures. The intermediate and advanced classes took place at a nearby beauty salon. This gave youth the opportunities to learn about hair washing, cutting, coloring, and styling, and then apply their skills in real life situations. The most advanced students learned traditional make-up for Javan, Sundanese, and international weddings, along with other important make-up and hair styling skills. Four youth with particularly advanced skills participated in internships at the nearby Fortuna Salon, where they helped with shampooing, giving facials, and providing manicures and pedicures to clients.

Two *ConnectEd* courses focused less on trade skills and more on preparing youth to be better prepared to take advantage of opportunities around them. Thirty-one out-of-school youth and 13 in-school youth participated in a course called "Training to Enter the World of Work." This course introduced youth to basic concepts in applying for jobs through preparing CVs and cover letters, and practicing interview skills. Youth also learned how to conduct themselves in a professional environment and how to identify careers that matched their interests and skill sets. Additionally, 25 in-school youth took the Entrepreneurship course, which was run by experts with small businesses. The experts shared their experiences and taught youth what it takes to have an entrepreneurial mindset. Youth also learned practical skills in securing capital, starting a business, and dealing with common challenges.

The *ConnectEd* internship program was also an important component of preparing youth with skills to thrive in an urban center. With the support of *ConnectEd*, nine youth secured internships at nearby workshops for welding, auto repair, and cell phone repair in order to learn from experts in the industry outside of YABIM. An additional six youth served as interns at photo editing stores and a printer in order to put their workforce development skills into action and learn appropriate workplace behavior.



Students participate in an automotive repair course developed by YABIM.



Through the culinary arts program, students run a catfish restaurant and earn income for themselves and YABIM.



"I am really happy and grateful that I can intern in a big office like Alcatel-Lucent. I never imagined that I could work in an office."

- Shantika Apriyanti, *ConnectEd* student and Alcatel-Lucent intern

Several *ConnectEd* courses were so popular and successful that YABIM developed its own workshops that serve as training sites and sources of income for the organization. Based on the success of *ConnectEd* training opportunities, YABIM now has workshops dedicated to automotive repair, cell phone repair, and welding. Additionally, the youth who participated in the culinary arts program in the first half of the reporting period also continue to run their catfish restaurant and earn income for themselves and YABIM, applying skills gained from *ConnectEd* to improve the organization and their own lives. This indicates that *ConnectEd*'s legacy will live on as both the organization and youth benefit from business, entrepreneurship, and trade skills.

C. Activities to Increase Digital Inclusion and Utilization

Through ConnectEd, two types of training on Information Communication Technology (ICT) are provided. First, training is conducted for teachers to help them better utilize ICT in their instruction. Secondly, over 1,000 students receive training on basic computer skills, with select students receiving instruction in advanced ICT topics including office software (Microsoft Office, CorelDraw), and graphic design/ multimedia programs.

This year *ConnectEd* supported 1,992 youth to access ICT and learn new technological skills and also provided 48 tutors with skills necessary to integrate ICT into daily teaching and learning. Youth using the two *ConnectEd* labs came from nursery school all the way through to senior high school and had the opportunity to learn relevant and age-appropriate skills. The youngest students spent time playing educational games and learning computing basics while the older youth learned typing skills and received trainings in Microsoft Word and Excel. The labs were kept open after school on week days and all day on Sunday for youth who needed the computer for homework or additional studies.

Beyond providing basic training, *ConnectEd* focused on providing youth with relevant skills to improve their futures. Fifty-five *ConnectEd* youth, including graduates from previous years, participated in a new business marketing course in which they learned how to use the Internet to support microenterprises. Additionally, 70 youth with advanced technology skills had the opportunity to enroll in one of three separate courses in graphic and multimedia design. Many of the youth most comfortable with technology and computers were often found helping their friends outside of school hours. Later they were given structured opportunities to engage in peer to peer learning, so they could formally share their skills with the YABIM community.

Moreover technology integration was an important focus for improving tutors' pedagogy this year. After the training provided last year by *ConnectEd*'s Senior Advisor in integrating technology into project-based learning, it was determined that many tutors still needed support with the basics of computing before they could seamlessly use technology to support the goals of the curriculum. To address this need, *ConnectEd* provided



1,992 youth were able to access ICT and learn new skills through *ConnectEd*.

technology training for 48 tutors from nursery, primary, and secondary levels. Classes met twice a week and tutors learned foundational skills for achieving technology integration.

In May and June of 2015, a *ConnectEd* Senior Advisor based in World Education's headquarters in the US provided follow-up support for improving technology integration, with a focus on giving YABIM tutors simple tools that would be easy to continue even after project support ended. First she worked with *ConnectEd* Indonesia's Education Specialist to conduct a simple assessment. Results showed that the majority of tutors were still only using technology in their lessons 20-50% of the time. Many said they would like to use it more, but they expressed a lack of confidence when it comes to technology and the need for more support and training, as well as easier access. Based on these results, the Senior Adviser recommended that *ConnectEd* initiate a YABIM Computer Club, provided replicable training, and developed a lesson plan template to share with tutors.

To address tutors' need for support with the actual mechanics of setting up and taking down the equipment and to build student familiarity with technology, *ConnectEd* trained YABIM staff to start a computer club with 14 students. These 14 students received training on how to set up, connect, and take down the laptops, projectors, and other equipment, and in general support tutors while they are using the technology (in case the equipment freezes, the electricity goes off, or the Internet goes down). They also learned how to give one-on-one support to students in the computer lab. This increases the likelihood that tutors will use the computer lab, as youth who are new to computers often need many short, one-on-one interventions rather than an eyes-to-the-front presentation. Rather than avoid the computer lab due to lack of support, tutors now have trained members of the computer club who can act as mentors to other students.

YABIM students who received the computer club training showed a huge increase in their understanding of, and ability to, use technology. For some, this training represented their first experience turning a computer on and off. The training did not just add know-how, it also enhanced the youth's soft skills: their confidence, their ability to communicate instructions, their sense of worth in the community. YABIM staff have already noticed that through their participation in the computer club, YABIM students have the opportunity to show leadership in the community, build their self-esteem, develop career skills, and support their own academic development. To build on this success, youth computer club members plan to mentor younger students in the use of technology and form a committee on the student council. By stepping up to receive training and take on the role of "tech



Yabim Computer Clubs

Nur Sartika, a 19-year old housewife and student at Yabim, just had her first experience turning a computer on and off. She is a member of the Yabim Computer Club (YCC), and she received training, along with 9 other girls and 4 other boys, on how to maintain and set up Yabim's computer equipment and how to support volunteer tutors who are using the equipment in their teaching. Yabim staff have already noticed that through their participation in the computer club, *ConnectEd* students have the opportunity to show leadership in the community, build their self-esteem, develop career skills, and support their own academic development.

support" in the YABIM community, these students not only enhance their own academic, personal, and career growth, they also model a pathway for other students to step up as well.

Additionally, the Senior Advisor collaborated with *ConnectEd* staff to provide additional training for tutors. The training reviewed the ways tutors were *already* using technology in the classroom, and then gave them a chance to develop new ideas. By emphasizing the "review" aspect of the content, the training emphasized the pathway that was already there, and helped tutors understand they were not forging brand new ground by integrating technology into their lesson plans. For example, the training included a participatory dimension, giving one tutor the opportunity to share one of her lesson ideas and describe how she used concepts in a video about mountain climbing to build students' math, language, and communications skills. The training also taught tutors to use a newly created shared drive, where tutors can upload and download lesson plans and search them by level and by subject area. After learning about these capabilities, tutors had time to identify ways they might use technology in the classroom, so they could leave the training with a concrete idea of something they would implement in the classroom. The pre- and post-assessment showed that most teachers made significant improvements in their ability to answer questions about ICT in the classroom, understanding why ICT matters for tutors; what they can do with ICT in the classrooms; how to add photos/videos in PowerPoint presentations; and how to bookmark sites.

Lastly, in order to facilitate the sharing of lesson plans, the Senior Advisor created a lesson plan template for *ConnectEd* staff to share with tutors. She also provided them with background on the reason for using lesson plans and the key things to include in an effective lesson plan.



Support from *ConnectEd* helped teachers to share lesson plans using technology.

D. Activities to Improve Civic Engagement

ConnectEd youth attend courses on *Discipline and Leadership*, *Drug Use Risk*, and *HIV and AIDS Awareness*. Once trained, students are able to counsel other students and community members based on the knowledge they gained. This will magnify the impact of the training and provide valuable knowledge to the low-income community around the Depok area.

ConnectEd Indonesia focused on developing well-rounded leaders who demonstrate positive values and contribute to their communities. Therefore, providing students with opportunities to cultivate leadership skills was central to *ConnectEd* programming. Through a variety of creative initiatives including art workshops, leadership camps, student councils, and more, youth were given the tools and opportunities to improve the world around them.

As highlighted in the previous report, *ConnectEd* Indonesia's performing and fine arts program was immensely popular and effective. In the second half of Year 3, the 67 youth continued to take workshops in music, drawing, painting, theater, and poetry. Workshops gave youth an opportunity to express themselves creatively and become more confident by participating in competitions and public performances. Students learned from well-regarded practitioners and were exposed to cultural opportunities that are usually foreign to street children. As part of the big Teacher's Day activities from November 24 to 29, participating youth shared their newly developed talents with the YABIM community.

Other public shows included a percussion performance at several universities and a theater show at the celebration for the town of Depok's anniversary. Youth learned the value of art in enriching their surroundings, and also how to use different media, whether painting, poetry, or short stories, to address injustices around them. Tutors and facilitators also noted that the art workshops had a positive impact on students' behavior, helped youth control their emotions better.

With support from *ConnectEd*, YABIM strengthened their student councils in order to provide an ongoing opportunity for youth to develop leadership and citizenship skills. First, 54 student council candidates participated in trainings that provided knowledge and skills in categories including child protection, motivation, community leadership, time management, and survival and adaptation. The survival and adaption training was given before a three-day hiking trip at Mount Salak, where youth participated in team building activities and applied many of the skills they developed in training sessions. As student council members, youth became involved in peer mentoring, as well as managing sports and arts competitions. They also managed school-wide book clubs, and raised funds for YABIM.

The service orientation within both *ConnectEd* and YABIM led to an important initiative called *Kami Peduli* (We Care). This program encourages youth in the later grades of high school to give back to the YABIM community and share their talents through volunteer hours. Some have participated by conducting teaching activities at the



Students perform and build confidence during the Teacher Day event.

nursery and primary level, while others have provided administrative support. Moreover, youth who participated in the basic advocacy training formed groups to advocate for improvements in their community related to improving free health services available to low-income community members and raising awareness of legal injustices. The advocacy team from YABIM collaborated with students in law school at the University of Indonesia to raise awareness of how youth and the community were being negatively affected by the local government's choice to evict YABIM from part of its property. Through the ongoing *Kami Peduli* program, youth gain new skills and confidence, and are ultimately empowered to become agents of change in their communities.

E. Activities to Improve Community and Government Engagement in Youth Development Programming

ConnectEd is building YABIM's capacity to deliver high quality educational services by improving its teacher training system, strengthening its curriculum, and cultivating organizational leadership. The goal is to give YABIM a strong foundation to serve the youth and community of Depok for years to come.

Building YABIM's organizational capacity to ensure sustainability, autonomy, and continued high quality educational programming into the future has been a central component of *ConnectEd* in Indonesia. Throughout all three plus years of programming, *ConnectEd* delivered a myriad of trainings and workshops focused on building YABIM's human resources and organizational potential. Trainings aimed to improve pedagogy and curriculum development, financial management, data collection, volunteer management, and strategic planning. As part of the capacity building efforts, *ConnectEd* even facilitated an internal organizational assessment for YABIM and guided the organization through the process of identifying strengths and weaknesses in order to develop an action plan for improvement. Following this process, *ConnectEd* supported YABIM in taking the first steps to realize its action plan. Overall, these activities have resulted in an organization that is stronger and better prepared to support youth to succeed.

Starting with the first year of *ConnectEd* programming in Indonesia, World Education provided capacity building support to YABIM to improve tutors' teaching skills and understanding of best practices. Targeted support included intensive mentoring and trainings for tutors, as well as helping YABIM managers to put in place systems that offer induction training and professional development opportunities throughout the school year. Recently, *ConnectEd* worked with 15 members of YABIM leadership to contextualize the national curriculum to match the needs of YABIM students. After developing a framework for making the curriculum more student-centered and engaging, 42 tutors received training to improve their classroom teaching and management skills. Twenty-five



YABIM staff attend a *ConnectEd* workshop on volunteer management.

tutors also received training specifically in inclusive education, with a focus on improving services for YABIM youth with special needs. Additionally, in order to support the growth and development of tutors, *ConnectEd* encouraged five volunteer tutors to attend conferences where they could share information about *ConnectEd* and learn from experts in the youth development field. The tutors then returned to YABIM and shared their newfound knowledge with peers.

In February 2015, two World Education Capacity Building experts from Boston and Thailand traveled to Jakarta to work with local *ConnectEd* trainers to plan and facilitate a two-day organizational assessment workshop. The goal of this assessment process was for stakeholders of YABIM to analyze the organization as a whole, reflect on its strengths and challenges, and identify priority interventions to strengthen their systems. Twenty YABIM staff and stakeholders (including donors and volunteers), were guided through a series of activities that facilitated their reflection on the importance of doing internal assessment and reflection, the organization's history and experience, and overall mission. Stakeholders analyzed aspects of the organization using a special organizational assessment tool called the Performance Value Distribution (PVD). In a final activity, groups chose five issues that they thought the organization should focus on, based on the results of the PVD, and then all participants came



YABIM staff participate in a two-day organizational assessment workshop facilitated by two World Education Capacity Building experts.

back together and condensed the ideas into three priority categories which would have the greatest impact on the organization. The three categories selected by stakeholders were: Volunteer Management, Data and Communications Center, and External Communications/Advocacy. The facilitators then used a Business Model tool to encourage participants to think more deeply about each category and to prepare them to work on their program action plan. In the end, participants agreed upon and designed an action plan for each category.

Following the workshop, *ConnectEd* supported YABIM to realize its action plans, with a special focus on volunteer management, which had

already been designated as a priority area for the project year. With *ConnectEd* support, YABIM developed its own volunteer manual and procedures for defining roles, recruiting, and managing volunteers. This is critical for improving the quality of services offered at YABIM, as most tutors and staff are volunteers and frequent turnover is disruptive to students' education. In the end, a total of 55 volunteers were trained in the new volunteer manual and management system.

ConnectEd conducted several additional follow-up activities to help YABIM realize its organizational plans and ensure that actions would occur even after project support ended. A follow-up workshop was conducted with 18 YABIM staff, and served as another opportunity for organizational reflection and action planning. The participants identified a few key areas where support was needed before the conclusion of *ConnectEd* programming, and as a result of the meeting, *ConnectEd* provided additional training in financial management and reporting. *ConnectEd* also facilitated a comparative study visit to a cooperative called BMT UGT Sidogori with the goal of introducing YABIM staff to a solid volunteer management system, as well as a replicable model

for fundraising and financial sustainability. Nineteen participating tutors learned best practices for ensuring that all volunteers understand their roles and how their work fits into the organization's mission, and how to develop a thriving social enterprise. In the end, three YABIM staff were given the opportunity to serve as interns at the organization and will continue to learn a new model that can help YABIM achieve financial sustainability.

F. Employee Engagement Activities

<i>Employee Engagement Indonesia</i>		
Activities In Year 3	Volunteer Placements	Beneficiaries
College Exam Donation	1	8
Storytelling Activities	12	423
Interaction with A-L Board	1	4
Education Fair: ICT Competition	3	15
Education Fair: English Tutorial	4	433
Education Fair: Culmination Day	5	931
Career Day	2	60
Visit to A-L Office	4	15
Interaction with A-L Board	2	5
Career (CV and Professionalism) Workshop	2	46
Mock Interviews	3	11
Interview for International Women's Day Video	2	6
Closing Ceremony	5	1,269

Throughout *ConnectEd's* tenure in Indonesia, Alcatel-Lucent employees strengthened *ConnectEd* programming in Indonesia by spearheading activities that opened educational opportunities, promoted technological innovation, and increased workplace preparation. In *ConnectEd's* final year in Indonesia, Alcatel-Lucent employees filled 45 volunteer placements that have reached 1,269 youth. In addition to these exciting employee engagement opportunities, the Alcatel-Lucent office demonstrated an incredible commitment to the program by opening its doors to three paid *ConnectEd* interns.

Alcatel-Lucent employees shared their expertise with *ConnectEd* youth while serving as role models. On October 21, 2014 two Alcatel Lucent employees presented at a Career Day activity for 60 young students. One employee represented her work as a Communications Officer by making a phone with two paper cups and strings. She talked about her career and responded to a variety of questions about her role at Alcatel-Lucent. In February 2015, Alcatel-Lucent employees conducted two important workshops to promote success in the workforce. The first was a career workshop focused on developing CVs and learning appropriate behavior in the workplace. Forty-six youth benefitted from the knowledge of two committed Alcatel-Lucent staff. Additionally, three employees conducted mock interviews for 11 youth, who learned how to respond confidently and appropriately to typical interview questions.



"I can see how these students are really thankful and appreciate this opportunity to do an interview simulation."

- Alcatel-Lucent volunteer



Five students on a virtual mentoring call with two Alcatel-Lucent Foundation board members.

As highlighted in previous reports, Alcatel Lucent in Indonesia was extremely welcoming to the *ConnectEd* community by hosting interns and occasional tours for youth leaders. On October 29, the winners of an ICT lesson plan competition were invited to the Alcatel-Lucent office for a tour. This was the first opportunity for YABIM tutors to meet with employees at Alcatel-Lucent and learn about the company's impact in Indonesia. The tutors had the opportunity to share more about their work at YABIM and learn from Bobby Rasyidin, the Director at Alcatel-Lucent Indonesia, about the company's core values of ownership, commitment, and pioneership. The tutors also learned from leaders at Alcatel-Lucent about why it is important for youth at YABIM to gain competency with technology in order to compete in the world of work.

Another motivational activity provided by Alcatel-Lucent was a video conference call between Alcatel-Lucent Board members and five *ConnectEd* youth at World Education's Jakarta office in February 2015. *ConnectEd* youth had the opportunity to meet and learn from two board members, Theodore (Tod) Sizer and Jean Grisi. In the conversation between youth and board members, the students spoke of how *ConnectEd* has improved their communication skills and helped them move from past work as domestic servants to pursue career goals in data management, graphic design, and teaching. Tod and Jean were inspired by the youth's obvious leadership qualities and their interest in teaching others, and the youth were encouraged by Tod and Jean's interest in their lives and enthusiasm about their accomplishments. Jean told the youth to "learn as much

as you can from everyone you meet and from every class you take."

Volunteers from Alcatel-Lucent truly made a visible impact on *ConnectEd* youth over three years of programming in Indonesia. *ConnectEd* Indonesia is grateful for the support it received from Alcatel-Lucent volunteers and hopes that employees will remain connected to the YABIM community.

3. PROGRESS ALONG PROGRAM GOALS AND METRICS

Below is a list of achievements against the program's set goals and metrics in their third year.

TARGET	ACHIEVEMENT
1,870 young people reached by <i>ConnectEd</i>, at least 45% girls	2,262 (52% boys, 48% girls)
Alcatel-Lucent employees engaged in the program: Volunteering opportunities jointly identified by <i>ConnectEd</i> and Alcatel-Lucent teams are carried out and positively impact employees and beneficiaries	18 activities were carried out and positively impacted 1,269 youth. 45 volunteer placements were filled by Alcatel-Lucent staff.
Increased Digital inclusion: at least 1,870 youth will have increased access to ICT	1,962 youth and 48 teachers have been trained.
Digital competencies: 88% of youth/teachers trained have mastery in ICT	100%
Improved School Access: 620 in-school youth will be reached with scholarships, remedial coaching and additional tutorials to boost school attendance (and post-secondary/university attendance for up to 21 youth).	898 in-school youth (55% boys, 45% girls) 21 university scholarship students
Improved school retention: 95% of in-school youth participating in the above activities who stay in formal school	100%
Improved Nonformal Education (NFE) Access and Completion: 1,250 out-of-school youth enroll in NFE learning opportunities, and 95% of these will complete their course	1,343 youth enrolled in our NFE classes (51% boys, 49% girls). Retention rates are extremely high at 99.9%.
Enhanced preparedness for the world of work: At least 75 in-school youth and 65 out-of-school youth participate in trainings on vocational and workplace preparation topics	178 in-school youth and 101 out-of-school youth have participated in trainings.
Improved World of Work Competencies: At least 80% of those who complete the courses demonstrate attained target learning outcomes	100%
Placement in employment: 20% of working age out-of-school youth completing <i>ConnectEd</i> are placed in decent jobs	N/A
Improved Civic Engagement: in-school and out-of-school youth participating in social and/or civic awareness activities	950 youth took part in actions that included leadership and advocacy training, workshops on narcotics and HIV and AIDS, and related competitions.

4. MAJOR ACCOMPLISHMENTS



ConnectEd Indonesia's achievements are admirable. The results extend far beyond the sets of skills gained by nearly three thousand youth and the new pathways that have been extended to all *ConnectEd* beneficiaries. The greatest accomplishments lie in YABIM's development and maturity as an organization that will enable it to continue opening doors for youth well into the future.

The YABIM of 2015 is a much savvier and more stable organization than the YABIM of 2012. It was originally selected as a partner organization for its ability to achieve *ConnectEd*'s goal of giving youth the educational opportunities necessary to thrive in the 21st century. And although YABIM reached an impressive amount of youth each year, the grassroots organization had such rapid growth in its early years that it struggled to keep up with the complicated demands of the population it served. The capacity developing support offered through all three plus years of *ConnectEd* programming has helped YABIM define its vision and mission, as well as to build the systems necessary to realize it. YABIM's classrooms are now equipped with teachers who are better at planning and who teach with student-centered methodology. Moreover, its administrative and financial reporting skills have been improved so that it will be better prepared to receive support and be held accountable by new donors. Finally, YABIM has used skills developed through *ConnectEd* to provide new streams of income through social enterprises in welding, automotive repair, culinary arts,

"Learning theater in the ConnectEd program has a positive effect on me. Besides adding to my confidence, it increases my communications skills as well, which can be useful when I become an elementary school teacher."

- Dwi, ConnectEd Indonesia student



The group photo of ConnectEd students who participated in a leadership training.



Students practice new technology skills, which helps prepare students with relevant skills for today's connected world.



YABIM staff discuss the results of a comparative study during the World Education capacity building workshop.

and handphone repair. Although the organization still has many challenges, *ConnectEd's* impact will live on through better organizational management, professional development, and administrative support.

The emphasis on technology skills within *ConnectEd* has also been transformative for youth and tutors at YABIM. Not only did *ConnectEd* provide YABIM with two computer labs that will continue to serve nearly 2,000 youth each year, but it also delivered ample training opportunities for youth and tutors. Many tutors have gone from developing the most basic computer skills to using technology to enhance their lesson plans. The integration of technology into the classroom is helping to prepare students with relevant skills for today's connected world. Additionally, the recent creation of a Computer Club through *ConnectEd* means that a system is in place to ensure that youth can continue to develop the technology skills that are necessary for thriving into the future.

The success of *ConnectEd* was evident in the closing ceremony that took place at YABIM on July 4. Five Alcatel-Lucent employees attended the event to recognize the youth and educators for all of their achievements over the past three years. Tutors received certificates that acknowledged their growth as educators, and their role in preparing *ConnectEd* youth with skills to thrive in Greater Jakarta. World Education also shared a video of programmatic highlights that youth helped prepare using their multimedia training. In addition to the closing ceremony, World Education was invited to Alcatel-Lucent's office to give a final presentation of the program on July 31. Alcatel-Lucent generously offered to continue supporting YABIM youth with occasional in-office training, as well as during Global Days of Caring.

"I never imagined that I could operate a computer, but *ConnectEd* has given me this opportunity. ICT classes enhanced my confidence and knowledge."

- Dwi, *ConnectEd* Indonesia student

EMPLOYEE ENGAGEMENT HIGHLIGHTS

Virtual Mentoring

Five students, including one scholarship recipient had a virtual mentoring call with two Alcatel-Lucent Foundation board members: Tod Sizer, Vice President of Wireless Research at Bell Labs and Jean Grisi, US CIO and President of Alcatel-Lucent Investment Management Corporation (ALIMCO).

The students discussed the ConnectEd program and their future plans. One student alum, Andika said, "Education is not just about writing and counting" and explained how he has done far more at YABIM than vocational training.

Board members were inspired by students' interest in education, both their own and in others' by planning on a teaching career. They helped them consider the role of technology in their plans, asking about the role of technology in developing leadership skills and what teachers should know about computers. "I am very happy to see you use your skills in ICT in new ways," shared Tod.



Five students on a virtual mentoring call with two Alcatel-Lucent Foundation board members.



Tutoring

Alcatel-Lucent employees volunteer to teach classes to *ConnectEd* students on the subjects of English and Math, as well as conducting mock interviews.

"This is a very good activity that should involve all employees to raise their awareness of the social reality of the needs of marginalized children for better education. By spending some of our time for this employee engagement, we can make a huge difference for these children."

– Tommy, Alcatel-Lucent employee volunteer.



THE CHILD DEVELOPMENT APPROACH TO TEACHING

Sridawati dreamed of working with disadvantaged children. After moving to Jakarta and graduating from the University of Indra Prasta at age 28, she joined the teaching staff of YABIM, an education organization for disadvantaged students. When Sri began teaching, she was unsure of how to apply her knowledge of teaching skills. She began teaching Math, but found her teaching disrupted by students vying for attention from her and their peers.

In 2012, World Education's *ConnectEd* program partnered with YABIM. "After *ConnectEd* came to YABIM, there were a lot of changes and improvements that happened on all levels. The school is much more organized, and tutors are better organized and well-planned."



ConnectEd worked with YABIM to build the capacity of its teachers, and built upon the curriculum to include lessons in life skills and technology. Sri was able to learn about curriculum planning and class management from *ConnectEd*, as well as attend a computer literacy training which helped Sri and other tutors to understand technology and how to use it in teaching. Sri was particularly drawn to the concept of peer education when learning about computers. She says, "*ConnectEd* has given me the skills, knowledge, and technological tools that I can use in my teaching activities in class."

Most importantly, Sri was able to learn about child development. The biggest challenge for Sri and other tutors was managing the students at YABIM, many of whom come from troubled backgrounds. The training that Sri received helped her to connect with these unique students in the classroom, motivating her pupils to be better students and maintaining an active classroom with the use of technology in the learning process.

"For me personally, *ConnectEd* has impacted me in my personal life. Now I am better prepared, especially in preparing teaching materials. I think more positively in seeing and dealing with all problems and people."

With the skills Sri learned from *ConnectEd*, she hopes to one day open her own school for disadvantaged children in her hometown.



ALL ON HIS OWN

Rumianto's parents are poor coffee farmers. When he graduated from primary school, he decided to move to Jakarta to live with a relative and he began work selling street food. But his dream was to continue his studies.

He spent most of his time at the train station and traditional market. Rumianto found out about Yabim, ConnectEd's partner in Indonesia, while he was selling "Gorengan" at the bus terminal. The first time he visited Yabim, "I was really amazed with the environment, and I felt strange, but I encouraged myself to register."

At the school, Rumianto met a boy he came to know as his foster brother, who asked him to stay at his house while they were in school. "When I first entered the school," Rumianto says, "it was very hard for me to adapt to the environment and to the other students, but then I learned how to socialize."



Rumianto participated in vocational training through ConnectEd, including an entrepreneurship training, cake making, basic computer and accounting classes, and a training on teaching and learning. He learned important life and leadership skills through the course of this training. Rumianto says, "I was very shy and quiet, but after joining Yabim, especially after being involved in many activities and vocational training, I became more confident and my self-esteem has grown."

With the knowledge and skills Rumianto acquired from ConnectEd, he believes he can now teach basic computers and accounting to other students, and start his own baking business to earn money for himself. Now, Rumianto is an active volunteer with Yabim, teaching students and being involved with the data center and administration of high school level students. He continues to run a small business selling snacks, and is a student of "Al-Qudwah" University where he won a scholarship.

Rumianto has ambitions to return to his hometown. "I want to become a teacher and teach the children who cannot afford to go to school, so they can have the same opportunity as other children who have the money to go to school."

VISIBILITY & TECHNICAL OVERSIGHT

During the final months of the *ConnectEd* program, the central team has placed particular focus on promoting the impact that has been achieved over the life of the program, while at the same time highlighting new activities conducted by *ConnectEd* in Indonesia.

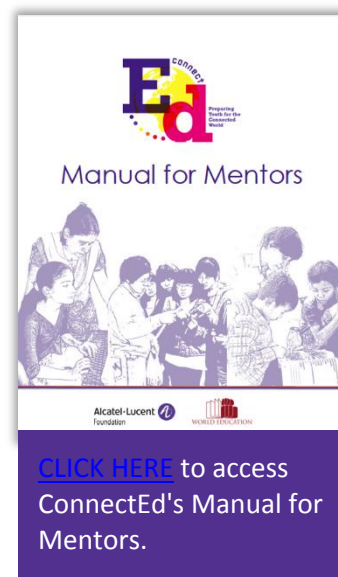
In Year 4, *ConnectEd* heavily promoted materials showing the impact of the program through materials such as an infographic and video slideshow. Two new article publications (available in the annex) have been developed to highlight the impact of *ConnectEd*'s work in civic and employee engagement across countries.

An especially large push was made to promote the success of the 21 *ConnectEd* alumni who successfully completed the program and were able to continue on to university thanks to scholarships awarded from the Alcatel-Lucent Foundation. These students were featured in a social media campaign on *ConnectEd* Facebook page featuring a series of posts about the individual students, and a booklet developed by the *ConnectEd* central team titled, [*Building on the Foundations of ConnectEd: The Journeys of 21 Youth in Indonesia who Completed ConnectEd and Entered University*](#), which shares the successes and challenges of the students as they transition from *ConnectEd* into university.

ConnectEd has also made use of the extensive range of success stories, employee engagement highlights, photos, videos and interviews compiled throughout the program to showcase the impact that the Alcatel-Lucent Foundation has had globally through the program, and to pique interest among Alcatel-Lucent employees. *ConnectEd* news stories posted on the Alcatel-Lucent Foundation website show recent successes of the program, such as the post titled [*The Hard Path of Opportunity*](#), which features the journey of *ConnectEd* Indonesia scholarship recipients, and [*Helping Girls and Young Women to Bring Meaningful Change to their Lives*](#), which showcases two videos of female *ConnectEd* students. The videos are the culmination of a collaboration between Alcatel-Lucent and *ConnectEd* partners for International Women's Day, showcasing interviews with five girls in Indonesia and India about the successes and impact they experienced through the program

In August, *ConnectEd* launched a series of blog posts on the Alcatel-Lucent blog titled 'A 360° view of *ConnectEd*'s impact over four years'. The series, which comes in three parts, features a [*post from ConnectEd director Estelle Day*](#), a post from a dedicated Alcatel-Lucent employee volunteer, and a post from a *ConnectEd* Indonesia student who was granted an internship in the Alcatel-Lucent office in Jakarta.

These materials have been promoted externally across social media through *ConnectEd*'s Facebook page and World Education's Twitter, Facebook, and



[CLICK HERE](#) to access *ConnectEd*'s Manual for Mentors.

Visit the *ConnectEd* website [here](#).

Visit the *ConnectEd* Facebook page [HERE](#).

View the *ConnectEd* impact video slideshow [HERE](#).

Instagram accounts, as well as the Alcatel-Lucent and World Education website.

Due to the close collaboration between *ConnectEd* and Alcatel-Lucent Foundation staff, an exhibition is being planned for within the lobbies of Alcatel-Lucent offices, and will feature many of these stories and materials showcasing the impact of *ConnectEd*.

The *ConnectEd* team in Indonesia has also continued to look for ways to increase the visibility of the program. *ConnectEd* Indonesia hosted a large Teachers Day event, which engaged the community and provided publicity for the program. The team has also engaged local media in promoting the impact of *ConnectEd* at the end of the program, including [this piece](#) which appeared on SindoNews.

Beyond these intensive communications efforts, the *ConnectEd* central team has also continued to devote its resources towards technical oversight. World Education senior staff have liaised regularly with the *ConnectEd* Indonesia country team to assist with planning and problem solving, and ensure overall progress along expected outputs. A number of visits to Indonesia have been made by the central team to provide in-person quality control and support, and particularly to help with exit planning and YABIM's organizational strengthening. As noted earlier in this report, a significant last push was also made by *ConnectEd*'s ICT specialist to provide training, resources and oversight regarding technology integration into YABIM's teaching and learning. As with the work done to assist YABIM's strategic planning and organizational development, both efforts proved extremely valuable and have left YABIM in a fine place from which to take its support to Jakarta's vulnerable youth further.



Five girls were featured in [two videos](#) for International Women's Day.

Mey Kurnia Anggraeny, age 19
Management, Pancasila University



"ConnectEd has opened my mind, that education is really for all, even for marginalized children."

ConnectEd students who received a scholarship to continue on to University were highlighted in a [series of posts](#), like that of above, on *ConnectEd*'s Facebook page.

ConnectEd used graphics like this one to promote the impact of the program on social networking sites.

[CLICK HERE](#) to see the ConnectEd Impact Infographic.



Teacher Day was a celebration of teachers that engaged the community and provided publicity for *ConnectEd*.

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A 360° VIEW OF CONNECTED'S IMPACT OVER FOUR YEARS: PART 1

From the perspective of ConnectEd's Director

As we approach the final weeks of [ConnectEd - Alcatel-Lucent's global signature program](#) - I find myself reflecting on the last four years and all that has been achieved and learned – achieved and learned by youth, by teachers, by [World Education](#) and partners, and by Alcatel-Lucent employees.

There is no doubt in my mind that *ConnectEd* has had a real impact on the learning, work and personal development outcomes of some of society's most vulnerable youth. The young people I have met and the things I have personally witnessed in all the *ConnectEd* countries that I visited, or the hundreds of reports, data sheets, videos, photos and case studies that have flowed in over the four years all confirm this.

"The impact of the ConnectEd program in Indonesia is palpable. Youth are engaging in active learning and achieving new goals in and outside of school," said a report I recently received from the *ConnectEd* team out in Indonesia. One of the case studies attached to the report was entitled *"From domestic worker to Alcatel-Lucent intern."* That says it all really. In the same report, there was a quote from a

girl in the program saying *"ConnectEd has opened my mind, that education is really for all, even for marginalized children. The trust and opportunity that have been given to me have made me believe in my own strength."*

To me, such quotes speak volumes. *ConnectEd* **has** made a difference. On many levels. On individual girls' and boys' lives, but also on teachers, NGOs, schools and also on Alcatel-Lucent staff's lives too.

What is more, we have made **an impact on a big scale**:

- ✓ 25,575 youth were reached across 8 countries.
- ✓ 3,550 volunteer placements were filled by Alcatel-Lucent employees.
- ✓ Over 95% of the in-school youth remained in school – which is phenomenal.
- ✓ Over 90% passed our digital skills training.
- ✓ 5,000 youth with work readiness skills – literacy, numeracy, life skills, or technical skills reached in just one year alone.
- ✓ Over 5,000 youth have demonstrated civic engagement by running their own community campaigns, projects, or volunteering.

I could go on...

We are starting to be in a position to get a sense of **longer-term impact**, too. We are seeing young people, who finished the program a while ago, now going on to higher-level studies and getting jobs - young people with confidence and motivation. Just the other day I heard the great news from our partner [ABHAS](#) in India, where *ConnectEd* stopped in March 2014, that fifty Class XII girls who had been in *ConnectEd* had successfully graduated from school this year with very good scores, the highest being 90%. As the Director of the NGO said, *"It's amazing how these girls of very poor migrants have shown*



Students in India learn how to use a computer with *ConnectEd*

courage to overcome challenges and complete school."

We've just put together a [booklet](#) focusing on Indonesia where we follow the individual impact of *ConnectEd* on the lives of 21 youth. I found it such a compelling read - showing the discrimination these young people have had to deal with, as well as how they have changed and grown.

To be sure, in all countries, what comes out most strongly in terms of *ConnectEd*'s longer-term impact are the effects of having improved confidence. It sounds such a small thing, but for excluded youth, it seems to be a key to unlocking their potential.

Disadvantaged youth, more than anything, need someone who believes in them, respects them, who identifies their strengths and helps build on them. And that is where, I believe, *ConnectEd* and the inputs of Alcatel-Lucent volunteers have had so much power.

A longer-term impact I feel especially proud of has been the advances we were able to make in breaking down gender stereotypes. It certainly surprised me just how much the use of technology is related to

gendered power structures, and so *ConnectEd*'s work in simply putting technology and digital skills into the hands of girls and women proved transformative in some of our target communities.

This was captured most clearly on some recent [video interview](#) footage we took of two young women in India reflecting on how participation in *ConnectEd* a few years ago impacted their lives. They mentioned how it helped them stay in studies, one is even now in university; and how *ConnectEd* motivated them to keep going, but they both also talked specifically of how ICT has opened up confidence and knowledge for them, how they are able to get information from around the world. As one of the young women said, *"I know that technology is usually men-centric and only men tend to have the right to learn and operate technology because all high profile jobs are restricted to them. But the coming of ConnectEd Program has helped girls like me to learn ICT which plays a very important role now in our lives. I am confident enough that I can do anything with the help of technology."*

How fantastic is that?

Estelle Day, ConnectEd Director, World Education, Inc.

*Find out more about *ConnectEd*'s impact by watching this [video](#) or visiting the [ConnectEd Facebook page](#), [ALU Foundation Facebook page](#), [ConnectEd Website](#), and [World Education website](#).*

To find out how to volunteer your own time in other Alcatel-Lucent Foundation work, take a look at the [volunteering manual](#) on the Alcatel-Lucent Foundation website.



A 360° VIEW OF CONNECTED'S IMPACT OVER FOUR YEARS: PART 2

From the perspective of a ConnectEd participant

Shantika Apriyanti was born in Sukabumi, Indonesia and is 20 years old. Along with 2,800 other youth who were reached by ConnectEd in Jakarta between 2012 and 2015, Shantika was a student with local NGO Yayasan Bina Insan Mandiri (YABIM) where she received school scholarships, tutoring, coaching, technology, workplace and leadership training and other personal development activities. Shantika, who was one of the youth selected to intern at Alcatel-Lucent's Jakarta office, talks about her experiences below.

When I heard of the internship program at Alcatel-Lucent for the first time, I didn't have the courage to try for it. But then, Kak Bayni (the YABIM Project Officer) encouraged me to apply. I was so surprised when I found out that they choose me for this 3 month opportunity at the Alcatel-Lucent office.

I had no experience working at an office as I was still registered as a high school student at the time. And I also had no experience in how to behave in an office environment, the clothes that I had to wear, and even the route to travel to the Alcatel-Lucent office.

June 2, 2014 was my first day to step into the Alcatel-Lucent office. I was very nervous and shy. Luckily, I was accompanied by Wildan (YABIM staff). When I was introduced to employees and shown my desk for the next 3 months, I experienced mixed feelings, between happy, curious, nervous, and enthusiastic with a little fear at the same time. The first day was mostly only introductions and adjusting to my new environment.



The next day, I received my first task as part of the administration team. It was the first time I used an Intranet, and learned how to send important files using the intranet, and gained knowledge about Alcatel-Lucent's work and the technology used at the office. The people and staff of Alcatel-Lucent are very nice and made me comfortable. But I can see that they are really disciplined in their work. **This is something that I learn about world of work: integrity, discipline, hard work, consistency, and punctuality are the key words if you want to be a successful and dedicated employee.**

I am really happy and grateful that I can intern in a big office like Alcatel-Lucent. I never imagined that I could work in an office. The people here really respect me and treat me as an equal. They are willing to teach me new knowledge and are always happy to answer when I am confused and ask them questions.

This internship is a really, really, really good opportunity for a student like me to learn about the



real world of work. This internship has broadened my knowledge and enhanced my capacity. I hope there will be the opportunity for other students to do the internship at the Alcatel-Lucent office.

I hope Alcatel-Lucent will always open their door to give the opportunity for marginalized children to have hope that they can also have a bright future. I wish Alcatel-Lucent to always be a leading company in telecommunication in Indonesia and in the world.

Thank you Alcatel-Lucent for such a great time during my internship from June to the end of August of 2014. It's a great memory and experience that I hope I can share and be a positive influence for other youth at YABIM.

Find out more about ConnectEd's impact by watching this [video](#) or visiting the [ConnectEd Facebook page](#), [ALU Foundation Facebook page](#), [ConnectEd Website](#), and [World Education website](#).

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A 360° VIEW OF CONNECTED'S IMPACT OVER FOUR YEARS: PART 3

From the perspective of an Alcatel-Lucent employee volunteer with ConnectEd

When I first heard about ConnectEd Indonesia, I fell in love right away with the program, with YABIM (the beneficiary school), and with the people involved in it. When I first stepped into the school I knew that I would come back again and again. And I did. I have volunteered myself to this amazing program since 2012, mostly teaching English and other soft skills in high school classes.

YABIM, known better as 'Sekolah MasTer,' is a very unique school. The name itself reflects where it's located: a Mosque besides a bus terminal. The classrooms are made of shipping containers that remind me of one of my favourite books: *Totto-Chan* – a book about unconventional education written by Tetsuko Kuroyanagi. The containers have cheerful paintings, but there are no tables, no chairs; everybody sits on the floor and looks so relaxed yet still concentrating on what the tutor is teaching. I instantly imagined myself being part of the class, sitting together with the children on the floor, forming a circle so everybody could see each other and sharing all the knowledge I have with the students.

My first volunteer activity was preparing the program's kick-off. I was surprised when interacting with the children. Even though they live in a very rough environment, they were so polite, their eyes filled with hope and spirit. That day I learned that children are children. No matter where they grow, no matter who look after them, children are blessed with so many happy thoughts and wonders. I did not



Anastasia tutoring a high school class in CV writing and workplace behaviour

feel sorry for them, I put respect on them instead and made a promise to myself to give the best of my time and be a small part of their journey to shape their future.

So then I came back. My first tutoring session was teaching English in a high school class on Saturday morning. I really did sit on the floor. I made a circle and began the class by introducing myself. I checked in with them about the last topic they had in class and then we continued it. The session ran well, I hope they felt the same too.

After that I came back to teach some soft skills like public speaking, effective communications for teens, and the favourite ones were CV Writing, Interview Simulation, and Workplace Behaviour. I'm glad I

could share those topics with the students. They managed to compose good and interesting resumes. They showed confidence during the interview simulation.

I did not count how many times I came to the school, but I enjoyed every single session there.

Working with the World Education team in Indonesia was also enjoyable. They are amazing people, and very dedicated to this program. They know the school so well and are very close with the tutors and students. They are the ones who has made ConnectEd Indonesia run on track.

ConnectEd Indonesia is also as unique as Sekolah MasTer. I does not drop a bunch of presents like Santa Claus and then leave. It stays for 3 years, making sure the school is running well and helps them to ensure its sustainability by the time the program has to end. It is a holistic program that reaches every aspect of the school. The tutors and school management members received various of training to be able to create the most suitable education program.

*Anastasia D. Arianti
Alcatel-Lucent Indonesia*

Find out more about ConnectEd's impact by watching this [video](#) or visiting the [ConnectEd Facebook page](#), [ALU Foundation Facebook page](#), [ConnectEd Website](#), and [World Education website](#).

To find out how to volunteer your own time in other Alcatel-Lucent Foundation work, take a look at the [volunteering manual](#) on the Alcatel-Lucent Foundation website.

Time flies really fast. I wasn't ready even knowing that ConnectEd Indonesia had to end. I believe everyone who is involved is

The container classroom where Anastasia tutored



also sad to say goodbye. I wish nothing but the best for Sekolah MasTer and for its students. I also thank ALU Foundation and World Education for creating this great program.

CONNECTING WITH YOUTH & IMPROVING LIVES

Alcatel-Lucent Employee Engagement
with the ConnectEd Program



The aim of ConnectEd is to help the most disadvantaged youth in Australia, Brazil, China, India and Indonesia to achieve better learning outcomes, learn skills in Information Communication Technology (ICT) and other skills that will make them better prepared for the world of work, and to be more active in their communities. Since ConnectEd began in April 2011 the program has reached 22,575 youth. Over that time, 3,537 volunteer placements have been filled by Alcatel-Lucent employees.

ConnectEd uses a range of interventions to reach these goals, from scholarships, coaching, life skills and personal development courses, to nonformal education programs for out-of-school youth, job skills training, work placement, and 'youth civic voice' actions. ICT is also emphasized to enhance learning. ConnectEd recognizes the importance of possessing basic ICT skills for fostering inclusion, giving disadvantaged youth a better chance to cross the opportunities gap and to access more and better employment options.

ConnectEd is a project of World Education and is funded by the Alcatel-Lucent Foundation.



An Alcatel-Lucent employee volunteer visits a classroom in Brazil.

Overview

Employee Engagement in the ConnectEd Program

"I truly believe that the opportunity we had under ConnectEd to involve Alcatel-Lucent volunteers really strengthened the potential impact of the program."

- Estelle Day, ConnectEd Director

Under ConnectEd, Alcatel-Lucent employees have been important resources – utilizing their skills, background and passions to benefit some of society's most disadvantaged youth. From co-facilitating classes and workshops and tutoring, to helping with computer training, mentoring youth, donation drives or taking youngsters on outings - Alcatel-Lucent employees have involved themselves with ConnectEd in a whole range of ways. In just Year 3 alone, 2,171 volunteer placements were filled by Alcatel-Lucent employees across five countries, with 11,755 young people, parents and teachers benefiting.

Through ConnectEd, World Education and partners provided the 'bridge' that enabled employees to reach youth and communities most in need. The impact of Alcatel-Lucent employees' involvement should not be underestimated. Research confirms that one of the most effective factors in reducing the vulnerability of at-risk youth is the presence of

a caring adult, outside of their family, who takes an interest in their lives, provides encouragement, and most importantly, gives them time.

In the article that follows we chart the types of volunteering that took place under ConnectEd, the impact and some of the key factors behind the successes.

As will be seen, time and again Alcatel-Lucent employees have been making a difference for young people in ConnectEd. Employees have strengthened youth's work-preparedness and academic performance, opened their eyes to employment opportunities, provided inspiration, instilled self-confidence and influenced decisions that will have a ripple effect lasting a lifetime.

This article is not just a tribute to these employees and the ConnectEd youth, but also a testimonial to the value of employee engagement in programs serving young people in need.

From donation drives to career workshops to English classes to work exposure visits, thousands of students were impacted by the time and generosity of Alcatel-Lucent employees, including Alcatel-Lucent Foundation Board members.



Alcatel-Lucent employee volunteers accompany students on an outing to a natural history museum in China.

In total, over **3,500** volunteer placements have been filled by Alcatel-Lucent employees



ConnectEd India students talk with Alcatel-Lucent volunteers during an English lesson.

1

EMPLOYEE ENGAGEMENT ACTIVITIES UNDER CONNECTED



An Alcatel-Lucent Australia employee performs a mock interview with a ConnectEd student.

Activities utilizing employees' skills and experiences

Over the life of the program and across all countries emerged a plethora of activities that strategically used employees' skills in areas most needed by ConnectEd youth.

Volunteers share skills in:

- Computers and technology
- Work readiness
- Career awareness
- Financial literacy
- English
- Math and numeracy
- & more



Volunteers share their knowledge of computer skills in India.



Alcatel-Lucent Australia volunteers worked with trainers from ConnectEd's partner organization YWCA NSW to help lead the Money Savvy workshop for students at a girls' school



ConnectEd China students hold up clothes donated by Alcatel-Lucent Shanghai-Bell volunteers.



ConnectEd students visit the Alcatel-Lucent office in Brazil.



In India, employees donated bikes to ConnectEd students to attend school and exams, saving time for homework.



In **Indonesia**, Alcatel-Lucent employees worked together with YABIM staff to organize a donation drive to provide much-needed hygiene products for ConnectEd students staying at YABIM's boarding house. Volunteers from Alcatel-Lucent delivered 300 brightly colored packages to YABIM which each contained liquid soap, shampoo, toothpaste; toothbrush, detergent, anti-mosquito cream, and hand towels.

Donation Drives

In addition to skill-specific options, World Education and partners also offered the more general volunteering option of participating in donation drives that could be open to anyone. Such opportunities were taken up eagerly by employees and over the program numerous campaigns were implemented.

Volunteers collected:

- Clothes
- Table lamps
- Hygiene products
- Art materials
- Books
- Bicycles
- & more

Short-term volunteering options

In all countries, both short and longer term options were offered to Alcatel-Lucent employees.

Popular examples of short-term activities:

- One-time field trips
- Guiding a technology trade show
- Visits to Alcatel-Lucent corporate offices
- Judging technology competitions
- Participating in special events



An Alcatel-Lucent Shanghai Bell volunteers helps a ConnectEd student learn how to play during a Sports Fair.



An Alcatel-Lucent volunteer visits a class in Cambodia.



Alcatel-Lucent employees in Indonesia ran weekly tutoring sessions with ConnectEd students.



Alcatel-Lucent scholarship recipients in Indonesia join a virtual call with board member Christine Diamente.

[CLICK HERE](#) to read the blog post from Christine on the interaction.

Long-term volunteering commitments

Regular tutoring proved one of the most valuable of all employee engagement activities, having a real impact on ConnectEd youth.

Volunteers tutored lessons in:

- English
- Math
- National exam preparation
- & more



A volunteer during a tutorial day in Indonesia.



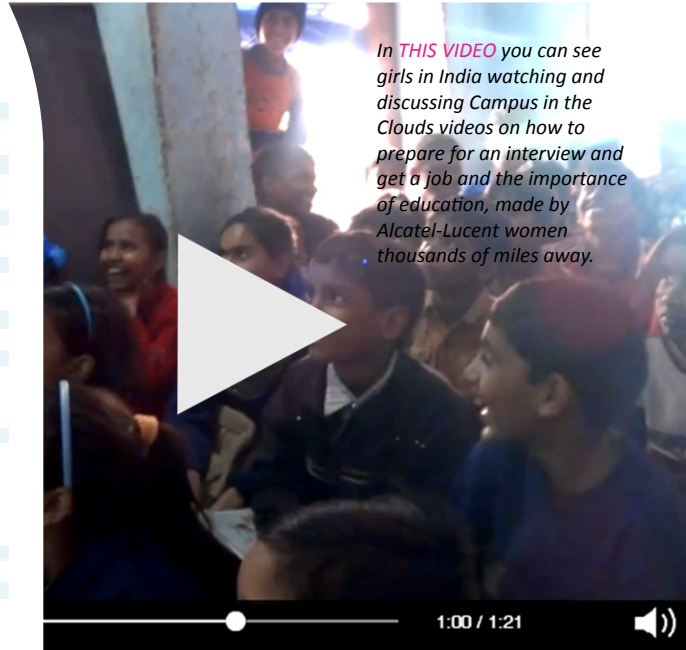
Students learn English from an Alcatel-Lucent volunteer in India.

Virtual volunteering

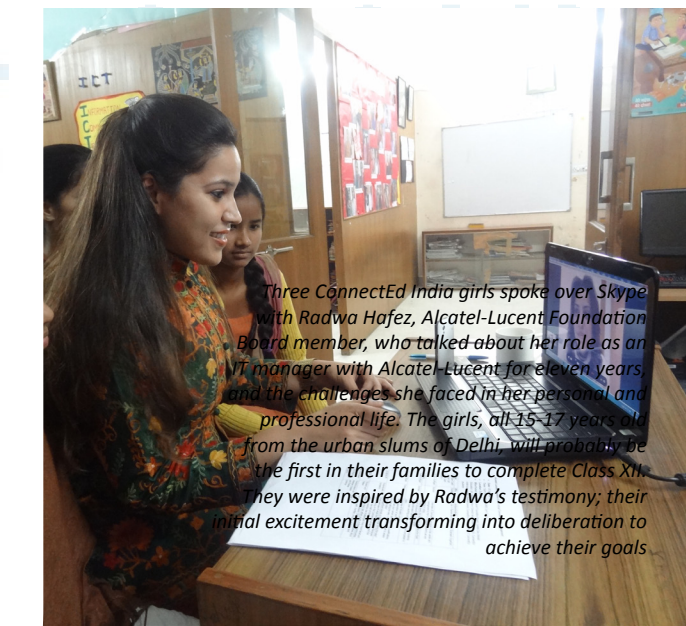
World Education and Alcatel-Lucent also established virtual volunteering options, such as instructional videos or Skype interactions, to accommodate employees who may not be close to volunteer sites.

Virtual activities included:

- **Campus in the Cloud**, a signature program of the Alcatel-Lucent Foundation in which employees from around the world record instructional videos. ConnectEd India was pleased to take advantage of the Campus in the Cloud program and it was an excellent way for the global community of Alcatel-Lucent to have an impact on students in India and especially to bring new role-models into the lives of girls served by ConnectEd.
- **Online video interactions**, which became an important feature of ConnectEd with many frequent contributions from members of the Alcatel-Lucent Foundation Board. For instance, Christine Diamente (Alcatel-Lucent Head of Brand and Corporate Sustainability) and Radwa Hafez (Sales Operations Head for the META region) had virtual sessions with young girls in Australia and India. The girls listened to the women explaining their own life journeys and encouraging the girls to follow their dreams and beliefs. Using ICT in this way connected these young girls with women they would never have met, and opened their horizons to new possibilities



In [THIS VIDEO](#) you can see girls in India watching and discussing Campus in the Clouds videos on how to prepare for an interview and get a job and the importance of education, made by Alcatel-Lucent women thousands of miles away.



Three ConnectEd India girls spoke over Skype with Radwa Hafez, Alcatel-Lucent Foundation Board member, who talked about her role as an IT manager with Alcatel-Lucent for eleven years, and the challenges she faced in her personal and professional life. The girls, all 15-17 years old from the urban slums of Delhi, will probably be the first in their families to complete Class XII. They were inspired by Radwa's testimony; their initial excitement transforming into deliberation to achieve their goals.



Santika was one intern at the Alcatel-Lucent office in Indonesia.

Internships at Alcatel-Lucent

Three administrative internships offered by Alcatel-Lucent Indonesia to ConnectEd youth have been an incredible symbol of both Alcatel-Lucent's commitment to the program and the quality of opportunities made available to youth through ConnectEd.



Sairah has been able to increase the reach of her career goals with the new skills and confidence she has gained from the internship from Alcatel-Lucent.



2

IMPACT ON YOUTH

ConnectEd Brazil students



ConnectEd India student practicing her computer skills.

Impact on Youth

Employee engagement has had a lasting effect on ConnectEd youth, as witnessed in program assessments, surveys and case studies. The following examples provide a glimpse of how Alcatel-Lucent volunteers have made youth more employable, motivated them, and helped them persist in their studies.



“ I thought the little boxes were only in the movies! ”

– ConnectEd Australia student referring to Alcatel-Lucent workstations



“ I am really confident now because I know how to look for a job and how I should behave! I am also much happier and confident about my future. ”

– ConnectEd Brazil student , Brazil, just one of many ConnectEd girls across all ConnectEd countries who visited Alcatel-Lucent offices and met Alcatel-Lucent staff, who showed them a different world, new career pathways, and advised them on how to do successful job interviews, write resumes and behave in the workplace.



“ What I liked the most about the visit was finding out about so many different technologies, which are new and I had not seen them until then. This knowledge has expanded my viewpoint of the labor and career market. ”

– ConnectEd Brazil student

- Impact of visits to the Alcatel-Lucent offices and workshops on careers, finding a job and workplace readiness



“The students were sincere and willing to learn, and this made the whole activity very interactive and enjoyable.”

— Alcatel-Lucent India volunteer



“By joining the tutorial days with the employees of Alcatel-Lucent, I have stronger motivation to understand math and study harder.”

— ConnectEd Indonesia student

- Impact of tutoring classes



“Your generous gifts are far more than physical donations. Your contribution is an extraordinary inspiration that encourages our students.”

-- School Director Su ZhanYing

- Impact of donations



“With these new skills, I can be able to compete with others who graduate from form school and work in the communication industries.”

— Sairah, Alcatel-Lucent intern

INTERN SPOTLIGHT: SAIRAH

The internship with Alcatel-Lucent in Jakarta has helped Sairah learn more skills in communication technology that she can leverage to find a better job, and has improved her self-esteem. She says, “Now, I am more confident to make friends, and have lots of knowledge and experience.”

The Alcatel-Lucent employees at her internship have been supportive of Sairah, connecting her with interesting projects and having the patience and trust to allow her to fulfill her work duties, boosting her confidence even more.

Sairah has been able to increase the reach of her career goals with the new skills and confidence she has gained from the internship from Alcatel-Lucent. She has also developed entrepreneurship skills through a vocational training in the food industries from ConnectEd, where she learned how to start a business, financial planning, and surveying market needs, as well as cooking skills. Sairah hopes to continue on to higher education, and one day to open her own cat fish business.

- Impact of internships



[CLICK HERE](#) to watch video or visit facebook.com/alfconnected

“That one-on-one situation meant we really talked very openly with each other.... Just sharing each others' experiences, talking very openly about what we did or did not know, and how we would approach the future was really enlightening and felt very special to me.”

-- Alcatel-Lucent Australia volunteer



[CLICK HERE](#) to watch video or visit facebook.com/alfconnected

“One girl worked with mentors, had a really good relationship with her mentor in that short time. She built up her resume, did her interview skills, and over the Christmas break she obtained a part-time job.”

-- A ConnectEd Australia teacher tells the story of how the mentorship of an Alcatel-Lucent volunteer helped a student find a job

MORE ON MENTORING AND ROLE MODELING

Across ConnectEd this type of mentoring and guidance has been really effective. Students have not only learned skills that will help them enter the job market but they have seen how other women and men have been able to create their own career path and find success. Female role modeling has been especially significant, with many ConnectEd girls not having many role models in their daily lives that can inspire them to take a different path in life, or to open their eyes to other possibilities for women. Over the last four years Alcatel-Lucent female volunteers have provided those role models. They have helped break down gender norms - by teaching, by sharing experiences, providing encouragement, and perhaps most importantly by simply showing there are 'other ways of being' for women.

- Mentoring and role modeling



Volunteers at the
ConnectEd China
Sports Day

3 IMPACT ON EMPLOYEES



A ConnectEd student
and Alcatel-Lucent
Brazil volunteer laugh
during a career day
activity.

Impact on Employees

ConnectEd has provided a bridge that allows Alcatel-Lucent volunteers to share their skills, experience, and compassion with disadvantaged youth. But the benefits of employee engagement don't just rest with youth... employees too have reported a range of advantages for themselves too – building new skills, feeling revitalized, and becoming more connected.



“The idea was to do a [skype] mentoring session where I could share my experiences and answer questions from the youngsters. As it turned out, I ended up being the one who learned the most.”

– Marco Malfavon, Communications Leader for Alcatel-Lucent in Latin America



“I liked the challenge of showing students what we do day-to-day.”

-- Alcate-Lucent Australia volunteer



“It was a shock to see the darkness in their tiny houses. I wondered how soon these children will become near-sighted if they continued studying under such a poor condition.”

-- ASB volunteer after participating in a home visits activity

- Impact on employees



[CLICK HERE](#) to watch video or visit facebook.com/alfconnected

“I feel extremely useful and important, especially sharing guidance and some of my professional experience with the young people.”

-- Alcatel-Lucent Brazil volunteer discussing the impact of volunteering and career preparations for students.



“I could see a change in the kids in terms of participation and it was a wonderful thing.”

-- Alcate-Lucent Australia volunteer

“I feel like I have really helped introduce the students to new opportunities.”

-- Alcate-Lucent Australia volunteer

“Watching the creativity of the young people was great!”

-- Alcate-Lucent Australia volunteer

- Impact on students



4

CORE ELEMENTS BEHIND THE SUCCESS

ConnectEd Indonesia students waiting to take the Paket national exam.

Core Elements

Behind the Success of the ConnectEd Program

GETTING BUY-IN FROM TOP MANAGEMENT AND PROGRAM STAFF

Board members, senior executives, middle and top tier managers set a very effective example and acted as cheerleaders for ConnectEd. For instance, the President and Managing Director in Australia took part in a competition to design a health app during a ConnectEd career workshop at their office. The CEO in Brazil took time to meet with ConnectEd youth during an office visit. In Indonesia there was a panel discussion between youth and Alcatel-Lucent Foundation Board member, Frederic Chapelard, as well as the President Director and HR Director of Alcatel-Lucent Indonesia during a visit to the Alcatel-Lucent office.

Involving local managers and staff in key decisions worked particularly well for garnering buy-in at the country-level. In Indonesia, for instance, World Education worked with the Jakarta Alcatel-Lucent office to choose ConnectEd's local implementation partner together. This laid solid foundations of joint ownership and involvement for the ConnectEd program to grow from and ConnectEd Indonesia went on to be a shining success as a result.

TAKING RELATIONSHIP BUILDING SERIOUSLY

World Education invested substantial resources at the start of the program in order to build relationships, through country visits by senior program personnel from headquarters, face-to-face meetings between key persons at the corporate partner offices and joint visits to program sites, as well as regular conference calls and e-mail check-ins.

WORKING TOGETHER TO DEVELOP VOLUNTEER OPPORTUNITIES THAT APPEALED TO EMPLOYEES AND LEVERAGED THEIR SKILLS

Meetings were held right at the start in all countries to come up with jointly agreed-on volunteering opportunities that found an appropriate balance between what ConnectEd's target group most needed, and what the employees were most likely to sign up for and have skills in. What is more, the opportunities offered cover a wide range, from short to long term and basic to skills-based.

An ASB volunteer joins ConnectEd students in walking through their community.





SUPPORTING VOLUNTEERS WITH TRAINING AND ORIENTATIONS

A key to any good volunteer program is having a solid system that can place, train and manage volunteers. ConnectEd orientations, trainings and meetings for staff included an overview of the program, the needs and context of the youth, and training on the methodologies and principles used for working with youth effectively. These trainings and meetings went a long way in making volunteers more effective, and helped them understand how to properly interact with youth and other community groups. A mentoring manual developed by ConnectEd's central team provided a useful resource for employees, giving tips and examples for making the most of their mentoring relationships. Briefings were also given on the organizational child protection policy and volunteer tracking systems were set up so that all required volunteering data was collected.

RESPONDING TO POTENTIAL BARRIERS TO EMPLOYEE ENGAGEMENT

ConnectEd offered a wide range of volunteer opportunities to work around employees' schedules. While some volunteers were interested in sustained options such as weekly tutoring sessions, others

preferred one-time events; for example, Alcatel-Lucent Shanghai Bell volunteers with World Education in China were eager to escort youth on weekend outings to museums. Others wanted to try micro-volunteering – projects that can be completed in short amounts of time. It also proved helpful to bring the volunteer opportunity to the volunteers – in all countries ConnectEd organized for youth to go on visits to the offices of Alcatel-Lucent, to learn about career opportunities. Furthermore, knowing the value in being upfront about time commitments when publicizing an opportunity, ConnectEd volunteer catalogs offered a range of opportunities and listed time requirements for each option

USING PAST VOLUNTEERS TO SPREAD THE WORD

Employees who had already volunteered broadcast their experiences, and encouraged other employees to join too. At Alcatel-Lucent in Australia, for instance, a 'squad' of past volunteers organized new recruitment for the ConnectEd program run by World Education's local partner, YWCA NSW. Forming a team to be the organizers and "cheerleaders" of the volunteer program and providing peer support to those who may be hesitant, proved really helpful and eased the burden on management.

DEVELOPING MATERIALS TO MOTIVATE AND EDUCATE.

Recognizing that a compelling mission and success stories are the main reason people volunteer, World Education committed a substantial amount of resources to communications, developed materials that publicize the program and provided information on volunteer opportunities. World Education's goal was to make sure the ConnectEd program and volunteering opportunities were visible within the company as well as outside.

Materials

World Education produced a wide range of communications materials and tools for the Alcatel-Lucent Foundation to help them with recruitment and program publicity:

- Volunteer Opportunity Catalogs for each country
- A mentoring manual
- Employee engagement newsletters
- Bulletin boards in corporate offices
- Slideshows of program highlights to play on screens in office canteens
- Posts with volunteering highlights, quotes and program updates on social media sites and website
- Email templates for internal mass mailing announcements to employees





An Alcatel-Lucent volunteer and ConnectEd student in Australia participate in a career day activity.

Thanks to ConnectEd's local partners:

YWCA NSW
Supporting people at critical times

instituto aliança



上海贝尔
Alcatel-Lucent

WORLD EDUCATION

Every success has its network

YOUTH:

CATALYSTS FOR CHANGE

Promoting Youth Civic Engagement
and Empowerment Under the
ConnectEd Program



The aim of ConnectEd is to help the most disadvantaged youth in Australia, Brazil, China, India and Indonesia to achieve better learning outcomes, learn skills in Information Communication Technology (ICT) and other skills that will make them better prepared for the world of work, and to be more active in their communities. Since ConnectEd began in April 2011 the program has reached 22,575 youth. Over that time, 3,537 volunteer placements have been filled by Alcatel-Lucent employees.

ConnectEd uses a range of interventions to reach these goals, from scholarships, coaching, life skills and personal development courses, to nonformal education programs for out-of-school youth, job skills training, work placement, and 'youth civic voice' actions. ICT is also emphasized to enhance learning. ConnectEd recognizes the importance of possessing basic ICT skills for fostering inclusion, giving disadvantaged youth a better chance to cross the opportunities gap and to access more and better employment options.

ConnectEd is a project of World Education and is funded by the Alcatel-Lucent Foundation.

YOUTH CIVIC ENGAGEMENT

Connecting disadvantaged youth to civic society and the wider world and emphasizing their role as catalysts for change

"By helping youth learn to be engaged with their communities, they gained confidence and learned important skills, like leadership and networking, that will help them later in life."

- Elisabeth Eude, Alcatel-Lucent Foundation Director

Too many of the youth in the communities where ConnectEd works remain on the periphery of civic and social life.

And yet, for these youth, meaningful engagement in their community and broader civil society can be an

important driver for turning their lives around.

Confidence, communication skills, planning and organization skills, and a sense of self-efficacy result from participation and organization of events and projects, youth groups, peer education and involvement in community or school decision-making. Extensive research demonstrates that girls and disadvantaged youth who are civically engaged achieve improved learning and life outcomes.

Civic engagement results in expanded social networks, contacts and support systems that allow girls and disadvantaged youth to break down the

An innovation and teamwork exercise in China.

In total over
5,000
youth participated in
civic engagement
activities



ConnectEd Indonesia students participate in a leadership activity.

barriers perpetuating their exclusion.

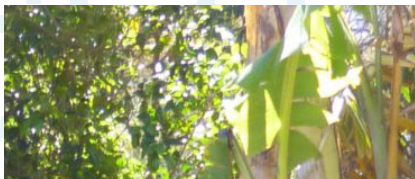
It provides them their right to be heard.

World Education believes that it is youth themselves who offer the greatest potential for breaking the cycle of their own exclusion and disadvantage, if given the right tools, technologies, resources, skills and space to do so. From Australia and China to Brazil and France, ConnectEd has done just that.

Since 2011, the program has seen over 5,000 youth getting involved in their communities in new ways - volunteering at orphanages or elderly care homes, leading campaigns, calling meetings, using art, theater, video, photos and social media to express their values, ideas, concerns and dreams. ConnectEd

has enabled youth to enter a much wider public arena and have their presence felt. Testimonials and project data reveal that, as a result, youth have experienced new feelings of belonging, agency and responsibility .

In the pages that follow, we describe the foundations and inputs that were needed to foster these transformations; showcase some of the notable results; and, reflect on what was learned along the way.



THE INPUTS THAT ARE NEEDED

Bringing disengaged youth into civic and social discourse and community life does not happen over night. Ongoing, scaffolded support is vital for youth to gain the necessary skills, interest and sense of self-efficacy. Technologies, tools, trainings, time and a safe space to experiment, fail and grow are all required.

LAYING THE FOUNDATIONS THROUGH LIFE SKILLS AND PERSONAL DEVELOPMENT CLASSES

Across all sites, the seeds of ConnectEd youth’s civic engagement were sown during the program’s general life skills and personal development classes. Through giving youth opportunities to examine their own beliefs, reflect on their own identity and community, and learn about rights and social issues, the initial steps began towards getting youth more ‘connected’ with their community and world around them.

For instance in India, Rishtaa group discussion periods provided a safe place for thousands of girls to discuss and practice life skills such as goal setting, problem solving and communication, and provided opportunities for discussing important civic and social issues around family, gender, abuse and cultural norms.

Life skills classes and personal development

activities have enabled ConnectEd youth around the world to develop skills as diverse as team building, cultural awareness, self-defense, empathy, anger management and conflict resolution. Courses have helped them develop new knowledge on topics that matter to them. Learning about HIV and AIDS; gambling; alcohol and drug abuse; debt management and financial competencies; online safety; sexual abuse, and much more besides, ConnectEd youth became better informed and thus valuable resources for those around them.

ConnectEd programs allowed youth to expand their sense of community from something broader than their immediate social group. In Australia,



ConnectEd Australia students spent a morning with the Shoalhaven City Mayor and learning about the community initiatives implemented by the City Council. The students conducted a mock council meeting and enjoyed going through the voting process.



‘Rishtaa’ discussion session about social issues with youth in India



ConnectEd emphasizes the importance of mentoring youth, forging bonds, and providing encouragement.

Brazil, Cambodia, China and India target youth have conducted research about various aspects of their communities including history, culture, health, education and jobs, and presented their findings of the current situation and priority needs to others. These have provided the building blocks from which youth then plan their own projects to get actively involved in bringing about change to their communities.

Specific youth leadership and team building courses have a role to play too. Youth have participated in workshops to identify and develop skills in working in effective teams; to learn about qualities of effective leaders; and to identify personal leadership style and competencies. Students are being given

opportunities to work within teams or lead small groups to manage particular activities or projects.

ROLE MODELING AND MENTORING TO BUILD CONFIDENCE AND A SENSE OF AGENCY

Self confidence has emerged as the common factor shared by all the different ConnectEd youth across the globe who came out of the program successfully, and who became civically engaged. Since ConnectEd’s inception, World Education and its partners have recognized that disadvantaged youth, more than anything, need someone who believes in them, respects them, who identifies their strengths and helps them build on them. Teachers and facilitators - the frontline implementers of ConnectEd – are the ones, more than anyone else - who are the lynchpins here.

Nalesca, a ConnectEd student in Brazil commented how she was very lucky to work with teachers that believed in her and motivate her all the time.

“On Thursday, I go into a bright room, full of smiling faces and people who care about helping me be successful,” said a ConnectEd Australia girl, when talking about her experience of the classes run by ConnectEd partner, YWCA NSW, facilitators.

Staff, teachers and Alcatel-Lucent employee volunteers across ConnectEd have acted in the role of counselors and mentors to ConnectEd youth, forging



WATCH a video of a leadership skills training in Indonesia.



No mountain too high: Indonesian youth on a team building and leadership exercise



Digital training in Cambodia.

bonds and providing encouragement. From the start of their participation in ConnectEd, youth are given as many opportunities as possible to identify positively with school and learning, particularly through the use of ICT, performing arts workshops, sports and other community events.

It is this confidence and sense of agency that sets ConnectEd youth on a new road ahead, not just making them more employable and helping them secure decent work or persist in their studies, but also giving them the push towards greater civic engagement.

PROVIDING APPROPRIATE TECHNOLOGIES AND DIGITAL SKILLS

Information Communications Technology (ICT) has enormous potential for enabling the civic engagement of youth, and ConnectEd has used this to the full. With its focus on digital inclusion, ConnectEd in all countries has provided youth with what it takes to interface with their community and beyond. Youth in ConnectEd's life skills, personal development and leadership trainings are exposed to the potential of technology for leading their own campaigns, highlighting the needs of youth, or exposing rights abuses or malfunctioning government services. Whether being taught how to create class videos on YouTube, use cameras and presentation software to show photos of issues in their communities during public forums, how to blog or how to post to

Facebook - the technology and social media tools taught through ConnectEd have provided youth with the skills and resources to access information, create content and network with others.

TRAINING FOR TEACHERS AND IMPLEMENTERS TO ENSURE AN 'ENABLING ENVIRONMENT' FOR YOUTH PARTICIPATION

In many countries where ConnectEd works, providing youth with more power in decision making does not sit well with cultural norms. Over time, through a purposeful approach of building relationships, exposure, trainings and ongoing support, ConnectEd helped improve receptivity to youth participation and built the skills to make it happen.

ConnectEd recognizes the importance of instilling a culture of youth participation within the classroom,

as well as out in the community. Across ConnectEd, teacher trainings and on-the-job support helped teachers and facilitators improve skills in experiential, active learning methodologies. The program also developed concrete resources and tools for teachers and practitioners to demonstrate how to foster youth participation and civic engagement. For instance, a facilitators' guide exposed teachers to the potential of project-based learning (see below for detailed description) and led them through the process of doing an environmental health project with their class. An online toolkit was developed that offers links to tools, additional training, and resources <http://cedu.pbworks.com> to give more support to teachers and trainers in project-based learning and the use of basic and emerging technologies.



Taking Action to Improve Your Environment A Technology-Enhanced Environmental Health Project for Youth Facilitator's guide

Designed for youth leaders, teachers, and facilitators who work with youth under the ConnectEd Program, this guide is for people who are able to meet regularly with a class or group and have time and support to implement an in-depth project. The guide is presented in such a way that neither facilitators nor youth will need to use a computer. For those facilitators who do wish to use technology, however, the guide provides alternative activities in each module that do.

The guide is organized into four modules that build upon each other. Module 1 provides background and calls upon participants' experience and prior knowledge. In Module 2, participants investigate a problem and find solutions to the driving questions 'What are the health risks in our local environment? What can we do to prevent them?' In Modules 3 and 4, participants work together and present their findings.

[Download this guide >>](#)

THE TRANSFORMATIONS THAT OCCUR

Once the foundational supports have been put into place, students develop the confidence and ability to speak up for themselves and their communities. ConnectEd has seen youth energized to participate in the development of their communities, with remarkable results.

HELPING OTHERS AND COMMUNITY PROJECTS

ConnectEd youth’s social actions have ranged from helping at orphanages and day care centers, to taking children on outings and organizing donation drives and environmental projects. Youth practice their new skills in teamwork, budgeting, planning, and communication, with high levels of ‘cross-over’ and application of learning from one ConnectEd component to another. For instance, in Brazil one group decided to use what they had learned from their Labor theme studies to fundraise for a leisure and beauty afternoon they were planning with the elderly at a shelter in the neighborhood. Using their new business skills, they produced and sold truffles to raise funds to purchase nail varnish, creams and disposable materials for manicures on the elderly ladies who live at the shelter.

RUNNING CAMPAIGNS

Social issues such as poor community sanitation,

gambling, environment, bullying, exploitation and gender discrimination all became rallying cries for newly engaged ConnectEd youth. For instance, youth in Cambodia mobilized themselves to mark the World Day Against Child Labor. After some initial support from ConnectEd staff and facilitators, these youth dealt with all logistics on their own, invited guests, planned the agenda and so forth. With an audience of nearly 500, including local leaders, youth conducted role-plays, songs and question-answer sessions to highlight issues around child labor.

EDUCATING OTHERS

Peer education was witnessed across ConnectEd sites, with youth sharing knowledge and key educational messages with other youth and community members. ConnectEd Indonesia youth, for instance, after going through their own workshops on drug abuse and HIV and AIDS went on to take part in a poster design competition with the theme of anti-narcotics and AIDS; a song writing competition on the theme of anti-narcotics; and created the design for a pin and brochure to raise awareness



In China, youth participate in a peer-to-peer reading program.



This “Open Day” forum organized by ConnectEd Cambodia youth provided a space for youth to discuss important issues in their lives, from academic success to the risks of scammers and trafficking. This young girl is asking about the world of work.



The Bee’s Wings Youth Action Group Are the Bee’s Knees!

Out-of-school youth participating in China’s ConnectEd youth action group, Bees’ Wings, were provided with laptops, a digital camera and computer access to conduct action research, collect materials for a youth conference, and establish internal and external communication mechanisms by using instant messages, emails or blogs to exchange, communicate, and disseminate ideas. It has been exciting to note how they went on to actively utilize social networking platforms, QQ and Wei Bo, to broadcast their group’s actions and to recruit volunteers to join their monthly activities. Members learned to record video clips to introduce Bees’ Wings to other youth as well as to use videos for campaigns.



WATCH a class video created and uploaded to YouTube by ConnectEd Australia students

of HIV and AIDS and narcotics and then distributed these to people in their communities. Through these types of follow-on activities, ConnectEd youth were putting into practice much that they had learned in their leadership training, and were stepping into their roles as peer mentors to pass on their new knowledge to others, and to promote the wellbeing of their community.

SPEAKING OUT

A group of girls in India had a great chance to practice their new communication, self-confidence and knowledge about important social issues when got selected for an interview with Radio Australia on ‘A Dialogue on Justice in Childhood- End Child Marriage’. Later on, a session with ConnectEd youth on HIV and AIDS was also recorded live, and again aired on Radio-Australia.

UTILISING ICT TO GAIN VISIBILITY, GET CONNECTED AND HAVE A VOICE

Across all countries, ConnectEd youth have been using technology to **become more visible**, to voice



ConnectEd Indonesia youth participate in a rally to save their education center from commercial development.

their ideas and concerns.

Internet research was a key part of youth’s preparations in identifying social issues, local organizations and opportunities for helping out.

Visual media, including photos, videos, presentations, posters have all been created using new ICT skills as part of youth’s civic engagement actions:

To document the unhygienic condition in their communities, cameras and tablets were used by 200 students in India as they worked on an environment project and with the help of the ICT teacher they made PowerPoint presentations using their photographs.

ConnectEd China developed a course called Small Eyes Big World, a life skills program for migrant school students from excluded, isolated migrant communities on the periphery of city life. The program provides these students with basic photography skills, offering a platform to document and record aspects in their lives they consider important and to tell others their stories. The program also gives them the opportunity to consider and present their perspective on issues



International Day of the Girl Social Media Campaign

In celebration of International Day of the Girl on October 11, ConnectEd launched an online social campaign to encourage people globally to take a simple picture sharing why a day for girls is important. Almost 250 people from 11 countries, including students and staff in five ConnectEd countries engaged with World Education and shared their photos. The campaign helped students to engage in discussions around gender issues and helped raise awareness around girls' issues on the International Day of the Girl.

See the photos submitted for the campaign on [ConnectEd's Facebook page](#) >>



WATCH a video of the Bees Wings Youth Action group helped make their community healthier and greener by planting trees.



WATCH a video one group of ConnectEd Brazil youth created about their project with children at an orphanage



WATCH a video on the successes and life changes for 5 young women from Indonesia and India.



ConnectEd Indonesia students participate in a leadership skills training.

or concerns as they observe and interact with the outside world. Alcatel-Lucent Shanghai Bell employees, after a training from ConnectEd China, played a important part in facilitating the course. A strong example of the power that ICT can have in allowing excluded youth to have a voice, the course ended with two major photo exhibitions at high profile locations in Beijing and Shanghai that allowed ConnectEd youth to present their lives and opinions to a broad audience.

A number of countries were able to **exploit social media**. ConnectEd youth group members in China became particularly active on social networking and micro-blogging sites, providing an important outlet for expression.

Girls in India contributed to the 'Girl's Speak' message board on local partner ABHAS's website.

ConnectEd's social media campaign on International Day of the Girl saw hundreds of ConnectEd youth taking up the chance to express their views on gender and education. In India alone 328 boys and 523 girls took a picture holding up their signs.



A ConnectEd India student raises her hand, showing her confidence to engage and raise important issues.

WHAT DO YOUTH THEMSELVES SAY?

Gaining new skills, new perspectives

Overall, reports have shown that civic engagement left a very strong, positive impact on the youth involved. Many of the youth revealed that they had reviewed their own values, after being asked to put themselves in the position of a person who was generally less privileged than them.



“The Ethics and Citizenship theme was one of the most interesting topics that we have had... Working on something for other people is much more enjoyable and rewarding than I had imagined. The pleasure, the feeling of a duty fulfilled and the possibility of seeing the children’s happiness... This theme helps us to understand the feeling of altruism in practice, of social work and commitment with our community’s well-being and society as a whole and of how these actions can make us better people and humanity more contented.”

– Tamyriz Domingues, ConnectEd youth in Brazil



“Through Bees’ Wings, I got to know my good partners, I learned the knowledge and skills to organize events, and the experience enlarged my circle of friends, and I met many people from different walks of life. I am really grateful and feel contented.”

– ConnectEd China student talking about her youth group



WATCH A VIDEO showing ConnectEd students in Australia reflecting on their volunteering at an Aged Care Center.



“I am more confident, and study harder ... I am now the head of my class, and am active in student councils.”

– Gani Gaffari, ConnectEd scholarship recipient in Indonesia



“It’s been years since I talked about myself and what I want to do, nobody seemed to care, not even my mother. It felt so good that ConnectEd wanted to listen to me. I so much wanted to go to school, I wanted to learn something that will help me to learn.”

– Sajda, ConnectEd India student

SUMMING IT ALL UP

Civic Engagement & Empowerment

Lessons learned from ConnectEd:

- Fostering real youth civic engagement and participation takes time .
- It takes considerable human resources to reach and build the skills of youth to a point that they have a sufficient sense of self-efficacy to take on new roles.
- This is especially true if a program is to reach, and succeed with, the most excluded, disengaged and vulnerable youth, rather than youth who are already on the way to being civically engaged.
- Youth need facilitators, teachers or mentors who believe in them, who provide a safe space and who help them build on their strengths.
- Digital technology can be a powerful tool to enable youth to become more connected, visible and be heard.
- It can take a great deal of human resources and time, too, to convince adults that youth can and should be given space to take on these new roles.
- Cultural norms are often challenged in places where youth are historically encouraged to stay silent and listen to adults.

BUT, CHANGE IS POSSIBLE, AND YOUTH THEMSELVES CAN BE THE BEST CATALYSTS FOR CHANGE



A student in China paints a mural at a school supported by ConnectEd.

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