CONNECTEd FOURTH SEMI-ANNUAL REPORT: OCTOBER 1, 2012 – MARCH 31, 2013

Submitted to the Alcatel-Lucent Foundation
By World Education, Inc.
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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 addresses 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 13,000 young people will be 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.
2. Progress Overview

The section below provides an overview of activities that have been carried out in the program as a whole. More detailed information for specific countries can be found in the individual country chapters that follow this Summary.

Employee Engagement Activities

Employee engagement activities in the second year of ConnectEd have been focused on building upon lessons learned and successes from the first year of the program. By continuing to strengthen existing positive relationships between World Education, Inc. and its partners with Alcatel-Lucent local offices, there was a high level of consistent activities and increased number of volunteers in Year 2. In total, 1,225 employee volunteer placements were filled in the ConnectEd program in its five countries, positively impacting 4,636 young people, their families and teachers.

In Year 2, the ConnectEd China program continued to produce the same level of impressive numbers as they did in the previous year. ConnectEd China and Alcatel-Lucent Shanghai Bell (ASB) collaborated to execute a total of 19 events, with 833 volunteer placements filled by ASB employees, impacting a total of 3,078 beneficiaries, including families and teachers. These events included ICT Training sessions for migrant school teachers, interview simulations for workplace preparation, a book drive, a science museum outing and a photography activity called Small Eyes Big World. In addition, ASB worked with World Education to host the CEO Excellency Award Ceremony during which scholarships were provided to migrant children. In November, ASB staff helped to distribute these scholarships by making home visits to the recipients and their families.

ConnectEd Indonesia, in its first year of the program, built a strong collaboration with Alcatel-Lucent Indonesia employees from the onset and planned a variety of employee engagement activities this past year. A total of 221 employee placements were filled and volunteers impacted a total of 1,167 beneficiaries this past year. Not only did Alcatel-Lucent generously assist with the opening of the computer lab and the collection of hygiene products for boarding students in the beginning of the year, but they also participated in a social networking workshop as well as consistent

At a Glance

ConnectEd reached 10,702 youth during Year 2. And overall, since the beginning of the program in April 2011, 14,600 youth have benefited.

The numbers for Year 2 are impressive: with 7,499 accessing ICT as a result of the program; 6,522 being helped to remain in school through interventions such as scholarships and coaching; 1,701 being provided with nonformal education alternatives; and, 4,874 getting better prepared for the world of work through technical training, work experience and life skills courses.

But it is the individual stories that really show the success of ConnectEd, that show how it has been changing lives and setting youth on different trajectories. Take Sundari, from Delhi, India, for instance. Struggling with debt problems, her father was about to stop her schooling and send her back to her home village to marry her off. Through multiple home visits the ConnectEd India team persuaded the mother to keep Sundari in school, and offered financial assistance towards the costs. They invited her parents into the ConnectEd center to see the computer labs and watch the classes, and now her parents are the staunchest supporters. Sundari has proved to be a keen student with strong computer skills and hopes to one day attend college.

ConnectEd has been transforming the life opportunities of ten thousand Sundari’s in Year 2, and will reach many more thousands in Year 3.
bi-weekly tutoring sessions for students. Strong communication and collaboration between World Education and Alcatel-Lucent Indonesia has resulted in efficient planning and execution of employee activities in Indonesia. The program looks forward to building upon these successes in the coming year.

The ConnectEd program in India was also able to see greater successes this past year. Again, with a higher level of commitment from Alcatel-Lucent local staff to lead employee engagement, ConnectEd and Alcatel-Lucent provided English language tutoring to program youth on a regular basis. In addition to regular English class sessions, Alcatel-Lucent employees also provided an ICT training session to ConnectEd trainers and also welcomed youth into their office for a Career Mentoring workshop. A total of 34 Alcatel-Lucent staff volunteered and impacted 194 young people.

Despite these clear successes, ConnectEd did continue to encounter some similar challenges in other countries that it encountered in its first year. World Education has learned that employee engagement success comes more readily when there is a strong working relationship between World Education and its partners with Alcatel-Lucent local offices, particularly when the Alcatel-Lucent contact is engaged in spearheading the recruitment of volunteers and publicity of the program. Unfortunately, in some of our countries, the lack of human resources available continued to be an obstacle in increasing the number of active volunteers who participated in ConnectEd this past year.

ConnectEd Australia started off strong in Year 2 with a new contact person in the Alcatel-Lucent office who was committed to recruiting volunteers and investing in the program. In addition to a financial literacy workshop, a two-part Career Workshop took place at the Alcatel-Lucent office. A total of 26 volunteer placements were filled by Alcatel-Lucent employees and 82 beneficiaries were impacted in Australia during this past year. In addition, there was one volunteer in particular who was especially committed to her involvement in the program, and volunteered several times with ConnectEd which generated much enthusiasm around the growing potential partnership with ConnectEd and Alcatel-Lucent. However, with the recent departure of the main contact person at Alcatel-Lucent who coordinated recruitment efforts, there has been a long lag in new activities as it has been

<table>
<thead>
<tr>
<th></th>
<th>Activities in Year 2</th>
<th>Volunteer Placements</th>
<th>Youth/Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>5</td>
<td>26</td>
<td>82</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>3</td>
<td>111</td>
<td>115</td>
</tr>
<tr>
<td>CHINA</td>
<td>19</td>
<td>833</td>
<td>3078</td>
</tr>
<tr>
<td>INDIA</td>
<td>10</td>
<td>34</td>
<td>194</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>8</td>
<td>221</td>
<td>1,167</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>1,225</td>
<td>4,636</td>
</tr>
</tbody>
</table>
difficult to find additional volunteers. ConnectEd Australia continues to prepare activities that Alcatel-Lucent employees are welcome to participate in, and they are also open to exploring the possibility of organizing virtual volunteering activities and connecting other Alcatel-Lucent employees around the world to the ConnectEd program. The program is hopeful that with a new contact person identified in Year 3, the momentum can easily pick up once again.

ConnectEd Brazil also continues to make concerted efforts to create opportunities for Alcatel-Lucent volunteers. During this past year, youth visited the Alcatel-Lucent office for an exposure trip and a couple of volunteers also participated in interview simulations during Work Immersion Week with ConnectEd youth. In addition, Alcatel-Lucent volunteers participated in a food donation drive that ConnectEd youth helped to distribute. However, the challenges to execute more activities continue as it has been difficult to not only recruit more volunteers for additional activities, but there have been difficulties internally within Alcatel-Lucent in allowing volunteers to physically travel to ConnectEd program sites. World Education and its partner Aliança are committed to exploring solutions to these challenges and do hope that this final year of the program will see strong numbers of volunteers positively impacting even more youth.

Activities to Promote Digital Inclusion and Utilization

Lack of access to the digital world by our target communities in Indonesia, China, and India has been dealt with by providing computers, Internet access, other hardware and software to our partner schools or ConnectEd centers. In India, this is taken even further and teachers are taking laptops and tablets to the homes of girls who are socially excluded. In tandem with our actions for enabling access, throughout ConnectEd, training has been given to teachers and youth in ICT skills – ranging from word processing to presentation, multi-media, and art software. In total, 7,499 youth have accessed ICT and developed new skills this year.

However, ConnectEd goes far beyond providing ICT access and basic skills. Teachers are trained and mentored about how to use ICT as part of their everyday teaching in all ConnectEd countries. In India, for instance, teachers receive ongoing training on a weekly

| # youth who have utilized ICT under ConnectEd in Year 2 |
|-------------|-------------|-------------|
| AUSTRALIA  | 200         |             |
| BRAZIL     | 331         |             |
| CHINA      | 183         |             |
| INDIA      | 5,618       |             |
| INDONESIA  | 1,167       |             |
| TOTAL      | 7,499       |             |

| % youth/teachers who are trained who demonstrate mastery of ICT |
|---------------------------------|------------------|------------------|
|                                  | % youth with mastery | % teachers completing training who demonstrate mastery |
| BRAZIL                          | 100%              | 100%             |
| CHINA                           | 100%              | 100%             |
| INDIA                           | 78%               | 79%              |
| INDONESIA                       | 81%               | 45%              |
basis. In China, teachers have been receiving reinforcement and further opportunities to learn more skills months after their formal ConnectEd training finishes through a new ConnectEd teacher ICT competition that has been instated across all our partner schools in Beijing, Henan and Shanghai. Through this, teachers demonstrate how they are using technology in their lessons – and by sharing their approaches with over 140 other teachers under ConnectEd a great deal of cross-learning has been taking place, as well as peer pressure to maintain a high level of ICT use in the classroom.

There has been a range of other innovative and valuable ways in which ICT is being used across the five countries. In Australia it has been fulfilling a critical role as a tool to interest disengaged youth in learning. The love of learning has been rekindled through activities to learn about photo and video hardware and software, for instance. In Brazil, as with many of our other countries, youth learn how to maximize the Internet for job information and applications. Across all countries, youth are learning how to use technology to voice their ideas and concerns – for instance, taking photos and video, preparing presentations and holding community meetings to broadcast their work and ideas with others. ICT is also being used more effectively in program management as a result of the program. In India, teachers are using SMS to report student attendance, major activities and any difficulties with children or parents, and are using mobiles to stay in better touch with families and build strong connections with parents. In addition, teachers have been encouraged to text questions or agenda items for their weekly professional development sessions.

A digital toolkit was finalized this year by ConnectEd's Senior Advisor for Technology in Education that aims to provide long distance support to ConnectEd countries in their integration of technology into everyday classroom learning. The guide and toolkit includes an overview of approaches to ICT integration, suggested lesson ideas and a list of web–based tools. It also contains an example of a technology-enhanced project with guidance on how to facilitate it with youth, called Taking Action to Improve Your Environment. This gives ConnectEd youth opportunities to expand their knowledge and use of technology at the same time as developing their skills for civic engagement. An acceptable computer use policy (AUP) and guidelines about digital safety were also made by the Senior Advisor to ensure that youth keep themselves safe.
Activities to Keep Youth in School or to Provide Nonformal Education to Youth Who are Out-of-school

In Indonesia and China, youth who are in need have received scholarships and financial aid to help them stay in school. In India, through an additional grant given by the Alcatel-Lucent Foundation, youth and their families with medical problems have received assistance in accessing a doctor, hospital or specialized care. This has been an important new aspect of ConnectEd in India as ill-health as well as debt caused by family medical costs have been one of the primary factors pulling girls out-of-school. ConnectEd India has also provided counseling and reflection sessions at the centers to address the psychosocial and family issues that prevent the target youth from remaining in school and ConnectEd social workers have paid visits to the homes of all youth in the program. ConnectEd Indonesia and India have provided academic coaching to in-school youth to prevent school failure or drop out. ConnectEd China also has interventions to tackle health issues that compromise learning and activities to promote successful learning by improving reading in the early years. In Australia and Brazil, ConnectEd averts the drop out of vulnerable youth from school by building supportive relationships with the youth, offering counseling, and keeping youth engaged with school by providing useful and relevant learning opportunities, and using ICT to foster enjoyment in learning.

1,701 youth who are out-of-school or who have finished school but are not in education, employment or training have also been helped by the program. In India, older out-of-school youth have been drawn to the centers initially to learn ICT. Once there, they have been encouraged to enroll in the Open School program to receive a qualification equivalent to formal school. ConnectEd Indonesia, too, has provided scholarships and covered other study costs to facilitate the enrolment and retention of out-of-school youth into nonformal schools that are government recognized.

Parental engagement has been a common feature in all ConnectEd countries, given its importance for keeping the target youth enrolled in their studies. There have been regular meetings with parents, to build relationships and to discuss the benefits and challenges around keeping their youth in school or in the program.

<table>
<thead>
<tr>
<th>Improved School Access</th>
<th># in-school youth reached with activities such as scholarships, mentoring or service referral to ensure their access/retention in school in Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>337</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>283</td>
</tr>
<tr>
<td>CHINA</td>
<td>2,159</td>
</tr>
<tr>
<td>INDIA</td>
<td>3,373</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>400</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,552</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased Nonformal Education (NFE) Access</th>
<th># out-of-school youth provided with nonformal learning opportunities through ConnectEd in Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>109</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>48</td>
</tr>
<tr>
<td>CHINA</td>
<td>183</td>
</tr>
<tr>
<td>EGYPT</td>
<td>246</td>
</tr>
<tr>
<td>INDIA</td>
<td>98</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>1,017</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,701</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NFE Completion</th>
<th>% out-of-school youth who enrolled in ConnectEd who remain in /complete the courses in Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>100%</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>58%</td>
</tr>
<tr>
<td>CHINA</td>
<td>95%</td>
</tr>
<tr>
<td>INDIA</td>
<td>100%</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>98%</td>
</tr>
</tbody>
</table>
Overall, we have been very pleased with the high rates of retention in school among the 6,552 in-school youth in the program. We feel that our interventions are a strong contributory factor.

Activities to Prepare Youth for the World of Work

Common to all ConnectEd sites have been interventions that help youth to develop skills like decision-making, problem solving, communication skills, team work, planning, self-confidence, self-awareness, and leadership. To help youth develop these types of skills takes a very particular type of program approach - one where youth are given space to try things out, to make mistakes, to reflect, to be responsible and to have some control over what they do. As with Year 1, it was these types of activities in Year 2 that really gave ConnectEd its distinctive feel, and that changed lives, as our numerous individual case studies show.

As well as learning about the world of work, and how to search for and apply for work, ConnectEd teams have also made sure that youth have sufficient foundation skills in literacy and numeracy skills and knowledge on rights, health, and safety.

There have been technical training courses in all five countries as well. In Australia, youth have earned certificates in Retail, Commercial Cookery and Hospitality; welding, printing, automotive repair, beauty and cake making in Indonesia; ICT, stenography and Early Childhood Education in China; and retail in Brazil. In Australia work experience has been provided to youth, and in Brazil the ConnectEd team carried out extensive strategies to secure job placements for the youth who finish the program.

Overall in Year 2, a total of 4,874 ConnectEd youth took part in activities to prepare them for future work.

Activities to Improve NGO, School and Community Capacity and Engagement in Youth Development Programs

ConnectEd teams in each country provide a high level of support to facilitators, school teachers, social workers, local government officials, and volunteers to make sure that ConnectEd remains a quality program and that its particular program approach and

<table>
<thead>
<tr>
<th>School Retention</th>
<th>% in-school youth participating in ConnectEd in Year 2 who remain in school or go on to further study in other educational institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>96%</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>100%</td>
</tr>
<tr>
<td>INDIA</td>
<td>97%</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhanced Preparedness for the World of Work</th>
<th># youth in Year 2 who enrolled in programs to prepare them for the world of work and % who demonstrate skills at the end out of those who completed the program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUSTRALIA</strong></td>
<td>337</td>
</tr>
<tr>
<td><strong>BRAZIL</strong></td>
<td>283</td>
</tr>
<tr>
<td><strong>CHINA</strong></td>
<td>109</td>
</tr>
<tr>
<td><strong>INDIA</strong></td>
<td>3,373</td>
</tr>
<tr>
<td><strong>INDONESIA</strong></td>
<td>103</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,205</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement in Employment</th>
<th>% out-of-school youth in Year 2 completing interventions who go on to find secure employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUSTRALIA</strong></td>
<td>9%</td>
</tr>
<tr>
<td><strong>BRAZIL</strong></td>
<td>60%</td>
</tr>
<tr>
<td><strong>INDONESIA</strong></td>
<td>16%</td>
</tr>
</tbody>
</table>
philosophy is followed. The fostering of youth’s self-confidence, decision making skills, communication skills and the other host of life skills that are necessary to truly prepare these youth for the world of work and better futures, all require a particular facilitation methodology, and one that is often not the norm in the schools and areas where the program works. For this reason, in all ConnectEd sites there is a heavy emphasis on capacity building. Over the year there have been trainings, refresher meetings, site visits, follow-up support, observations and curricula improvement with the program’s implementers throughout ConnectEd sites. At the same time, through community and school meetings, events and open days, ConnectEd teams have worked to introduce ConnectEd methodology more broadly to schools, communities, local organizations and local governments so that long after ConnectEd has gone, the next generations of disadvantaged youth get to experience the same type of approach and can feel similar benefits, and the impact of ConnectEd can live on.

Activities to Promote Youth Civic and Social Engagement

There have been youth leadership training courses, youth-led research, projects, campaigns and community events throughout ConnectEd areas over the year. These activities have served to bring in ConnectEd youth from the periphery of their communities and to instill a feeling of belonging, agency and responsibility. They are extremely important for bringing disengaged youth into civic and social discourse and community life. ConnectEd civic engagement interventions have also provided opportunities for ConnectEd youth to further develop their life skills, such as organizing skills, group work, budgeting and communication. Youth in many countries have volunteered at orphanages, schools or elderly care homes, helped to organize events such as graduation ceremonies, and have called meetings to voice their ideas and concerns. In India, for instance, youth recently used art to express their dreams and career aspirations, and earlier used theater and puppetry to convey messages around bullying and education. In Australia, China and Brazil similar activities saw youth using video and photos to voice their feelings.
3. Beneficiary Totals

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

In total, over the duration of the program, *ConnectEd* has reached 14,600 youth, of whom 62% have been girls.

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>321</td>
<td>413</td>
<td>734</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>488</td>
<td>843</td>
<td>1,331</td>
</tr>
<tr>
<td>CAMBODIA</td>
<td>619</td>
<td>686</td>
<td>1,305</td>
</tr>
<tr>
<td>CHINA</td>
<td>1,898</td>
<td>1,959</td>
<td>3,857</td>
</tr>
<tr>
<td>EGYPT</td>
<td>0</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>FRANCE</td>
<td>25</td>
<td>47</td>
<td>72</td>
</tr>
<tr>
<td>INDIA</td>
<td>1,454</td>
<td>4,184</td>
<td>5,638</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>781</td>
<td>636</td>
<td>1,417</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5,586</strong></td>
<td><strong>9,014</strong></td>
<td><strong>14,600</strong></td>
</tr>
</tbody>
</table>

**Number of Youth Reached to Date in Year 2**

In Year Two *ConnectEd* has reached 10,702 youth and 63% were girls.

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIA</td>
<td>185</td>
<td>261</td>
<td>446</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>140</td>
<td>191</td>
<td>331</td>
</tr>
<tr>
<td>CHINA</td>
<td>1,361</td>
<td>1,263</td>
<td>2,624</td>
</tr>
<tr>
<td>EGYPT</td>
<td>0</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>INDIA</td>
<td>1,454</td>
<td>4,184</td>
<td>5,638</td>
</tr>
<tr>
<td>INDONESIA</td>
<td>781</td>
<td>636</td>
<td>1,417</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,921</strong></td>
<td><strong>6,781</strong></td>
<td><strong>10,702</strong></td>
</tr>
</tbody>
</table>
4. SUMMARY OF MAJOR ACCOMPLISHMENTS AND CHALLENGES

ConnectEd has developed a set of monitoring and evaluation metrics to help assess progress towards the program goal – “improved learning outcomes, preparedness for the world of work and civic engagement of disadvantaged youth.” The data for these metrics has been presented in the side tables accompanying the preceding sections of the report above. They show that the program is moving ahead well. The most notable successes are described below, along with program challenges.

Over 10,000 disadvantaged youth have been reached this year, and 14,600 since the program started

The scale of ConnectEd is substantial, and the program has already exceeded our expected beneficiary total for the three-year program as a whole. Behind these numbers lies a tremendous amount of work. ConnectEd China has expanded into new schools in Beijing, Shanghai and Henan, and is offering more interventions in all of them. ConnectEd Australia was able to recruit more in-school youth to their services through a heavy investment of time and resources in building relationships with schools. ConnectEd Brazil has entered new communities in Sao Paulo. To reach its high target of 6,000 youth, ConnectEd India has had to not just establish new centers but to come up with new strategies for reaching youth, such as making admission policies more migrant-friendly, and opening at the weekends and all day. Accompanying such expansion in all countries, the ConnectEd teams have had to orient new communities, attract disengaged and disadvantaged youth to enroll, develop appropriate services, and provide training to facilitators.

ConnectEd is transforming lives

This can get forgotten, staying hidden behind the numbers and the focus on the details of everyday implementation. It is worth stopping and remembering. Ucay in Indonesia used to live on the street. He is now studying, has learnt practical skills in baking and in multimedia which he is using to earn an income, and he is now planning to go on to further studies. Rafael in Brazil comes from a poor family, and often went unnoticed because of his shyness. After an interview workshop with Alcatel-Lucent volunteers, Rafael has been able to speak up in class and even present his work publically. Before ConnectEd, Ritu in India expected to marry young like her sisters. Now, she is one of only a few girls who have been able to complete Class 12 and continue her studies to become an accountant. Josh in Australia was ready to quit school when he found ConnectEd. He has since discovered newfound confidence in his work experience with Fire & Rescue, is more engaged in school, and has learned new relationship skills that will prepare him for the world of work.

The case studies that are coming in from China, Australia, Brazil, India, and Indonesia are all revealing young individuals who had dropped out from school (or nearly done so) and lost hope and direction, who have now gained qualifications, found jobs or gone back to school. Across these individual successes, lies a common theme of increased self-confidence. With this self-confidence then comes motivation and self-belief by the youth that they can achieve better things. This is very much a result of the ConnectEd approach and the way the interventions are run. While each ConnectEd country may have different sets of activities, ConnectEd implementing partners and teams in all sites use the same approach to working with youth. Whether it be training in mechanics, computer classes, taking part in a youth group or after-school tutoring, youth everywhere
in ConnectEd are surrounded by caring adults who believe in them, who help them gain a better self-awareness, who build on their strengths and who take time to listen to them, and to get to know their families.

With their new-found confidence and skills, these youth are either securing decent work, staying in school or going on to further studies. This year, about 95% of the in-school students participating in ConnectEd have remained in school. In Australia we were delighted to learn of a number of youth who have decided to re-enter school to finish their studies – a brave decision. In Brazil this year there has already been a job placement rate of 60%. When one brings such statistics back down to an individual level, it is fair to say that ConnectEd is truly having a life-changing impact and setting youth on different trajectories.

**Information Communication Technology (ICT) is becoming an ever stronger feature of the program**

For many of the ConnectEd countries Year 2 has been the year in which our use of ICT has made terrific advances. In India and China, most particularly, the shift from 'learning to use technology' to 'using technology to learn' has been marked. There are now over a hundred teachers in China using technology to teach their classes, from using the Internet to research topics and find materials, to using PowerPoint to present their lessons. Such changes have been seen in India too, again among teachers who were not computer literate before the start of ConnectEd. The sight of these ConnectEd teachers in India each using their own laptop and projectors to engage students in learning, or to enter student tracking data, or to email their supervisors to raise attention to issues, is quite remarkable given the context just two years ago. ConnectEd is not just bringing disadvantaged youth and communities into the digital world through provision of ICT access, but it is qualitatively changing the nature of teaching and learning too.

Even in ConnectEd countries where ICT is more ubiquitous, such as Australia and Brazil, ICT is being used in ever more valuable ways to help prepare ConnectEd youth for work, or to get them re-engaged in learning and personal development. ConnectEd implementing partner in Brazil, Aliança, has been investing time to revise its curricula to create the maximum number of opportunities for integrating the use of ICT into all the subjects and learning activities conducted under the program. In Australia, youth are drawing on ICT more and more as part of their vocational training, and it has also proved a successful strategy for keeping youth interested in attending the program and school. In Australia, as in all our other ConnectEd countries, the draw of ICT works as an extremely useful magnet, as well providing the vehicle through which meaningful learning can take place.

**Employee engagement is gathering momentum and bringing real benefits**

In the last year, 1,225 employees were involved in the ConnectEd program. This is a real achievement. Overall, 4,636 youth have benefited from these volunteering inputs. In total, there were 45 different activities, and there was a diverse breadth in the type of actions – from donation drives and museum outings, to leading workshops – which has meant that employees with very different preferences and skills sets could all be attracted to the program and catered for. This clearly worked out to be a positive strategic move on the part of the ConnectEd teams and their Alcatel-Lucent contacts.

“The program helped me get an understanding of the perspective of a 14-year-old about work and life in general, and the importance of parents, teachers or mentors to shape their lives.”

–Alcatel-Lucent volunteer
These actions are having a valuable impact on youth in the program, and there are some real learning gains among youth due to the involvement of Alcatel-Lucent staff, which is exactly what ConnectEd had hoped for. In particular, volunteering actions that focus on employees helping youth prepare for the world of work (such as interview simulations, talks on workplace behavior, exposure to different careers, and office visits) or tutoring activities that help students with difficult subjects such as English and math, seem to be having the greatest impact on youths’ learning and development. The ConnectEd teams have been delighted to see elements of mentoring and role-modeling emerge this year, for example through the small group of staff in Indonesia who go on a regular basis to the ConnectEd site to tutor youth preparing for their national high school exams. The majority of the youth ConnectEd works with do not have 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. It is not just by sharing expertise in math or English or sharing career experience that Alcatel-Lucent staff can make a difference, but by taking an interest in individual youth’s lives, and by providing encouragement and time. It has been very rewarding for the ConnectEd teams to see this emerging under the program. As the quote shows, it has been very rewarding for the youth too.

Importantly, employee engagement has also had positive impacts on Alcatel-Lucent staff. Feedback is resoundingly positive, as these quotes from Alcatel-Lucent volunteers show.

Moving forward, the ConnectEd teams intend to harness this enthusiasm and the successes of employee engagement to create a bigger presence for the program within each country office. While a great deal is already being done (see the Communications section that follows), discussions are already under way about trying out some new approaches, and reaching out to influential people within the organization, in order to get more staff involved and more staff celebrating the work that ConnectEd is doing. Strategies that are being discussed at the moment include Alcatel-Lucent reaching out to their country heads to get them more engaged in the program; utilizing Global Days of Caring as a time to get involved with ConnectEd; identifying a new contact person in Australia; and, giving more visibility (through Facebook, the website, and the Engage page) to the benefits to employees of volunteering. The ConnectEd team will also be strengthening the program’s external communications plan to give ConnectEd a higher profile outside of Alcatel-Lucent and so helping more staff to feel proud of what their signature program is achieving.
5. Promoting Visibility: ConnectEd’s Communications Plan and Activities

As ConnectEd is the Alcatel-Lucent Foundation’s Signature Program, visibility is extremely important, both at a central level and at each country level in order to “inform, educate, excite and increase participation in the ConnectEd Program.”

Since the time of the last report, ConnectEd has continued to update the website, along with social networking pages on Facebook and Twitter. These social media tools have been used to provide ongoing updates (stories, photos, and videos) of the program to pique interest among Alcatel-Lucent employees, and to help promote their work to a wider audience. In addition to seeing photos and reading stories about the impact that the program is having on beneficiaries, employees can also see ways in which other Alcatel-Lucent employees around the globe are impacting youth by volunteering, and ConnectEd’s local partners can be inspired by the work they see throughout the global program. Links to examples of our social media and communications highlights are embedded throughout this document, in colored boxes like the ones at the right.

ConnectEd’s local partners and offices have continued to issue program updates and news on their websites and through their newsletters. ConnectEd success stories are highlighted on the World Education website. The story of Sundari from India is currently featured on the World Education homepage. World Education has also begun a photo blog, which frequently shares images from the ConnectEd program.

ConnectEd created a multi-media slideshow highlighting the second year of the program globally. Alcatel-Lucent can use it to display on the Internet (both externally and internally), on television screens in corporate offices, and for distribution to any stakeholders. The previous rendition, the Year 1 slideshow, was posted in the Indonesia employee lounge for several days before the orientation presentation to employees and in Australia it was posted in the lobby of the office. Once distributed, countries can once again use the slideshow in conjunction with program orientations provided in person by implementing partners at the start of Year 3, and to show the impact of ConnectEd on beneficiaries and employee engagement options.

In Year 2, ConnectEd collected interviews from beneficiaries and partners in each country. The interviews appear in the Alcatel-Lucent Foundation Volunteer Handbook, and have been used to broadcast the program more largely on the Alcatel-Lucent blog.

ConnectEd is working hard to feature the employee engagement activities of Alcatel-Lucent staff more prominently. Similar to the individualized success stories as seen in this report, ConnectEd formatted separate Employee Engagement Highlight handouts for each country’s activities to be posted on the ConnectEd website and promoted through various channels.

The ICT Newsletter, which provides updates between countries on technology and shares best practices as well as useful tools for teachers incorporating technology in the classroom, has been revamped in Year 2. To inspire more readership and share more of the best practices by countries, a Communications component has been added.
highlighting one country’s Communications success from the last quarter.

Sharing individual country’s efforts in Communications outreach could result in more partners taking advantage of media opportunities, such as Australia, who was able to highlight the corporate responsibility of Alcatel-Lucent volunteers with ConnectEd in a recent post on the Volunteering NSW website. ConnectEd continues to encourage its local partners to seek out these PR opportunities.

Much progress has come from the close relationship between the Alcatel-Lucent Foundation staff and the Communications Coordinator. The partnership has enabled the prompt posting of ConnectEd materials and highlights and allowed for a wider distribution across channels.

Going forward, the ConnectEd central team will continue to partner closely with the Foundation and devote a high level of attention to the program's Communications Plan, recognizing its importance for recruiting and retaining volunteers and for promoting the work that is being done through ConnectEd. For, there is no doubt that ConnectEd is fulfilling its goal, and that it is playing a significant role in helping the Foundation achieve its mission. Already, ConnectEd has changed the lives of 14,600 young people, and given them new pathways. The focus for this coming year is not just to carry on the good work, but to really get the word out – to get employees as involved and excited as we are about the life changes that are taking place on a daily basis in our ConnectEd sites.
AUSTRALIA

1. OVERVIEW

In Australia, World Education has partnered with YWCA NSW to reach at least 800 young people over three years who are at risk of disengaging, or have already disengaged from education in the Sydney Metropolitan, Western Sydney, Campbelltown, Shoalhaven, and Northern Rivers regions of New South Wales. Communities targeted by ConnectEd have higher levels of youth unemployment compared to the national average, lower than average levels of income, welfare dependencies, high levels of alcohol, drug, gambling abuse, high levels of domestic violence, and a high proportion of early school leavers.

For young people who are still in school, under ConnectEd, YWCA NSW provides services that help them continue their education and increase their employability prospects. For those already out-of-school, YWCA NSW helps them to find secure employment or receive further training for formal qualifications. ConnectEd also ensures that all these young people leave the program equipped with the necessary life skills to enter the world of work and keep themselves safe, including self-esteem, teamwork, financial literacy, health and nutrition, rights and responsibilities at work and safe consumerism.

2. ConnectEd Australia Activities

ConnectEd Australia has had a tremendous year, enrolling far more vulnerable in-school young people than originally envisaged. The total number reached in Year 2 stands at 446 (compared to the target of 200), and overall since the start of the program in April 2011, 734 young people have benefited from ConnectEd. This means that the original full three-year target of 600 youth has already been exceeded. Through strong school partnerships and a successful targeting approach, YWCA NSW was able to engage these expanded numbers of vulnerable in-school young people in training courses and life skills programs, financial literacy, and work experience placements. In year three, the target number of young people engaged in ConnectEd Australia has been increased by an additional 200.

Employee engagement brought benefits to 82 young people over the course of the year, through the inputs of 22 Alcatel-Lucent employees. Volunteering activities included two one-day Career Workshops held in the Alcatel-Lucent office and a financial literacy workshop at a girls’ high school.
A. Activities to Increase Preparedness for the World of Work

YWCA NSW provides access to a range of vocational accredited training, work experience and work placement opportunities for the young people in ConnectEd. YWCA NSW leverages its status as a Registered Training Organization as well as its existing corporate relationships and social enterprises (including two hotels and a catering business) to provide work experience opportunities and job placements. Additionally, ConnectEd provides an education program to young people around vital life skills and personal development.

In-school youth

Over the whole year, YWCA NSW worked with 337 in-school young people who had been identified as being at risk of exiting school early. As noted in the previous report, they were offered a range of opportunities to build their work-ready and practical skills. For instance, there was a work experience component one day per week for 5 weeks, and students were also given the chance to study the practical and theoretical units of the vocational training course Certificate II Hospitality. Units in this included ‘Prepare and serve espresso coffee’, ‘Work with colleagues & customers’ and ‘Follow workplace hygiene procedures’. There were workshops that focused on life skills and personal development, such as team building, communication, cultural awareness, self-defense, identifying safe relationships and strategies for dealing with anger.

Activities in recent months included students attending a Volunteer Information Day at the Shoalhaven Emergency Services Centre where they received information on volunteering for the emergency services as well as information on careers in NSW police. Students also visited TAFE to learn about the film and media course and familiarize themselves with the TAFE campus and consider their options in preparation for further education and training. Some students took part in career workshops to prepare them for future job interviews and employment. Another successful learning experience occurred when a group of students took part in a workshop with YWCA NSW Leadership Ambassador (former politician) Kerry Chikarovski. In this, the girls openly discussed their career choices and what they needed to start implementing now to achieve them.

Out-of-school youth

In Year 2, a total of 109 young people who were already disengaged from education took part in vocational accredited training, job-ready skills and life skills training, and work experience. Work experience took place in the retail, hospitality and youth worker/community service sectors. Students enrolled in vocational and practical training in Certificate II Hospitality, RSA (Responsible Service of Alcohol) training, and Certificate II Retail. In the past six months, students have been engaging in
personal development training including positive communication skills, dealing with conflict effectively, self-awareness and team building. There was also a career development workshop covering aspiration and mock interviews.

**B. Activities to Improve Digital Inclusion and Utilization**

*Young people in ConnectEd Australia engage in activities to build their confidence and knowledge of basic ICT skills and Internet safety awareness. Relevant ICT skills include effective use of online resources and web search for research and job-seeking, basic Microsoft Word skills including resume and letter writing, and use of Microsoft Excel and PowerPoint.*

This year 204 young people in ConnectEd enrolled in ICT classes and gained important skills. There has been huge variety in the ways that students have been learning to utilize ICT to its maximum advantage, especially in relation to preparing for the world of work.

In the last six months, for instance, out-of-school students undertook Internet research that ranged from looking up word definitions to locating newspaper reports about workplace health and safety issues and incidents. They practiced their Internet research skills to find out about employee entitlements, consumer rights, the anti-discrimination act, employer organizations and associations, restricted goods legislations, product information and government regulations. They also practiced their keyboard skills to complete resumes and write letters of introduction and cover letters, and practiced creating an email account and sending email including learning email abbreviations “cc”, “bcc” etc.

Out-of-school retail students learnt how to effectively use the Internet to learn about products and different types of product displays, body language, WHS symbols, policies and procedures, work cover, Inspector’s roles, safety incidents / accidents, hazards, retail website design and effectiveness, and ergonomics. Out-of-school hospitality students similarly used ICT in job-specific ways. They got to grips with an online payroll system to update personal details, to check and verify pay slips, and to look up leave balances. Trainees used the Internet and email to work on questions for their end of year TAFE assessments.

In-school students also learnt to use the Internet in connection to work and their practical vocational training. For instance, they researched the history of coffee, blend, origins and the parts of espresso machine in preparation for their unit in Hospitality Certificate II "Prepare and serve Espresso Coffee". Some in-school students used IT software to create videos from still images they had taken throughout the year. These videos, which they edited and dubbed, were shown at their program graduation in December.

Overall, the substantial portfolio of ICT-related learning opportunities that YWCA NSW offers has been well received by the youth. As with Year 1, ConnectEd Australia has found ICT to be an essential element of the program, for promoting workplace skills and personal development, as well keeping youth motivated to learn.
C. Activities to Improve Civic and Social Engagement

Young people in ConnectEd Australia are given the opportunity to develop civic engagement skills. These skills enable them to connect to, and make a difference in, their communities.

Civic engagement activities have continued at a great pace in the last six months. Overall, 92 different youth took civic or social actions, a number of them in multiple ways. Eighteen young people participated in volunteer work, and 11 in work placements and community events. Students attended the annual Shoalhaven Volunteer Information Day and received information on volunteering for the emergency services. Some in-school students also participated in a Healthy Minds forum on mental health in youth at a university campus. The interactive workshop saw actors acting out a scenario where a boy was having issues at home and school. The students had to say where they think the parents, friends, teacher and boy could have made better choices. Similar sorts of scenarios were played out over the day. Other students visited "Booderee Botanical Gardens" at Jervis Bay where they received a guided tour by a local aboriginal man who gave them a rare insight into medicinal and edible plants - a great cultural experience. The young people also met with local elders and significant citizens, one of whom delivered a moving talk outlining his experience of being part of the stolen generation. At graduation, students spoke of their deeper understanding of the stolen generation and its effect on the subsequent generations.

All 70 in-school students in cohorts 1 and 2 were involved in the preparation for their graduation from the program, each taking on specific roles in the event planning. Students in cohort 1 prepared and showed a video presentation which, along with a number of prepared speeches, really encapsulated the year’s achievements. Statements of Attainment in Certificate II Hospitality were awarded along with the usual program Graduation Certificate and Save a Mate Certificates awarded by Australian Red Cross. Students in cohort 2 all played their part too – some delivered performances including dancing, a fashion show and singing and others took on roles behind the scenes including photography, manning the door and planning the event. This was an important experience for the group as it demonstrated how far they had come in 12 months and made them realize what they can achieve.

D. Employee Engagement Activities

The second year of ConnectEd in Australia has shown significantly higher levels of participation from Alcatel-Lucent employees than in the previous year. After discussions about the challenges faced in Year 1, Alcatel-Lucent identified new strategies to help improve employee engagement for Year 2. The month of July, which is also Alcatel-Lucent’s Global Days of Caring month globally, was used to promote the ConnectEd program, raising awareness among Alcatel-Lucent employees about the opportunities to be involved in the program.

Local Alcatel-Lucent employees in Australia have been quite keen to be involved in the ConnectEd program. In addition to the “Money Savvy” financial literacy workshop that was held in the first half of the year, Alcatel-Lucent employees were also involved in a two-part Career Day workshop at the Alcatel-Lucent office. During the first of these days, fourteen Alcatel-Lucent employees helped students explore
career choices and build employability skills. In November, the second part of the workshop was held, with the students returning to the Alcatel-Lucent office to work with their mentors on specific activities to help them prepare for job interviews. Each Alcatel-Lucent mentor took ownership of a workstation that covered presentation, telephone etiquette, research and interview participation, mock interviews, resume writing or skills identification. Students moved from station to station, building on their skills and knowledge as well as their confidence and self-esteem.

In Year 2, a total of 26 volunteer placements were filled by Alcatel-Lucent volunteers and 82 beneficiaries were impacted. The ConnectEd Australia team is pleased with the ways in which Alcatel-Lucent staff have engaged the students and the ways in which they are preparing them for the world of work and building their confidence.

Towards the end of the past year, it was unfortunate to lose the Alcatel-Lucent local contact who had played a key role in recruiting volunteers and spearheading the success of the year’s activities. The ConnectEd program is eager to find a new contact within Alcatel-Lucent Australia so that the final year of the program will also see greater numbers of volunteers impacting even more numbers of youth.

### Employee Engagement Australia

<table>
<thead>
<tr>
<th>Activities in Year 2</th>
<th>Volunteer Placements</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Briefing Meeting and Career Workshop at A-L Office and Mentorship (Part I)</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Career Workshop at A-L Office (Part II)</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>“Money Savvy” Financial Literacy Workshop</td>
<td>5</td>
<td>75</td>
</tr>
</tbody>
</table>

For a catalog of employee engagement opportunities offered in Australia this year, [Click here](#).
3. PROGRESS ALONG PROGRAM GOALS AND METRICS

ConnectEd Australia has reached 734 young people (56% girls) since the start of the program in April 2011. This is well past its full 3-year target of 600 youth, and World Education and YWCA NSW are delighted by this achievement. This leap in numbers of youth enrolled in the program occurred in Year 2, with 446 youth participating compared to the original estimate of 200. A major reason for this has been the successful approach of YWCA NSW to reaching out to vulnerable in-school youth and their families with multi-layered support from an early age, and to forming robust partnerships with schools.

<table>
<thead>
<tr>
<th>YEAR 2 GOAL/TARGET</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 young people reached by ConnectEd programs</td>
<td>446 (41% boys, 59% girls)</td>
</tr>
<tr>
<td>Increased Digital inclusion and Utilization: at least 200 youth will have access and skills in ICT</td>
<td>204 youth enrolled in ICT specific classes</td>
</tr>
<tr>
<td>Increased Digital competencies: 70% of youth and teachers trained have mastery in ICT</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Alcatel-Lucent employees engaged in the program: Volunteering opportunities jointly identified by ConnectEd and Alcatel-Lucent teams are carried out and positively impact beneficiaries and employees</td>
<td>5 volunteering events have been conducted, with 26 Alcatel-Lucent staff placements and 82 young people benefiting.</td>
</tr>
<tr>
<td>Enhanced preparedness for the world of work: At least 100 in-school youth enroll in training courses and life skills programs At least 100 out-of-school youth have enrolled in vocational training and work experience</td>
<td>337 in-school and 109 out-of-school</td>
</tr>
<tr>
<td>World of Work Competencies: At least 50% of those who complete the course demonstrate attained target learning outcomes</td>
<td>77% of the out-of-school young people who have completed the Retail, Hospitality and Commercial cookery training courses gained a Certificate II, III or Statement of Attainment.</td>
</tr>
<tr>
<td>Placement in employment: 20% of out-of-school youth will find secure employment</td>
<td>9% of those who have completed to date have found secure employment</td>
</tr>
<tr>
<td>School/formal training access for previously out-of-school youth: 30% will go on to do formal qualifications training after they complete the program</td>
<td>20% of those who finished their training have gone on to do formal training and 11% of out-of-school participants who have completed have found the courage to resume their school education following the program.</td>
</tr>
</tbody>
</table>
In-school retention: 90% of in-school youth will stay in school or go on to further study in other educational institutions

96% of the in-school students remain in school

Improved Civic Engagement: 20 in-school and out-of-school youth participating in social and/or civic awareness activities

92 young people have taken part in civic activities that include attendance at the annual Shoalhaven Volunteer Information Day, planning and participation in a graduation event, a visit to the local Council and meeting with an MP, work experience with Fire and Rescue Services, volunteer work and helping with a community event for 120 people.

4. MAJOR ACCOMPLISHMENTS, CHALLENGES AND ACTIONS TAKEN TO ADDRESS THESE

As noted above, a major achievement has been that ConnectEd Australia has already had 734 young people engaged in the program, way beyond our original expectations.

The program has continued to have a substantial impact on the out-of-school youth who are enrolled – really bringing some important life changes to these young people who had become disengaged from studies and personal development. It is of huge significance – to them, as well as to us – that over 11% of out-of-school participants who have completed the programs to date in Year 2 have found the confidence to re-enroll in high school. In total, 42% of out-of-school students who have completed the course (some are still engaged in programs at the time of writing this report) are either employed, in further training or have reengaged in their school education.

Significant gains have also been achieved through our work with the in-school youth. The program has resulted in real learning and changes that have the potential to bring these youth bright futures, as the quote from one of the participants indicates (see text box). Using YWCA NSW’s recently introduced Results Based Accountability™ measurement framework, we can report that 100% of the in-school students in cohort #2 report improvement in their Employability Skills as a result of their participation in the program and that 94% of young people report that they have learnt new skills that will help them seek employment. 100% of these young people also say they feel more confident in their ability to get a job. Furthermore, 88% of these in-school students in cohort #2 reported that they now understand the importance of education after taking part in the program. This is evidenced on a wider scale by the fact that among all the in-school youth under the program who have completed to date, 96% have remained in school or gone on to further study at other educational institutions.

Technology has played an important role under the program in getting these youth more engaged in their studies, to kindle a sense of excitement about learning and has been a major factor behind the

I have got things from this program that will help me in my future. My favourite thing about the program is how everyone gets along and learns about teamwork and being a leader in your own life. At school we wouldn’t learn [this].

– ConnectEd Student
program’s success in keeping these youth in school, or in their training. This was demonstrated clearly in one of ConnectEd Australia’s new Success Stories, about the in-school students who were taught how to use IT software to create videos from still images they had taken throughout the year. These videos, which they edited and dubbed, were shown at their program graduation in December. The new devices and software that they learned to use for the first time and the teamwork, creativity and planning skills that were required for the task, challenged these students in positive ways and had a clear impact.

This type of introduction of technology into the students’ learning program under ConnectEd has proved critical for re-connecting these young people to education, and fostering an enjoyment of challenge and personal growth.

Civic engagement went very well this year and served a valuable role in helping the young people develop their skills further and find new confidence. For many, the graduation ceremony was a key ‘life transition’ event, and the work that the students did to organize it served as a clear reminder of the skills they had developed over the course of the program. For instance, one young boy in cohort #1 was referred to the program at the beginning of 2012. His referral indicated that he faced barriers in remaining or returning to school education; had a need for literacy/numeracy assistance; and help in building positive peer relationships. He required support from the School Counselor and Student Welfare Team. Initially, this boy was very quiet and withdrawn and had great difficulty communicating in any form with peers or trainers. As the program progressed, he gradually engaged with fellow students and trainers, responding well in the teambuilding component and completed five weeks work experience. With his improved confidence and a lot of support, he received Statements of Attainment in various components of Certificate II Hospitality. The graduation saw a defining moment. He volunteered to deliver the thank you speech to one of the program’s mentors – a huge step for him. The speech went well and served to boost his confidence in his ability even further.

Employee engagement was also a successful feature of the year. The feedback from youth and employees alike show that volunteering actions had a strong impact and were really valuable. Currently, however, at the time of writing, the program lacks a contact person within Alcatel-Lucent who can organize recruitment on the ground in Australia. We have heard that this will be remedied soon, and remain hopeful that the range of volunteering actions that YWCA NSW have offered Alcatel-Lucent for Year 3 can be taken up.

“I had so much fun, I’m finding out through [the program] that learning can be fun and I was amazed at how our finished photos turned out, am looking forward to being a part of putting a video together of our year’s photos for our graduation.”

—ConnectEd Student
Technology engages students in learning and sparks career ideas

During a ConnectEd Australia workshop, students were introduced to a host of multimedia devices and software including a professional camera, Apple computers, and a computer program called Photo Booth, all of which were completely new to the students, posing a challenge and fantastic learning experience.

Students used the camera to take their own still shots and then used the software and computer to transform the shots into creative pieces. Once the students discovered the software could create a video from the images they had taken, they were eager to expand their knowledge and skills even further by putting together a video.

One student had plans for using the software beyond the workshop, stating “I’m finding out through [the program] that learning can be fun... I am looking forward to being a part of putting a video together of our year’s photos for our graduation.” Another student mentioned he was considering a career in computers, and through this exercise he had ‘the opportunity to have a go.’

The exercise was challenging and confusing at times, amplified by the students’ different stages of learning and ability. Yet students realized that with leadership and teamwork they could come together to complete the task.

This exercise went a long way to inspire and reengage these young students in their education. Through new activities and the introduction of technology into the workshop, the students began to see how, with a little commitment, resilience and work through various challenges, that they can achieve something they had never thought possible. The aim of the program is to continue to inspire and engage these young people, giving them the tools they need to tackle challenges both in school and beyond.

The ConnectEd program is made possible through the generous support and funding of the Alcatel-Lucent Foundation. For more information on the ConnectEd program, contact Estelle Day at estelle_day@worlded.org
**CONNECTED AUSTRALIA-SNAPSHOTS**

In a workshop focusing on communication skills, these boys had to communicate with each other through means other than speaking.

As preparation for a meeting with the Governor of NSW, these girls used the Internet to research the role of Governor, design a timetable for the day, and write a “THANK YOU” LETTER.
ConnectEd Australia students spent a morning with the Shoalhaven City Mayor Paul Green and learning about the community initiatives implemented by the City Council and the job opportunities available.

The students conducted a mock council meeting and enjoyed going through the voting process.
BRAZIL

1. OVERVIEW

In Year 2, World Education has continued its partnership with local NGO Instituto Aliança com o Adolescente. With youth increasingly making up the largest segment of the population in Brazil, and formal employment markets not yet expanding to absorb such increases, the situation for the most disadvantaged youth is getting worse. Under ConnectEd, Instituto Aliança provides access to a range of vocational accredited training, work experience and work placement opportunities for disadvantaged youth. This draws on its tested and renowned Com. Dominio Digital program approach. Components include the development of key skills, life project formation, career planning and promotion of citizenship through civic action projects. This is followed by interventions leading to the placement of students in the formal job market. Throughout, there is a heavy emphasis on ICT, ensuring youth have relevant skills for the 21st Century.

In Year 2, ConnectEd is being implemented in two areas of the metropolitan region of Sao Paulo (Barueri and Center West region of São Paulo city) and one education center in Campinho, Rio de Janeiro city. The target youth come from low-income families, are between the ages of 18 and 24, and are graduates or students of the last year of public high school/middle school. In addition, they are not participating in other professional training programs and have limited or no access to job training. Over three years ConnectEd Brazil expects to have reached at least 1,600 youth.

2. ConnectEd Brazil Activities

Since the program started in 2011, ConnectEd Brazil has reached 1,331 youth. This year target number of 300 was surpassed and the program enrolled 331 youth. Program outcomes have thrilled youth, staff and the ConnectEd team alike. Not only did 86% of those who finished pass and gain official certification, but already 60% have been placed in decent work, and this number is set to rise in the next few months. Such job placement rates are way beyond expectations and are a testament to the focus placed by staff on forging links to potential employers and ensuring ConnectEd youth have job-ready skills and attitudes that give them a competitive edge in selection processes. Alcatel-Lucent have been involved with the program, albeit on a modest scale. There have been 3 separate activities, with 111 staff involved and 115 youth benefiting. The ConnectEd team in Brazil will continue in Year 3 to provide Alcatel-Lucent Brazil with multiple volunteering opportunities and any other support as needed to help make internal Alcatel-Lucent recruitment efforts more successful and lead to high levels of engagement.
A. Activities to Increase Youth Preparedness for the World of Work

This aspect of ConnectEd includes youth training courses, educators’ training and capacity building, job placement coordination and alliances with private and state employment offices, businesses and civil organizations.

By the end of Year 2, 271 ConnectEd youth finished their training and are now either placed in jobs or are still engaged in job placement activities. Their eight/nine month training included personal and social development (life skills); labor relations, work and business; and Information Communication Technology (ICT). As noted in the last report, youth also took part in work immersion weeks and workshops to experience real work simulations and to better prepare them for securing their first job.

They practiced interviews, updated their CVs, and discussed the importance of first appearances and physical attire. Alcatel-Lucent staff came to help conduct the mock interviews, providing very valuable inputs. Efforts were also made to help the youth to strengthen their reading, writing, and math skills, as well as their ability to analyze, synthesize and interpret data, facts and situations. Training for all the groups came to an end between November and December. By the end of the training, ConnectEd had provided 560 class hours of activities, qualifying young people for certification.

Aliança has a robust system in place for monitoring the learning growth of each individual youth, and this was an important feature of ConnectEd in the last six months. Following up from the baseline that was conducted in April/May to assess competence along 50 skills, at the end of September all ConnectEd youth had a mid-term evaluation to track progress. After analyzing the results, ConnectEd teachers allocated 30 minutes per youth for an individual meeting, with the aim of providing feedback to each young person regarding their performance. This time was dedicated to analyzing their abilities, their knowledge acquired during training and the areas that require greater attention or investment. Also, each young person carried out a self-evaluation using the same indicators. This is usually a very enriching process, since the young people value the feedback given by the team of educators. The final evaluation was conducted in December, testing ConnectEd youth’s final competence level across the 50 skills. Amongst these skills, the most problematic areas were found to be in investigative capacity; reading and writing; logical reasoning; and mathematics – all of which is certainly a consequence of the low quality of formal education in Brazil. Nevertheless, 86% of ConnectEd youth demonstrated satisfactory competence across the whole 50 skills, and they were awarded certificates in January and February 2013.

Aliança continued to invest heavily in training its educators and ensuring the quality of the program. The 12 teachers who work on ConnectEd have had intensive and sustained support. Over the whole year, these teachers received 320 hours of training, some of it upfront and the rest provided in two-day workshops spaced out over the year. During the last six months they also benefited from 16 hours per month of in-service training. The Aliança coordinator for each group met the teachers once a week to
review activities, plan the next week’s workshops and study texts and authors related to the applied methodology. In these meetings the educators report on the work that has been developed during the previous week and analyze the results attained, based on the established goals, as a basis for the team to plan the following week’s activities. These planning meetings are fundamental to the development of activities at the ConnectEd Centers, and enable the evaluation of activities, the identification of achievements and obstacles, the establishment of new goals, the definition of new strategies and the undertaking of any necessary adjustments. Coordinators also attended classes to observe teachers’ performance and give them feedback.

An enormous amount of work has been done in the last six months to help secure job placements for youth once they complete their training under ConnectEd. Even though participants would only be eligible to enter the labor market in January, Aliança’s staff began efforts directed towards job placement from September. Potential employers were mapped and 99 companies were contacted through phone, email and visits, including those who have already hired Aliança’s program participants in previous years. Meetings were held with them to present the program and this year’s group of youth, and to identify vacancies in line with ConnectEd youth’s profiles. All the companies received a file containing CVs, as well as Instituto Aliança’s institutional presentation. Aliança staff led youth on 13 guided visits to companies and a large number of ConnectEd youth attended the visits. After these visits, Aliança staff then held workshops with the youth to discuss the company visits, reflect on what they learned and then helped the youth to revise their ‘life projects’ and think about the support and actions they need to get a job. In Rio, they continued to hold such workshops every two weeks for the youth who had not found work, providing them ongoing encouragement and help with revising their job-seeking strategies and action plans for the following two weeks. At the meetings, youth also shared with each other their job-seeking experiences and gave peer support. In São Paulo, eight such extra workshops were held, and proved very important for providing each young person with the individualized support and counseling they needed.

As well as these, ConnectEd organized meetings between young people who had already found work and those who had not to promote the exchange of information and experience between young people and to provide support to those who were having difficulties in entering work or remaining in the work market. These meetings took place once a month over the four months that followed the end of the training course. ConnectEd staff also had one-to-one meetings with youth who were having difficulties in attending these group activities or who were having special difficulties in finding work. A final strategy used by Aliança aimed towards helping with job placement was to publicize vacancies using social networks and the phone, and during the group meetings.

“It was very gratifying to see how the young people were able to discover how one of the largest technology firms in our country operates with their visit to Alcatel Lucent. It was more than an external activity; it was a great lesson on technology and the labour market in this area.”

– Renato Nunes da Silva - TIC educator at the Cafú Foundation
As a result of these efforts, and the success of the youth in the selection processes, already 60% of ConnectEd youth have been placed in their first jobs. The main partnerships established with companies have included Kopenhagen in Rio de Janeiro which has led to the hiring of an ever-increasing, large number of program youth. In one of their stores the entire team of sales assistants, as well as the deputy manager, are former students from Aliança’s programming. A partnership with Drograrias Venancio that was set up in November has enabled placements for 17 young people. In São Paulo, a partnership with the company DASA (Diagnósticos da América) led to a selection exercise at a center, exclusively for ConnectEd youth. Four young people were hired and have been performing well in their jobs since they started in December. The company has reported that they are very satisfied with the result of their selection.

ConnectEd support in Brazil does not finish once youth have been placed in jobs. A system of supervision and follow-up begins two months after each youth has started work. Since January, 162 ConnectEd youth with jobs have received this type of support. The follow-up has occurred systematically through online contact via Facebook or e-mail and phone calls. Through this type of contact it has been possible to provide the young people with guidance when they are uncertain about their professional future. For example, one youth got in touch several times to request guidance about a new job opportunity. She was advised to carry out an analysis of the two jobs (her current one and the new one) and ended up opting to change her job, which enabled her to attend a university course as well as work.

Aliança also conducted an evaluation of the satisfaction level of ConnectEd youth in their new jobs through telephone calls, visits to companies and the application of an evaluation questionnaire with the young people in placements. Similarly, there was an evaluation of employers’ satisfaction level, and the opportunity was taken at the same time to enquire about new vacancies.

B. Activities for Improved Digital Inclusion and Utilization

Over the years Aliança has developed, tested and refined an Information and Communication Technology (ICT) curriculum that has proven to be effective in improving learning, work preparation, and civic engagement. Competencies are developed within topics that include hardware knowledge, software knowledge, software applications and online resources. At the same time, Aliança integrates the use of ICT into all the components of the youth training course. Such integration of ICT makes all learning more relevant, helps to increase students’ engagement and motivation to learn, and brings the context of the real world into the classroom.

There has been a 100% pass rate among ConnectEd youth regarding the attainment of target ICT skills and their use as part of learning. Specific practical ICT skills have included word processing, various operating systems, managing and sharing files, use of Internet for research, information sharing tools, and cloud computing. In addition there has been work on multimedia skills, and the use of online resources. ICT has been integrated consistently throughout the year into program learning activities, and has been used as a tool to help youth increase...
their vocational knowledge, skills and capacities, improve their employment possibilities, and build social awareness.¹

C. Activities to Improve Youth Civic Engagement

Youth training under ConnectEd is designed to encourage all the youth to develop social and civic awareness and behaviors that promote their role in making a difference in their communities. Aliança believes firmly in the importance of helping the youth under ConnectEd develop a sense of their autonomy, collaborative strength and competence to become change agents in the life of their communities.

In November, youth began the final stage of their training with the Ethics and Citizenship Module. The objectives of this module are to stimulate the young people’s commitment to the common good and citizenship, and to reflect on the role of the group in local and global sustainable development. As part of this, ConnectEd teachers sought to motivate the youth to invest in their ethical, social and political education, training them in critical reflections around the principal themes that permeate life in society. The youth did local research and participated in workshops to identify community needs. They then divided into groups in order to plan and carry out their own civic engagement projects/social actions. Using the Internet, they researched, and then formed links to, organizations that work with vulnerable populations, and then they planned their projects accordingly.

Overall, ten different projects were carried out, covering a variety of actions. Several groups’ projects involved working with children from orphanages - doing group activities, games, story-telling and puppet theatre with the children, and collecting several kilos of non-perishable foodstuffs or hygiene products to donate to the orphanages. Other groups worked with children from the Child Labour Eradication Programme (PET) at the Pastoral do Menor Sports Centre to make toys out of recycled goods, have group discussions and, in one group where some members had knowledge about personal defence sports, to work with the children on concepts of personal defence, personal conduct and respect for others. Another group worked with children at a pre-school to lead activities and story-telling about the importance of respecting and preserving the environment and the culture of indigenous people. Another group worked with

“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

¹ Read more about this approach in an article written and translated by Aliança at http://cedu.pbworks.com/w/page/55238324/ConnectEd%20Brazil
elderly people at a care home, hosting an afternoon tea event and sharing life stories. One group worked closely with Alcatel-Lucent Brazil to donate 400 kilos of food stuffs. Alcatel-Lucent Brazil had requested that ConnectEd youth identify an institution in Sao Paulo to receive this donated food, and the youth, after carrying out research, suggested “House to Support Children with Cancer”. The young people separated the food, packed it into boxes, contacted the coordinator at the house, and made an appointment and the delivery. All of the negotiations were carried out by the students.

Such projects involved a huge amount of planning, responsibility, communication, management skills and team work by the youth, as well as commitment. The success of the projects reveals the skills and positive attitudes that the ConnectEd youth have gained over the year.

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

_Instituto Aliança has developed close working relations with the State Government of Ceará in order to promote the cause of better work preparation and placement services for disadvantaged youth. Aliança is now working with them to adapt Aliança’s youth training methodology within the public school system. Now that ConnectEd has moved to Sao Paulo and Rio de Janeiro, the program hopes to do the same there._

At the beginning of the year Aliança held meetings with the State Secretariats of Education (SEDUC) in São Paulo and Rio de Janeiro, aiming to explain and discuss Aliança’s approach and to present Aliança’s pilot experience with the Secretariat in Ceara for incorporating Aliança’s curriculum as a regular subject of their curriculum for all students. We hope, over time, to have success in São Paulo and Rio de Janeiro in transferring Aliança’s training methodology to the State school system, establishing state-recognized professional qualifications in vocational schools and in the public school system, as has already happened in other states in Brazil, such as Ceará and Pernambuco. In the state of Ceará, the Com Dominio Digital is being transformed into a secondary education public policy initiative and will reach 61,000 young people in 2013.

Aliança has also remained active in its current role of vice-president for the National Youth Council (CONJUVE), discussing and proposing policies, programs and actions for youth. For instance, see the link in the box on the right for its actions on this Council.

This role puts Aliança in a great position to advocate for the youth training approach used under ConnectEd to be used more broadly throughout Brazil and provides high visibility for Aliança and for ConnectEd.
E. Employee Engagement Activities

The ConnectEd program in Brazil continues to make strong efforts in organizing employee engagement activities for Alcatel-Lucent employees. As reported in the first half of the year, three Alcatel-Lucent volunteers participated in Work Immersion Week, leading ConnectEd youth in an Interview Simulation and Mock Selection process.

In December 2012, nine Alcatel-Lucent employees in São Paulo hosted 38 young people in a visit to the office. The students split into two groups and took turns either in participating in a Professional Development Workshop with the Human Resources Team or participating in a guided visit of Alcatel-Lucent, viewing an exhibition on the new technologies that are being developed. It was an eye-opening experience for the young people to experience the daily life of a corporate environment.

At the end of the calendar year, 100 Alcatel-Lucent employees in São Paulo participated in a food collection drive; after the food was collected, 57 young people in the ConnectEd program received these food donations and distributed them to the organizations where they carry out voluntary social actions as part of their Ethics and Citizenship theme.

Aliança and Alcatel-Lucent Brazil hope that the final year of ConnectEd will also see more volunteer activities. While many activities have been planned, there have been many obstacles in connecting volunteers with these activities in the program sites. World Education and Aliança will continue to proactively seek out Alcatel-Lucent’s help in seeking solutions to overcome these barriers.

<table>
<thead>
<tr>
<th>Activities In Year 2</th>
<th>Volunteer Placements</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion Week at Social Retail School Center</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>Guided Visit to Alcatel-Lucent Office</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Food Distribution</td>
<td>100</td>
<td>57</td>
</tr>
</tbody>
</table>

“[The volunteers] managed to create such a realistic environment that we thought it was an actual selective process!”

-Elizabeth, ConnectEd Student

“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.”

-Cleissa, ConnectEd Student
3. Progress Along Program Goals and Metrics

*ConnectEd Brazil has had another marvelous year – surpassing many targets, such as numbers of youth reached, course pass rates and job placement rates. Below is a list of achievements against the program’s set goals and metrics for Year 2 in Brazil.*

<table>
<thead>
<tr>
<th>YEAR 2 GOAL/TARGET</th>
<th>YEAR TO DATE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 young people reached by <em>ConnectEd</em> programs</td>
<td>331 (42% boys, 58% girls)</td>
</tr>
<tr>
<td>Alcatel-Lucent employees engaged in the program: Volunteering opportunities jointly identified by <em>ConnectEd</em> and Alcatel-Lucent teams were carried out and positively impact employees and at least 100 beneficiaries</td>
<td>3 volunteering opportunities jointly identified by <em>ConnectEd</em> and Alcatel-Lucent teams were carried out and positively impacted 115 youth. 111 staff were involved. Both youth and employees have reported that the activities were useful and that a lot was learned about the world of work, and the youth were inspired by the staff they met.</td>
</tr>
<tr>
<td>Increased Digital inclusion: at least 300 youth have had access to ICT</td>
<td>331 (42% boys, 58% girls)</td>
</tr>
<tr>
<td>Increased Digital competencies: 70% of youth and teachers trained have mastery in ICT</td>
<td>100% of the youth who took the final test showed mastery of the ICT components of the program. 100% of the 12 teachers trained in ICT passed their training</td>
</tr>
<tr>
<td>Increased school retention: 70% of in-school youth enrolling in <em>ConnectEd</em> stay in school or go on to further study in other educational institutions</td>
<td>100% of the in-school youth who enrolled in <em>ConnectEd</em> at program start remained in school until the end of the program. 10% have gone on to university.</td>
</tr>
<tr>
<td>Increased Nonformal Education (NFE) access: 30 out-of-school youth will have had access to NFE learning opportunities</td>
<td>48 youth who had finished high school and were not in formal work or further training have been provided access to Nonformal Education through <em>ConnectEd</em></td>
</tr>
<tr>
<td>NFE completion: 70% of these out-of-school youth enrolling in program complete the course</td>
<td>58% of these 48 young people who were not at school (they had already finished high school) completed the <em>ConnectEd</em> program. We have found that young people who have already finished school are under more pressure to work and help support their families.</td>
</tr>
<tr>
<td>Enhanced preparedness for the world of work: 1,000 youth will have enrolled in programs to prepare for world of work</td>
<td>331 (42% boys, 58% girls)</td>
</tr>
<tr>
<td>World of Work Competencies: At least 80% of those who complete the course demonstrate attained target learning outcomes</td>
<td>86%</td>
</tr>
<tr>
<td>Placement in employment: 60% in-school and out-of-school youth who complete the course are placed in decent jobs</td>
<td>60% and this is expected to rise further over the coming months</td>
</tr>
</tbody>
</table>
Improved Civic Engagement: 85% youth enrolled in courses participate in social and/or civic awareness activities

ConnectEd youth were encouraged to volunteer with organizations working with vulnerable populations. 80% did so.

Improved community and government engagement in youth-related issues: 10 actions that demonstrate community/government engagement

Instituto Aliança continues to invest in the search for partners from the public sector, with a view to guaranteeing the project’s continuity. Four meetings were held with the Department of Education in both Rio de Janeiro and São Paulo, with the aim of starting negotiations to introduce the program into the school network, as already happens in other states in Brazil, such as Ceará and Pernambuco. Aliança also holds the current role of vice-president for the National Youth Council (CONJUVE), discussing and proposing policies, programs and actions for youth.

4. MAJOR ACCOMPLISHMENTS, CHALLENGES AND ACTIONS TAKEN TO ADDRESS THESE

As noted in the last report, the surpassing of our beneficiary targets in Brazil was no mean feat. It was accomplished through intensive effort by Aliança’s staff, especially for these new areas in Sao Paulo which the Alcatel-Lucent Foundation had requested us to move to. This shift meant that Aliança had to secure matching funds, identify sites and communities, find new staff and train them, and to build the necessary relationships in the community and schools to be able to attract youth to the program. All of this was accomplished quickly, and successfully, allowing us to exceed our targets for youth recruitment.

Over the course of this year, ConnectEd Brazil has had to counter strong ‘pull factors’ that have been encouraging youth to drop out from the program. A major factor has been the economic boom in Brazil and the huge amount of unskilled labor opportunities that have been created. For ConnectEd’s youth who have already finished high school, in particular, who are pretty disengaged from further learning or training in the first place, the opportunity of finding immediate work, even though unskilled and with few career prospects, is very tempting. Although our overall dropout rate has remained low at 18% for the program as a whole, the dropout rate was about 40% among these youth who have already finished high school. Without a doubt, these young people are under more pressure to work and help support their families, and find it hard to remain in an eight-month course. In terms of location, as noted in our last report, the majority of the drop out occurred in one area—Maristas in Sao Paulo, which is an extremely poor area. Here, the pressures to find work rather than complete a training course proved to be overwhelming, despite all of the ConnectEd team’s efforts to convince youth of the proven long-term benefits of staying with the program. In other areas these efforts, such as one-to-one support and guidance by facilitators or the testimonials given by past program youth to current students about the value of the course, have worked well and enabled us to keep the dropout rate low. However, the endemic and utter poverty of Maristas clearly has proved too much of a challenge, and with nearly half of the 37 students dropping out from the Maristas center this year, ConnectEd has decided not to continue the program in this neighborhood in Year 3. In Cafu, another of our target areas in Sao Paulo, the ConnectEd team have come up with some new strategies for next year to keep drop out low. They have decided to meet with parents once a month instead of every two months, and they are going to
capitalize on Aliança’s connection to the famous local football hero, Cafu, who has pledged to give signed footballs and shirts to all youth who remain in the program until the end.

While there has been this drop out from the program by the youth who are no longer in high school, on the other hand, 100% of the in-school ConnectEd youth remained in school this year (even if some of them dropped out from the ConnectEd course). Reports suggest that this may be due to the elements of the first part of the ConnectEd curriculum in which youth are encouraged to construct ‘life projects’, and reflect on the importance of completing their secondary education.

One of ConnectEd Brazil’s key accomplishments has been the learning results in the final evaluation. These were very good this year, with 86% showing achievement along the fifty target skills, including the use of ICT in work routines, and gaining certification. World Education believes this high pass rate and certification rate is a reflection of the high quality of the program provided by Aliança. As the slide show from the certification ceremony clearly shows, the completion and certification of these youth represents an enormous turning point in their individual lives, and demonstrates strongly the important impact that ConnectEd has had.

Overall, reports from students, parents and educators all reveal that the approach used by Aliança, and their tested curricula, have extremely good results in helping vulnerable youth develop the skills and mindsets that set them on positive life paths. One of the program’s greatest assets, perhaps, is its broadness – focusing on the development of ‘soft skills’ and attitudes, as much as on technical vocational skills. The quotes from youth after their civic engagement projects speak to this clearly.

Perhaps the program’s greatest achievement has been the 60% job placement rate, and this will undoubtedly rise even more in the coming months. As has been described earlier in this chapter, the ConnectEd team has carried out a comprehensive strategy for placing youth in jobs and this has clearly paid off.

At this time, 10% of the in-school youth in ConnectEd have gone on to university. Many youth have reported that they lack funds to go to university immediately after their training, and so have opted to enter the labor market, in order to pay for either university or for the university exam preparatory courses. Aliança expects that the percentage of ConnectEd youth from 2013 who go on to university will double by next year, once they have earned enough funds. Certainly, many of these in-school youth have signaled their intent to try to enter university. Such motivation to continue formal study (and the self-confidence, goal setting and self-determination associated with this) we feel, again, is a result of the personal and social development aspects of ConnectEd interventions.

Finally, it has been satisfying to witness the advancements in employee engagement. Employees have contributed meaningfully to ConnectEd youth through the interview simulation and during the visit to

“I now see that the “Ethics and Citizenship” theme fits perfectly with ConnectEd, as we learned to think about others here on the course; we learned to live together. This is the best theme of them all. After all, one needs to be ethical and a good citizen to be a good employee. It is good to do things for us but it is more rewarding doing them for others.”

- Élida Cristina Peixoto, ConnectEd youth

View the slide show from the certification ceremony here.
the Alcatel-Lucent office. Nevertheless, the challenges within Alcatel-Lucent Brazil that have affected their ability to recruit volunteers have remained during the year, and have kept volunteering actions small. No Alcatel-Lucent volunteers in Rio participated in ConnectEd, which will hopefully change in the coming year. ConnectEd looks forward to working with Alcatel-Lucent to identify a contact person in the Rio office to continue employee engagement there. In Sao Paulo, a series of office visits are currently being planned, which is great news. World Education and Aliança are ready to help attract more staff to get involved in these visits as well as in other activities - through recruitment events, developing communications materials and other strategies.
Kamilly* lives in a very poor shanty town in the suburbs of Rio de Janeiro. Before taking part in the ConnectEd program, she applied for jobs at several companies but only managed to pass the selection process at places where she did not like the working conditions. When she heard about ConnectEd—which was advertised at school as a program that could prepare her for a better job—she decided to take part.

When the program ended in October, Kamilly was able to find work in the first selection process she participated in, and she worked at Renner Department Store in the Shopping Via Parque Mall for a year and three months. She started as a stock replacer, but soon became a store assistant, after finishing a company training course. At the beginning of the month, Renner headquarters sends a consultant to visits their stores, behaving as if she were a client needing assistance. The consultant, called the “Hidden Client,” evaluates whether the employees provide assistance in accordance with the company’s quality standards. The best employees—in this consultant’s opinion—receive a prize of one minimum salary. Kamilly won the Hidden Client prize three times!

Even though working at Renner was an important first job experience, through ConnectEd’s “Constructing Your Life” project, Kamilly discovered that she really enjoys working in administration. She decided to switch paths and take a technical administration course, which she described as “an important step for my career and for my life project.” In order to pursue her dreams, Kamilly left her position with Renner and found a job that would allow her more time to study. Kamilly is currently employed as a receptionist in a pet store.

Kamilly is enthusiastic about her professional progress. “With the experience that I now have and the technical administration course that I will complete at the end of 2013, I will certainly be able to make progress with my life project, and I hope to develop more and more in my career. Thanks to my professional training courses with ConnectEd, I am able to plan my career, and I have more confidence in myself and in my future.”

The ConnectEd program is made possible through the generous support and funding of the Alcatel-Lucent Foundation.
For more information on the ConnectEd program, contact Estelle Day at estelle_day@worlded.org
Interviewing Practice Workshop

As part of their training, ConnectEd youth in the school of social retail practice applying to jobs. Volunteers from Alcatel-Lucent Brazil’s Human Resources department conducted mock-interviews with students and offered observations and feedback about the students’ performance, giving important tips on how to interview well when looking for real job placements.

“The interview exceeded my expectations. This way of preparing people, bringing in professionals that are always selecting people, shows us the importance of knowing how to act and helps to make you less inhibited.”

- Jonathan Garcia – ESV Student

Visit to Alcatel-Lucent Offices

Nine Alcatel-Lucent employees hosted a visit to their São Paulo offices, welcoming 38 young people for a half-day visit. Students received a professional development workshop hosted by human resources experts at Alcatel-Lucent and a guided tour of the office. The visit exposed students to new technologies, and they learned what is required to get hired in a workforce now defined by technology.

“IT is very important for the young people to gain access to the corporate world, so that they understand how it operates. Everyone left the visit to Alcatel Lucent fascinated by the technological innovation presented.”

- Juliana Costacurta - Local Job Placement Coordinator

Food Donation

Approximately 100 Alcatel-Lucent employees participated in a food drive. 57 ConnectEd students were involved in the “Caring Action” to select the institutions to donate to, develop the activity’s plan, and then separating the food, packing it in boxes, and delivering the donations.
ConnectEd students show off food collected by Alcatel-Lucent employees that they were able to distribute to local charity organizations.

ConnectEd students in São Paulo learn computer skills that will prepare them for the modern-day workforce.
Cafú, who was one of the most famous soccer players in Brazil, visited with ConnectEd youth in São Paulo.

Alcatel-Lucent volunteers pose with students after conducting an interview practice workshop.
1. OVERVIEW

In China, ConnectEd works with disadvantaged migrant communities in the outskirts of Beijing and in Shanghai. The children living in these communities remain educationally and socially disadvantaged, are often excluded from the formal school system and other government services, and have a range of health and psychosocial needs. ConnectEd also reaches children in the rural province of Henan whose parents have migrated in search of work. These children are often left behind in their hometowns without proper guidance and protection, and often suffer from abuse, poor physical health, and the psychological impact of lengthy separation from their parents.

Under ConnectEd, World Education has partnered with a number of local organizations to offer out-of-school migrant youth quality education and skills training programs and to assist schools to help migration-affected children remain in school longer and gain skills to transition successfully into the workforce. Over three years, at least 3,220 youth will benefit from ConnectEd in China.

2. ConnectEd china activities

Since April 2011, when ConnectEd China started, the program has served 3,857 migrant youth. In the last year alone, ConnectEd has reached 2,624 youth. The program has also done a lot of work with migrant school teachers – particularly in increasing their ICT skills and use of ICT in their everyday teaching. ASB staff have had a significant impact on ConnectEd youth and this is set to increase. There have been 19 different volunteering activities this year. Employees have been taking the lead in conducting a digital photography /civic engagement course, as well as taking part in outings, providing financial aid, donating books and training teachers in ICT. Overall, 3,078 youth have benefited from such involvement by 833 employees.

A. Activities to Improve Digital Inclusion and Utilization

Teachers are a priority target group for ConnectEd in China, as well as youth, in terms of enabling them to gain access to ICT and develop ICT skills. During this period, 110 have been trained. In doing so, it is hoped that their use of technologies can enhance the quality of teaching and learning in the classroom and also provide youth with the skills
they need to succeed in the job market. In Beijing, migrant schools and youth remain excluded from the digital world, making this aspect of ConnectEd vitally important. The program also helps youth use ICT (digital cameras as well as computers, tablets and Internet) to conduct research, document and disseminate activities’ results, and give ‘voice’ to their concerns and needs.

ConnectEd has trained 110 teachers about ICT from 4 different migrant schools over the last six months. 123 persons, including ASB volunteers and youth, were trained to become facilitators of the ICT training for teachers using ConnectEd’s new ICT curricula for training teachers. At the partner schools, computers and other hardware (such as projectors) and software have been provided where necessary. As described in our last report, ConnectEd provides two types of training to teachers, depending on the skill level. For teachers with less ICT experience, basic training on Microsoft Word, Excel, PowerPoint and typing is provided. For younger teachers who have more exposure to computers, an advanced class covering use of ICT in teaching and learning is given. This covers how to use instant messaging, blogs, and Internet research with students.

The work with teachers has met great success this year, and has been a really strong feature of the program overall. One new approach has been a competition held in both Beijing and Shanghai in which all the teachers at partner migrant schools were encouraged to submit lesson plans and PowerPoint presentations demonstrating how they use ICT in their classes. Overall, 146 teachers took part across seven migrant schools. The competition proved to be a good strategy in maintaining teachers’ engagement, foster continued learning and promote the ongoing integration of ICT in their teaching practice. Video clips of teachers’ presentations were taken during the competition and have been given to schools as resources to share with other teachers.

Once I learn basic technical skills, it will help me to identify better job placements in the future.

– Zhang Lan-Lan, ConnectEd student

To promote the development of ICT skills among the children in our partner migrant schools, the ConnectEd team has purposefully integrated the use of ICT into the Personal Hygiene and Health Course, Safety on Campus Course, and Child to Child Peer Reading Course. The ConnectEd team has also developed a discrete ICT curriculum to be used with youth to build their ICT skills. The team will identify schools and opportunities for using this curriculum, using a mobile learning van containing laptops and other equipment, which will provide ICT access and training to schools where there are no computer labs.

In addition to computer skills, ConnectEd in China has also been focusing on digital photography, and the potential it has for helping migrant youth to voice their ideas, their world and needs. To this end, ConnectEd developed a new course called “Small Eyes Big World”. It is essentially a life skills program designed for migrant school students who are from excluded, isolated migrant communities on the periphery of city life. The program provides these students with basic photography skills which provide them a platform to document and record aspects in their lives they consider important; to tell others
their stories; and the opportunity to consider and present their perspective on issues or concerns as they observe and interact with the outside world. This has been piloted in our partner schools in Beijing and is now being conducted in Henan Province by local partner HQ and in Shanghai by Alcatel-Lucent employees who received training from ConnectEd about how to facilitate the course. The program has been well received by students and teachers, and 80 students have finished the course so far. The course demonstrates the power that ICT can have in allowing excluded youth to have a voice, and we look forward to the impact that our expansion of this course will have in the coming year.

ConnectEd China has also worked with out-of-school youth, to improve their ICT skills. 144 girls studying at the Practical Skills Training Center for Rural Women received 50 hours of basic ICT training over the whole year. In the last six months, 15 participants in the stenography class continued to receive advanced stenography training, and we were very pleased to hear about the results of this training, in which 7 received middle level stenography certificates (140 to 170 words per minute), and 2 received advance level certificates, being able to type 180 words and above per minute.

Additionally, 39 out-of-school youth in the Evergreen workplace preparation course went through basic ICT training. They took part in basic office related software training and further training on basic accounting using ICT. Seven youth continued to learn advanced ICT skills from World Education staff at our office space on a weekly basis.

Earlier this year, out-of-school youth participating in ConnectEd’s 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/forum, and establish internal and external communication mechanisms by using instant messages, emails or blogs to exchange, communicate, and disseminate ideas. Since then it has been exciting to note how they have been actively utilizing QQ and Wei Bo to broadcast their group’s actions and to recruit volunteers to join their monthly activities. Members have been actively using digital cameras and are in the process of learning to record video clips to introduce Bees’ Wings to other youth as well as to use videos for future campaigns.

B. Activities to Improve Education Access and Completion

ConnectEd works with migrant schools to ensure their most vulnerable youth stay enrolled. This is achieved by creating a range of interventions at the school that address the barriers preventing such youth from staying in school through to high school.

ConnectEd China partnered with five migrant primary/elementary schools in Beijing, Henan and Shanghai this year in the implementation of interventions aimed at school completion and success. Twelve students received scholarships in Henan and another 552 migrant school children in Shanghai
benefited from financial aid through the funds donated under the ASB CEO Excellency Award of 14,000 Euros that was granted to ConnectEd. At the time of writing, 725 other youth have just received financial aid in Beijing, while 64 students have received financial aid in Shanghai. In addition, ConnectEd has worked with school management, student associations and local NGOs to design and implement classes aimed at improving student reading, health, well-being and life skills. A total of 268 have participated in the Personal Hygiene and Health Program and 157 in the Safety Course. The reading program has also been raised to another level by adding another ten sessions in the areas of science and technology, life education and reproductive health, and is now offered school-wide to all students from 1st to 6th grade. The program approach has also been adjusted in light of last year’s experiences so that it now consists of 10 minutes of morning reading, a class reading club, and teachers’ reading club. A total of 1,211 students took part in the child-to-child peer reading program. World Education and partner NGO staff are working closely with school management teams, to introduce new ideas, build understanding of the needs of the most vulnerable students, and help schools develop their School Improvement Plans.

C. Activities to Prepare Youth for the World of Work

ConnectEd China has developed a life skills course called “World of Work” for youth in migrant schools to provide occupation awareness and to improve goal setting and decision-making skills which are crucial to the children’s future. Out-of-school migrant youth are reached in two ways. The first is through a workplace preparation program called the Evergreen Program that includes an initial workplace-related life skills course followed by internships at work placements. The second way is through partnership with the Practical Skills Training Center for Rural Women in which ConnectEd China provides access to vocational training and broader life skills for newly arrived migrant adolescent girls, resulting in smoother, safer transitions to new jobs and lives in Beijing.

Overall this year, ConnectEd China enrolled 109 in-school migrant children in Grades 7 and 8 in the World of Work course in 2 migrant schools. The program also reached a total of 183 out-of-school youth with work preparation courses or technical vocational training. Of these, 39 took part in the workplace preparation program, the Evergreen Program. They were given the opportunity to develop core pre-vocational skills including self-awareness, self-esteem, interpersonal skills, personal safety, Internet safety, reproductive health, and awareness of HIV and AIDS. They engaged in course units covering occupation exploration, career mapping, job hunting, resume writing, interview skills, self-protection and labor laws, as well as 20 hours of ICT training. At the time of writing, another cohort of youth in Shanghai are also participating in Evergreen.

144 out-of-school migrant youth at the Practical Skills Training Center have been studying for vocational accreditation in Early Childhood Education, and 20 in ICT and Stenography. Students at the Practical Skills Center also took part in our specially developed short course called Walking in the Community that encourages these newly arrived migrant girls to identify risks and resources in the new communities they will be living in, and to spend time thinking through strategies for keeping themselves safe.
D. Activities to Improve Civic and Social Engagement of Youth

*Migrant schools are assisted by ConnectEd to launch student-led activities that help students to practice civic engagement skills and to develop their awareness of issues that need to be addressed in the school. Under ConnectEd, youth action groups are also established for older out-of-school youth and a Network of Young Professionals is created which result in youth-led campaigns, research projects, information sharing and ‘youth voice’ actions to raise awareness about issues in their communities and issues faced by migrants and the younger generation.*

The youth action group, “Bees’ Wings”, has been very active this year, implementing twelve different activities, and is showing a great deal of autonomy. Their activities addressed various topics and fulfilled different objectives prioritized by the group. For instance, they provided learning opportunities for children of migrant workers, such as two museum trips; assisted elderly people in the community; learnt how to write proposals; and learnt about budgeting and allocating personal savings. Members of Bees’ Wings also attended the program reflection meetings to share experiences with other NGO partners, schools and staff. They also learned some tips from our partner college student associations about how to reach out and mobilize other youth to join their activities. In November, the youth action group Bees’ Wings initiated the launch of World Child Abuse Prevention Day in Beijing’s migrant communities. Bees’ Wings made direct contact with an NGO working on child abuse, CAPAC, to reproduce their child protection pamphlets and contacted one of our partner migrant schools, to use the school space as the venue to carry out their World Child Abuse Prevention Day activity on November 17th.

It is also very encouraging to see the group utilizing ICT effectively as part of their actions. They have online discussions every Tuesday evening where they discuss topics of interest, and as noted earlier, they have been using digital cameras and videos as well as social networking sites to publicize their efforts and recruit more youth. For instance, one member of the group related the benefits that have come from learning from an NGO how to use text messages and Weibo to increase the awareness and publicity for Bees’ Wings to engage more youth to participate in their activities. She just posted an announcement that attracted over 20 youth to take part in a tree-planting event that will take place on the 6th of April.

“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.”

– Angela, ConnectEd student

*ConnectEd China has also collaborated with seven college student associations to design, develop and carry out some of the life skills activities at primary school level. Through this new implementation approach, we are gaining experience of working with youth as program implementers. We are seeing that as we increase their understanding of the education needs of children of migrant workers, their ability to assist with designing and implementing curricula improves, making them valuable program partners.*
E. Activities to Improve NGO, School and Community Capacity and Engagement in Youth Development Programs

*World Education believes strongly in the importance of ‘building the foundations’ in China for improved services to disadvantaged youth, and experience has shown how necessary this is. It involves working alongside schools, local NGOs and communities to demonstrate the needs of their most vulnerable youth, to build positive attitudes towards bringing change, and then to help them gain the skills they need to bring that change.*

In the last six months alone the *ConnectEd* China team has held 91 meetings, trainings or site visits as part of their capacity building efforts with schools and local NGO partners. The team has been observing classes, providing feedback and working with educators to revise and improve curricula. There have been trainings on school child protection policy development, school improvement planning meetings and partner review meetings. Furthermore, 83 teachers/facilitators have been trained so that they can implement *ConnectEd* interventions such as the Personal Hygiene and Health course, Peer reading or the Small Eyes Big World photography/civic engagement course.

An exciting development this year was the invitation by the government in Henan for the *ConnectEd* team to go and train Social Welfare Directors from various counties about how to implement the Evergreen workplace preparation program. They were interested in using the program with youth who are about to leave government orphanages. Through this type of capacity building there is the potential for the *ConnectEd* approach to be replicated over the long term within government services. This is a great result in terms of the sustainable impact of *ConnectEd*.

F. Employee Engagement Activities

*ConnectEd* China continued to see highly successful efforts by program staff and local ASB staff to carry out even more employee engagement activities this past year. Building upon lessons learned from the previous year, World Education and ASB staff aimed to offer opportunities that would garner the greatest interest and participation among prospective employee volunteers. ASB employees in China have been able to offer a wide variety of activities to *ConnectEd* youth and teachers, ranging from fun and educational outings to practical skills training for workplace preparations to ICT training for teachers.

Employee engagement kicked off this past year with a large clothing donation in March 2012 which brought together 551 employees from the *Employee Engagement China*.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Volunteer Placements</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Donation to Long Hai Migrant School, Beijing (March-April 2012)</td>
<td>551</td>
<td>1451</td>
</tr>
<tr>
<td>I-Care Movement with LianYing School, Shanghai (March 2012)</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>ICT Training to Migrant School Teachers at LianYing School in Shanghai (April 14 and 21, May 19)</td>
<td>15</td>
<td>30 teachers</td>
</tr>
</tbody>
</table>
ASB nationwide (including Shanghai, Beijing, Chengdu and Qingdao) to collect clothing for students, teachers and families of Long Hai Migrant School in Beijing. On April 2, 2012, boxes and bags of clothes, blankets, and books were donated to 1,400 students and their families, and 51 teachers at Long Hai Migrant School. The generosity and volunteer efforts of ASB employees throughout the country left a deep impact on the school.

Another highly visible event this past year was the CEO Excellency Award Ceremony, during which 30 Alcatel-Lucent employees distributed scholarships to 600 migrant students to continue their studies. With the donation from the CEO Excellency Award, even more migrant children will have a chance to stay in school. About a month after the ceremony, 13 ASB employees visited the homes of scholarship recipients, visiting a total of 254 students and their families.

ASB employees have also had the opportunity to train ICT teachers at the LianYing School in Shanghai. Thanks to the efforts of 15 ASB employees who contributed their time, 30 migrant school teachers have been able to receive ICT training, furthering their capacity to train even more youth in the program with ICT skills and to integrate ICT skills in their own teaching process.

One of the biggest employee engagement highlights this past year was the involvement of ASB employees in ConnectEd China’s “Small Eyes Big World” life skills course, which gives migrant students the opportunity to use digital photography to document their surrounding communities, to voice their stories and to observe/interact with the outside world. ASB employees have taken the lead in running this activity, receiving training from World Education staff and then both teaching migrant youth and
taking them out on photography excursions in the community. Fifteen ASB employees received training and so far have led two cohorts of children through the activity over four separate sessions. This has proven to be a valuable mentoring/role-modeling activity of employee engagement with consistent commitment from employees impacting youth in a meaningful way.

In addition to the above events, other employee engagement activities have included an I-Care Movement outing in Shanghai to the Shanghai zoo, a book drive in Beijing in July, interview simulations with the Evergreen program in Beijing, a “Walking in the Community” Program in Beijing for newly-arrived migrant girls, a Child to Child Peer Reading Program at Long Hai School, and another outing to the Science Technology Museum in Beijing.

ASB employees continue to lead the way in the global ConnectEd program in contributing their time and resources to positively impacting migrant children, families and teachers. In Year 2, ASB employees and ConnectEd China organized a grand total of 19 events, with 833 ASB employees contributing to benefiting 3,078 people. The program looks forward to scaling up its volunteer efforts to reach even a larger number of beneficiaries in the coming year.

3. PROGRESS ALONG PROGRAM GOALS AND METRICS

There has been a huge leap in youth participant numbers since the last report six months ago. At that point 815 youth had benefited, compared to 2,624 at the time of writing now. This is far beyond our target of 1,300. Below is a full list of ConnectEd China’s achievements against the set goals and metrics for Year 2.

<table>
<thead>
<tr>
<th>YEAR 2 GOAL/TARGET</th>
<th>YEAR TO DATE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,300 young people reached by ConnectEd programs</td>
<td>2,624 reached (1,361 boys, 1,263 girls)</td>
</tr>
<tr>
<td>Alcatel-Lucent employees engaged in the program: Volunteering opportunities jointly identified by ConnectEd and Alcatel-Lucent teams are carried out and positively impact employees and beneficiaries</td>
<td>19 volunteering opportunities jointly identified by ConnectEd and Alcatel-Lucent teams have been carried out, with 833 employees involved and 3,078 beneficiaries positively impacted</td>
</tr>
<tr>
<td>Increased digital inclusion: at least 960 youth and 80 teachers will have increased access to ICT</td>
<td>183 out-of-school youth have studied ICT, 20 of whom also learnt stenography in vocational training. ICT training for in-school youth did not take place in Year 2. However, 110 teachers have been trained and are using ICT in their classes. Through these teachers, many hundreds of youth are gaining access to ICT. 80 youth have</td>
</tr>
</tbody>
</table>

Click here for video of ASB staff with ConnectEd kids at the I Care outing to the zoo.
<table>
<thead>
<tr>
<th><strong>Digital competencies:</strong> 70% of youth/teachers trained have mastery in ICT</th>
<th>been learning skills in digital photography. Almost 100% of the youth who have completed their ICT training passed the course, and 100% of teachers passed.</th>
</tr>
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<tbody>
<tr>
<td><strong>Improved School Access and Completion:</strong> 1,070 in-school youth will be reached with access and completion boosting activities</td>
<td>2,159 in-school youth reached through a range of activities such as peer reading, safety and hygiene education programs, and activities involving ASB such as financial aid, outings and a digital photography/youth voice class. The number is higher than first planned due to unexpectedly high levels of ASB engagement, and expanded peer reading activities.</td>
</tr>
<tr>
<td><strong>Improved Nonformal Education (NFE) Access and Completion:</strong> 240 out-of-school youth enroll in NFE learning opportunities and 70% of these will complete their course</td>
<td>183 out-of-school youth enrolled in vocational or pre-vocational training. In six of the groups the completion rate was 100%, in the other group it was 91%.</td>
</tr>
<tr>
<td><strong>Enhanced preparedness for the world of work:</strong> At least 160 in-school youth enroll in occupation exploration classes At least 340 out-of-school youth enroll in pre and vocational training and life skills</td>
<td>109 in-school youth and 183 out-of-school</td>
</tr>
<tr>
<td><strong>Improved World of Work Competencies:</strong> At least 80% of those who complete the pre-vocational or technical vocational training courses demonstrate attained target learning outcomes</td>
<td>100% attained target learning outcomes</td>
</tr>
<tr>
<td><strong>Employment, internship or further study access for previously out-of-school youth:</strong> 50% of the youth who complete their vocational training are placed in jobs and 50% of the youth in the Evergreen workplace preparation program will find work or enroll in college</td>
<td>Not applicable at this point.</td>
</tr>
<tr>
<td><strong>Improved civic engagement:</strong> in-school and out-of-school youth participating in social and/or civic awareness activities</td>
<td>351</td>
</tr>
<tr>
<td><strong>Improved community and government engagement in youth-related issues:</strong> 10 actions that demonstrate community/government engagement</td>
<td>11. There have been many instances of voluntary work by private individuals (outside of ASB) and college associations or funding/material support to assist our target youth. Individual volunteers as well as two companies contributed to a clothing and thermos cup donation and a book drive. Parents, community and volunteers participated in a child-to-child peer reading program at a migrant school, and a campaign against child abuse. Such actions show community engagement and support for migrant youth.</td>
</tr>
</tbody>
</table>

4. **MAJOR ACCOMPLISHMENTS, CHALLENGES AND ACTIONS TAKEN TO ADDRESS THESE**

Without a doubt, employee engagement has been a hugely successful element of ConnectEd in China this year. The sheer numbers of different activities and employees involved speak volumes for the level
of connection between ASB staff and their signature program. Already, ambitious plans for Year 3 have been made by ASB and ConnectEd, with the aim of taking this to a greater scale yet and gaining maximum visibility.

Data and direct feedback from youth have shown that important learning outcomes have been achieved by the youth participating in the program. For instance, youth who took part in the Evergreen workplace preparation course commented that the working ethics classes helped them review their attitudes about how they handle their daily tasks and responsibilities. Some found that the work on interpersonal communication skills and group communication allowed them to re-visit their previous working relationships with others, and think about what could be done differently in similar circumstances. Learners commented on increased awareness and competencies to adjust their mind-set and handle situations in a mature and appropriate way. Similarly positive feedback was gained by the newly arrived migrant youth who took part in our Walking in the Community life skills course to help prepare them for their new jobs and communities.

The ConnectEd team in China is also pleased with the progress made in facilitating some quality improvement at the migrant schools that we partner with. Over the year, special attention was paid to having more frequent and in-depth discussions with the school management to secure greater buy-in and commitment towards improving quality at their schools. This has not always been easy to achieve in the past, given that migrant schools are private, and unregulated businesses in Beijing, often with different priorities to those of World Education. We were delighted to see good results from our efforts this year, and our partner schools have arranged increased numbers of classes and class hours for life skills activities, and have taken up new approaches with enthusiasm. Most of the school’s senior personnel have engaged actively in our review meetings at the end of each life skills session, to offer feedback on the quality of the life skills activities, including content area and methodology. This type of engagement is new and very significant. School management teams have also displayed their new enthusiasm for ConnectEd and school quality improvement in their efforts to motivate teachers to participate in the program’s ICT good practice competition. The reading program component of ConnectEd has proved particularly successful in bringing real qualitative change to the learning environment at these migrant schools. Before this program, schools did not promote reading, other than working through the government textbooks in Chinese language, math and English. Children were not introduced to the joy of reading, and the schools failed to see the value of reading for improving student’s knowledge, vocabulary, reading speed, enjoyment of learning, or for engaging parents in their child’s education. This has now changed. The partner migrant schools we work in now have 10 minute reading slots every morning of the week, and teachers are so enthused by the results that they have requested for this to be extended to twenty minutes. Teachers have received training under ConnectEd about how to use reading in their classes. The children are becoming avid readers, are keen to start the reading session each day, and now are

“The Walking in the Community program taught me to stay calm when I am in trouble, and learn to observe and identify a problem, analyze the situation and then think of solutions to handle it.”

– ConnectEd student
using the library (which schools used to keep shut) more frequently. Through this reading program, it appears that the program has started to bring some broader changes at this school to the overall learning environment and approach of teachers and school management. The ConnectEd team feels this has been one of our real successes this year. Given its positive results, we scaled up the program further than we had originally envisaged for Year 2 and this has contributed to us surpassing our overall beneficiary target number for the program as a whole.

The ICT component of ConnectEd has been another big feature of the year. The team tried out a new strategy for encouraging teachers to keep on using their new skills and integrating ICT into everyday teaching once they had completed the ConnectEd training – namely, by holding an ICT best practice competition across seven migrant schools. There was a terrific response to the competition - 102 teachers participated in the PowerPoint presentation competition and 44 teachers joined in the Word/Excel competition – in itself demonstrating how much teachers have become enthusiastic users of ICT (many of whom were computer illiterate before the program).

The team is very hopeful that, through this work in ICT, ConnectEd is going to make a meaningful difference to the quality of education at these partner migrant schools. The team will continue to use this strategy next year, as well as further ICT training for teachers and students. Regarding the latter - training of students – the ConnectEd team have come up with some innovative plans for Year 3 that involve using a mobile learning van in order to reach migrant youth at disadvantaged schools that do not have any computer equipment or teachers. We found this year that the schools where we work either do not have computer labs or do not have available teachers to use the ICT curricula that ConnectEd has developed for training youth, thus preventing ConnectEd in directly helping youth gain ICT skills. The mobile learning van provides a cost effective way of providing regular ICT training directly to youth in a number of schools, as well as using the opportunity for ConnectEd to offer extra-curricular reading opportunities and other activities to enhance the school curricula for these disadvantaged migrant youth.

“It is crucial for teachers to feel comfortable using computers in their work before they can further integrate ICT in their teaching and learning exercises.”

— Sandy Chou, ConnectEd China
“If I had a camera, what I want to take a picture of most is my father, my mom, the teaching building of my school, and the community we live in.” These are the thoughts that ten-year-old Yu Jin-Tan put down on the blue-colored piece of paper when he participated in the first class of Small Eyes Big World, an extra-curricular photography class that builds life skills. Yu Jin-Tan is in 6th grade at a migrant school in Beijing, China.

“The best class shows us how to use lighting through games, which taught me to pay more attention to the effects of light when taking pictures. A photo where lighting has been considered looks even better,” said Jin-Tan. “I took a photo of my school twice. I think the second picture I took that focuses on the structure and lighting really makes the photo stand out from the first one. I like it a lot.”

The Small Eyes Big World life skills activity consists of seven sessions, including indoor classes and two outings. The excursions show students the difference between the inner city and the environment in which he and other children of migrant workers dwell.

Before attending the class, Jin-Tan was eager to learn how to use a camera. “If I am now given a camera, I can teach people in the village how to do it,” Jin-Tan explained. “I think I have become more responsible for my own behavior after taking this class. I used to go out and play over weekends, but now I finish my homework on Friday or by Saturday so that I can go to the Small Eyes Big World class on Sunday without worries.”

The ConnectEd program is made possible through the generous support and funding of the Alcatel-Lucent Foundation.
ConnectEd, the signature program of the Alcatel-Lucent Foundation, is a three-year global initiative that addresses the factors limiting the work and life options of disadvantaged youth. This program serves 13,500 young people from marginalized communities in Australia, Brazil, China, India, and Indonesia with an emphasis on young women.

Visit to the Science Technology Museum

28 ASB staff, some joined by family members, accompanied 50 children of migrant works to explore the unknown of science and technology at the Science Technology Museum in Beijing. Students and staff were separated into groups for a learning activity where they were charged with accomplishing six tasks incorporating different exhibits around the museum.

“It is such a great feeling being a volunteer! It is a meaningful activity and it is my first time to volunteer myself,” - Duan Min, Alcatel-Lucent Shanghai Bell volunteer

Employee Spotlight: Wu Wei

Prior to his involvement in the visit to the Science Technology, Wu Wei was also actively engaged in volunteering his time at the Walking in the Community Program that assists young migrant girls to explore potential resources and risks in the community they will migrate into. Wu Wei even engaged his wife and daughter in ConnectEd’s Child to Child Peer Reading Program to encourage migrant children to read.

“The children of migrant workers have been denied the opportunity to have exposure to the innovative things out there, but they have the same curiosity as other children at the same age, and probably it is because of that, it seems to me the children of migrant workers cherish this kind of outing experience even more.” – Wu Wei, Alcatel-Lucent Shanghai Bell volunteer

For the first time, students saw a 3D movie on the planet Saturn

For more information on the ConnectEd program, contact Estelle Day at estelle_day@worlded.org
CONNECTED CHINA SNAPSHOTs

Long Hai students received clothing donated by ASB volunteers.

Students participate in the Safety on Campus Activity at HongLi School in ChangPing District.
Teachers from the Center learning Stenography with students.

Students learn to use the Internet to identify available job opportunities and required qualifications.
1. Overview

In India, ConnectEd focuses primarily on girls from the slum areas in New Delhi (Tughlakabad) and Noida, Uttar Pradesh (Harola and Jhundpura) that are made up of predominantly poor, minority and Dalit migrants. Here, adult illiteracy is the norm, water and sanitation conditions are very poor, and access to quality education and health services limited. In fact, data from these areas suggest that only 4% of youth are in high school.

Committed to turning this situation around, World Education has partnered with local NGO Action Beyond Help and Support (ABHAS) to reach youth in these areas. Under ConnectEd, ABHAS provides services to these youth to ensure that those who are over fourteen years old and out of school are able to enter into a quality education program and that children in schools are able to remain in school longer and eventually transition successfully into the workforce. In total, over three years, 6,000 disadvantaged youth in India will participate in ConnectEd.

2. ConnectEd India Activities to Date

By the end of Year 2, 5,638 youth had benefited from ConnectEd in India. Above all, this year has seen a transformation in the way that ICT is used under the program. As well as 5,618 youth gaining ICT skills, the entire operating approach of our local partner, ABHAS, has changed. All teachers now have laptops, and use them to prepare lessons, research on the Internet, to deliver their lessons (e.g. through PowerPoint), enter student data, track attendance and communicate problems speedily with headquarters. Through ConnectEd, ABHAS is now using ICT to provide home-based learning services for girls who are not allowed to leave their houses. Teachers carry laptops or tablets to their homes to teach them, illustrating the value of technology in reaching marginalized youth. Employee engagement, too, has been a successful feature of the program, with visits and donation drives but most particularly through the regular weekend tutoring provided to older girls preparing for their high school exams. This type of volunteering activity brings meaningful learning outcomes to these girls, and the ConnectEd team is really pleased to have seen this emerge.
A. Activities to Improve Education Access and Completion

ConnectEd India reaches mainly in-school youth at-risk of failing/dropping out from government schools in urban slums with remedial coaching to help them with their school studies and counseling. Older adolescent youth (aged over 14) who have never been to school or have dropped out are reached by ConnectEd by first inviting them to ABHAS centers to learn ICT skills, and then over time they are encouraged to study for ‘Open School’ exams, providing an equivalent to formal school qualifications.

In-School:

Remedial coaching and counseling has been provided to 3,373 in-school children at-risk of failing/dropping out from eleven government schools and National Open Schools. As mentioned in the last report, ABHAS has been able to reach such a large number of youth by opening new centers, by allowing youth who seasonally migrate to re-enter classes, and by providing a more flexible timetable.

The counseling that occurs during the Rishtaa Periods is an important strategy towards helping these youth remain in school and in ConnectEd. ConnectEd staff talk about issues such as family pressures for early marriage, parental expectations, and domestic violence.

Other strategies have been used on a continuous basis in efforts to ensure the retention of ConnectEd youth in schools and in the program. ConnectEd social workers make home visits and where necessary provide individual counseling, psychotherapy, service referral and other social-emotional supports. There are regular parent-teacher meetings, community meetings and parent group meetings.

Through an additional grant given by Alcatel-Lucent to ConnectEd India, medical assistance has been provided to youth in-need at the ConnectEd centers. This has proved critical in preventing these youth’s drop out or poor academic performance at school, as well as bringing huge personal benefits in health and overall wellbeing. The help with doctor consultations, trips to hospitals and referrals have made such a difference to the lives of these families and to their relationship with ABHAS.

Out-of-school:

This year, 98 older adolescent youth (67% girls) who have never been to school or have dropped out who cannot be mainstreamed into school for reasons of age, have taken part in ConnectEd. The flexible timetabling mentioned above has enabled working boys to attend ConnectEd centers, either on Sundays or during their free time. ConnectEd staff have also provided a new ‘door step’ service to 28 girls who can’t come out of their homes at all due to social/religious reasons.

“When I see students who are younger and older than me studying at the same level, as much as they can, I feel less shy about learning so late.”

– Uday, ConnectEd student
For all of these out-of-school youth who are disengaged from learning, ABHAS staff start out by offering them the chance to visit ABHAS centers to use the computer labs and learn ICT skills. Over time they have then been encouraged to study for ‘Open School’ exams, providing an equivalent to formal school qualifications using National Institute of Open Schooling certified courses. All of these 98 youth are also taking part in the Rishtaa counseling/life skills sessions.

As recorded in the last report, ABHAS facilitated the integration of 266 younger out-of-school children back into the formal school system this year. It accomplished this in the target communities by mapping and identifying those who are under 14 and not in school, running enrollment drives, community meetings and visiting families to secure their enrollment in school by supporting them during the school admission procedure.

B. Activities to Prepare Youth for the World of Work

*ConnectEd India helps the youth attending the Centers to develop life skills essential for work and life success through the Rishtaa discussion sessions that are offered, as well as other courses and learning opportunities. ICT classes provide youth with more specific employment-related skills.*

Rishtaa sessions have provided the vehicle through which all 3,373 youth attending the classes at ABHAS centers have developed work-readiness and life skills. During these sessions they talk about future plans, and practice things such as goal setting, problem solving and communication. Topics are wide-ranging – careers, family, abuse, health, hygiene, and sexual and reproductive health.

As was described in the last report, the Katkatha Arts Trust worked with 208 ConnectEd youth in a ten-day workshop to explore their career aspirations through the medium of puppetry. The success of the workshop has led to another one exploring identity and gender, and careers, this time through visual arts. This workshop was held recently with adolescent girls due to graduate school this year, as well as with their teachers. There will soon be an Art Exhibition as the end result of this workshop in various locations. The art workshop and exhibition provide a valuable opportunity for girls to re-examine what is possible for them to achieve, and to break gender and social stereotypes. They also give them the opportunity to develop a host of other important skills such as communication skills, confidence, self-awareness and creative thinking.

The assistance provided by Alcatel-Lucent volunteers to a group of older girls has also helped them better prepare for the world of work. Not only aiming to improve their English skills, the tutorials also spent time talking about future studies, jobs, dreams and aspirations, and gave practice in job interviews and recruitment. Together they also explored what are important characteristics in order to succeed in finding a good job. Reports suggest that these sessions have been very useful for these twelve girls.

An Entrepreneurship Skill Training program was provided to 47 youth in October. The end product of this program was a one-day fair called My Own Venture in which the youth demonstrated/conducted their enterprises in individual stalls. The training program prior to that was designed to help the youth come up with their enterprises, engage in planning and budgeting for their enterprise stall, and work in
groups to organize themselves and prepare for the fair. They learned about marketing, and how to think of different ways to attract more and more customers to their stalls on the day of the fair. The actual fair took place on the 1st of November and provided a great opportunity to introduce ConnectEd youth to the real world of entrepreneurs by making them put up a stall for 4 hours. This gave them the chance to learn by doing – to implement what they learned from the sessions. Alcatel-Lucent employees attended this fair, along with other members of the community, and provided some good feedback to the ConnectEd youth, which deepened further the learning that was accomplished through this workplace preparation activity.

Older youth who visit the ConnectEd centers get a chance to develop more technical ICT skills that can lead to ICT-related employment. As the story of Jeetendra shows well (see Success Story that follows), for youth in these communities who wish to pursue careers in ICT, ConnectEd provides the only opportunity around. Government schools do not offer sufficient, or any, ICT training, and the quality of English instruction (which is a vital accompaniment) is poor. Local shops that teach ICT are extremely expensive and do not provide sufficiently technical training. ConnectEd centers keep their labs open all day, so youth can practice in between the ICT classes that ConnectEd provides three times a week. As Jeetendra’s example shows, within a short space of time youth are gaining sufficient skills to get jobs in the ICT sector – a dramatically different career option than might have been the case without ConnectEd.

C. Activities to Improve Digital Inclusion and Utilization for Disadvantaged Youth

*ConnectEd India ensures the in-school and out-of-school youth studying in ABHAS centers have access to ICT training. Additionally, all teachers leading the coaching and life skills components of ConnectEd are trained to use computer-aided learning techniques to improve the quality and relevance of the classes, build motivation to learn, and help youth consolidate reading, writing skills and ICT skills.*

Technology is utilized everywhere in the ABHAS centers, and this is a direct result of ConnectEd. There are two computers in all classrooms in all ABHAS centers, as well as discrete ICT labs. Furthermore, through a separate partnership, ABHAS teachers now also have access to tablets loaded with educational content. This, and the fact that all teachers now have their own laptops, also loaded with Computer-Aided Learning material, means that the use of technology can be integrated into everyday teaching. Teachers use projectors and beamers to show and discuss this uploaded material when it is relevant to the textbook subjects the students are learning – as a way to enhance their learning and interest. Then students are encouraged to look through the same material (which is available on all machines) whenever they like during their time on the computer.

Overall, there are now 5,618 youth accessing technology under ConnectEd India. Among these, already, 81% have demonstrated competency on ABHAS’s product-based assessments. These involve the youth
creating a slide show in which the youth introduces herself, her family and the work she is doing under ConnectEd; a group slide show presentation on a community concern – such as water supply, substance abuse, or the quality of education; and, using a word processing program to create a 100 word article about the history of the youth’s family or a local hero.

Teachers continue to receive intensive training as many of them had never used computers prior to ConnectEd. As well as learning about hardware, and basic word processing software, and learning to type, they are taught about the Internet and email, Skype, presentation software, painting software, and a whole range of other programs and applications that are useful for teaching and administration. Teachers are getting more and more comfortable with using technology, as can be seen by the fact that they are now posting items on Facebook and uploading photos, for example. The teachers’ training in English is helping them become more confident in their Internet usage.

Continuous meetings have been held with a group of ten core teachers to build their capacity on hardware and software use. These core teachers will provide peer support to other ConnectEd teachers.

In the last six months, teachers have continued with ABHAS’ new organizational strategy of using cell phones for monitoring and evaluation, safety and program management. Teachers have now incorporated into their daily routine the use of SMS to report student attendance data and activities to program coordinators and to communicate issues that arise. Teachers continue to text questions or agenda items for their professional development sessions, as well as to use their phones to keep in regular contact with parents. Also, the new system of taking tablets and laptops to the homes of girls who are socially excluded and providing individualized tuition there has continued, with 28 girls benefitting.

D. Activities to Improve Civic and Social Engagement of Youth

ConnectEd provides numerous civic engagement skill development opportunities to the youth it serves that should encourage and enable them to make a difference in their surrounding communities. These include youth-led campaigns, research projects, information sharing and advocacy about government services in their areas, and numerous ‘youth voice’ actions utilizing communication technologies.

In the last six months, students have been engaging in a gardening class program. Through this, ConnectEd youth have achieved some important learning outcomes. By creating a kitchen garden of herbs and vegetables that the children and their families consume on a regular basis, some important lessons on nutrition and health, and household economy, have been learnt. Also, students have identified public spaces where trees can be grown and planted, creating a sense of ownership for the welfare of the environment.

The ConnectEd team is purposefully preparing ConnectEd youth for greater civic engagement through a series of activities that aim to start creating awareness among the youth about various youth issues in the communities. For instance the art, puppetry and theatre workshops all involve having the youth examine their futures, their identities, dreams and the issues that matter to them, and then present
these to the broader community. Through theater and new dance classes, students are learning to express themselves, their thoughts and opinions, in different ways. In the recent art workshops, 28 girls made a presentation about themselves with the use of cameras, computers and projector to share their aspirations and dreams and where they see themselves at the end of 5 years. At the same time these girls were encouraged to share their fears and to identify the resources and inputs they would need in order to achieve their dreams.

Yoga classes organized by ABHAS aim to promote healthy habits and the young girls are encouraged to share the exercises with their mothers and sisters to spread awareness about the need of staying healthy as a woman.

As part of the civic engagement efforts of the students, an event to celebrate the achievements of students who received 1st, 2nd and 3rd ranks in their respective classes in the year-end examination in government school was held. The program was entirely organized and implemented by the teachers and students and was a successful demonstration of the ConnectEd center being a center of academic excellence and holistic education.

As mentioned in the last report, youth have also been civically involved in a number of other ways over the year. A small number of ConnectEd youth have taken part in UN youth meetings on pollution. Six hundred youth took part in an essay competition organized for Indian Independence Day celebrations, and all of the 3,353 youth who take part in the Rishtaa/life skills sessions carried out a project on the use of plastics and its environmental impact.

E. Activities to Improve NGO, School and Community Capacity and Engagement in Youth Development Programs

To celebrate International Women’s Day a female police officer was invited to an interactive session with forty ConnectEd girls aged over 14. Like the youth, she too had come from a disadvantaged background and her talk and life history were inspiring for the ConnectEd girls and provided a great role model. She told the girls that she believed they all could do well with their lives if they continued their education and made goals for themselves that are achievable.

ABHAS’ invitation of this police officer was one of many ways that they have been working to get communities and parents engaged with the target youth’s learning and wellbeing. There have been numerous community meetings and parent-teacher sessions to promote parent and community involvement in education, and the ConnectEd India team were really pleased that two mothers of ConnectEd girls are now members of the secondary school’s School Management Committee. This sets an important example and breaks down socioeconomic and caste barriers to parental engagement in formal schools. The ConnectEd team has continued with their regular school visits and meetings with teachers in efforts to build good relations with the schools that target youth go to.

The Art Exhibitions that are the end product of the recent art workshop series are scheduled very soon and provide another great opportunity for furthering parental engagement. The idea is that the youth
will usher their parents through the exhibitions in a subtle attempt to communicate their desires and aspirations for their careers as well as their thoughts about themselves. The exhibition will be staged as many times and in as many places as possible within the community to advocate for children’s rights and gender equity.

F. Employee Engagement Activities

The second half of Year 2 for ConnectEd India has seen a marked improvement in the recruitment of local Alcatel-Lucent employees to volunteer with the program. With stronger collaboration between Alcatel-Lucent India and ABHAS, employee engagement options and an activity schedule were agreed upon and there were a total of ten distinct events that were carried out in Year 2. A total of 34 volunteer placements were filled and 194 young people benefited from Alcatel-Lucent employees’ volunteer efforts.

After a slower first half of the year with one outing during Global Days of Caring, the second half of Year 2 saw a consistent placement of volunteers in ABHAS’s English classes, where employees were able to engage with youth by teaching English, including topics that included grammar, sentence building and tenses. These types of classes have brought real learning gains to the youth – reflecting how valuable employee engagement can be. It was heartening to see the consistency and commitment of Alcatel-Lucent employees investing in these classes and the program hopes that this will continue into Year 3.

In addition to the involvement of employees in the program’s English classes, one Alcatel-Lucent employee also took the time to train 17 of ConnectEd India’s ICT teachers. With this training, more teachers will be able to bring more ICT skills into the classroom to help bridge the digital divide in the areas where ConnectEd India works.

In December, 11 young girls from ABHAS visited the Alcatel-Lucent office in Delhi for a Career Mentoring Workshop during which four employees took the time to welcome the students and to provide the girls with support and advice on the working world, as well to give inspiring words about reaching dreams, goals and aspirations.

Already, there are plans in motion for Year 3 to continue to build upon the success of employee engagement in India from Year 2, with even more Alcatel-Lucent India employees impacting youth in positive ways.

<table>
<thead>
<tr>
<th>Employee Engagement India</th>
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</thead>
<tbody>
<tr>
<td><strong>Activities In Year 2</strong></td>
</tr>
<tr>
<td>English Classes (6 classes)</td>
</tr>
<tr>
<td>ICT Training of Trainers (Dec 15)</td>
</tr>
<tr>
<td>Visit to A-L Office/Career Mentoring Workshop (Dec 19)</td>
</tr>
<tr>
<td>Winter Fair</td>
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<tr>
<td>Global Days of Caring Outing for ABHAS students</td>
</tr>
</tbody>
</table>
## 3. Progress Along Program Goals and Metrics

Below is a list of achievements against the set goals and metrics for Year 2.

<table>
<thead>
<tr>
<th>YEAR 2 GOAL/TARGET</th>
<th>YEAR TO DATE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,000 young people reached by <em>ConnectEd</em></td>
<td>5,638 (26% boys, 74% girls)</td>
</tr>
<tr>
<td>Alcatel-Lucent employees engaged in the program:</td>
<td>10 activities were carried out and positively impacted 194 youth and 34 Alcatel-Lucent staff. Also, employees raised 35,000 rupees for ABHAS.</td>
</tr>
<tr>
<td>Volunteering opportunities jointly identified by <em>ConnectEd</em> and Alcatel-Lucent</td>
<td></td>
</tr>
<tr>
<td>teams are carried out and positively impact employees and beneficiaries</td>
<td></td>
</tr>
<tr>
<td>Increased Digital inclusion: at least 6,000 youth will have increased access to ICT</td>
<td>5,618 (26% boys, 74% girls) youth and 40 teachers have been trained.</td>
</tr>
<tr>
<td>Digital competencies: 70% of youth/teachers trained have mastery in ICT</td>
<td>78% of youth and 79% of the teachers who have been trained have demonstrated mastery</td>
</tr>
<tr>
<td>Improved School Access: 3,300 in-school youth will be reached with academic coaching,</td>
<td>3,373 (28% boys, 72% girls)</td>
</tr>
<tr>
<td>counseling and ‘Rishtaa’ discussion sessions to boost school attendance.</td>
<td></td>
</tr>
<tr>
<td>Improved school retention: 80% of in-school youth participating in the above</td>
<td>97%</td>
</tr>
<tr>
<td>activities who stay in formal school</td>
<td></td>
</tr>
<tr>
<td>Improved Nonformal Education (NFE) Access and Completion: 40 out-of-school youth</td>
<td>98 youth enrolled in our NFE classes (67% girls). Retention rates are high at 100%.</td>
</tr>
<tr>
<td>enroll in NFE learning opportunities, and 70% of these will complete their course</td>
<td></td>
</tr>
<tr>
<td>Improved school access for previously out-of-school youth: 250 out-of-school</td>
<td>266 (32% boys, 68% girls)</td>
</tr>
<tr>
<td>disadvantaged youth are given access to school as a result of program interventions</td>
<td></td>
</tr>
<tr>
<td>Enhanced preparedness for the world of work: At least 3,300 in-school youth</td>
<td>3,373 in-school youth and 98 out-of-school youth</td>
</tr>
<tr>
<td>participate in life skills activities and 40 working-age out-of-school youth are</td>
<td></td>
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<tr>
<td>provided with more job-specific ICT training</td>
<td></td>
</tr>
<tr>
<td>Improved World of Work Competencies: At least 80% of those who complete the courses</td>
<td>84%</td>
</tr>
<tr>
<td>demonstrate attained target learning outcomes</td>
<td></td>
</tr>
<tr>
<td>Improved Civic Engagement: in-school and out-of-school youth participating in social</td>
<td>1,391 youth participated in activities. For instance, a gardening/ environment program and making presentations to the community about their needs and aspirations through art, dance, theatre and puppetry.</td>
</tr>
<tr>
<td>and/or civic awareness activities</td>
<td></td>
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</tbody>
</table>
### Improved Community and government engagement in youth-related issues: 10 actions that demonstrate community/government engagement

- At least 13 actions. These include the participation of parents in setting up a new center; an inter-generational workshop; a dental check up for children; meetings with teachers to discuss the issue of child sexual abuse; engagement with the Child Welfare Committee; and, volunteers helping organize a theatre workshop for the youth. Other recent actions include the time given by a female police inspector to talk to ConnectEd girls and mothers; attendance of non-ConnectEd youth at a puppet session by ConnectEd youth about the importance of ICT for preparing youth for the world of work; and, two mothers are now members of a senior secondary School Management Committee.

### 4. MAJOR ACCOMPLISHMENTS, CHALLENGES AND ACTIONS TAKEN TO ADDRESS THESE

The introduction of technology under ConnectEd has brought a transformation to our local partner, ABHAS, in the quality of its services and management, and in its relationship with the surrounding community. This is undoubtedly one of the program’s greatest success stories. Computers are now accessible to the 5,630 youth that ABHAS serves and it is known throughout the community as the place where there is access to technology. Through ConnectEd, all teachers at the centers have been provided with laptops. By having their own laptops, teachers are no longer intimidated by technology, or consider laptops to be ‘sacred’ things that should be seen but not touched. They are now far more relaxed at having students use laptops, tablets and desktops in everyday classes and this has really changed the learning environment in ABHAS centers, where technology has now become an ‘everyday’ thing and a feature of every classroom.

Providing laptops to each teacher has proved important not only for doing their work, and improving teaching and learning quality, but also due to the example it sets. ConnectEd teachers are women who are from the communities and have grown up in the same circumstances as ConnectEd’s beneficiaries. Where the program works, access to computers and being proficient with them is still associated with power, social status and usually with men. Therefore the visible presence of these female ConnectEd teachers, themselves recently disadvantaged, and of low caste, going off to work with a laptop in hand, committed to improving the lives of children in the community, has proved a powerful way to break down stereotypes and provide important female role models.

Also, through the new use of technology, the amount of communication between the management and staff and amongst staff has increased several fold – through SMS, through phones (as message cards are reimbursed) and through email. Very gently, power structures in the organization are being broken down as information is sent to everyone’s phone at the same time. This is a first and concrete step to moving from supervision to mentoring and collaboration, where staff interact to solve problems and share solutions rather than transmit or obey instructions. Evidence that the culture of collaboration is
beginning to take hold has been seen by the keen participation of supervisors in a series of meetings on what information needs to be made public and shared and for what purpose.

The use of ICT to reach socially excluded girls has also met with great success. As has been described above, teachers are now taking their laptops or tablets to provide individual lessons to girls whose families and communities do not allow them to go out to study. The tablet, in particular, has proven to be a boon in this regard as its content can be freshened at regular intervals and is light and easy to carry to the children. Through these visits, ConnectEd staff have been able bring to the child’s door step a world of exposure to fun, learning and possibility through academic training, social-emotional learning and ICT. Out of the 28 girls who have been reached this way, already four have now been allowed by their parents to go out of their homes and to engage in the classes provided at the ABHAS center closest to them. This is an enormous achievement – literally opening up these girls’ worlds as they and their families begin to acknowledge the value in an education. ABHAS is hoping that the next step will be for these families to agree to their daughters being mainstreamed into government school or joining the National Institute of Open Schooling.

ConnectEd is very pleased that in India the retention rate remains high at 98% for the in-school youth and 100% for the out-of-school youth. The team believe that the promotion of using mobile phones and text messaging as part of improved program management is contributing to keeping student attendance high, and drop out low. Through ConnectEd, one center has an official mobile phone, and in the others, the program reimburses phone bills. The teachers have received training about how to maximise the use of mobile phones, and not just for texting in student data to the project managers each day. Teachers are expected to have entered the phone numbers of all the parents into their phones and when a child does not come to school, even if it is for one class, the parent is called and told. The aim of this is an increased reassurance to the parent that we care enough about every individual child, to call if the child is not in class. The exercise is aimed at increasing trust and most likely has had consequences for attendance too.

While this use of ICT to transform the work that ABHAS does is perhaps one of the program’s main accomplishments, there have been others too. One of these has been the result of the rigorous trainings provided to teachers, as part of efforts to ensure that ConnectEd youth are able to thrive in school. To improve the academic performance of the youth, teacher training has had a focus on content as well as method. The students no longer sit in rows with children in the back looking at the backs of other children. Instead, they either sit in circles or in ‘same-ability’ groups, so that they can help each other as peers as they learn and can learn at their own comfort and pace with other children who are also at their pace. Teachers have begun to understand that their class is never one level and that learning needs to be assessed continually and teaching needs to be adjusted just as frequently. There is now far more attention on every individual learner.

Another major accomplishment, of course, has been the size that ConnectEd India has expanded to by the end of Year 2, with 5,638 youth enrolled. As noted earlier, the opening of new centers, flexible timetables and more migrant friendly attendance requirements have contributed to this. To operate at this scale and in so many centers is a large undertaking. Each center takes approximately two to three
months before it can run at its capacity, requiring start up activities that include: community mapping; a community survey; a door-to-door survey; identification of the correct location for the center; recruitment and training of teachers and social workers/mobilizers; and regular home visits to enroll and retain the children. In Year 3, we expect this number of youth to increase further. Unfortunately, the new center in Lal Kuan (Khori) that had been opened in Year 2 with the intention of reaching the last 400 students (and thus meeting our target of 6,000), had to be shut down due to issues with staffing.

When one considers the social context of the communities in which ConnectEd operates, the program’s ability to reach this many youth becomes even more significant. Increasingly, the motivation of many youth and families in the community towards getting a quality education and setting on a new life path seems to be getting less and less. This is in part due to the example set by the dominant Gujjjar group in the community, who have recently become wealthy due to the government buying their land, and for whom education (especially for girls), beyond obtaining the minimum of a government school certificate, is not important. Such attitudes are negatively influencing those of other youth and families around them. ConnectEd target youth lack positive role models and exposure to examples of what is possible. To counter this challenge the ConnectEd team in India carry out a range of strategies. For instance, during the Rishtaa periods with both boys and girls they discuss topics such as “Who am I?” and gender roles. They hold parent teacher meetings, and separate meetings with mothers. Recently the team has started psychotherapy for those children who need immediate attention given their immediate situations and issues. The invitation of the female police inspector on International Women’s Day, as mentioned earlier, was also part of this plan to introduce different kind of role model. In the coming year the team will be trying to call women from the army and navy who belong to a similar social background as these ConnectEd youth, as part of further efforts to break the stereotypical image of women in the community.

Another factor challenging ABHAS’ ability to recruit and maintain youth comes from private schools. For many parents of disadvantaged children who do aspire for better futures for their children, private schools are still considered to be the best choice – making them reluctant to keep their children in government school and send them to ConnectEd centers in after-school time (even though these are free, and private schools are extortionately expensive). To counter this challenge, ABHAS has been investing in refreshing its teachers’ understanding of English and their ability to teach it. The introduction of computers at the ConnectEd sites has made the ABHAS centers an attractive choice, and given it an edge. Yet, again, we see the value that ICT is bringing to our work in India.

Finally, the engagement of Alcatel-Lucent volunteers has also been a positive feature of the year. Employee engagement activities have proven to be mutually beneficial for both ABHAS beneficiaries and Alcatel-Lucent India employees alike, as evidenced in the stories and successes that have emerged from the past year. Teachers are integrating ICT in new and creative ways, thanks to the investment of Alcatel-Lucent employees in ICT training, and youth are improving in their English skills as employees are regularly helping out with classes. At the same time, employees are also expressing the impact that the youth have had on them, enabling them to step away from their daily lives and to see the world through the children at ABHAS. As both beneficiaries and employees alike are growing from these employee engagement activities, ConnectEd looks forward to seeing more of these life-changing experiences in the coming year as more opportunities are created.
Preparation for the World of Work

Jeetendra came to the ConnectEd centre, set up by ABHAS, to study English and ICT. The centre is the only resource available to youth like Jeetendra who aspire for a technical and useful education that will prepare them for the world of work. The Government school teaches English as a subject, but the teaching is very poor, and does not provide the same level of IT skills that Jeetendra was looking for.

The ConnectEd program has an IT Lab, and classes are scheduled through the day so that students are able to spend an hour each on the machines at least three times a week. Between classes, students are encouraged to use the machines whenever they would like. Jeetendra never missed a chance to take advantage of these opportunities. In a matter of six months, he was comfortable with the basic software: Word, PowerPoint, Excel, Web search, and had developed his typing skills.

Jeetendra’s teacher encouraged him to find out whether companies in the industrial area where the centre is located had openings where could use his skill set. In June, he was able to get a job as a data entry operator.

An important element of the ConnectEd program is that students’ homes are visited on a weekly basis. Since Rachna was Jeetendra’s case worker Rachna made visits every week to meet him in the context of his family. She found that Jeetendra wanted to start a family but was diffident, worrying about his younger sister and mother’s welfare and how it may be compromised should he start a unit of his own. Building on Jeetendra’s trust with the centre, Rachna encouraged his younger sister to join the ConnectEd and has helped her stay in school. She counseled him as he settled into his job, helping him to fit into the professional world. Soon, Jeetendra felt like he was ready to take the next step. Jeetendra married several months after he started working.
ConnectEd, the signature program of the Alcatel-Lucent Foundation, is a three-year global initiative that addresses the factors limiting the work and life options of disadvantaged youth. This program serves 13,500 young people from marginalized communities in Australia, Brazil, China, India, and Indonesia with an emphasis on young women.

**Spoken English Program**

In today’s world it is very important to be able to read, write and speak at least basic English, as it is considered an international language. Alcatel-Lucent employees facilitated weekly English lessons for ConnectEd India students, especially girls, to enhance their speaking, reading and writing skills, preparing them for the competitive world of work.

“This was my second visit, and my learning from the kids was awesome. It helps me rewind and replay; I am now looking at the world with young eyes. **Sharing and teaching is a memorable experience.**”

- Devjit, Alcatel-Lucent volunteer

**Career Mentoring Workshop**

11 girls from ABHAS visited the Alcatel-Lucent office in Delhi for a Career Mentoring Workshop where four employees welcomed the students and provided the girls with support and advice on the working world, sharing inspiring words about reaching dreams, goals and aspirations.

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

- Prashant, Alcatel-Lucent volunteer
**ConnectEd India Snapshots**

*ConnectEd* students receive bicycles, which will shorten their commute to school and allow them to spend more time studying and helping out at home.

My Own Ventures Fair was a career activity for students put on by Alcatel-Lucent employees.
NOIDA parent meeting; parent involvement is often a successful method of keeping girls in school.

*ConnectEd* trains teachers in ICT.
1. OVERVIEW

Beginning in May 2012, ConnectEd Indonesia has been working 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 have entered the world of work all too soon and are barely able to support themselves through low profit enterprises like selling mobile phone credit. With greater access to education and skills development, these youth will be able to turn their situations around and not only survive, but thrive.

As a way to support these youth, ConnectEd has 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 will run for three years, ending on March 31, 2015.

2. CONNECTED ACTIVITIES

This was the first year of ConnectEd in Indonesia and already impressive gains have been seen. 1,417 youth have benefited from activities such as ICT training, scholarships, remedial coaching and tutorials, and vocational and workplace preparation trainings. Equally impressive has been the engagement of Alcatel-Lucent in Indonesia, right from the start. They assisted in the selection of the local implementing partner, identification of volunteering opportunities and setting up of a computer lab all within the first few months of the program. Overall there have been eight volunteering events, with 221 employees involved and 1,167 youth benefiting. Of particular value has been the regular tutoring that is taking place by a small, committed group of Alcatel-Lucent employees on weekends to a group of high school students who are preparing for their national exams. The inputs of employees in this way will have a lasting impact on these youth, not just through the academic coaching, but through the counseling, mentoring and encouragement provided. This is employee engagement at its best.

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 will be offered to help students stay in school and make the most of their studies there.

In-School: 400 Junior and Senior High School students have received assistance with the costs of tuition under ConnectEd. As noted in the last report, 84 of these also received remedial coaching to prepare them for national examinations. Additional tutoring was also given to 60 students who needed extra help if they were to stay in school and succeed.

Out-of-school: ConnectEd provided scholarships to 1,017 out-of-school youth so that they could access a nonformal school that is government approved. Among these, 488 have also had help in paying their final examination fees. Remedial coaching benefited 451 of these students to prepare them for the national examinations. Additional weekly, two-hour tutorials were provided for 60 students who needed extra help.

Over the course of this year, a senior teacher trainer who was hired specifically by World Education to ensure the quality of the education services provided by our implementing partner, YABIM, has been conducting training workshops with a core team of YABIM’s teachers. Some teachers at YABIM do not have an education background and others have varying levels of teaching qualifications and skills. To address this, World Education Indonesia’s senior teacher trainer has worked with 15 core teachers who have agreed to become peer educators for the other teachers. The core teachers have learned about multiple intelligences, learning styles, classroom management, assessment and communication issues. They have done this through group activities, role play, microteaching, observation, case studies and through exposure trips. Fifty-five other teachers were also involved in exposure trips.

The aim of ConnectEd Indonesia has been to equip our partner, YABIM, with teachers who have high levels of skills and compassionate hearts towards the youth they serve. The data, observations and reports suggest that this is on its way to being achieved. The pre and post tests showed that the 15 tutors have improved their knowledge, and they have gone on to deliver training to their colleagues in each level. Through the exposure visits they gained new paradigms in teaching and how to connect with students. Work remains to be done, however, to maintain and further this quality improvement at YABIM, especially given the challenges posed by the large numbers of youth in each class, and the lack of parental support for their children’s education. These challenges will be addressed as part of ConnectEd Indonesia’s plan in the coming year.

B. Activities to Increase Preparedness for the World of Work

ConnectEd provides a variety of trainings on vocational and workplace preparation, including training on: entrepreneurship, preparation to enter the working world, basic
welding, automotive maintenance and repair, cake making and marketing, and working in a beauty salon.

*ConnectEd* youth have been through seminars and workshops in preparation for the world of work and to learn about entrepreneurship. These included topics such as the characteristics and competencies of entrepreneurs, do’s and don’ts for new entrepreneurs, factors leading to success and failure when creating new business, and basic bookkeeping.

Many of the trainers for the technical training in skills such as welding, printing and automotive repair run their own businesses around YABIM’s area, and thus provide good role models, as well as sources of technical knowledge. Some of them are even the alumni of YABIM who had joined the training before and who have now opened their own business. They are important mentors and examples of what is possible.

72 out-of-school youth and 55 in-school youth have engaged in technical training in welding, printing, car repair, cake making and beauty, and the pass rates have been extremely high. The students who joined the cake making training are now producing their own cakes and cookies and selling them directly. However, many students are prevented from setting up their own businesses in cake making due to high start-up costs. This is even more the case for the students from printing and welding courses.

There has been a recent surge in interest in the automotive training course, as the demand for these types of services is increasing. Given the high costs of the training equipment, it is a challenge for *ConnectEd* Indonesia to accommodate the increased numbers of youth wishing to take this course. The course will again be a feature of the program next year.

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 1,167 youth have accessed ICT and learned new skills. This was made possible through the computer lab that was set up at the start of the program. Youth using the lab have come from primary school all the way through to senior high school, and the content of the training has been adjusted accordingly. In addition to the basic introduction to computers and training in Microsoft Word and Excel, PhotoShop and CorelDraw programs that have been provided to these youth, 90 students have had the opportunity to participate in an advanced level of computer training in YABIM. A further 40 students have taken a class of graphic design and multimedia where they learnt basic skills in running a printing service and photo editing.
As noted in our last report, 44 teachers received ICT training that covered computer basics, such as operating Windows Office, sharing files through a local network for use by other teachers, and use of Internet and PowerPoint, for example. Teachers were helped to think through ways that they could use their new skills during teaching, and practiced creating documents and presentations for use in the classroom. They also learned how to apply their new ICT skills for administration and management purposes.

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 will be 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.

Leadership training and a workshop on narcotics and HIV and AIDS were conducted for 400 youth. The training on leadership and discipline encouraged students to develop the spirit of leadership and to become peer educators. Discussions pointed out how they as leaders have to set examples of discipline, responsibility and leadership to their peers. The workshop on HIV and AIDS and drugs aimed to provide ConnectEd youth with a better understanding and accurate information about the danger of drugs and the cause and impact of HIV and AIDS. The students received detailed information about various types of drugs and their impact, and the law concerning them. The speakers for this workshop came from the medical faculty of the University of Indonesia, the Police Department, and from the National Board of Narcotics. These are very important subjects since these students are in a high-risk group, with many coming from the population of street children around the Depok area. Many ConnectEd youth in Indonesia enter the program suffering from psychological or social problems and these trainings aim to strengthen their mental state and improve their behavior so that they will be more able to focus on what they hope to achieve by gaining further education. Also, most of the youth have not been exposed to sex education and/or information about the dangers of drug use, making them vulnerable to the risks associated with these behaviors.

Following the workshops, 120 of the participating students took part in various activities and competitions that led on from these workshops and the leadership training and reinforced the messages. Activities included futbol competitions, a poster design competition with the theme of anti-narcotics and AIDS, and a song writing competition on the theme of anti-narcotics. ConnectEd students also participated in creating the design for a pin and brochure to raise awareness of HIV and AIDS and narcotics and distributed these to people in the areas of Depok and Pancoran. 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.
E. Activities to Promote Employee Engagement

As described in the previous report, World Education has been extremely pleased to see employee engagement in Indonesia take off with success. Building strong relationships among World Education, its local partner YABIM and Alcatel-Lucent Indonesia’s contact persons was a crucial step in launching plans for ConnectEd Indonesia’s employee engagement activities.

After the launch of the new computer lab in June 2012 and the tremendously successful hygiene product donation drive and distribution during Global Days of Caring in July 2012, six Alcatel-Lucent employees also led a Social Networking workshop for 21 young people.

Starting in November, ConnectEd Indonesia and Alcatel-Lucent planned a series of Tutorial Days, intended to occur on a bi-weekly basis. During the second half of the year, there were a total of five tutoring sessions with 11 Alcatel-Lucent employees assisting 80 youth during after-school classes at YABIM. These sessions involved basic tutoring and lessons in basic math and English, as well as the opportunity for Alcatel-Lucent employees to help the students manage their study times to prepare for their national examinations. The volunteer tutors have proven to be a strong source of inspiration and motivation for the students in Indonesia; the consistent attendance of Alcatel-Lucent employees during these sessions has not only increased the students’ capacity to improve their subject matter skills, but they have also started to see employees as mentors in their academic and personal journeys.

In Year 2, a total of 221 Alcatel-Lucent employees contributed to impacting 1,167 young people. The ConnectEd Indonesia team has really been pleased with Alcatel-Lucent’s enthusiasm and involvement in the program and the desire to make an impact on the lives of the students at YABIM. Plans continue to be made for Year 3, which include two World of Work workshops on interview simulations and workplace behavior.

<table>
<thead>
<tr>
<th>Activities In Year 2</th>
<th>Volunteer Placements</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Lab Set-up</td>
<td>5</td>
<td>1,167</td>
</tr>
<tr>
<td>Hygiene Products Donation Drive for Boarding Students</td>
<td>200</td>
<td>300</td>
</tr>
<tr>
<td>Social Networking Workshops</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Bi-weekly Tutoring Sessions (five sessions since Nov 2012)</td>
<td>11</td>
<td>80</td>
</tr>
</tbody>
</table>
3. PROGRESS ALONG PROGRAM GOALS AND METRICS

Below is a list of achievements against the program’s set goals and metrics in their first six months.

<table>
<thead>
<tr>
<th>YEAR 2 GOAL/TARGET</th>
<th>YEAR TO DATE PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,417 young people reached by ConnectEd, at least 30% girls</td>
<td>1,417 (55% boys, 45% girls)</td>
</tr>
<tr>
<td>Alcatel-Lucent employees engaged in the program: Volunteering opportunities jointly identified by ConnectEd and Alcatel-Lucent teams are carried out and positively impact employees and beneficiaries</td>
<td>8 activities were carried out and positively impacted 1,167 youth and 221 Alcatel-Lucent staff.</td>
</tr>
<tr>
<td>Increased Digital inclusion: at least 1,167 youth will have increased access to ICT</td>
<td>1,167 and 44 teachers have been trained.</td>
</tr>
<tr>
<td>Digital competencies: 88% of youth/teachers trained have mastery in ICT</td>
<td>81% of students to date</td>
</tr>
<tr>
<td>Improved School Access: 400 in-school youth will be reached with scholarships, remedial coaching and additional tutorials to boost school attendance.</td>
<td>400 (55% boys, 45% girls)</td>
</tr>
<tr>
<td>Improved school retention: 95% of in-school youth participating in the above activities who stay in formal school</td>
<td>87%. Drop out was due to families moving from the area, one death and some students with family issues (most of whom have signaled that they will re-enroll soon).</td>
</tr>
<tr>
<td>Improved Nonformal Education (NFE) Access and Completion: 1,017 out-of-school youth enroll in NFE learning opportunities, and 95% of these will complete their course</td>
<td>1,017 youth enrolled in our NFE classes. Retention rates are high at 98%. We are thrilled that one of the out-of-school NFE students who graduated has been accepted to the Public University in Jakarta. This is a real achievement. Also, others are now in the process of entering private academies/universities in Jakarta for further study.</td>
</tr>
<tr>
<td>Enhanced preparedness for the world of work: At least 55 in-school youth and 169 out-of-school youth participate in trainings on vocational and workplace preparation topics</td>
<td>103 in-school youth and 231 out-of-school youth</td>
</tr>
<tr>
<td>Improved World of Work Competencies: At least 80% of those who complete the courses demonstrate attained target learning outcomes</td>
<td>100%</td>
</tr>
<tr>
<td>Placement in employment: 20% of working age out-of-school youth completing ConnectEd are placed in decent jobs</td>
<td>34 youth (16%) to date</td>
</tr>
<tr>
<td>Improved Civic Engagement: in-school and out-of-school youth participating in social and/or civic awareness activities</td>
<td>400 took part in actions that included leadership training, workshops on narcotics and HIV and AIDS, and related competitions.</td>
</tr>
</tbody>
</table>
4. MAJOR ACCOMPLISHMENTS

In terms of employee engagement, ConnectEd Indonesia has been a great success. The Alcatel-Lucent Indonesia office is truly engaged with the program, and the actions of employees are bringing lasting benefits to the youth in the program. Overall, 221 employees have been involved and 1,167 youth have benefited. Employee engagement for the next year looks set to flourish and concrete plans have already been made, and recruitment started.

It is an achievement that so many youth could be reached in this first year, and World Education is very pleased at the speed with which ConnectEd Indonesia launched. Start-up required a thorough NGO selection process; agreement and finalization of a contract, budget and work plan; training for the NGO; and the building of relationships with both Alcatel-Lucent Indonesia and the NGO.

The ICT component of the program is going well, and now 1,167 youth are literate in ICT and multimedia skills. This is a gain of important new skills for the youth targeted by the program.

Students are reportedly now using their ICT skills to help them in their school tasks, such as completing math assignments, finding articles on social and political subjects, and searching for the national and international heroes’ profiles. In the coming year YABIM hopes to be able to overcome the challenge posed by a lack of computers, and is hoping to secure more hardware from other donors. A remaining challenge is the sporadic Internet connection, which limits students’ ability to work online. In the coming year, ConnectEd budget resources will be put towards purchasing more hardware, such as routers, to improve the connection. The ConnectEd team is also very pleased to see how the teachers who have been trained are now using their skills. Already, almost half have been observed to be applying ICT in their teaching techniques. This is great progress.

They have been using PowerPoint presentations during their classes and getting information from the Internet to enrich their teaching. One challenge this year was a lack of laptops and projectors, to enable teachers to use ICT in their classes. These have been included in the budget for the coming year, and will allow even greater ICT integration into teaching and learning under ConnectEd.

School retention rates have been high, at 87% for the youth attending formal school and 98% for the out-of-school youth attending the government approved nonformal school. According to YABIM staff, a number of the students who dropped out during the reporting period did so only temporarily due to family matters and intend to re-enroll at YABIM soon, or have moved to new areas with their parents.

Another achievement is that 34 of the youth who have completed the technical vocational training so far have been placed in decent jobs. These include jobs in welding, car repair, printing, data entry and in multimedia at a photo studio. A number of the ConnectEd youth have also signaled their intention to enroll in higher education and some have successfully applied for the university scholarships that will be provided as part of ConnectEd in the coming year. The success stories that follow speak clearly about how life changing participation in ConnectEd can be.
Ucay was raised in an orphanage since he was three years old, but by the age of thirteen Ucay was feeling unsatisfied as the eldest child remaining there. He decided to leave without knowing what he wanted to do and where he wanted to go.

After leaving, he ended up living on the streets, moving from bus to bus, and train to train. When he was lucky, he was able to find a low-paid odd job as an office boy, staff in a car wash and several times as an operator in an Internet café. Even without a formal education, from his many jobs Ucay learned to speak a little English and how to run a computer program from his time working in Internet cafés.

After getting fired from a car wash, Ucay ended up in the pouring rain at the food stall in Depok terminal. The owner of the food stall felt sorry to see a lost young boy. He said to Ucay that he won’t be able to get a decent job without an education certificate, and he suggested Ucay should go to Sekolah Master where he could stay and attend school for free.

As of last year, Ucay is officially registered as a student of YABIM in a non-formal program. During his study period in Sekolah Master, Ucay has shown a high interest in reading books, exploring the Internet, and baking. Ucay has a particular interest in taking a multimedia class. He thinks that by learning computer and multimedia, in the future he will be able to combine his passion for music and multimedia and computer devices to create new songs. His talent in multimedia and computer has provided him with the opportunity to work as YABIM’s event organizer, where he has received several jobs in video and photography services, shooting and producing film.

Now fifteen years old, Ucay’s goal is to continue his studies at Universitas Indonesia and major in Japanese literature. His admiration of technology development in Japan, especially their development in music, has inspired him to learn more about Japan. Ucay wishes to someday go to Japan and gain more knowledge about music technology. He has already taken the first steps, preparing himself with study books for the national examination to enter the University as well as using Twitter to learn Japanese.
ConnectEd, the signature program of the Alcatel-Lucent Foundation, is a three-year global initiative that addresses the factors limiting the work and life options of disadvantaged youth. This program serves 13,500 young people from marginalized communities in Australia, Brazil, China, India, and Indonesia with an emphasis on young women.

**ConnectEd Indonesia Employee Engagement Highlights**

**Tutorial Days**

In Indonesia, students must pass a National Examination in June. To help prepare students, Alcatel-Lucent volunteers have conducted weekly tutorial days in the subjects of basic math, English, and basic accounting. On average, 70 students attend these tutor sessions, conducted by 6 employees. During this time, students also have the opportunity to learn time management skills and get career advice from the Alcatel-Lucent tutors.

“I feel very happy and very proud to meet the students; I can feel the progress in each meeting that we have. Now, I find their motivation to learn Math has grown and I hope this can change their opinion about Math from something scary into something fun and enjoyable”.

- Agus Djalil, Alcatel-Lucent volunteer

The ConnectEd program is made possible through the generous support and funding of the Alcatel-Lucent Foundation. For more information on the ConnectEd program, contact Estelle Day at estelle_day@worlded.org
**ConneCted Indonesia Snapshots**

A student practices his new computer skills on a graphic design program.

Students prepare for the world of work by learning about the print making process.
Students prepare for their National Exam with help from Alcatel-Lucent tutors.

Students learn what it takes to work at a beauty salon; here, they practice giving each other facials.
**ConnectEd Indonesia Volunteer Opportunities**

**Special Events**

Alcatel-Lucent Indonesia would like to host a small number of special events for the YABIM community during which employees can have a chance to share their skills and enthusiasm with the youth. Some ideas already discussed include helping YABIM set up a new computer lab, hosting a football tournament, and hosting a learning fair, but new ideas for fun events are always welcome.

- **LOCATION** In the Depok area.
- **SKILLS** Depends on the specifics of the event, but good event planning skills and enthusiasm will be of high value.
- **TIME** Preparation time and then a half day to full day for the event.

**Workshop Series**

Employees can participate in two sets of workshops that will be held at YABIM. To help teachers and students gain skills in Information Communication Technology (ICT) topics like using social networking, developing a web page, effectively finding information on the web, and using mailing lists to learn about topics of interest, a series of workshops on Special Topics in ICT will be offered. To help YABIM students prepare for the world of work, a series of Career Development workshops will be held in which topics like writing a CV, interviewing skills, Psikotest, and workplace behavior will be explored. Employees can plan and offer a session alone or with other employees.

- **LOCATION** At YABIM’s campus in Depok.
- **SKILLS** Dependent upon the topic of the workshop.
- **TIME** Preparation time and then 90 minutes to a half day for the workshop itself.

The *ConnectEd* program is making a difference in the lives of vulnerable young men and women by helping equip them with the skills they need to be better prepared for the world of work. As an Alcatel-Lucent employee, your contribution of time and skill is essential to helping us make that difference.
**After School Activities**

Taking part in positive activities like art, sports, music, and homework is a key part of all children’s development. Alcatel Lucent employees are welcome to support YABIM students through tutoring and participating in sports/recreational activities that take place outside of school hours.

**LOCATION** At YABIM’s campus in Depok.

**SKILLS** Basic knowledge of Indonesian primary, junior high school, and high school subjects for tutoring, and knowledge of music, art, or sports for participation in the recreational activities.

**TIME** One Saturday a month participants can join for an afternoon (1:00pm -4:00pm) of sports, art, music, or tutoring.

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**Donation Drive**

Support YABIM’s boarding students by helping them meet one of the most common needs that other donors miss—the need for hygiene products. Employees can donate funds that will go towards the purchase of soap, shampoo, laundry detergent, mosquito nets, and other products to ensure that the boarding students can stay healthy and have good hygiene.

**LOCATION** Donations will be taken at the Alcatel-Lucent Jakarta office.

**SKILLS** No skills required, just your generosity!

**TIME** No recurring time commitment.

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**Sign Up Now!**

E-mail Ennita Pramono
Head of Communications
ennita.pramono@alcatel-lucent.com
Australia

Money Savvy Workshop
On September 3rd, Alcatel-Lucent Australia volunteers worked with trainers from ConnectEd’s partner organization YWCA NSW to help lead the Money Savvy financial literacy workshop for students at a girls’ school in Westmead. Five Alcatel-Lucent volunteers and three HSBC volunteers each worked with a group of 10-15 girls.

“Gauging by the enthusiasm… from the students as they shouted out answers to practical financial questions I would say it was a great success.”
—Sandra Carvajal, World Education Australia

Students Visit Alcatel-Lucent Office & Meet Mentors
On September 5th, Alcatel-Lucent hosted the first Careers Workshop for ConnectEd youth. Seven Alcatel-Lucent employees took time out from their day to become mentors to students from a Sydney high school, while four others, including President and Managing Director, Sean O’Halloran, made time to make the students welcome and demonstrate the work and technology that takes place at the Alcatel-Lucent offices. For many of the students, this was the first time they had stepped inside an office and some were surprised that office life is ‘like you see it in the movies.”

“I thought the little boxes were only in the movies!”
—ConnectEd student referring to Alcatel-Lucent workstations

China

Book Drive for Migrant Students
On July 26th, a total of 53 ASB volunteers in Beijing participated in a book drive for migrant youth and children of migrant workers in the ConnectEd program. So far, they have collected three large boxes of books along with 23 bags of clothing. The clothing was donated to the Practical Skills Training Center for Rural Women on the 7th of August, and the book drive continues to accept donations.

Brazil

Interviewing Practice Workshop
As part of their training, ConnectEd youth in the school of social retail practice applying to jobs. Volunteers from Alcatel-Lucent Brazil’s Human Resources department mock-interviewed students and offered observations and feedback about the students’ performance, giving important tips on how to interview well when looking for real job placements.

“The interview exceeded my expectations. This way of preparing people, bringing in professionals that are always selecting people, shows us the importance of knowing how to act and helps to make you less inhibited. I could show my qualities and lose my fear.”—Jonathan, ConnectEd Student
Employee Engagement Spotlight: Year 1 in Indonesia Off to a Great Start

**ConnectEd Kickoff Event and Computer Lab Opening**

On June 28\(^{th}\), Alcatel-Lucent Indonesia, World Education, Inc., and local partner NGO YABIM, celebrated the start of the ConnectEd program in Indonesia with the opening of a new Computer Lab. Mr. Frederic Chapelard, President Director of Alcatel-Lucent Indonesia, cut the ceremonial ribbon to open the lab and spoke about the program in the opening ceremonies. In attendance were approximately 1,000 students from YABIM, 20 representatives from YABIM’s management and teachers, eight representatives from Alcatel-Lucent Indonesia, and four representatives from World Education. As part of the event, ten students from YABIM’s music club also performed.

**Donation Drive**

As part of the Global Days of Caring in July, 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. On July 18\(^{th}\), three volunteers from Alcatel-Lucent delivered 300 brightly colored donation packages to YABIM. Each package included liquid soap, shampoo, toothpaste; toothbrush, detergent, anti-mosquito cream, and hand towels.

**Visit from Bisha Gosh and Yuhong Niu to ConnectEd Indonesia**

On Monday, July 2\(^{nd}\), Ms. Bishalakhi Ghosh, Executive Director, Alcatel-Lucent Foundation, and Ms. Yuhong Niu, Executive Vice President of Customer Solutions and Sales Support, APAC Alcatel-Lucent visited the ConnectEd program in Indonesia. Ms. Ghosh and Ms. Niu, along with a small group of Alcatel-Lucent Indonesia employees, took the time to speak to a group of young people who are enrolled in a multimedia computer course as part of their vocational training program. The students, sitting in their new computer lab funded by the Alcatel-Lucent Foundation, were excited to meet their visitors and to hear them speak about the importance of education and the key role that technology is playing in the quickly changing world. The students left feeling inspired about the role that their computer skills training would play in helping them achieve their goals.
what’s new?

new course in the technology toolkit

A new e-learning course has been launched within the toolkit http://cedu.pbworks.com/. It aims to train teachers, who are new to technology, to integrate ICT into teaching and learning. It also includes a module on project-based learning that covers how you can use the lessons from Taking Action to Improve your Environment.

You access the modules directly at: http://professionalstudiesae.worlded.org/connected/mod1/player.html

Are you using weebly or google sites?

TIP: Introduce Web 2.0 technologies to students by developing a website using Google sites or Weebly. These are actually quite easy to build and can incorporate many of the Web 2.0 tools that are already out on the web like blogs, videos, etc.

If you already use a website with your classes, send us the link!

exemplary practices

technology integration competition

ConnectEd China recently launched a competition that invites teachers from seven migrant schools in Beijing and Shanghai to submit their work they have done in their class to integrate ICT into classroom teaching. Teachers need to provide evidence of their work by using technology...sending digital photos and video. A total of 102 teachers sent in submissions; most involved the use of PowerPoint, Excel, or Word. The competition has been well-received and motivates teachers to continue to practice the ICT skills they have learned.

Communications Highlight

ConnectEd Partner Instituto Alianca Posts on Facebook

Instituto Alianca, the ConnectEd Brazil partner, uses Facebook to connect with its students and other local partners, and share their work. After a visit from ConnectEd education technology advisor Steve Quann, they posted the pictures to the Instituto Alianca Facebook page. Don’t forget to “LIKE” ConnectEd on Facebook.