



[Pres 6] Student drawings. The hats show issues overlapping. Looking for happiness. The second hat symbolises helping others. Umbrella = protection of MAP.

[Pres 8 part b] Florence - being flexible, active listening, developing trust. "So others can come to you without any fear". Created friendship with my 6 children.

"Every dry stem can grow again"  
Heart club student

[Pres 1] A girl who lost her family, dropped out of school, took drugs... but through the friendship in MAP started to build a new life. She got a job and got married.

[Pres 5] Umuduri Band: Through music MAP helped me (and others) to deal with stress (a tool for stress management) for health mental well-being especially during Covid.

[Pres 8 part a] Florence - impact on myself, family & community! Myself = increased social interactions. Story from genocide, lessened burden. Avoiding bias.

**personal**

**organisational**

**local/regional**

school, club, forum, organisation

neighbour  
local/regio

[Pres 4] Banana tree metaphor - MAP as a 'pillar' of support through 'friendship and connections'

[Pres 10] Marceline a Clinical psychologist helped survivors of genocide & teenage mothers under 18, through storytelling and clubs. School leadership valued her inputs.

[Pres 9 part] - St Aloys students: brain & light bulb drawing "believe in everybody's ideas" and new knowledge. Tree image: "we contribute to society, finding belonging". He

[Pres 3] Teta's painting: She dreamed of travelling and expanding her learning...she received this opportunity through going to Nepal to work with the project there.

[Pres 8 part c] Florence - helped her to deliver her lessons more effectively, with more ease.

[2nd pres - UNM Video] Development of hospital mental health support, and in schools: boosting confidence and social connections for survivors of the Genocide

[Pres 8 part d] Florence - I was asked to deliver sessions - they 'liked the way of delivering sessions'...all the qualities & skills from MAP they asked me to spread.

[Pres 9 part b] Poem 'My ability': they opened up to believe in their own abilities. Always something that can pull you up! Clapping song - through friends overcame depression

[Pres 7] Jean Claude - Master trainer found confidence to use his voice. Became a trainer in using arts in teaching. Created a small organisation for children & an award in teaching!

# Art is freedom - Ibnu

"They will feel free because in principle ART is free: beautiful and authentic. The exercises from Lenong makes them feel authentic." Jose [develops health, imagination, knowl.]

[Pres 5] Sarti Fauziah: it expanded my horizons. A lot of the artwork (comics & murals) were a valuable 'lesson how to bring art into communities'. Launched a guide book

## Changing and becoming - Amanda (check)

### local/regional

neighbourhood, local/regional/national policy

### organisational

school, club, forum, organisation

### personal

[Pres 4] Kurnia's video - I learned to solve problems with others, care more about my surroundings & know myself better. MAP changed how I see myself - opening & grow

[Pres 2] Amanda's video - MAP helped me overcome my shyness and get confidence and I learned to speak in public. "More confident in facing challenges"

[Pres - 3a] Haikel's video: MAP helped 'me become more creative and productive'. From struggling at school during Covid, I lost my hope and enthusiasm.

[Pres 3 b] I failed to get into a major, I was failing at accounting. During the pandemic, I had no friends to produce videos... then I joined MAP and I feel happier: aligns with my interests

[Pres 1, a] Jose - through Lenong children grow more sensitive; cooperate with friends & respond. Music element ensures that each person follows & they learn a tradition

[Pres 4] - Kurnia "I now care about my neighbourhood"

[Pres 1, b] Children learn history, and how to present & express themselves. Through character role play they get a richness, becoming humble, & in schools they feel equal. Help at home.

[Pres 10] Angga - I learned how to work with young people and about the problem tree. Video of still images. MAP gives hope and space for children who need, and spread to others

[Pres 6b] Yohannes - I got to know young people expecting something better, this made me have hope for life (the tree).

[Pres 6a] Yohannes - I was at a low point in my life...there is hope in my poem. It gave me a new point of view: when we are not restricted/compartme ntalised hope (leaves) grow

[Pres 8b] Ibnu - In the children's forum we delivered messages/opinions in many ways. We can communicate in so many ways!

[Pres 7a] Indri's flipbook - I changed my point of view on my surroundings. There are many problems I didn't originally see. I created comics! I am proud!

[Pres 9] Nada - film on sexual violence & domestic abuse. At first I thought murals were just pictures but they can capture social messages. Skills I didn't learn in school.

[Pres 8a] Ibnu's film - Glowing in the dark is my theme: I understood art as poems etc. But it is anything that allows us to express ourselves e.g. photo collage.





[Pres 7] I taught my family and other young people videography. I come from a 'backward' community but now I know my rights.

[Pres 4] YAARS Nawami & Asmita: Image theatre - we learned how to teach in schools, grades 8-10 capture difficult concepts through arts. Images of planting in polluted ar

[Pres 3] Kanchen & team - 'If we use arts in our studies, students can understand so many more things!' Great for sharing and learning ideas with friends. LIVE theatre in action!

"The box is widening" "I can see where they are coming from" Anjali

"Art as an advocacy tool" & "Other schools are using arts and our products" (especially videos) Pai

"It's important to protect our culture and to extend it" - /uktalal

Self-finding journey

[Pres 9b] Prince - A music video, poems & role play - involved our friend 'in child labour'. He had a major role. Organised a competition. Presented to the municipality

**personal**

**organisational**

**local/regional**

school, club, forum, organisation

neighbourhood, local/regional/national policy

[Pres 2] Ramila & Upahar - poem of a journey with a tree, tiger & how being a YAAR teaches us how to face challenges and that overcome them.

[Pres 5] - Anjali & Anju Sonder Story - interacting. Learning's through a storybook. "I had my own box; I see the world in one way; my knowledge was limited. Topics I didn't know about.

[Pres 6] - Leeja & Prasadi - "we are able to talk about ourselves & share our feelings: it is beautiful to present our feelings through art. If they don't listen they can see our art"

[Pres 1] - Wellbeing Thermometer (from MEL) how do you feel before & after...how respected/ how connected do you feel? How hopeful? How safe? Learning to train otherypeople

[Pres 9a] Prince - I found a place to use my talents! 50 of us created a meeting in our school, identifying problems. One of my friends went to work instead of school. We worked on this.

[Pres 5 & 6] - YAARS learning about other areas of Nepal; other communities - ways to see things & common issues

[Pres 7b] Sapana "We involved ward officials. They said our arts activities can be conducted in remote places as well. It's important to take it to these places."

[Pres 5] Anjali: We were in a rural village...public fighting/drunkenness. ...I realised the same problems exist back at my home, also team working, emotional skills

[Pres 7a] Sapana's Cycle diagram - before I was uncomfortable to speak, but now I can speak in front of everyone. I was a leader in my school for MAP. Problem solving.

[Pres 8] Yuktalal - Students now participate in extra activities & are self-motivated. They now have a habit to teach others: students & parents aswell. They speak openly!

[Pres 8b] Yuktalal. Now I teach students in a different way, using arts-based methods, songs. My habits also changed. We have meetings with parents & share MAP activities. Studio!

[Pres 10] Pandev Phase 1 - influenced local curriculum dev processes by publishing local curriculum in Palpa (3120 people directly). Building relations with 7 local govts!



[Pres 1] - Juh's video: MAP helps young women to speak up for themselves; sharing experiences & perspectives. Women supporting women!



# KYRGYZSTAN

Change from dreams to goals [Nazmia]

[Pres 1 & 2] Share my knowledge with others (teachers, students, families/parents); teachers and students sharing experiences

Expressions through drawings e.g. girl kidnapping

Drawing: "Talk to the water - if you have no one"

[AB] Enhance relationship student-teacher

[Pres 1c] Madina - greater attendance at schools after our work. Four schools from Bishkek; 2 looked at sanitation & improved their environment

## local/regional

neighbourhood, local/regional/national pol

Naraym (pr.8) - social services organisations introduced new methods in working with communities

[Pres 6] Mr Kanatov: Local authority (Osh) saw many activities from students AND parents. 3-4 workshops, forum theatre and comedy. Shld be expanded. Ready to continue.

[Pres 7c] Police & prosecutor's office issue saw a forum theatre on the issue of migration. One person said they would stay & not migrate after a performance. 30% of migrants came back.

[Pres 8] Young mothers (under 18) asked for help. They cldn't write. Arranged marriages & many divorce. Made a perf on problems of early marriage. Mothers cried - repeating cycle

[Pres 8] Girls want education: 50 applications, not a single one from young mothers. Last year 3 cases.

[Pres 2a] Sapargul/teacher: Students learned how to analyse their situations. They now discuss with adults/decision-makers. Looked at parent migration/neglect

[Pres 2b] Students started to believe in themselves, and used critical thinking skills. They developed their own views and dialogue with adults.

## organisational

school, club, forum, organisation

[Pres 4] Parents, friends, students, teachers all worked together and improving understanding between them. First on migration. Showed perf to authorities.

[Pres 1b] We also did drawing contests on social issues e.g. child labour, and other young people spread this knowledge.

[Pres 7b] Many issues at school resolved and now the principal collects parent's feedback through parents' meetings. Parents are engaged in school much more. Students change.

[Pres 7a] Matluba: children cldn't express their feelings. Focus on better rels between students, parents and teachers. Wrote scripts e.g. early marriage, girls excluded from school.

## personal

Odina (pr 4) - Young people are encouraged to speak with local authorities and realised they are heard

[Pres 3] Nasmia - now I write poems and can act. My parents reflected that now I help at home much more & they changed as well - supporting me to participate.

[Pres 5] Symbat: make relations with others to identify community issues. Job migration results in children without care. Song 'White Ship' on parents working abroad.

[Pres 3] Nasmia - I turned into a new Nasmia. I learned about critical thinking. We learned how to change challenges in our community: relations with parents.

[Pres 1a] Madina - we learned about ourselves & many trainings including Forum theatre, surveys, videomaking to people who can help with challenges. Spread ideas

Nazmia - I used to feel like "a fish in an aquarium" but now "I am being in the sea"



# KYRGYZSTAN

Change from dreams to goals [Nazmia]

[Pres 1 & 2] Share my knowledge with others (teachers, students, families/parents); teachers and students sharing experiences

Expressions through drawings e.g. girl kidnapping

Drawing: "Talk to the water - if you have no one"

[AB] Enhance relationship student-teacher

[Pres 1c] YP- greater attendance at schools after our work. Four schools from Bishkek; 2 looked at sanitation & improved their environment

## local/regional

neighbourhood, local/regional/national pol

[Pres 8] Social worker - social services organisations introduced new methods in working with communities

[Pres 6] Local authority (Osh): saw many activities from students AND parents. 3-4 workshops, forum theatre and comedy. Shld be expanded. Ready to continue.

[Pres 7c] Police & prosecutor's office issue saw a forum theatre on the issue of migration. One person said they would stay & not migrate after a performance. 30% of migrants came back.

[Pres 8] Young mothers (under 18) asked for help. They cldn't write. Arranged marriages & many divorce. Made a perf on problems of early marriage. Mothers cried - repeating cycle

[Pres 8] Girls want education: 50 applications, not a single one from young mothers. Last year 3 cases.

[Pres 2a] Sapargul/teacher: Students learned how to analyse their situations. They now discuss with adults/decision-makers. Looked at parent migration/neglect

[Pres 2b] Students started to believe in themselves, and used critical thinking skills. They developed their own views and dialogue with adults.

## organisational

school, club, forum, organisation

[Pres 4] Parents, friends, students, teachers all worked together and improving understanding between them. First on migration. Showed perf to authorities.

[Pres 1b] We also did drawing contests on social issues e.g. child labour, and other young people spread this knowledge.

[Pres 7b] Many issues at school resolved and now the principal collects parent's feedback through parents' meetings. Parents are engaged in school much more. Students change.

[Pres 7a] Teacher: children cldn't express their feelings. Focus on better rels between students, parents and teachers. Wrote scripts e.g. early marriage, girls excluded from school.

## personal

[Pres 4] YP - Young people are encouraged to speak with local authorities and realised they are heard

[Pres 3] YP- now I write poems and can act. My parents reflected that now I help at home much more & they changed as well - supporting me to participate.

[Pres 5] YP: make relations with others to identify community issues. Job migration results in children without care. Song 'White Ship' on parents working abroad.

[Pres 3] YP - I turned into a new Nasmia. I learned about critical thinking. We learned how to change challenges in our community: relations with parents.

[Pres 1a] YP - we learned about ourselves & many trainings including Forum theatre, surveys, videomaking to people who can help with challenges. Spread ideas

[Pres 3] YP - I used to feel like "a fish in an aquarium" but now "I am being in the sea"



