



# LINKING & LEARNING

IN PRACTICE

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17-18 February 2022

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**LINKING AND  
LEARNING AS**

**A PLATFORM  
TO AMPLIFY  
ADVOCACIES**



# UGANDA

1

**Amplify advocacies by documenting the difference interventions** supported by Voice for grantees and rightsholders. These are packaged in different knowledge products and amplified through various online/digital platforms. These are also uploaded and made accessible to other stakeholders.

2

**Give RHGs and grantees the chance to participate** in the annual linking and learning event to share and discuss experiences and give opportunities for rightsholders to actively participate.

3

Coming out with a learning question such as raising an advocacy issue that requires different synergies and efforts from different groups so they can find a particular solution on how to address a particular advocacy issue raised not only within that country but also for all Voice interventions.

# CAMBODIA

4

**Opening and providing safe spaces for discussions** with the government or with law/policy makers as stakeholders on matters such as social inclusiveness and how it can be translated into policies.

5

**Finding ways that allow for more freedom of expression** and help RHGs rise and access to information that they need.

# PHILIPPINES

6

**Think about the message and how to get it across.** People resonate more, for instance, when social rights issues are discussed in commonality through a human lens and not as sectors.

For example, people responded better when LGBT or people from indigenous groups were messaged as having the right to be equally respected and protected by the government, including the rights and privileges they need. So, sometimes the issue isn't exactly the message but it's the delivery or how that message is said.

7

**Be mindful of the mediums used to interact with and amplify messages.** It is important to ensure that the chosen medium is also accessible to the RHGs/grantees themselves.

Social media, for instance, which is seemingly a straightforward approach since everyone can easily create an account, still has barriers limiting and/or preventing some groups from having access. An example is farming groups that rely on text-based communication to get the message around.

8

**Design strategies for amplification that would work according to the context of the grantees and RHGs** such as printed brochures, pamphlets for distribution and radio-based amplification. He shared that it is important that we ensure that our chosen mediums are also accessible to the rightsholders themselves.

9

Remember that the actions taken after dialogues are just as important as opening the discussion between stakeholders and the rightsholders.

11

**Talk about failures and what went wrong.** We need to acknowledge failures to learn from it and believe that if we learn from the right thing we learn twice from our mistakes.

10

Create trust and space where people can feel safe.



# **SENSE OF SYNERGY AND COMMUNITY**

## **WITHIN VOICE**

# INDONESIA

1

Provide opportunities for grantees/RHGs and Voice staff to attend L&L sessions.

2

Ensure that organizational needs are attended to and systems are in place.

3

Assure the safety and security of the youth and elders who are participants of their programs

4

Strengthen the capacity of the stakeholders through the sharing of ideas.

5

Hold regular meetings where the youth learn how to approach the elderly, including amplifying voices of the elders.

6

Use traditional methods such as eating together by hand (youth and elders) during recess/break time.

7

Amplify voices of elected leaders of persons with disabilities for better service delivery in the policymaking processes to change policies, norms, and attitudes towards persons with disabilities.

8

Engage and empower persons with disabilities to take the lead and be at the forefront while practicing 'nothing about us without us' and leave no one behind'.



# INDONESIA

9

Ensure documentation to capture the learning and best practices.

10

Find commonalities to build a synergized community.

11

Use unique or non-traditional ways to engage more indigenous youth and ethnic minorities to participate in the program.

12

Create a safe space and provide opportunities for the youth to fully express their opinions and insights. Use language and concepts that are easy to understand because it elicits participation.

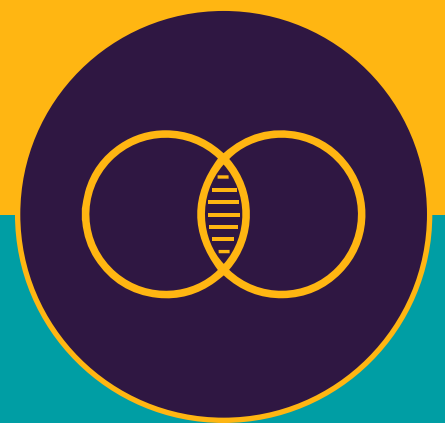
13

Created a hybrid by providing online opportunities for communities in the two countries (Indonesia and Philippines) to connect and link with each other and boosting commonalities between them.

14

**Decolonization** – To bring back pride for tradition, culture, and local wisdom amid the growing modernization of societies. Implementation is hybrid with rooms for improvement and better opportunities for Linking and Learning due to the absence of language barriers.

**INTERSECTIONALITY  
APPROACH ON MATTERS  
CONCERNING L&L  
AND LEARNING EFFORTS  
AND PRACTICE**



1

**Practice intersectionality.** People should not be seen in silos. Find commonalities among groups and communities.

2

**Create an online space** where many organizations with different advocacies and mandates can communicate, collaborate, confront intersecting issues, and improve practices.

3

**Allow participants to express authentic insights and impressions.** Emphasize that everyone is a human rights advocate and to respect everyone's identity and culture to ensure safe space for groups that were put together with diverse backgrounds in one room.

**LINKING AND LEARNING AS AN  
EMPOWERING AND INNOVATIVE  
PLATFORM OF DISCOVERING  
NEW AND BETTER WAYS TO  
OPERATIONALIZE INITIATIVES  
AND “TO DO THINGS”**



1

Share through innovation by using technology platforms such as Instagram and WhatsApp to share.

2

Collaborate through social media such as TikTok.

3

Partner with embassies and other civil society organizations.

4

Learn by doing.

5

Partnering with local government units to engage different decision-making bodies.

6

Conduct L&L through the airing of a weekly radio program anchored by the youth. Invite guests, text peers for better amplification of a space to voice out their opinions on certain topics.

7

**Learn from others.** Study and practice common/popular online platforms such as YouTube and Instagram as a means of providing updates, talking about mission and advocacy.

8

Make videos on Tiktok and collaborate with the government.

9

Invite speakers for relevant topics, such as mental disability and harassment.

10

Conduct impact assessment for evidence-based evaluation, better learning, deeper understanding, and seeing/tackling the issue/s from different perspectives.

11

Sharing of resources collaboration, and partnerships.

# **A SAFE SPACE FOR EVERYONE TO LEARN, REFLECT, DISCOVER NEW ECOSYSTEMS, AND GROW BOTH AS AN INDIVIDUAL AND AS A PROFESSIONAL**



Organize forums/events and assure participants of the principles of safe space to learn, reflect, and grow.

# LINKING AND LEARNING CONCEPT AS A WAY OF

**“PUTTING ONE’S SELF  
OUT THERE”,  
OUT OF ONE’S  
COMFORT ZONE**



**1**

Encourage participants to get out of their comfort zone so they can learn more and new methods. A bigger perspective allows for more ideas, then the concept of inclusivity is being applied.

**2**

Create a strong sense of community for advocates.

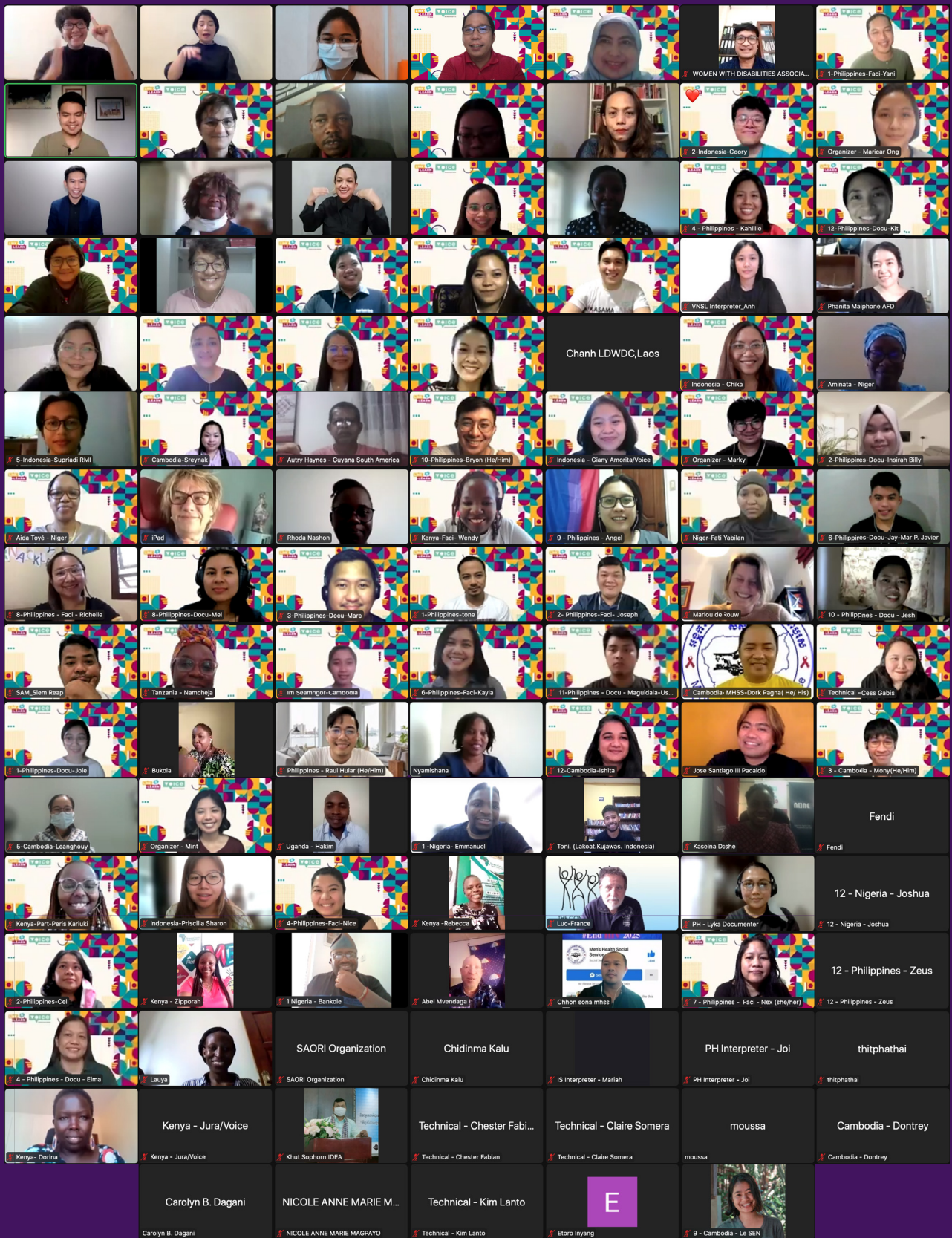
**3**

Talk about problems and learn from failures. Failures are opportunities to get better, to research, strategize, and be innovative.

**4**

Inez stressed to use challenges/ opportunities instead of “failures” so participants can speak more freely and not be afraid to be vulnerable.





# LINKING & LEARNING: A PATHWAY TO INCLUSION?

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