



Newsletter

COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia



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In this issue

Guest Column	02
Sportlight	06
Regional Round Up	08
CEMCA News	09
Case Study	13
Forthcoming Events	16



From The Director's Desk

“All grown-ups were once children... but only few of them remember it.”

- Antoine de Saint-Exupéry, *The Little Prince*

The formal education system is designed for children and young adults by the grown-ups which can be compared in some sense to an intervention designed by the “haves” for the “have nots”. People who HAVE grown up decide for people who HAVE NOT. Questions are being asked about the “Outcome” and “Impact” of education. The question that perhaps very few are posing is “Are the children happy with the system designed for them?”

“Happiness” is today at the top of the global policy agenda, with the United Nations General Assembly’s 2011 Resolution recognizing ‘the pursuit of happiness as a fundamental human goal’ (United Nations General Assembly, 2011). The Sustainable Development Goals (SDGs) also promote well-being across various goals and targets. As Aristotle said, “Happiness is the meaning and purpose of life, the whole aim and end of human existence”. Then why is “happiness” not systematically integrated into the educational system that constitute first 15-20 years of a person’s life? Why has there been no attempt to design a “happy learning process”? Education which should be aimed at creating “love for learning” and inquisitiveness has been reduced to creating salary earning, conforming, dispassionate youth.

Today the challenges have transformed from “finding jobs” to “creating jobs”. Additionally, the future of technology is so uncertain that skills become obsolete over a fortnight. Hence, instead of creating a generation adept at using a particular technology, our focus shall be on creating a generation ready to quickly learn-unlearn-relearn and most importantly have love for learning. As

Alvin Toffler stated in *Rethinking the Future*, “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

In recent years, various countries either have made happiness a specific goal of their development and education policies or have included elements relating to happiness in their policy frameworks.

UNESCO, Bangkok undertook a “Happy School Project” in 2014 and briefly examined the policies of five countries, namely, Bhutan, Japan, Republic of Korea, Singapore and Vanuatu. Each have a unique interpretation of happiness and well-being. Evidence presented in the report also shows that “*Prioritizing happiness and well-being can result in higher academic achievement, which unfortunately, is undervalued by a continued predominant focus on ‘numbers’ or test scores as indicators of the quality of education.*”

It is time that the endeavour spreads beyond schooling into higher education and training in all of Commonwealth Asia. Therefore, CEMCA has taken a first step towards creating “positive vocational trainers” through its intervention in the state of Odisha where the focus is on Empathy, Team Work and Problem Solving. Another such attempt by CEMCA is to create a MOOC on Life Skills for Engineers. The idea is to bring happiness to learning. By happiness of learner, does not mean that academic rigour is compromised. What this really means is to feel included and valued, through an engaging, collaborative and creative learning processes.

With best wishes
Dr. Shahid Rasool



Employability – what is it, why is it ‘new’, and can it be taught?

Prof. Malcolm Harper



Nearly everybody who reads this note is likely to be employed, or like the writer, at least to have been employed in the past. Very few of our readers, if any, however, will have received any ‘employability training’ as such. You may have been trained as an accountant, or a carpenter, a doctor or a driver, and this training probably helped you to be employed in one of these professions, or it may have been legally required for you to do it, but generic training, to be employed irrespective of the specific skill required, is a new and relatively unfamiliar notion.

What is employability, and why (if at all) does it now require training when most people who are in any way economically active in ‘modern’ societies have always been employed, without any generic employability training?

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It is instructive to compare employability, the ability to be a good employee, with a very different skill; the ability to start and succeed in a new business, which is generally known as ‘entrepreneurship’. This ability, or characteristic, was first conceptualised by Joseph Schumpeter about a hundred years ago, and has since then been analysed, defined, studied and taught in a wide variety of different ways; in India the national

Entrepreneurship Institute of India (EDII) has spawned twelve state-level institutes, and has also helped to set up a number of

similar institutions in SE Asia (www.edii.org, accessed 13.09.2017). Entrepreneurship is seen as a generic ability, or characteristic, which can be applied to any type of business, in the same way that anyone who is employed, that is hired by somebody else to do a job, presumably needs to be employable for any kind of work.

Numbers of references in a search engine are not an accurate representation of the importance which society ascribes to something, but the word ‘employability’ brought up 10.3 million references while ‘entrepreneurship’ produced 166 million, over ten times as many (www.google.com, accessed 15.09.2017). This is surely odd, given that far more people want to be and are employed than want to start their own businesses; the difference may in part be explained by the relative youth of ‘employability’ as a term, when compared with ‘entrepreneurship’, but it does illustrate the greater attention which has always been given to entrepreneurs rather than employees.

It is understandable that the skill of employing other people, of selecting, training, motivating and administering them once they are employed, that is, management, has been defined and taught for a hundred years; the Harvard Business School was one of the first management schools, and it was started in 1908; although its initial emphasis was on administration for the public service it rapidly came to be perceived as an institution which trained, or more elegantly ‘educated’, young men for careers in business, any business. The generic ability to be employed, rather than a specific skill required in a particular job, remained unrecognized and untaught for many years.

There have been many attempts to define entrepreneurship, but ‘employability’ is still a relatively unfamiliar notion. What characteristics do people need to be



employable? Many of the characteristics may seem to be self-evident, if only by their absence in many employees with whom readers may have been required to work, but the following summary lists the skills which were most often deemed important by a wide range of authorities.

- Verbal ability, being able to express your ideas clearly and confidently in speech.
- Team work, ability to work confidently in a group.
- Commercial awareness, ability to understand the commercial realities which affect an organization (this refers not only to employment in commercial businesses, but also to government and the voluntary sector, in any setting where resources must be used efficiently)
- Analysing and investigating, ability to gather information systematically, to establish facts and principles and to solve problems.
- Initiative and self-motivation, the ability to act on one's own initiative,

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to identify opportunities and to be proactive in suggestion ideas and solutions.

- Drive, determination to get things done, to make things happen, to look constantly for better ways of doing things.
- Written communication, ability to communicate clearly, in writing.
- Planning and organizing, ability to plan activities and to carry them through effectively.
- Flexibility, ability to adapt successfully to changing situations and environments.

- Time management, ability to manage time effectively, to priorities tasks and to work to deadlines.

(Bulman T Harper M, Employability Now, Worktree, Milton Kenyes, 2014)

I referred earlier to the less common but more celebrated skills of the entrepreneur. It is interesting to compare the attributes which are often deemed necessary for a successful entrepreneur with the above list of employability characteristics.

As noted above, these have been investigated and listed for much longer than the characteristics of employees, but the concept of entrepreneurial competences was first developed by David McLelland and others in the 1980s, and programmes which attempt to instil these ten competences in aspirant entrepreneurs have been offered for many years by Management Systems International of Washington DC, (see <http://www.msiworldwide.com/approach/trainings-courses/entrepreneurship-development-program/>).



growing societies such as those in Europe, Eastern Asia and North America whose populations are rapidly ageing. These young people will make up a large and growing work force, while 'the 'older' countries will have to cope with ever increasing proportions of older and less productive people. The new workers, however, will have to be productive if they are to enable their countries to

The ten competences are as follows:

- Seeking opportunities
- Planning and monitoring systematically
- Seeking information
- Persuasion and networking
- Being committed to work contracts
- Setting clear goals
- Demanding efficiency and quality
- Being persistent
- Being self-confident
- Being willing to take risks

The two lists share a number of items in common, but they are nevertheless quite different, even allowing for differences in language. As might be expected, entrepreneurs are expected to be able to take risks, and there is a greater emphasis on 'using' and working with other people than in the earlier list for employability. Readers must judge for themselves which set of characteristics is more likely to be associated with being a good citizen, or being an agreeable person, but the 'rugged individualist' of the entrepreneurial myth is almost certainly less common, and less able to fit comfortably into society or an organization than the person who is employable.

The employability qualities, characteristics, abilities or whatever one cares to call them are fairly self-evident, but why has employability only quite recently been identified as being worthy of attention; far more people have always been employed than have employed others and even most entrepreneurs have at one time or another themselves been employed; why has employability only recently been identified as something which merits examination and training?

Governments, colleges, development agencies and others are always searching for apparently innovative and un-crowded areas of activity where they can justify their existence and growth, but is employability more than a 'fad', is it a quality which some people serious lack and whose absence explains the mass unemployment which affects so many societies today, in spite of their economic growth and apparent prosperity?

The massive growth in the numbers of young people in emerging economies such as India is seen as a 'demographic dividend', which will enable these countries to compete effectively with richer but slower

take advantage of their more youthful population; if they cannot or will not be effective employees, they will be a drag on the economies, not a benefit.

This new workforce will also have to work in a 'modern' environment, which is very different from that to which their parents were accustomed. Many of these young people have grown up in rural, nomadic or other more traditional societies, where there is no tradition of formal employment; their parents have probably worked very hard for a living, but as self-employed farmers or in other activities which require very different attitudes and

behaviours, as well as formal skills, from those that are needed in 'modern' and more wealthy societies. They need to learn IT skills, or to serve in modern retail operations, which require specialized skills which can be taught, but they also demand a whole approach and life style which is very different from the traditional environment in which young people may have

been brought up. This is part of 'employability'.

The 'modern' world is also more challenging in other ways. We may

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exaggerate or even idealise the timeless unchanging nature of the work done by traditional craftspeople such as masons or carpenters, but there is no doubt that old skills are disappearing and being replaced by new ones much faster than in the past. The word 'vocation' actually refers to a 'calling', an activity to which a person is attracted and which she or he feels may be a lifelong activity, but the label 'vocational' is in that sense no longer applicable which applied to training .

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We are familiar with the rapidly changing nature of the skills required for work in information technology, which happens to be an area in which many young people from traditional backgrounds are finding jobs, but work in older and more familiar activities such as retail, transport and construction is also being radically changed, or even eliminated by innovations such as on-line shopping, driverless vehicles and modular buildings. If a young person learns how to drive, he or she may have to learn a completely new and different skill in a few years, and that may in turn become redundant within a few years; people have not only to know how to do their first job, they must also learn to be adaptable, to learn to learn; which is part of employability.

Schools often act as strongholds of the past; many schoolgirls and boys have to wear neckties and blazers which have long gone out of fashion in the adult world, and the educational world is often suspicious of change. Schools' and teachers' performance is also increasingly subject to rigorous measurement, and the commonest indicator of a school's quality is its pupils' examination results. This

tends to narrow down the curriculum to the specifics of what can be examined, and this does not include their employability. This makes it all the more necessary for other institutions to try to fill the gap, either by persuading educators to allow them to provide some employability training within the schools, or by providing it elsewhere.

There may also be some element of elitism in the neglect of employability; we tend to look up to 'entrepreneurs' and it is perceived to be 'better' in some sense to be a manager than to be managed, to employ than to be employed. Only recently have we started to analyse and develop the far more 'democratic' and 'popular' ability to be employed.

The study of employability and of ways to enhance it is in its infancy, but the experiments and experience so far suggest that it is an important characteristic, which can probably be enhanced through training. People who are employable are more likely to be able to obtain and retain jobs, and to succeed in them, than those who are not, and it can not only improve their life chances but can also enhance the performance of the institutions which employ them.

There is still little definitive evidence that employability training can have long-term

tangible results, but the preliminary indications from numerous experiments are positive. Orlanda Ruthven's paper in the April 2017 edition of this newsletter described some of the results of a revolutionary attempt to enable young

women and men from traditional tribal communities in Eastern India to fit successfully into the totally different, regimented, disciplined environment of mass production garment factories, and a short note in the same issue described CEMCA's own efforts to introduce some elements of employability training into government schools in Haryana.

Given that nearly everybody aspires and needs to be employed at some time in their lives, it is to be hoped that some forms of preparation for employment will eventually be included in school curricula for every young person. Over 50000 school children have participated in job placements in the new city of Milton Keynes in the United Kingdom, and over 20000 children from the city have each had the opportunity of meeting and talking informally and individually with about a dozen representatives of employers under Worktree's 'Workout' programme. Similar initiatives are also being undertaken in three states in India, in Uganda and in Yunnan province of China. These are brief, low cost and easily replicable programmes which can be organized by schools themselves with no external assistance; similar activities can and should be part of children's education, everywhere.

Malcolm Harper, Filgrave, September 2017.

Malcolm Harper: *Educated at Oxford, Harvard and Nairobi, Malcolm Harper, worked in marketing in England, and then taught at the University of Nairobi. He was Professor of Enterprise Development at Cranfield in the UK, and since 1995 he has worked independently, mainly in India. He has published on enterprise development, micro-finance and livelihoods, and on child protection.*

He was the Chairman of Basix Finance for ten years, and is the Chairman of M-CRIL. He is Chair and board member of other institutions in the UK, the Netherlands and elsewhere, and has worked on poverty issues in South and SE Asia, Africa, China since 1970.

Spotlight On

Spotlight On: The Sustainability Platform

The Sustainability Platform (TSP) was founded at the 26th Engineering Congress of the Institution of Engineers, India held in Bangalore in December 2011. Subsequently, TSP has become widely recognised as a platform involving wider professionals other than engineers and as a genuine platform catalysing interventions that involve knowledge and competency building. TSP is unique in helping organizations and individuals access knowledge resources as well as sharing concrete experiences and providing knowhow in a practical and useful manner and, where necessary, creating forums for policy dialogue and policy formulation.

TSP's unique network enables the identification of agencies and groups doing sustainability activities at various levels starting from the local community to the state level activities and helps them in executing their mission by identifying the right resources, expertise, knowledge and technology. TSP hand holds organizations at different levels of their execution lifecycle.

TSP has a Memorandum of Understanding with the AtKisson's Group. The AtKisson Group — which consists of AtKisson, Inc., AtKisson Europe AB (Sweden), Center for Sustainability Transformation GmbH

(Germany), and other contracted affiliates and associates around the world. TSP has a globally-tested and applied program of tools, workshops and training courses, specifically focused on issues of sustainable development, innovation, learning, and organizational change. These tools are available in many countries, but are not well known in India.

TSP is currently engaged in catalysing the involvement of higher education institutions in the SDGs Agenda and the United Nations 2030 Road Map. TSP has been an active participant at UN-ESCAP's Asia Pacific Forum on Sustainable Development especially in promoting Knowledge Partnerships. TSP is organizing a major Interdisciplinary International Conference on Knowledge Partnerships to Advance the SDGs; in Mysuru on November 17th and 18, 2017. This workshop will have eight parallel workshops on the following sub-themes.

**The Future of Cities -
Inclusive and
Sustainable Cities
(SDG-11)**

**Managing Water
Resources Sustainably -
Natural Water and
Reclaiming Water
(SDG-6)**

**Climate Change
Challenges and
Resilience Strategies
(SDG-13)**

**Energy Self Reliance -
Options and Public Policy
for Renewable Energy
(SDG-7)**

**Skilling for the SDGs
(SDG-8)**

**Good Health and Well
Being
(SDG-3)**

**Business and
Sustainability
(SDG-17)**

**Financing for the SDGs
International Public
Policy and Finance
(SDG-10)**



Ms. Anjana Iyer, a TSP Associate and specialist on Solid Waste Management now an entrepreneur manufacturing is marketing Orbin a wet waste recycling equipment for apartments. TSP held a Training Programme on Sustainability (Systems Thinking and Sustainability) for TSP Associates, domain organisations and head of Higher Education Institutions. In the picture are Mr. Ravishankar and Mr. Anil Hebbar TSP Founders and Directors. Sustainability Training was also conducted by Mr. Robert Steele, of Atkisson Group. Dr. Sukumaran Nair, a TSP founder and associate and an internationally renowned Chemical Engineering specialist speaking at a TSP Capacity Building session on Life Cycle Assessment (LCA). Also in the picture are Dr. Jagadish, ISRO Scientist, Dr. D. K. Senthil a TSP founder, associate and LCA expert and Mr. Rajan Gandhi specialist on Sustainable Production and Consumption. Ms. Shantha Sheela Nair, a TSP Associate, former Secretary Government of India, renowned for her work on water, sanitation and especially eco-sanitation speaking at a TSP capacity building session. Ms. Wilma Rodrigues, Founder and CEO, Sahaas, one of the pioneers in solid waste management and e-waste management assisting TSP in a capacity building session. TSP at a session on Energy Policy to promote Renewable Energy. In the picture are D. K. Hari, a globally renowned renewable energy specialist and engineer, Prof. Lawrence Surendra, Chairman TSP and Harish Hande founder of SELCO and Chairman SELCO Foundation. TSP is active with the Asia Cooperation Dialogue – University Network promoting Sustainability Integration in Higher education. TSP signed an MoU with Chulaongkorn University Global Network (CGN) and TSP at the Institution of Engineers, Bangalore to promote cooperation between India and the Asia Pacific Region.

Regional Round Up

AMIC Annual Conference

The Asian Media Communication and Information Centre (AMIC) hosted its 25th International Annual Conference in Manila, Philippines between the 27th to 29th of September, 2017. This was the first conference after its headquarters was moved from Singapore to Manila. The theme of the conference was Rethinking Communication in a resurgent Asia.

About 400 participants attended the event which was held in the Hallowed halls of the Miriam College. 130 foreign delegates from several countries presented papers both in the plenary as well as break-away sessions. The Indian contingent was the largest followed by the Indonesians.

The conference started with welcome addresses by several dignitaries, including the Mayor of Quezon City and a video message from the Vice President of the country. The keynote

address was given by the Justice Conchita Carpio Morales, the Ombudsman of the Republic of the Philippines, who emphasised the role of Ethics and Good governance in media.

The opening session was followed by the first plenary of AMIC Distinguished Forum which saw luminaries of the field of Communication such as Professors Shelton Gunarathne, John Lent, Ronny Adhikarya and Florangel Rosario Braid presented their views on the subjects of their expertise.

Professor Shelton Gunarathne and Professor Wijayananda Jayaweera were the two AMIC Asia Communication Awardees for 2016 and 2017.

The meeting of the Board of Governors and the General Assembly of AMIC were attended by Professors Binod C. Agrawal and Chandrabhanu Pattanayak from India.

iScholar launches i30, an interactive online IIT-JEE exam preparation programme

iScholar Education Services, an innovative provider of on-demand education and learning services, announced the launch of its much awaited i30, an online IIT JEE exam preparation course specially designed for the masses in association with renowned Anand Kumar of Super30. iScholar i30, a one-year entrance exam preparation course, is targeted at candidates attempting IIT-JEE in 2017 and beyond. The courseware is priced at just 5988/- per year making IIT JEE preparation now easily affordable for all aspiring candidates especially those located in remote locations across India.

“We are particularly excited to associate with iScholar to bring an online IIT JEE courseware for the masses,” said Anand Kumar, Super30, “We are working closely with iScholar to translate the powerful Super30 IIT-JEE courseware for online audiences and bring a near real life experience of a Super30 classroom and interactions. The i30 courseware is designed to pave the way for many more bright students across India to get into IITs.” he added.

Reference :

<https://ischolareducation.com/newsroom/press-releases/ischolar-launches-i30-an-interactive-online-iit-jee-exam-preparation-programme-in-association-with-anand-kumar-of-super30/>

25TH ANNUAL CONFERENCE
27-29 SEPTEMBER 2017
MIRIAM COLLEGE
PATRICK JAVIERA AVENUE, QUEZON CITY
QUEZON CITY, PHILIPPINES

**RETHINKING COMMUNICATION
in a
RESURGENT ASIA**

PLENARY 2:
UNESCO Emeritus Dialogue –
Asian Philosophies, Religions and Communication

DASHO KINLEY DORJI
Former Secretary,
Ministry of Information and Communications, Bhutan

SU-KYUNG HAN
Founder,
myGREENews.com

FRANZ-JOSEF EILERS, SVD
Director, Asian Research Center for Religion
and Social Communication (ARC), St. John's University, Bangkok
Program Coordinator for Pastoral Communication,
University of Santo Tomas Graduate School
/Theological Faculty, Manila

BINOD C. AGRAWAL
Member, AMIC Board of Directors
Co-founder, Himgiri Zee University, Dehradun
Co-founder, Mudra Institute of
Communications Ahmedabad (MICA)

IMTIYAZ YUSUF
Lecturer and Director, Center for Buddhist-Muslim Understanding
College of Religious Studies, Mahidol University, Thailand
Senior Fellow, Prince Alwaleed Bin Talal Center
for Muslim-Christian Understanding (ACMCU),
Georgetown University, Washington D.C., USA

LORNA ISRAEL
Professor
Miriam College/ University of the Philippines

<https://www.facebook.com/Amic-Asia-1535143990118695/> https://twitter.com/AMIC_Asia <https://www.youtube.com/channel/UCAR7t-q7nCyysbUBNI83Ltg>

CEMCA Director addressed a Batch of Media Students at India Today Media Institute

Dr. Shahid Rasool, Director, CEMCA, was invited as Guest of Honour and Key Note Speaker at the orientation programme for the new batch of Media Students enrolled for various courses at India Today Media Institute. Union Minister of State Shri Babul Supriyo was the Chief Guest. Dr. Rasool enlightened the youth about journalism as a career and media as a change agent in the society, besides talking about CEMCA and COL



initiatives, vision and mission. More than 200 participants including

teachers, scholars, students and their parents were in the audience.

CEMCA Director nominated by UGC on the High Powered Academic Advisory Council

The Chairman, University Grants Commission (UGC), has nominated Dr. Shahid Rasool, Director CEMCA to be a part of the high powered Academic Advisory Council. The advisory council shall consider and approve the MOOC course Coordinators and the proposals recommended by subject matter experts. The need for the committee arose as Government of India proposes to prepare

fresh MOOCs in the areas which are widely in demand but for which enough resources in terms of quality faculty are not available in all universities. UGC has invited “Expression of Interest” from HEIs and academicians to develop MOOCs for these courses and ensure production of high quality MOOCs in areas comparable to international standards. The other members of the high power advisory

council, comprising academicians of repute, are Prof. V. Ramgopal Rao, Director, IIT Delhi; Prof. Sanjay Govind Dhande, Former Member UGC & Former Director – IIT Kanpur; Prof. Pratap Bhanu Mehta, Vice-Chancellor, Ashoka University; Prof. Biman Bagchi, Dean, IISc Bangalore; Prof. Shruti Sadolikar Katkar, Vice-Chancellor, Bhatkhande Music Institute University; Prof. Shyam B. Menon, Vice-Chancellor, Bharat Ratna B. R. Ambedkar University; Prof. M. M. Pant, Former Pro-Vice Chancellor, IGNOU & Former faculty of IIT Kanpur.

CEMCA’s HE interventions reach 90,000 learners and benefit about 1500 teachers and learners

CEMCA supported NSOU for the development of need-based courses (course materials Text and Multimedia) for three programmes during 2016-17. All the three programmes are being offered through Blended learning approach. 495 Prospective Teachers enrolled in One year programme “Pre-Primary Teachers’ Education-Montessori (Diploma)” in this year (2017). 493 learners

successfully completed 1st year (2016-17) of “Tailoring and Dress Designing: Apparel and Textile Design (Advance Diploma)” and were promoted to 2nd year (2017-18). 500 learners enrolled this year (2017) to Tailoring and Dress Designing: Apparel and Textile Design (Advance Diploma) 2year programme. 87 Teachers enrolled this year (2017) for “Inclusive Education” (Certificate) Course. The admissions are open till 15th November 2017. More than 90,000 learners/academia/educational leaders have access to the learning materials as OER through three institutional OER repository of BOU-Bangladesh, NSOU-Kolkata and OSOU-Odisha.

Review meeting of DST to progress of SFWHN

DST conducted a review meeting to take stock of the progress made by different Stakeholders including CEMCA for its flagship programme aimed at improving women's health and nutrition. The NCSTC, Department of Science and Technology, GoI had assigned a project

titled "Science for Women's Health and Nutrition Project" to CEMCA, which involves conducting baseline study about the health seeking behaviour of women of the community through 14 CR Stations followed by capacity building and content creation workshop. The review meeting took place at Madurai and Dindigul (Tamil Nadu) in which CEMCA made its presentation and briefed the members that through the baseline study 14000 women have been surveyed, 280 women trained in survey techniques and 140 women

trained in radio programming. Four social scientists, 22 Community media experts and 14 translators were involved as resource persons for the delivery of the project. 140 members of 14 Advisory committee participated in analysing the baseline survey and recommending the CR Station for further funding for content creation. 140 model episodes were produced with the help of CEMCA by the 14 CR stations. The experts' committee constituted by DST lauded the efforts put in by CEMCA.

Finalization of Research Tools for the Impact Study on OER in ODL

Commonwealth Educational Media Centre for Asia (CEMCA) organized a day long workshop to finalize the draft research tools for the study titled "Impact of OER Policy Implementation and OER Use in Open and Distance Learning System" on 29th September 2017 at New Delhi. The objective of the workshop was to review the design of the OER implementation study with the draft research tools. Dr. S. K. Pulist, IGNOU, New Delhi described the study process and explained the scope of the study. He also discussed the research tools to be validated in details. Prof. A. P. Behera, Joint Director, CIET, NCERT, reflected that OER must follow some process i.e. creation, curation, practice, extension as well as dissemination, and these points should be checked before hand through the help of checklist. Furthermore, the questionnaire for teachers was discussed at length. Prof. Biswajit Das, Jamia Millia Islamia, highlighted that data collection approach should

focus on 'Use, User, and Usage'. Documentary review of OER in the form of multimedia tools was also been suggested for in-depth study. After validating the questionnaire, the eContent Repository datasheet was reviewed which is to be collected from the sample universities. Finally, Focus Group Discussion Schedule was discussed among the experts.



CEMCA launched an Integrated Model for Higher Education

As per the strategic plan (2015-2021) of COL-CEMCA and its mandate of Learning for Sustainable Development, the Higher Education Initiative at CEMCA has developed an *integrated model* to address the challenges of higher education in this current dynamic environment and is moving towards working with partners in a more in-depth approach. In this regard, CEMCA shared this idea with different Universities in Commonwealth Asia viz. University of Hyderabad (UoH), B R Ambedkar Open University (BRAOU) Hyderabad, Netaji Subhas Open University (NSOU) Kolkata, Uttarakhand Open University (UoU) Haldwani, Central University Kerala (CUK), University of Jaffna (UoJ) Sri Lanka, Humdard University Bangladesh. All the universities are interested to be a partner in this journey for next three to four year.

The following universities prepared their projects for next three years to address the issues viz. enrolment, learning outcome (course completion rate) and employability.

- University of Hyderabad, India (Proposal submitted to CEMCA)
- Netaji Subhas Open University, India (Project implemented and work started)
- Uttarakhand Open University, India (Project implemented and work started)
- Hamdard University, Bangladesh (Project proposal development stage)
- University of Peradeniya, Sri Lanka (Project proposal development stage)



Community Radio Awareness Workshop at Puducherry

Ministry of Information and Broadcasting (MIB), Government of India, collaborated with CEMCA to conduct a 3 – day workshop from Sep 24th to 26th, 2017; to increase the awareness about the power and role of Community Radio for the communities. More than 50 NGOs and CSOs participated in the workshop that was hosted at Sri Manakula Vinayagar

Engineering College (SMVEC). The welcome address was given by Prof. V. S.K. Venkatachalapathy, Director-cum-Principal, SMVEC followed by the Felicitation Address by Shri M. Dhanasekaran, Chairman and Managing Director, SMVEC. The opening remarks were given by Dr. Shahid Rasool, Director CEMCA while Ms. Anju Nigam, Joint Secretary, MIB gave the Inaugural address. The participants were introduced to CR Policy Guidelines and were taken through the Application Process in detail by the resource persons. There were technical sessions conducted by

Broadcast Engineering Consultants India Limited (BECIL). At close of Day 1 the participants were taken for a Field visit to see an Operational CR Station. On the 2nd and 3rd day of the workshop the participants were told about fund management, sustainability and content generation. There was a special session to let participants know about various projects that various ministries implement through Community Radio Stations. The 3 day workshop culminated into the participants creating their “Expression of Interest” to set up their own CR Station.

National Consultation on Community Radio by Young India & Community Radio Broadcasters of India

A group of Community Radios operating in different states of the country met during August 2nd and 3rd 2017 at National Academy of Broadcasting & Multimedia (Govt. of India)



Bhubaneswar for National Level Consultation on Community Radio for furthering rights, justice and development of marginalized communities. Dr. Shahid Rasool, Director CEMCA, gave the inaugural address and emphasized on the need for technology convergence and said that, “Community Radio should think beyond Broadcasting”. He discussed the TCM (Temple, Church & Mosque) model of sustainability with the CR Stations who

had gathered there for the consultation, urging them to be Community Service Centres and not just Radio Stations. The Community Radio stations shared their experiences and built strong perspective for bringing social change through reducing the vulnerabilities of people by helping to assert their rights and entitlements. Best practices of Community Radios working in different states of India was exhibited on the themes of “Role of

CR”, in the following, namely, response to Disaster & Conflict situation, ensuring justice to marginalized communities, empowering women, building livelihood and agriculture and future perspectives. As an outcome of all the experience sharing, a book was published to capture the best practices including the learning and experiences of the Community Radios.

CEMCA-ORMAS ToT Process strengthened

The CEMCA - ORMAS Training of Vocational Trainers was significantly strengthened by conducting a mid-term evaluation of the intervention. This led to identification of areas of improvement. A new process was defined and workshops were conducted for disseminating the new process among all team members. New templates and forms were designed in line with the new process. CEMCA also engaged a couple of consultants for mentoring vocational trainers at field level. The consultants engaged, attended a 2 days’ orientation workshop at New Delhi and will be closely monitored for their contribution in improving the process for three months. The ABLE model proven for its effect on engaging students was also integrated



into the ORMAS ToT intervention. A CEMCA-ORMAS certification process will now overlay the International Training and Certification provided by ASD Education Pvt. Ltd.

Community Radio for Women Empowerment

CEMCA has partnered with UNESCO and AIMC for the 5th Edition of Community Radio Video Challenge (CRVC) which will be based on the theme of “Women Empowerment”. Entries will be invited from students below 26 years from all disciplines from across the country. CEMCA has been conducting this competition for the last 5 years with an

objective of connecting the youth to the great potential of Community Radio as a tool for community development and empowerment. In this competition students come up with films of 3 to 5 min duration on the given theme which connects to “Community Radios”. This year the competition will be thrown open from Oct 15th onwards. Students will be expected to make short films on sub-themes like Community Radio as a means to strengthen women leadership, women in business, women’s role in health and nutrition, women against domestic

violence, etc. A panel of distinguished jury of film makers and developmental communication experts will come together to choose the prize winners. The films will be screened in UNESCO on the occasion of World Radio Day and International Women’s Day where the winners will be felicitated. The prize winners which will include first, second, third prizes and five special recognition awards will be given mentorship on film making for developmental communication by experts identified by UNESCO, besides cash prizes from CEMCA.

Case Study

Building Resilience of Single women: Linking of Disaster Preparedness plans to housing and other entitlements

- Action Aid

Introduction:

With the recurring disasters in the state, ActionAid realised the need to work on resilience building of communities especially vulnerable groups apart from relief and rehabilitation. Based on this need, post Phailin, ActionAid initiated women leadership programme in Ganjam district. Objectives of this intervention was to reduce the impact of disaster on women and other vulnerable groups by building women leadership on disaster prevention and management so as to respond to any future disaster with better preparedness and resilience. During the process, it was identified that single women are among the most vulnerable groups. In our society which is guided by the value of patriarch, there is unequal power relation between men and women. Structurally women are kept aside from major resources such as land and livelihood. Restriction on their mobility leads to lack of livelihood options for women. Further, in case of girls and women, resources are always linked with marriage. Lack of access and control over resources makes women vulnerable. Among women, single women (unmarried women above social age of marriage, i.e. 30 years as per government's definition), widows, women staying separate from husband and divorced women are more vulnerable because they are "single". The vulnerability of single women further gets intensified during disasters. They do not get compensation against the loss of house,

they do not access the benefits declared by state and they do not access relief many times because of lack of mobility. Moreover, they face difficulties in managing livelihood.

ActionAid targeted resilience building of single women by ensuring their ownership over assets such as homestead land, linking them to housing schemes so that they can build houses on the land with DRR components, linking them to social security schemes and enabling them to earn their own livelihood.

The intervention:

In order to achieve these objectives, ActionAid identified widows, women who are staying separately from their husband, divorcee women and unmarried women above 30 years of age in each of the villages. They were identified as single women. A database was developed on status of their land ownership and status of linkage to social security schemes and Phailin compensation. ActionAid then liaised with the district administration for issue of homestead land to single women who did not have land in their name including release of compensation for Phailin cyclone. At the same time ActionAid liaised with block administration for linking the single women with social security schemes especially to Indira Awas Yojana (IAY) and housing under Odisha Disaster Rehabilitation Project.

Leaders from single groups were identified and their capacity was built to lead community processes along with other women, to have dialogue with government and PRIs for better access to different entitlements and built their knowledge and capacity on disaster prevention, preparedness and response. They were imparted training on disaster resilient construction that is essential for their villages vulnerable to different disasters. ActionAid facilitated emergence of single women collectives/forums at block levels. 19 single women forums are now active in Ganjam district.

ActionAid facilitated Community Based Disaster Preparedness-CBDP processes in 21 villages that included preparing disaster preparedness plan, approval of plans by *Gram Sabha*, identification of vulnerable persons/groups and preparing action plan for reducing their vulnerabilities, linking vulnerable groups to government programmes, organising mock drills, formation of village level task forces and ensuring that women and girls become the members of the task forces and capacity building of task force members. During the CBDP processes, single women were identified as most vulnerable and women leaders negotiated with administration to link the identified single women with various social security schemes.

Impact:

The most remarkable impact has been linking the single women to land and housing. 2388 single women have been distributed homestead land *patta* and have been linked to the housing scheme under Odisha Disaster Rehabilitation Project. Now these single women are owner of homestead land and also owner of houses. All of them have concrete roof on their head that has built their resilience.

36 single women have been linked to IAY, 132 got Widow Pension, 36 women got old age pension and 73 unmarried women above the age of 30 years have been linked to Madhubabu pension scheme (as per letter no-18067 dated 3/11/2014, WCD, Govt. of Odisha unmarried women above 30 years of age of BPL families and whose individual income is not above Rs24000/- per annum are entitled to get Madhu Babu Pension). This pension will help to ensure food security of single women

during disaster. They can purchase food grain with this pension money.

This has boosted the confidence of women and now even after the withdrawal of the project; these women collectives/forums are running on their own and carrying forward their work.

Lessons Learnt and Challenges

One of the major lessons learnt from this intervention was dovetailing efforts with

that of government can generate huge benefits for the most marginalised communities. Neither the community nor the government was recognising single women as “vulnerable group”. ActionAid’s targeted intervention to build the resilience of single women reshaped the context of “vulnerability” and drew the attention of all players including government towards reducing vulnerability of single women.

With New hope and house: A case study of Jayanti

– Action Aid

Jayanti Das 32, widow lives in Tarinipali village of Poirasi Panchayat of Ganjam block has two kids, elder one is a boy and the younger one a girl child. She lost her husband, the sole bread earner of the house before *Phailin*.

The project team identified her as a single woman and as such not linked to widow pension and other benefits. Her house also got damaged in *Phailin*. The project team and women leaders of the village took her to the Panchayat and block office and initiated dialogue with the block administration. As a result Jayanti was linked to widow pension. She was given Rs75000/- under Indira Awas Yojana. Initially she got two instalments for construction of house- Rs15000/- and Rs35000/- with which she completed construction of the roof of

the house. She has now completed the house in February 2016 after getting her last instalment.

Jayanti works in a cashew factory near the village and earns Rs120/- per day. In addition to that she gets Rs300/- as widow pension. The project and women leaders have helped her in accessing these entitlements and has built her resilience.



Skill Development Reforms through Sharda Prasad Committee: Key Highlights

The government of India recently released the Sharda Prasad Committee report on skill development reforms. A discussion on the findings and steps for immediate course correction to salvage the demographic dividend (only 20 years left) would be a welcome step.

The report is objective, data driven and made with over six months' of exhaustive consultations with stakeholders in skill development. Some of its recommendations have been at the centre of public discussion like conflict of interests, NSDC functioning, Sector skill councils etc. It is however, important to highlight some key points which form the foundation for many recommendations.

1. Unification of the entire vocational education system

What we have today are fragmented pillars, in which the left hand does not know what the right hand is doing. The ITIs, NSDC's training partners, vocational education in schools, in-house industry training and the skill development done by 17 different central ministries form the entire skill ecosystem. There is a lack of synergy amongst all these stakeholders. We can make Skill India impactful only when all of them work together and learn from each other's successes and failures

2. Ownership, responsibility and the skin in the game

The private sector puts the onus of skilling on the government treating it as a welfare responsibility and the government looks to the private sector since they are the end consumers of the skills. We need a clear fix for this conundrum. The committee's recommendation for a Reimbursable Industry Contribution(RIC) solves the perennial problem of poaching and provides a common levelling field for the industry. It ensures reimbursements for those doing trainings and rewards industry for sharing and undertaking skilling until everyone in the company is skilledutilizing both government and private resources. This will lay the foundation of making our country the skill capital of the world.

3. Focus on LLN training

There has to be concentrated effort towards strengthening the reading, writing and arithmetic skills referred to as Language, Literacy and Numeracy (LLN). No skill development effort can succeed when the majority of the workforce we have does not have the requisite foundation to pick up skills in a fast changing world.

4. Convergence of efforts and removal of overlaps

Currently there exists a lot of duplication of efforts between SSCs, institutions, ministries, etc. Skill funding in the country is well below required and spending that on duplicate efforts is a cardinal waste of public money. The duplication of training numbers, non standardized courses, not having a centralized credible national assessment and certification system has made skill development a goldmine for crooks who receive public accolade for the public representation of their skill development efforts but in reality squander public money. The committee found instances after instances of abuse of power and dereliction of duty and faith entrusted on the sector skill councils to make India the Skill capital of the world

5. Motivation of institutions engaged in skilling

Are institutions working because the government is supporting them or do they add real value? The truth here is scary. NSDC, envisioned as a PPP, has today more than 99% of government funding, its flagship scheme has less than 12% of placement, the NSQF framework has seen little adoption, and more than two thirds of the courses made have not trained even one student so far.



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Forthcoming Events

The 27th International Council for Open and Distance Education (ICDE) World Conference.

WORLD CONFERENCE ON ONLINE LEARNING icde2017

Theme: Teaching in a Digital Age - Re-thinking Teaching and Learning.

Venue: The Sheraton Centre Hotel in Toronto, Canada

Date: October 17-19, 2017

For More Information:

<http://onlinelearning2017.ca/en/>

The National Higher Education Research Institute (IPPTN) and the School of Humanities, Universiti Sains Malaysia in collaboration with Sunway University and Han Chiang College will be organising a National Conference.



Theme: Creativity in Education & Humanities 2017: Empowering People (NCC2017)

Venue: Chancellory 2, Universiti Sains Malaysia, Penang

Date: October 25 – 26, 2017

For more information:

<http://ncc2017.usm.my/>

1st International Conference will be organised by Krishna Kanta Handiqui State Open University, Guwahati, Assam, India



Theme: Developmental Interventions and Open Learning for Empowering and Transforming Society

Venue: NEDFi Convention Centre, Dispur, Guwahati, Assam, India

Date: December 16-17, 2017

For more information:

<http://conference.kkhsou.in/index.php>

CEMCA in collaboration with UNESCO and AIMC launches 5th edition of Community Radio Video Challenge (CRVC).

Theme: “Community Radio for Women Empowerment”

15th Oct 2017 : Launch of CRVC through Social Media

10th Jan 2018 : Last day to submit shortfilms

18th Jan 2018 : Jury Meeting

25th Jan 2018 : CRVC Result Declaration.

The dates indicated above are tentative, the exact dates will be announced later.

For More Information:

<http://www.cemca.org.in>

